

An abstract painting featuring several stylized faces in profile, rendered in a variety of colors including blue, purple, yellow, and red. The faces are layered and overlapping, creating a sense of depth and complexity. The background is a mix of these colors, with some areas showing concentric, shell-like patterns.

Re:Search

Graduate Studies & Research at Salisbury University
2016 Edition

THE MANY FACES OF
Graduate Education



Participants in SU's Fulbright-Hays-funded program in Ghana • page 15

Volume 06 • 2016

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

“We continue to share the positive impact that research and scholarship are having on our ability to provide a distinct and holistic education to our students.”

Welcome to the spring 2016 edition of *Re:Search*. I am thrilled to introduce this sixth issue of SU’s magazine devoted to the research and scholarly activities of our faculty, staff and students. Just as we have in the past, we continue to share the positive impact that research and scholarship are having on our ability to provide a distinct and holistic education to our students.

A highlight of this issue is the announcement of our newly established Office of Undergraduate Research and Creative Activities (OURCA) at Salisbury University. We have a rich history of undergraduate scholarly engagement, and this new office will provide leadership and presence to bolster those efforts. Our new OURCA director, Dr. Vinita Agarwal, provides her insights on the office, along with our goals and plans for the future.

While there is much to celebrate in our robust undergraduate programs at SU, in this issue we also dedicate extended highlights of our graduate offerings. You can read about some of our brightest graduate students while hearing from the primary faculty leaders for each of our graduate programs. The graduate program directors are incredibly dedicated people who work tirelessly to recruit, educate and enable greatness from our graduate students. We are excited to introduce them to you.

Of course, much of our focus in every issue of *Re:Search* is on the outstanding efforts of faculty as researchers and scholars. This issue is no different. Once again, we provide an expanded perspective of the significant scholarly accomplishments of one of our faculty, Dr. Stephen Habay, associate professor of chemistry. Dr. Habay has secured funding for the first-ever National Institutes of Health grant at Salisbury University. With this award, Dr. Habay continues his dedication to providing high-quality research experiences to undergraduates as they serve as the primary research staff engaged on the project. We are very proud of his efforts.

Aside from these stories, there many other examples of our faculty, staff and students continuing to expand the reach of our University, intellectually and physically. We continue to be a campus that is on the move! This April, I am attending the first commencement experience for graduates of our Master of Social Work Program being offered to military staff, family members and associates in Germany. The pride these graduates demonstrate in receiving a Salisbury University degree is inspiring. The SU family continues to grow all around the world.

Thank you for your interest in Salisbury University.

Sincerely,



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



Alkaloid Synthesis as a Tool for Training Undergraduates in the Biomedical Sciences

By Dr. Stephen Habay,
Associate Professor of Chemistry



Dr. Stephen Habay of SU's Chemistry Department earned the campus' first competitive grant from the National Institutes of Health (NIH). The \$290,538 Academic Research Enhancement Award (AREA) is expanding research opportunities for undergraduates and enhancing SU's laboratory spaces with new equipment.

One of the most enjoyable and worthwhile aspects of chemistry is working with your hands in the laboratory. Through experimentation, a chemist can determine the presence and amount of lead contamination in drinking water, test how a new lithium-ion battery behaves under different conditions, or construct new complex drugs from simpler chemical building blocks. This last area, the construction of beneficial molecules, is one of the primary goals of chemical synthesis and is my particular area of interest. This sub-field of chemistry is one of the most useful and practical. Synthetic chemists are scientists who build new drugs to cure diseases, make new plastics and polymers that improve our lives and make us more comfortable, and design new colors and aromas for our food and cosmetics. We formulate new chemical products from petroleum that advance both the energy industry as well as the chemical industry. So, in a sense, we are molecular engineers. Instead of designing new buildings or machinery, we design and build new molecules.

The molecules I am most interested in synthesizing are alkaloids. These are organic compounds that contain nitrogen. They often have complex chemical structures and a wide variety of useful medicinal properties. Most people are familiar with natural alkaloids such as caffeine, quinine, cocaine, strychnine, morphine and nicotine. Alkaloids are isolated largely from plants and a few marine organisms, but many are produced only in very small quantities in these organisms. As a result, organic chemists will often synthesize them in larger quantities from simpler chemicals found in the lab. A synthetic alkaloid has the exact same chemical structure and properties as its natural counterpart. Designer alkaloids, not isolated from natural sources, can also be produced in the lab through synthesis. These can be used as molecular tools to study cells or as lead compounds for alkaloid-based drugs.

When I arrived at Salisbury University as an assistant professor in fall 2008, I began work on an alkaloid synthesis project aimed at producing perhydroquinolines. This important family of alkaloids has a wide spectrum of medicinal properties ranging from anti-cancer to anti-inflammation. My hope was to develop an easy method for producing these compounds in the lab that would be useful to pharmaceutical researchers. By gaining access to greater quantities of perhydroquinolines cheaply and efficiently, we can expedite the development of novel therapeutics. I

thought this project would also interest students at SU. Many students are interested in pharmacy and medicine, so I wanted to get them involved in the research because it is excellent training for graduate school and for jobs in the biomedical sciences. I reasoned that if the chemistry was straight forward enough for college students to work out, then more seasoned chemists would be more likely to use it. This project was funded largely by a grant from Research Corporation for Science Advancement (RCSA).

Soon after we began work on the project, which focused on developing a new type of ring-forming reaction used to produce the perhydroquinolines, we made a new discovery that led to an exponential expansion of the project. When we made a small modification to our new reaction, it produced an entirely new set of related alkaloid compounds known as perhydroindoles. These alkaloids are also incredibly useful in their own right as anti-coagulants and analgesics. So, we explored that chemistry and made a bunch of perhydroindoles using this method. We published our findings in the *Journal of Organic Chemistry* in 2012 with three undergraduate student co-authors on the paper.

The method for making these alkaloids is so straight forward that an undergraduate student can effectively carry out the synthesis in the lab in two days and obtain gram quantities of the desired compounds.

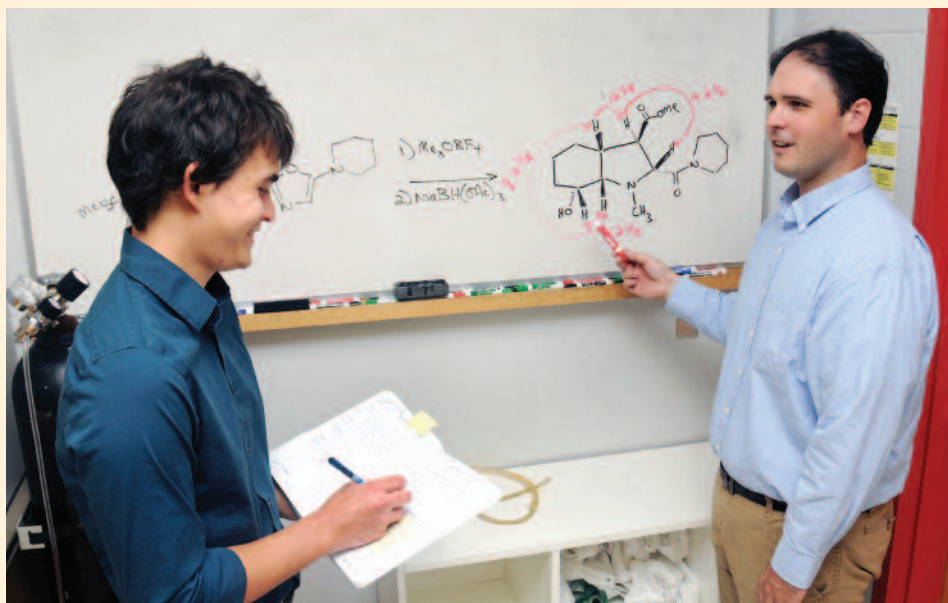
UNDERGRADUATE RESEARCH

The method of preparation for our alkaloids makes use of small chemical building blocks called oxazolium salts. These compounds are well known among chemists and can be prepared in the laboratory in large quantities with minimal effort from inexpensive chemicals. Despite their good reputation among chemists, oxazolium salts are vastly under-utilized. Our lab has used them in a completely different way, opening up new frontiers of chemical research from this very common chemical.

After the first grant project ended, I wanted to continue the research and expand on what we had accomplished. In fall 2014, I took a sabbatical to conduct research at the University of Delaware. While there, I wrote a grant proposal focused on making a diverse library of alkaloids using the oxazolium salt chemistry we developed earlier. I submitted the proposal to the National Institutes of Health's (NIH) National Institute for General Medical Sciences (NIGMS) and was very excited to learn that the project was funded! This Academic Research Enhancement Award (R15) is the first competitive NIH grant in the history of SU. The R15 program at NIH funds biomedical research projects aimed at improving human health. The best aspect of this program is that it supports investigators from universities, like SU, that focus primarily on undergraduate education. This allows researchers, such as myself, to grow and enhance the research environment within their department, as well as support

undergraduate education and research engagement. We are doing this by purchasing new state-of-the-art instrumentation for use in the Chemistry Department research and teaching labs, engaging more undergraduate students in paid summer research experiences, supporting student travel to scientific meetings to present their research, and growing the reputation of SU as a leader in undergraduate chemical education and research.

We are currently in the first year of the project. We are working diligently toward optimizing our chemical reactions and synthesizing alkaloid compounds of importance to biology and medicine. This research will advance the means by which many bio-active alkaloids are produced, significantly impacting research in organic synthesis and the ability to produce molecules with the capacity to treat human illness. We hope to publish our findings and help support the mission of the NIH by submitting samples of our alkaloids to the NIH Molecular Libraries program for screening by researchers against multiple drug targets. With some luck, our compounds may lead to cheaper and more efficient production of new pharmaceutical products. At the same time, students at SU will gain valuable experience by working on a project with a direct impact on human health that I hope will inspire them to pursue a career in the chemical and biomedical sciences and continue building better molecules for a better tomorrow.



A Student View of the Lab

By Samantha Santana

I really enjoy the undergraduate research program at Salisbury University. It is a great opportunity to engage in chemical research and interact with other student researchers in the department. By working with Dr. Habay, I am learning to synthesize new important molecules with care and patience, as well as how to professionally approach problems that may arise. I also am learning an extensive amount of laboratory techniques that are essential for anyone intending to work as a chemist. I feel more prepared for graduate studies now because I know what is expected in a graduate-level research lab. I personally feel that this experience enhanced my passion for science and increased my confidence as I pursue a Ph.D. in chemistry.



Chemistry, B.S. • Class of 2016



The Many Faces of Graduate Education at SU

In recent years, Salisbury University has made a strategic effort to not only grow its graduate programs but to further enhance its offerings. What has resulted is a robust roster of master's- and doctoral-level degree programs that meet the personal and workforce needs of our 21st century society. In an effort to highlight the unique aspects of our many programs and the interesting work being done, we reached out to our graduate directors and students to discuss what it means to be a member of their program. From their responses, we learned what we already knew: There is no singular path nor portrait of graduate study; instead, there are endless opportunities for growth and numerous professionals working to better themselves and their vocations. Here is a sampling of the responses received, which has resulted in an impressive and enlightening glimpse at just a few of the many faces that make up graduate education at SU.

Applied Biology (M.S.)

By Dr. Dana Price

The Biology Department has a thriving M.S. in Applied Biology Program with students using an integrative approach to answer important questions. This integrative approach incorporates diverse sub-disciplines in biology including microbiology, ecology/evolution, genetics and molecular biology. Some of our current M.S. projects include frog communication, conservation genetics of salamanders and turtles, insect (beetles and ants) diversity in Maryland, nutrient dynamics of stream restoration and dam removal systems, gut microbiome of dung beetles, and molecular genetics in *Arabidopsis*, among others. The mentorship and projects are focused and personalized for each student's needs. Students gain experience in proposal and grant writing, lab and field research methods, and presentation of their research at local and international conferences. As we add new faculty to our department, our fields of study are expanding, increasing the research opportunities available to students. I am proud to say we are now in our sixth year and have graduated 15 students who are continuing to do research, teaching at community colleges, pursuing Ph.D.s, and

attending medical and veterinary schools.

As an alumna of the SU Biological Sciences Department, I am extremely proud of the growth of the department and of the University as a whole, especially in research opportunities. I was fortunate to have an advisor who helped me find a job and encouraged me to continue my education in graduate school. I received an M.S. from University of Delaware, a Ph.D. from Rutgers University and I did post-doctoral research at the American Museum of Natural History, Graduate School, and specifically research, changed my life, and I was able to bring my love for entomology and research to my undergraduate institution. I have conducted extensive research on dung beetles in New Jersey and in the forests of French Guiana and have continued a strong entomological research program in Maryland. My students work on projects including scientific illustration and the writing of taxonomic keys, examination of dung beetles inhabiting Maryland forests and cattle pastures, and their gut microbiome, carrion beetle foraging behavior, and ant species diversity in Worcester County. ❖

Meet Graduate Student

Alexa Grant

I entered the SU biology master's program because I started working on a project on red-backed salamanders as an undergraduate with Dr. Eric Liebgold and wanted to continue my work as a graduate student. I am investigating color polymorphism of these amazing organisms and how it is maintained. I use clay models that I have created in the lab to assess predation pressures in the field. I also am interested in movements between the color morphs and am using mark-recapture data as well as microsatellite genotyping to investigate home range sizes and dispersal movements. This spring, I defend my thesis and plan to secure a position in the research field. The professors who I have had the privilege of working with at SU have motivated me to pursue my passion for research and have taught me life lessons that cannot be learned in the classroom or from a book. I am indebted to the professors, staff and fellow students for their support and look forward to more research in the future.



Applied Health Physiology (M.S.)

By Dr. Randy Insley

The Master of Science in Applied Health Physiology (AHPH) Program has been offering graduate students a multi-focused academic/professional program since 2000. Students may choose from a credentialing focus within cardiovascular and pulmonary rehabilitation (American College of Sports Medicine), fitness/wellness (American College of Sports Medicine), or strength and conditioning (National Strength and Conditioning Association). Graduates have a wide scope of entry points into the applied exercise physiology community.

The AHPH Program is amidst some exciting changes that make it extremely appealing to the potential student. Its curriculum has been reorganized into a more focused experience, responsive to the changing demands of the applied healthcare community. Specifically, the curriculum more rigorously includes cardiovascular health content, a professional certification requirement and a professional credentialing requirement. Additionally, a new provision is that every student participates in at least 500 hours of supervised internship in varied

practice areas, such as hospital cardiovascular/pulmonary rehabilitation departments, private personal training facilities and university-based athletic performance activities. These new curricular aspects anticipate a growing professional need for not only trained practitioners, but also more broadly educated credentialed practitioners. Student progression is facilitated by a renewed focus on competency-based techniques, which help insure professional success.

Recently, the AHPH Program was awarded "Recognition" as a Graduate Studies Program by the National Strength and Conditioning Association (NSCA). Additionally, the program has made a commitment to seek accreditation by the Committee on Accreditation by the Exercise Sciences (CoAES), which we expect to occur within the next two years. Together, these two oversight organizations help us to implement a quality academic experience that benefits both the graduate and, more importantly, the individual receiving professional guidance from that graduate. ❖

Meet Graduate Student

Joel Anderson

I started my time at SU in fall 2010 as an undergraduate majoring in exercise science and minoring in psychology. Throughout my undergraduate career, I had known a few students who were in the AHPH Program. I heard many positive reviews of the program from these students, especially in regard to the clinical rehabilitation track, which is my career aspiration. The positive reviews from these students ultimately led me to the program. This past fall as part of my academic course work, I had the opportunity to research high-intensity interval training versus continuous endurance training in a clinical rehabilitation population. I reviewed the current literature on the topic as well as designed a mock research protocol that could further the body of knowledge. Upon my spring 2016 completion of the AHPH Program, I intend to start my career as an exercise physiologist in a hospital-based clinical rehabilitation center.



Business Administration (M.B.A.)

By Yvonne Downie Hanley

The Franklin P. Perdue School of Business is a member of the SAP University Alliance, which provides our M.B.A. students access to leading enterprise software including enterprise resource planning (ERP) and business intelligence packages. Several of our faculty are trained in the use of SAP software and several hold industry certifications.

Our students gain knowledge about such systems and hands-on experience with market-leading software. The M.B.A. Program is comprised of a mix of students. Some are working professionals and others are students who have just graduated with undergraduate degrees. For those who have just graduated, many want to follow an accelerated track and complete the M.B.A. in one year. Some decide that two years is more practical as they start out in their

careers. Students who are working professionals can opt to enter our online M.B.A. Program where all classes are offered 100 percent online. For added flexibility, many prefer our hybrid program, which allows the student to meet once per week (per class) with a significant portion of the workload online.

After completing integrated M.B.A. courses in accounting and information systems, a few of our students have successfully participated in SU's intensive SAP certification course that results in becoming an SAP Certified Associate in Integrated Business Processes with SAP ERP, an entry-level consulting certification that is recognized in the industry as evidence of an understanding of business processes and ERP. ❖

SAP Facts

- 74% of the world's transaction revenue touches an SAP system
- SAP touches \$16 trillion of consumer purchases around the world
- SAP customers distribute more than 78% of the world's food
- SAP customers produce more than 82% of the world's medical devices

Source: www.sap.com/bin/sapcom/en_us/downloadasset.2015-12-dec-10-01.SAP-Investor-Presentation-November-2015-pdf.html

Conflict Analysis and Dispute Resolution (M.A.)

By Dr. Jacques L. Koko

The Master of Arts in Conflict Analysis and Dispute Resolution Program (CADR) educates and trains graduate-level students from around the globe to address social and organizational conflicts on the local, regional, state, national and international level in the public and private sectors. The program teaches students to approach conflict as an opportunity for change and growth; it empowers them with the knowledge and advanced skills needed to become conflict resolution practitioners and work effectively in this field. Conflict resolution practitioners are needed on all levels of society, working in the international environment as well as within local environments or neighborhoods by helping people and society at large deal with conflict constructively on micro and macro levels.

The two-year M.A. program prepares students for positions in alternative dispute resolution, negotiation, mediation, dispute systems design in government and nongovernmental organizations. Our students spend time in the classroom,

completing a balanced course load, as well as beyond the classroom through a practicum experience that allows them to blend theory and practice by testing their conflict resolution skills within specific organizations of their choice, which ultimately prepares them for the work place.

Our students are from diverse regions and countries to create a rich classroom experience for meaningful cross-cultural learning. Students come from across the United States as well as China, Nigeria, Cameroon, Kenya, Sudan, Pakistan, Greece and Colombia, to name a few countries. Student retention and graduation rate are among our priorities.

We measure the social impacts of our graduate program by tracking the types of jobs our students get after graduation. Our students are making impacts, working within different organizations, including the New York Peace Institute in New York City, the National Institutes of Health's Office of the Ombudsman and the United Nations, to mention a few organizations. ❖

Meet Graduate Student

Odion Omovbude

Even after practicing law for many years in Nigeria, seeking amicable settlement between/among disputing parties remained my passion and goal. In August 2014, formal training toward the actualization of this goal began when I came into SU's M.A. CADR Program. I currently am engaged in an academic research project with Dr. Brian Polkinghorn at the Bosserman Center for Conflict Resolution. The project involves an assessment of conflict management systems in Fortune 500 companies in U.S. In these times of heightened social conflicts and terrorism, my goal is to set up a center for conflict and crises management in Nigeria – a body that shall be responsive to crises situations and the prevention, management and settlement of social conflicts in Nigeria. I am positive that with my background in law, the strong conflict management skills and knowledge acquired in the SU M.A. CADR Program, and the right team/network, this career goal will be actualized.



Education (M.Ed.) – Curriculum and Instruction

By Dr. Gwen P. Beegle

The M. Ed. in Curriculum and Instruction (C&I) Program is designed to help career-oriented educators achieve their professional and career-advancement goals. For early career educators, gaining the first five years of experience in schools, the M.Ed. C&I offers the opportunity to deeply study and apply contemporary educational research while teaching in their own classrooms. Each course in the C&I Program is aimed to close the research-to-practice gap, encouraging each teacher to extend and expand his or her curriculum and pedagogical expertise. Four themes in the degree program address critical issues in education today: advances in educational technology, teaching diverse learners, applying the latest research in teaching and learning, and using research for continuous improvement. When accepted into the C&I Program, graduate students design their program of study to meet their own unique professional growth goals. Graduates from this program are confident master educators and teacher leaders in school organizations.

This program also includes a specialized track for persons who want to work in higher education environments, such as residence

life, admissions, academic support or athletics. The M.Ed. C&I Post Secondary Track does not require teaching certification for program entry, and it prepares the early career higher education professional for employment in administrative positions. Many applicants recently have graduated from an undergraduate program as leaders in student organizations or with work experience in college and university departments. Unique aspects of the Post Secondary Track focus on college student development, higher education law, current trends and issues in higher education, and most especially, a customized internship that provides real world work experience.

As a program director, I meet interesting teachers and aspiring higher education administrators every day. Advising gives me the opportunity to learn about their goals and shape their M. Ed. program to give them the best advantage for their future. Reflecting, I can see that my fascination with teaching and learning continues to influence my own path as an educator, and I am delighted to help other educators along their way in the M. Ed. Curriculum and Instruction Program. ❖

Meet Graduate Student

Emily Hoffman

I am a graduate research assistant in the M.Ed. C&I Program. I graduated from Waynesburg University with a Bachelor of Science in secondary education in mathematics. Although I could have gone directly into public school teaching, I always knew after I graduated that I wanted to further my education with a graduate degree. I applied to SU because I knew that they had a well-developed education program. Now in my first year at SU, I am a full-time student, taking three classes each semester. Currently, I am working with Dr. Ron Siers with research on mentor teachers and interns in Professional Development Schools. SU is a national leader in Professional Development Schools and doing this research is a great experience. The purpose of the study is to investigate the effect of mentor teacher adaptive leadership on student intern beliefs of their own efficacy during internships. My next step after completing my degree is to teach high school math in one of the surrounding counties. I also would like to continue my learning by starting my doctorate degree.



Education (M.Ed.) – Educational Leadership

By Dr. Douglas DeWitt

The Master of Education (M.Ed.) in Educational Leadership Program is a professional degree program designed to prepare educational leaders. The curriculum emphasizes both theory and practice in the preparation of administrators and supervisors.

SU's program is based upon a carefully planned knowledge base and a well-defined philosophy. Graduates of this program should possess the vision, knowledge and skills necessary to promote excellence and high achievement in the schools. Graduates are informed practitioners, possessing a full understanding of the theories that guide practice in school administration. Most importantly, they demonstrate competence and skill as they apply knowledge to practice in educational organizations. Our graduates respect the individual worth of all persons and appreciate the role of education in society.

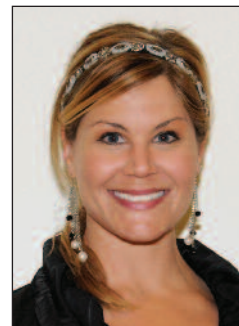
School leadership is a dynamic and exciting adventure. I have spent over 30 years in the school leadership field either as a school administrator or training and nurturing future school leaders. As John C. Maxwell stated, "Everything rises and falls on leadership." This is the reason I entered and remain in the school leadership field. Today's and tomorrow's issues and problems in education cannot be addressed with yesterday's solutions. They require a new way of thinking, and I find that being able to facilitate new thinking in our future leaders gives me hope that solutions will be found!

Our students are on the cutting edge of school improvement, whether it is with the latest curriculum revisions, evaluation processes, and/or program development and implementation. School improvement is an ongoing process and our students and graduates remain on the cutting edge. ❖

Meet Graduate Student

Caroline Mark

I knew that the Educational Leadership Program at SU was a perfect fit for my professional goals. As a student in the program as well as a member of a newly formed team at my school funded by a grant from the State of Maryland, I was able to facilitate the development of a school-wide Positive Behavioral Interventions and Supports Program at the high school level. These programs are still in use today, and new initiatives continue to support positive behavior and involvement at Parkside High School (in Salisbury). After completing my degree, I hope to continue to gain insight into the development of curriculum as well as adult learning theory. I have a passion for useful professional development and supporting classroom teachers. I hope to take on a supervisory position over world language, professional development or new teachers.



Education (M.Ed.) – Reading Specialist

By Dr. Joyce Wiencek

The Master of Education Reading Specialist Program is a comprehensive graduate program that prepares teachers for instructional and leadership roles in kindergarten through grade 12 settings as highly qualified reading teachers, reading coaches, reading specialists and/or district level curriculum leaders. Our program is closely aligned with the International Literacy Association's standards for the preparation of reading professionals. Completion of the M.Ed. Reading Specialist Program results in both a master's degree and an advanced K-12 teaching certification through the Maryland State Department of Education.

Ideal Reading Specialist Program candidates are classroom teachers who desire to learn and grow his or her expertise in reading and the language arts (listening, speaking, writing, visually representing and viewing), their acquisition and development, and their role in enabling more students to be successful in literacy. Knowledge of assessments and teaching techniques is deepened and broadened through an array of experiences so that an appropriate instructional program for a student may be developed. The graduate candidate understands that good teaching involves

problem solving and teachers who view themselves as researchers of their own practice. The candidate strives to understand what works for a learner and what doesn't. Developing an extensive knowledge base that is rich and thorough will enable the program graduate to assist struggling readers and to mentor colleagues.

One of the innovative features of our program is our two-semester clinical experience in SU's May Literacy Center. Each candidate assesses a student, designs an instructional program that builds on the student's strengths and needs, and tutors the student one-on-one for 20 weeks. Self-assessment, based upon video review and peer coaching, are integral to this experience for the candidate.

Opportunities to explore issues related to student diversity and its impact on learning are emphasized throughout our program and through research conducted in the candidate's classroom. Another essential feature of our program is the camaraderie developed by our candidates as they progress through our program and the close professional relationships developed between faculty and students that last well beyond program completion. ❖

Meet Graduate Student

Lindsey Hatfield

Have you ever had someone say to you, "If you're going to do something, you might as well be the best?" Well, this is exactly the attitude that has steered my professional career toward the Reading Specialist Program at SU. I believe that reading is essential to success, no matter the subject area; therefore, I knew choosing to enter SU's M Ed. Reading Specialist Program would benefit me no matter what direction my teaching career takes me. Helping a student to find success in reading (as a first grade teacher at Pemberton Elementary School in Salisbury), by determining their strengths and needs, is a complex and difficult task, and I enjoy the challenge greatly. The case studies and research that I have completed as a candidate in this program have provided me with authentic, in-depth opportunities to develop and hone my skills as a reading specialist. I am confident that upon completion of the program, I will have everything I need to be a reading specialist of the highest quality. Looking to the future, I have aspirations to pursue a doctorate from SU and seek a reading specialist position on Maryland's Eastern Shore.



Education (Ed.D.) - Contemporary Curriculum Theory and Instruction: Literacy

By Dr. Judith Franzak

The Ed.D. in Contemporary Curriculum Theory and Instruction: Literacy Program provides students with a strong core in theory, research and practice. Our aim is to cultivate leaders as change agents who are prepared to foster culturally responsive, effective literacy learning across diverse contexts. We are producing the next generation of scholarly practitioners who will advance knowledge of the field to address educational challenges while sustaining the integrity and vitality of the discipline. Our graduates become stewards of the discipline – scholarly practitioners who are equipped with the skills needed to develop innovations, inspire change and assess the impact of literacy instruction in a broad range of educational contexts. Our program is designed for working professionals. What this means for students is not only flexible scheduling with online and hybrid classes,

but also that the professional backgrounds our students bring are seen as integral to their education.

One of the strengths of our program is the diversity of backgrounds of our students. They include pre-K educators and college educators. Their interests range from how writing is taught in K-12 settings to the role of literacy in developing a professional identity as a scientist to how to teach young bilingual learners. What all these students have in common and what makes them an ideal fit for this program are that they are intellectually curious, creative and committed to furthering their education with the intent of helping others. All of our students are working on interesting projects. One student is looking at the role of literacy in technical education. I am working with a team exploring literacy in the rural context. ❖

Meet Graduate Student

Christine Taylor

I earned a B.S. in mathematics, with a minor in Spanish, from SU in 2011, and then I began teaching in Wicomico County public schools. I found myself a bit ill-equipped to meet the needs of English Language Learners (ELLs) both linguistically and mathematically. As a bilingual speaker, I was interested in pursuing an M.A. in English with a concentration in Teaching English to Speakers of Other Languages (TESOL). I found this additional training and knowledge to be pivotal in all of my teaching practices, regardless of whether my students were ELLs. This led to my interest in literacy and effectively reaching a diverse population of students through my teaching practices, even in a mathematical context with mandated curriculum. Now in SU's Ed.D. Program, I have been working on a team research project to gain a better understanding of rural literacy learning contexts and practices. In summer 2015, we presented this work at the an international conference. We are continuing this work, presenting it this spring at the American Education Research Association and submitting it to a journal.



English (M.A.)

By Dr. Christopher Vilmar

The Department of English offers the Master of Arts in four concentrations: literature, composition and rhetoric, Teaching English to Speakers of Other Languages (TESOL), and a TESOL degree with additional coursework that gives the student teaching certification in the State of Maryland (and, we offer a post-baccalaureate certificate in TESOL as well.) We have highly qualified students who have gone through a competitive series of interviews to become teaching assistants, earning a tuition waiver as well as a stipend teaching sections of freshman composition under the close supervision of Dr. Lauren Marquez. We also have teachers from local counties who return on full, grant-funded scholarships to get an M.A. in TESOL as part of the Training and Retraining Grades K-12 Eastern Shore Teachers (TARGET) Program headed by Dr. Anjali Pandey. These teachers then return to their public school systems

across the Eastern Shore to use their training in TESOL helping our increasingly diverse student populations. And, of course, we have graduate students returning to further their own education.

This diversity is probably the most exciting thing about our graduate program. It also means that there isn't really a single "ideal" graduate student in English. Rather, the flexibility of our offerings means that students with an M.A. in English from Salisbury go on to a variety of careers after graduation. Some are international students in TESOL who return to their home countries around the globe to teach English. Some are students who get accepted into elite Ph.D. programs – recent graduates are now studying at Michigan, West Virginia and Lehigh. Some land highly competitive teaching positions at private high schools and community colleges. ❖

Meet Graduate Student

Lisa Morres

In spring 2014, I completed my B.A. in English at SU, having concentrated on film studies. Before leaving, I also had taken a course in Rhetorical Criticism, which opened my eyes to the cross-disciplinary possibilities of the English degree. Currently, I am completing my M.A. in English - composition and rhetoric while teaching first-year writing as a graduate teaching assistant. The Composition and Rhetoric Track has allowed me to explore my love for cinema in terms of visual and sonic rhetorics with the added benefit of reimagining what it means to "write" with agency – a skill no one should be without. This May, I am presenting at the Computers and Writing Conference on my research in multimodal collaborative practices in writing. Beyond graduation, I will be relocating to the West Coast with the intention to continue teaching first-year writing while being active in community film education.



Geographic Information Systems Management (M.S.)

By Dr. Michael Scott

The launch in 2007 of our M.S. in Geographic Information Systems Management (M.S.GISM) Program is a direct response to the increasing value in using GIS technology to allocate scarce resources and inform policy decisions. Full integration of GIS into the workplace will increase the efficiency and effectiveness of geographically oriented activities, such as law enforcement, fire protection, marketing, land use, public health, revenue collections and transportation. The master's in GIS management was designed to enhance the GIS administration proficiency of professionals working in government, business and non-profit organizations (NPOs). With such proficiency, these professionals are better equipped to integrate and thus use GIS technology in their respective fields and across their

enterprises. Our program is an equal blend of advanced technical instruction and management principles, resulting in nearly 100 graduates who have gone on to management positions in government, industry and non-profit organizations. ❖



Meet Graduate Student

Matthew Caddenhead

As an analyst, researcher and consultant for government contracts, I quickly learned that proficiency in administration, leadership and business practices would be essential to propelling my career. With this realization, I explored the idea of working toward an M.B.A.; while this was appealing, it put my technical and scientific passions to the wayside. SU's Master of Science in GIS Management (GISM) Program enabled me to learn highly sought-after administrative skills,

while furthering my analytical, GIS abilities. In addition to my studies as a M.S.GISM student, I am working alongside faculty as a research assistant on a National Science Foundation grant studying the potential for aquaculture within Lake Victoria and its implications for the native fisheries and commodity markets. This research has been extremely rewarding and has pushed me as both a student and an analyst. After completing the SU M.S.GISM Program, I plan on pursuing work as an environmental or government consultant, providing my analytical and administrative skill set to customers.

History (M.A.)

By Dr. Céline Carayon

The M.A. in History Program is unique in the breadth and depth of research topics it offers students, as well as in the flexibility it affords them in designing their course of study. The program offers coursework in U.S., European and world history, and is especially strong in the study of the Chesapeake Bay region (from colonial period to today, with possible emphasis on Native American, African American, economic and environmental history in particular). One of our best assets is indeed the fact that SU is home to a rare archival repository, the Edward H. Nabb Research Center for Delmarva History and Culture, which houses collections of primary materials that span the early 17th century to the present.

Students in our program choose a major and a minor field of studies from this wide range of offerings and can elect to complete a thesis with one of our many dedicated scholar-teachers, who are renowned experts in their respective fields. In completing the required 30 hours of coursework, a student could, for example, specialize in the history of the 18th-century-Eastern Shore using often untapped local archives, while developing a minor concentration in 20th-century Afro-Asia or World War II Europe, thus making oneself extremely marketable for Ph.D. programs and professional careers.

The relative small size of the program also promotes close mentoring relationships with faculty and fosters friendly interactions among students.

The program is affordable and offers a number of assistantships and opportunities for internships. Students admitted to our program are eligible for competitive two-years paid assistantships at the Nabb Research Center as well as at SU's Ward Museum of Wildfowl Art, which come with a small stipend and tuition remission. Most seminars meet in the evening so that students can pursue their career during the day (many of our students are teachers and we also have a solid partnership with the masters' program in education). A new assistantship in the public humanities has just been created, which offers a pre-professional experience to students interested in public history, event organization, and marketing and promoting community awareness of marginalized groups and cultures.

In addition, we recently launched a series of professional development workshops that also prepare students to write a strong curriculum vitae, apply to Ph.D. programs, pursue careers outside of academia, present at conferences, and helps enhance their experience and preparedness for the job market. ❖

Meet Graduate Student

Hallie Kroll

I graduated from SU with my B.A. in history with a minor in conflict analysis and dispute resolution. After having enjoyed my experience and formed meaningful relationships with many of the faculty of the History Department, I made the decision to return to Salisbury to complete my M.A. While certainly not a very palatable topic, my main focus of research has been the Atlantic slave trade, beginning with the creation and development within the African continent and the resulting transference of culture and humanity in the Americas. Utilizing the expansive primary sources offered by the Edward H. Nabb Research Center, during my time in the program I conducted research on Maryland's initiative to send African-Americans "back to Africa" by way of the colony of Liberia. Upon completion of the program, I hope to pursue a career in the National Parks Service with a focus on public history, heritage education and preservation.



Mathematics Education (M.S.M.E.)

By Dr. Jennifer Bergner

The Master of Science in Mathematics Education (M.S.M.E.) is a 33-credit graduate program intended for those who teach mathematics and those who wish to teach mathematics. The program has two tracks, one in middle school mathematics and another in high school mathematics. The programs includes both mathematics and education requirements. Unlike the M.Ed., the programs are based on mathematics content and the electives allow participants to take more mathematics content courses than in the M.Ed.

Applicants should currently hold valid teaching certification or be working toward teaching certification through another program. The mathematics courses in the program are continually updated to reflect

current educational practices. Most recent offerings have looked at the four major K-12 mathematical strands (algebra, geometry, number theory and data analysis) through the lens of the Common Core State Standards.

The program does allow for flexibility of scheduling, and students can create a program of study that allows for degree completion in two years; however, most M.S.M.E. students are full-time teachers who take one-two courses per year. Several courses are offered in a hybrid format and all other courses are offered during the summer session or at night. ❖

Meet Graduate Student

Erica Hickerson

The M.S.M.E. Program has allowed me to earn my degree during a transitional time in my life, providing the flexibility I needed in order to be a full-time, stay-at-home mom and, later, a full-time teacher. After giving birth to my daughter, I decided to take a few years off from both work and school to dedicate my time to my family. When I returned to teaching, the instructors and my advisor at SU made my transition back into the M.S.M.E. Program a comfortable and manageable task. I am very thankful that I have been allowed to research relevant topics, such as rote memorization of facts, and use the results in my classroom with my current students. Upon completion of my master's degree, I will continue teaching elementary school better prepared to meet the needs of my students and to mentor others on my planning team.



Nursing (M.S. & D.N.P.)

By Dr. Lisa Seldomridge

Our Doctor of Nursing Practice (D.N.P.) Program is the only program on the Eastern Shore to offer a post-B.S.-to-D.N.P. entry option and is one of two in the State of Maryland. This 80-credit option encourages academically talented and highly motivated students to move directly from the B.S. in nursing to doctoral study with the goal of producing a younger workforce of nurse practitioners and potentially nursing faculty. For those with a master's degree in nursing, we offer a 38-credit, post-M.S.-to-D.N.P.-leadership focus and a 68-credit, post-M.S.-to-D.N.P.-Family Nurse Practitioner (FNP) option for those who wish to become FNPs. We also offer a 30-credit, post-D.N.P.-FNP certificate of completion for those with a D.N.P. who wish to become family nurse practitioners.

The Nursing Department also offers a Master of Science with revisions underway to keep pace with the ever-changing needs of the nursing profession and the health care needs of people in the region. New options for master's study are expected to be in place for fall 2016 with a focus on clinical nursing leadership and clinical nursing education and eligibility for advanced certification. All graduate nursing programs are delivered through distance technologies.

An "ideal" graduate nursing student is self-motivated and tenacious, a thoughtful, creative problem solver who works well with people from varying backgrounds, has excellent skills in written and oral communication, is technologically savvy, and is a dedicated advocate for improving health outcomes. I personally began my career in academia at the age of 26. I chose this path because I wanted the opportunity to influence future generations of nurses, to have an impact on the quality of health care on a large scale and to inspire others to consider a career in nursing education.

Our D.N.P. students are leading cutting-edge practice changes projects. Examples include designing and implementing a clinical management protocol for people receiving dental care services at a volunteer clinic for those with little or no dental insurance, implementing a non-laboratory cardiovascular disease risk assessment of commercial drivers to improve their medical care, using a process improvement model to improve post-discharge patient follow-up with primary care providers to reduce re-hospitalization, and developing a nurse practitioner-managed pre-operative evaluation clinic within an orthopedic practice to improve coordination of care and

reduce cancellations of surgical procedures.

Recent D.N.P. graduates are employed by hospital systems, health insurance companies, colleges and universities. One FNP owns and runs a walk-in primary care clinic. ❖

Meet Graduate Student

Brendan Glowacki

I'm a recent SU nursing graduate and I knew that I did not want to stop my early education at just having my RN. The D.N.P. allows me to continue working with patients and physicians to the best of my ability. Last semester, I was part of a group project focusing on analysis of a certain telemedicine program in a hospital for acute stroke patients. The project broke down the components of the established system and looked for weaknesses and ways to improve from a nursing informatics standpoint.



Social Work (M.S.W.)

By Dr. Karen McCabe

The M.S.W. Program at SU is unique because of our delivery. We offer the program to four satellite locations across Maryland, to active duty military and their dependents in Germany, as well as a new totally online option. The ideal student in an M.S.W. Program is dedicated and determined to serve others. Social work is a helping profession, and we seek to help others who, at times, need the initial help to help themselves. Good social workers strive to empower their clients, never forcing their own beliefs or agendas on their client.

An interesting opportunity is the department's Behavioral Health in Pediatric Primary Care (BHIPP) Program, where student placements are co-located in pediatric medical offices throughout the State of Maryland. These students benefit from the partnership between SU's Social Work Department, the University of

Maryland's School of Medicine and John Hopkins University's Bloomberg School of Public Health throughout their placement experience. They receive monthly training and consultation with developmental pediatricians, psychologists and child psychiatrists. BHIPP is in its fourth year of placing M.S.W. students, and during that time, the students have recorded just under 2,500 contacts with children and families. The students have added their own creativity to the services provided in each office, which has included creating bulletin boards, facilitating parent education groups and starting self-esteem groups for adolescent girls. The students from our distance sites have been creative in their ways of staying connected to each other by requesting regular group supervision sessions and creating their own Pinterest board to share pins of child and family interventions. ❖

“ I have worked on inputting and analyzing student placement evaluation data into SPSS, revised course syllabi, and organized, held and conducted numerous focus groups.”

Meet Graduate Student

Emily Goodchild

When I visited Salisbury for its graduate open house, I instantly knew that the social atmosphere and environment was the perfect fit. Now that I'm here, I couldn't be more appreciative to work under some of the most incredible faculty at SU. Thus far, I have worked on inputting and analyzing student placement evaluation data into SPSS, revised course syllabi, and organized, held and conducted numerous focus groups. I have been asked to join the department's faculty search committee as the student representative, and I have begun collecting and reviewing literature articles to be published in a research study. The opportunities to participate in research and get involved in the community are endless. I am confident that the program curriculum and my fieldwork will prepare me for my future career in social work. The courses provide an eclectic range of interests, and the professors offer their expertise both in and out of the classroom. Upon completion of my degree, I hope to pursue a career in child welfare or pediatric social work.



Teaching (M.A.T.)

By Dr. Regina Royer

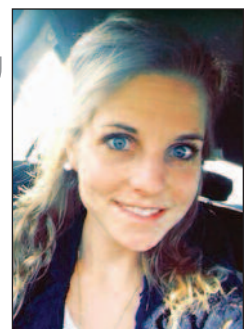
The Master of Arts in Teaching Program provides teacher certification for secondary education and a master's degree. Students are placed in schools and work with a mentor teacher in their content area throughout the 16-month program. Teacher candidates are placed in both middle and high schools for a variety of experiences. This is a perfect program for undergraduates who cannot complete the teacher education program within their four-year degree or career changers who are transitioning or retiring from prior careers. The ideal M.A.T. candidate loves his or her subject, enjoys working with adolescents and wants to make a difference. ❖

Meet Graduate Student

Katherine Fingles

In 2013, I graduated from SU with my bachelor's degree in biology. After a year of consideration, I applied for SU's M.A.T. Program to share my passion for the sciences. My professors have planned assignments and field experiences that have adequately prepared me for classroom-based research and internship in the spring. I have learned that data-driven decision making is the foundation of good instruction. In my internship, I will be conducting two research studies to determine my impact on student achievement in both my middle and high school placements. I am confident in my abilities knowing that I have a strong team of supervisors, mentor teachers and peers for support. I am eager to begin my own journey in teaching.

“ I have learned that data-driven decision making is the foundation of good instruction.”





Research Day and Innovation Showcase 2015

From 3-D printing and behavioral health to undergraduate research and anarchism, four Salisbury University faculty members discussed their wide-ranging expertise during the third Research Day and Innovation Showcase in Perdue Hall. Dr. Kimberley van Vulpen of the Social Work Department kicked off the event, discussing school-based behavior health needs of children. Dr. Stephen Habay of the Chemistry Department explained two synthetic organic chemistry projects related to migraine drugs and alkaloids that students have been working on in his lab (see page 3). Dr. Eugene Hahn of the Information and Decision Sciences Department discussed a different type of lab – for innovation and 3-D printing – that Perdue School students and others are using. Finally, Dr. Tom Goyens of the History Department examined Johann Most and the anarchist movement, which he said was “not a footnote in American history.” Events concluded with a reception and showcase of University offerings and outreach groups. ❖



Kimberly van Vulpen (and Amy Habeger)
 “Addressing School-Based Behavioral Health Needs of Children: Bringing Everyone to the Table”



Stephen Habay
 “Adventures in Undergraduate Organic Synthesis”



Eugene Hahn
 “Learning by Innovating”



Tom Goyens
 “Johann Most and Helene Minkin: An Anarchist Family in New York, 1888-1907”



Watch full lectures at:
www.youtube.com/playlist?list=PLggMX-jN1TcisITFixZ5bGUdmErJQD91

The Graduate Students' New Home

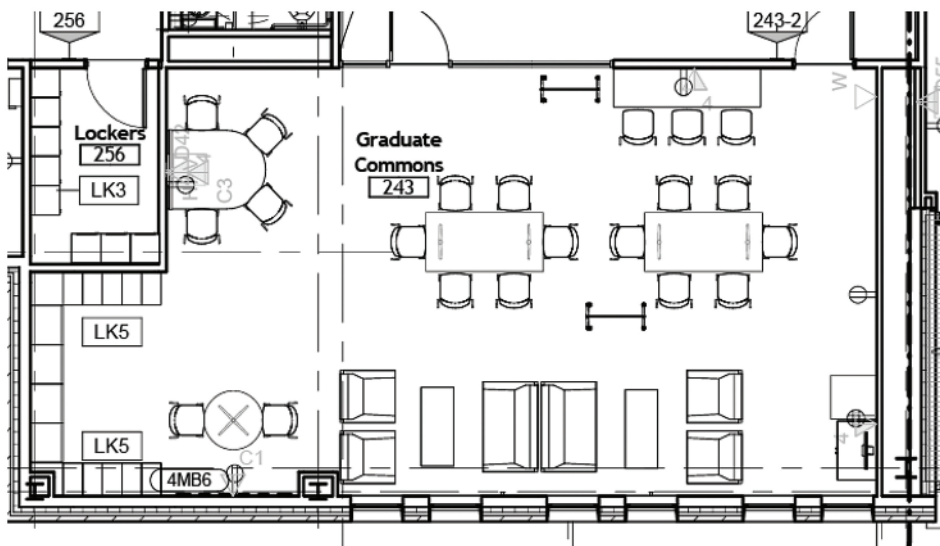
by Nancy Talbott • Editorial Intern, Publications Office

The doors of the new Guerrieri Academic Commons are set to open for fall 2016 and with them will be opening the newest home base for Salisbury University's graduate students: the Graduate Commons. Recognizing the unique needs of the graduate population, SU will provide them with a space that is entirely their own, a space that will give them a strengthened sense of identity on campus. The Graduate Commons will be that place.

With its ample area and 24/7 schedule, the Graduate Commons will provide students with an open invitation for both academic meetings and personal study whenever it's most expedient. Graduate Student Council meetings and project collaborations will be easier than ever, and the conveniently close walk to the café will keep students fueled and ready for the next assignment.

The recent addition of two new doctoral programs and the growing number of master's offerings have graduate enrollment at its highest, and with the majority of their courses taking place in the evening or, at times, over summer semesters, graduate students frequently keep odd hours. The Graduate Commons will work to accommodate for these busy schedules by providing opportunities for students to work side-by-side during their normal routine, whatever *normal* may be. Due to the focused nature of graduate education, it becomes difficult for students to branch out of their area of study and interact with intellectuals from other fields. As an interdisciplinary lounge, the Graduate Commons will create a space for both group and individual activities that will enhance students' work and studies through their interaction with other scholars who they might not usually meet. This integration of thoughts and opinions will work toward improving the SU experience for graduate students, helping them to get the most out of their time at Salisbury University.

New opportunities are in store for all of SU's students with the opening of the Guerrieri Academic Commons, and the Graduate Commons is leading the way. The campus community has watched the building's construction from day one, and when the physical assembly is complete, it will be time for students to put in their personal effort: making the Academic Commons their own.



GUERRIERI ACADEMIC COMMONS FUN FACTS

When the Patricia R. Guerrieri Academic Commons opens this year, much will be made of the square footage and number of volumes in the stacks, but here are a few numbers that are equally as interesting.

The green roof space equals approximately 32,000 square feet.

That is almost seven collegiate basketball courts or just over half of a football field (end-zone to 55-yard line).

Over 1 million bricks make up the building.

That is 126 miles of brick! If stacked end to end, the bricks would reach from downtown Salisbury to the Washington Monument in D.C.

The 48 bells in the Samuel R. Brown Carillon have a total weight of 27,655 pounds.

The largest bell weighs more than 4,480 pounds, which is more than double the size of the Liberty Bell, which was made by the same company that cast SU's bells.

The total linear footage of high-density library shelves being used is 10,220, which is 360' shy of 2 miles.

You could wrap the perimeter of SU's campus more than once with the shelves in the building.

The Guerrieri Academic Commons is nearly four times larger than Blackwell Library and twice as tall.

The tonnage of steel in the building is equivalent to 270 African bush elephants, the largest living elephant in the world.





From right, Dr. James King and Alex Boamah meeting chiefs from the Amanokrom village.

Fulbright-Hays Participants Recount Experiences in Ghana

By Katie Curtin

For the 11 educators (and one student) from Salisbury University and Wicomico schools, the highlight of traveling to West Africa on a Fulbright-Hays international education grant was installing a well for a school and village that had no running water.

"The Mate Masie initiative, SU's Fulbright-Hays funded program in Ghana was an unqualified success," said Dr. James King of SU's English Department, who led the group. "The well project will provide the village of Amanokrom fresh drinking water for the next 100 years, while SU faculty, as well as educators from Salisbury Middle and the Salisbury School, made great strides toward establishing meaningful relationships with educators at Amanokrom Presbyterian Junior Secondary School and the nearby University of Ghana at Legon." Return trips

are being planned to continue the work the initiative started, he added.

During the four-week experience, the group explored Ghana's rich culture through sightseeing, meeting prominent Ghanaians and spending time at educational institutions. Their goal was to see how modern ways of life mesh and intersect with traditional tribal customs; mate masie, King explained, is a word from Ghana's Akan tribe that means "to go back and get what you forgot" or "I have heard and I have kept it."

They learned weaving at the Kumasi Craft Centers, visited the rainforest in Kakum National Park and witnessed the beginning of Odwira, a festival celebrated by the chiefs and people of the Fanteakwa region. They explored historic sites including Assin Manso, where slaves from Northern

Ghana had their "last bath" in a river before being sent to ports on the coast, as well as the Elmina and Cape Coast castles.

For Amanda Ampofo-Williams, a senior community health major, these sites gave particular meaning to the Ghanaian idea of "going back to your roots." Her parents are from Ghana and she briefly lived there as a child.

"I wanted to be part of the project because I see the improvement of development in Ghana and I want to be a part of making a positive difference," she said.

Another highlight was hearing lectures at the University of Ghana in political science, religion, sociology and "Twi" (the native dialect). The group visited the Kwame Nkrumah University of Science and



Members of the SU and Wicomico delegation at a celebration for the completion of the Amanokrom well project.

Christine Cook of the Salisbury School learning weaving.



Technology, the University of Cape Coast and the University of Education, Winneba, as well as Aburi Senior High School. Williams said she interviewed a 102-year-old queen mother of Amanokrom village.

Ultimately, the teachers and professors hoped to make cross-curricular connections to enrich their classes at the K-12 and collegiate levels with details related to West African culture and themes.

Dr. Diallo Sessoms of SU's Teacher Education Department, who spent several days observing students at the Amanokrom school, was moved by the topic of a sermon they heard while attending a church service to "face opposition with joy."

"The phrase is apropos with respect to how many Ghanaians deal with life," he said.

"It was relevant to students in school as they seemed as content ... even though the conditions of the school are probably worse than the poorest schools in the U.S."

Dr. Lincoln Gibbs, chair of SU's Health and Sport Sciences Department, said he found a landscape of hope, laughter and faith in Ghana. He explained: "I quickly learned that your greatest worries are not the ones that are in front of you, but the ones you choose to see. Despite all odds, the villagers chose to celebrate life before their sorrows. Those teachings will remain with me forever."

Professionally, he said, the experience expanded his understanding of global health, including disparities, and led him to further appreciate grassroots public

health advocacy. He hopes to use perspectives gained to create a global health seminar course at SU and to enhance his community health courses with information on these topics.

The other SU participants were Drs. Gina Bloodworth of Geography and Geosciences, Victoria Venable of Social Work, and Jeanne Whitney and Joseph Venosa of History, along with Kimberly Clark-Shaw of the Seidel School.

The cohort also included four from Salisbury Middle and the Salisbury School.

Providing Centralized Undergraduate Research Support

Dr. Vinita Agarwal, associate professor of communications arts, was selected to be SU's director of the new Office of Undergraduate Research and Creative Activities. As this office gets underway, Agarwal takes a few moments to share her thoughts on this program.



Q: Why is this office needed now?

A: Salisbury University has a vibrant faculty-student research tradition built on the foundation of excellent teaching and research mentorship by faculty trained at some of the best universities in the world. SU is recognized nationally for the strength of its students, quality of faculty instruction, and its positive and engaged learning environment. Today, as opportunities including the Honors College and the Guerrieri Academic Commons take shape, our first doctoral students graduate from the nursing program, and our offerings of undergraduate courses in the traditional and online realm expand, there is an increasing need for a centralized office to harness and support the tremendous potential of student and faculty research initiatives and collaborations.

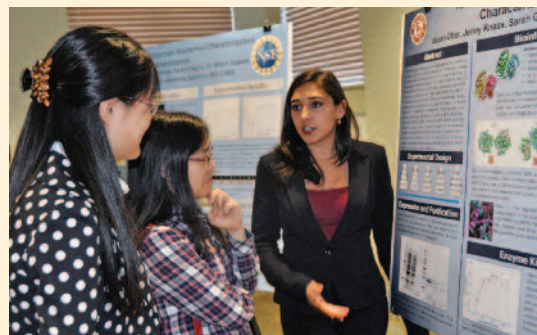
The Office of Undergraduate Research and Creative Activities (OURCA) is designed to fulfill this need for a centralized space for undergraduate

students and faculty mentors to discuss, collaborate and brainstorm research projects. Under the aegis of the Graduate Studies and Research (GSR) Office and its initiatives (e.g., the University Student Academic Research Award [USARA], faculty mini-grant opportunities), the new OURCA will serve as a central resource and focal point of support for all undergraduate research activities and programs at SU. The mission of the OURCA is to promote undergraduate student research achievements and activities, support faculty-led inter- and intra-departmental and University-wide collaborations, celebrate and showcase individual student research accomplishments, and develop strong national and international undergraduate research relationships. In working toward actualizing this mission, the OURCA will accomplish its overarching vision of integrating an empowered undergraduate student research experience that privileges a socially conscious and critically engaged mode of learning in the University culture to graduate independent thinkers and informed producers and consumers of knowledge.

Q: From what programs that already exist is the office building?

A: SU is already fortunate to have a lively community of engaged scholarship, rich faculty-student collaborations, and academically and socially engaged institutions and programs like the Institute for Public Affairs and Civic Engagement (PACE), the Honors Program, the Instructional Design and Delivery (IDD) Office, and the Center for International Education that together work to provide a diverse array of opportunities for our students. Alongside the several individual faculty-led research mentorship projects within departments, the OURCA will build upon and facilitate collaborations between these programs that already exist at the University and school level.

To illustrate, a large and dedicated body of active faculty mentors student projects for presentation at the SU Student Research Conference (SUSRC) or involve student researchers in their grants, in laboratory research teams and at discipline-specific, national conferences such as the National Conference of Undergraduate Research (NCUR). The Thomas E. Bellavance Honors



Program provides Honors students with a challenging and creative curricula and offers students an opportunity to work alongside dedicated faculty advisors as guides for their thesis projects. Initiatives such as the Research Day and Innovation Showcase and the Office of Innovation in Teaching and Learning conferences support work done by faculty members in developing and implementing interesting pedagogical designs in the classroom and promote a culture of engaged scholarship and pedagogy across the University. Individual centers such as PACE offer programs like Presidential Scholars that support high-achieving students by providing funding, the Nursing Department's Eastern Shore Faculty Academy and Mentoring Initiative provides mentorship to experienced B.S. and M.S. nurses, the Henson School of Science and Technology's STEM@SU mentors students interested in pursuing STEM (science, technology, engineering and mathematics) careers and research, and the Perdue School of Business' notable programs provide opportunities for community outreach, business funding and entrepreneurship competitions, among others. The Center for International Education promotes and builds relationships with organizational partners to provide meaningful study abroad experiences and programs for our students. Furthermore, each school provides funding to support research through undergraduate grants and scholarships for student projects, such as the Fulton Student Research Grants and the University-wide USARA. Taken together, these existing initiatives sustain the engaged and dynamic scholarly experience that encompasses our students' professional and community spheres.

In focusing on undergraduate research activities, the OURCA will harness these and many other institutional resources defining the undergraduate experience at SU to serve as a centralized source of support for student guidance, providing resources for undergraduate research, building connections with faculty mentors and facilitating smooth collaboration between departments. In doing so, the office will support faculty goals and initiatives to collaborate with and empower our undergraduate students through a diverse and inclusive culture of research engagement.

Q: What are your short-term goals for the office?

A: In building the new OURCA, my short-term goals as director will be to focus on: (a) building synergy between existing individual faculty, department and school undergraduate student research efforts to facilitate student-faculty research collaborations; (b) serving as a focal point in assisting with recruitment of high-quality students; (c) building a strong connection with Dr. Kristin Walton's efforts with nationally competitive scholarship programs; (d) establishing the OURCA as a space for student advisement and guidance on research mentorship, funding opportunities, conferences and projects; (e) showcasing and connecting existing research projects and opportunities across schools; (f) increasing visibility of SU's commitment and achievements to undergraduate research nationally; and (g) supporting new student engagement with research opportunities at SU. Achieving these goals will involve integrating inputs from individual faculty, departments and schools, in collaboration with diverse campus units such as the IDD Office, Information Technology, SU Libraries and the Center for International Education.

Q: What are your long-term goals for the office?

A: My long-term goals are to: (a) increase our student research profile nationally and internationally through building ongoing partnerships and pursuing scholarships; (b) increase the number of high-quality students; (c) support faculty connections with nationally competitive scholarship programs; (d) increase awareness and visibility of the undergraduate research work at SU at national venues such as the Council of Undergraduate Research (CUR; e.g., via participation in CUR conferences, dialogues, business meetings); (e) provide support to the work of Honors Program faculty and students; and (f) generate campus-wide enthusiasm and positive engagement around student research and creative activities. Ultimately, the short- and long-term goals will work together to build the OURCA as a valuable resource for student researchers and faculty mentors to foster a vibrant culture of intellectual and creative collaboration and engagement at SU.



The Philosophy of Art in Socially Responsible Video Game Design

By Jason Rhodes

For many, the phrase “video game” may conjure images of dot-gobbling yellow circles, mushroom-stomping plumbers or odd-shaped birds being flung into support beams of dubious construction as the score increases.

But what if there was no score? No set goal? No adversary (or “boss,” in gamer terms) to defeat? Such games exist, and Dr. Timothy Stock of Salisbury University’s Philosophy Department is bringing them to the forefront in a new experimental course taught through SU’s Bellavance Honors Program.

In the class, Stock, who has worked on custom software design teams, discusses the philosophy of art in socially responsible video game design with 22 students. Throughout the semester, they study four independently created games, debating such topics as how art and simulation overlap in the gaming world and whether a game really has meaning if it can’t be “won” in a traditional sense.

The latter was a question many gamers collectively asked upon the 2013 release of Twisted Tree Games’ *Proteus*, one of the titles featured in the course. Many could not see the point of the game, during which players explore a virtual island with sound and visual clues, but no score.

“The reaction to it was crazy. Gamers just lost their minds. I thought it was brilliant,” said Stock, adding that he plays it with his two children, ages 2 and 5, who also enjoy it.

Other games studied in the class include Hinterland’s *The Long Dark*, Tale of Tales’ *Sunset* and 11 bit studios’ *This War of Mine*.

In *The Long Dark*, players assume the role of a crash-landed pilot struggling to survive the frigid Canadian wilderness after a global disaster. In *Sunset*, they take on the role of a housekeeper working in a fictional South American country in the midst of a civil war in the 1970s. In *This War of Mine*, they play as civilians in a war-torn country, scavenging and avoiding snipers while attempting to survive until a ceasefire is called.

While these games are played more for entertainment value, Stock noted that some games have real-world implications.

Bandit’s Shark Showdown, created in conjunction with neuroscientists at the Johns Hopkins School of Medicine, helps alleviate the monotony – and sometimes pain – of physical and cognitive therapy in stroke victims as they use hand motions to help an on-screen dolphin navigate its way through shark-infested waters.

“People will tolerate vastly longer hours of physiotherapy in a simulated environment,” said Stock. “They’re concentrating on the game and having fun.”

While part of the course focuses on the games’ play and aesthetics, Stock also wants his students to put into practice what they learn from those discussions. Half of the classroom time is devoted to student-comprised teams charged with developing their own game design documents by the end of the semester.

“The great thing about these games is that a lot of times they come from two people who just sit down and decide to make them,” he said. “It really speaks to the entrepreneurial spirit.”

Developers of the games studied in the class – some from as far away as Europe – are corresponding with the teams, answering questions and providing feedback via email, Stock said. In contacting the developers, he learned some of them also studied the philosophy of the games they were interested in creating before moving to the design phase.

Teams meet weekly with Stock, who monitors their progress as the games’ “producer.” By the end of the course, students should have all the tools they need

to approach potential investors or market their games on crowdfunding websites should they decide to move forward with making their creations a reality.

Will any of these games end up as the next *Pac-Man*? Probably not. But that’s not the point. Stock would much rather see one of his students create the next *Proteus* instead.

What Students Are Saying

For most of the students, designing video games is a world away from their normal class work. At the same time, many are finding an unlikely familiarity among their assignments – and not from spending too many hours playing *Super Mario Bros*.

“It’s really making my degree come together,” said Maggie McBain, a junior philosophy major. While discussing the philosophy behind some of the games being studied, she is learning more about philosophers touched on in classes she took during her first two years at SU. Most of them, she admitted, probably never guessed their philosophies would be applied to video games. But that’s the point – while philosophers historically have assessed traditional art, students in Stock’s class are taking that discussion to a new level in the digital age.

It’s an approach sophomore Cecelia Reif can appreciate. An art minor, she is used to discussing art history and culture in other classes, but in this one, she is able to consider how similar conventions can be applied to non-traditional art. As a



psychology major, she also enjoys seeing the reactions – both conscious and subconscious – that her classmates have toward the games.

"We're definitely learning a big psychological lesson," said McBain, noting she had come to sympathize with some of the characters from *This War of Mine*.

Meanwhile, gamers in the class, like sophomore psychology major Marcus Sowell, are learning to look at the medium in a different light. Rather than focusing solely on blasting zombies or tearing through virtual war zones during his gameplay outside of the class, he is starting to consider the visuals, backgrounds and thought that went into designing those games.

"It makes me appreciate their aesthetics," he said.

During the course, students deconstruct the games they are studying in preparation to use that information to design their own, a concept junior elementary education major Alaina Gostomski called "a cool parallel."

Maddy Joyner, a senior biology major, agreed, adding that learning about the philosophy that went into some of the games' creation has been transformative: "It's giving me a whole new outlook. It's taking something I thought was really simple and making it really complex."

Some of the lessons learned through the process aren't necessarily about the games themselves. Gostomski admitted that the class didn't really have much to do with her major. But as a project leader of one of the four groups, she is learning about teamwork and gaining leadership skills she predicted will come in handy during her teaching career.

Computer science major Paul Fischer hopes the class will help him in his career, as well. Of course, his path will be a little more direct: He hopes to become a video game designer.



"I like to think about why games are popular because I want to make popular games," he said, noting that the class gave him the opportunity to better understand what elements have meaning to people who play video games – from the casual iPhone user to hardcore gamers like Sowell.

While the students come from diverse areas of study, they all agreed on at least one thing, summed up by Joyner: "It's different than any class I've ever taken."

Reif added: "And we get to play video games."

A Template for Honors Courses

The collaborative nature of the student teams – relying on diverse backgrounds in philosophy, art, computer science and more – made it a natural course to approach the Honors Program about, Stock said.

Dr. James Buss, director of the Bellavance Honors Program, agreed. He understood that while such a class may not have fit neatly within any of those subjects, a cross-section of majors from each of them would make the course possible.

"He went student by student and curated the class," said Stock.

While the requirements for the course were slightly unique in that respect, Buss said he hoped classes that might not fit neatly within the established curriculum of a major will become the norm for the program, which soon will transform into a new Honors College. Faculty interaction plays a key role in those types of courses, he added.

"This is basically what we want to do in the Honors Program – provide projects for students and faculty to work on together," he said. "Honors is an incubator for creativity on campus. It's kind of a sandbox for faculty who have ideas for these types of courses."

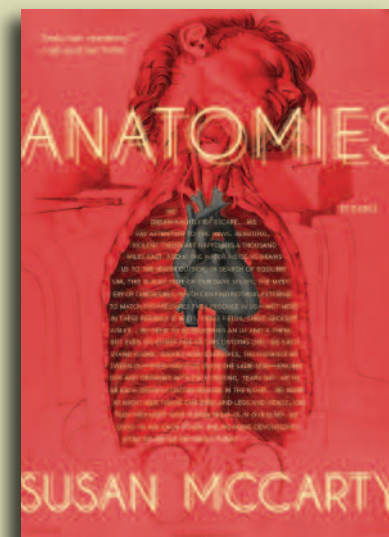
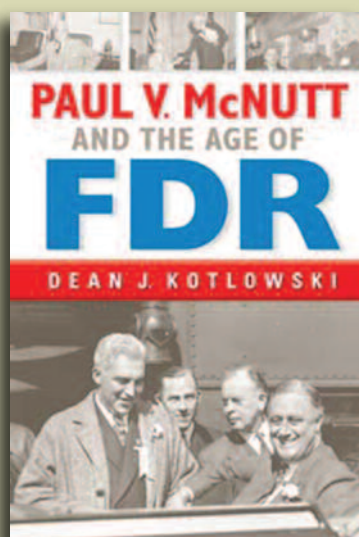
Those ideas can lead to others. He said Stock was already considering follow-up courses should this experimental class prove successful, including a class in video game programming. (Fischer said he was ready to sign up if it comes to fruition.)

Buss hopes some of the courses whose roots are developed in the Honors Program eventually move out of the "sandbox," becoming part of SU's mainstream course offerings. His philosophy: The more disciplines that students interact with academically and the more perspectives they are exposed to, the more well rounded they will become.

"That's what Honors is all about," he said. ❖



FACULTY BOOKS



Storm in My Heart: Memories from the Widow of Johann Most

Edited by Tom Goyens, Associate Professor, History
Partner of one of the most infamous anarchists of her time, Johann Most, Helene Minkin joined the anarchist movement after emigrating from Russia in 1888 with her father and sister. Framed as a reaction and corrective to Emma Goldman's *Living My Life*, Minkin's memoir provides a unique account of turn-of-the-century anarchism and immigrant life in the United States. Published in the Yiddish-language newspaper *Forverts* in 1932, this is its first English translation.

AK Press, 2014

Paul V. McNutt and the Age of FDR

By Dean J. Kotlowski, Professor, History
In this major biography of an important politician and statesman, Kotlowski presents the life of Paul V. McNutt, a great understudied figure in the era of FDR. McNutt was governor of Indiana, high commissioner to the Philippines (while serving he helped 1,300 Jews flee Nazi Germany for Manila), head of the WWII Federal Security Agency and would-be presidential candidate. *Paul V. McNutt and the Age of FDR* explores McNutt's life, his era and his relationship with Franklin Roosevelt. It sheds light on the expansion of executive power at the state level during the Great Depression, the theory and practice of liberalism as federal administrators understood it in the 1930s and 1940s, the mobilization of the American home front during World War II, and the internal dynamics of the Roosevelt and Truman administrations. McNutt's life underscores the challenges and changes Americans faced during an age of economic depression, global conflict and decolonialization.

Indiana University Press, 2015

Anatomies

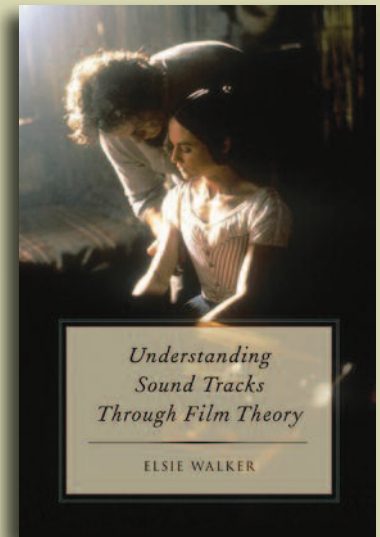
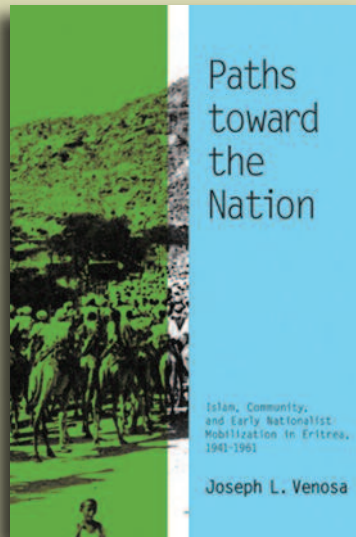
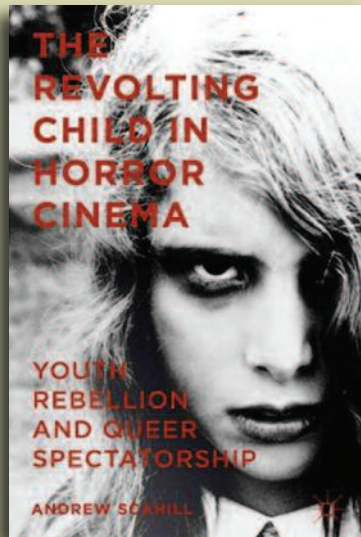
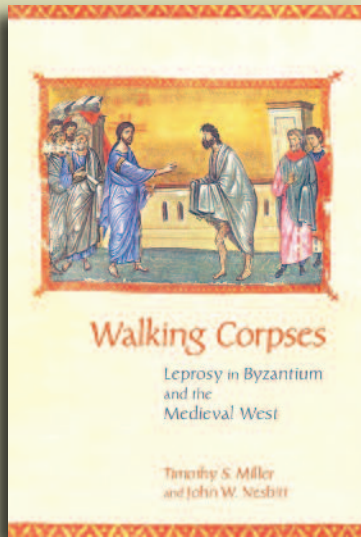
By Susan McCarty, Assistant Professor, English
In this daring debut collection, McCarty steers lives according to their bodies. Two young men compare and challenge their physical limitations in the months following respective heart transplants. A woman returns to Iowa from New York and binges on the food and relationships she thought she'd left behind. A gigolo discovers he can no longer have traditional sex,

a survivor of the zombie apocalypse gives up food and a test prep tutor is forced to admit the life of the mind can't compete with the mysteries between two bodies. In language both captivating and honest, McCarty reveals the ways we use our bodies to confront our hidden selves. Draw from her well of good-intentioned limbs and charming collapses, and you'll surface in territory clear and familiar as a mirror.

Aforementioned Productions, 2015

Walking Corpses: Leprosy in Byzantium and the Medieval West

Co-authored by Timothy Miller, Professor, History
Leprosy has afflicted humans for thousands of years. It wasn't until the 12th century, however, that the dreaded disease entered the collective psyche of Western society, thanks to a frightening epidemic that ravaged Catholic Europe. The Church responded by constructing charitable institutions called leprosariums to treat the rapidly expanding number of victims. As important as these events were, Miller and co-author John Nesbitt remind us that the history of leprosy in the West is incomplete without also considering the Byzantine Empire, which confronted leprosy and its effects well before the Latin West. In *Walking Corpses*, they offer the first account of medieval leprosy that integrates the history of East and West. In their informative and engaging account, Miller and Nesbitt challenge a number of misperceptions and myths about medieval attitudes toward leprosy (known today as Hansen's disease). They argue that ethical writings from the Byzantine



world and from Catholic Europe never branded leprosy as punishment for sin; rather, theologians and moralists saw the disease as a mark of God's favor on those chosen for heaven. The stimulus to ban lepers from society and ultimately to persecute them came not from Christian influence but from Germanic customary law. Leprosariums were not prisons to punish lepers but were centers of care to offer them support; some even provided both male and female residents the opportunity to govern their own communities under a form of written constitution. Informed by recent bioarchaeological research that has vastly expanded knowledge of the disease and its treatment by medieval society, *Walking Corpses* also includes three key Greek texts regarding leprosy (one of which has never been translated into English before).

Cornell University Press, 2014

The Revolting Child in Horror Cinema: Youth Rebellion and Queer Spectatorship

By Andrew Scahill, Assistant Professor, English
The monstrous child is the allegorical queer child in various formations of horror cinema: the child with a secret, the child "possessed" by Otherness, the changeling child, the terrible gang. This book explores the possibilities of 'not growing up' as a model for a queer praxis that confronts the notion of heteronormative maturity.

Palgrave Macmillan, 2015

Paths Toward the Nation: Islam, Community and Early Nationalist Mobilization in Eritrea, 1941-1961

By Joseph L. Venosa, Assistant Professor, History
In the early and mid-1940s, during the period of British wartime occupation, community and religious leaders in the former Italian colony of Eritrea engaged in a course of intellectual and political debate that marked the beginnings of a genuine national consciousness across the region. During the late 1940s and 1950s, the scope of these concerns slowly expanded as the nascent nationalist movement brought together Muslim activists with the increasingly disaffected community of Eritrean Christians. The Eritrean Muslim League emerged as the first genuine proindependence organization in the country to challenge both the Ethiopian government's calls for annexation and international plans to partition Eritrea between Sudan and Ethiopia. The league and its supporters also contributed to the expansion of Eritrea's civil society, formulating the first substantial arguments about what made Eritrea an inherently separate national entity. These concepts were essential to the later transition from peaceful political protest to armed rebellion against Ethiopian occupation. *Paths Toward the Nation* is the first study to focus exclusively on Eritrea's nationalist movement before the start of the armed struggle in 1961.

Ohio University Press, 2014

Understanding Sound Tracks Through Film Theory

By Elsie Walker, Associate Professor, English
Understanding Sound Tracks Through Film Theory breaks new ground by redirecting the arguments of foundational texts within film theory to film sound tracks. Walker includes sustained analyses of particular films according to a range of theoretical approaches: psychoanalysis, feminism, genre studies, post-colonialism and queer theory. The films come from disparate temporal and industrial contexts: from Classical Hollywood Gothic melodrama (*Rebecca*) to contemporary, critically acclaimed science fiction (*Gravity*). Along with sound tracks from canonical American films including *The Searchers* and *To Have and Have Not*, Walker analyzes independent Australasian films: examples include *Heavenly Creatures*, a New Zealand film that uses music to empower its queer female protagonists, and *Ten Canoes*, the first Australian feature film with a script entirely in Aboriginal languages. *Understanding Sound Tracks Through Film Theory* thus not only calls new attention to the significance of sound tracks, but also focuses on the sonic power of characters representing those whose voices have all too often been drowned out. The work is both rigorous and accessible to all students and scholars with a grasp of cinematic and musical structures. Moreover, the book brings together film studies, musicology, history, politics and culture and therefore resonates across the liberal arts.

Oxford University Press, 2015

Books identified as of February 2016

Pub Night @ Salisbury University



During the 2015 event in Blackwell Library, Dr. Diane Allen, provost and senior vice president of academic affairs, talked about the challenges of grant writing and thanked those who take the risk. "We have been very successful for a university our size in earning grant funding," she said.

Dr. Deborah Mathews, chair of the Social Work Department, was spotlighted for securing over \$1 million in external funding awards, joining some 16 other SU faculty and staff members at that platinum level. She has overseen federal Title IV-E grants for training students to enter the child welfare workforce, as well as state grants for the Behavioral Health Integration in Pediatric Primary Care (B-HIPP) program. ❖

2015



Salisbury University's annual Pub Night celebrates faculty and staff research, publications, creative works, scholarly achievements, awards and academic service.

2016

At the 2016 event, attendees cheered when SU President Janet Dudley-Eshbach reminded them that it would be the last one held at Blackwell Library; next year's event will be inside the new Patricia R. Guerrieri Academic Commons.

"I am in awe of our faculty," the President added, applauding the achievements and dedication of faculty and staff, despite their heavy workloads. Scrolling on a screen for all to read were lists of some 175 publications and creative works from 2015, along with awards and acts of service.

"You embody the part of our mission that states: 'Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural and social needs of our State and nation,'" Dudley-Eshbach said. ❖



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.

Arsenic Exposure in Delmarva Residents

Philip D. Anderson

Assistant Professor, Biology

Anderson’s goal is to determine if arsenic contamination is an issue for residents of the Eastern Shore. As far as he is aware, no study such as this one has been performed for residents of the peninsula. He plans to conduct the study and report the results in the form of publications and presentations at scientific meetings.

The study works to determine the degree of exposure to arsenic for full-time residents of Delmarva. Arsenic is a toxic heavy metal that is found naturally in groundwater and soil. Human exposure to arsenic is mainly through food and drink. Groundwater in some places of Delmarva is rich in arsenic, and while EPA has thresholds for municipal water supplies, residential wells are unregulated by EPA. Furthermore, rice grown on arsenic-rich soil promotes uptake of arsenic by the plant and exposure in humans. Arsenic is deliberately added to chicken feed to make the flesh pink, which appeals to consumers.

This study was inspired by recent publications that reveal the alarming levels of arsenic in groundwater and foods such as rice, chicken and fresh seafood. To test whether arsenic contamination is a cause for concern in Delmarva residents, Anderson proposes to test a population of full-time male and female Delmarva residents for arsenic. Arsenic can be detected using samples of urine or blood in cases of acute, short-term exposure, or hair and nails in cases of chronic exposure. Hair is readily available and painless to procure, so he proposes to collect one gram of hair from the back of the head of each participant.

The consent form for each participant asks about dietary factors that could promote arsenic exposure, such as the amount of

chicken, fish and rice the participant consumes, as well as the water source for their dwelling.

Eastern Shore Plantation Landscapes Archaeological Survey

Jason Boroughs

Visiting Assistant Professor, History

This project uses archaeological fieldwork at the Francis Makemie homesite in Accomack County, VA. Makemie, an Irish immigrant that was schooled in Scotland in the 17th century, is generally credited with introducing Presbyterianism to much of North America and the British Caribbean. He was a major player in the British Atlantic colonial enterprise and maintained connections with planters throughout the Chesapeake Bay as well as Barbados, England, Scotland and Ireland. His homesite is one of the earliest plantations in the region (circa mid-17th century – Revolutionary era) and represents a vastly understudied region and time period.

In other words, the Makemie site has the potential to contribute to our understanding of patterns of colonialism and exchange between Europeans, Africans and natives in the Chesapeake region, patterns that played out on a global scale throughout the Atlantic sphere of interaction across the last half millennium. This is a priceless cultural resource and a very real opportunity to contribute to a significant body of scholarship.

This project allows Boroughs, SU students and community volunteers to investigate and properly document an archeological resource in imminent danger of destruction. The site has been partially looted. In November 2014, with the aid of two SU anthropology students, Boroughs documented a surviving architecturally unique brick cellar in danger of collapsing. He will be returning to

the site with a team of 8-10 SU students to conduct an archaeological field school on the property to continue our efforts. This will enable the group to properly document their archaeological investigations and the students will gain competence in a new cutting-edge technology that is rapidly becoming the standard in professional archaeology as well as proficiency in archival database management, a cornerstone of scholarly endeavors in archaeology and cultural resource management, museum and conservation laboratories, archival and public history facilities.

This emergency salvage project is intended to be the beginning of a much longer archaeological research program at the site that will touch upon the interaction between recently arrived Africans and Europeans at the plantation.

When Do Eco-Friendly Goods Become Eco-Enemy Goods?

Nicholas Busko

Lecturer, Economics and Finance

Reducing the U.S. dependency on foreign oil is one of the main reasons government programs promote the adoption of hybrid cars and electric vehicles. In addition to benefits to national security, these vehicles also have the potential to lower the levels of air pollution production by reducing the consumption of gasoline. However, economic research has shown that the use of electric vehicles in regions of the country that use coal to produce electricity actually have higher negative impact on air quality and CO₂ emissions than gas-driven cars and light trucks. It is also surprising that introducing hybrid cars (or similar goods) can actually harm air quality. The intuition here is that while each mile driven is now cleaner, that in turn induces higher demand for driving. Thus, while each trip to the park across town now creates less pollution, a

driver may now also take more trips. If the effect of the latter outweighs that of the former, then the behavior of the driver is having a negative net effect.

If society considers the use of hybrid vehicles to be contributing to the public good of air quality, then under what conditions might the consumption of such goods be considered to do more harm than good? Busko’s research looks at the core theoretical issues related to this problem by experimentally evaluating the behavior of people who are given choices to contribute to a public good like air quality by purchasing a good like a hybrid car in a laboratory setting. By doing so, he can identify under what economic conditions might the introduction of eco-friendly goods induce “eco-enemy” behavior that harms the environment.

Goods that share characteristics with both private goods and public goods have come to be known as green goods, impure public goods or simply impure goods. These have a lot of unique characteristics, and work by Matt Kotchen (2005, 2006, 2007) has shown that the introduction of an impure good can actually cause a decrease in the total level of the public characteristic provided. For example, introducing an impure good like a hybrid car could, given the right market scenario, causes a net negative impact on air quality. Recent work by Matthew McMahon (working paper) has isolated the conditions under which this happens. It also identifies the good and market properties that mitigate or exacerbate this situation.

Using the z-Tree program, which is the standard for experimental economics, Busko will begin with baseline scenarios in which subjects make contributions in a typical public goods experiment. He will then introduce an impure public good. Given different parameter values, this should have a positive or negative impact on the total level of the public

characteristic provided. He can theoretically predict when this impact should be positive and when it should be negative, thus providing economic evidence that will be used to evaluate the theoretical hypothesis.

If this research demonstrates these behaviors exist, then corrective action may be justified to correct the market failure. Introducing a tax, for example, could counterbalance the impure good's effect. The same potential policy application is relevant for many other impure goods, such as shade-grown coffee, organic and locally grown food, ecolabel appliances, and renewable energy.

Who Do the Outline Consumers Listen to in an Era of Big Data? The Impact of Curation Service on Online Purchase Behavior

Hoon S. Cha

*Associate Professor,
Information and Decisions Sciences*

The project examines the role of curation when online consumers search products and services and make purchase decisions. Curation is not a new phenomenon, but for a long time, museums and galleries have been relying on professional curators to select unique items for collection and display. However, recently curation has begun to see wider applications in a variety of online content services, as it allows users to accelerate the process of discovering relevant information and cut down the time they spend screening out unwanted contents. For example, Pinterest is the service where users create their own collections of web contents through "pinning" and share them with other users through "re-pinning." The process of pinning and re-pinning adds the value of qualitative judgment of online users with similar tastes and interests into unorganized and dispersed web contents, which significantly reduces the redundant efforts for information discovery (Rosenbaum 2011).

The application of curation has been fast evolving into online shopping, as many consumers are tired of excessive shopping information. Rather than searching through an endless online catalog of the products and services, many online shoppers now prefer a selection from the experts, friends in the social networks, tastemakers (such as famous

actors or actresses) they follow. For example, MYHABIT is a private fashion site by Amazon.com that offers handpicked selections from designer and boutique brands instead of a long list of arbitrary items. This type of relatively new shopping trend is called "curation commerce." The major benefits of curation commerce may be to provide consumers with pre-sorted tailored selection of items and allow them to enjoy intuitive shopping experiences instead of considering too many features of option. Therefore, in terms of costly searching behavior of online consumers, the curation shopping must be more efficient than traditional shopping. On the contrary, we can expect higher level of risks and uncertainty perceived by online customers as their purchase intention cannot be fully reflected with the involvement of curators along with their buying process (Pavlou 2003, Hassan, Kunz et al. 2006). Given the mixture of pros and cons of different types of online shopping, the project examines the various factors that may affect the consumer's selection between traditional and curation online shopping channels.

This project investigates various factors that may affect an online consumer's choice between the traditional catalog and the curated shopping malls. The tentative set of those factors include product involvement that refers to the extent to which a consumer perceives the importance of reliance on a product or a service that he or she is considering buying (Richins and Bloch 1986), a consumer's perceived risks inherent in online shopping environments (Ring and Van de Ven 1994, Pavlou 2003) and trust that refers to the consumers belief that the online merchant will not behave in an opportunistic manner (McKnight, Choudhury et al. 2002). In addition, the project compares different groups of online consumers by conducting the surveys in multiple locations. This will reveal how the cultural and social differences moderate the relationship between the above factors and the consumer's decision.

Climate Change Message Framing and Mental Health

Karl Maier

Associate Professor, Psychology

Maier has been transitioning his primary research focus to the issue of climate change, examining many of the same psychological constructs now applied to this new area. Within this, he is focusing on dispositional and experimental (manipulated) factors relating to how various aspects of climate change messages are received by individuals, and how these factors impact stress, coping, health and behaviors related to climate change. In fall 2014, Maier conducted a pilot study with SU students that provided preliminary data supporting the proposed study. The proposed study will in turn provide additional data to support an application for future external funding.

There is a growing recognition for the need to better appreciate various ways in which the general public understands climate change and ways that vulnerable populations in society may be disproportionately affected. In addition to physical effects of climate change impacting those with geographic and socioeconomic vulnerabilities, there likely will be mental health impacts from direct exposure to acute climate-related events and secondarily through greater awareness of the reality of the phenomenon. In particular, history of mental illness is expected to place certain individuals at risk for stress and depressive reactions from learning about climate change and from experiencing negative graduate impacts association with climate change (Centers for Disease Control and Prevention, CDC, 2014; Reser & Swim, 2011; Smith et al., 2014).

Although many factors determine how one copes with potentially stressful experiences related to climate change, message framing is thought to have a significant influence (Weber & Stern, 2011). There is reason to believe that hopefulness about the issue of climate change may be essential for many individuals to effectively cope with and address the problem. For example, messages that primarily convey negative impacts of climate change may produce more stress and lesser motivation to address the issue than messages that are neutral or that highlight potential positive impacts, or that underscore resilience of

communities (Reser & Swim, 2011). In addition, framing the issue as one of personal relevance may elicit greater belief in the phenomenon and motivation to address the problem. These effects will likely be most visible among those with a history of mental illness or who experience current anxiety or depressive symptoms.

Vascular Dysfunction in Animal Models of Muscular Dystrophy

Victor Miriel

Associate Professor, Biological Sciences

Muscular dystrophy is a family of diseases caused by mutations in genes encoding proteins that form the dystroglycan complex and lead to skeletal and cardiac muscle dysfunction. While mutations in the dystrophin gene lead to the most common forms of muscular dystrophy (Duchenne, Becker), mutations in genes encoding other proteins of the dystroglycan complex can lead to other forms of muscular dystrophy (Limb-Girdle). The skeletal muscle and cardiac muscle pathologies associated with these mutations are well documented, but more recently it has become appreciated that components of the dystrophin-glycoprotein complex are expressed in vascular smooth muscle and the vascular endothelium found in blood vessels. The physiological role of the dystroglycan complex in these cells is not well understood, and several groups have postulated that alterations in the dystroglycan complex may explain the abnormal vascular responses reported in human patients as well as animal models of muscular dystrophy. Some studies also have suggested that vascular dysfunction contributes to the cardiac and skeletal muscle dysfunction seen in muscular dystrophy; however, few of these studies actually tested vascular function. In view of the paucity of data regarding the role of the dystroglycan complex in vascular physiology and pathophysiology, this project focuses on determining the extent and location of vascular dysfunction in animal models of muscular dystrophy by studying isolated vascular segments in vitro.

The experiments proposed for this study involve the use of mice that are genetically altered in order to mimic various mutations found in muscular dystrophy. These animals will be compared to "wild type" control mice of the appropriate genetic strain. The blood

vessels will be harvested from the mouse after euthanasia and studied in vitro as 1) ring preparations mounted for isometric force measurements, 2) as cannulated, pressurized and perfused vessels for diameter measurements, or 3) isolated vascular segments in short term tissue culture.

EEG Correlates of Associative Recognition in Young and Older Adults

Meredith Patterson

Associate Professor, Psychology

This project plans an EEG study examining the EEG correlates of memory with younger and older adults. EEG is the recording of electrical activity along the scalp, which relates to the neural changes occurring below the scalp. From EEGs, Event-Related Potentials (ERPs) — brain wave responses — are collected. The study examines the ERP correlates of associative recognition memory in young and older adults.

Results from studies in cognitive psychology, neuropsychology and neuroimaging suggest that recognition memory performance depends on two independent memory processes: familiarity, which is a rapid, automatic process, low in attentional demand; and recollection, which is a slower, consciously controlled, attention-demanding process (see Yonelinas, 2002, for a review). The distinction can be captured by the real-world example of seeing a person on a bus and recognizing her as being familiar without being able to recall who she is or where you have met her, as opposed to seeing someone on a bus and recalling that it is Joan who works at the store down the street. Various ERP studies have supported this dual-process model, demonstrating that familiarity and recollection are correlated to two qualitatively different ERP components (Mecklinger, 2000; Wilding & Ranganath, 2011). With respect to aging, several lines of evidence suggest that while automatic, familiarity-based mechanisms are relatively well preserved with age, recollection efficiency is reduced (see Light 1991; 1992; Light et al. 2000, for reviews).

In associative recognition experiments, participants typically study pairs of unrelated worlds (e.g. candy-shirt, dog-tree, fan-sink) and are later asked to discriminate between intact pairs (e.g. candy-shirt), rearranged pairs (e.g. dog-sink) and new pairs (e.g. purse-book). In this task, participants must rely on their specific, conscious recollection of the word pairings, rather than using familiarity of individual items as the basis for their responses to make accurate associative recognition judgments (Kelley & Wixted, 2001; Yonelinas, 1997). Research examining ERP correlates of associative memory has found that associative recognition evokes effects associated with recollection (Donaldson & Rugg, 1998); whereas, others have suggest that familiarity also could contribute to associative recognition under certain stimuli conditions (Yonelinas, 2002). This study further examines the disassociation between ERP correlates of familiarity and recollection in associative recognition and also examine whether there is a further dissociation between these processes for young vs. older adults.

Justice and “New” Human Rights: The Case of Postcolonial Literature

Manav Ratti

Associate Professor, English

Ratti’s research is informed by and builds upon the success of his book *The Postsecular Imagination: Postcolonialism, Religion, and Literature* (New York and London: Routledge), which was published in early 2013, as a significantly revised version of the doctoral dissertation he wrote in the Department of English at Oxford University, and informed as well by his master’s degree at Cambridge University.

His present project draws upon the theoretical structure of the book by analyzing how literature can serve as a site for the intersection between different disciplines, this time law and philosophy. The project analyzes issues of human rights and justice by exploring how literature can represent processes and

ideals of justice informed by legal and philosophical ideas of what is just and ethical. Titled *Writing Justice: Postcolonialism, Law, and Literature*, this project is inspired by contemporary challenges and is driven by the inspiration of everyday life, that people have a sense of fairness, morality and an awareness of making just contributions to the betterment of society. Ratti’s project examines literature from major world regions, such as Australia, India, South Africa and the Middle East.

Postcolonial literary studies analyzes the literature produced within formerly colonized countries, such as India. This interdisciplinary field analyzes how literature represents a range of timely concepts, such as nation, belonging, cultural identity and freedom. Investigating the intersection between human rights and literature is at the cutting-edge of the latest research in postcolonial literary studies. This timeliness reflects the speed and scale with which the world is changing, from the Arab Spring revolutionary movements in 2011, to the end of the 30-year civil war in Sri Lanka in 2009, to the ongoing struggles against terrorism in the U.S., Europe and beyond. The questions of what it means to be human and how we can stop atrocities from happening around the world could not be more relevant. In light of this, one specific question that this research examines is: How can a novel depict people’s struggles and suffering, especially where the law is limited in doing so? Even more specifically: How can the postcolonial Indian novel’s depiction of human rights raise awareness where law cannot?

Microdynamics of Political Violence: A Study of Ethnic Violence in Sri Lanka

Ignaciyas K. Soosaipillai

Associate Professor, Conflict Resolution and Dispute Analysis

Political violence remains one of the favorite areas of research within the fields of, for example, conflict resolution, political science and sociology. An overwhelming number of studies concentrate on the macrodynamics of violence. There is, however, a need to understand the microdynamics of political violence. Why are some targets selected? What the natures and characteristics of the attacks? What is the nexus between the actual violent attacks and political objectives of the groups involved? These are some of the crucial areas of concern, but have not received adequate attention this far. The objective of this research is to understand the nature and characteristics of violent attacks by the parties involved in the conflict in Sri Lanka; Explore the relationship (or lack of it) between the actual violence and political objectives of the groups; Examine the nature of evolution of political violence in this case; Explore whether it is possible to elicit new notions of political violence based on the actual violence incidents.

This study addresses these questions using Sri Lanka as a study case. Sri Lanka experienced a high intensity ethnic conflict for three decades. A random sample of actual violent incidents will be collected from published materials and a grounded theory approach will be used for analysis. The research report will be published in a leading scholarly (peer reviewed) journal and presented in domestic and international conferences.

To the Perfection of Waste: Art, Administration and the Work of Herbert Marcuse

Sarah Surak

Assistant Professor, Political Science

Garbage art exhibits present a way of classifying objects and making sense of the production, consumption and disposal patterns of waste. Recent interest in trash art as a form of social commentary raises important questions as to whether these forms of display inspire radical critique or if they explicitly or implicitly support a depoliticized aesthetic of domination. This paper outlines these concerns and attempts to distinguish how garbage art might open spaces for liberatory, creative and imaginative potentials for societal critique and change. Can art encourage us to think not only about what we throw away (what we experience quite literally on a daily basis) but also why we discard these objects? Can artistic display encourage critique that might lead to larger, systematic questioning of the logic of an economy based on excess, disposability and growth? Using Reitz's Marcusean analysis of "art-as-liberation" and "art-as-alienation" as a starting point, this paper attempts to discern where we might find hope, encouragement and active imagining of another possible future. The purpose of this analysis is to distinguish between two types of art — works that focus on a critique of the individual ("art-as-disciplining") and works that emphasize the larger social, economic and political structures that support and necessitate increasing waste production ("art-as-disrupting"). Both are legitimate points of criticism, but it is only through a critique of the systemic function of waste in capitalism that we may begin to open spaces for disruption and change.

Graduate Research and Presentation (RAP) Grant Program

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

Understanding the Spatial Ecology of the Tungara Frog, *Physalaemus pustulosus*

Andrew Cronin, Applied Biology

Spatial ecology plays a vital role in almost every facet of an organism's life history, impacting predation risks, mating opportunities, foraging ecology and even the genetic structure of a population. In turn, this influences the entire evolutionary trajectory of the species and ultimately the diversity of life on earth. The tungara frog (*Physalaemus pustulosus*) is a tropical species that has been studied extensively with respect to mate choice and signal evolution. However, there have been few studies that have examined this species' spatial ecology. So although much is known about the behavior of this species at the breeding pond, we still know virtually nothing about how movement of individuals influences the overall genetic structure and evolution of this species. In this study, Cronin will use harmonic direction-finding telemetry to monitor movement patterns, examine distances traveled, and elucidate factors contributing to male departure of breeding sites. However, as this is a new technology, it must be field tested with regards to localization abilities in a variety of environmental contexts. He also will collect DNA samples of individuals involved in the study. These DNA samples will be analyzed using the next-gen sequencing method double-digest Restriction-site Associated DNA sequencing (ddRADseq). This information will be used to analyze the role of genetics on movement-associated behaviors.

Inferring Dispersal Variability in Two Color Morphs of the Red-Backed Salamander, *Plethodon cinereus*

Alexa Grant, Applied Biology

Color polymorphism is common in many species and morph frequency may be affected by differences in ecological and evolutionary

pressures on each morph. *Plethodon cinereus*, the red-backed salamander, has two common color morphs, striped and unstriped, that vary in frequency among populations. Grant recently has found that the striped morph is predated upon more in our local population. This leads to her next hypothesis that there are differences in movements between color morphs of *P. cinereus*, both in foraging behavior and dispersal behavior, with potentially less movement by the more predated striped morph. Grant will compare genetic relatedness data with distance between individuals in order to use genetic special structure to indirectly estimate dispersal of the two morphs.

Who Do We Remember; Who Do We Forget? Gloria Richardson and the Cambridge Civil Rights Movement

Artura Jackson, History

Until the spring of 1963, most Americans had never heard of Cambridge, MD. This would all change when the civil rights movement arrived along with the Maryland National Guard. Eventually United States Attorney General Robert Kennedy came to waver an agreement between the white and black community to resolve the civil rights issues in Cambridge, MD. The initial civil rights movement in Cambridge would change the overall civil rights movement because it made the nation realize racism and segregation were not just in the south. Some distinct features of the movement were: it brought the civil rights movement out of the south, the leader was a woman and this movement did not always subscribe to nonviolence. Although Cambridge resembled other movements around the country, this movement was rejected; both Gloria Richardson and the city of Cambridge would not be properly included in the overall civil rights movement. There are three central questions that this research sought to answer.

Why are Gloria Richardson and the Cambridge not prominent in historiography and the studies of civil rights? Is Richardson's absence in historical memory due to her gender and her controversial ideologies? How can we resolve the absence of Gloria Richardson and Cambridge in history?

Clara Gunby: Eastern Shore Hero or Traitor? A Question of Gender and Collective Memory in Civil War History

Hallie Kroll, History

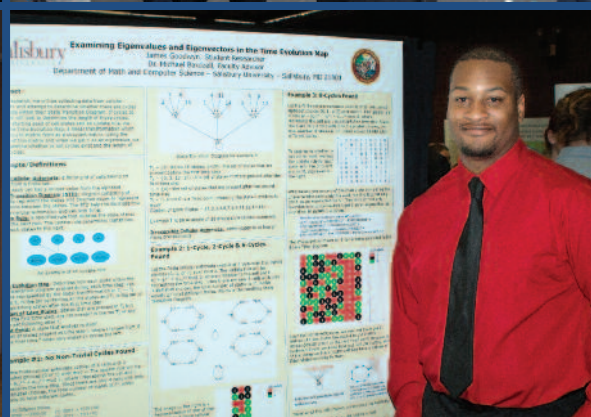
Kroll questioned the abstract ideas of gender and collective memory within the framework of the Civil War on the Eastern Shore. Utilizing the primary source documents from Salisbury University's Nabb Research Center, the life and actions of local enigma Clara Gunby were analyzed to demonstrate the ways in which women broke the social norms of the late 19th century during the Civil War. Within the paper, Gunby is compared and contrasted with other women of the Civil War and the differing ways in which they left the "private sphere" where females were traditionally relegated. As Gunby was a Confederate sympathizer and was imprisoned in Fort Monroe, VA, there is an assumption that the community would view her actions negatively. Kroll's research discovered Clara's continuous local praise for her rebel sympathies, effectively arguing for the instance of collective memory on the Eastern Shore. Despite her treasonous actions against the United States, locals continue to view Clara Gunby as "famous for her good and noble deeds" (*Salisbury Times*, 1959). This paper was originally the exhibit text for the Women's History Month exhibition by the same title at the Nabb Research Center for Delmarva History and Culture in spring 2015.

BROADEN YOUR UNIVERSE

Salisbury University
Student Research
Conference • 2015

More than 200 Salisbury University students presented research during the 14th SU Student Research Conference. Topics ranged from an analysis of the European debt crisis to the science and bioethics of three-parent babies, a Brechtian look at Sasha Baron Cohen's Bruno to how inclusion in the elementary physical education setting improves communication and performance for students with disabilities.

Oral presentations were delivered throughout the afternoon, followed by an evening poster session. During the event, Dr. Michele Schlehofer, chair of the Psychology Department, was named SU's Outstanding Research Mentor for 2015. She is credited with starting a community-based student research project to investigate the need for programs and resources for children and families in Wicomico County. Over the past two years, she has guided 159 student researchers in generating data for the assessment for the Wicomico Partnership for Families and Children.



Graduate Studies at Salisbury University



MASTER'S PROGRAMS

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

CERTIFICATES

- Advanced Technology for Enterprise Systems (ATES)
- Health Care Management
- Teaching English to Speakers of Other Languages (TESOL)

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

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