

# Re:Search

Graduate Studies & Research at Salisbury University  
2015 Edition





Faculty and students will benefit from the new Office of Innovation in Teaching and Learning • page 17

Volume 05 • 2015

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# “Salisbury University has a reputation for going beyond expectations.”



Welcome to the spring 2015 edition of *Re:Search!* This fifth issue of *Re:Search* focuses on the significant impact that innovation, research and scholarship have on our ability to provide SU students a high-quality education. Salisbury University has a reputation for going beyond expectations, whether it's flipping classrooms; using technology to present content online or through video-conference; applying scholarship to solve real problems locally, statewide or internationally; or working with local medical and business professionals to hone their skills. In this issue, you will read about how we continue to embrace innovation in all aspects of University and community life.

Every issue of *Re:Search* highlights the outstanding efforts of our faculty as researchers and scholars. We spotlight the work of faculty who presented at the 2014 Research Day and Innovation Showcase. We offer an expanded perspective of the scholarly work of Dr. John Wesley Wright. Dr. Wright is widely recognized for his incredible voice, but here we give a “voice” to his performance as a scholar.

We are pleased to introduce two new administrators who bring new energy and ideas to innovation at SU. Dr. Deb Mathews is the director of our new Office of Innovation in Teaching and Learning. Her role is to bolster faculty efforts to produce inspired teaching and innovative learning opportunities for our students. Dr. Christy Weer is the new dean of the Perdue School of Business. She brings an effective community-focused leadership style to her new role. Her goals include expanding entrepreneurship and broadening the reach of our business graduate programs.

While Salisbury University continues to provide excellent on-campus experiences for students, we are thrilled to highlight three online graduate programs now offered by SU. These master's programs are the Geographic Information Systems Management (GISM) degree, the Master of Business Administration (M.B.A.) and the Master of Social Work (M.S.W.). These online offerings will provide the same level of excellent instruction and positive student-centered outcomes for which the University is known. Whether online or in a traditional classroom setting, we pride ourselves on academic quality, access to faculty and student service.

In addition to these featured stories, we share many other examples of our faculty, staff and students expanding the reach of Salisbury University through innovation. We are discovering answers to real-world problems, educating the future civic, business and technological leaders of our state and nation, and dedicating ourselves to serving our community. We are a campus on the move!

Thank you for your interest in Salisbury University. I hope to see you on campus soon!

Sincerely,

A handwritten signature in black ink that reads "Diane D. Allen". The signature is written in a cursive, flowing style.

*Diane D. Allen, Ed.D.  
Provost and Senior Vice President for Academic Affairs  
Salisbury University*

# Graduate Programs Expand Online

By Josh Davis



Salisbury  
UNIVERSITY

With over a dozen master's programs, two doctoral offerings and two certifications, the graduate studies programs at Salisbury University provide students with a diverse and robust range of options for professional advancement and personal enrichment.

A move into the digital world was the next logical step for SU, and the Geographic Information Systems Management (GISM) graduate program did just that in 2014, moving toward a fully online offering, a first for the school and a major bellwether of things to come.

That number triples this fall as the Master of Business Administration and Master of Social Work programs come online, meaning the campus at SU is truly becoming a global endeavor.

"It's so interesting in an online world," Dr. Clifton Griffin, dean of graduate studies and research, said. "Now that these programs are going online you could say your target audience is the whole world."

Griffin said the new programs would start out small, with roughly 15-20 students each, although the potential for growth is nearly unlimited.

"As far as where they go from there and how big it gets, it's really up to us as far as the capacity," Griffin said. "There are M.B.A. programs online that have hundreds of people enrolled."

According to Griffin, "high demand" drove the school to offer the M.S.W. "For us social work is our biggest graduate program

by far," he said. "In the resident program they have 240 students out of our 756 total graduate students."

Satellite programs at SU, including the social work program in Germany aimed at United States military personnel, also made increasing the online graduate options a necessity.

"Military people move," Griffin said. "These folks are going to start this degree program in Germany, all this money is being invested and within a year they're probably going to move – they're not going to finish it. If we don't have an online version, what we're doing is we're pretty much guaranteeing we're going to offer a bunch of courses to folks in the military and affiliated folks and they're never going to complete their degree – they might complete their degree with someone else, but they're not going to complete it with us."

"Once we get them affiliated with Salisbury University, we want to be able to graduate them," Griffin continued. "Social work had been talked about for years, but that was the final, 'okay, we've got to do this now' for a variety of reasons."

Griffin said the school also is expanding its recruiting base and adjusting its tuition model in anticipation of the online expansion.

"We've done some things to try to allow our recruiters to be more flexible relative to recruiting from Pennsylvania, West Virginia and Virginia into those satellite locations by charging a lower out-of-state tuition model

because demand is so high," he said.

The online programs also offer increased flexibility, a must with roughly 60 percent of SU graduate students being "working professionals," according to Griffin, and attending on a part-time basis.

"What do people want? Access and speed," Griffin said. "For me it's all about providing a higher level of access and kind of broadening our perspective. By not having any online degrees at all this time last year, you're just limiting yourself as far as what your potential could be. Really the goal is to increase access, provide a high-quality graduate experience online and continue to broaden the SU reach."

Ultimately the expansion, Griffin said, was driven by the quality and demand of the existing residential programs.

"It's really not any kind of rocket science," Griffin said. "It was kind of amazing to me that I got here in 2010 and we weren't offering any of this yet. It's certainly amazing by the time you get to 2014 and 2015 if there's not a single degree program online for a university of our size. It's part of the normal maturation and growth of our university in 2015."

"Aside from the great programs that already have been approved for online delivery, there are discussions to consider offering the Master of Education and the Doctor of Education in an online format in the future," Griffin continued.

### Dr. Michael Scott on the M.S. GISM Program

Scott, in his 17th year at SU, specializes in geographic information systems (GIS) and environmental hazards.

Responding to a major workforce initiative of the U.S. Department of Labor, the GIS Management (GISM) Program is the only program in the country focused on GIS management.

Scott said the Department of Labor "identified the GIS industry as one of the fastest growing job needs over the next 20 years."

"Our program is essentially 50 percent technical education and 50 percent management education, blending the best of both," he said.

Although convenience and accessibility are two of the major benefits of the new online programs, Scott said SU's offerings would go much deeper than that.

"The ability to complete a graduate program while working, or one that is not near your home, is very attractive," he said. "But I think that potential students don't immediately recognize other benefits as well.

"The majority of communication in our online graduate program is written," Scott continued. "Communicating well in written form, particularly electronic, is a critical component of a successful professional career in 2015. Similarly, working in teams that are distributed across time and space is becoming the norm at many large businesses. Online graduate programs teach that implicitly."

According to Scott, the typical residential graduate seminar can often be dominated by a few students. He shared: "Online there is nowhere to hide (and) everyone is responsible for contributing to discussions. On top of that, you usually have a bit more time to read and consider the opinions presented. This enables all students to get the most out of any discussion."

Scott said the program targets "mid-career professionals who either want

to retrain into the very dynamic technical field of GIS or are already working as GIS technicians and want to make the move to a management role."

"We do have some freshly minted college graduates who are picking up their advanced education first before transitioning to their career," Scott added.

Scott foresees the school adding more technical components to the program in the future, although he cautioned against offering what he called a "full-on technical master's degree."



**Dr. Michael Scott**  
M.S. GISM Program Director



"The technology in this industry is changing very quickly, so students are clamoring for help to manage that change in their professional lives," he said. "The competitive landscape for online technical GIS education is significant, but we'd rather play to our strengths."

#### Is this program for you?

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**Dr. Batya Hyman**  
M.S.W. Program Director

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[www.salisbury.edu/OnlineMSW](http://www.salisbury.edu/OnlineMSW)

### Dr. Batya Hyman on the M.S.W. Program

An SU professor since 2001, Hyman served as the social work director of the undergraduate program for three years and is currently in her first year as the graduate program director.

Although her specific areas of research interest are focused on the mental health consequences of trauma, the cultural humility of social work students, and the needs of lesbian, gay, bisexual and transgender people as they age, Hyman said the faculty in the Social Work Department have varied interests representing all aspects of the field.

"The Social Work Department is committed to reaching out to people who might not ordinarily be able to participate in one of our programs," Hyman said. "With this in mind, we began the satellite program in 2007 and currently offer our bachelor's and master's programs at five sites in Maryland and to military personnel and their dependents in Europe."

The Master of Social Work (M.S.W.) Program was engineered to prepare graduates to work successfully in community-based settings, including schools, hospitals, health departments, mental health clinics and child welfare organizations.

The expanded online program, according to Hyman, allows students with "complicated lives" to work toward those goals and participate in high-quality graduate social work education.

"Of course students also will need a high level of competence in technology and self-discipline in order to participate," Hyman said, adding that students also must be prepared to engage in field internships in social work settings near their home two-to-three days a week for two academic years.

Although the program is currently only approved for the State of Maryland, Hyman said SU is applying for approval to offer the M.S.W. to residents of contiguous states including Virginia, West Virginia and Pennsylvania.

"We are hoping to attract motivated students who have completed any undergraduate major and who have a passion for helping others and working hard," she said. "For the next few years, we will focus on our existing programs and the new online M.S.W., but we hope to offer more opportunities to study abroad as well."

### Yvonne Downie on the M.B.A. Program

Downie, who has previous experience in sales and marketing in the telecommunications and manufacturing industries, left the corporate world and came to SU in October, 2009.

"I was heavily involved in the export/import side of the business, then became more involved in the sales/marketing area," she said. "My role in sales/marketing led me to my interest in enterprise resource planning (ERP) systems, more specifically, customer relationship management (CRM) systems.

"I really loved the business processes behind the scenes," Downie continued. "I loved the idea of breaking down the processes, making improvements, and being able to measure those improvements and initiate change and take on the change agent role."

Downie said the Franklin P. Perdue School of Business' membership in the SAP University Alliance allows SU access to the latest ERP software, giving it a clear technical edge.

"One of the distinctions of our program is that we incorporate SAP – systems applications and products, an ERP system – used by organizations worldwide," Downie said. "We can use the functionality of SAP to simulate business processes across accounting, production, materials planning, sales, etc.

"The student is able to become familiar with SAP and also the integrated nature of business," Downie continued. "We also use different analytic and data visualization tools in our Analytical CRM class."

With the residential Master of Business Administration (M.B.A.) Program at SU already thriving, Downie believes the kind of flexibility offered by the online alternative will appeal to the "working professionals" targeted by Griffin.

"For many working professionals, attending class for three hours in the evening is not a viable option," she said. "The online M.B.A. is designed for anyone who wants or needs to be able to control when to 'go' to class," she said. "The

individual who works nights, days and flexible shifts would certainly benefit from the online M.B.A. program's convenience and flexibility."

Parents, Downie said, also stand to benefit from the program.

"If you are a parent and have active kids, going to class at a certain time may also not be viable," she said. "The idea of being able to log in and complete assignments on your own time – be it 5 a.m. or 11 p.m. – is not only practical but empowering. You can control your class



**Yvonne Downie**  
M.B.A. Director



time, your pace and your success."

While the program looks to have a broad appeal, Downie also recognizes one size does not necessarily fit all, and she hopes to expand SU's offerings of the M.B.A. in the future, adding additional specializations and certifications.

"I speak to many individuals who are anxious about jumping into a graduate degree program," she said. "Those individuals could certainly start slowly, complete a certificate program and ease into the M.B.A." ♦

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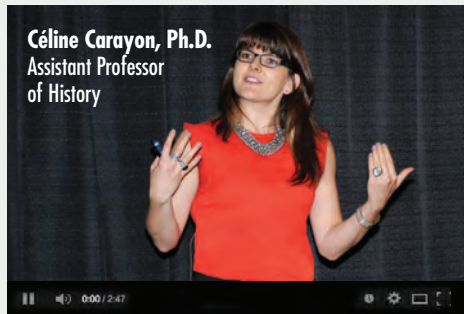
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# Salisbury University's Research Day & Innovation Showcase Version 2.0

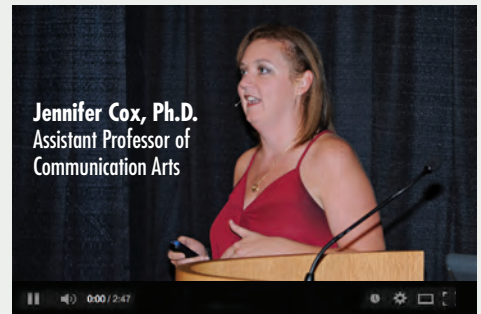
By Josh Davis



*The Amazonian Dilemma*  
[www.salisbury.edu/rd2014/Caviglia-Harris](http://www.salisbury.edu/rd2014/Caviglia-Harris)



*Understanding Misunderstandings: Cross-Cultural Communication in the Early Atlantic World*  
[www.salisbury.edu/rd2014/Carayon](http://www.salisbury.edu/rd2014/Carayon)



*To Tweet or To Post? That Is the Question. Examining Differences in News Content Across Social Media Platforms*  
[www.salisbury.edu/rd2014/Cox](http://www.salisbury.edu/rd2014/Cox)



*The Chesapeake Bay Bald Eagle: An Amazing Success Story in Wildlife Conservation*  
[www.salisbury.edu/rd2014/Gorrow](http://www.salisbury.edu/rd2014/Gorrow)



*Promoting Economic Fairness Vis-à-vis Shared Entrepreneurship around the World*  
[www.salisbury.edu/rd2014/Shipper](http://www.salisbury.edu/rd2014/Shipper)



*Improving Prediction and Visualization of Coastal Inundation on the Eastern Shore of Maryland*  
[www.salisbury.edu/rd2014/Wang](http://www.salisbury.edu/rd2014/Wang)



*Lights, Camera, Action: Standardized Patient Experiences and Psychiatric Mental Health Nursing*  
[www.salisbury.edu/rd2014/Webster](http://www.salisbury.edu/rd2014/Webster)



*Reading and Writing with Piper: Pathways to Success*  
[www.salisbury.edu/rd2014/Wiencek](http://www.salisbury.edu/rd2014/Wiencek)



*Lauda: Confronting the Celebrant of Leonard Bernstein's Mass*  
[www.salisbury.edu/rd2014/Wesley-Wright](http://www.salisbury.edu/rd2014/Wesley-Wright)



Nine Salisbury University professors, covering all four schools, presented “TED talk”-styled lectures during the second annual Research Day and Innovation Showcase at the school on October 3, 2014. Topics of discussion ranged from mental health to international deforestation.

### Reinventing the Amazon

Caviglia-Harris delved into “The Amazonian Dilemma,” namely how to balance development and conservation.

“The Amazon contains 50-80 percent of the world’s land species, the largest river system on earth and an enormous stock of carbon,” Caviglia-Harris said. Looking at that breadth of biological influence, she asked if Brazil can maintain that “globally important” resource while the nation develops.

In 1970, Caviglia-Harris said, Brazil had the highest income inequality in the world, with more than half the population living below the poverty line. Four decades later, after the government hatched a plan to give land away in the Amazon region, the country boasts “some of the lowest income inequality in its history” with just 21 percent of the population living below the poverty line, on par with the United States.

With development, however, came rapid deforestation, and while some benefited from government policy, poverty rates in the Amazon region continue to be drastically higher than in the rest of the county. “What policy makers struggle with now (is) should policy to reduce deforestation include measures that simultaneously address poverty,” Caviglia-Harris said.

Researching sustainable agriculture, planning and deforestation, and deforestation and development, Caviglia-Harris looked for an ideal way to balance two very different problems. “Our answer is no, there actually isn’t (a win-win solution),” she said. “Instead, what we think should happen is instead of identifying places for development and preservation we should separate those two things by identifying specific areas for development or preservation.”

Caviglia-Harris called for an increase in protected land from 44 percent to 70 percent, with targeted areas for protection and development. Sustainable development, she said, is a facade. “It’s a window dressing that



makes developers and environmentalists feel good. Sometimes it’s better to do something than nothing, but many times it’s not.”

### The Issue of Communication

Carayon presented “Understanding Misunderstandings: Cross-Cultural Communication in the Early Atlantic World.”

“They say if you look closely you can find the roots of any scholar’s interest in their personal history and their personal experiences,” she said. “I’m afraid, in my case, you don’t have to look very far,” joked French-born Carayon, who studies cross-cultural communication in early colonial America. Carayon said she studied people who “moved to a strange land far, far away from home and struggled to make themselves understood,” as well as people who “realized they belonged to a group with whom they didn’t really originally identify with, because outsiders labeled them,” using Christopher Columbus’ misnomer of “Indians” as a prime example.

Although her own experience moving to the United States, she admitted, was not nearly as unsettling as early colonists, she “quickly discovered that linguistic fluency does not protect you from lost-in-translation moments.”

For the past decade, first with her dissertation and then with an in-progress manuscript, she has “been looking at how people from the Atlantic world ... use not only their words, but also their bodies to connect and communicate,” Carayon explained. “Understanding misunderstandings can help us avoid important misinterpretations of the past.” By looking at misunderstandings, Carayon suggested, we can learn about power relations, language learning and processes, and develop new and better historical interpretations.

### SU faculty presenters included:

- Dr. Jill Caviglia-Harris, Environmental Studies/ Economics and Finance
- Dr. Céline Carayon, History
- Dr. Jennifer Cox, Communication Arts
- Dr. Teena Gorrow, Teacher Education
- Dr. Frank Shipper, Management and Marketing
- Dr. Sophie Wang, Mathematics and Computer Science
- Dr. Debra Webster, Nursing
- Dr. Joyce Wiencek, Education Specialties
- Dr. John Wesley Wright, Music

### The Mysteries of Social Media

Cox, who teaches social media journalism and is a freelance writer for *The Daily Times*, attempted to unravel the mysteries of social media in “To Tweet or To Post ... That Is the Question. Examining Differences in News Content Across Social Media Platforms.”

“It’s not just all about getting the news out there, now we have to worry about maintaining an audience,” Cox said. “Social media is to blame for that. So what we’re starting to see is a real shift in news definitions, news organizations departing some from their tried and true news stories informing the public, and starting to kind of get out there and think about social media and their news decisions.”

News organizations, Cox said, are starting to recognize Twitter and Facebook as means to drive traffic to news websites. Not that it’s an exact science. “People have traditionally told us what they want in news is public affairs topics like education and health and the environment and government – stuff that matters.” Advanced metrics, Cox said, have shown actual popular topics trend closer to “Shamu stories, salacious stuff, gossip, weird crime, that kind of thing.”

Cox explored the balancing act of using social media in journalism, looking at the specific differences between Twitter, which skews younger, and the wide, ubiquitous net of Facebook. Pulling from six major news sources over a two-year period, Cox found most used Twitter on a four-to-one ratio, while CNN preferred Facebook for its enhanced visual capabilities.

*"A university affords many opportunities for intellectual growth and expansion of ideas," said Dr. Diane Allen, SU's provost and senior vice president of academic affairs, citing Research Day as an excellent example. "I continue to be impressed with the breadth of expertise at Salisbury University."*

### Engaging Eagles

A former administrator and teacher with three decades of experience in the Maryland Public School system, Gorrow examined bald eagle recovery initiatives with "The Chesapeake Bay Bald Eagle: An Amazing Success Story in Wildlife Conservation," collaborating with Craig A. Koppie, a spokesperson for the U.S. Fish and Wildlife Service Chesapeake Bay Office.

Gorrow said that she has felt a deep appreciation for wildlife and the environment since childhood. "I'm absolutely fascinated by the American bald eagle and concerned about the threats to survival it continues to face," she said. "For the past several years, my scholarly effort has included observing, researching and photographing America's national icon." Gorrow hopes to help others understand the eagles' way of life, promote species and habitat protection, and foster environmental stewardship.

Collaborating with Koppie, Gorrow went "Inside a Bald Eagle's Nest" with a photography book of that name published by Schiffer Publishing in December. The co-authors were nationally recognized by the Nature Generation with the 2014 Green Earth Book Award.

"Our book presents a photographic journey into the nesting season of American bald eagles living in the Chesapeake Bay region," Gorrow said. "We focused on one



mated nesting pair living outside of D.C." During their presentation, Gorrow and Koppie highlighted the sequence of the eagles' activities from nest preparation to the fledging of the young.

Koppie began his study of eagles in 1977, when the birds were considered at risk for extinction due to urban sprawl, illegal hunting and environmental contaminants. "What I saw in the Chesapeake Bay was basically no white heads or white tails," he said. "I never saw an eagle.

"They were very close to being annihilated in our area and across the country," Koppie added. "The public isn't even aware of how quickly in some ways this bird went from a nothing population to nearly 1,600 in the Chesapeake Bay." Improved habitats and less human interaction and interference helped gradually regrow the population from just 70 birds in the Chesapeake Bay region to more than 70,000 nationwide.

Still, just one in 10 eagles survive until adulthood. The answer, according to both experts, is grass-roots and scholarly outreach.

### Economic Fairness

Shipper, professor of management in the Perdue School of Business, presented "Promoting Economic Fairness Vis-à-vis Shared Entrepreneurship around the World."

"If you look internationally, nationally and locally, you'll find significant economic inequality," Shipper said. Shipper and his colleagues coined the term "shared entrepreneurship" after studying employee-owned companies globally. He has examined the "intercorrelation" between educational inequities, economic inequalities, economic constraints and violence in multiple countries. Examining financial inequality, he found that 35 percent of the world's population lives on less than \$2 a day, while the seven wealthiest people in the world

each have more combined wealth than the 400 million poorest. Moreover, from 1975 to 2014 the gap between the bottom 30 percent of American household income levels and the top 5 percent has more than doubled. That's the bad news. "The good news," he said, "is that wherever we have found a concentration of employee-owned companies in the United States, in Spain, in Italy and other locations you find incredible economic success, educational opportunities and low levels of violence."

"Our work has drawn attention from over 140 of the 173 countries in the world," he said. "Approximately 700 universities within the United States alone have used the teaching material produced by us." He continued, "Seventy percent of them are the top undergraduate business schools, and 30 percent of them are the top graduate business schools. We're trying to get people to learn about what is often called 'Next Generation Workforce Strategies.' I think we're being fairly successful at doing that."

In searching for potential solutions, Shipper does not advocate for "redistribution of income," but rather he advocates for quality educational and earnings opportunities. Furthermore, he argues for the sharing of ideas. Economic fairness through shared entrepreneurship, Shipper suggested, can occur through domestic growth, international expansion and international incubation. "Such an approach provides people the freedom to meaningfully participate in a robust economy," he said. "You need all three ingredients – education, earning opportunities and collaboration – to make it successful."

### On Coastal Inundation

Wang spoke on "Improving Prediction and Visualization of Coastal Inundation on the Eastern Shore of Maryland."

Citing a recent article from *The Washington Post*, Wang said flooding from storm surge would likely threaten infrastructure in the nation's capital. Another article suggested Maryland, too, was at risk of rising sea levels.

"Each time we read these kinds of articles some questions may come to our mind, questions such as, 'is this really

happening or is this another political agenda?" she said. Moreover, if those phenomena were occurring could they be predicted before they occur and "is there something we can do about it?"

While climate change is a hot topic, according to Wang, coastal inundation is becoming the "most costly, most deadly and most frequent coastal hazard." The Eastern Shore, for example, is the third most-vulnerable region in the entire United States, after Louisiana and Southern Florida.

"Observations on the past and present play a very important role in coastal inundation ... to be able to predict the future inundation event and understand its impact we need to rely on mathematical models," Wang said, using "shallow water" equations to predict future storm surge conditions during hurricanes.

"The scientific study has shown enough convincing evidence that most coastal inundation will occur due to the climate change," Wang said. "Our mathematical model, our computer program and also modern computer technology allowed us to accurately predict the future coastal inundation and visualize their impact."

### Teaching Mental Health

Webster shed the light on improving psychiatric care training with "Lights, Camera, Action: Standardized Patient Experiences and Psychiatric Mental Health Nursing."

Using hired actors to portray mental health patients, Webster suggested, students gain real-world experience and understanding of how to deal with difficult patients, from hallucination and delusion to potential hostility. "As students begin the psychiatric clinical rotation they tend to bring with them a lot of anxiety," Webster said. "They tend to worry, 'will I say the right thing when I talk to the patient? What if I say something that makes the patient angry, or upsets them or causes them more harm? What if I don't know what to say at all? What if my patient is angry and aggressive? What will happen?'"

Each actor received at least 20 hours of training, with detailed scripts written by faculty, including Webster, each with more than two decades of experience. Following



demonstrations, the clinical test group created a virtual theatre to examine the "standardized patient experiences" in order to give peer critiques.

During her five years of specialized research, Webster has "been collecting and analyzing data to determine the effectiveness of this as a learning strategy," she said. "What we're finding is that it's very effective ... We are finding that not only does it decrease students' anxiety, it increases their confidence level which in turn increases their ability to work with these individuals with mental illness." The end goal is improved care thanks to the instruction of essential psychiatric nursing skills with decreased student anxiety and increased confidence, allowing practice in a safe and controlled environment.

### Teaching Piper

Focusing on a single child through a case study, Wienczek explored "Reading and Writing with Piper: Pathways to Success."

Wienczek met Piper through a program at SU's May Literacy Center. "He was honestly the first child ... that we weren't, what I'd consider, successful with," she said, adding that she took a sabbatical to work with the 10-year-old, who she later identified as having developmental delays, including autism.

Piper was having difficulty reading basic sight words, reading at a pre-primer level and processing information slowly. Writing, Wienczek said, was something Piper "definitely did not like to do."

"After all my years in public schools and working in the profession of reading, I wanted to help Piper succeed," she said.

After doing a basic assessment, Wienczek focused on using writing as a road to reading, and specifically writing every day. "In an era where schools are taking ideas and throwing some out and putting new ones in, the emphasis on writing went right out the door," Wienczek said. Change came slowly, but steadily. Word recognition in Piper strengthened, his willingness to write improved and his reading capacity blossomed. Using Wienczek's program over a five-month period, Piper advanced his reading capacity from pre-primer to "late second, early third grade."

### Musical Diversity

A professional tenor and self-described "pretty mean tennis player," Wright discussed "Confronting the Celebrant of Leonard Bernstein's Mass."

"As a concert artist I tend to weave in personal commentary for audiences," he said. During the American Traditions competition in 2000, Wright "resisted doing that competition because of a prevalent mindset that valued classic music only, something still taught in many vocal programs throughout the country."

Wright took an approach to "musical diversity" in the competition, highlighting songs that encompassed opera, blues, jazz, gospel and folk songs. "America has been busy," he said, adding casually that he won the competition.

"The most poignant part of that story is that it took something as extraordinary as a medal around my neck to awaken in me the joy and importance of embracing many styles," he said. "That has become an indispensable part of my professional life."

*(Read more about Wright's research on page 11.)* ❖

View these presentations online at:  
[www.salisbury.edu/rd2014](http://www.salisbury.edu/rd2014)

# Celebrating the Celebrant of Bernstein's *Mass*

By Dr. John Wesley Wright, Assistant Professor of Voice, Department of Music



A member of the acclaimed American Spiritual Ensemble, Dr. John Wesley Wright is coordinator of SU's voice and opera workshop programs and co-director of the Broadway program for the Maryland Summer Center for the Arts. He regularly tours as a soloist and with professional ensembles throughout the United States, Japan and Europe, including a concert last year to celebrate the 50th anniversary of President John F. Kennedy's visit to Ireland.



Photo Credit: Allan Warren

As a concert artist, I tend to weave in personal commentary for audiences. I often share my story of taking part in the American Traditions Vocal Competition in 2000, and of how I resisted doing that competition because of a prevalent mindset that valued "classical music only" – something still taught in many vocal programs throughout the country. I proceeded to do the competition, nevertheless, and prepared three levels of required repertoire. The songs I chose encompassed a breadth of American traditions, including American opera, American art songs, operetta, blues, jazz, musical theatre, gospels, spirituals and folk songs. (America has been busy!) Audiences usually cheer when I get to the part of having won the competition (go ahead, you may cheer); but the poignant part of the story is that it took something as extraordinary as a medal around my neck to awaken in me the joy and importance of embracing many styles. This has become an indispensable part of my professional life.

This eclectic musical direction bore fruit when I performed the role of the Celebrant for the 40th anniversary performances of Leonard Bernstein's theatre piece, *Mass*,

held in Dayton, OH, in 2011. It was during the curtain call of the final performance of *Mass* – 2,200 people on their feet applauding – that I realized this work by Bernstein, with its schizophrenic juxtaposition of styles, had profound implications. That moment ignited an intense curiosity about the Celebrant's radically diverse music and its potential to forge connections between disparate groups of people.

Bernstein composed *Mass* for the opening of the John F. Kennedy Center for the Performing Arts in Washington, D.C. Subtitled *A Theatre Piece for Singers, Players and Dancers*, the work premiered on September 8, 1971. Its combination of Roman Catholic liturgy as backdrop, stirring theatrical interpolations and daring, even "blasphemous" originality – some "blasphemy" uttered even by the officiating Celebrant himself – made for a bizarre spectacle indeed, one that continues to shock and puzzle audiences while also moving them. Challenging and provocative, the work does not lend itself to easy, simple analysis. What does one make of a work self-identified as a celebration of the Catholic rite, yet replete with sacrilegious

*Bernstein composed "Mass" for the opening of the John F. Kennedy Center for the Performing Arts in Washington, D.C. Subtitled "A Theatre Piece for Singers, Players and Dancers," the work premiered on September 8, 1971*

turns of plot, profanities and other excesses of theatrical artistic license?

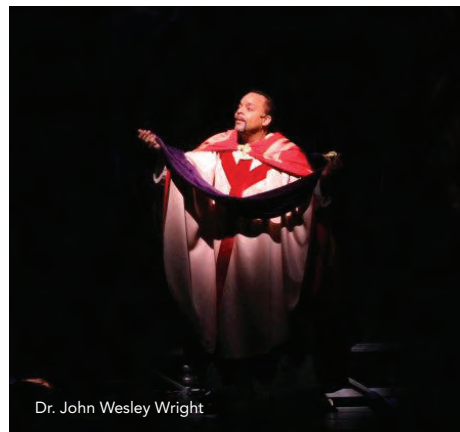
Perhaps only Bernstein himself was capable of producing such a conglomeration, bridging so many different worlds, audaciously synthesizing irreverent stage spectacle with Christian sacred ritual. However, *Mass*'s inclusiveness does not end there: it also references Judaism, religious doubt and the abandonment of religion.

My research focuses on the Celebrant – his musical and dramatic journey, and particularly musical borrowing. Musical borrowing, simply put, is a composer's use of existing musical material to compose new music.

My findings examine how Bernstein chose and manipulated his borrowings in view of several objectives crucial to this work's composition and its function of opening the Kennedy Center. I consider these objectives in light of the work's controversial reception and the types of values ascribed to it – objectives, such as 1) the "reaffirmation of faith;" 2) defiance of political and religious dogma as existed at the time of the Nixon administration and the war in Vietnam; 3) use of his own personalized faith symbolism; and, 4) above all, a creative synthesis of vernacular and classical influences, something for which Bernstein remains celebrated. I have taken the music of the Celebrant as a linchpin for understanding Bernstein's eclecticism as indeed something carefully and strategically managed.

By considering the Celebrant's music and Bernstein's manipulation of it, the Celebrant and his centrality to the work gain significant clarity. Styles range from traditional Judaic chant to evocations of such contemporary figures as Aaron Copland, to allusions to the popular music of Broadway and film.

My research demonstrates that Bernstein's compositional choices concerning his diverse borrowed sources and their compositional manipulation closely and revealingly align with his professed aims in composing the work – goals including 1) christening a new national performance hall; 2) paying homage to the Kennedy family and its legacy of liberalism; and 3) reaffirming a "faith" free of religious dogma. Finally, Bernstein aims in *Mass* to restore the traditional values of tonality, accessibility and cathartic emotional expression – values long besieged by the



musical avant-garde of the time.

Through focusing on the Celebrant and the musical borrowings used to create the character, I highlight the rich array of influences and resources in the work. As scholar, I see the role as affording entry into the crux of Bernstein's eclecticism, perhaps matchless in scope. Such knowledge about the construction of the Celebrant affords insight into how and why *Mass* arose at the tense crossroads of national public ritual and illuminates the viability of a tradition-based, tonal language and the importance of faith. The Celebrant's music emerges as the key to unlocking a theatrical work in some ways quasi-religious but at the same time over-the-top, even profane, though with proven potential for genuinely moving audiences and participants alike.

Long after *Mass* premiered, many still condemn it as hopelessly conflated, vulgar, empty of substance, showy and so on. Such dismissals often cite the work's hodgepodge of eclectic influences and juxtapositions of popular and classical music as principal culprits. Having survived into its fifth decade, perhaps *Mass* has managed to outlast at least some of its original critics, for it has survived long enough to witness a veritable sea change within the "classical music" scene. Stylistic diversity has now become the norm in musical performance. Today's opera companies, orchestras and concert artists are actively integrating popular, vernacular works into their programming. In light of this relatively new acceptance crossover repertoire, Bernstein's *Mass* and the music of the Celebrant seem nothing less than prophetic, celebrating the diversity of musical language, philosophy, style, ritual and belief, and demonstrating their persistence through Earth's troubled times. ❖

# Revisiting the Alternative Dispute Resolution Study

By *Haleigh LaChance*

*SU and its Bosserman Center for Conflict Resolution received a \$750,000 grant from the Maryland Judiciary, the state's judicial system, to analyze the use of alternative dispute resolution. Maryland is a leader in the nation for the use of mediation in its court system and the first state to comprehensively review such processes.*



emotions and interests of the parents, parents become statistically more likely to say they believe they can work together to raise their children; when mediators separate parents (called caucus sessions), they become less likely to believe they can work together.

Additionally, we found that when mediators attempt to elicit ideas from parents about what would work best, rather than offering their own ideas for solutions, participants are statistically more likely to reach an agreement.

The Maryland court system uses a variety of processes to ensure citizens can access justice, such as traditional litigation, problem-solving courts, drug courts and alternative dispute resolution (ADR). During an ADR process, such as mediation, the disputing parties meet with a neutral third party in an effort to resolve their conflict, and more specifically settle their case, without judicial intervention. Salisbury University has conducted a four-year study on the costs, benefits, effectiveness and efficiency of ADR in the Maryland courts. As



Haleigh LaChance

the former project manager for this study, I described our methods and goals in the last issue of *Re:Search*. Here, I discuss some of our early results.

In the District Court, ADR is offered to small-claims cases after they arrive at

the courthouse, but generally before their trial begins. If a settlement is not reached in ADR, the parties proceed with their scheduled trial. We compared litigants who participated in ADR to litigants who only had a trial. We found that those who attended ADR, regardless of whether they settled their case, were more likely to report after their case that:

- They could express themselves, their thoughts and concerns;

- All of the underlying issues in their conflict came out;
- Their issues were resolved; and
- They acknowledged responsibility for the situation.

We surveyed both groups before and after their case and measured shifts in their attitude from the time they arrived at the courthouse to the time their cases were complete. In comparing the two groups, those participating in ADR were more likely than those who went through the standard court process:

- To take more responsibility for their role in the conflict at the end of their case than they did upon arriving, and
- To lessen their agreement with the statement "the other people [in this case] need to learn they are wrong."

In the Circuit Court, contested custody cases are referred to mediation, unless abuse or other safety concerns are noted, in an effort to allow parents to develop custody arrangements best-suited for their children and families. Because all cases suited for mediation are already referred, we could not compare mediated cases to non-mediated cases. Instead, we observed the mediators' strategies throughout the case and used regression analysis to isolate the impact of each type of strategy.

Again for these cases, we didn't just ask their opinion at the end of the mediation, but rather measured shifts in their attitude from the start of the first session to the end of the last session. We found that when mediators listen and reflect back the

For all of these results, we asked participants information about the history of their conflict, the level of police involvement, their demographics, etc., so that we could hold constant for those factors and isolate the impact of the ADR process.

While these results highlight only a few of the findings to-date, when put in context of the Judiciary's goals and mission, they bring to light some interesting patterns. Family Administration, which assists the Judiciary with family-law issues, has a mission to "provide a fair and efficient forum to resolve family legal matters in a problem-solving manner, with the goal of improving the lives of families and children who appear before the court." If part of the goal of family courts is to improve lives of families, then it could be argued that mediation strategies known to lead parents to believing they are more capable than before of working together to raise their children should be encouraged. Similarly, the District Court's mission in providing equal and exact justice for all involved in litigation can be furthered by processes shown to increase the acknowledgement of personal responsibility and the full resolution of conflicts brought before the court.

This study was commissioned and overseen by the Administrative Office of the Court. The project was funded in part by the State Justice Institute. More information on our findings and the full statistical reports can be found at [www.marylandADRresearch.org/publications](http://www.marylandADRresearch.org/publications). ❖

# Athletic Training Transitions to Graduate

By Dr. Kelly Fiala, Associate Professor of Athletic Training & Associate Dean, Seidel School of Education and Professional Studies

In 2013, the National Athletic Trainers' Association (NATA) Executive Committee for Education's workgroup of experts presented the *Professional Education in Athletic Training White Paper* to the NATA board of directors. Based on key findings, the workgroup concluded that professional education in athletic training should occur at the master's degree level. Although this recommendation is still under review and no decision has been made by the Commission on Accreditation of Athletic Training Education (CAATE) to mandate this transition, Salisbury University faculty and staff recognize the value of the recommendation. Moving the professional program to the graduate level will align athletic training with other healthcare professions, likely increase retention of students in the athletic training profession, and eliminate curricular compromises due to General Education, liberal arts and foundational science requirements at the bachelor's level.

Currently, CAATE allows for professional programs to be at the bachelor's or master's level. At the writing of the *White Paper*, there were 333 bachelor's and 27 master's professional programs. Today, there are 31 master's degree programs and five bachelor's degree programs in the process of transitioning their degree. CAATE has a substantive change application that allows for the degree change of a program without requiring initial accreditation. Program faculty are in communication with CAATE to begin the process with the goal of accepting the first master's degree athletic training class in summer 2016. The undergraduate Athletic Training Program at Salisbury University was suspended in 2014. At that point, incoming students were no longer able to declare the athletic training major. This fall, the program faculty accepted their last class of undergraduate students into the professional phase of the program. These sophomores will have the opportunity to complete program requirements over the next two and half years and graduate in May 2017. The first class of master's students will graduate the following year, resulting in no gaps in graduating classes of athletic training students at SU.



Dr. Jenny Toonstra (right), assistant professor of athletic training, works with current students.

SU's Athletic Training Program has a long history of success. In 1972, the program began as an internship program and later transitioned to the curriculum program that it is today. The program has undergone various transitions to produce excellent professionals and maintain accreditation. Over the past four years, the program boasts a 100 percent, first-time pass rate on the Board of Certification examination. The alumni are well accomplished and continue to promote the program and profession long after their graduations. Alumni are employed in a variety of settings, including professional sports (Baltimore Ravens, Baltimore Orioles, Washington Capitals), intercollegiate athletics (Virginia Tech, Georgetown, Johns Hopkins, Notre Dame, Towson), high schools (Wicomico High School [MD], Delmar Senior High School [DE], Archbishop Spalding High School [MD], Cherokee High School [NJ]), military (Quantico Marine Corp Base), sports medicine clinics and physicians' offices.

The current mission of the program to provide a quality education in order to prepare students for professional careers in athletic training will continue to be the priority for program faculty and staff. To learn more about the Athletic Training Program as it evolves, visit [www.salisbury.edu/hss/atep](http://www.salisbury.edu/hss/atep). ❖



# Get to Know the Graduate Student Council

By Kevin Knudsen, Graduate Student Council President

In fall of 2011, a group of like-minded graduate students came together with one common goal: to form a political and social body for the graduate students at Salisbury University. The Graduate Student Council (GSC) was then created to serve this purpose. The GSC strives to give graduate students a voice on campus, advocate for their rights and provide programs that benefit the graduate student community.

The GSC has achieved some notable accomplishments throughout its three and a half years of existence:

- During the 2012-2013 academic years, the GSC advocated for and accomplished increasing SU's graduate assistants' (GA) stipends from \$2,500 to \$4,000 per semester.
- In addition, every month the GSC offers a GA of the Month Award, where faculty and staff are invited to nominate the GAs who they believe demonstrate excellence to their position to receive this award.
- Last semester, Aaron Basko, assistant vice president for enrollment management, facilitated our first professional development session: "How to Market a Master's Degree During the Job Search."

The GSC has accomplished a great deal over the past few years, but there is still much to achieve.

The Executive Board members held their first Winter Strategic Planning Session to establish a vision for the GSC over the

course of the next few semesters. The Executive Board brainstormed ways to increase overall graduate program representation and how to build a stronger relationship with campus partners and the undergraduate Student Government Association. Simultaneously, the board is looking into creating an appreciation award for those faculty and/or staff members who have had the biggest impact on the academic or professional endeavors of the graduate student population. Finally, the board is looking to provide more professional development sessions focusing on topics such as financial literacy, job development and resume building. This year marks the first time that the GSC will offer a travel grant to help graduate students attend conferences or travel to distant interviews.

Members of the GSC believe in the phrase "work hard, play hard." There are several opportunities to socialize with other graduate students on and off campus through the GSC. On the first Friday of each month, GSC members meet at The Deli across from campus to share stories and reflect on the busy life of a graduate student. Twice a semester, the GSC hosts a coffee hour on campus to help give grads a boost going into their evening class. Keep an eye out for emails from the GSC to stay up-to-date on these events.

SU's Graduate Student Council strives to

make each graduate student's experience a positive one. If you are a graduate student, or know a graduate student, who wants to get involved, it is never too late to reach out. Consider coming to one of our professional development sessions, have dinner at one of our social hours or apply for our travel grant. For more information, follow us on Facebook (Salisbury University Graduate Student Council) or contact us at [gsc@gulls.salisbury.edu](mailto:gsc@gulls.salisbury.edu). ❖



## Graduate Assistant of the Month Award

Graduate Assistants acknowledged for demonstrating excellence to their position include:



SEPTEMBER 2014:  
Deanna Schloemer



OCTOBER 2014:  
Candace Radcliff



NOVEMBER 2014:  
Eric Nardi



DECEMBER 2014:  
Jenny McFadden



# Weer Is New Franklin P. Perdue School of Business Dean

In 1996, Christy Harris Weer earned her M.B.A. from the Franklin P. Perdue School of Business. This spring she will be back on the commencement stage, congratulating the Class of 2015 as the school's new dean.

Weer, who became associate dean of the school in 2011, has served as interim dean since last June. She began her new position in January. In the role, she hopes to build on the Perdue School's past successes, including the continued collaboration with local business leaders to provide experiential learning and internship opportunities.

"That is the hallmark of our program," she said. "We want to make sure our students are prepared for the work environment. We are building future leaders."

That includes leadership in entrepreneurship, she said. Since 1987, SU students have had the opportunity to fund their business startups through a series of entrepreneur competitions through the Perdue School.

In 2013, the Philip E. and Carole R. Ratcliffe Foundation Shore Hatchery program expanded that opportunity to all residents of the mid-Atlantic via a \$1 million, five-year gift. That same year, ABC Television's *Shark Tank* provided even more opportunity for budding entrepreneurs,

hosting national auditions for the show at SU's Perdue Hall. Exposure like that has helped increase the Perdue School's visibility beyond the Eastern Shore, Weer said.

As dean, Weer plans to stay connected with SU's students. A Management and Marketing Department faculty member since 2009 (and before that at Radford University), she has first-hand experience in training the business leaders of tomorrow.

"At the end of the day, it's about taking them from business students to business professionals," she said.

Weer earned her Ph.D. in organization and strategy from the LeBow College of Business at Drexel University in 2006. Her research interests examine issues related to the work/non-work interface, career development and gender diversity in organizations.

She has presented her research at conferences including the Academy of Management Conference and the Work and Family Researchers Network Conference, among others. Her scholarship has been published in academic journals including the *Journal of Vocational Behavior*, *Journal of Managerial Psychology* and *Journal of Organizational Behavior*. ❖



Welcoming leaders in their field through the Executive Leadership Series



Supporting entrepreneurship through the Shore Hatchery program



Empowering students to become successful contributors in a global and dynamic environment



# Evolution of Instruction: The Office of Innovation in Teaching and Learning

Innovation is happening across Salisbury University's campus, from "flipping" classrooms and redesigning courses, to using clicker technologies and systems like Bloomberg terminals and SAP (systems applications and products), to expanding hybrid and online offerings, to providing real-world experiences for students through activities such as entrepreneurship competitions, interprofessional health simulations and global internships.

The concept of an office to foster and enhance such efforts was first discussed by Dr. Diane Allen, SU's provost and senior vice president of academic affairs, in her Welcome Back remarks to faculty. She expressed her delight in the fact that departments and faculty from all four of SU's schools were introducing innovations into their programs and coursework, noting that many of the current efforts were the result of an external impetus, such as a grant opportunity. She applauded the benefits these innovations have brought to student learning.

But Dr. Allen envisioned going further; she knew SU could become more deliberate in providing faculty campuswide with greater opportunities for advancing their teaching excellence. She suggested creating the Office of Innovation in Teaching and Learning. "We must think about our work in new ways," she has said. "We must be innovative in the ways that we teach, in the ways that we organize our curriculum, and in the processes and procedures we use."

Later in the fall, as Dr. Allen began a search for a project director, she wrote: "If we are to continue innovation, creativity, transformation and student success, faculty will need more opportunities for professional development and dedicated resources. I envision the Office of Innovation in Teaching and Learning as a resource for faculty and departments in implementing creative and innovative courses and programs."

Offering various types of assistance, the new office will:

- Provide a campuswide mechanism to share innovation that is occurring so faculty can better support each other.

- Act as a link between SU and other University System of Maryland (USM) campuses, to exchange ideas and successes.
- Identify barriers to innovative teaching with the hope of reducing or removing them.
- Develop an array of training opportunities for faculty.
- Connect faculty and the Provost's Office in conversations about creative efforts.

SU's Office of Innovation in Teaching and Learning will work cooperatively with the USM's Center for Innovation and Excellence in Learning and Teaching. That office was designed to research and implement innovative teaching models while assessing how students respond to those various models. The goal is to develop best practices in new teaching methods in higher education. Salisbury's office is being developed to reflect and best serve the unique needs and desires of the faculty at SU.



SU hosted its fifth annual Teaching and Learning Conference to bring together teacher-scholars to share and discuss teaching innovations and best practices.



Dr. Deborah Mathews, professor of social work and chair of the Social Work Department, was selected to serve as the director of the Office of Innovation in Teaching and Learning. She recently shared some thoughts on the new initiative.



**Q:** As this is a new office, what are the first steps that will be taken to establish a presence at SU?

**A:** An initial goal is to begin a campuswide conversation with my colleagues to learn more about what various departments are doing in the areas of teaching and learning. I believe that there are a lot of creative efforts being made all across the campus, but that often these innovations are not widely known, especially outside of a department's school. A second goal is to learn what my colleagues want to do; what innovations they would like to bring to the classroom. As part of this conversation, I will explore barriers to those efforts.

Ultimately, I hope to discover the resources that are lacking, identify possible impediments to creativity and cultivate faculty training. I want to do what I can to make SU's environment as supportive as possible for faculty to continue serving as excellent teachers and mentors for students.

**Q:** What is your professional experience with innovation in teaching?

**A:** I have been on the social work faculty at SU for almost 20 years. During that time our department has grown from a relatively small group of five with only an undergraduate program to having the largest graduate program on campus, (soon) having an online M.S.W., having four satellite sites across the state, and providing both an undergraduate and graduate degree to active military and their families stationed in Europe. This growth has not just been in student numbers or teaching sites; to do this development our faculty has spent a lot of time discussing how to teach what we teach. We have converted our entire curriculum into a hybrid format, and we have been leaders in both online teaching and use of the ITV system of delivery.

To keep up with this development, I have attended a number of national conferences on innovative teaching, have presented nationally and published on hybrid teaching, and spent last spring in Germany developing the initiative with the Department of Defense. I find creative methods of reaching students to be both challenging and exciting. I would love to see our faculty have the opportunity to explore ways in which technology can enhance our instruction, to help develop a broader array of experiential learning opportunities for our students, and to encourage collaborative efforts across departments and schools. SU has so much to offer and I am excited about helping facilitate this conversation.



As the newly formed Office of Innovation in Teaching and Learning gets underway, there are already many faculty and courses immersed in innovative teaching practices to encourage student success. These examples of current offerings showcase where innovation, teaching and learning meet.

### Information Systems:

Global Information Systems Management (INFO 465) is using the ERPSim™ games from HEC (École des Hautes Études Commerciales) Montreal to give students hands-on experience on all the steps involved in the cycle of a business process. The game is a computer-based, business simulation that requires students to make on-the-spot decisions regarding sales, pricing, product components, investments, cash management, production sequencing and logistics. Given the global nature of the course, the game introduces students to the three geographic areas of Germany to better illustrate a distributed business model.

Pedagogically, the ERPSim™ game is a practical approach that allows students to generate and analyze reports in order to make fact-based business decisions. Students often learn about the theoretical aspects of costs, profit margin and corporate credit rating in a regular business class, but the simulated environment allows them to test their knowledge. The ERPSim™ game is an innovative way to help students practice the steps involved in running a business and using software to conduct and record transactions.



### Health Professions:

Fields of study leading to careers in the health professions commonly are referred to as "dream goals" by the students enrolled in these programs. This is partly due to the unique educational experiences these students have as they traverse through their studies. Meeting the expectations of the students and providing solutions to the workforce needs of communities served are goals of SU's health professions programs. These goals are being accomplished through innovations in teaching and health care program offerings throughout the Richard A. Henson School of Science and Technology. These include: undergraduate programs in nursing, respiratory therapy and medical laboratory science; graduate programs in nursing and applied health physiology; and

the doctoral program in nursing practice.

Respiratory therapy incorporates live-feed distance education between its two locations on the Salisbury campus and at the Universities at Shady Grove. Students and professors from both campuses readily interact with each other, providing an expanded experience and facilitating expertise shared across both campuses. In addition, the program utilizes web-based lecture capturing that allows students to review lectures as much as desired.

The Nursing Department utilizes a similar web-based videoconferencing system to facilitate course delivery within its Master of Science and Doctorate in Nursing Practice

programs. This technology expands accessibility to students within a 150-mile radius of campus and off-campus experts who would otherwise not be available to teach. This enriches the educational experience for students and broadens the offerings that can be provided by SU.

Medical laboratory science has redeveloped the laboratory safety course to deliver all lectures and quizzes completely online. This is an asynchronously delivered course that provides students some flexibility in completing assignments at times that best fit their schedule. This translates into more autonomy for students by providing a high-quality educational experience at a pace mostly of their design.

A discussion on the innovations in teaching available at SU would not be complete without mentioning the Richard A. Henson Medical Simulation Center, the Eastern Shore's only free-standing, high-fidelity medical simulation center. One would need to travel as far south as Norfolk, VA, and as far west as Baltimore, MD, to find something similar.

High-fidelity, physiologically responsive manikins are used to teach students and give them the ability to practice low-volume, high-risk procedures that would otherwise take them years of professional practice to master. In addition, the Medical Simulation Center provides access to standardized patients who are trained actors taught to portray particular disease processes or play the role of a family member or other important person as it relates to the scenario being taught. This is important because it allows students to develop the critical thinking and interpersonal communication skills necessary to work through complex, real-world, professional practice.

Ultimately, each of these teaching innovations incorporated throughout the health professions offerings at SU results in the graduation of highly competent, industry desired, practicing professionals sought after by health care institutions throughout the geographical area and beyond. ❖

# An SU Degree Leads to Top Temple University Research Position

By Josh Davis

Attending Salisbury University was something of a given for Michele Masucci. She grew up in the quiet Eastern Shore town. Her parents were involved in the community. Her father was a well-respected professor at the University.

Today Masucci is the vice provost for research at Temple University, one of the largest schools in the country and one with more than 130 years of history and achievement. Looking back on her undergraduate experience at SU, Masucci is quick to dismiss the notion that the University was merely an obvious stepping-stone on the road to success. Rather, she suggests, it was an early pillar in her education, a place that uniquely nurtured her interests during a crucial formative period where she, like many undergraduate students, was largely uncertain about her future.

"I grew up four blocks from the University, so it was like an extension of my home," she said. "My dad was a professor in counseling psychology in the Department of Education, and I was, like many students, trying to figure out what my talents and strengths were and where I fit academically."

Masucci gravitated toward geography during her first semester and said the rest "unfolded pretty quickly after that."

"Eugene Farace was the person who recruited me into the department," she said. "He was teaching a class on weather and climate, and I took that class and he encouraged me to declare geography as my major. He drafted me into geography; today I hear from my colleagues around the country that he did that to lots of them."

Masucci said the interactions with faculty made her undergraduate experience especially rewarding, with a number of professors, including Cal Thomas, Bob Rosing and Chapman McGrew, providing early guidance.

"I had extremely positive interactions with all of the faculty members in the department," she said. "Rich Lindenberg taught me all I know about cartography, and he was an early supporter before he ultimately went on to another department and to teach at Kent State."

The Geography and Geosciences

Department as a whole also played a pivotal role in Masucci's maturation.

"SU gave me a strong foundation," Masucci said. "The undergraduate program in geography at Salisbury is one of the top undergraduate programs in the country, which is talked about a lot. The program provided me with a very strong background, particularly within the sciences side of the field. Even though my current research is grounded in social science research traditions, that scientific foundation has been invaluable for me to do the job that I have right now in the role of VPR."

"Another major strength of the SU program – one that distinguishes it from other institutions in my experience – is to provide advising that both created a feeling of inclusion in the culture of the department and a community of support from the faculty. I've never really seen that elsewhere," Masucci continued. "We would go into these advising sessions and all the faculty would meet to advise a student every semester, so you wouldn't sit down with one person, you would sit down with the whole department and talk about what your career goals are and how you wanted to pursue them and what classes were the best classes for that track. The faculty were all in the room and they would tell you what they were going to teach in that class. All of that was such an incredible personal touch."

Masucci would spend entire days working in the cartography lab at SU, and she said the teachers, her fellow students and the overall environment fostered a sense of community, provided a "home base" within the department and instilled in her a strong work ethic that continues to pay dividends in her role at Temple today.

"It was a very collegial environment when I was a student there," she said. "That was my experience of the department."

After receiving a B.S. in geography from SU, Masucci went on to pursue graduate studies at Clark University, earning an M.A. and a Ph.D. in geography. Masucci taught at West Georgia University and Auburn University for several years before joining Temple's Department of Geography and Urban Studies in 1997.

"At the end of the day, I wanted to be



closer to family, and most of my family is based in the area, so I jumped at the opportunity when I was recruited by Temple," she said.

Masucci was named interim vice provost for research in 2012 and installed on a permanent basis in fall 2014. Currently, she is a professor of geography and director of the Information Technology and Society Research Group, and is considered a leading researcher in Temple's Urban Apps and Maps Studios.

Just a few hours away, Masucci said she is still a regular visitor to Salisbury and to SU. "I get back there pretty often," she said. "My mom lives in Salisbury – still just a few blocks away from the University. She continues to be a big part of the community there. We have family on the Eastern Shore, so I visit the region quite often, and I also do what I can to stay in touch with people at SU as well. I see faculty and students at conferences, and I try to visit the department at least once a year."

Most recently, Masucci visited the campus during a meeting of the Mid-Atlantic Division of the Association of American Geographers.

"Some of my students actually presented there," she said. "It was right in the department, and that was actually a really big thrill for me." ♦

# Creating a Culture of REU Excellence at Salisbury University

By Dr. Clifton Griffin, Dean of Graduate Studies & Research;  
Teri Herberger, Director of Sponsored Programs; & Beth Walsh, Grant Specialist



Dr. Enyue (Annie) Lu



Dr. Randall Groth

The National Science Foundation's (NSF) prestigious Research Experiences for Undergraduates (REU) program supports undergraduate students in meaningful ways in ongoing research programs or in research projects specifically designed for the REU program. REU sites are based on independent proposals to initiate and conduct projects that engage students in research. REU sites may be focused on a single discipline or academic department, or they may offer interdisciplinary or multi-department research opportunities with a coherent intellectual theme.

Continuing its campuswide dedication to undergraduate research, Salisbury University has received funding for three REU sites in the past three years.

"Becoming an REU site is highly competitive; most are found at large research institutions," said Dr. Clifton Griffin, SU's dean of graduate studies and research. "SU's designation shows that we are recognized for the excellent research opportunities that we provide for undergraduates."

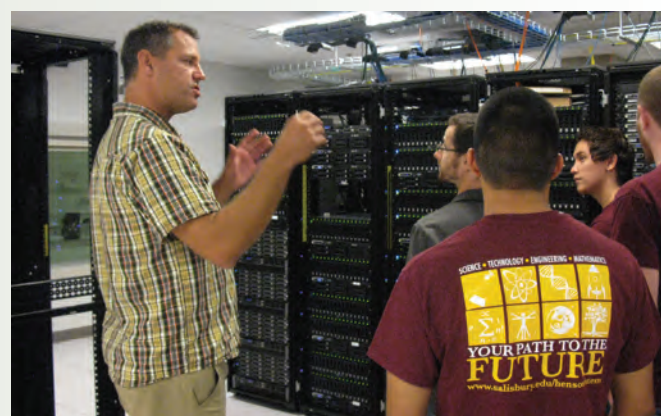
In the Henson School of Science and Technology, Dr. Enyue (Annie) Lu, an associate professor in the Mathematics and Computer Science Department, received the first of these REU awards (valued at over \$300,000) in 2012 for her project titled "EXERCISE - Explore Emerging Computing in Science and Engineering." Each summer, for the past three years, eight undergraduate

students from throughout the country spent 10 weeks working together to solve complex problems in the emerging parallel computing field. With substantial cooperation from faculty mentors from the University of Maryland Eastern Shore, a historically black college and university (HBCU), and Johns Hopkins University, the summer research program allowed students to carry out projects that combined theory, algorithms, implementation, analysis, simulations and experiments.

SU's second REU site completed its first successful year over the summer of 2014. This three-year program was proposed and submitted to the NSF by Dr. Randall Groth, an associate professor who specializes in mathematics in the Seidel School of Education and Professional Studies' Education Specialties Department, along with Dr. Jennifer Bergner, a professor in the Henson School's Mathematics and Computer Science Department. The grant they received was valued at more than \$260,000.

This second REU program, "PATHWAYS - Preparing Aspiring Teachers to Hypothesize Ways to Assist Young Students," is designed to engage undergraduate pre-service teachers in formal research on K-12 students' mathematical learning. The overarching goals are: to help undergraduates develop formative assessment techniques vital to becoming accomplished teachers, and to motivate them to pursue graduate study in mathematics education. Working in pairs, under the guidance of SU faculty mentors, eight undergraduate

students designed and tested weekly mathematics instructional session for small groups of students from K-12 grade levels. They analyzed instructional effectiveness and made modifications weekly, and a cumulative report described the K-12 learning trajectories, ultimately helping to test and refine current mathematics education research. Not only does PATHWAYS assist eight undergraduates each year, it also has a direct impact on K-12



## SUPPORTING RESEARCH

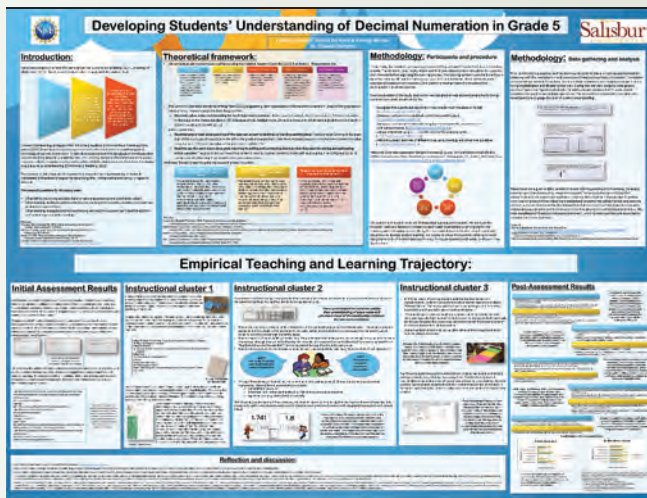
education, with 32 students receiving summer mathematics instruction annually at SU and over 96 K-12 students directly impacted over the life of the project. PATHWAYS breaks new ground by providing a model for engaging undergraduates in mathematics education research.

Lu's REU EXERCISE project was extremely successful with full participation each summer. The program evaluations and student feedback indicated that the EXERCISE REU site better prepared the participants for their future graduate studies and professional careers.

With these achievements in mind, Lu submitted a second proposal to NSF to continue the site and EXERCISE project at SU for an additional three years. She recently received notification that her project was funded; the NSF awarded a grant of nearly \$360,000 for the site to carry on in the summers of 2015, 2016 and 2017.

Based on Lu's success and increased student interest in the site, the number of attendees has been increased to 10 undergraduate students each year. Multiple projects will continue to offer the participants valuable research experiences related to paradigms in parallel computing that have become necessary with the exponential growth and complexity of information and data in today's fast-paced, technology-rich, global world.

In addition to working with mentors on the research, the students will be involved in field trips and social activities related to their field, and they also will receive assistance with their graduate school applications. SU will continue the successful collaboration with UMES, and faculty from the University of Maryland College Park will



provide their expertise. The renewal site hopes to attract more students – including those from local HBCUs, primarily undergraduate institutions (PUIs) and community colleges on Maryland's Eastern Shore – into computational majors and the general science, technology, engineering and mathematics (STEM) fields.

The NSF REU is specifically designed to support undergraduate research, but these three REU projects are not the only NSF-funded projects that enhance SU's culture of fostering undergraduate research. Dr. Tom Jones, past SU provost, and Dr. Karen Olmstead, dean of the Henson School, were successful in obtaining NSF funding for their

"Bridges for SUCCESS" program. Their plan was to create Bridges for SUCCESS (Salisbury University's Connections to Careers for Every STEM Student) by mentoring students from high schools and community colleges through baccalaureate degrees in selected STEM majors and then on to careers in STEM fields. To create these bridges, Jones and Olmstead worked to develop and support STEM awareness among high school students through science camps and science nights for students and families; facilitate the seamless transition of community college students to SU's STEM majors through academic and transition support, including summer research fellowships; support entering students with STEM Living Learning Communities and early research experiences; and provide opportunities for upper-division STEM majors to participate in applied research projects.

The goal of all of these efforts is to create a strong network of support for students bridging them from pre-college, through college, to careers in STEM.

The contributions made by the outstanding SU faculty toward increasing undergraduate research for over 400 students are another example of the culture and conviction of the University's dedication to undergraduate research over the past 10 years. ❖

## Polkinghorn Named Fulbright Ambassador



One of Salisbury University's past Fulbright Scholars has been appointed as a distinguished Fulbright Alumni Ambassador for the United States.

Dr. Brian Polkinghorn, faculty in SU's Conflict Analysis and Dispute Resolution Department and executive director of SU's Bosserman Center for Conflict Resolution, was chosen this year as one of only 24 ambassadors by the Institute of International Education (IIE) and its Council for International Exchange of Scholars (CIES).

"My job is to go out and promote Fulbright service for American scholars," said Polkinghorn. "I will be talking about the program and my experiences to encourage others across the nation to apply."

Polkinghorn spent eight months at Tel Aviv University in Israel as a Senior American Fulbright Scholar in 2010. While there, he helped launch an English language version of its M.A. in international conflict resolution and mediation, furthered his research on graduate programs in the field, and assisted with several conflict intervention projects. This included work with the office of Israeli President Shimon Peres, winner of the 1994 Nobel Peace Prize.

Prior to his appointment as a Fulbright Alumni Ambassador, Polkinghorn also volunteered as a Fulbright application reviewer for several years.

"It's a tremendous honor, not just for Professor Polkinghorn, but also for SU and our entire region," said Mitzi Perdue, a member of the IIE Board of Trustees. "The purpose of the Fulbright program is to increase mutual understanding between the people of the U.S. and people of other countries, and there's a lot of competition to be a Fulbright Alumni Ambassador. We can all be proud that one of our own was chosen for what is both an important honor and also an important responsibility."

CIES administers the Fulbright Scholar Program, the highest academic honor

bestowed by the U.S. Department of State's Bureau of Educational and Cultural Affairs. Nearly 50,000 Fulbrighters have served at universities and institutions in more than 155 countries. CIES selects alumni, like Polkinghorn, to assist with outreach because of their passion for their work and contributions to American academia.

"Dr. Polkinghorn is the first from SU to receive this honor," said Dr. E. Patrick McDermott, SU's Fulbright liaison. "The Fulbright is our country's flagship academic exchange and this prestigious appointment recognizes him as an outstanding Fulbright Scholar who will represent the program in worldwide outreach efforts."

Polkinghorn has taught more than 35 different courses related to conflict resolution. He has been involved with projects, training and research in more than 30 countries, taking part in protracted, highly complex and sensitive international disputes.

"We are working on some huge projects in the Middle East related to water, agriculture and other areas," he said, "and if it wasn't for the Fulbright, none of it would have happened."

Some 20 faculty, students and alumni from SU have earned Fulbright fellowships, grants and scholarships. ❖





# Engaging the Twin Passions of the Professoriate: Scholarship and Teaching

By Dr. Vinita Agarwal, Associate Professor of Communication Arts

*Dr. Vinita Agarwal earned her Ph.D. in communication from Purdue University. Her research focuses on strategic communication in the area of message design for preventative public health campaigns and positive organizational relationships.*

In my first year at Salisbury University, I was introduced to the wonderful world of our students, the Eastern Shore's beautiful landscape and some great opportunities to develop my research. The Faculty Mini-Grant Program provided me and other award recipients with the opportunity to design, implement, and complete our research projects. The call for the University-wide application is rigorous, typically requiring work before and after a regular schedule of classes, student meetings and course preps. However, once awarded the grant, it was great to have a detailed proposal ready when negotiating the processes of implementing the research.

My research interests lie in exploring health promotion behaviors, such as breast cancer detection by middle-class Indian women or undergraduate students in the United States grappling with the health risks posed by the 2009 A/H1N1 influenza virus (both studies were subsequently published – one in a communication and the other in a medical peer-reviewed journal). The Mini-Grant Award allowed me to extend my breast cancer research to migrant women and their negotiation of maternal health practices in urban India by providing support for travel, gathering video-recorded interview data and professional Hindi-to-English transcriptions.

My findings from that summer when I spent 15 days in an urban *basti* (slum) revealed how rural-urban migrant women negotiate meanings of maternal health practices and how spatially-and individually-inscribed knowledge/power relations

sustain macro-societal traditional and biomedical maternal health discourses. Parts of the study have subsequently been presented at the D.C. Health Communication Conference, at the National Communication Association's annual convention and at one of communication's premier regional conferences where the research was recognized with a top two health communication research paper award. It is currently under a revise-and-resubmit in a communication journal.

For early career professionals, grant support provides an important resource for articulating their research agenda. Support from the mini-grant has been central to developing my health communication research, whether in my quantitative projects (e.g., explicating indoor tanning intentions for undergraduate females,  $N=207$ ) or in my qualitative projects (e.g., understanding how relationship support contributes to medication adherence in long-term disease therapy and disability management for multiple sclerosis patients,  $N=25$  in-depth interviews).

In these studies, the funds have made possible large-scale participant recruitment, connecting with difficult-to-reach populations and utilization of data analysis software. I am looking forward to presenting part of the tanning study data at Madison, WI, this spring at a premier regional conference and building upon my study on African-American women's breast cancer behaviors recently presented at the Centers for Disease Control and Prevention's (CDC) National Conference on Health Communication, Marketing and Media in Atlanta.

The University-wide Faculty Mini-Grant Program has provided faculty like me with exciting opportunities to balance faculty teaching and advising responsibilities with research support to build a scholarly agenda. Through joining Salisbury University as a new professor to my tenure and promotion process this year, the Mini-Grant Program has been central to productively integrating my twin passions for teaching and scholarship. ❖



## Graduate Research and Presentation (RAP) Grant Program

The Office of Graduate Studies and Research provides research grants, up to \$500, to help graduate students develop research and scholarly projects with faculty supervisors and present their projects at various conferences and meetings. The program enables students to receive recognition for their work and provides networking opportunities and professional development in their field of study.

### There Is No “Out of Class” Activity: Community as the Classroom

*Geralyn Adams, English*

Adams is attending the annual Associated Writers and Writing Programs conference to engage with professionals who utilize community-engagement pedagogy within their courses and who will deliver panels and seminars on various aspects of community-engagement theories and practices. Community-engagement pedagogy often results in more meaningful writing experiences for students in which the importance of their curriculum and class requirements transcend requirements and have applicability in the context in which they live and work. Adams is particularly interested in how the literary arts can engage with the community and how writing students can further develop their writing skills while working within the community to address local issues. Ultimately what Adams gleaned from this conference will inform her teaching and curriculum development for a community-engagement unit for the first-year writing program at Salisbury University.

### Investigating Reading Capital in Rural Literacy Learning Contexts

*Frederick Briggs & Christine Craddock, Education*

This research investigates the role of reading capital (Compton-Lilly, 2007) in a rural education context. Current educational reform initiatives often overlook the realities of diverse rural education contexts, though economic and achievement data points to sustained inequalities that impact students in these areas. Drawing on the work of Pahl and Rowsell (2012), doctoral students who are teachers and administrators in rural schools are conducting case studies (Merriam, 1988) to document and problematize the reading capital of 12 students in elementary, middle and high school. Data includes interviews with students and at least one adult family member, documents from both school and community contexts, and classroom participant observations. Findings from the study will be presented at the International Federation of Teachers of English/Conference on English Education meeting in July 2015. The presentation focuses specifically on implications for teacher educators, particularly as rural districts find it difficult to recruit and retain teachers.

### Re-Learning: An Autoethnography on Teaching Chinese as a Foreign Language

*Kuan-Yin Chen, English*

Autoethnography recently has been used as a way to study oneself in the field of teacher education. Being a new practitioner in the educational field, especially in teaching Chinese as a foreign language, Chen is going through different stages of learning how to teach a foreign language, including observing different teaching methods, taking theoretical course and processing different kinds of feedback from her advisor and students. Chen explored the different stages of becoming a Chinese teacher, including her feelings, values, beliefs and approaches in teaching. Such a project helps similar new teachers better understand the learning process, reduce prejudice (Ellis, 2002a, 2009) and grow as teachers. To collect data, Chen kept weekly reflective journals, engaged in recorded reflective oral sessions, and analyzed teaching-related documents in the form of materials, handouts, lesson plans, training documents, books, etc. She analyzed the data using qualitative content analysis procedures by reading, re-reading and annotating the data in order to find emerging patterns and themes across the data. Four themes emerged: satisfaction and insecurity, teaching methods favored, teaching and learning background, and sociocultural background.

### Differential Survival in Two Color Morphs of the Red-Backed Salamander, *Plethodon cinereus*

*Alexa Grant, Biology*

Color polymorphism is common in many species and morph frequency may be affected by differences in ecological and evolutionary pressures on each morph. *Plethodon cinereus*, the red-backed salamander, has two common color morphs, striped and unstriped, that vary in frequency among populations. Grant tested the hypothesis that differential predation of the striped and unstriped color morphs occurs in *Plethodon cinereus*. She determined the effect of color on survival of *P. cinereus* using two and a half years of mark-recapture data and used clay models to test for potential differences of attack by two types of predators, birds and mammals, on replicas of the striped and unstriped morphs. Grant found that the frequency of striped salamanders drastically changed between juveniles and adults, with lower frequencies of striped adults. She also found that

there was greater predation on the striped clay model morph by avian predators, but not mammals. Overall, these results support the hypothesis that there is differential predation in *Plethodon cinereus*, with lower survival in the striped morph. Grant is currently expanding the clay model study to several locations across the Eastern Shore to assess predation pressures on populations with varying frequencies of each color morph.

### Creating a Synergistic Relationship Between Supplemental Instruction and Tutoring

*Kevin Knudsen, Education (presented with Carrienne Cicero)*

This research project investigated the effectiveness of the collaborative efforts of the Supplemental Instruction (SI) and tutoring programs at Salisbury University. Throughout the fall 2014 academic semester, the program coordinators held joint in-service trainings to allow both groups of peer leaders to share experiences and investigate best practices. The presenters gave an overview of the history of SU's Center for Student Achievement and explained why the collaborative efforts began. They then explained the mutual training requirements put into practice based on the College Reading and Learning Association. Finally, they described the results of an anonymous survey distributed to the SI leaders and tutors. The presenters found overall satisfaction with the training structure and implications for future practice.

### Biodiversity of Ants in Two Coastal Bays Forest Ecosystems

*Hunter Mann, Biology (presented with Emily Rowe)*

Ants (*Hymenoptera: Formicidae*) are a critically important indicator taxon inhabiting a vast number of ecosystems and climates. Their ecological importance as both scavengers and predators, combined with their incredible biomass suggest that they are too important to be overlooked. However, in many cases, data pertaining to their biodiversity in many regions of the world is lacking and the records of what species inhabit which areas are incomplete. Mann's research aims to determine the ant species richness and diversity in two Coastal Bays Forests of the Maryland's Eastern Shore (Showell Conservation Forest and E.A. Vaughn Wildlife Management Area). Collections will occur in spring, summer and fall 2015 using three collection methods, including pitfall traps, leaf litter collections and hand collections. This

## FACULTY BOOKS

### Bayesian Methods for Management and Business: Pragmatic Solutions for Real Problems

By Eugene Hahn  
Associate Professor,  
Information and Decision  
Sciences

Featuring an accessible approach, *Bayesian Methods for Management and Business: Pragmatic Solutions for Real Problems* demonstrates how Bayesian statistics can help to provide insights into important issues facing business and management. The book draws on multidisciplinary applications and examples and utilizes the freely available software WinBUGS and R to illustrate the integration of Bayesian statistics within data-rich environments. Computational issues are discussed and integrated with coverage of linear models, sensitivity analysis, Markov Chain Monte Carlo (MCMC) and model comparison. In addition, more advanced models including hierarchical models, generalized linear models and latent variable models are presented to further bridge the theory and application in real-world usage.

John Wiley & Sons, Inc., 2014



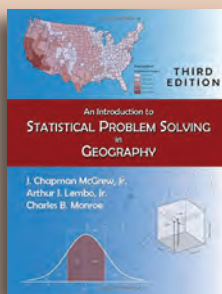
### An Introduction to Statistical Problem Solving in Geography

Co-authored by  
J. Chapman McGrew  
Professor, Geography and  
Geoscience  
Arthur J. Lembo  
Associate Professor,  
Geography and  
Geoscience

Now in its third edition, this highly regarded text has firmly established itself as the definitive introduction to geographical statistics. Assuming no reader background in statistics, the authors lay out the proper role of statistical analysis and methods in human and physical geography. They delve into the calculation of descriptive summaries and graphics, the use of inferential statistics as exploratory and descriptive tools, ANOVA and Kruskal-Wallis tests, and different spatial statistics to explore geographic patterns, inferential spatial statistics, and spatial autocorrelation and variograms.

The authors maintain an exploratory and investigative approach throughout, providing readers with real-world geographic issues and more than 50 map examples. Concepts are explained clearly and narratively without oversimplification. Each chapter concludes with a list of major goals and objectives. An epilogue offers over 150 geographic situations, inviting students to apply their new statistical skills to solve problems currently affecting our world.

Waveland Press, 2014



### Skills for Using Theory in Social Work: 32 Lessons for Evidence-Informed Practice

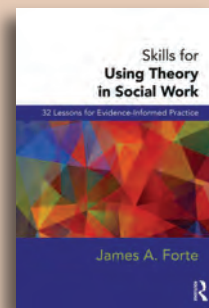
By James A. Forte,  
Professor, Social Work

Using theory, research evidence and experiential knowledge is a critical component of good social work. This unique text is designed to help social work students and practitioners to integrate theorizing into practice, demonstrating how to search for, select and translate academic knowledge for practical use in helping people improve their lives and environments.

Presenting 32 core skills, *Skills for Using Theory in Social Work* provides a conceptual foundation, a vocabulary and a set of skills to aid competent social work theorizing. Each chapter outlines the knowledge and action components of the skill and its relationship to core practice behaviors, along with learning and reflection activities.

This key text will help readers to demonstrate their expertise in reflective, competent and theory-informed practice. It is suitable for all social work students and practitioners, particularly those taking practice, theory and human behavior in the social environment courses.

John Wiley & Sons, Inc., 2014



study allows Mann to create a reference collection for two hardwood forests on Maryland's lower Eastern Shore, determine species richness and diversity using different collection methods, and to examine presence of introduced species and determine their relative abundance.

### Preparing Aspiring Teachers to Hypothesize Ways to Assist Young Students

Jenny McFadden, Education

McFadden will be collecting and analyzing data as part of Dr. Randall Groth's National Science Foundation (NSF) Research Experiences for Undergraduates (REU) project titled Preparing Aspiring Teachers to Hypothesize Ways to Assist Young Students (PATHWAYS). Her role in the project is to contribute to the development of interview protocols and then to conduct interviews with undergraduate PATHWAYS participants to help measure the initial impact of the program. Upon conducting each interview, she also will be responsible for transcribing the data. McFadden will then

collaborate with Dr. Groth in data analysis, disseminate their research findings by co-authoring a manuscript to submit for publication and present at conferences as opportunities become available. The RAP grant will be used toward the purchase of recording and transcribing equipment, with all remaining funds used to provide incentives for participants to commit to the interviewing process.

### Re-Evaluating Brecht's "Epic Theater" Model and the Role of Empathy through Michael Haneke's Sound Track in *Funny Games*

Celeste Reeb, English

Bertolt Brecht's work has been so influential that cinema studies has developed a short hand version to describe his expansive body of work, which includes focusing on just a handful of terms: alienation effect, epic theater and active spectatorship. Through limiting our understanding of Brecht, we have constructed a binary that does not exist in his work,

which is Rationality = Good and Empathy = Bad. In re-evaluating what Brecht actually states about the relationship between these two terms in the didactic model of "epic theatre" we begin to understand the deeper subtleties found in his texts. Evidence of the use and mis-use of Brecht is apparent when reviewing criticism of film directors who employ the use of "epic theater," and one director who particularly embodies these issues is Michael Haneke. In particular, Haneke's *Funny Games* (1997) is often praised or demonized for its Brechtian tendencies, but it is always judged on this shorthand binary version of Brecht that has been created. When we remove the rationality/empathy binary, we are able to examine Haneke's work and understand the nuances present. Furthermore, while the Brechtian tendencies in Haneke's work are often discussed on the visual level, the sound track encompasses much of the true essence of Brecht's work. By reexamining Brecht in relation to *Funny Game's* sound track, we begin to see the neglected areas of film studies and the possibilities for new exciting research open up.

## Graduate Studies at Salisbury University



### MASTER'S PROGRAMS

- Applied Biology (M.S.)
- Applied Health Physiology (M.S.)
- Business Administration (M.B.A.)
- Conflict Analysis and Dispute Resolution (M.A.)
- Education (M.Ed.)
- Educational Leadership (M.Ed.)
- English (M.A.)
- Geographic Information Systems Management (M.S.)
- History (M.A.)
- Mathematics Education (M.S.M.E.)
- Nursing (M.S.)
- Reading Specialist (M.Ed.)
- Social Work (M.S.W.)
- Teaching (M.A.T.)

### CERTIFICATES

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

### DOCTORAL PROGRAMS

- Education - Contemporary Curriculum Theory and Instruction: Literacy (Ed.D.)
- Nursing Practice (D.N.P.)

[www.salisbury.edu/gsr](http://www.salisbury.edu/gsr)