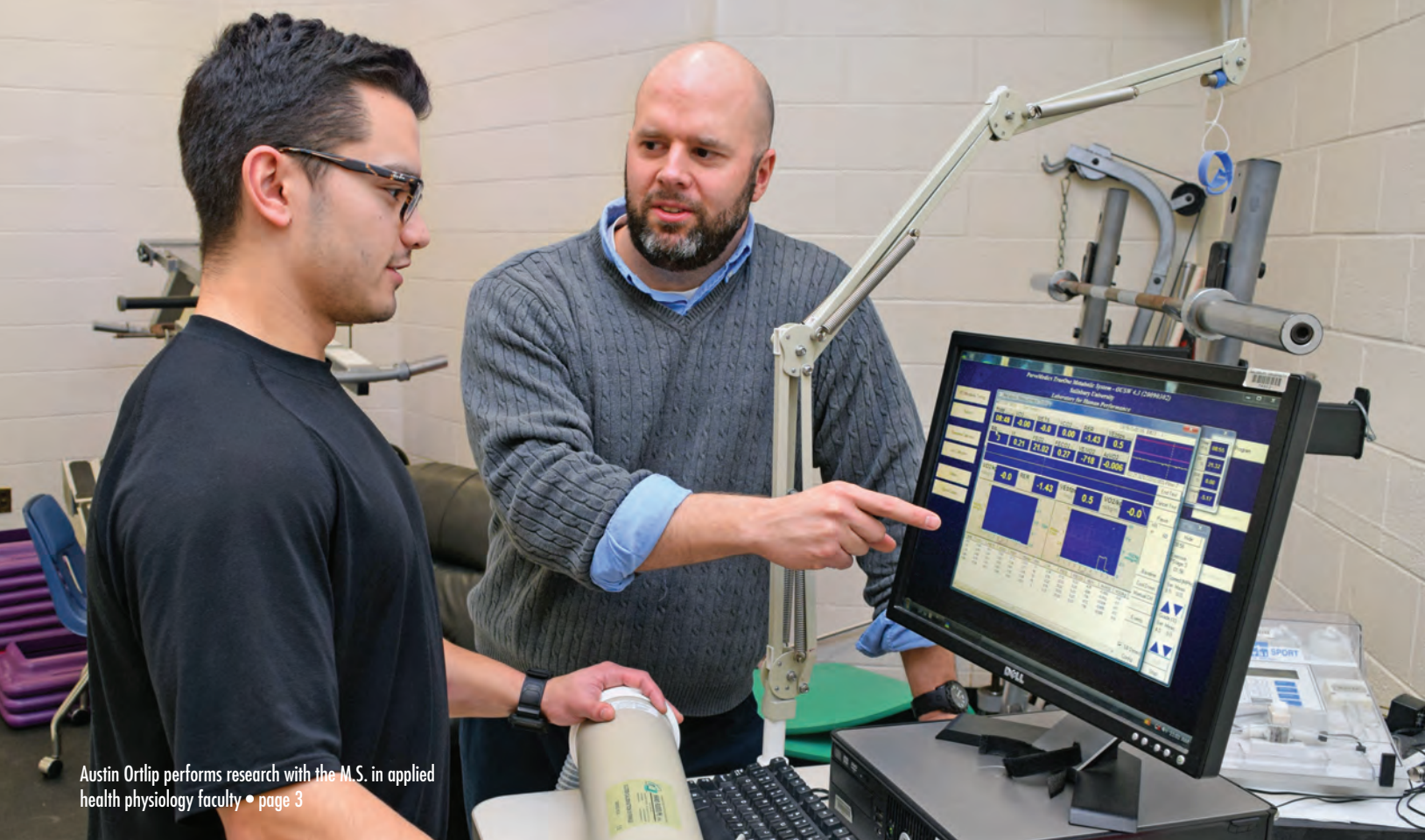


Re:Search

Graduate Studies & Research at Salisbury University
2018 Edition

Exploring
LIMITLESS
Possibilities





Austin Ortlip performs research with the M.S. in applied health physiology faculty • page 3

Volume 08 • 2018

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Please send comments, news and address changes to:

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On the Cover: Re-oxygenation after exercise is just one of the research projects Salisbury University's graduate students are exploring. Read about the experiences of students in each of SU's graduate programs beginning on page 3.

Salisbury University is a proud member of the University System of Maryland.



LETTER FROM THE PROVOST

“... it’s gratifying to see that our return on investment in research, creative activity and graduate programming is quite high ...”

One of the most rewarding parts of my job as interim provost at Salisbury University is becoming better acquainted with the quality and variety of research, creative scholarship and educational programs ongoing across our campus. As you can see in the 2018 edition of *Re:Search*, the work of our students and faculty is truly inspiring.

Engaged learning is the hallmark of a Salisbury University education and student research provides an important platform for this. Given close faculty mentor/student work and the equipment, supply, travel and other costs associated with these projects, finding ways to support research and creative scholarship is a constant challenge. One mechanism that allows us to support these programs is through the investment of indirect or overhead funds that are associated with grant awards.

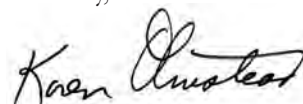
Our Office of Sponsored Programs has strategically reinvested indirect funds in projects that are expected to result in future research awards as well as to support graduate and undergraduate research. For example, this year, we launched the Building Research Excellence (BRE) program to provide seed money to investigators to develop competitive research proposals that will further support the research mission on campus. BRE projects – ranging from integrative breast cancer care to acoustical surveys of African lakes to the genetic basis of multisensory signals in predators and prey – demonstrate the breadth of competitive research projects in which SU faculty are engaged.

Community-based projects are increasingly an important way for us also to achieve our mission. Dr. Michèle Schlehofer was honored by the University System of Maryland for her many community-based research projects, ranging from safe sex and breast health education to needs assessments for programs that serve children and families. Similarly, several of our students are engaged in applied or community-based research; read about graduate student projects, including planning for sea-level rise mitigation, community-based mediation and conflict resolution across the United States, and construction partnering in airport facilities.

Our strong reputation for engaging students in authentic research experiences reaps other benefits. I recently talked with students who were considering SU and they noted the opportunity to be engaged in research was an important draw for them. Reflecting this student need, we were delighted to launch the Office of Undergraduate Research and Creative Activity (OURCA) last year, most ably led by Drs. Chryse Egan and Jessica Clark. OURCA initiatives include an Undergraduate Research Fellows program, a Mentor Match for students to identify potential faculty mentors, a highly successful research celebration at Maryland’s General Assembly and travel support to the National Conference on Undergraduate Research for dozens of SU students. We invite you to join us for the 20th SU Student Research Conference on April 27 (www.salisbury.edu/susrc). This annual celebration of student research and creative activity is truly one of the best days of the year on our campus.

In this era of analytics and tightening budgets, it’s gratifying to see that our return on investment in research, creative activity and graduate programming is quite high and allows us to grow these important parts of the University’s mission. I hope you enjoy learning about all the exciting activities at Salisbury University as much as I have.

Sincerely,



Karen L. Olmstead, Ph.D.

Interim Provost and Senior Vice President for Academic Affairs • Salisbury University





Research PAYS FOR Research

An Exponential Path to Excellence

Beyond supporting the incredible work being done by our faculty and students, Salisbury University research grants have the very positive side effect of providing the much-needed funds to encourage further research activities on campus. The indirect funds garnered with grant funding provide the money the Office of Graduate Studies and Research uses to create important programs for SU.

The indirect dollars earned by a grant are turned back toward the faculty through our Summer Faculty Mentoring Fellowships program and the new Building Research Excellence (BRE) program. In 2017, 27 faculty were granted funds for their efforts to mentor undergraduate research over the summer. The BRE program funds faculty efforts to pursue large grants, which in turn means more dollars coming back to SU to fund even more grants and research. The cumulative effect of this is that the research our faculty do provides the money to support even further research. As SU's research efforts grow, the potential to support even greater efforts grows as well.

With this increased faculty research comes increased opportunity for student involvement. As research engagement has taken off on campus, the Office of Undergraduate Research and Creative Activity has opened its doors to connect students with faculty mentors, encourage students to present their independent and collaborative research, and, most recently, created Undergraduate Research Fellows to act as ambassadors, sharing the research opportunities that abound at SU.

The exponential impact of sponsored research is limitless, and we provide here just the latest examples of how SU research is paying for research.

FUNDING SUPPORT

Building Research Excellence: Faculty Research Enhancement Grants Program

The Building Research Excellence (BRE) grants program is the latest beneficiary of research paying for research – this time on SU's largest scale yet. The purpose of the BRE program is to support activities that will enhance the competitiveness of a grant application to be submitted to an external funding agency. Using funds earned by other sponsored projects, the Office of Graduate Studies and Research will invest up to \$12,000 each in a limited number of projects annually. Award winners have one year to do additional baseline research, gather and/or analyze data, or perform other necessary activities that will strengthen their proposal for an external award. Award winners in FY18 plan proposals to the National Institutes of Health (NIH), the African Development Bank (AfDB) and the National Science Foundation (NSF).

Inaugural BRE Winners



(From left) Drs. Vinita Agarwal, Megan Murphy, Kim Hunter and Ryan Taylor (not pictured: Dr. Stuart Hamilton)

Dr. Vinita Agarwal, Communication Arts

Assessing the CAM Therapeutic Relationship in Breast Cancer Survivors: Furthering Patient-Centered Care in Integrative Medicine

The goal of this research is to construct and pilot test a complementary and alternative medicine (CAM) therapeutic relationship scale specific to breast cancer survivors in integrative medicine settings and to identify the dimensions of the CAM therapeutic relationship in breast cancer survivors to inform patient-centered care in integrative breast cancer settings. Successful construction and pilot testing of a CAM therapeutic breast cancer survivor relationship scale will help in the key outcomes of (a) informing clinical training and systematic integration of CAM therapeutic principles, from a communicative perspective, with a gender focus in integrative settings and (b) establishing the dimensions of the CAM therapeutic relationship to address the unmet self-management support needs of chronic care patients vital for improving patient outcomes for breast cancer survivors and the delivery of patient-centered care in integrative oncology settings. With the number of cancer survivors in the U.S. increasing exponentially (about 12 million people live with cancer in the U.S. in 2009), the use of complementary and alternative medicine for self-care support has increased significantly in cancer survivors for pain, depression and symptom management, particularly among women. The findings will support the anticipated submission of an NIH proposal in the coming year.

Dr. Stuart Hamilton, Geography and Geosciences

Creation of Bathymetric Maps for Lakes Albert and Edward, Africa

Hamilton proposes developing bathymetric maps for both Lake Edward and Lake Albert in Africa. This project will design and conduct acoustic surveys for both lakes and then utilize big-data GIS techniques to turn these acoustic surveys into bathymetric maps. The bathymetric maps will then be used to drive research into the native fishery that supports the local economy and provides livelihoods and food security to the populations that reside on these lakes. Not only is the Edward/Albert combined fishery important economically, but it also contains many endemic endangered species that are threatened with extinction. The recent discovery of oil and gas under these lakes threatens both direct environmental harm as well as increasing population pressure on an already overexploited fishery. Without bathymetric maps, shoreline maps and strata information, this critical fishery cannot be protected. SU faculty and students have already undertaken a bathymetric mapping project for the largest of Africa's Great Lakes (Lake Victoria). Hamilton will expand this process into the other two lakes in this region.

Drs. Kim Hunter, Ryan Taylor, Megan Murphy, Biological Sciences

A Genomic View of a Complex Signaling Environment

Animal communication is inherently multisensory, with individuals signaling and processing a mix of stimuli (e.g. visual plus auditory) in complex environments. This research focuses on how multisensory signals influence the perception of sexual signals by two receivers, female túngara frogs and frog-eating bats. This team plans to use next-generation sequencing (NGS) to link individual behavioral choices to genotypes. Individual choices may be contingent on current or past ecological conditions. The severe El Niño of 2015 in Panama has presented a unique opportunity to investigate individual variation across a seven-year time series. This proposed study will make a transformational contribution to: 1) the integration of behavior, genomics and extreme ecological disturbance studies; 2) analytical tool development; and 3) modeling authentic research incorporation into the undergraduate curriculum. Hunter, Taylor and Murphy plan to submit to the National Science Foundation next year.





Office of Undergraduate Research and Creative Activity: Open for Business

By Dr. Chrys Egan, Communication Arts, OURCA Co-Director &
Dr. Jessica Clark, Biology, OURCA Co-Director

This issue of *Re:Search* magazine explores how research pays for research, reminding us that investing in scholarship rewards us in numerous ways: knowledge, discovery, productivity, development, innovation, problem-solving, creativity, preservation, economy, employment, training, community and leadership, just to cite a few of the vital returns on research.

Salisbury University has consistently maintained its impressive history of investing in undergraduate research, and now we raise that standard even higher. The Office of Undergraduate Research and Creative Activity (OURCA) officially opened its new office and we can report that business is booming!

The OURCA center, located in the award-winning Guerrieri Academic Commons, cultivates a vibrant environment of undergraduate scholarship by providing logistical and financial support of faculty-student mentorship, scholarly writing and presentation experiences, academic travel, essential skill-building, and professional development. We held our first OURCA open house with some 100 visitors, most notably Sammy Sea Gull and Tom "Bunky" Luffman Jr., the Eastern Shore representative of Maryland Governor Larry Hogan.

Connect with us to learn more about our array of opportunities for students, faculty, staff and community members. Here are the highlights of what is happening in OURCA:

Undergraduate Research Fellows

This spring, SU welcomed its inaugural cohort of SU Undergraduate Research Fellows (URF), impressive student leaders who serve as ambassadors for undergraduate research and creative activity. These 13 fellows were selected through a competitive process as they demonstrated their clear understanding of the benefits of student research and the desire to bring extracurricular educational opportunities to more students. URFs are available to speak to classes, campus groups, community organizations and anyone interested in learning more about the variety of student research experiences available.

Mentor Match

This research collaboration tool is a free, easy, searchable database to connect SU faculty, staff and students who engage in research and creativity. First, members enter their interests and projects. Second, users can search the database for potential partnerships, or OURCA can help create matches for you. Third, we document these partnerships and their productivity to showcase your work. Researchers benefit by receiving support from selected students on targeted projects, recording and updating their professional activities, and expanding their teaching-research-service outreach. Students with faculty and staff mentors report increased connection with the University, empowerment in their own education, confidence and skills to pursue advanced academics and careers, and appreciation of these faculty role models. SU strengthens its leadership in undergraduate research and creative activity by chronicling our outstanding efforts. Starting next year, we will expand the program to include community research partners from off campus.

Posters on the Bay Conference

In January 2018, SU created this inaugural conference to showcase student research at the Maryland General Assembly in the state capital of Annapolis. Fourteen Salisbury University students shared their undergraduate research projects with 150 State House and Senate members and staff, including our own representatives Delegate Carl Anderton and Senator Jim Mathias. All research students were Maryland residents who had the opportunity to explain their projects to our elected representatives. Projects were highly diverse, with topics including body image sculpture, neuroscience and diabetes, entrepreneurship, bird sounds, and many others.



National Conference on Undergraduate Research

Oklahoma City, site of NCUR 2018, has been ranked the top U.S. city for young entrepreneurs. This year, SU sends 36 of its best and brightest young research students there to present their projects at this prestigious national student conference. Each year since 1987, NCUR selects the top 3,000 student scholars from across the U.S. to share their research through presentations, posters and performances. In addition, we, as OURCA co-directors, were selected to present an NCUR Faculty Administrator Network session about our success. SU hosted NCUR in 1998 and 2008, plus we will submit a bid to host it again in 2022 or after.



FUNDING SUPPORT

SU Student Research Conference

Since 1998, SU has celebrated an annual campus-wide student research conference each April. Upward of 350 of SU's finest student scholars highlight their research presentations and posters for the campus and community. Faculty, staff, families, community members and fellow students can attend to learn about the vast array of projects from every discipline. OURCA will offer additional training and support for this outstanding SU conference tradition.

Be Kind to Human Kind Compliance Workshop

OURCA collaborated with SU's Institutional Review Board and Honors College to offer our first student-centered workshop on federal compliance for the protection of human subjects in research. Some 75 people attended the workshop to learn why protection is needed and how to begin the application process.

Campus Events

In addition to all of these programs and events, OURCA is proud to participate in SU Research Day, Fulton School of Liberal Arts' Sophomore Year Experience, Gull Week, admissions open houses and invited presentations.

Media

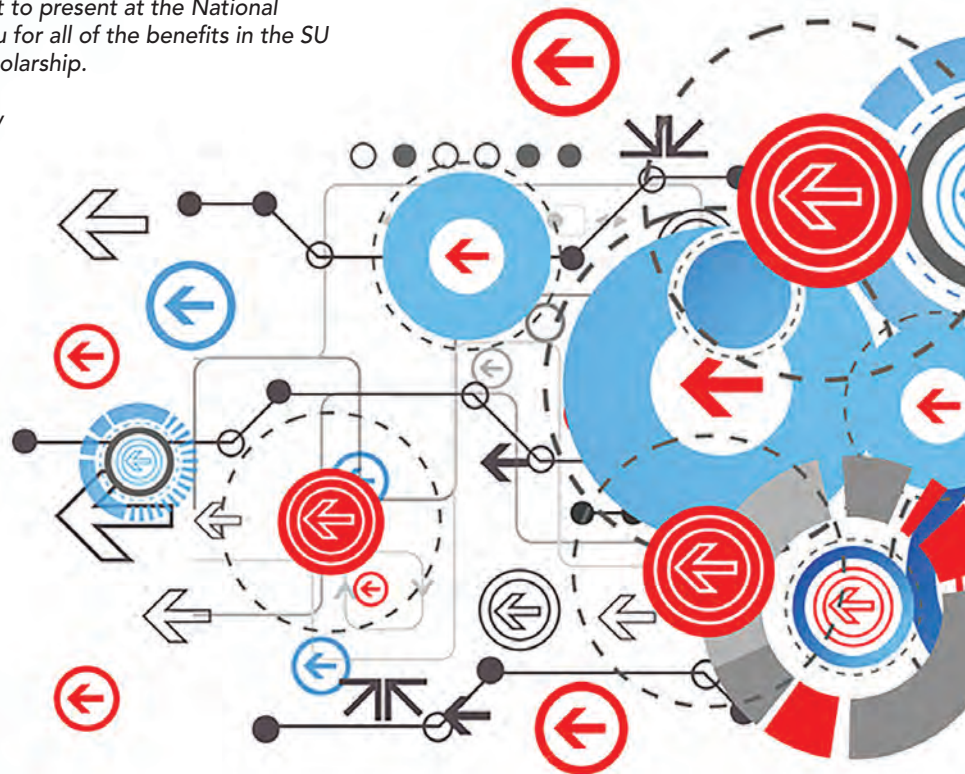
We have an active media agenda as well. For student researchers, we coordinate the "Hometown Public Relations" with the Public Relations Office to announce student research to the media. We were featured in *The Baltimore Sun* for our OURCA initiatives. In addition, you can find us on the SU website, Facebook, Twitter and Instagram.



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The Office of Undergraduate Research and Creative Activity is open for business! Contact us any time to invest in undergraduate research through the SU Foundation. Your tax-deductible donation of \$1,000 supports one SU student to present at the National Conference on Undergraduate Research and enrolls you for all of the benefits in the SU President's Club. Thank you for investing in student scholarship.

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SU GRADUATE EDUCATION:

Research and Experience Are Key

Health supplements effects. Waterfowl feeding behaviors. Writing to express racial identities. “Pineappling” for teacher professional education. Admissions protocols for acutely ill pediatric patient. These are but a small glimpse into the projects on which Salisbury University’ graduate students are working.

The University’s graduate programs are diverse and designed to support the individual academic and professional needs of each program’s participants. However, central to all the programs are student research and self-directed projects. From dissertation and thesis research to capstone classes or experiences, these projects challenge graduate students to not only ask the big questions, but also to work to find solutions to them.

Master of Science in Applied Biology

KELSEY FLOWERS

As a native of Northeast Ohio and an avid birder, one reason I was interested in Salisbury University was its location, since a multitude of birds migrate along the Eastern Shore each year. I was quickly drawn to the Applied Biology Graduate Program and was thankful to secure a teaching assistantship that supports me while I complete research working alongside my advisor Dr. Jeremy Corfield.

Collaborating with Dr. Andrew Iwanuik at the University of Lethbridge in Alberta, CA, I am investigating the somatosensory systems behind different feeding behaviors in waterfowl. Specifically, I will be taking micro-CT images at the Friday Harbor Lab in Washington State to look at nerve attributes within beaks, and I am counting nerve fibers in Dr. Corfield’s lab to understand how ducks, geese and swans obtain food efficiently. We have obtained specimens through the help of student and local hunters who have graciously collected a plethora of samples this hunting season.

I would not be able to complete this research without the funding assistance of sources such as the Henson School of Science and Technology Research Grant and the Graduate Research and Presentation (RAP) Grant. I plan to present this research at the Maryland Ornithological Society (MOS) Convention this February; the National Neuroethology Conference in Brisbane, Australia, this summer; and J.B. Johnson Club for Evolutionary Neuroscience and the Society for Neuroscience in San Francisco next fall.

SU has assisted me in furthering my lab research skills, an attribute that I lacked massively before starting my graduate journey. With the help of my advisor, graduate committee and faculty within the department, I also have gained skills and knowledge in fields I had not previously studied. After graduating in December 2018, I hope to work for an organization that assists in habitat management, specifically, one specializing toward avian species.



SARA JANE
CAMPBELL



KELSEY
FLOWERS

GRADUATE OUTCOMES

Master of Science in Applied Health Physiology **AUSTIN ORTLIP**

I am a second-year student in the Master of Science in Applied Health Physiology (AHPH) Program at Salisbury University. While completing my undergraduate studies in SU's Exercise Science Program, I focused on strength and conditioning, and I did not give much thought to doing research. However, since starting the AHPH Program, I have spent more time with fantastic professors who have made research a lot more interesting in my eyes. I have been volunteering to help with faculty research projects and have learned a lot more about research from my hands-on experiences. These experiences, paired with learning how to properly conduct research in class, have developed my interest in pursuing a doctoral degree.

I am currently assisting Dr. Timothy Werner, Dr. John LaManca and Dr. Tom Pellingier with research investigating creatine supplementation and its effects on post-exercise re-oxygenation. My work in the lab has helped me discover that exercise physiology-based research is what I would like to pursue as a career. At first, I was lost in determining what I wanted to achieve in the future, but with the help of the AHPH Program and my volunteering in research, I have a much better vision of what the future can bring. The AHPH Program is incredibly organized, with very helpful professors who are focused on setting their students up for success. The AHPH faculty are working hard to make the program even better for students who are interested in cardiovascular/pulmonary rehabilitation, fitness/wellness, and strength and conditioning.



Master of Science in Athletic Training **ASHLEY ZAJAC**

For our research course, I am writing a literature review on the prevalence of overuse lower extremity injuries in female dancers, such as Achilles tendinitis, hip flexor tendinitis or stress fractures. For our last semester in the M.S.A.T. Program, we have to complete an applied research course, in which this research project is the main assignment.

While working on this project, my professor, Dr. Jenny Toonstra, and the athletic trainers at my clinical rotation have been an invaluable resource. Being able to go to these professionals, especially with helping me narrow my research topic and answering general research questions, has been a huge help with this project.

After completing this graduate program, I hope to complete an athletic training internship or residency program with a collegiate athletic team for a year or two, before going on to either find a permanent position as a certified athletic trainer at a college or high school or go abroad and work in the sports medicine field in Europe.

Master of Business Administration **SARA JANE CAMPBELL**

I am part of the one year, accelerated program cohort, and as part of my program, my cohort was asked to participate in an ERP (enterprise resource planning) systems simulation. This project entailed working closely with many faculty in the program. Dr. Kathie Wright led the project as this was her course; Dr. Charles Boster and many others contributed as well. Salisbury University was invited to participate in a competition based solely on this ERPSim course!

Our group consists of many diverse, ambitious and passionate leaders. The M.B.A. program itself is highly flexible with both full-time and part-time students alike. Many professionals participate in both programs; they provide priceless life advice and build close relationships with students. The next steps for my cohort involve tackling our capstone course, which involves consulting for a small business in Salisbury.

I graduated from Salisbury in May of 2017 with an undergraduate degree in community health. After graduation, I hope to pursue a career in hospital administration and become a leader in the field. SU has given me and continues to give me the skills and tools needed for the professional world. As a graduate assistant, I've been given countless opportunities to work closely with our faculty in leading and developing our undergraduate students. I've worked closely with the Mid-Atlantic Sales and Marketing Institute (MASMI) and with professors such as Dr. Judi Billups and Dr. Kirsten Passyn.

The M.B.A. Program has allowed me to challenge myself and my peers in order to meet the needs of the program and flourish in a more professional environment. I look forward to working on the capstone course as a team and hopefully providing a small business with advice that will help the business grow and increase profit.

Master of Arts in Conflict Analysis and Dispute Resolution

BRITTANY KESTEVEN

Throughout my graduate career, I have worked on a number of research projects that require an extremely diverse range of methodologies. As a graduate assistant for the Bosserman Center for Conflict Resolution, I have worked on several research projects in collaboration with Dr. Brian Polkinghorn, the principle investigator and executive director for the center. Some of these research projects include a content analysis employing logit regression modeling of several hundred hours of court audio transcripts that examines judges' speaking to parties prior to trial about accepting an offer to try mediation; an extensive survey research on all community-based mediation and conflict resolution programs in the United States; measurement and evaluation using action research methods to determine the efficiency and effectiveness of the DeBoer fellowship program in Maynmar; and supporting an ongoing research project on construction partnering in airport facilities funded by the National Academy of Science. All research is grant funded through the Bosserman Center for Conflict Resolution.

All these projects have produced reports and we are working on publications, including a book. Presentations for each of the research projects have been made by the principle investigator; however, I will be presenting the community-based programs project in April at the annual SU Student Research Conference (SUSRC). In addition, I will receive a scholarship to present at a national conference in Washington, D.C., in June.

Following graduation, my goal is to become an influential leader in the field of conflict resolution, by opening a non-profit organization that aims to reduce recidivism rates among former inmates. My mission is to transform the way people view conflict by empowering individuals through conflict prevention education and training, at low to no cost, and networking with other agencies who share a similar mission. My vision is to create a world where inmates who are incarcerated do not return back to prison and, thus, traverse a peaceful transition back into the community and live productive and healthy lives.

Master of Education – Curriculum and Instruction

SUZANNE LINCOLN

I conducted a research study and analysis of the effects of guided reading on reading achievement in a multicultural school. This research project was done where I live and work in Morocco. I used existing data to discover that guided reading is an effective strategy for significantly improving reading achievement for ELL (English Language Learner) students in a multicultural school.

For the project, I collaborated closely with Dr. Diana Wagner. She was very supportive and accommodating with my international situation. Additionally, she worked closely with me in the data analysis. Based on my research and data, our elementary school has changed its approach to reading instruction.

I graduated in December 2017 and am taking a job as a curriculum and instructional specialist at an International American School. I will be directing the elementary school curriculum implementation and data analysis. I also will be supporting teachers in the implementation of 21st century teaching and learning.



NIYA BROWNE



SUZANNE LINCOLN

GRADUATE OUTCOMES



“I welcome the opportunity to share the vital information gleaned from this research.”

Master of Education – Education Leadership **NIYA BROWNE**

Pocomoke (MD) Elementary School is “Pineappling.” A few colleagues and I adopted and further developed this concept as a part of our Maryland Peer Coaching Collaborative Model. This is a model that provides “in-house” professional development to teachers when needed, as needed. Teachers sign up to either teach lessons or model strategies. In return, other teachers sign up to observe these teachers in hopes of gaining some insight to better their own practices.

This process began early in my career as a first-year teacher. I was selected to be in the second cohort of FAME (Formative Assessment for Maryland Educators), a Maryland State Department of Education (MSDE) initiative. In that cohort, I stepped up to take on leadership roles and utilized multiple methods in my classroom. Having done that, I was asked to participate in the development of our peer coaching initiative. This led me to many meetings and conferences that promoted collaboration with many counties in Maryland. Now in my third year, I have presented this project to administrators and supervisors in our county, and officials in other counties, and I have encouraged our teachers to get excited about the endless possibilities of this project.

MSDE has played an intricate role in the development of this project. As stated earlier, I have presented in multiple meetings at the state office, which were very well received. Other school districts took interest in our project and requested more information on it. MSDE has funded parts of the program, provided substitutes so that I am able to attend meetings and also brought technology for our school to utilize. My school administration has been extremely supportive by supplying the paint and materials to set up the “Pineappling Chart” in the conference room.

After graduation, I plan on beginning my search for a job as an assistant principal. More than likely, I will teach for a few years, being early in my career; however, I want to begin my search to explore the opportunities. My ultimate goal is to someday be a superintendent of schools.

Master of Education – Reading Specialist **KRISTEN CASHMAN**

My journey through the Reading Specialist (REED) Program was full of incredible research opportunities. The most poignant research I conducted was a stand-alone project where I used an interactionist perspective to examine personal and environmental factors and their effects on an English Language Learner (ELL). As an educator, this research allowed me to investigate the home-school connection through an ethnographic lens.

With a well-planned home visit, parent interview, observation of a student in school and one-on-one interaction with the student, I gained valuable insight into the many factors that contribute to the successes and hardships of our ever-growing population of ELL students. Educational and literacy development of ELLs is multi-faceted and deserves in-depth research in order for educators to best meet the needs of this population.

Under the watchful eye of Dr. Laurie Andes, I was able to grow my professional knowledge. I welcome the opportunity to share the vital information gleaned from this research. Upon completion of my graduate program, I hope to be accepted into the University’s Doctor of Education program to further enhance my work with students.

Doctor of Education in Contemporary Curriculum Theory and Instruction: Literacy

JENNY MCFADDEN

As a member of Salisbury's inaugural Ed.D. cohort, my dissertation represents my professional and personal interests, exploring how writing is used to express identities, particularly racial identities, in and out of formal educational contexts. I am a writer who has always been interested in how people present themselves through texts, and I first began conceiving of this research after reading a Facebook post written by a former student.

She used her biracial identity to position herself as sympathetic to two very divisive and vocal groups commenting on the Baltimore riots following Freddie Gray's death. Posting about being both Black and White allowed her a unique perspective to make a plea for her Facebook friends to listen to those they saw as different from themselves. I thought it was such a powerful way to use writing, and as an educator, I wondered if we provide similar opportunities to write about racial identities in the classroom.

Inspired to design a qualitative study, I decided to focus on college students, as I had recently accepted a position with Wor-Wic Community College as a developmental English instructor. I developed a multiple case study design and recruited nine multiracial students from three college campuses; I am currently interviewing each participant twice and collecting multiple writing samples from them.

I believe this work is especially important considering ongoing national racial controversy. I care deeply about racial issues, as I teach a racially diverse population of students and, furthermore, I am White and have two children with my husband, Rashieme, who is Black.

I present my initial dissertation findings at the NCTEAR (National Council of Teachers of English Assembly of Research) Conference this March. I am thankful for the guidance of my advisor Dr. Judith Franzak and fellow committee members Dr. Laurie Andes and Dr. Erin Stutelberg.

When I graduate with my doctorate in literacy this spring, I will then be eligible for promotion to assistant professor at Wor-Wic. As a two-time RAP Grant recipient and a Doctoral Travel Grant Award winner, I have presented alongside Dr. Nancy Michelson at NCTE, Dr. Judith Franzak at IFTE/CEE, Dr. Sandy Pope at Middle States Council for Social Studies, and Dr. Laurie Andes at the International Conference of Books, Publishing and Libraries. Dr. Andes and I published an article in *The International Journal of the Book*, and I have several additional publications under consideration.

Master of Arts in English

LINDSAY JOHNSON

Throughout the graduate program at Salisbury University, I have had the opportunity to work with enthusiastic professors and students who created a strong foundation and point of departure for my future career as an English teacher. The First Year Writing Program, headed by director Dr. Loren Marquez, focuses on improving the standards and program to benefit all students. As Dr. Marquez's assistant this year, I helped to prepare teaching assistant (TA) training sessions, lead instructional meetings and develop classroom materials. The encouragement of our director and the support of other professors to the First Year Writing Course provide opportunities for new instructors' growth and learning in the classroom. Many faculty members, such as the director of the Writing Center, library instructors and English professors, come together in order to not only benefit those participating in the TA program but also every student as they navigate through English 103 at Salisbury University.

To benefit my future career goals, I participated in a practicum as a graduate student that allowed me to prepare lessons and teach in an upper-level literature classroom with the guidance of Dr. Gary Harrington. The course, American Southern Writers, focuses on prominent literary figures from the 20th-century American South. My involvement in the class centered on preparing lessons constructed through a combination of lectures and discussions for authors such as Zora Neale Hurston, Flannery O'Connor, Richard Wright and Tennessee Williams. The process of creating lessons, teaching in the classroom and working with Dr. Harrington instilled me with more confidence and experience; it also strengthened my personal abilities as an instructor.

The teaching assistantship and practicum provided irreplaceable hands-on experience not only teaching in front of students but also interacting with students as their instructor. After the completion of my master's degree and with all of the experience I have gained while working at Salisbury, I plan to continue working at the collegiate level. I will apply for adjunct positions or administrative jobs that focus on first year writing and writing in the college setting. The instruction and leadership in Salisbury University's English Department and First Year Writing Program encourage TAs to balance their time as both students and instructors. The invaluable experience of shifting between these positions impacted my understanding of what the teaching and writing processes should look like in a classroom to create an atmosphere for knowledge making.

“The support from the University and my professors has been tremendous. Their guidance and hard work have helped build a foundation for me to excel and I look forward to the next steps in my career.”



JENNY
MCFADDEN



KEN
FORREST



LINDSAY
JOHNSON



JEREMY
GENCAVAGE

Master of Science in Geographic Information Systems Management

JEREMY GENCAVAGE

During my graduate program tenure, I have continued to develop an ongoing research project from my undergraduate GIS concentration. I have examined optimal routing and property accessibility in Ocean City, MD, under various flood depth scenarios.

The process and methodology of the project have cultivated an interest in studying the flood model used to create the end product. I intend on studying this flood model, HAZUS-MH, and writing a paper based on my methodology. My goal is to develop a method used for similar, transgressive barrier islands, such as Ocean City, in hopes of spreading awareness around the country regarding coastal flooding.

This project has allowed me to utilize my undergraduate knowledge of coastal science, along with providing an opportunity to enhance my GIS skills. My graduate program specifically focuses on combining my technical GIS skills with the ability to delegate tasks and work efficiently with others. This project would not have been possible without the guidance of Dr. Michael Scott, Dr. Arthur Lembo and the Eastern Shore Regional GIS Cooperative (ESRGC) staff at Salisbury University.

In April 2018, I present my work at the Association of American Geographers Conference in New Orleans, LA. This trip and my GIS project have been funded by Salisbury University, specifically the Geography and Geosciences Department. This project and graduate program have showed me the many opportunities available within the field of GIS. The support from the University and my professors has been tremendous. Their guidance and hard work have helped build a foundation for me to excel and I look forward to the next steps in my career.

Master of Arts in History

KEN FORREST

The most rewarding part of my graduate program is my assistantship at SU's Nabb Research Center for Delmarva History and Culture. Without sources, there is no history. The organization of those sources is key. By processing archival collections and drafting finding aids, I am not only assisting fellow historians, but also honing my research and writing skills.

The project of which I am most proud is the Albert Laws papers. Laws, a native of Wicomico County, was a soldier, a graduate of West Point, and a veteran of the Spanish American War and the Philippine American War. The collection consists of letters, reports, maps, photographs and artifacts that offer a glimpse into the life of a soldier at the turn of the 20th century. As a veteran, it was rewarding to make the Albert Laws papers accessible to the public. Through this and other projects, Leslie McRoberts and the entire staff of the Nabb Center have been helpful and supportive.

I also am working on two independent research projects. One involves the origins of the policy of Don't Ask, Don't Tell. As a gay veteran, the policy had a profound impact on my life. The other involves my great-grandfather, who served in the Navy from 1887 to 1921. His career, spanning the Spanish American War and the First World War, offers insight into the lives of sailors at the dawn of the modern Navy.

History is my passion. After completing my graduate program, I plan to pursue a doctorate in U.S. history.

Master of Science in Nursing

JENELLE DAVIS-JACKSON

As a graduate student in the Clinical Nursing Education Program, part of the course work for my final internship included a research project and practicum of 126 precepted hours. I chose to investigate the direct admission process at Children's National Health System (CNHS) in Washington, D.C.

CNHS, in September of 2012, launched a Direct Admission Process called Bear Direct. The Bear Direct process allows the acutely ill pediatric patient to be admitted directly to an acute care nursing unit without first receiving treatment at CNHS's Emergency Department. This process was of interest to me because I've been employed by Children's National for over 22 years and currently I am involved in the Bear Direct program as an admission/crisis RN. I sought a comprehensive understanding of the direct admission process.

The purpose of my research was to examine Bear Direct for strengths, weaknesses, safety, efficiency and fiscal responsibility and to make recommendations, according to best evidence-based practice, to improve the direct admission process. As I began to research peer-reviewed journal articles that had a specific emphasis on the direct admission process at pediatric institutions, it became apparent that the literature was limited and that Bear Direct is very innovative and unique to CNHS.

I formed a committee, according to the internship guidelines, that included my committee chair, Dr. Lisa Seldomridge, director of Graduate and Second Degree Nursing Programs, and Dr. Judith Jaronsinski, associate professor of nursing. They provided support, insight and guidance throughout the internship that was instrumental in the successful completion of my objectives. As part of the internship, I disseminated the findings of my research project through a PowerPoint presentation and an executive summary to the key stakeholders at CNHS.

The finding of this research project indicated that although the Bear Direct program is five years old, quality indicator data have not consistently been aggregated and analyzed. Currently, the only data being reported are quarterly volume and inpatient unit disposition. Additional findings included inconsistent assessment of patients and increased vulnerability of the process after 2100 (10 p.m.) and on holidays and weekends.

Once I learned that quality indicator data collection had ceased after the first 16 months of the inception of the direct admission process and that there was a lack of data to provide evidence to the safety and sustainability of Bear Direct, I was given an opportunity to continue my research through a hospital-wide program called the Interprofessional Quality Improvement Fellowship (IQI). IQI is a 12-month program at CNHS that incorporates collaboration between a RN and physician to facilitate a quality improvement project. Now that I've graduated from Salisbury (December 2017), I plan to continue my research and resume quality indicator data collection for Bear Direct with the IQI fellowship starting in January 2018 and to begin working full time at CNHS utilizing my master's degree in nursing.



DEANNA SCHLOEMER



JENELLE DAVIS-JACKSON



MARY BETH GICKING



EMILY GOODCHILD

GRADUATE OUTCOMES

Doctor of Nursing Practice

DEANNA SCHLOEMER

I am a D.N.P. student in the Family Nurse Practitioner Track at Salisbury University. As a part of our graduation requirements, we must complete an evidence-based practice change for our D.N.P. project. For my project, I am implementing the Agency for Healthcare Research and Quality's (AHRQ) Health Literacy Universal Precautions Toolkit at the Lower Shore Clinic, an integrated outpatient primary care and mental health clinic located in Salisbury. The goal of the project is to introduce several key staff members at the clinic to a systematic, quality improvement process with the goal of improving health literacy in all populations served.

Quality improvement projects make changes in healthcare that will lead to better patient outcomes, better system performance and better professional development. Health literacy is defined as the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. The Health Literacy Universal Precautions Toolkit utilizes a universal "every patient, every time" approach to health literacy. I am measuring staff perceptions of health literacy practices, client perceptions of health literacy practices, and indicators of metabolic syndrome before and after implementing the quality improvement project. I am working very closely with Dr. Mary DiBartolo, my faculty chair, and Dr. Laurie Rockelli, my community committee member (also a retired SU nursing professor).

One of the health literacy improvements that was implemented at the clinic as a part of my project is a patient education system located in the waiting room. The large television in the lobby on which a loop of patient education videos is displayed was purchased by Terrapin Pharmacy, the parent company of the Lower Shore Pharmacy. Other initiatives are supported by the Lower Shore Clinic, itself.

Master of Social Work

EMILY GOODCHILD

I have worked in conjunction with social work faculty to complete numerous research endeavors as part of my graduate assistantship position.

I have collaborated with Dr. Vicki Root on the curriculum vitae for the Reaffirmation Self Study that was submitted to the Council on Social Work Education. I have gathered data regarding hospice and palliative care, homelessness, and the utilization of counseling services in academic institutions. I completed Institutional Review Board training, attended the Annual Eastern Shore Mental Health Coalition Conference, analyzed qualitative data from a diversity roundtable project, and participated in a graduate virtual fair. I have assisted Dr. Rachel Buchanan and Dr. Kimberly van Vulpen in the assessment and data analysis of the Council on Social Work Education, Educational Policy and Accreditation Standards, for the Reaffirmation of the Bachelor of Arts in Social Work and the Master of Social Work programs.

I aspire to join the field of healthcare and find a career in medical social work after completing the social work graduate program at Salisbury University.

Master of Arts in Teaching

MARY BETH GICKING

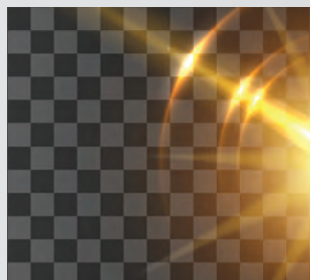
I was pleasantly surprised to find myself in the position to do research in the classroom during one of my M.A.T. courses during my first spring semester as a graduate student at SU. The class was a secondary methods course taught by Dr. Louise Anderson and included only myself and one other undergraduate student. We were studying student-to-student interactions in the secondary music classroom. Observations took place in each of our field placements, which included a high school choral classroom and a middle school band classroom.

First, we described which types of interactions we would be tallying, including helping, social, distracting, leadership and criticism. Separately at our placements, we tallied each interaction type throughout the semester each time we went to observe. We were striving to compare the quality and quantity of student-to-student interactions in middle school band and high school chorus as well as infer what the data may suggest of the classroom environments created.

Much research has been done on student-to-teacher interactions, but less so on student-to-student. It has been long understood and perhaps dreaded by some that secondary school students are very social creatures. This socialization can benefit or hurt the classroom environment. Peer relationships are important, and it was interesting to compare each level (middle and high school) as well as each ensemble environment (band and chorus). A wider spread of interaction type was found in middle school band compared to high school chorus, with at least 20 of each type observed. There were significantly more social interactions in high school chorus compared to every other interaction type. There was no significant difference found between the number of total interactions in middle school band and high school chorus.

Overall, we certainly observed secondary students being their social selves while also getting some insight on the quality of these interactions. The differences found in collection bring up questions of cause as well as correlation. Does the collected data reflect the age group, classroom type, teacher or perhaps some combination? We cannot tell for sure with just our data, but it nonetheless opens up the door for more research and further exploration of student-to-student interactions as well as the environment of music classrooms.

The next steps in my career after completing my graduate program include teaching. I currently teach two-year-olds at a local preschool and plan to continue doing so for a while. I am glad I took the time in my life now to pursue this degree, and I know it will serve me well as life marches ever forward. I was not necessarily expecting my own past research experience to come in handy as much as it has during my time in the M.A.T. Program; I know now not to underestimate the helpfulness of my upcoming graduate degree!



Community-Based Research Benefits All



In 2017, Dr. Michèle Schlehofer was honored with one of the University System of Maryland's highest faculty accolades: the Board of Regents Faculty Award for Excellence in Public Service. Chair of the Psychology Department, Schlehofer shares how community involvement is an integral component of her professional identity and has a positive and lasting impression on her students.

Q: What is your area of specialization?

A: I am an applied social psychologist whose work takes a community-based approach. As an applied psychologist, my training is in how psychological theory is used to address community and social problems. I am a strong advocate for evidence-based decision-making and research-backed public policy.



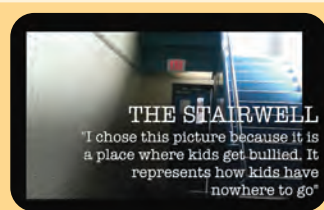
Q: What are some of the projects you've worked on?

A: Over the course of my career, I've worked on a variety of community-based research projects, including the implementation and evaluation of safe sex education programming for adolescents, breast health education for lower-income women, and evaluation of parenting programs for adolescents receiving WIC (Women, Infants and Children). More recently, I conducted a needs assessment for Wicomico County's local management program, the Wicomico Partnership for Families and Children. This project used a mixed-methods design to assess county residents' perceptions with resources and services for families and children. I also conducted a gap analysis for the Wicomico Health Department and Lower Shore Core Services on mental health services for youth in foster care. Currently, I am working with Dr. Diane Illig of the Sociology Department on a project for the City of Salisbury's Human Rights Advisory Committee in which we are assessing the experiences of LGBTQ (lesbian, gay, bisexual, transgender and queer or questioning) people and using the findings to provide policy recommendations to bolster support and services for this community.



Q: How does your research benefit the general Salisbury community?

A: One of the great things about being an applied researcher is that the impact of your work on the community is usually visible and immediate. For example, the needs assessment I conducted for the Wicomico Partnership for Families and Children was used by the agency to assist in identifying funding priorities for the county. Likewise, it is my hope that the project Dr. Illig and I are conducting for the city will lead to visible efforts to improve the experiences of LGBTQ people living, working or going to school in Salisbury. These efforts could range from the development of new public policy protections, to training for city personnel, to establishment of procedures to strengthen existing public policy.



Q: In what ways does your research inform your teaching?

A: In my experience, research can greatly inform one's classroom teaching. I often draw heavily upon my research experience as a source of classroom examples. Further, whenever possible, I find ways to integrate my research into my classroom teaching.

For instance, in the spring 2015 semester, the students in my community and applied social psychology course engaged in a community-based action-research project that addressed bullying and school climate. The project, conducted with youth enrolled in Wicomico Middle School's WISE afterschool program and with youth enrolled in Choices Academy, used photovoice to capture middle school students' experiences with bullying. Students enrolled in my class directed the photovoice project and got to work hands-on with the youth. These experiences provided a multitude of real-world experiences, which we then discussed in the classroom. Student feedback found that they greatly benefited from seeing concepts discussed in class played out in a real-world context. It also helped many of my students decide whether they wanted to work with a middle school youth population or not. This level of learning would not have been possible without a community research engagement component.



Q: What is the benefit of an applied research approach for students?

A: I have a select number of students who work with me on my research in any given semester. Students benefit strongly from being involved in applied research. Students, of course, get all the research skills that they would normally gain in working with a social scientist. I use a variety of research methodologies in my work, from field experimentation to survey research to qualitative approaches, such as focus groups and conversational interviews. This experience greatly prepares students for graduate school and can be a highlight of a graduate school application packet.

Further, students who work on applied projects get to see how research directly benefits people and communities. When the products of your work are directly visible – such as witnessing firsthand changes in a school's climate or seeing an organization adopt new policies or procedures on the basis of your research findings – the connections between research and community well-being become clear.

Students also make important connections with a variety of local organizations, agencies and government offices. These connections have led to additional opportunities for students. For instance, a student who worked on the county needs assessment project with me subsequently took a paid position with the Wicomico Partnership for Families and Children. A second student who worked on a research project addressing homelessness for one of my classes was later contacted by the City of Salisbury's Housing and Community Development Office to help them in implementing her research ideas for the city.

The Stand Up To Bullying Photo Voice Project

You can see an overview of this project online at:

www.youtube.com/watch?v=tgWo8AK335s

Q: What is your advice for students who want to get involved?

A: One of the benefits of attending Salisbury University is that we do a really great job of cultivating a supportive environment and ample opportunities for undergraduate students looking to get involved in research. As evidence of their commitment to undergraduate research, Salisbury University sends a team of faculty and student researchers each year to the National Conference on Undergraduate Research (NCUR) and has even hosted NCUR twice. Salisbury also has its own highly attended Student Research Conference in April of each year.

If you are a psychology major or minor, please talk to me about your research interests and career and educational goals. I am always willing to talk about my current research with students. I am usually looking for at least one student research assistant each semester.

For students who are interested in pursuing research with other faculty or other topics, you should contact the Office of Undergraduate Research and Creative Activity (OURCA). OURCA has a Mentor Match Program and works with undergraduates to help find opportunities to participate in research and creative activities.





Tackling the Heroin and Opioid Epidemic with HOPE



By Dr. Aaron Willis,
Social Work Department

In August 2017, I was awarded \$53,000 through the Corporation for National and Community Service AmeriCorps program and with the collaboration of the Maryland Governor's Office on Service and Volunteerism to address the emerging heroin and opioid overdose epidemic on the Eastern Shore with the creation of the Heroin and Opioid Prevention and Education program, HOPECorps. The mission of HOPECorps is to strengthen the capacity of

community organizations working to tackle the heroin and opioid epidemic in Maryland, specifically on the Eastern Shore. This will be done by placing 11 HOPECorps members at county health departments and other non-profit organizations, called member sites, throughout the Eastern Shore. These HOPECorps members will act as support persons helping to promote, grow and develop programs to support their placement site. Currently, six HOPECorps members are placed at Caroline, Dorchester and Wicomico county health departments; the University of Maryland Eastern Shore Pharmacy School; Somerset County Local Management Board; and the Worcester Warriors.

Primarily, HOPECorps members will provide support for community and

government agencies in three domains: training, education and capacity building. HOPECorps members will support naloxone training and distribution efforts, will support efforts to inform citizens about opioid treatment options, and will support efforts to recruit volunteers to assist in expanding naloxone trainings and awareness of services for individuals and families struggling with the heroin and opioid epidemic.

I intentionally designed HOPECorps' intervention model and philosophy to closely mirror the highly successful grassroots effort of the community of Moravian Falls, NC, that created the Project Lazarus Model. In the mid-2000s, Moravian Falls' county, Wilkes County, had a drug overdose fatality four times greater than the national average. In 2007, Project Lazarus was formed. The overdose death rate reached its peak in that county in 2009 (46.6 people per 100,000 people) and was almost halved by 2010 (29.0 people per 100,000 people). The death rate numbers in Wilkes County continue to drop to this day. Other communities throughout

SU and the entire HOPECorps staff, along with the 11 members, are excited to embrace this opportunity to partner with the community to address the growing concerns of opioid use and misuse on the Eastern Shore.

REGIONAL PARTNERS

the U.S. have adopted the Project Lazarus Model and have reported positive outcomes.

Project Lazarus is a public health model emphasizing the prevention of overdose fatalities and the autonomy of individual communities for creating programs that respond to and address the community's overall health. Essentially, each community understands its problem the best, and all prevention and intervention directives should come from the community. Using HOPECorps members, I hope to connect with these communities in need and use my skills and understanding of the problem to enhance and expand the community response to the overdose epidemic.

Project Lazarus provides training and technical assistance to communities and organizations addressing their opiate epidemic. They conceptualized their model as a wheel with three core components in the "hub" and seven components that make

up the "spokes." HopeCorps will begin this project by borrowing the "hub" concept that includes: Public Awareness, Coalition Action, and Data and Evaluation. This "hub" will be taken to each member site, where the site, along with their HopeCorps member, will begin creating each "spoke."

"Public Awareness" is defined as educating and combating the misconceptions about the risk of prescription medication and opioid misuse, diversion and overdose. "Coalition Action" is defined as bringing together key components of the community in order to share resources. "Data and Evaluation" is defined as all of the information and resources that can be used to enhance services that are currently being provided as well as identifying areas in need of attention or service. All partner sites are expected to vary widely in terms of hub components, and each HOPECorps member will be responsible to assess and strengthen these core components.

SU and the entire HOPECorps staff, along with the 11 members, are excited to embrace this opportunity to partner with the community to address the growing concerns of opioid use and misuse on the Eastern Shore. For more information about HOPECorps and how to become a AmeriCorps/HOPECorps member visit www.salisbury.edu/hopecorps.



Research Day Celebrates Fifth Anniversary

Four faculty members showcased their expertise to the campus community during Salisbury University's fifth Research Day, held in the Patricia R. Guerrieri Academic Commons Assembly Hall on September 22, 2017. The theme – "Celebration of Student Mentoring" – provided the opportunity for participants to interact with many offices and organizations dedicated to student mentoring including: the Office of Undergraduate Research and Creative Activity (OURCA), Nationally Competitive Fellowships Office (SNCFO), the Institute for Public Affairs and Civic Engagement (PACE), Honors College, Center for Student Achievement, and Writing Center.

**Research.
Connect.
Create.**

FEATURED FACULTY SPEAKERS:

Dr. Suzanne Osman • Psychology
"Research and Mentorship in Understanding Sexual Aggression: Rape Empathy and Acknowledgment"

Dr. Jessica Clark • Biological Sciences
"Earning Your Stripes: Undergraduate Research in a Zebrafish Lab"

Dr. Ani Mathers • Economics and Finance
"Managing Corporate Cash Needs with Credit Lines"

Dr. Scott Mazzetti • Health & Sport Sciences
"From Hacky Sack to Rock Band Drumming to Resistance Exercise, Energy Expenditure Studies Engrained in SU's Learn-Live-Lead Are an Effective Model for Research Mentorship"



SU Is Top Fulbright Producer

Salisbury University has been named among the nation's top producers of Fulbright Students for 2017-18 by the U.S. Department of State's Bureau of Educational and Cultural Affairs.

The Fulbright is the country's flagship international educational exchange program. Top-producing campuses were highlighted in *The Chronicle of Higher Education*.

SU had four students, all May 2017 graduates, who received Fulbright awards for this academic year: Brittany Bursa, Hannah Ennerfelt, Matthew Jones and Katherine Potvin.

"The University twice has been among the nation's top producers of Fulbright scholars for faculty and administrators, so I am very pleased that our students now are being recognized for their success and achievements," said Dr. Karen Olmstead, interim provost and senior vice president of academic affairs. "Global experiences are a key component of an SU education."

Ennerfelt earned a research/study award to work in a neuroscience lab at Sweden's Uppsala University. The other students

earned English Teaching Assistantships. Bursa is in Londrina, Brazil, working with college students at the Universidade Estadual de Londrina. Jones is working with first through third grade students in the Province of Phitsanulok in Northern Thailand. Potvin is in Erdenet, Mongolia, teaching high school and college students in the Otgonbileg School of Technology at the Mongolian University of Science and Technology.

More than 30 SU students have won national and international fellowships, scholarships and awards in the past seven years, including the Fulbright, Gilman, Gates Cambridge and others with the Environmental Protection Agency and National Science Foundation. SU also has a long history of faculty, administrators and alumni Fulbrighters.

"Our students are truly amazing," said Dr. Kristen Walton, director of SU's Nationally Competitive Fellowships Office, which provides mentorship and support to applicants. "Eight SU students have been named Fulbright semifinalists for 2018-19,



and we also just learned that we have two finalists for the prestigious Truman scholarship and a winner of the DAAD RISE scholarship."

SU and the University of Maryland College Park were the only two University System of Maryland campuses spotlighted by *The Chronicle*.

Since its inception in 1946, the Fulbright Program has provided more than 380,000 participants with the opportunity to exchange ideas and contribute to finding solutions to shared international concerns. Some 1,900 U.S. students are offered Fulbrights annually. The program operates in over 140 countries.



Brittany Bursa won a Fulbright English Teaching Assistantship to Brazil. She earned a bachelor's in English and secondary education with a minor in art.



Hannah Ennerfelt won a Fulbright study/research grant at Uppsala University in Sweden. She earned a dual degree in biology and psychology, and is planning on a career in neuroscience.



Matthew Jones won a Fulbright English Teaching Assistantship to Thailand. He earned a bachelor's in elementary education with an ESOL minor.



Katherine Potvin won a Fulbright English Teaching Assistantship to Mongolia. She earned a bachelor's in English for Speakers of Other Languages (ESOL), with a K-12 certification.

Faculty Mini-Grant Program

The SU Faculty Mini-Grant Program provides awards up to \$2,500 to encourage faculty to develop research, scholarly or creative programs that provide the potential for sustained professional development and “seed funds” to secure additional extramural support. The following is an overview of this year’s awardees.

Children’s Definition of Learning and Memory Accuracy: The Role of Naïve Interviewers

Dr. Rhyannon Bemis
Psychology

Studies show that children’s ability to reflect on their own learning emerges during the preschool years. Bemis’ research using staged learning events where accuracy can be verified has indicated that children as young as four years old can accurately recall memories of learning. Further, this ability appears to be differentially impacted by a delay with four-year olds showing similar levels of memory accuracy regardless of the delay interval, but five-year olds showing significantly higher levels of accuracy after a moderate delay of two-three days. The reason why five-year olds may improve in their recall after a delay is that they are entering a transitional age where they are beginning to define learning as an active process.

Bemis’ research (conducted as part of a Living Laboratory partnership with the Delmarva Discovery Center and Museum) has indicated that children who are able to maturely define learning with either an activity or a source are more likely to be able to accurately report on their own learning. However, one limitation of this current study is that children are interviewed by the same person who teaches them the novel material in the staged learning event. The purpose of this project is to investigate the role of naïve interviewers on children’s ability to reflect on their own learning. It is anticipated that particularly older children will provide more detailed memories when being interviewed by someone other than the instructor in the staged learning event.

Personality and Honesty in Business: An Experimental Investigation

Dr. Charles Boster
Accounting & Legal Studies

Many studies have evaluated the effect of personality on various economic games. A recurring theme in these studies is a lack of context. While reduced contextual settings can increase the generalizability of the studies, this experimental decision may change the manner in which participants make decisions. In order to understand the role of personality in decision making for a business task, Boster and his team will use the established business setting of participative budgeting and investigate the role of personality on honesty in managerial reporting.

Participative budgeting is the practice of allowing each employee to contribute to the company’s budget process by reporting financial and non-financial information associated with the employee’s area of responsibility of authority. As such, this setting is firmly within a business context. Most notably, this setting has been used in the past to assess participants’ willingness to report known facts in multi-shot games with a business context.

Based on the prior literature that is absent the contextual setting, Boster expects to find honesty differences related to personality measures. However, additional research findings suggest that, among other differences, men have a greater propensity to behave unethically while women have greater decision sensitivity for contextual settings. Therefore, the business setting could lead to alternate findings, including differences associated with gender. In fact, prior research suggests that a business setting may lead to enhanced honesty for women when compared to men. Boster predicts that women will be more honest than men and that the difference will be exacerbated when interdependency is

present. However, it is unclear if personality or gender will be the dominant indicator or, perhaps, there may be an interaction between personality and gender. This study will analyze both gender and personality simultaneously to understand the role of personality in the business context.

Evaluating the Impacts of Forest Cover Change on Hydrological Services in the Brazilian Amazon: Pilot Survey

Dr. Jill Caviglia-Harris
Economics & Finance • Environmental Studies
Dr. Daniel Harris
Geography & Geosciences

While tropical deforestation attracts concern primarily because of its impacts on climate and biodiversity, effects on hydrology (i.e. water quality and quantity) are equally important. The effects are less visible because they are experienced most intensely by local residents, including the households that the researchers have been studying over the past 20 years. Although unobserved to date, macro-scale models of the Amazonian hydrologic cycle predict that deforestation will lead to a reduction in basin-wide precipitation due to reduced evapotranspiration, the source of nearly 50 percent of precipitation in the interior basin. Reduced precipitation amounts and increased dry season duration is predicted to change stream flow thus impacting water availability for households (e.g. small pond storage and stream discharge) and the ability to use these water sources for two important sources of income: livestock production and aquaculture.

Thus, the linkages between land use decisions and hydrological systems are critical to understand because of their implications for the household and forest systems in the Amazon, and because they potentially provide a means to align international and local incentives for forest conservation. However, the integration of the social sciences

perspective on human welfare and policy recommendations, and the natural science methods for measuring modifications to local hydrologic systems necessary for understanding these linkages remains rare.

This project being led by Harris and Caviglia-Harris brings together an international team of researchers from the physical and social sciences to study the interrelationships among forests, agriculture and river systems in the Brazilian Amazon.

Heartland, Solo Museum Exhibition for Taylor Museum, Colorado Springs Fine Arts Center

Steven Durow
Art

One of the highest professional honors an artist can achieve is to have their work included in a major museum collection. In 2013, the Taylor Museum acquired Steven Durow’s large-scale cast-glass sculpture, *Dasein*, for their permanent collection. Afterward, the curator of contemporary art, Joy Armstrong, approached Durow about creating a body of work designed especially for the largest exhibition space at the Fine Arts Center. In keeping with the spirit of his work *Dasein*, Durow is creating a series of large-scale cast glass sculptures combined with smaller, more intimate pieces using cast glass, wood, bronze and steel. This exhibition, titled *Heartland*, was scheduled to open October 2017 and run through February of 2018.

The sculptures that make up the exhibition address the artist’s personal experiences of sexual and physical abuse by his stepfather from age 4 to 12 and the subsequent abandonment by his mother after the stepfather’s death when Durow was 14 years old. This exhibition, while pushing the boundaries of what the material glass can be when used for sculptural expression, is also a powerful expression of overcoming difficult

circumstances and making the most of the life we are given. Durow hopes the work will bring hope and inspiration to others who have had similar experiences.

Microinjecting DNA Constructs into *C. elegans*

Dr. Patti Erickson
Biological Sciences

Much of the research and advanced coursework of Erickson involves the microscopic nematode worm, *Caenorhabditis elegans*, which is a powerful model system for studying molecular genetics. Mastering the technique of microinjecting DNA into the worm gonad for genetic manipulation and analysis will significantly expand her teaching and research capacities. The research laboratory of Dr. John Hawdon at George Washington University is using *C. elegans* as a system to study hookworm development. Hookworms are parasitic nematodes that develop and reproduce within the intestines of their mammalian hosts, causing significant gastrointestinal illness and anemia within developing countries. Eggs are released in the feces of infected hosts, and the hatched worms go through several larval stages before they can infect and reproduce within new hosts. Infection requires host-specific molecular signals to bind to protein receptors in the neurons of juvenile hookworms, triggering development into reproductive adults.

Because *C. elegans* is only about 1mm long, the process of injecting DNA into it requires precisely the correct location, pressure used and manipulation of the microscopic needle. Erickson will work for three months with post-doctoral research fellow Dr. Ramesh Ratnappan in the laboratory of Dr. John Hawdon at George Washington University to master *C. elegans* microinjection, while screening for host-specific receptors.

The Road to Self-Determination: Indigenous Policy in the United States and Australia, 1960-1993

Dr. Dean J. Kotlowski
History

The building of the Dakota pipeline near sacred Sioux land sparked the greatest manifestation of American Indian protest since the heyday of the American Indian Movement (AIM) during

the early 1970s. One could argue that approving the pipeline's construction was one of the most unfriendly actions toward Indian tribes since the 1950s. With the current administration, there exists the possibility of momentous change for America and its allies. Americans could benefit from knowing more about the history of their closest allies. Australia, with its complex relations with indigenous peoples, is a prime example.

Kotlowski's book project is focused on trans-Pacific connections in U.S. and Australian policy toward American Indians and Australian Aborigines, who asserted their right to remain politically and culturally separate from non-indigenous societies. Between 1970 and 1988, U.S. policy became favorable toward Indian self-determination, as the federal government ceased its effort to assimilate Indians into non-Indian society. Instead, the government turned to respecting tribal authority and Indian cultural distinctiveness. In 1988, historian Lawrence Kelly observed that U.S. policy had evolved over a century from "virtual denial of tribal sovereignty to almost full recognition."

Australian policy moved toward Aboriginal self-determination during the same period. In the 1970s, the Australian government called for a halt to assimilationist policies and embraced self-determination. It transferred tracts of land to Aboriginal groups, passed legislation allowing the return of land to Aborigines in Northern Territory, and permitted incorporation of aboriginal groups and the transfer of public services to them — an idea present in the U.S. Indian Self-Determination Act of 1975.

Sorting Microbial Genomes Using Sequence Capture

Dr. Katherine R. Miller
Chemistry

Miller and her students are examining the diversity of a nitrate reductase gene, which catalyzes the first step in denitrification, the process that removes excess nitrate from our waterways. Preliminary results indicate a greater genetic diversity than expected and suggests that the diversity of microorganisms involved in denitrification is large. The current challenge is to identify these organisms and which version of the gene belongs to each of them. Most of the nitrate reductase sequences that have been collected are not listed in the

genomic databases. However, microbiologists have been compiling 16s ribosomal RNA (16srRNA) gene sequences to solve the problem.

Because of the complementary nature of DNA, a small piece of DNA can be used as a "lure" to capture a larger DNA fragment containing the same sequence. This process is known as sequence capture. This process has been used to capture DNA fragments up to 12,000 base pairs (bp) in length. By using sequence capture, Miller should be able to correlate each nitrate reductase gene to a specific 16srRNA gene and increase her chances of identifying the source organism.

The Scarabaeoidea Beetles of Maryland

Dr. Dana Price
Biological Sciences

The superfamily Scarabaeoidea is a large, diverse group of beetles with an astounding 35,000 species found worldwide. The current knowledge of Maryland Scarabaeoidea is limited to a checklist of 266 species. These beetles are important biological control agents, agricultural pests, pollinators, and both biological and environmental indicator taxa.

Price aims to create a book on the Scarabaeoidea beetles of Maryland using research on a biological inventory of scarabs in all 23 Maryland counties, identification keys, species descriptions, natural history data, original scientific illustrations and a map for each species, indicating distribution throughout Maryland. Price has worked with 21 undergraduate and graduate students at Salisbury University over the past eight years in order to collect, identify, illustrate, create taxonomic keys for and write descriptions of scarab beetles.

In 1999, when insect collections expanded at the National Museum of Natural History in Washington, D.C., all scarab beetles were transferred to the University of Nebraska State Museum (UNSM) in Lincoln, NB. Price will visit UNSM to gather historical data as well as learn techniques for the identification of difficult beetle species.

Regional Atmospheric Influences on Winter Precipitation Type on the Delmarva Peninsula

Dr. Craig Ramseyer
Geography & Geosciences

The Delmarva Peninsula provides atmospheric scientists with a unique case study for winter precipitation. Situated between the Chesapeake Bay and the Gulf Stream, small changes in wind direction result in large changes in winter precipitation type. Intrusions of warm air off these large bodies of water can cause a predicted snowfall to melt and become rain, sleet and/or freezing rain. This atmospheric setup is very difficult for weather models to forecast because of its highly localized effect.

Ramseyer proposes to analyze upper-air observations from Wallops Island, VA, and Dover, DE, for a historical period from 1981-2015. These data provide three-dimensional data on the temperature and moisture content of the atmosphere. The data will be used to produce a self-organizing map (SOM) that will group common modes of variability.

SOMs are non-linear models that allow the user to produce N number of common "groups." In this study, the SOM will represent and synthesize the thousands of bi-daily data observations into the most common atmospheric types. Each one of these atmospheric types will be downscaled to surface precipitation observations at the Salisbury-Ocean City Airport (SBY) and other locations throughout the Middle and Lower Shore. The atmospheric types that produced winter precipitation at SBY will be more thoroughly examined to determine what localized effects cause sleet, freezing rain and snow. This will provide National Weather Service forecaster's local broadcast meteorologists with high resolution analyses that will better predict winter precipitation types on the Delmarva Peninsula.

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Faculty Mini-Grant Program Continued ...

Justice, Minority Rights and Postcolonial Literatures: The Case of Australia and India

Dr. Manav Ratti
English

Ratti examines how literature — through a fascinating combination of fiction, memoir and autobiography — can represent the dynamic relationships between the people and the state, and between people and history. Ratti's research takes him to key institutions in Canberra, Australia: the National Library of Australia (NLA), the National Archives of Australia (NAA), and the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS). His research supports work toward his second book, on global literature and justice, which has a chapter devoted to Aboriginal rights in Australia (thus framing Aboriginal rights as the rights of minorities and as the rights of indigenous peoples). Undertaking this research is a highly valuable opportunity to gain important access to archives and materials about an ongoing issue that has Australian, American and global relevance, namely, the question of minority rights and indigenous rights.

Ratti's present book-length project — titled *Writing Justice: Postcolonialism, Law and Literature* — draws upon the theoretical structure of his previous book by analyzing how literature can serve as a site for the intersection between different disciplines — this time law and philosophy. The book analyzes issues of justice and minority rights by exploring how literature can represent processes and ideals of justice informed by legal and philosophical ideas of what is ethical. This project is inspired by contemporary challenges and is driven by the inspiration of everyday life, that people have a sense of morality, fairness and an awareness of making just contributions for the betterment of society. Ratti examines literature from major world regions, such as Australia, India, South Africa and the Middle East.

Determinants of China's Foreign Direct Investment in 50 U.S. States from Year 2000 to 2016

Dr. Hong Yao
Economics

As the largest foreign holder of America's public debt, China's economic leverage over the United States is manifested through the high amount in U.S. Treasury securities that it possesses. While the U.S. acknowledges China's substantial outward portfolio investment, it also has begun to grapple with a more conspicuous form of asset ownership — outward foreign direct investment (OFDI). According to research by the Rhodium Group in 2016, China's OFDI stock in the U.S. has soared from \$68 million in 2000 with 17 deals to \$45.6 billion in 2016 with 142 deals. This research project by Yao investigates the determinants of China's OFDI at the U.S. state level using the panel data that cover China's OFDI in all 50 U.S. states from 2000 to 2016. The researchers are interested in the following issues: How can the empirical study of the geographical distribution of China's OFDI in the U.S. help analysts understand better the determining factors of China's OFDI in the U.S. as a whole? What sectors in the U.S. are more likely to become the destination for China's OFDI? Is there any difference between China's state-owned enterprises seeking OFDI opportunities in the U.S. and China's private investing firms? If so, how would that manifest in the estimated regression model as well as panel data at the U.S. state level?

Yao plans to analyze the sensitivity of China's OFDI to a whole series of U.S. state economic and institutional indicators; among them are gross state product (a proxy for the potential market scale), the estimated state total factor productivity, the value of state exports to China, state labor-force indicators and the degree of financial deepening. She will also conduct more detailed analysis by decomposing China's OFDI into the different types based on whether China's OFDI is taking the form of greenfield investment or merger and acquisition (M&A) investment, on the one hand, and whether it is operated by China's state-owned enterprises or private firms, on the other hand. Furthermore, the study can generate additional insight by linking the described analysis with specific industries in which OFDI occurs in each and every U.S. state.

Graduate Research and Presentation (RAP) Grant Program (Spring 2017 and Fall 2017)

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.

Identification of an Arabidopsis WD-repeat Protein that Activates the Deubiquitinase UBP3 and Interacts with Two E3 Ubiquitin Liga

Andrew Baskerville, Applied Biology

Ubiquitination is a post-translational modification that regulates many cellular processes. E3 ligases attach the small peptide ubiquitin (Ub) to substrate proteins, changing their stability or activity. Most targeted proteins are degraded by the 26S proteasome. Deubiquitinases (DUBs) reverse the effects of ubiquitination by removing Ub from tagged substrates. In animals, Ubiquitin-specific protease (USP) 12 and USP46 regulate key proteins in growth and differentiation pathways. USP12 and USP46 each form trimeric complexes with WD-repeat (WDR) proteins, WDR20 and WDR48, which bind and activate the DUBs. In Arabidopsis Ub-specific proteases 3 (AtUBP3) and (AtUBP4) are related DUBs that have significant sequence similarities to animal USP12/46. It is not known if WDR proteins bind and activate AtUBP3/4. We potentially identified a WDR protein interacting with AtUBP3/4. We have shown the WDR protein interacts with AtUBP3 and AtUBP4 in the yeast-two hybrid system. Biochemical characterization using recombinant proteins shows the WDR protein increases DUB activity of AtUBP3 nine fold. A yeast-two hybrid screen using the WDR protein as bait and an Arabidopsis cDNA library as prey reveals two E3 ubiquitin ligases, CHYR1 and MIEL1. This novel interaction may indicate WDR20 functions on both sides of the ubiquitin cycle or itself is subject to ubiquitin regulation.

"Like Learning a Different Language": The Evolution of Disciplinary Literacy in Medical Laboratory Science Students

Christina Camillio, Doctorate of Education

The concept of disciplinary literacy has been evolving over several years and works best when students learn in ways that are representative of how professionals in the discipline read, write and communicate. An important dimension of medical laboratory science (MLS) is the specific disciplinary literacy that is unique to the profession. Pre-professional MLS students learn methods, techniques and language surrounding laboratory testing and diagnoses. They must also be able to engage with and apply that knowledge in a real-world setting, where patient results may or may not look like specific cases they have studied in their textbooks. Students learn through their studies and social interactions with other students, professors and clinical staff as part of the MLS program. These interactions contribute to learning the disciplinary literacy and a pre-professional identity. Findings showed that the disciplinary literacy of pre-professional MLS students develops over time. The MLS program offers many opportunities for students to be exposed to and practice the disciplinary discourse, which builds their disciplinary literacy and awareness of professional identity. Participants were beginning to develop their pre-professional MLS identities, encompassing not only the specific disciplinary knowledge, but also critical thinking and reflective consideration related to situations in the laboratory.

Comparative Study of Somatosensory Pathways in Waterfowl

Kelsey Flowers, Applied Biology

There are a wide array of species within the category of waterfowl (Anseriformes), including ducks, geese and swans. The species that are composed of the waterfowl forage on a variety of different food such as grasses, aquatic plants, fish, insects, small amphibians, worms and small mollusks. Due to this, there are multiple feeding behaviors that waterfowl exhibit to obtain their food source in an efficient manner; examples of these behaviors are dabbling and diving. Although there are a variety of methods that waterfowl use to gain food, the overall beak structure is similar throughout the Anseriformes. Waterfowl species have evolved a wide range of foraging behaviors, which rely on sensory and visual cues. Some species have been found to be somatosensory specialists; whereas, others are classified as visual specialists. Researchers are hoping to investigate three main aspects of the neuroanatomy of a plethora of species: the anatomical structure of the trigeminal nerve (nV), the location of mechanoreceptors within each species' beak and the location of processing within the specimen's brain. By examining these aspects, researchers can begin to gain the neuroanatomical background behind foraging behaviors in waterfowl.

Improving Inpatient Education and Follow-up in Patients with Heart Failure

Jennifer Hart, Doctor of Nursing Practice

Heart failure (HF) is the fastest growing cardiac disease. It is associated with high morbidity and mortality, and it imposes a substantial cost to our healthcare system. It is the leading cause of 30-day hospital readmissions, suggesting inadequate inpatient and discharge management. These readmissions significantly increase risk for premature death and disability, as well as healthcare spending, emphasizing the need for quality improvement. This hospital-based, quality improvement project aims to improve the patient education process through the provision of 60 minutes of standardized HF inpatient education and 30-day scripted telephone follow-up administered by staff nurses trained in HF, in an effort to reduce

30-day readmissions in a rural medical center. The intervention was piloted on two cardiac units. Inpatients ages >18 admitted with HF from October 1-November 30, 2017, were eligible for inclusion. Education sessions were built into the pilot units' standard workflow for all HF patients, regardless of eligibility. Consent for scripted telephone follow-up was obtained prior to discharge in those patients meeting inclusion criteria. Descriptive and inferential statistics were used for quantitative data analysis, and a self-reported, participant exit survey provided qualitative descriptions of the program's personal impact on self-care. Improving inpatient education and follow-up for HF cannot only minimize readmissions, but also reduce mortality and costs, and improve self-management in this chronic disease.

Creating Women's Peer Mentor and Network Circles

Daphne Heflin, Business Administration

The Women's Peer Mentor and Network Circle is a peer-to-peer (P2P) learning community that unites academic and professional women within a community toward the common goal of enhancing mentoring and networking experiences for themselves and others. Mentor and network groups allow participants to provide support to one another and offer useful extended connections. Participants in mentor groups typically report increased productivity, morale, motivation and performance. In particular, women's circles tend to promote leadership, career advancement and work/life enhancement. The Women's Peer Mentor and Network Circle at Salisbury University can serve as a model for other women's circles around the world and is currently working with sister circles in New Zealand and Canada, which all promote safe spaces for women's professional and personal development. A year of exploring these crucial mentoring, networking and leadership issues allowed participants to learn together and develop within a group of vital women to enhance the community for everyone. The learning outcomes being tracked for this project are qualitative self-reports, focus group interviews and survey analysis to determine whether members saw increased confidence in their ability to find a mentor, be a mentor, find networking groups and accountability in accomplishing self-set goals for the year.

Colonized Knowledge and Imagination in Two Joy Harjo Poems

Kasey Jones, English

Joy Harjo, Mvskoke poet and author, conveys different types of knowledge from the perspectives of various Native speakers and narrators. Joy Harjo's narrative poem "sleepwalkers" from her collection *A Map to the Next World* along with the poem "A Postcolonial Tale" from her collection *The Woman Who Fell from the Sky* establish themes of the effect of colonization on knowledge and imagination.

"[S]leepwalkers" is communicated through a first-person speaker as an older woman thinking about her time as "a young girl in the early fifties" (Harjo 2). The speaker of "sleepwalkers" expresses out-of-body travel and how spirituality experienced early in childhood is questioned and lost when white school systems interfere. The speaker of "A Postcolonial Tale" relays the poem through collective voice using the pronoun "we" in order to convey the dilemma of loss of imagination and the struggle to end conformity and prescribed knowledge for both native and non-native people. "A Postcolonial Tale" communicates the roles of television and technology in the removal of imagination and individual thought. The impact of this loss of original thinking and imagination is harmful, but more importantly, the speakers of both poems communicate the need for artists and spiritual beings to destabilize established systems of knowledge. Both poems convey the necessity for individuals to experience the world in more authentic, spiritual ways and resist being told how to see, imagine and categorize certain facts and phenomena. Ultimately, Harjo's poems encourage readers to wake up from their "sleepwalking" and question ideologies and epistemological structures of the colonizers.

Estimating Habitat and Population Parameters of Spotted Turtles (*Clemmys guttata*) on the Delmarva Peninsula

Stephanie Lamb, Applied Biology

Lamb presented on the habitat preferences and population parameters, such as population size and sex ratio, of spotted turtles on the Delmarva Peninsula, as these

parameters are unknown in this region. It is vital to understand these parameters as habitat loss, habitat fragmentation and the pet trade have led to the decline of this species. This makes the spotted turtle a species of conservation concern in eastern North America. Lamb found that pH, dissolved oxygen, water depth and salinity did not affect spotted turtle numbers, at least in the range of conditions tested. Program MARK was used to determine whether the encounter probability of spotted turtle depends on sex, date or weather. It was determined that date and air temperature affected encounter probability. Also, program MARK was used to estimate the population size, survival rate and sex ratio of spotted turtles at the four locations studied. Overall, the population size were generally low among locations, sex ratio was close to 2:1 (M:F), and males survive more than females.

Conduct Bathymetric Surveys for Lakes Edward and Albert

Noah Krach, Geographic Information Systems Management

This research grant focuses on the creation of high-resolution bathymetric maps of two lakes in Africa. A high-quality acoustic depth sounder will be used to collect thousands of depth points throughout each lake. The paths of the boats that will be used during each survey have been predetermined to be the most efficient way to map the known topology of the lakes. Once the depth points for both lakes have been collected, they will be processed using GIS software and code that has been designed to clean and trim down excess points. When the processing of the points has completed, they will be used to perform a kriging of each lake. The results will be two high-resolution bathymetric maps of Lakes Edward and Albert that will be used by the fisheries institutions in Africa and by researchers throughout the world.

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The Ambient Spectacle

Joshua Losoya, *English*

Epidectic rhetoric has gained considerably more attention as rhetorical theorists after the “New Rhetorics” have begun to move beyond and rework Aristotle’s ideas of the rhetorical. Thinkers such as Lawrence W. Rosenfield and Gerard A. Hauser assert that epidectic, beyond being a rhetoric of celebration concerned with the present, is a means of displaying and representing a community’s system of morals back unto themselves. Beyond this, theorists such as Chaim Perelman and Lucille Olbrechts-Tyteca make a correlation between the practice of epidectic and the notion of a spectacle. Twenty-first century discourse on rhetoric has, furthermore, moved beyond traditional notions of human-orators as the only form of rhetorical agents, as Thomas Rickert’s *Ambient Rhetoric* asserts that inhabiting a space itself has rhetorical implications — matter has rhetorical agency too. Therefore, epidectic can have a material existence. Moving beyond apolitical theory, this research explores the relation between this new materialist theory of epidectic rhetoric and Guy Debord’s theory of the *Society of the Spectacle*. Placing Debord in conversation with Roland Barthes’ *Mythologies*, Losoya explores the ways in which the material of capitalism has an epidectic presence, a mythology of what is ethically sound about the existing “distributions of precarity” (to borrow Judith Butler’s phrase).

Insights into Readers as Meaning Makers: Eye Movement and Miscue Analysis

Katherine MacDonald,
Doctor of Education

This research/presentation explores how diverse readers transact with authentic texts. Participants will gain insights into 1) connections between eye movement and strategies that readers (elementary to adult) employ to make meaning; 2) connections between expected responses (miscues) and observed responses; and 3) connections between reading strategies and instructional strategies.

Molecular and Morphological Identification of Echinostomes in the Mud Snail, *Ilyanassa obsoleta*, the Ribbed Mussel, *Geukensia demissa*, and in Three Species of Gull (*Larus spp.*) along the Delaware Coast

Marissa Moran, *Applied Biology*

Himastha quissetensis is an echinostome parasite that uses the eastern mudsnail (*Ilyanassa obsoleta*) as a first intermediate host in coastal saltmarshes of North America. Species descriptions of larval trematodes are commonly based on morphological comparisons to that of rudimentary drawings. This method is inadequate given that the drawings often do not have labels of anatomical parts. DNA barcoding was performed on two larval stages of what was hypothesized to be *H. quissetensis*, collected from recorded first and second intermediate hosts (mud snails and ribbed mussels, respectively) from Rehoboth Bay, DE. Morphological comparisons and DNA barcoding will now be performed on adult worms, which will be obtained from the intestines of necropsied bird definitive hosts. The resulting sequences will be compared to that of the larvae to elucidate the life cycle of this parasite and confirm the host species that it utilizes.

Developing Academic Literacy Through Summary and Argument

Hannah Poist, *Doctor of Education*

The purpose of this study was to examine the developmental impacts of a classroom approach designed to foster academic literacy in two seventh-grade ELA classrooms. Guided by a view of learning as acculturation into a community of practice (Lave & Wenger, 1991), the instructional approach involves providing students with daily opportunities to engage in academic reasoning through reading, writing and talk. Academic literacy, in this respect, involves habits of mind and classroom practices consistent with the values and routines of formal schooling, such as producing accurate summaries and substantive written arguments. Given the understanding of the tacit abilities that diverse students bring into their classroom experiences (Lee, 2007), the instructional approach is designed to leverage their everyday forms of reasoning into salient strategies for academic success. The intervention took place over six weeks in two classrooms taught by the researcher. Students’ written work was collected. Qualitative analysis of students’ writing in order to fully describe the developmental trends that result from the instruction generated findings that support the effectiveness of the approach in developing students’ academic reasoning.

FACULTY BOOKS

Transdisciplinarity Revealed: What Librarians Need to Know

By Victoria Martin

Scholarly Communications Librarian,
Blackwell Library

Transdisciplinarity Revealed: What Librarians Need to Know supplies pragmatic advice for academic librarians on working with faculty and students to promote the skills necessary for successful transdisciplinary research. It shows how to overcome the obstacles created by the ways that libraries have traditionally organized information in subject silos, offering librarians conceptual and practical guidance on transdisciplinarity. This information will enable them to support research that transcends disciplinary limits to help researchers answer the complex questions of our world today.

ABC-CLIO Libraries Unlimited, 2018

Charlotte Brontë from the Beginnings: New Essays from the Juvenilia to the Major Works

Co-edited by Judith E. Pike (and Lucy Morrison)
Professor, English

Composed of serialized works, poems, short tales and novellas, Charlotte Brontë's juvenilia merit serious scholarly attention as revelatory works in and of themselves as well as for what they tell us about the development of Brontë as a writer. This timely collection attends to both critical strands, positioning Brontë as an author whose career encompassed the Romantic and Victorian eras and delving into the developing 19th century's literary concerns as well as the growth of the writer's mind. As the contributors show, Brontë's authorship took shape among the pages of her juvenilia, as figures from Brontë's childhood experience of the world such as Wellington and Napoleon transmuted to her fictional pages, while her siblings' works and worlds both overlapped with and extended beyond her own.

Routledge, 2016

Biological Science, 5th Edition

Co-Authored by Kim Quillen
Assistant Professor, Biology

Biological Science is beloved for its Socratic narrative style, its emphasis on experimental evidence and its dedication to active learning. Science education research indicates that true mastery of content requires a move away from memorization toward active engagement with the material in a focused, personal way. *Biological Science* is designed to equip students with strategies to assess their level of understanding and identify the types of cognitive skills that need improvement.

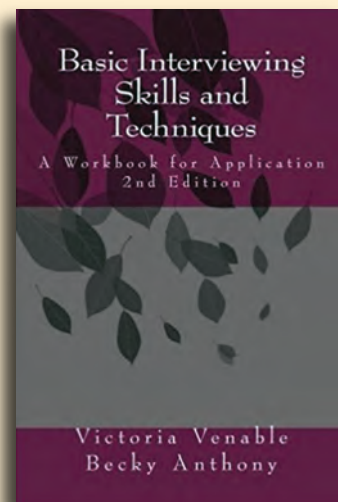
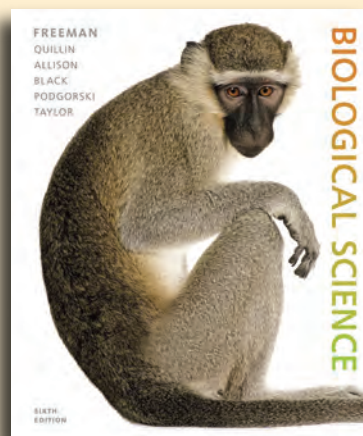
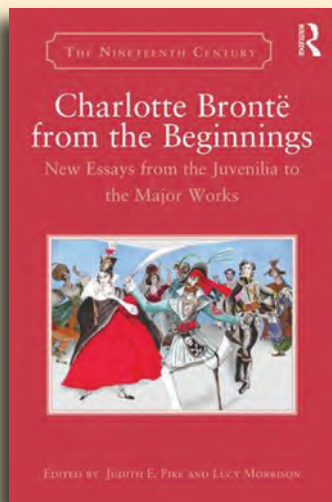
Pearson, 2017

Basic Interviewing Skills and Techniques: A Workbook for Application

by Victoria M. Venable and Becky Anthony
Assistant Professors, Social Work

This workbook, in its second edition, provides a reliable offering of applied activities to assist foundation level social work students in developing basic interviewing skills and techniques.

CreateSpace Independent Publishing Platform, 2016



Their Journey to SUCCESS

In 2012, in an ongoing effort to support research initiatives, the Office of Graduate Studies and Research launched a new graduate student grant program, the Research and Presentation Grant. The RAP Grant, as it's affectionately called, provides up to \$500 to help graduate students develop research and scholarly projects or support travel to present these projects at various conferences and meetings. Since its inception, there has been over \$45,000 awarded to over 60 recipients. To celebrate this five-year milestone, we asked some former winners to provide us an update!

Brittany Foutz

***M.A. in Conflict Analysis & Dispute Resolution, May, 2017
RAP Grant Recipient, Fall 2016***

The RAP Grant has significantly impacted my academic and professional development. In 2016, after being invited to the International Peace and Security Institute's Symposium on Post-Conflict Transitions in The Hague, I feared I would be unable to pursue the opportunity due to lack of funding. This grant changed my decision, so that I was able to attend the symposium and develop many beneficial contacts. After returning to Salisbury University, I graduated with my M.A., became a research assistant with Dr. Brian Polkinghorn at the Bosserman Center and applied to a Ph.D. program.

Here I am today! I am a Ph.D. student studying international conflict management at Kennesaw State University and working as the United Nations' project manager for their CIFAL (International Training Centre for Authorities and Leaders) organization. Through my contacts from the symposium, I have been able to present research at the U.S. Institute of Peace, the Council on Foreign Relations and so much more.

Artura Jackson

M.A. in History, December 2016 • RAP Grant Recipient, Fall 2015

As an SU undergraduate, I earned a grant to attend the National Conference of Undergraduate Research (NCUR) at the University of Kentucky in 2014. From that experience, I was "hooked" — I wanted more than just a bachelor's degree, I wanted to contribute to my field. I applied to graduate school and was accepted into SU's graduate history program.

In my first semester, my professor asked us to design and research exhibit topics for an upcoming Women's History Month exhibit. I chose to curate an exhibit on a local Eastern Shore civil rights leader, Gloria Richardson. I was so astounded by the work of Ms. Richardson that the exhibit grew, so much that I spent the remainder of my graduate career researching her life and work. Dr. Kara French encouraged me and another student to submit our research to a graduate history conference. Our papers were accepted to the Rocky Mountain History Interdisciplinary Conference at the University of Colorado at Boulder. The conference cost was more than my college budget would allow, but I knew that I attended a University that believed in research and that there were grants that could help cover the cost of a trip. I applied for a RAP Grant and our presentation at RMHC was funded. There I met other historians and museum professionals, made connections, and learned about career paths I could pursue after graduation.

After graduating in December 2016, I joined the staff of the Black History Program, an office of the Maryland National Capital Parks and Planning Commission, Prince George's County Department of Parks and Recreation, as a program assistant. I absolutely love what I do. Not everyone graduates and finds a job in their field; I am very fortunate to do what I love. I know that I am doing something to improve my community. Since graduating, I have been exposed to so much as a history professional — every day I experience something new. I assist with the management of three historic properties and I do monthly history programs with community members. I just finished curating a portion of a major exhibit for my organization. I have worked with quilters to talk about their history in the African-American community. In summer 2017, I helped develop and direct a camp to get young ladies excited about politics. I taught them how history and politics work together, while introducing them to senators and congressman.

Kevin Knudsen

M.Ed., May 2015 • RAP Grant Recipient, Spring 2015

The RAP Grant assisted me in allowing me to present in my first regional conference for the College Reading and Learning Association. I co-presented with another graduate student, Carrienne Cicero, on the benefits of training peer tutors and peer Supplemental Instruction leaders together. Specifically, we focused on the synergy that was created by having the students in both roles share experiences with one another.

Currently, I am the assistant director of the Academic Link [an academic success support office] at Stevenson University, and I oversee the tutoring program. A few years ago (just after completing my master's degree at SU), I revamped the training program and largely based some of the training structure on the findings of the project completed years ago with the RAP Grant. Additionally, I have presented at several regional and national conferences since finishing graduate school; the experience I acquired because of the RAP Grant was invaluable in my preparing for and delivering the content. I am hoping to one day soon go back to school and pursue by doctorate in higher education, specifically focusing on how to best develop curriculum around student learning.

Hunter "Brett" Mann

M.S. in Applied Biology, December 2016

RAP Grant Recipient, Spring 2015 and Spring 2016

When I was undertaking my entomology research project, the RAP Grant helped me purchase supplies and scientific instruments required for the collection, identification and curation of my insect samples. We were able to produce Berlese funnels for insect sorting and obtain materials needed to pin and label the ants, as well as other supplies that aided the project.

My project involved investigating whether ants of the Mid-Atlantic region showed a preference for foraging on deciduous (trees that lose their leaves) versus coniferous (trees that don't) trees. We found that the ants as a whole showed a statistically significant preference for deciduous trees. We also found that for deciduous trees, more ants were found on the larger trees than the smallest trees. We also looked into whether the amount of leaf litter on the ground influenced overall ant abundance. Here no statistically significant differences were found.

I am currently applying for work in a number of different labs in the public and private sectors that would make use of my background in the biological sciences.

Hallie (Kroll) Martin

M.A. in History, May 2016 • RAP Grant Recipient, Fall 2015

My paper "Clara Gunby: Eastern Shore Hero or Traitor? A Question of Gender and Collective Memory in Civil War History" was presented at the 2015 Rocky Mountain National Interdisciplinary History Conference with the assistance of the RAP Grant. The research questioned the abstract ideas of gender and collective memory within the framework of the Civil War on the Eastern Shore. Utilizing the primary source documents from Salisbury University's Nabb Research Center, the life and actions of local enigma Clara Gunby were analyzed to demonstrate the ways in which women broke the social norms of the late 19th century during the Civil War. This paper was originally the text for the 2015 Women's History Month exhibition by the same title at the Nabb Research Center for Delmarva History and Culture.

While my master's degree, which focused on African history with a minor concentration in Colonial Chesapeake history, diverges from the time period and concepts largely discussed in this particular scholarly work, I gained valuable analytic and research skills while preparing the paper and its resulting presentation in Colorado. These abilities were further honed during my time in SU's History Department, with its diverse and intensive graduate courses. During my master's program, I was honored with the graduate research assistant position at the Nabb Research Center and then the graduate research assistant position for the Fulton Public Humanities Program. I also interned at SU's Ward Museum of Wildfowl Art, later becoming an administrative assistant to the executive director.

It was with this background that I became involved with collections management, first at the Indian River Life-Saving Station Museum in Rehoboth Beach, DE. Through a combination of education and experience, I am now the collections assistant at the National Museum of African Art, Smithsonian Institution in Washington, D.C. On a daily basis, I handle and protect art from all of the continent at one of the most prestigious cultural institutions in the world. I attribute much of my professional success to the education and training I gained while a graduate student at Salisbury University.

Catherine Neighbors

M.S. in Applied Health Physiology, May 2014

RAP Grant Recipient, Fall 2013

Several years before beginning the Applied Health Physiology Master's Program, I developed an interest in physiology and clinical research, particularly focused on individuals with chronic disease(s). When I accepted the position as graduate research assistant for the Department of Health Sciences, I was encouraged to develop a novel research protocol that concentrated on my areas of interest. Through funding awarded by the RAP Grant, I was able to purchase two key pieces of equipment for my proposed research protocol: a transcutaneous electrical neuromuscular stimulation (TENS) unit and a heating circulator. Using these pieces of equipment, I studied the independent effects of two non-invasive therapeutic techniques (TENS and localized lower-leg heating) on limb blood flow and functional capacity in people with diagnosed peripheral artery disease. The findings suggest that TENS and lower-leg heating are two practical interventions to acutely increase blood flow sufficient enough to improve exercise tolerance in this patient population.

Though my interest in research was sparked prior to my experiences at Salisbury University, it was the support of the RAP Grant that provided me my first experience to develop and implement a clinical protocol and opened doors for my future in clinical care and research. I am currently employed by SU as a simulation coordinator and Beebe Healthcare as a clinical exercise physiologist, specializing in Ornish Lifestyle Medicine and traditional cardiac rehabilitation. I remain interested in clinical research and am advancing through the application process for a Ph.D. in human bioenergetics.

Melissa Perry

M.A. in English, May 2012 • RAP Grant Recipient, Spring 2012

When I was a second-year M.A. student in the English Department, the RAP Grant enabled me to travel to the 2012 College English Association Conference in Richmond, VA, and present my research on the benefits of service learning in the composition classroom. That was my first opportunity to present at a professional conference in my field, and it helped solidify my decision to pursue a Ph.D. in English with a concentration in composition and rhetoric.

I will soon be graduating with that Ph.D. from the University of Texas Arlington. Thanks to the RAP Grant, I was able to gain a deeper understanding of what it means to participate in and contribute to the scholarship of my field, and I am grateful that the graduate school believed in my ability to represent SU at a national academic conference.

"I will soon be graduating with that Ph.D. from the University of Texas Arlington."

"I am currently applying for work in a number of different labs in the public and private sectors ..."

"I am the assistant director of the Academic Link ..."



Brittany Foutz



Kevin Knudsen



Artura Jackson with Congresswoman Donna Edwards at the "She The People Politics Camp"



Brett Mann doing field work.



Hallie (Kroll) Martin at the Smithsonian

“

"I am now the collections assistant at the National Museum of African Art, Smithsonian Institution in Washington, D.C. ..."

"I joined the staff of the Black History Program, an office of the Maryland National Capital Parks and Planning Commission ..."

“

"I am currently employed by SU as a simulation coordinator and Beebe Healthcare as a clinical exercise physiologist ..."

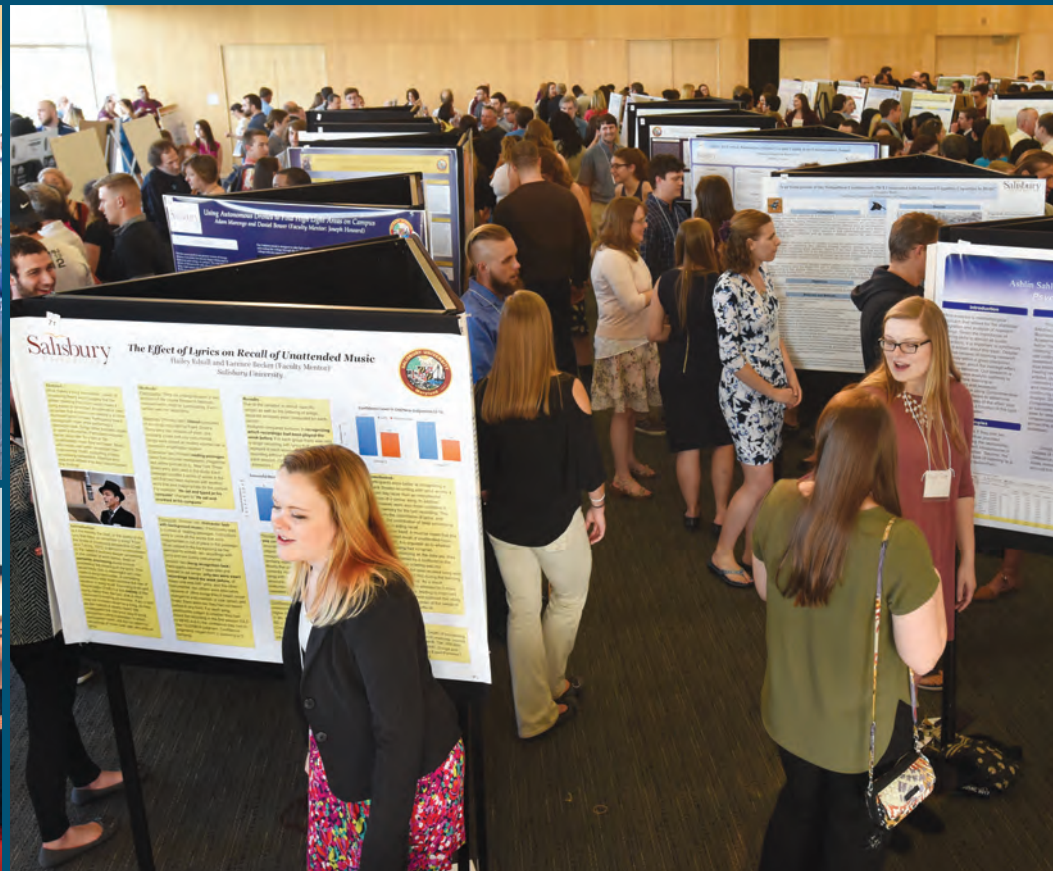
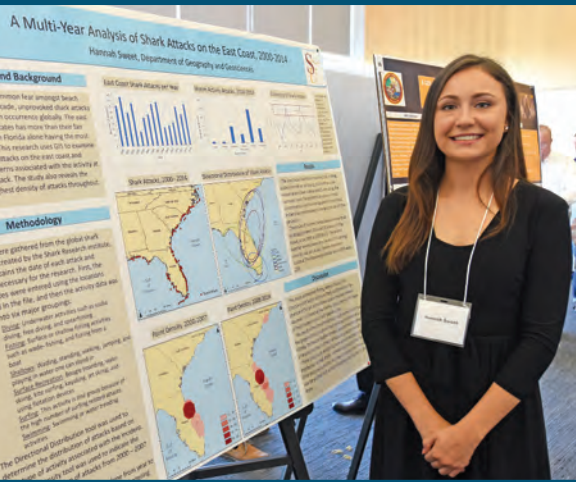
"I am a Ph.D. student studying international conflict management at Kennesaw State University ..."

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