

Annual Report

July 2025 - June 2026



SALISBURY UNIVERSITY

FULTON SCHOOL OF LIBERAL ARTS

Arts • Humanities • Social Sciences

DR. MAARTEN PEREBOOM, DEAN | DR. CHRYS EGAN, ASSOCIATE DEAN



Welcome to the diverse Charles R. and Martha N. Fulton School of Liberal Arts that plays a vital role in the academic experience of nearly every Salisbury University student as home to the visual and performing arts, the humanities, and the social sciences. The Fulton School is the largest academic unit at Salisbury University for number of programs, students, and faculty. The Fulton School teaches the most student credit hours, awards the highest percentage of degrees, and supports almost half of all minors.



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The **Fulton School of Liberal Arts Annual Report for 2025-2026** celebrates another year of academic excellence and accomplishment across our programs in the arts, humanities, and social science, despite budget constraints. Having done our part to address a University-wide need to trim \$10 million from its operating budget, we nonetheless managed to *increase* credit hour production over last year and lead the University with respect to support for our **General Education** offerings and undergraduate degrees awarded. In SU's **Centennial** year, our **cultural offerings** for the campus and wider community continued to excel as we plan for a **Performing Arts Center** that we believe will be transformational not just for our programs, but the city we call home as well.

Community engagement, in fact, is a strong theme in the University's new **Strategic Plan** for 2026-2031. Launching officially this fall, it strongly affirms the work we have done to earn our renewed Carnegie designation as **Community Engaged Campus**. As the **PACE Showcase** this past spring so beautifully demonstrated, civic and community engaged learning is now part of the fabric of our institution, distinctively so, and across all of our schools and colleges.

Similarly, our faculty and staff have been working hard to advance and promote our programs as essential to workforce development, another significant theme in the plan. The work we have done over the years to promote the foundational and

transferable skills our students gain through their college experience has prepared us well for the AI challenge, which makes those skills even more critical, including using those effectively and ethically.

Looking ahead to a year in which we will develop a more specific implementation plan, all our academic departments and programs have organized their highlights for annual report under headings – Academic Excellence, Student Support and Success, Community Engagement, and Responsible Stewardship – that correspond to the **Strategic Plan's** four pillars:

- 1. Transformational Learning and Academic Excellence that Connects to Everyday Needs**
- 2. Support Students and Their Success at Every Stage**
- 3. A Community-Engaged Campus that Strengthens and Uplifts the Region**
- 4. Responsible Stewardship for a Strong Future**

Across our four graduate programs, 18 undergraduate majors, and 46 minors, the Fulton School cultivates a range of skills essential to students' personal and professional success in today's world. With strong emphasis on experiential learning and classroom excellence supported by outstanding faculty members, we actively promote critical thinking, ethical reasoning, creativity and innovation, communication, writing and research, civic and community

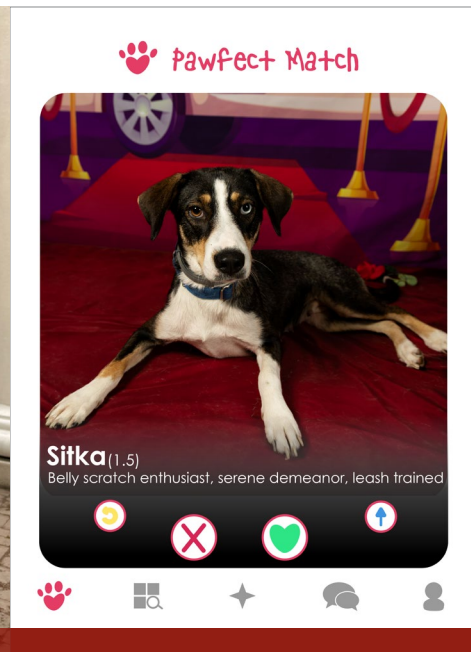
engagement, diversity and global understanding, technology and media literacy, leadership and teamwork, and career development and professionalism.

Our responsible stewardship is evident in how efficiently and effectively we provide this quality education. While we remain strongly committed to class sizes that support accountability and the lively exchange of ideas, Fulton's student credit hour per full-time equivalent faculty (SCH/FTEF) increased to its highest level in five years, to 479. After four years of modest decline post-COVID, credit hour production started heading back up, and we expect that to continue as we welcome a big incoming class this fall. While we support multiple programs that require smaller than average class sizes (in the arts for example), we also increased our margin over the University average, which was 424. Also, for the fifth year in a row, Fulton won first place among the academic units for most funds and donors on SU's annual **Giving Day**, with more than \$69,000 from 301 gifts. However, while we enjoy a little friendly competition along the way, the Fulton School is a part of every SU student's experience, and the impact we have on the community is truly the result of collective effort and support from across the University.

Dr. Maarten Pereboom
Dean, Charles R. and Martha N.
Fulton School of Liberal Arts



ART DEPARTMENT



Academic Excellence

Academic excellence in the **Art Department** is best understood through the visuals of student **exhibitions**, which in turn is directly tied to both Community Engagement and Student Support and Success. In spring 2026, 46 students, the largest cohort in recent memory, contributed to **three separate senior exhibitions** of strong work. These shows include students from each of the department's **eight B.F.A. tracks and four B.A. tracks**. Many of the students who participated in these exhibitions also participated in Sculpture area exhibitions at the **Salisbury Zoological Park** and several had work included at the **D Al Cubo event** in Barranquilla, Colombia. The Art Department hosted many **visiting artists**, who presented their work, met with students, and/or gave workshops and demonstrations. Students and faculty continued this engagement, with conference participation in many areas, including the **Glass Arts Society** conference in Corning, NY.

Student Support and Success

More than 40 Art students completed internships on campus and at local and regional businesses, providing a clear steppingstone between academic and professional stages in their careers. Art Junior Review, which was added to the required curriculum for B.F.A. students as an important preparatory step prior to Senior Exhibition and in most cases Internship, has taken form with faculty sitting in at end-of-semester presentations by third-years students.

In addition to serving our major and minor students, the Art Department is very active in supporting the **General Education** classes for the broader campus community through multiple classes offered in the categories of First Year Seminar, Human Expression, Humanity in Context, Personal Wellness, Civic and Community Engagement,



Diversity and Inclusion, and Environmental Sustainability.

Art faculty continue to develop curricula at a steady pace, with a new photography minor and art therapy certificate in process, and more than 20 new courses and course or program updates proposed or completed in Academic Year 2025-26.

Community Engagement

The designers and fine artists in the Art Department are active ambassadors for the University, and work with many community partners. SU Design Agency students partnered with 10 distinct University and community organizations during the fall 2025 semester, including designing the **Panorama** magazine cover; the SU Student Research Conference **poster**; new logos for the **Salisbury Symphony Orchestra**, **Nature Rx**, and others; designs for the Salisbury

Zoological Park and Tidemark Credit Union; and website design for Middletown Fence. Photo students worked with **Grass Roots Rescue** to promote adoption of "unadoptable" dogs, as well as with the **English Department** and **Jackson Music Program**. These projects provided students with valuable real-world experience while delivering professional-quality design and photo solutions to the campus and local communities. Glass sales, pottery sales, and live painting and drawing events and demonstrations by other areas from the Art Department continue as evidence of regular community engagement.

Responsible Stewardship

In Academic Year 2025-26, the Art Department generated 6,674 Student Credit Hours, the highest total since 2019-2020, and achieved a remarkable Student Credit Hours /Full-Time Equivalent Faculty ratio of 404, over 40 points higher than at any time in at least the past 11 years. In fall 2025, and consequent to several years of increased effort with recruiting, the department had the largest incoming class in recent years, with 48 new first-time students and transfer students across the main campus and Universities at Shady Grove program. Art faculty members actively exhibited, gave workshops, and curated exhibitions or published in a wide variety of local, regional, and international venues, including the **Baton Rouge Gallery**, the **Rehoboth Art League**, and many other locations. The Art Department has a large and increasing number of faculty engaged with many Fulton and University committees and initiatives. Many Art faculty are actively involved with local, regional, national, and international professional committees and organizations, including the **Maryland State Arts Council**, the **Southeast College Art Conference**, the **International Conference on Design and Design Practices**, and others.

COMMUNICATION DEPARTMENT



Academic Excellence

The Department of Communication offers a program designed to provide students with a solid liberal arts foundation while preparing them for an eclectic variety of career opportunities. The B.A. in Communication has five concentrations: Community and Professional Communication, Media Production, Media Studies, Multimedia Journalism, and Public Relations and Strategic Communication. The program also hosts minors in Communication, Game Design, Health Communication, Media Production, Multimedia Journalism, and Nonprofit Leadership. The Master of Arts in Public Communication offers four tracks in Athletic Communication, Corporate Communication, Health Communication, and Public Affairs and Political Communication.

Student Support and Success

The department's faculty are dedicated instructors who recognize the importance of practicing what they teach, offering a curriculum that is constantly developing to meet the evolving culture and workplace. Mentoring students is a central priority as students are encouraged to enhance their degree with experiential learning opportunities through internships and



study abroad, plus hone their research skills and develop their work for submission to conferences and film festivals. The department regularly welcomes guest speakers and alumni for networking events to broaden the student experience.

Community Engagement

Our faculty serve in leadership positions for the Institute for Public Affairs and Civic Engagement (PACE), the Nonprofit Leadership Alliance and SU Votes. Communication students are highly engaged in civic engagement and community service across various courses, collaborating with organizations as varied as the Atlantic General Hospital, Hope and Life Outreach (HALO), Junior Achievement, and Salisbury Urban Ministries.

Responsible Stewardship

The Department of Communication faculty are active in the profession as researchers and practitioners. Across the 2025-26 academic year, they have published peer-reviewed books, edited collections, book chapters, and journal articles; presented and earned paper and panel awards at national and international academic and industry conferences; developed television series and produced podcasts and radio series; served as reviewers for academic publications and Fulbright awards; and held leadership positions for national and regional organizations. This professional development contributes to the continual vitality of the program.



CONFLICT ANALYSIS AND DISPUTE RESOLUTION DEPARTMENT



Academic Excellence

The Department of Conflict Analysis and Dispute Resolution (CADR) is a program of distinction that awards a Bachelor of Arts and Master of Arts in conflict analysis and dispute resolution. In March 2021, *Intelligent.com* named Salisbury University's CADR Master's Program among the nation's best, with SU's CADR ranked as No. 20, ahead of programs at Brandeis University, University of Massachusetts - Boston, Portland State University, and Walden University. This public ranking was a reinforcement of a 2018 ranking by *Schools.com*, which recognized SU as second in the nation for best colleges to earn a conflict resolution degree.

In the design of its curriculum, the department strives to offer its students an impressive array of topics relevant to schools and the workplace, covering the multiple interest areas of today's student body. Apart from core course offerings, the department has deliberately diversified its pool of electives by polling students on topics of interest, thus providing students useful access to both core-doctrinal subject matter, newly developing areas of research and practice, and interdisciplinary learning experiences.

A major strength of the department is its unique relationship with the Bosserman Center for Conflict Resolution, an internationally recognized organization that hosts the United Nations University Regional Center of Expertise in Conflict Prevention and Creative Problem Solving. The center provides unique extracurricular opportunities to interested students to acquire necessary practical skills training and experience.

Student Support and Success

In fall 2025, our graduate program went online, welcoming a vibrant and diverse cohort of CADR graduate students with a wide range of interests, backgrounds, and experiences. In spring 2026, CADR collaborated with the Political Science Department to help students and faculty participate in the Model United Nations conference in New York. Thanks to the continued generosity of the Proctor family, our department awarded, for the fifth year, the Proctor Family Scholarship to one of our outstanding M.A. graduate students. Throughout the year, the CADR Department and the Bosserman Center collaborated on several significant projects relevant to peace.

Community Engagement

The department has a diverse and committed faculty, with both local and international experience and expertise. Its students are drawn from across Maryland, the United States, and around the world, including from Djibouti, Greenland, and Rwanda. We also receive students from law enforcement and from the military. Its diversity contributes to the quality of course offerings and enriches interactions among faculty, between faculty and students, and among students. As part of the department's commitment to civic engagement, its faculty and students actively participate in community services on the Eastern Shore, including outreach work with local schools, and other institutions – either as service or for practicum and internship credits. We also bring our alumni to campus to inspire our students by sharing their experiences. In fall 2025, Deputy Secretary for the Maryland Department of Housing and Community Development Julia Glanz, our alumna, was on campus to lecture for students.

Responsible Stewardship

As a conflict resolution program, we draw on the diverse experiences and expertise of our faculty and graduate students to address the complex nature of conflict. The faculty continue to lead by example by staying involved in the discipline through academic activities and field-based practice at all levels of society, by publishing papers and books, attending or speaking at conferences, and practicing conflict resolution/intervention in the local community and beyond. Faculty lead conflict resolution practices in countries such as Israel, Ukraine, Sri Lanka, Nepal, India, Hong Kong, Nigeria, Cameroon, Benin, and more.



ENGLISH DEPARTMENT



Academic Excellence

The English Department cultivates visionary thinkers by allowing students to chart their own course of study through a variety of classes and options within degree areas. The B.A. in English has seven major concentrations: **Creative Writing**, **English as a Second Language**, **Film**, **Linguistics**, **Literature**, **Secondary Education**, and **Writing and Rhetoric**. The program simultaneously supports a sizable number of minors in **Applied Linguistics**, **Business and Professional Writing**, **Creative Writing**, **English**, **English to Speakers of Other Languages**, **Ethnic and Global Literatures**, **Film**, and **Writing and Rhetoric**, with courses as well in the **African Area Studies** minor. Students also have the option to pursue a B.A. in **English to Speakers of Other Languages/ K-12 Certification** and a **Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages (TESOL)**. The M.A. in English hosts four tracks in **Composition and Rhetoric**, **Creative Writing**, **Literature**, and **TESOL**.



Student Support and Success

The department's expert faculty design and implement curriculum to support these majors and minors, and beyond that, along with a cohort of well-trained and closely mentored **Graduate Teaching Assistants**, they help meet the **General Education** English requirements for the entire campus – requirements that also fulfill our statewide higher education directives. In so doing, the English Department generated 10,623 student credit hours in Academic Year 2025-26, to serve students' critical abilities to read, write, edit, and analyze texts. Furthermore, the English Department continues to be active in creating new courses and updating current ones to support the new General Education system that launched in fall 2024.

Community Engagement

Faculty are highly active members of their department, school, and university, where they are engaged in any number of commitments that serve our campus community. Beyond that, faculty also serve the broader community as well, with individuals this year working with public and private schools on initiatives designed to support and strengthen K-12 institutions in our region. Furthermore, in partnership with the Seidel School of Education, English continues to **prepare teachers** to serve those institutions and in so doing supports the university's desire to "[a]lign internships, applied research, and service-learning with regional priority areas."

Responsible Stewardship

English faculty are prolific writers who published many times this year in a variety of formats, including peer-reviewed essays and book chapters, poetry, short stories, creative nonfiction, video essays, and other publications. **Literature/Film Quarterly**, a scholarly journal produced by faculty in English, has passed 50 years in publication, and the department is also home to **Scarab literary magazine**, an undergraduate literary journal, and **Writers on the Shore**, a reading series for creative writing. This professional development contributes to English's educational excellence and professional development opportunities, in turn supporting the university's aims to "ensure sustained enrollment growth, retention, and program quality."

ENVIRONMENTAL STUDIES DEPARTMENT



Academic Excellence

The Environmental Studies (ENVR) Department serves over 100 majors and minors through a multidisciplinary approach integrating environmental science, education, advocacy, communication, policy, and ethics. SU ENVR majors are among the most engaged students at the university, vigorously participating in student organizations, athletics, scholarship, and community volunteering.

ENVR faculty conduct research across the globe on matters of pressing environmental and social importance. This year, we highlight two impressive publications: Dr. Bright Nkrumah published "Feminism: Women and Just Energy Transition in the Global South" in the *Journal of Law, Society and Development*; and faculty members Dr. Jill Caviglia-Harris and Dr. Laura Villalobos were co-authors on a landmark reproducibility study published in *Nature*, part of a large-scale effort to test the reliability of findings across 110 economics and political science articles.

That scholarly culture extends to students. This year's graduating class completed six senior theses – the most in department history – each a two-semester independent project with a faculty mentor. Eight other students conducted directed herpetological research with Dr. Tami Ransom, while other ENVR students conducted research with affiliated faculty in Biology, Psychology, Conflict and Dispute Resolution, and the Clarke Honors College. Despite representing just 1% of SU's undergraduate enrollment, ENVR majors delivered 10% of all oral presentations and 13% of all poster presentations at the annual SU Student Research Conference.

Student Success and Support

Three members of this year's graduating class are heading off to master's programs, with two receiving full funding. Four

additional graduates earned competitive placements with the Chesapeake Conservation and Climate Corps or the Lower Shore Land Trust through AmeriCorps. Other 2025-2026 graduates have started careers rehabilitating injured wildlife in Utah, educating students on the Chesapeake Bay, and delineating wetlands for restoration companies in Annapolis. Their diverse destinations reflect the breadth of possibilities that come with an interdisciplinary environmental studies education.

Those outcomes also reflect the strong support our department provides these students throughout their education at SU. This year, we launched an inaugural class of 16 students in the SU Rachel Carson Honors Society, recognizing excellence through academic achievement, civic engagement, and community service. Also, the Sustainability and Environment Living Learning Community gives incoming students an immediate community of peers committed to environmental learning, and our data consistently shows that students who find that community early stay enrolled and thrive.



Community Engagement

Civic and community engagement lies at the heart of environmental studies – and you can't do that without knowing your community firsthand. Each year, ENVR courses incorporate over 100 field trips to local and regional sites, from landfills and community gardens to courthouses and museums. Every senior completes our capstone seminar, through community-based research or service with a local partner – ensuring all graduates leave with direct experience collaborating on real environmental challenges alongside nonprofits, government agencies, and community groups. This year's capstone students worked with two regional partners: the Nanticoke Watershed Alliance and the Lower Shore Land Trust.

Environmental Studies hosted 10 public events through our Environmental Colloquia Series this year, including the nationally touring Wild and Scenic Film Festival with the Assateague Coastal Trust, a screening of *Farming While Black* with the filmmaker, and an Earth Day lecture by preeminent environmental historian Dr. John McNeil. Faculty also contributed to Environmental Programs Day, welcoming over 100 Eastern Shore high schoolers to campus.

Responsible Stewardship

ENVR is a small department – but never underestimate a small group of dedicated individuals. Over the last four years, ENVR students and faculty have secured over \$110,000 of grants to make SU a "greener" place. For example, one recent grant has hired three students to work with faculty to grow produce and community at the SU Student Garden on campus. It's a small, but fitting, symbol of what we practice: Caring for land and caring for each other are one and the same. How will you walk this earth? In Environmental Studies, we walk together.

HISTORY DEPARTMENT



Academic Excellence

With its diverse curriculum and accomplished faculty, the Department of History provides students with a rigorous education that develops historical knowledge and analytical skills. The department is committed to excellence in teaching, mentoring, and advising, and its accelerated M.A. program enables students to earn both B.A. and M.A. degrees in five years. Building on the American Historical Association's Tuning Project, the department has also established clear learning outcomes for majors, strengthening curriculum assessment and demonstrating the value of a history degree to prospective employers. Faculty achievements further reflect this commitment to excellence. In Academic Year 2025-26, Michael McCarty received a Fulton Award for Global Scholarship and Kevin Birch for Excellence in Teaching. This year, faculty also published or have forthcoming 20 peer-reviewed articles and four books, and they delivered more than 25 academic presentations.

Student Support and Success

The department currently enrolls 112 majors, 28 minors, and nine graduate students, along with an additional three majors and eight minors in its Anthropology Interdisciplinary Studies concentration. This year, 26 students graduated with history degrees, including 19 with distinction, and 14 were inducted into SU's chapter of Phi Alpha Theta, the national history honor society. Phi Alpha Theta and the History Club provide academic recognition, mentorship, and community. The department's partnership with the Edward H. Nabb Research Center supports research, internships, and graduate assistantships. A successful career night hosted in collaboration with SU's Career Services connected history students with local professionals and career opportunities.

Our commitment to academic excellence



and student success has resulted in significant accomplishments. This year five History students presented at SU's Student Research Conference and two won prestigious nationally competitive fellowships: Zachary Harris (Boren Scholarship U.S. National Security Education Program in Tanzania) and Charles Riegle (Fulbright English Teaching Fellowship to Slovakia). History graduate and current lecturer Madysen Eutsler (B.A. 2017) secured a much-coveted award from the Fulbright Foundation's U.S. Student Program to undertake Ph.D. study at the University of Strathclyde in the U.K.

Community Engagement

The History Department advances Salisbury University's mission as the intellectual, cultural, and economic anchor of the Eastern Shore through its strong commitment to community engagement. Internships enable students to apply their historical knowledge and skills in regional institutions, including the Edward H. Nabb Research Center, Calvin B. Taylor House Museum, the Maryland General Assembly, and state parks in Maryland and Delaware. These opportunities advance public history by connecting historical practice with

community needs. In this respect, the department looks forward to hiring a bona fide public historian to strengthen its public-facing initiatives.

History faculty played a central role in the Fulton Public Humanities Program, organizing, co-sponsoring, and participating in numerous events that engaged both campus and community audiences. Faculty contributed to the Adventure in Ideas: Humanities Seminars, co-sponsored lectures on topics ranging from constitutional conflict to environmental history, and brought distinguished scholars and practitioners to campus to discuss subjects including Islamic art, women and political power in early modern Japan, and Indigenous life in contemporary America. History faculty also shared their own research through the Fulton Faculty Colloquium, presenting work on medieval Spain and transatlantic anarchism. Collectively, these events showcased the department's commitment to public engagement and interdisciplinary dialogue while enriching the intellectual life of the university and the broader community.

Responsible Stewardship

The History Department is among the most efficient at Salisbury University. In Academic Year 2025-26, the department averaged 573 student credit hours for every full-time faculty member, proving that the department delivers a high instructional impact with remarkable cost effectiveness. Additionally, nearly 84% of the program's courses now fulfill SU's revised General Education requirements, enrolling at roughly 98% capacity last year. In its advancement of academic excellence, student success, community engagement, and responsible stewardship, the History Department demonstrates its enduring commitment to Salisbury University's strong future.

MODERN LANGUAGES AND INTERCULTURAL STUDIES DEPARTMENT



Academic Excellence

The Department of Modern Languages and Intercultural Studies (MDFL) includes five full-time and nine part-time faculty across five languages: American Sign Language (ASL), French, German (suspended starting fall 2026), Japanese, and Spanish. It offers a B.A. and minors in both French and Spanish. MDFL is committed to academic excellence through ongoing curriculum development. While implementing its new Spanish curriculum, the department also created an interdisciplinary minor, Intercultural Skills for the Workplace, which will launch in fall 2026. MDFL enhances the educational experience of all students through its General Education courses. This year, it offered nine different Gen Ed courses at various levels; it also contributed 10 new courses across five different designations (two are approved and eight are under review). The MDFL Department promotes transformational learning through high-impact practices such as internships and community engagement. During 2025-2026, students participated in course projects that included mentoring elementary school children, producing Spanish-language podcasts, creating bilingual Library Guides for special collections at the Nabb Research Center, and delivering public presentations about one of these collections.



Students Support and Success

In 2025-2026, MDFL faculty actively supported students' success outside the curriculum, through mentoring conference presentations, research posters, and fellowship applications. The department's commitment to mentorship is reflected in its students' and faculty's achievements. This year, two of the six SU recipients of the prestigious Fulbright Fellowship were MDFL majors. In addition, an alumnus received the Gull of the Last Decade (GOLD) Award by the SU Alumni Association, and a faculty member was recognized as the 2026 Outstanding Student Group Advisor at the Golden Gull Awards.

Community Engagement

The department remains a leader in community engagement. In 2025-2026, faculty coordinated or supported initiatives serving marginalized populations through mentoring, tutoring, and English support for K-12 students, adult English classes, book discussions with incarcerated individuals, and public humanities projects involving special collections at the library. MDFL also fostered cross-cultural understanding through public programming, including

a Spanish Film Festival, guest lectures, a translation workshop, a Latin American and Latinx Symposium, and community conversation hours. Faculty further contributed as panel moderators and guest speakers for events organized by other SU units and community organizations.

Responsible Stewardship

In addition to engaging in shared governance through committee work, several MDFL faculty members have been actively involved in shaping SU's future direction by serving on key committees such as the University Strategic Plan Steering Committee, the (LRAP), and the Working Group on one of the Strategic Plan's Pillars. MDFL faculty continue to demonstrate leadership in their discipline through scholarly and creative activities, including conference presentations, guest lectures, peer-reviewed publication, translations, audiovisual poems, and mixed-media art. Several faculty members have also served in leadership roles within their professions as editorial board members for an academic journal, article peer reviewers, or co-directors of a translation group.

MUSIC, THEATRE AND DANCE DEPARTMENT



Academic Excellence

The Department of Music, Theatre and Dance (MTD) operates as one unit. Each of the three programs contains unique requirements and courses, yet we share students and faculty on many collaborative projects. The Jackson Music Program includes internships for Music Education, Music Technology, and Music Therapy majors. The Bobbi Biron Theatre Program and Dance Program also include internships and are proud of the flexibility provided to students to pursue the areas they are most interested in through independent studies, practicums, special topics, and seminar classes expanding beyond our regular course offerings. Academic Year 2025-26 included experiential, hands-on learning seminar courses in Hip Hop, Six Viewpoints (for the second time), Psychophysical Performance, and Advanced Scene Design; a special topics course in dramaturgy; and an Independent Study in Costume Design.

Jan Schreiber is currently developing partnerships for our new B.A. in Music Therapy Program. Music Therapy requires an extensive amount of practical experience leading up to certification. Within the music education internship, candidates are often observed by education leaders, which then leads to job offers. The music education program continues with a 100% job placement rate in music education.

Student Support and Success

All programs continue to provide undergraduate students with the support, skills, and knowledge needed to be successful in their chosen fields. To build a sense of belonging and community, SU Dance Company auditions are held on the first day of classes every fall. On the second day, Theatre and Dance hosted a welcome/welcome back party to all majors, minors, and interested parties, followed by auditions for the first theatre show of the year. All of



these auditions are open to everyone: major, minor, participant, and even community members. Every Music student is assigned to a Music faculty mentor/advisor as soon as they enter the Music Program. They remain with that faculty mentor throughout their education, which helps the faculty member to understand a student's process and their unique needs. We revised and distributed all program track sheets to support monitoring student progress. Another form of support we offer is having students shadow and/or help with professional events that faculty are involved in. Such events include artist-in-residency programs (Louise Anderson), instrumental clinics for junior high and high school students (Dennis Senkbeil, Eric Shuster, and Sachi Murasugi), and working with outside professionals for setting up the technology for productions (Suzanna Mallow).

As students work through the Theatre Program, they are provided with extra-curricular opportunities to work in their areas of interest: stage management, dramaturgy, assistant and associate designers, etc. In fall 2025, the Theatre Capstone Seminar was re-imagined as a student-driven production that performed in December.

In spring 2026, the Sophanes theatre club presented their second-annual 24 Hour Theatre Pressure Cooker performance. This year was especially plentiful for student designers: Morgan Burnett (Sound Design), James Benedict (Lighting Design), and Sierra Wakefield (Costume Design) were joined by a large group of student prop masters, stage managers, dramaturgs, wardrobe supervisors, and similar positions. Students are also encouraged to self-produce: For summer 2025, Grey Reynolds directed *A Girl in School Uniform (Walks Into a Bar)* funded by a student grant. Summer 2026 has two such performances on tap. Theatre continues to do program-wide assessment interviews of our students. These interviews conducted every fall have proven to be an excellent way to keep pace with our students' needs.

Here are additional student and alumni highlights. Dylan Williams (2021), a music educator in Wicomico County, is currently enrolled as an M.Ed. student at SU and is pursuing Level 3 Certification in Orff Instruction as well as organizing an American Orff-Schulwerk Association (AOSA) Chapter on the Delmarva Peninsula. Music Education graduate Adam Beres (2020) earned a Doctor of Music Education (D.M.E.) (2026) from Liberty University. Music Technology majors have been awarded competitive internships for summer 2026. Students from Dr. John Wesley Wright's voice studio continue a tradition of success with regional and national awards in the National Association of Teachers of Singing (NATS) competitions. The Salisbury University Symphonic Concert Band brought world-renown composer/conductor Frank Ticheli to our region. Allison Dinciu (2025) just completed a one-year internship with Perseverance Theatre in Alaska and was invited back for a second year. Grey Reynolds (2026) was accepted

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MUSIC, THEATRE AND DANCE DEPARTMENT



into Columbia University (NY) as a Stage Management M.F.A. student, our second in recent years. James Benedict (2026) is returning to Barnstormers Theatre in New Hampshire for a second season, with an added design assignment this summer before starting at Wayne State University this fall in Lighting Design.

Community Engagement

Community engagement is at the core of the Music, Theatre and Dance Department. Community engagement takes many forms: involving community members in performing ensembles, bringing people from throughout the region to campus for performing events, taking student performances into the community, and **supporting SU campus events**. This year marked the beginning of



the next chapter in the history of the **SU Marching Band** under the direction of **Dennis Senkbeil**. The Marching Band supported various athletic events, both outdoor and indoor, as well as other campus events such as Admitted Student Days, and was invited to attend a **Washington Commanders** band rehearsal. They already have plans for performances for next year that include an exhibition performance at Delmarvacade, a local high school marching band competition, and adding a half-time show to the pre-game shows for football games. They are on track to double their enrollment for 2026-2027.

With over 10,500 tickets sold across 47 distinct productions (a total of 65 performances), we only have space to highlight a few events. We staged a modern adaptation of Shakespeare's *Much Ado About Nothing*, directed by **Jamie McKittrick**, who offered the Six Viewpoints community practice Saturday afternoons throughout the academic year, and directed the highly popular musical *Into the Woods*, with musical direction by **Dr. William Folger**. For its 40th season, **Salisbury Symphony Orchestra** premiered *Suspension Bridge* composed by local composer Lila Quillan with the violin solo performed by Leonard Fu. Visiting Professor **Jess Shoemaker** directed *The (Curious Case of the) Watson Intelligence*. SU Dance Company, under the artistic direction of **Sammy Reyes**, produced a fall concert of student choreographed pieces and a spring concert of pieces choreographed by visiting artists, who also taught masterclasses that were open to the public. Under the direction of **Jerry Tabor**, the **jazz band** concerts were a collaboration with Art faculty **Jeanne Anderson's** and **Cara Wade's** Digital Photography class students who created the images projected during the performance. **Jan Schreibman** (Music Therapy) and **Suzanna Mallow** (Production Director for Music Program)

collaborated to provide immersive experiences for the campus and community with binaural beats and soothing images provide a space for relaxation and enhanced focus during the stressful ends of semesters.

Responsible Stewardship

All our purchases are reviewed internally for their broad reach across programs and their financial investment versus value. Theatre had a second successful Flash Fundraiser in recent years, with over \$10,000 raised to purchase new communication headsets for the Fulton Hall Black Box Theatre and a \$5,000 matching donor stepping up for Giving Day 2026.

The Marching Band received a Green Fund Grant for solar generators to power all audio components used on the field. This grant was written and submitted by students Brodie Diamond and Trent Whittington under the guidance of Suzanna Mallow. Students Lizzie Thornton and Shawn Smith worked with Mallow to submit a Sustainability Grant application. The awarded grant funded new projectors for the Jackson Family Auditorium that are lower in wattage and more efficient. Faculty grants were also awarded to John Wright and Jerry Tabor for professional development activities. Dennis Senkbeil partnered with Mardela Middle and High School in bringing renowned composer/director Frank Ticheli to campus. Students in Mardela's Concert Band had a rare opportunity to work with Dr. Ticheli on music they programmed for their spring concert. This partnership significantly decreased SU's cost while benefitting a local education association, and three other regional high schools made the trip to campus to attend the SU Symphonic Concert Band performance under the direction of Frank Ticheli and Dennis Senkbeil.

PHILOSOPHY DEPARTMENT



Academic Excellence

In the Philosophy Department, our faculty maintain a robust commitment to research, service, and teaching. Here are some highlights from this past year: **Joerg Tuske** conducted research on Indian philosophy during a fall 2025 sabbatical at the Library of Congress, Dongguk University, and the Afrika-Asien Institut at the University of Hamburg. **Cristina Cammarano's** paper, "Being Saved by a Dolphin: Insights from the Ancient Mediterranean World on Teaching and World Traveling," was selected for a prestigious general session at the March 2026 Philosophy of Education Society Conference – an honor given to only three papers annually. **Grace Clement** was interviewed for the podcast *Animal Rights: The Debate*, and published a chapter, "Allowing Thought to Flow Where It Is Needed: Mary Midgley on Animals in Philosophy" in the book *Animal Thinkers*. **Timothy Stock** delivered an invited presentation, "Engaging Communities Locally and Beyond through Public-Facing Philosophy," at the 2025 Society for Phenomenological and Existential Philosophy. Yujia Song published "Against a Communitarian Theory of Aesthetic Value: A Response to Riggall" in *The Journal of Aesthetics and Art Criticism*.

Student Support and Success

Our program holds the **Essential Employability Qualities Certification**, highlighting our commitment to individualized mentorship. Our majors actively engage in professional development, recently attending the 36th Undergraduate Philosophy Conference at the University of Delaware, chaperoned by Grace Clement and Cristina Cammarano.

Five students were inducted into the Phi Sigma Tau International Honor Society, and senior Levi Cavaleri received the Philosophy Major Outstanding Student Award. Our

alumni consistently distinguish themselves in professional fields and graduate schools, proving the immense real-world value of an SU philosophy degree. Kimberly Arriaga Gonzalez (2021) completed a fully funded M.A. in Latin American Studies at Stanford University. Christian Pace (2020) finished his first year of a fully funded Ph.D. in Philosophy at Florida State University. Samantha Lokey (2023) completed an M.A. in Philosophy at Florida State University. Carly Nascimbeni (2022) completed her M.A. in Public Policy at American University and now serves the local community working for the Department of Health in Somerset County. Haley Taylor (2022) earned her J.D. from Emory University with an emphasis on public health.

Community Engagement

In November, the Eastern Correctional Institution (ECI) hosted the Fifth Annual ECI/SU Ethics Bowl Scrimmage, pairing three teams from ECI against SU's Ethics Bowl team for a day of conversation around today's pressing ethical issues (restrictions on high-sugar SNAP purchases, juvenile life without parole, "golden ticket" visas, and the ethics of using live animals in artworks). The event was organized and coached by Timothy Stock with assistance from SU alumna Emily King and judged by Fulton School **Dean Maarten Pereboom** and SU colleagues Bibiana Koh, Tiffany Arrington, and Sheree Satchell.

In the fall, our Maroon and Gold Ethics Bowl teams, coached by Grace Clement, competed in the Regional Intercollegiate Ethics Bowl. In the online competition, the Gold Team finished sixth out of 16 teams. In the Chesapeake competition at the University of Maryland at Baltimore County, the Maroon Team finished fourth out of 16 teams. The Maroon Team made it to the semifinals and just missed qualifying for the national competition (the top three finishers were invited).

The **Young Thinkers Club** met every other week in spring 2026. Children aged 5-8 played games, talked, and engaged in activities to exercise critical thinking skills while having fun. The club was led by Cristina Cammarano and students from her SU First Year Seminar in partnership with the Wicomico Public Library.

Our **Philosophy Cafés** continued to meet monthly at the Newton Community Center. A friendly space for exploring diverse viewpoints, the café aims to facilitate genuine dialogue, mutual understanding and self-reflection among the Salisbury community. Sessions are moderated by Yujia Song and SU Philosophy students.

Responsible Stewardship

This year, we taught 2,514 credit hours with a Student Credit Hours per Full-Time Equivalent Faculty of 551, well above the institutional average of 424. We offered five sections of our very popular First Year Seminars: *Imagine This Is Our World: Philosophy and the Graphic Novel*; *The Beginning: Childhood, Philosophy, and the Meaning of Life*; and *Human-Animal Studies*. In spring, we hosted the **46th Annual Philosophy Symposium** on the theme "Can Democracy Deliver Justice?," with philosopher Olúfemi O. Táíwò (Georgetown University) and journalist Abigail Higgins (*The 51st*) to discuss the relationship between democratic practices and our capacity to address injustice. This event drew a large audience of alumni, students, and community members for a day of dialogue and reflection. At the symposium, we unveiled a Philosophy Little Free Library as part of the university's centennial celebration. The library was featured on the local news segment, *The Brightside: SU philosophy department shares free books with the community*, on March 24, 2026.

POLITICAL SCIENCE DEPARTMENT



Academic Excellence

The **Political Science Department** comprises the **Political Science (POSC)** and **International Studies (INTL)** programs. These programs empower students to think critically about public affairs – at the local, national, and global levels – and to act effectively through the political process. At a time of democratic backsliding and war, the Political Science Department's mission has become as crucial as ever.

In addition to supporting POSC and INTL majors and minors, POSC **faculty** also contribute to several interdisciplinary minors within the Fulton School of Liberal Arts, including **Africana Studies**, **Asian Studies**, **Middle East Studies**, **Latin American Studies**, and **Law, Justice, and Advocacy**.

Student Support and Success

This academic year, POSC and INTL majors continued to distinguish themselves. They participated in **internships** with the Maryland General Assembly and **The Washington Center**; completed civic engagement projects through the **Presidential Citizens Scholars Program**; won nationally competitive awards, including the **Fulbright Award**; and were accepted into selective graduate and law school programs. Students also engaged in experiential learning and high-impact practices through the **clubs** that POSC faculty advise. The Mock Trial Team participated in **its first competition**. The **Model United Nations** delegation returned to New York City for **its ninth national Model UN conference**,

where it represented Yemen on various UN committees and visited the UN Headquarters. In addition, the **Political Science and International Studies Club** continued to host events for students across campus that fostered civil conversations about politics in the news.

Community Engagement

The Political Science Department spearheaded efforts to organize the “Guardrails Against Racial Supremacy” panel discussion. This event, which was moderated by students in the Political Science and International Studies Club, featured faculty presenters from across the Fulton School who analyzed different aspects of racism and identified strategies for confronting it. In attendance were over 150 members of the campus community.

Responsible Stewardship

The Political Science Department seeks to nurture its relationship with alumni. To that end, it hosted an alumni reunion to celebrate the 50th anniversary of the **POSC Internship Program**. More than 40 intern alumni returned to campus to hear from **Professor Emeritus Dr. Harry Basehart**, who first created the program; **Dr. Adam Hoffman**, the current POSC internship coordinator; and the distinguished guest speaker, **Dr. Mileah Kromer**, an expert on Maryland politics and public opinion.

The Political Science Department also hosted a dinner reception during finals week to celebrate graduating POSC and INTL seniors and to recognize the recipients of the **Justin Y. Shen Memorial Award**, which is awarded annually to exceptional POSC and INTL graduates.



PSYCHOLOGY DEPARTMENT

2026 Psi Chi Induction and Annual Awards Ceremony

Department of Psychology
Salisbury University
April 25, 2026
5 – 7pm



Academic Excellence

The **Psychology Department** remains the largest department in the Fulton School, serving 616 students, including 404 majors and 232 minors (206 **Psychology**, 23 **Cognitive Science**, and 3 **Gerontology**). The department offers a rigorous **curriculum** spanning cognitive and brain sciences, developmental psychology, social psychology, and clinical psychology. This year, the department revised the **Gerontology Minor curriculum**, creating a more interdisciplinary course of study and continued its commitment to diversity by requiring all psychology majors to complete a diversity-focused course. The department also contributes substantially to the university's **General Education** curriculum, with courses approved or under review in four General Education categories, in addition to the First-Year Seminar, Fact or Fiction? Pseudoscience, Conspiracies, and Misinformation. Transformational learning remains a priority through internships, undergraduate research, and community-based learning.

Student Support and Success

The department engaged students through Psychology Forums, including focus on research, internship, and career pathways. Student learning was highlighted through the biannual Psychology Fair, featuring student presentations on topics such as cognitive aging, climate change, and artificial intelligence. Faculty actively supported student success through research mentorship. Faculty and students presented at the **Eastern Psychological Association Conference**, the **Salisbury University Student Research Conference**, **Salisbury University's Summer Student Research Showcase**, the **National Conference on Undergraduate Research**, the **National Multicultural Conference and Summit**, and the **Dallas Development, Aging, and Cognition**



Conference. The department inducted 49 students into the **Psi Chi International Honor Society** and recognized outstanding achievement through departmental awards. Several graduates were accepted into master's and doctoral programs.

Community Engagement

The department continued its strong tradition of community engagement. In October, the department hosted a **World Mental Health Day** event focused on "Access to Services: Mental Health in Catastrophes and Emergencies." **Dr. Michele Schlehofer** partnered with the **Office of Inclusion, Access, and Belonging**, to organize the **Symposium on Transgender Care and Experience** and coordinated a screening of the documentary **Preschool to Prison** and the forum **The Future of Disability Rights: No One Left Behind in 2026**. Students in **Dr. Rhyannon Bemis' Childhood Disorders** course partnered with the **Salisbury Zoo** to organize **sensory friendly** community events. Faculty also contributed significant professional service through organizations, including **GLSEN Maryland**, the **Salisbury Zoo**, **Citizens for Maryland Libraries**, the **Wicomico County Public Library**, and **PFLAG**

Salisbury.

Responsible Stewardship

Psychology faculty played active roles in shared governance and institutional leadership, including the **Faculty Senate**, the **Middle States Working Group**, the **Academic Policies Senate Committee**, the University's **AI Task Force**, and the **Academic Assessment Committee**. **Dr. Rhyannon Bemis** served as director of the Office of Undergraduate Research and Creative Activity (**OURCA**). Faculty maintained an active research agenda, producing scholarly presentations and publications on topics including the scholarship of teaching and learning, LGBTQ+ issues, disability studies, memory and aging, athletic head injuries, and race and racism. These efforts provided research opportunities for 90 students enrolled in faculty-mentored research courses. Faculty also served in leadership roles within the profession as peer reviewers, editorial board members, and committee members for professional associations.



SOCIOLOGY DEPARTMENT



Academic Excellence

The **Sociology (SOCI) Department** nurtures intellectual curiosity and student skills to analyze the broad world of human social behavior, the structure of society, and how people are dynamic agents in making a difference. The **SOCI major** is founded on core theoretical ideas and research approaches, while also including a wide range of topics and institutions that blend with and shape career interests and active citizenship, including social problems, inequality, health, the environment, education, crime and criminal justice, law, conflict and peace, gender, the family, racial and cultural minorities, immigration, population change and resource consumption, aging/gerontology, culture and communities, and globalization. The department also provides curriculum for 13 majors and 20 minors in the liberal arts, natural sciences, health, and social services fields.

Student Support and Success

The department's **faculty** design and implement **curriculum** that supports these majors and minors while also contributing significantly to the university's **General Education** program, as the vast majority of SOCI courses fulfill at least one Gen Ed requirement. In the process, 3,207 credit hours were generated in the 2025-26 academic year – the second most per full-time faculty member for departments in the Fulton School of Liberal Arts and nearly 50% above the SU institutional average. In SOCI courses, students develop abilities to deeply understand human social behavior and the structure of society, effective communication and collaboration, fluency in diversity, equity, and inclusion, critical thinking and problem solving, and data literacy and research skills. Many SOCI courses also include some form of **experiential learning**. The department also celebrated graduating seniors through its annual Sociology Senior Celebration,

recognizing their accomplishments both inside and outside the classroom.

Community Engagement

SOCI students take part in a wide range of community engagement efforts, from participating in clubs and organizations that promote racial equality, sexual violence prevention, health/well-being, and environmental awareness to supporting community infrastructure rehabilitation, providing legal assistance to low-income people, aiding the unhoused, tutoring local youth, promoting civil rights in Maryland, managing community art spaces, mentoring youth in recreation programs, and more. Such efforts are incorporated as applied and experiential learning options in many SOCI courses. SOCI faculty are also highly active members of the university community, serving on shared governance bodies and committees and participating and presenting in panels and workshops that address vital and timely social issues. Beyond the university, faculty work with public and private initiatives to support and strengthen social and health justice, relationship building, and social networks.

Responsible Stewardship

SOCI faculty publish in academic peer-reviewed publications and community media. Their vital work in teaching and community engagement embodies the scholarship of teaching and learning and applied scholarship. This work contributes to the university's aim "to ensure [that our] capacity is focused on student success, academic quality, and regionally engaged work," as a part of the university's stewardship for a strong future.



INTERDISCIPLINARY STUDIES PROGRAM



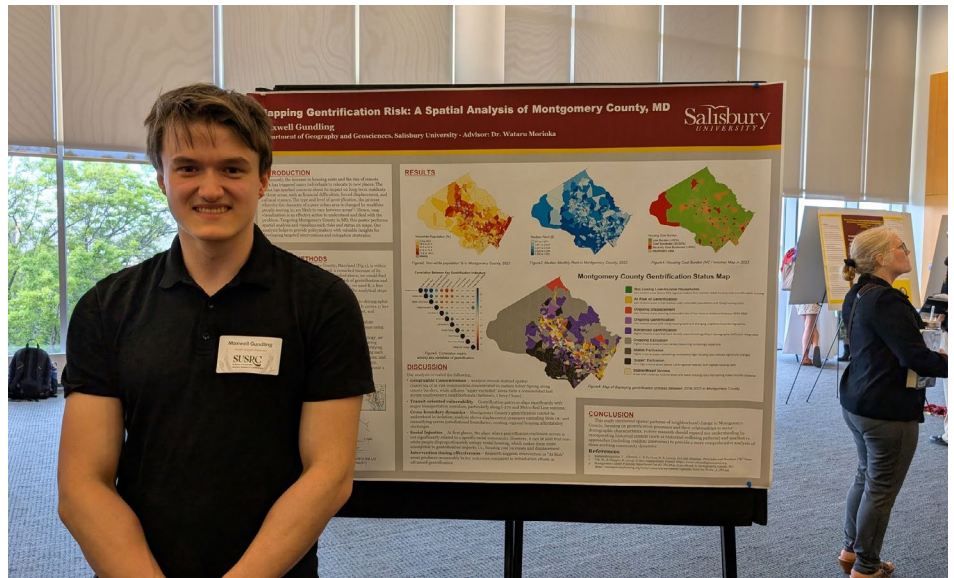
Academic Excellence

Interdisciplinary Studies (IDIS) provides four major concentrations: **Individually Designed (INDV)**, **Africana Studies**, **Anthropology (ANTH)**, and **Gender and Sexuality Studies**. There were 97 students enrolled in these programs; 53 of whom graduated by the end of the year. The minors associated with these concentrations served an additional 17 students, 5 of whom graduated. Our graduates are going on to employment or the pursuit of advanced degrees in a wide range of fields, and our **internships** have led directly to a number of job offers. One particularly notable example of the latter was in the field of cybersecurity.

Beyond this, IDIS oversees a set of inherently interdisciplinary **minors**: five in Area Studies (African, Asian, European, Latin American, and Middle Eastern) and seven Meta-Minors (Cognitive Science; Ethnic and Global Literature; Health Humanities; Law, Justice, and Advocacy; Nonprofit Leadership; Religious Studies; and User Experience). We have 136 students in these minors, 35 of whom graduated this year.

Student Support and Success

Amid these **diverse offerings**, the one chosen by most students is the **Individually Designed** concentration, which allows students to **build a course of study** specifically tailored to their interests and goals. In some cases, students arrive with unconventional goals; in others, students unsatisfied with other programs can marry their passions to new angles of approach. Program Specialist **Catherine Jackson's** masterful advising of most of these students has shown them alternative paths to academic success, and new course modalities are being developed to assist those who have left the region but still require a course or two to complete their degrees. All students can select from a long, varied list of IDIS **experiential learning** opportunities.



Community Engagement

IDIS **faculty and staff** teach and participate in community engagement in many ways. IDIS Full-Time Lecturer **Ryan Weaver** not only participates in service learning and civic engagement conferences, but he also teaches a **First Year Seminar** in leadership for IDIS and the courses in the **Presidential Citizen Scholars** program. He has been appointed as a Faculty Fellow for the **Center for Student Leadership and Involvement** and chaired the group seeking a **Carnegie Classification for Leadership for Public Purpose** for SU. Catherine Jackson is very active in the Interdisciplinary and Individualized Major Programs Network (**IMP**), presenting and serving as a panelist on advising and assessment during their annual conference. Several of our students had presentations or posters at the 2026 **SU Student Research Conference**, including Erin Record (INDV), Leah Letterman

(ANTH), and a recent graduate now in SU's Geographic Information Systems Master's Program, Maxwell Gundling (ANTH).

Responsible Stewardship

The program provides students with opportunities to gain knowledge and skills that will enable them to work across the boundaries between conventional departments and fields. These capabilities are critical in today's rapidly changing world, not only to deal with widely acknowledged "wicked problems" requiring holistic solutions, but also workplaces that are being radically reshaped by generative **AI**. IDIS does this work by drawing on faculty based in academic departments across the university, flexibly aligning their competences to provide expert instruction for students as well as wider communities of practice for faculty.

BOSSERMAN CENTER FOR CONFLICT RESOLUTION



Academic Excellence

The **Bosserman Center for Conflict Resolution** is one of only 12 United Nations University Regional Centers of Expertise (UNU-RCEs) in the United States. The UN recognizes the center for its specialization in conflict prevention and creative problem-solving, as well as its services, programs, and projects. The center serves students, faculty, staff, and community members through conflict intervention **services** delivered via a “teaching hospital model,” meaning we blend education, research, and applied services. This model provides students with mentored, supervised opportunities to engage in a wide range of conflict intervention roles and activities focused on real-world issues. Student engagement is at the core of the center’s experiential learning approach, which provides free services to fellow students and community members.

Student Support and Success

Students are trained in a wide range of processes, including mediation, facilitation, conflict analytics, and dispute systems

design. These professional and life skills are applied across a wide variety of settings, helping individuals and organizations prevent, manage, and resolve a host of conflicts. To address financial barriers to participation, the center once again raised over \$25,000, most of which will go toward student scholarships. In addition, starting in fall 2026, the center will launch the **Dr. Arun Gandhi** Memorial Scholarship for three upper-class students majoring in conflict analysis and dispute resolution. This scholarship is named after the grandson of **Mahatma Gandhi**, who worked with the Bosserman Center for 23 years until his passing in May 2023.

Community Engagement

The center actively engages students in structured experiential learning opportunities on campus, in the local community, and around the world. Center **members** participate in community events to highlight services and provide students with more opportunities to interact with businesses, nonprofits, and local and

state agencies. The center also conducts conflict mitigation research with students on real-world issues. One notable example is a student group, mentored by center staff, that won a bid with the Department of State Global Governance **Diplomacy Lab** to conduct research on “Coordinated International Humanitarian Assistance” for vulnerable civilians in Ukraine. Two on-campus opportunities were sponsored by the center this year. In the fall, we hosted a one-day meeting with members of the Maryland State Bar Association’s Alternative Dispute Resolution (**MSBA-ADR**) committee. The highlight of the meeting was students meeting one-on-one with a member of the MSBA’s Board of Governors to discuss careers in the areas of access to justice and alternative dispute resolution. In the spring, the center hosted the Delmarva Alliance of Adaptive Practitioners (**DAAP**) annual conference. Students interacted with more than a dozen representatives of environmental groups on the shore and presented their field research to the group.

Responsible Stewardship

Through the UNU, the center provides a unique value-added opportunity by hosting the Bosserman **UNESCO Fellowship**. Twenty-five students addressed one of the UN’s 17 **Sustainable Development Goals** by creating campus- or community-based projects to advance these goals. These high-impact projects have had immediate and lasting effects on numerous communities. Lastly, the center hosts the **One Person Can Make a Difference** lecture series. In the spring, the center hosted **Descendants of Destiny**, where students and community members listened to and interacted with the grandchildren or great-grandchildren of Mahatma Gandhi, Prime Minister Winston Churchill, President Truman, and Prime Minister Tojo.



INSTITUTE FOR PUBLIC AFFAIRS AND CIVIC ENGAGEMENT (PACE)



Academic Excellence

Though not an academic department, the Institute for Public Affairs and Civic Engagement (PACE) hosts a suite of excellent academic offerings buttressed by eight PACE courses. It is home to the nation's largest **Nonprofit Leadership Alliance** program, which recorded the country's highest Certified Nonprofit Professional (CNP) enrollment for four consecutive years (2023-2026) and enrolled 242 students with 101 certifications completed in spring 2026. The newly launched **Nonprofit Leadership** minor adds a formal credential, with 12 students declared as of spring 2026. PACE also developed a new model for **Democracy Across the Disciplines** (DATD) that lets faculty integrate the annual lecture series and earn the Civic and Community Engagement (CCE) **General Education** tag rather than requiring separate course redesign. Together, these offerings extend learning across the curriculum.

Student Support and Success

PACE programs provide new opportunities for students to learn about themselves, their communities, and how to work for positive change through democratic processes. The **Presidential Citizen Scholars** (PCS) program delivers a three-semester sequence of civic-engagement training and applied experience (PACE 211, 311, and 411), currently serving 18 scholars in the 2027 cohort and 14 in the 2026 cohort drawn from 25 different majors. Scholars pair coursework with **AmeriCorps** service and community-engaged projects, and the program continues to produce scholarly work. The new Community Language Assistants program places bilingual and trilingual SU students in sheltered multilingual-learner classes at Bennett Middle School, advancing student development while meeting community language-access needs. Across these programs, students function as practitioners rather than passive participants.



Community Engagement

The core of PACE programming, **community engagement** was recognized this year with the renewal of Salisbury University's **Carnegie Elective Classification for Community Engagement**, now held through 2030. The reviewing body commended the university's values-driven approach and identified PACE as a meaningful, centralized hub for engagement. Reviewers noted that community-engaged learning is embedded across nearly all academic departments and that faculty participation is actively supported through incentives and professional development; they also flagged targeted areas for future strengthening, including centralized data infrastructure and program-level outcome evidence. Within this portfolio, **SU Votes** anchors the university's nonpartisan voter registration and education work and sustains SU's standing as an "All In" campus. Election programming for the fall 2026 midterms – three candidate forums and a DATD election preview – is in preparation.

Responsible Stewardship

PACE also continues to operate the largest AmeriCorps program in Maryland. **ShoreCorps** places members at nonprofit and government partner sites across the Eastern Shore, providing more than 70,000 hours and over \$2,000,000 in positive

economic impact. Beyond direct service, PACE strengthens the regional nonprofit sector through the Nonprofit Circle, a monthly convening with the Community Foundation of the Eastern Shore and United Way focused on sector issues and relationship-building. PACE also co-organizes the annual regional **Nonprofit Summit**, held April 24, 2026, which convenes 150 professionals from community organizations. The Summit ran the day after the **PACE Showcase**, which featured presentations from eight student and faculty groups, and three community partnership awards. This work positions the university as durable infrastructure for the regional nonprofit economy.



CULTURAL AFFAIRS



During the 2025-2026 season, the Office of Cultural Affairs presented a dynamic and expansive lineup of programming that reflected both artistic excellence and a strong commitment to education and community engagement. Over the course of the year, we produced 22 performances by visiting artists and companies, alongside six interactive workshops, five lectures, three film screenings, and two creative movement programs. In total, we hosted more than 100 visiting artists from around the world and welcomed over 4,000 audience members from across the region.

A major highlight of the year was the continued success of our Cultural Fellowship Program, which graduated its second cohort in May 2026. Fellows were recognized with Silver, Gold, and Double Pinnacle cords, marking their achievement and engagement in the arts. Audiences and community members were also encouraged to explore the breadth of our programming through past and present issues of *Panorama*, our cultural magazine and calendar.

This season was especially meaningful as we celebrated Salisbury University's Centennial. Programming began in early September with a special presentation by the Peacherine Ragtime Society Orchestra, who performed a live accompaniment to Harold Lloyd's silent film *The Freshman*, bringing its original score to life. During Homecoming Week, SU alumnus and hip-hop artist Wordsmith returned to campus for a residency that included a public performance and two in-class presentations, deepening student engagement through direct artistic exchange.

Centennial programming continued through our Global Experience Series, which highlighted SU's longstanding commitment to global diversity in the arts. This curated series featured a rare U.S. appearance by the iconic Afro-Brazilian carnival group Ilê Aiyê, a performance by Colombian cumbia heir Yeison Landero, and *Rumi's Voice* by Bosnian

Mesudiya Ensemble – an evocative exploration of Islamic mysticism through Sufi music and whirling. Together, these programs offered audiences unique opportunities to experience artistic traditions from around the world.

Our focus on global perspectives extended into the Lab Series, which emphasized experimentation and interdisciplinary practice. Featured artists included the digital Sufism duo Zelzeleh, who also led a workshop for Music Technology students, and the Yemeni futurist electro-folk trio El Khat, who engaged students through an instrument-making workshop. The season concluded with an energetic performance of West African music by Dogo du Togo and the Alagaa Beat Band, alongside a creative movement series offering QiGong lessons that promoted wellness and embodied practice.

The New Visions Series showcased contemporary practice and innovation, including a performance by The Stephen Philip Harvey Big Band, presenting original compositions inspired by comic books, and a high-energy performance by The Missing Element and Beatbox House, highlighting world champion beatboxers and street dancers.

In partnership with World Artists Experiences, we hosted internationally acclaimed performers such as The Bulgarian Duo, who presented a recital of Bulgarian classical music, and the Brazilian trio Cia Armorial, who performed colonial-era folk traditions. These collaborations expanded the global reach and artistic diversity of our programming.

Our Peter and Judy Jackson Chamber Music Series featured an array of distinguished artists from local, regional, and international contexts. Performances included the Eastern Shore-based Still Waters Trio, Jonathan Zapuche, the Washington, D.C.-based Nickel and Dvořák Flute and Harp Duo, and internationally recognized guitarist Łukasz Kuropaczewski. Each program offered a

thoughtful balance of historic repertoire and contemporary works, enriching the cultural landscape of the region.

The Centennial theme continued through the Wroten Piano Series, which featured acclaimed pianist Anthony de Mare. His performance included selections from *Liaisons: Reimagining Sondheim from the Piano*, paired with works by influential American composers of the past century, demonstrating the evolution and reinterpretation of the piano tradition.

In addition to presenting touring artists, the Office of Cultural Affairs prioritized collaborative programming aligned with heritage and cultural observances. In celebration of Hispanic and Native American heritage months and Black History Month, we partnered with campus and community organizations to present a range of programs. These included salsa dance lessons and a Day of the Dead event in collaboration with the Organization of Latin American Students, as well as Native American Heritage and Black History Month programs supported by SU's Office of Inclusion, Access, and Belonging. Highlights included a visit to the Handsell House and a lecture by Ashley Minner honoring Native American heritage, and a screening of *Farming While Black*, presented in collaboration with the Environmental Studies Department and sponsored by a grant from The Campbell Foundation. The screening featured participation from both the film's director and its subjects. The season also included a lecture by Brandon Bell, the muralist behind the Frederick Douglass mural in downtown Salisbury.

Through these diverse and interdisciplinary offerings, the Office of Cultural Affairs continues to serve as a vital hub for wide-reaching artistic engagement, cultural exchange, and educational enrichment, supporting both the university community and the broader region.

SU ART GALLERIES



During this year of programming, **SU Art Galleries** (SUAG) welcomed over 3,800 visitors to our three spaces and served more than 100 artists across 10 exhibitions. Our 2025-2026 exhibition season took an expansive view of **SU's Centennial** year, highlighting the talents of SU faculty, students, and alumni alongside exhibitions that examined significant cultural shifts and movements over the past century.

Our **exhibitions** opened with *Heidi Hogden: Becoming Animal* in Gallery 128, where the artist's work explored the dialogue between human existence and the natural world. In the University Gallery, we presented *Natural Growth Process*, featuring notable regional artists Alex Epstein, Katherine Tzu-Lan Mann, and Jenny Walton. This exhibition celebrated the creative process, everyday life, and transformation despite obstacles and constraints. The Galleries also marked SU's Centennial with a Centennial Alumni Exhibition in the Downtown Gallery, highlighting the accomplishments of distinguished alumni.

Later in the fall, Gallery 128 hosted *Iyasasa* by Nami Oshiro, presenting work influenced by her Okinawan-Japanese background. In November, we mounted the expansive historic DC punk exhibition, *Hard Art DC 1979*, in the University Gallery, with programming across campus. Curated



by Jayme McLellan and drawn from the associated book of the same name, the exhibition featured iconic photographs and film, complemented by a dynamic series of events. These included artist talks by photographer Lucian Perkins and graphic designer Nick Pimental; a performance by Hammered Hulls with a pre-concert conversation featuring punk musician Alex MacKay and **SU English Professor John Nieves**; and a screening of *Punk the Capital*, followed by a discussion with director James June Schneider. Together, the exhibition and its programs offered an authentic view of the DC punk movement and its lasting global cultural influence.

In collaboration with SU's **Office of Cultural Affairs**, SUAG also produced a centennial fundraiser, *I Feel Love – A Disco Dance Party*, which featured a silent auction, a best-dressed contest with prizes, a signature cocktail, and a dance floor complete with mirror balls and DJ Lola Kinks spinning vinyl from the disco era.

Centennial programming continued in the spring semester with *Orchard* by SU Sculpture Professor and **Art Department Chair Bill Wolff**, featuring sculptures created from wood the artist grew or collected, as well as public works developed during a residency in Japan. A Centennial Faculty Exhibition, curated by independent curator

Sarah Tanguy, explored themes of growth and transformation appropriate to the milestone year. Laura West's *Across the Ocean and Back* reflected on her Romanian experience during two Fulbright research fellowships, merging traditional sculptural practices with advanced 3D printing technologies.

We concluded the season with *Surveying Post Identity*, curated by SU Painting Professor **Jinchul Kim**. This exhibition examined postmodern concepts of shifting personal, social, and cultural definitions, inviting viewers to reconsider how identity is shaped and how belonging, difference, and transformation are expressed in an interconnected world.

Additional SUAG programming included artist talks by Michael Szabo, Mike Pugh, Lely Constantinople, Stephanie Williams, Robert Gerhardt, Brandon Bell, Jonna McKone, Halsey Berryman, and Triple Candie curators Shelly Bancroft and Peter Nesbett, further enriching the educational and community engagement mission of the Galleries.

A long-standing SU tradition, the 72nd and 73rd **Senior Exhibitions** for Fine Arts and Graphic Design were presented in both the Downtown and University Galleries, coinciding with a record number of graduating art majors. These capstone exhibitions, part of the Senior Exhibition course led by Professor Jinchul Kim, achieved record attendance and sales while providing students with an opportunity to showcase their artistic development and gain hands-on experience in the planning and execution of a professional exhibition.

Together, SUAG's exhibitions and programs this year demonstrated a strong commitment to artistic excellence, education, and community engagement while honoring the University's centennial through a thoughtful exploration of both its legacy and the broader cultural landscape.



FULTON ANNUAL GIVING



GIVING DAY

This year's **Giving Day** once again showcased the generosity of the Salisbury University community, as Sea Gulls everywhere came together to support students and programs across campus and unlock matching gifts and challenge funds for their favorite areas. Here are some Fulton School highlights from 2026:

- For the fifth consecutive year, the **Fulton School** had the most donors of SU's schools and colleges, earning an additional \$500 award to support the Fulton School Scholarship Fund.
- Fulton School programs and scholarships received more than \$69,000 from 301 gifts, including matching and challenge gifts.
- Matching gifts were pledged for several Fulton areas, including Music, Theatre and Dance; Philosophy; Political Science; the Sea Gull Marching Band; Cultural Affairs; History; Modern Languages and Intercultural Studies; and the Bosserman Center for Conflict Resolution.
- Fulton leadership once again encouraged participation through donor challenges. **Associate Dean Chrys Egan** offered a \$500 match for Fulton faculty and staff gifts, while **Dean Maarten Pereboom** provided a \$1,000 challenge gift unlocked through donor participation.

Flash Fundraiser

The Department of Music, Theatre and Dance raised \$10,290 from 53 supporters during a 24-hour Flash Fundraiser in October 2025. Gifts included a \$5,000 challenge gift from the Getka Family Foundation and supported the purchase of new wireless intercom systems to improve backstage



communication during live performances, enhancing coordination and production quality for performers and crew members. Thank you to everyone who continues to support the Fulton School and Salisbury University students.

Give Here:



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Fulton is home to the arts, humanities, and social sciences.

The Fulton School is home to these undergraduate majors:

- Art (B.A. and B.F.A.)
- Communication
- Conflict Analysis and Dispute Resolution
- English
- English to Speakers of Other Languages/ K-12 Certification
- Environmental Studies
- French
- History
- International Studies
- Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre
- Interdisciplinary Studies:
 - Africana Studies
 - American Studies
 - Anthropology
 - Gender and Sexuality Studies
 - Individually Designed (B.A. and B.S.)

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- Conflict Analysis and Dispute Resolution
- English
- History
- Public Communication

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Fulton School of Liberal Arts

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FULTON AT A GLANCE

FULTON MAJORS

- Art (B.A. and B.F.A.)
- Communication
- Conflict Analysis and Dispute Resolution
- English
- English to Speakers of Other Languages/ K-12 Certification
- Environmental Studies
- French
- History
- Interdisciplinary Studies (B.A. and B.S.)
 - Africana Studies
 - American Studies
 - Anthropology
 - Gender and Sexuality Studies
 - Individually Designed Track
- International Studies
- Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre

MASTER'S PROGRAMS

- Conflict Analysis and Dispute Resolution
- English
- History
- Public Communication

POST-BACCALAUREATE CERTIFICATE PROGRAM

- Teaching English to Speakers of Other Languages

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FULTON MINORS

- African Area Studies
- Africana Studies
- American Studies
- Anthropology
- Applied Linguistics
- Art
- Art History
- Asian Studies
- Business and Professional Writing
- Cognitive Science
- Conflict Analysis and Dispute Resolution
- Communication
- Comparative Literature
- Creative Writing
- Dance
- English
- English to Speakers of Other Languages
- Environmental Studies
- Ethnic and Global Literatures
- Ethnic and Intercultural Studies
- European Studies
- Film
- French
- Game Design
- Gender and Sexuality Studies
- Gerontology
- Health Communication
- Health Humanities
- History
- International Studies
- Latin American Studies
- Law, Justice, and Advocacy
- Media Production
- Middle East Studies
- Multimedia Journalism
- Music
- Music Production
- Nonprofit Leadership
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Sociology
- Spanish
- Theatre
- User Experience
- Writing and Rhetoric



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MAJORS



40+
MINORS



15:1
student/faculty
ratio

4 GRADUATE
PROGRAMS



4 ART
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