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The Exchange is published twice a semester.

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We'll Meet Again

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

What an incredibly tough year it has been.

Earlier this year, senseless acts of vandalism threatened members of our community and assaulted our values. Now we are sheltered in place amidst a global pandemic, working hard to sustain classroom instruction and the wonderful range of experiential learning opportunities that engage the wider community, without setting foot in a classroom or venturing out any more than we need to sustain life.

So many of the activities and events we had planned for spring have had to be canceled or postponed, and, especially as we think about our graduating seniors, those experiences just can't be made up or recovered. We all have become adept at Zooming, but it is not the same when it comes to the social interactions we enjoy and need.

So, we are sad, and we can let ourselves be sad about that. But we will do what we can to make up what we can to our students who have missed out on so much this spring, including an extra meaningful commencement celebration for them when we can this fall.

I am also happy, not to mention proud, of the effort we have made to sustain instruction through this crisis. We have not been able to keep everything going, especially where media production and the visual and performing arts are concerned.

That reminds us of the critical role the arts play in building and sustaining community, and they have to be a priority as we make up for lost time. But even there, and in the humanities and social sciences, we have demonstrated a great commitment to our students as we moved online to do what we could to keep education going.

We have learned technologies that we can use moving forward, thoughtfully integrated with a mission that is still built on community



Fulton School Dean
Dr. Maarten Pereboom

and working together face to face.

For me the abrupt shift meant sharing a bit of vulnerability as I futzted with the Zoom controls the first day, but I learned that I could deploy that same vulnerability to engage students to help make things work. And, while I still believe my students can get a lot out of our course on the global Cold War, I have to understand that, as they struggle

with a variety of challenges during this time, I have to be flexible, compassionate and supportive as they follow different paths to the goal.

This crisis, and the isolation it has imposed, also forces us to think about what community and civic life mean. We truly have no choice but to work together, in a spirit of generosity and kindness, to address the devastating economic impact of the pandemic, as well as the inequalities it has exposed.

We also have seen what good political leadership looks like, notably from our own governor, who, with a clear mind, strong heart and encouraging words, works effectively with individuals and agencies to find solutions to the massive problems that face us.

On a more sentimental and historical note, I enjoyed hearing encouraging words also from Queen Elizabeth, going strong well into her 90s. She has seen a lot in her time and 80 years ago offered similarly encouraging words to children (some of them Jewish refugees) sheltering from German air raids as the Second World War made its presence known on the home front.

Stoic and steely resolve in the face of peril at home and overseas made that chapter in its history, albeit occasionally romanticized, Britain's "finest hour." In those days, the iconic song "We'll Meet Again," sung most famously by Vera Lynn, expressed courage and confidence in the face of great uncertainty with an indefinite end.

We will get through this, and we'll meet again.



Language Learning in an Ancient Land: My Experience Studying Urdu in India

By Hira Shahbaz

Growing up in Salisbury in a household infused with Urdu and Punjabi, I always felt a sense of confusion once I left my front door.

With English as the predominant language of my social sphere, Urdu and Punjabi, the languages of my mother and father, seemed to be confined to my house, waiting around uncertainly until I returned. That is, until my fall semester.

In fall 2019, I was awarded the Boren Scholarship to study Urdu in Lucknow, India, for a 12-month duration. With Hindi and Urdu as the predominant languages in the north of India, every snippet of conversation I heard was in a form I both connected with and craved to learn more about.

While in Lucknow, I was enrolled as a full-time language student at the American Institute of Indian Studies (AIIS). Though intensive language study of any kind is demanding, the ability to practice my Urdu skills through different modes improved my proficiency and also allowed me to become a part of the constantly moving, colorful and historic capital that is Lucknow.

Whether I was helping my little host brother with homework or bargaining with a street vendor, I was applying what I had learned in the classroom into the real world.



My interest in visiting India really peaked after I learned about SU's South Asian area studies minor. This minor encourages a pursuit of interdisciplinary courses at SU that all have a regional focus on South Asia.

I have had the ability to further my knowledge of South Asia by taking courses, such as History of India, Short Fiction from South Asia and Indian Philosophy. This minor incorporates a language component to be completed abroad, so you have the opportunity to apply the knowledge you gained from your SU courses abroad while also taking on the beneficial skill of language learning.

A wonderful aspect of both the Boren Scholarship for Urdu and the American Institute of Indian Studies is that they do not require previous language background. My cohort was filled with learners from a variety of backgrounds and levels, and we all improved steadily together. Additionally, the Boren Scholarship provides full funding for study in India, which includes flight fees, accommodation costs and food expenses.

From Mughal Emperor Humayun's Tomb to the Amer Fort in Jaipur to the Taj Mahal, I was struck by the beauty and grandeur of the ancient sites of India. Indian architecture, much like the sub-Indian continent, houses a rich array of diverse styles and forms. During my many ventures into the Old City of Lucknow, I was never unaffected by the exquisite Rumi Darwaza (Rumi Gate).

While in Lucknow, I truly felt appreciative of the achievements and progression of humanity. It's difficult not to be in awe when you are surrounded by structures that span the age of many centuries.

Most importantly, my favorite aspect of India is its culture of hospitality. While interning at the NGO Childline, my director, who knew I was learning Urdu, introduced me to Dr. Sinha, a retired professor of linguistics and Hindi at Lucknow University.

Dr. Sinha is one of the kindest and most sincere individuals I have ever met. Understanding of the challenges that come with being alone in a new country, she provided me mentorship and guidance. Every week, she invited me over for free Hindi lessons and plenty of delicious snacks.



Aminabad Market, Lucknow, India

Her warmth and compassion are not uncommon for the locals of Lucknow. Whether I was finding difficulties in navigating a particular part of the city or facing language barriers, I felt supported by my local community. This is a special component of Indian culture: If you are a guest, you are to be cherished and supported. Your differences are celebrated, and you become a part of a community of empathetic, accepting individuals.

While in Lucknow, my day would entail breakfast with my host family, Urdu lessons at AIIS from 9 a.m. to 1 p.m., visiting markets and walking to the park. I also took yoga lessons and practiced my Urdu by haggling with street vendors in my spare time. I loved being able to tour the city via auto-rickshaws, too.

At the end of the day, my host family and I would eat a home-cooked meal together and converse in Urdu, further improving my speaking ability.

India is a sprawling and lively country. But the very challenges of navigating this society are rewards in themselves. In taking the initiative to travel to a place that requires adaptivity and accommodation, my perspectives and worldviews expanded. I learned the interconnectedness of humanity in a way that changed my life forever.

Fulton Student Advising Goes Online

By John Anello

The Coronavirus (COVID-19) has led to some unique challenges in higher education, including academic advising for thousands of students from a distance.

The SU Academic Advising Center, part of the Academic Affairs Division, is continuing our support of students, providing additional outreach and quickly responding to student, family, faculty and staff concerns.

The Academic Advising Center has instituted Zoom “drop-in” hours Monday-Friday from 8 a.m.-4:30 p.m., during which

time a student can connect with an Advising Center team member. Students can access “drop-in” hours from the Academic Advising Center website, www.salisbury.edu/academic-offices/advising-center, or using the Zoom link found on the website.

In an effort to be more responsive with student needs, SU changed the deadlines of the advising calendar to allow more time for students and faculty to meet to help plan schedules.

Thank you for advising your students online

through GullNet and Navigate and contacting them through email and Zoom.

As we move toward summer, we will continue to support our students by reaching out to those who have not enrolled. We will also support those who wish to add additional courses to their schedules.

We will welcome the Class of 2024 through a virtual orientation experience this summer, and the Academic Advising Center will continue to pre-register new incoming students into their fall courses.

Reflections from Modern Languages

By Aurelie Van de Wiele

With an emphasis on speaking and listening, language courses are particularly tricky to teach remotely.

The faculty in the Modern Languages and Intercultural Studies (MDFL) Department have embraced the challenge, using new technological tools and pedagogical practices to best serve the students. The great majority turned to video conferencing to offer a class-like experience, as MDFL faculty continue to teach synchronously at their assigned class days and times and hold their regular office hours using Zoom.

We noticed that students seem to crave the interpersonal contact that “class time” and Zoom breakout sessions offer, as well as the structure and support that holding regular classes provide.

Some faculty also mentioned the importance of keeping fairly stringent assignment deadlines to help with structure, for which students have expressed their appreciation. Faculty teaching

composition courses have strived to keep the same level of engagement with students’ writing by using the track changes and comments feature on Word to give feedback and for peer review.

One unexpected positive side of remote teaching is that we had to rethink what is most essential for our students to learn and to be creative and precise in our assignments to assess those elements.

MDFL faculty also have enjoyed being creative with their use of Zoom, using screen capture of gallery views, for example, or of Panopto, by dressing up as celebrities related to the culture addressed in the lecture recorded.

We have all made a point to reach out to students that have been struggling with the transition to remote classes, which has been time consuming and has kept us from performing other duties at times.

As the department has been able to adapt in order to continue to offer the best education

possible for its students, this experience also has reinforced our belief that language teaching requires face-to-face communication and a strong sense of community.

Regarding our service, some faculty are still meeting with committees and off-campus organizations via Zoom. Although service remains important, it sometimes feels like overwhelming work considering the extra time and energy that need to be dedicated to teaching and student well-being right now.

When it comes to research, some faculty have been able to complete projects in the last few weeks, but it has been generally difficult to find time or energy to pursue a research agenda, as we have been educating ourselves in the best practices in distance learning.

In addition, conferences have been canceled domestically and internationally, preventing some faculty from presenting their research.

Students Benefit from Discussions on *The Hate U Give*

By Vinita Agarwal’s COMM 248 Spring Class

It is commonly accepted that one should spread love, joy and happiness around for the world to experience. But in Angie Thomas’ book, *The Hate You Give*, she focuses on the social and racial divides that fuel hate in our world today.

Salisbury University students had the opportunity to evaluate and discuss these issues on February 26 at a book discussion in the Guerrieri Academic Commons.

Led by English faculty April Logan, secondary and physical education faculty Erin Stutleberg, and a select few of their own

students, attendees were encouraged to gather in small groups and address the major social issues present in the book.

Participants enjoyed an open discussion on the plot and main messages of the story. This culturally rich discussion inspires openness and promotes interracial awareness of the pure hate that seems to have control over our cities, schools and even homes.

One student commented: “The conversation was really beneficial. The movie and the book were very similar in plot and substance, and they leave an impact that inspires me to make

change for the better in our world.”

A significant part of the multiple events celebrating and commemorating Black History Month on Salisbury University’s campus, this book discussion was an essential happening. SU continues to enrich the lives of its students by providing cultural exposure and encouraging discussion on topics from which we often shy away.



Reflections from Graduating Fulton Student Leaders



Chantess Robinson

Communication Major (Public Relations / Journalism Track); Ethnic and Global Literature and Social Justice Minors

Salisbury University and the Fulton School of the Liberal Arts served as the foundation for me to grow into a life-long learner.”

When I moved from Queens, NY, to attend SU, I had a lot of expectations and hopes, but none of them prepared me to understand what becoming a life-long learner was and how it would change me for the better.

I stepped onto the beautiful campus and arrived at my new home in Nanticoke Hall, where I would later spend the rest of my time at SU as a resident assistant. I was greeted immediately by my Powerful Connections mentor and the members of the Communication Arts (CMAT) Living Learning Community (LLC). It was evident that this school was dedicated to developing me as an individual and as a student.

My communication classes taught me that “one day I would get paid for talking,” which was my CMAT LLC class slogan for the year. It exposed me to the field of public relations and crisis communication, where I could combine my critical thinking and public speaking skills. The professors I encountered helped me challenge myself to work to my full potential.

SU also offered support outside the classroom that was critical to me becoming an agent of change in any community or environment. It was Multicultural Student Services and, most recently, Greek Life, where I applied my knowledge and studies to social justice advocacy through the NAACP student chapter and the Nu Rho chapter of Delta Sigma Theta sorority.

I was heavily impacted by the racist and sexist vandalism that occurred in Fulton’s building, as I was a representation of the complete opposite of what was written and used this to help our community heal. That incident unified the community beyond Fulton Hall.

It was through my expertise from communication classes and my passion for social justice that SU truly cultivated me into learning how to combat hate. SU taught me the importance of inclusivity. SU showed me how to soar.

I am proud to be a graduating Sea Gull and a true life-long learner.



Abey Adeoye

History and Political Science Majors; European Studies Minor

When I first arrived at SU, I had a different dream in mind. I wanted to study history, get my Ph.D. and become a professor.

But all that changed as I found new opportunities on campus. I became involved with organizations, such as the Office of Nationally Competitive Fellowships, the Office of Undergraduate Research and Creative Activity, and the Institute for Public Affairs and Civic Engagement; and through those programs of the Fulton School I became more involved on campus and started tapping into my leadership potential.

I realized there are many things that I could lead and do, and, most importantly, I had wonderful faculty and staff who were willing to support me in my education and my extracurricular activities.

As a student in the Fulton School of Liberal Arts, I started to think bigger and look for ways in which I can positively impact my campus community. I formed great relationships with my professors, many of whom have acted as my mentors since my first year and will continue to be so for many years to come.

The Fulton School encourages creativity and supports students in many ways, and I truly believe that, in turn, that represents the amazing quality of an education at Salisbury University. I am proud to be a Fulton student and proud to call Salisbury University my Alma Mater.



Harrison Leon

Conflict Analysis and Dispute Resolution Major (Intergroup/Organizational Track); Sociology Minor

When I first arrived at Salisbury University, I was in a unique stage of my academic development. Throughout most of my childhood, I maintained a notorious reputation that once emboldened a brazen teacher of mine to tell my parents I would not make it to college and urged them to prepare for this inevitable future.

If it were not for the faculty and staff at Salisbury University who believed in me, then I may never have gained the confidence to overcome years of academic apathy. After one year at Salisbury University, I transformed from an aimless, disgruntled athlete to a determined, passionate *stagiaire* in Paris, France, working for the United Nations’ Educational, Scientific, and Cultural Organization.

I owe it all to Salisbury University’s rich academic and professional ecosystem, which facilitates the transformation of young adults into stewards of the future.

As a steward of the future, I would be remiss if I did not mention my central concern with our age of modernity. Today, people are courted constantly by devices and platforms attempting to confiscate our time.

To conceptualize the gravity of this situation, we must understand that time is the only universal asset that never depreciates in value. Therefore, I urge everyone to disengage from the myriad devices and platforms trying to convert your time into sheer profit and to reengage with the people and institutions surrounding you so you can generate more wealth in your life.

Thank you for giving me a piece of your time, and thank you to the faculty and staff of Salisbury University for sustaining a supportive institution. Congratulations to the Class of 2020 for all of their outstanding achievements thus far. I wish them all the best as they develop into engaged citizens, wholesome people and esteemed professionals.

Washington Center Reflection By Vladislav Orlov

As a senior completing an international relations degree, The Washington Center's internship program looked like a perfect opportunity for me to explore one of the world's most influential cities, Washington, D.C.

I accepted an internship with a lobbying firm called the Bramer Group. While there, I learned new skills, career paths and opportunities, for which I'm grateful. I also met a lot of new people who can answer any questions I might have and who can help me with my transition from college to a professional career.

The Washington Center itself is a very cool place to experience. Its housing is located right near Capitol Hill, about a 20-minute walk to the White House and other well-known tourist spots.

The housing facility is equipped with a gym, computer lab and classrooms where students

have two classes per week. The apartment is equipped with everything you need, and you get to meet a lot of people from different European countries, Canada and South America. All of them have different stories and different paths in life, and it was fascinating to be in such diverse community.

As I'm writing this on April 9, I'm still enrolled in The Washington Center's Academic Internship Program for this semester, but I'm back home on the Eastern Shore because of the COVID-19 pandemic.

Initially, we were given the option to leave and go home or stay in D.C. I decided to stay because I live close to D.C. European students were told by their schools and governments to return to their home countries immediately.

Washington, D.C., ground to a halt. I remember walking near Capitol Hill during my last few days there, and the streets were empty.

Around the third week of March, everyone was sent home. No one quite knew what would happen next.

Fortunately, I still have online classes, and I still have my internship, even though everything I'm doing is through teleworking. It was a challenging transition for everyone involved.

I think The Washington Center made the right decision by sending everyone home before the pandemic became much worse. TWC's responsibility is to keep everyone healthy and avoid the spread of the COVID-19 inside their housing facility.

Overall, my experience has been great. Although being online is not the same, since a hands-on experience in D.C. is the main idea of The Washington Center Academic Internship Program, I have learned more about the professional world and have acquired new skills that I can apply to my future career.

Lifeshock: Teaching in the Time of the Coronavirus By Elsie Walker, English Department

I begin with the confession of being more old-school than I realized. But these past few weeks, I have learned how to communicate meaningfully with my students through adapting my courses online.

I post one page of instructions for each class per teaching day. This is representative of how I can process our current reality of the global pandemic: the catalyst for millions of "lifeshocks."

In her book, *Lifeshocks and How to Love Them*, Sophie Sabbage defines lifeshocks as moments in time that "surprise us, blindsides us, soften and stir us. Sometimes they slap us hard in the face. Some scratch the surface of our lives while others strike deep into our being." Dealing with a lifeshock means saying "YES" to the fact it happened.

But I'll admit that I was reactive and resistant to the globally lifeshocking truth that our day-to-day lives would have to change. I lamented that my teaching practice would have to move online as more news of the pandemic reached epic proportions.

At first, my mindtalk was crippling: *I will not be able to manage this technology. My contact with my students will be inauthentic. I've been training and refining all my pedagogical skills for 20 years in the classroom. My professional identity will not be intact, and my students will suffer.*

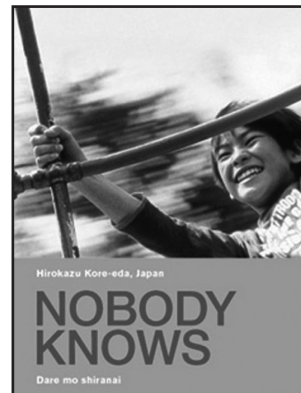
The grief of what I couldn't do has made me more transparent to my students – they

have seen my struggle with technology as I grapple with the basic features of our Zoom meetings. That said, I realize that technical matters are not as important as seeing my students' faces on-screen while having a conversation with them.

Sure, there have been lulls in our dialogue as we dealt with unstable connections, but I feel excited as soon as I see their faces coming on at the start of our meetings just as I feel the bitter-sweetness of meeting endings with all their faces flickering out.

As Sabbage argues, "loss is the spouse of change," and once we accept the grief of what we have lost, our hearts can open up as widely as the mouth of a river. I can see my students are relieved to be in touch and to virtually travel through cinema with me. The films we study take us to faraway places, but they also instruct us about how to stay at home.

Over the last few weeks, I've invited my students to see what these films can teach us about our own lives *right now*. For instance, we watched the contemporary Japanese film *Nobody Knows* shortly before spring break, and it teaches us about how to survive in the most modest of circumstances.



The story revolves around a family of four children who are abandoned by their single mother. The camera follows their day-to-day lives with compassionate focus on how they make the best of tiny wonders.

They are poor, and they have to live within confined surroundings most of the time, but they cherish crayons, two-minute noodles, house plants that they grow from seedlings and the feel of fresh air through

a window. Similarly, this current global disaster prompts us all to be more conscious of the treasures at home that might be ordinary.

Nobody Knows is uplifting because it honors the lives of the children who have become "invisible" to other people. The film asks us to notice what other people don't and our responsibility for saving others' lives through our conscious awareness. This mirrors our present global reality: our obligation to change our day-to-day behaviors in terms of the world outside the home.

Beyond our basic needs for survival, art tells us what connects us all, no matter what a lifeshock does. This is what all of us know.

Passing the Baton to a New Associate Dean By Maarten Pereboom

After a three-year term of outstanding service to the Fulton School, Professor Louise Detwiler has chosen to return to full-time faculty service in the Department of Modern Languages and Intercultural Studies.

She has done an excellent job, numbering among



her many accomplishments the compilation of a chairs' handbook, increased support for international and area studies programs and coordination of support for the National Folk Festival. She has worked hard for the Fulton School, and we thank her for her terrific work.

Professor of Communication Chrys Egan will step into the role on July 1. Everyone who knows Chrys knows her

energy, creativity and work ethic.

Currently serving as co-director of the Office of Undergraduate Research and Creative Activity, she served last academic year as SU's Faculty Senate president and in 2018 won the Distinguished Faculty Award based on an outstanding record of teaching, professional development and service.

She is excited about this opportunity and raring to go.

Thanks, Louise, and welcome, Chrys!

New Challenges: Reflections from the Communication Department By Jennifer Cox

The Communication Department has always been a uniquely multifaceted group. Our professors teach a wide range of subjects, including media production, organizational/human communication, public relations, journalism and media studies.

The shift to teaching online has exacerbated those differences in some ways (How do you teach studio production without a studio?). But it also has brought us together to discuss the best ways to give our students the education they need and deserve.

We are all adopting different strategies to adapt to the challenges in our various fields.

I had to reimagine course assignments for my journalism students. With coronavirus emerging as the biggest news story in recent history, my students are tackling it head-on with articles that investigate the challenges local citizens, businesses and officials are facing during the quarantine.

But coronavirus coverage is not distracting my Public Affairs Reporting students from their semester-long goals. The class continued their work on The Race Project – a series of articles aimed at tackling race issues at Salisbury University and in the community, many of which are published in *The Flyer*.

Because it is not safe for students to conduct their interviews in-person, the class attended Zoom press conferences with insightful sources, including SU President Charles Wight, English professor April Logan, Chief of Staff Eli Modlin and two SU students who have been vocal about race issues on-campus, Jeremiah Copeland and Shaniya Yates. Students conducted other interviews with sources via phone or private Zoom meetings.

The project was too important to abandon. We have come so far on this important issue, and the students were dedicated to moving forward and producing quality work that

addresses race relationships here at SU.

Doug Barrett teaches audio production, which often involves specialized equipment and professional recording spaces. He has had to adapt his courses so students can use their personal laptops and SU community-owned software to create unique audio collages (or *musique concrète* compositions) that use the domestic sounds of quarantine life and investigative journalism podcasts that reflect on ways the coronavirus has impacted life on the Eastern Shore.

On the community and professional communication track, Amanda Welch-Hamill and Department Chair Lori DeWitt came up with creative ways to incorporate online tools into their classes.

Welch-Hamill's Group Communication students are using Zoom to record and share their lectures, projects and meetings. She has found the MyClasses discussion boards to be most helpful and said students are responding positively to the class conversations. She even created a board just for socializing that her students have enjoyed.

DeWitt borrowed an online exercise from Megan Pope, of Texas A&M-San Antonio, for an online group project in which students use the website app bookcreator.com to write a children's book on a topic related to course content. DeWitt wrote one to demonstrate and is awaiting submissions from her students.

"I'm excited to see what they come up with," she said. "There is something energizing about doing something new."

Vinita Agarwal already incorporates online tools into many of her public relations classes and has a progressive perspective on their impact on higher education. She believes more of our University responsibilities will be technology-mediated.

"I personally think it opens up opportunities

to do more experientially without being spatially and temporally bound," she said. It gives us a chance for "intellectual and cultural engagement, for collaboration in the classroom, in groups and with colleagues."

David Burns' biggest challenge has been coordinating internships. Communication students work in several locations, such as the Maryland State House, lobbying firms, nonprofit organizations, museums, media outlets, event planning facilities, hospitals and many others.

Students who were interning locally were denied on-campus housing appeals. Many internship sites closed down. And several parents brought their students back home to monitor their safety.

Students are required to document a minimum of 180 work hours to earn credit for the internship experience. At the time of the crisis, most students only had about half of their hours completed.

Burns conceptualized plans to help students get the hours they needed. If the internship site permitted, students could telework and continue contributing to the organizations' productivity. If teleworking was not an option, students could choose from several online activities, including creating a LinkedIn profile and posting to it daily, completing their final web portfolios and reviewing career-oriented learning modules and TED talks.

"Needless to say, moving an on-site internship online was an 'out of the box' exercise," Burns said. "I must say, the on-site supervisors were phenomenal in helping the students and keeping them safe."

The Communication Department will continue to work together toward creative problem-solving and enhancing their students' education, no matter what challenges await us going forward.

Departmental Reports

COMMUNICATION

Vinita Agarwal reviewed an article for *Frontiers in Communication, Health Communication*. Agarwal will present her paper, “Nature, Cycles, and Balance in Ethnomedicine: Ayurvedic Protocols in the Treatment of Chronic Pain,” at the International Communication Association’s virtual conference on May 21. Agarwal is the program planner for the Feminist and Gender Division of National Communication Association for the 2020 meeting in November in Indianapolis and is planning the reviewer, respondent and chair assignments and the paper and discussion panel offerings.

G Douglas Barrett is working on a monograph under contract with the University of Chicago Press and another volume co-edited with Georgina Born (University of Oxford) and Christian Grüny (Max Planck Institute). He performed on April 7 in Sean Griffin’s *Full Pink Moon: Opera Povera from Quarantine*, an online, live-streamed production of composer Pauline Oliveros’s *The Lunar Opera; Deep Listening For Times* (2000).

Barrett was also invited to give a paper on Pauline Oliveros’s *Echoes from the Moon* as part of art historian Cristina Albu’s panel, “Modulating the Invisible,” for the Society for Literature, Science and the Arts (SLSA) conference October 16-18, in Ann Arbor, MI. Barrett’s book chapter, “Performing Centrifugal Sound,” is forthcoming in *The Bloomsbury Handbook of Sonic Methodologies* (Bloomsbury, 2020), edited by Michael Bull and Marcel Cobussen.

Jennifer Cox was invited to present her ideas for teaching community journalism at the Association for Education in Journalism and Mass Communication conference in San Francisco in August. She will give her presentation, “Bringing the Community to the Journalism,” as part of a panel, titled “Involving Students in Democracy and Journalism: Lessons from the Field,” hosted by the Electronic News Division.

Eun-Jeong Han’s chapter, “Gender Ideology, Socialization, and Culture,” written with three co-authors, was published in the edited volume of *Companion to Women’s and Gender Studies* in April. The chapter surveys how the women and gender issues are related to the culture in three different countries: the U.S, South Africa and South Korea.

ENGLISH

April Logan was awarded a prestigious nine-month Mellon Scholars Postdoctoral Fellowship through the Program in African American History at The Library Company of Philadelphia.

Manav Ratti’s article, “‘The God of the Imagination’: Postcolonial Postsecularism and Salman Rushdie’s *The Ground Beneath Her Feet*,” was published in a special issue of *Frame*, a literary studies and theory journal based at Utrecht University in The Netherlands. Other contributors include Mieke Bal, Laurence Buell, Jonathan Culler, N. Katherine Hayles, J. Hillis Miller and Martha Nussbaum.

Christopher Vilmar’s chapter, “Satires of Possessive Individualism,” was published in the prestigious *Options for Teaching* series, by the Modern Language Association, in the volume *Teaching Modern British and American Satire* (2019). The chapter describes his method of teaching the novel *Fight Club* using the theories of Charles Taylor and Pierre Bourdieu as a satire on the modern ideology of personal identity. This chapter is the result of his SU course on satire. His chapter, “The Premature Ejaculation Poem,” appeared in the Bloomsbury Academic book *The Microgenre: A Quick Look at Small Culture* (early 2020). Vilmar examines here the classical, physiological and political subtexts of 10 17th-century poems, in both French and English, that deal with premature ejaculation.

John Wenke presented “Prefigurations: Melville’s *Mardi* and the Origins of *Moby-Dick*” at the 12th International Melville Society conference at New York University during the June 16-20, 2019, bicentennial celebration of Herman Melville’s birth. The theme of the conference was “Melville’s Origins.” Wenke’s essay, “Meeting Melville in the Compositional Present: Some Foundations for Biographical Criticism,” was published in the December 2019 print edition of *ANQ: A Journal of Short Articles and Reviews*.

Wenke’s essay, “Imposture and Subversion: Charles Brockden Brown’s *Memoirs of Carwin the Biloquist*,” was published in the March 2020 issue of *Early American Literature*, the premier journal of Early American literary studies. This essay derives from his nearly completed book-length study *American Proteus: Providence, Self-Fashioning, and the Creation of Charles Brockden Brown*. Wenke’s short story collection, *The Critical List*, is forthcoming with Regal House Publishing. The original publication date of April 2020 has been rescheduled to August 2020 due to the COVID-19 pandemic.

Isabel Quintana Wulf’s panel proposal, “Reckonings and Awakenings: Shifting Consciousness and Calling for Change,” was accepted to the annual Multi-Ethnic Literatures of the United States conference, now postponed to 2021. In it, she will present her paper, “The War Without and the War Within: Refugees and Homeless People in Héctor Tobar’s *The Tattooed Soldier*,” examining the relationship between refugee-ness and homelessness to rethink the promises of

citizenship in the face of social death. Her panel proposal, “Subject Formations and Affective Resistance: Nationalism, Colonialism, and the Power of Art,” was accepted to the Latino Studies Association Biennial conference, now postponed to 2021. In it, she will present her paper, “Benjamin Alire Sáenz’s ‘The Art of Translation’: Nativist Logics and the Trauma of Social Inclusion,” which considers the social and historical structures that foster nativist violence in contemporary times.

HISTORY

Céline Carayon’s recently published book, *Eloquence Embodied: Nonverbal Communication among French and Indigenous Peoples in the Americas* (Chapel Hill: University of North Carolina Press, 2019), was awarded the prestigious 2020 Gilbert Chinard Prize from the Society for French Historical Studies.

Shruti Patel published her book review of *A Genealogy of Devotion: Bhakti, Tantra, Yoga and Sufism in North India* in the *Journal of Vaishnava Studies*.

Belen Vicens was awarded a Simon Barton Memorial Junior Scholar Travel Grant from the American Academy of Research Historians of Medieval Spain to conduct archival research in Spain for her monograph. Alas, travel plans are postponed until travel to that country is again permitted.

MODERN LANGUAGES & INTERCULTURAL STUDIES

Arnaud Perret presented at the Northeast Modern Language Association in Boston on March 7. In his presentation, titled “Quand la langue du colonisateur se retourne contre lui: Témoigner pour la Révolution Algérienne” (“When the Colonizer’s Language Turns Against Him: Testifying for the Algerian Revolution”), Perret analyzes the role of Fanon’s texts in establishing a juridical framework that gives a voice to the Algerian fight for independence.

Aurélien Van de Wiele’s book review of *Objects Observed: The Poetry of Things in Twentieth-Century France and America*, by John C. Stout, was published in *The French Review*.

Adam Woodis was scheduled to present his research paper, “Introducing a Generation to Its Heritage: Teaching about Germans on Maryland’s Eastern Shore,” at the 44th Annual Symposium of the Society for German-American Studies in Washington, D.C. His project examines how local resources can be employed to bring students closer to the rich cultural influence German immigrants have had in Maryland and possibly even the cultural history of their own families. The presentation was canceled due to the COVID-19 outbreak.

Reflections from Environmental Studies By Sonja Kolstoe

The Environmental Studies (ENVR) Department appreciates the community we have built, and we miss our students.

Through our Zoom classes and office hours, we are able to interact with our students – but we all miss getting to meet in person.

Online teaching has afforded the ENVR faculty the opportunity to embrace technology,

including the use of iPads to take notes (recommended apps include Notability and Limnu).

Professor Jill Caviglia-Harris has been using an online white board application called Limnu, which allows her to show her students in real time what she is writing and also access it themselves.

Professor of Practice Tom Horton is recording the field trips he had planned to take his students on during the semester, so they still get to “virtually” see the areas they were supposed to see in-person.

We have regular Zoom meetings as a department to touch base, which is allowing us to maintain a strong sense of community.

Fulton Student Ambassadors By John Anello and Chrys Egan

The Fulton Student Ambassadors (FSA) completed their first full academic year of success at SU, representing the school in a positive way and showcasing all the Fulton School of Liberal Arts has to offer.

These nine students represent the Fulton School at various events, such as SU open houses, Admitted Students Day, Scholars Day and the Fulton Internship Fair.

FSA's work as peer mentors with students. They speak to prospective Fulton students and their families to recruit them to SU and the Fulton School. They also serve in conjunction with Career Services as Fulton Career Peers to guide other students through professional options and applications.

You may have seen the FSA's in their office in Fulton Hall 277. Ambassadors this year included political science and international studies major Kirstyn Dugger, communication - multimedia journalism track major Glory



Ngwe, communication - media studies track major Josephine Caruso-DiPaolo, political science and international studies major Madeline Poteet, psychology and Spanish major De'JA Lewis, English - secondary education major Jocelyn Simpson, conflict analysis and dispute resolution major Maheesha Mudannayake, political science and social work major Johannah Cooper and Spanish secondary education major Karen Jimenez.

FSA's are able to help faculty with their recruitment events or to visit classes to highlight the Fulton School. As the Fulton advising services coordinator, please contact me to schedule a FSA: jcanello@salisbury.edu.

Reflections From the Psychology Department

By Michele Schlehofner

In this time of uncertainty, the discipline of psychology is needed more than ever. As psychologists, our science provides much-needed insight into the social, cultural, developmental and psychological impact of the pandemic.

In the upcoming months, psychologists will be increasingly called upon to answer difficult societal questions, such as: How can people best cope with social distancing? What impact will the pandemic have on child development? How can we counteract the rise in discrimination directed toward Asian people? How can we effectively cope with grief and loss? What are strategies that facilitate a successful transition to online learning? And, how can we maintain a sense of community, despite the need to be physically separated?

Psychology provides answers to these and other pressing questions.

During this period of remote learning, the Department of Psychology has been engaged in a number of activities to provide not only continuity of instruction, but also to facilitate coping and community connection. Faculty are using technologies to provide

continuous instruction to students in a way that supports learning, while being sensitive to the challenging demands students are now under.

Fortunately for our department, this is not an arduous task. In addition to significant technology integration via MyClasses, the department has been regularly offering online coursework during our winter and summer terms. While some courses needed adjustment to the structure of group assignments or work requiring software only attainable on campus, the majority of our courses have easily transitioned to an online format.

Of utmost priority is maintaining not only continuity of instruction, but also a sense of community and connection with ourselves and our students. To assist with this, I have been recording and sending out weekly video updates from the department to all student majors and minors.

Using the Zoom video conferencing system, we have also continued to host our popular Psychology Forums. Our first forum since the transition to remote learning, “The Role of Psychology in the Pandemic,” featured four faculty and Dr. Lilian Odera, director of the

Salisbury University Counseling Center, in leading a discussion on coping, grief, transitions and new directions.

Additional forums this semester include our popular forum on applying to graduate programs.

This is also the time of year in which we celebrate student accomplishments. Students are typically presenting at conferences, looking forward to end-of-semester activities, including the SU Student Research Conference and commencement, getting acceptance letters to graduate programs and receiving awards and recognition.

Since we can no longer do these things in person, we have moved toward utilizing our social media platforms to recognize and celebrate students. If you have not done so already, we encourage you to follow our department on Instagram (@supsych) and Facebook (@supsychdepartment) to stay abreast of our departmental happenings and to help us recognize our outstanding students.

Look for more from us in the upcoming months as we continue to adjust to the current pandemic. Stay home, stay safe and stay healthy.

Pace Happenings

By Michael Webber

Civic Engagement Across the Curriculum

Just as with student courses, faculty professional development has shifted online. For the eight participants in this year's Civic Engagement Across the Curriculum (CEAC) cohort, this has meant the quick transition to Zoom.

Synchronous online meetings, combined with a new approach to hosting materials on Canvas, have helped Drs. Sarah Surak and Sandy Pope consider the ways the program could move to a fully online format. Such a move would help achieve one of the main goals of the Elkins Professorship Surak and Pope were awarded in 2018.

An online CEAC program will let faculty from across the University System of Maryland complete training modules that help embed civic and community engagement activities within existing courses. The resulting "CE Courses" help to advance our system's mission to promote active citizenship in all students.

Presidential Citizen Scholars

Despite COVID-19, two cohorts from the Presidential Citizen Scholars (PCS) Program have focused on deepening SU's relationship with the local community. The scholars in both cohorts have continued their work partnering with the City of Salisbury's upcoming community center on Newton Street.

The 2019-20 cohort is disappointed that they will not get to present findings from their IRB-approved research at the spring 2020 PACE Showcase, but they have re-committed their focus to completing a white paper exploring their research.

The 2020-21 cohort invested time on site in the Newton Street Community Center neighborhood the week before spring break, talking with community members and considering the next steps in their PCS civic engagement capstone projects.

The scholars in both cohorts have displayed an uncommon commitment and phenomenal adaptability in the face of these unprecedented challenges in our community and on our campus.

Nonprofit Leadership Alliance

The Nonprofit Leadership Alliance (NLA) has traversed this technological path before, as SU has offered the Nonprofit Leadership course through online delivery in previous semesters.

The emerging nonprofit leaders who are taking the NLA course have adapted admirably to the challenges that COVID-19 has

presented. Through the NLA course, student leaders work in groups to develop a nonprofit organization that will meet an existing need in our community.

The NLA students have continued their research by interviewing community leaders at the Wicomico Board of Education through Zoom while they develop nonprofit orgs that will engage hunger among youth in underserved communities in Salisbury and deliver an online application to aid in the mental health crisis among youth on Delmarva.

A New ShoreCorps Experience

Creative service is our response to the new conditions at ShoreCorps. ShoreCorps/AmeriCorps members are continuing to work through "teleservice" with their community agency.

Members also have stepped up to meet critical needs related to COVID19. They can be found distributing food at a local school, staffing food pantries and the local food bank, and participating in online tutoring of K-12 students. ShoreCorps has even been able to shift grant funds to provide tabletop banners for all partner sites, designed by the members during their service.

We continue to be impressed by their efforts and dedication to our local community.

Still Open: Food For the Flock

Food for the Flock is located on the lower level of the Commons dining hall and across from the University Bookstore. The pantry remains open during the COVID-19 crisis during the following hours:

- Monday: 1-4 p.m.
- Wednesday: 10 a.m.-2 p.m.
- Thursday: 1-4 p.m.
- Friday: noon-3 p.m.

We offer special thanks to Dr. Becky Anthony from the Social Work Department for her volunteer service through the end of the year. We also thank all of those who donated over the past few weeks.

A list of items needed can be found at www.salisbury.edu/foodfortheflock. Please email PACE@salisbury.edu if you have any donations or wish to volunteer.

Online-Based Voter Materials

#SUVotes2020 has moved to a digital campaign. PACE is rolling out new resources

to social media that will help keep students, faculty and staff informed on changes to the election during the pandemic.

We hope this will continue to promote voter registration and turnout. Democracy will not stop in the face of COVID-19.

Upcoming Events

Please visit the SU website for the latest information, as events are tentative and dates, locations and times may change.

Annual PACE Showcase Canceled. Our annual showcase, scheduled for May 8, has been cancelled due to COVID-19.

New Student Reflection. Friday, August 28, following Convocation. Be on the lookout for invitations in the coming weeks. We will provide trainings, COVID-19-permitting, for both new and returning faculty participants over the summer.

IDIS 205: Democracy Across the Disciplines. Every Monday this fall from 6-7:15 p.m. in Conway Hall 153. This one-credit class engages the topic of "Politics and Elections" from a variety of disciplinary perspectives. Each week, faculty members from a different department discuss issues relevant to the 2020 general election. The course is open to students from any major. All sessions are also open to the public.

Constitution Day. Thursday, September 17, 11 a.m.-4 p.m. in Red Square and 5:30 p.m. in the Guerrieri Academic Commons, Assembly Hall. Find us in the morning for general information about the Constitution and to cast your vote "yay" or "nay" for ratifying the Constitution. Join PACE and the Communication Department at 5:30 p.m. in Assembly Hall for a lecture on "First Amendment and the Press" with Colin Campbell, lecturer of media, journalism and film at Howard University. More details forthcoming.

General Election

Debate #1. Tuesday, September 29, 8-11 p.m. in the Fireside Lounge, Guerrieri Student Union. Snacks provided.

General Election Debate #2. Thursday, October 15, 8-11 p.m. in the Fireside Lounge, Guerrieri Student Union. Snacks provided.

General Election Debate #3. Thursday, October 22, 8-11 p.m. in the Fireside Lounge, Guerrieri Student Union. Snacks provided.



Teaching Music in the Age of COVID-19

Percussion By Eric Shuster

In the percussion area, we had been preparing for the sixth annual Salisbury Percussion Festival and a performance for the Percussive Arts Society MD/DE Day of Percussion at Washington College. Our program was titled *Perpetuum Mobile* and aligned conceptually to the notion of motion, movement, migration.

As the news of online teaching and later concert cancellations came in, I passed through all the stages of grief. What about all the work we'd put in? How could I recreate a course online for chamber music, which, taken literally, is music-making in a room with people?

By the end of spring break, I had worked out ideas for most of my courses, but I had no idea how to continue with percussion ensemble. I had just about given up all hope, but at our core, percussionists deal with experimental situations where we are tasked to be innovative and find solutions to complex problems. Once I realized this, I took it as a challenge.

I have developed a new, DIY program. Each week, we study groundbreaking figures and works. Then, we make new works in their style based on technological and instrumental limitations.

It's hard to say how it will turn out. It's just another experiment in percussion.

Music Education By Louise Anderson

Students, faculty and policymakers are attempting to strive for continuity. But we are living through a situation that is nothing like normal.

The Maryland State Department of Education has said that teacher candidates are to replace working in their school with "other assignments." This means I now have to create and evaluate hours of work for my students to complete so they remain on track for their certification.

Some of our students are really struggling with work and/or personal issues. I'm really struggling, too.

Here's what I'm doing to help with their (and my) stress:

- We are working mostly asynchronously, with limited Zoom time.
- My students are not required to turn on their camera or mic during Zoom sessions.
- Online learning is NOT what we are doing. We are replacing face-to-face learning with technology. (I need to tell myself this one most of all.)
- I'm focusing only on the BIG ideas that must be conveyed or practiced.
- I am being flexible with due dates.
- I am reminding students that incompletes are not a sign of failure.

None of my bulleted points are new information. They've just become even more important for me and my students. We need to keep monitoring our students' emotional and mental health and adjust accordingly.

Music Theory By Jerry Tabor

I appreciate the open communication we're encouraging as we all adapt. I constantly ask my students if they're doing alright and adapting to the new formats. They say they don't like it, but they're doing alright.

I think it would be helpful if we hear something from students who are overwhelmed or are having difficulties to pass that along to pertinent faculty members – even if no names are given. I'm not hearing negative messages, and everyone has been regularly attending classes.

I have spent an enormous amount of time creating documents, recourses, plans, etc., way beyond what I could have imagined. I'm feeling overwhelmed that I'm not doing enough, that I'm not getting enough done.

It makes sense that this format is also placing unusual demands on the students, too, because they have to use all the resources we're developing, in addition to handling the stress of changing to the new format and turning in assignments with more thorough evidence of their work.

I used to walk around the room and check that students have done their homework, but I am now asking them to upload whatever they were able to get done, and it seems to work. I'm reconsidering all this and trying to think creatively to make things practical for everyone involved.

I'm having to learn how to think about teaching and evaluating in very different ways. But some of it has to be done through trial and error, which takes time to analyze and correct.

Applied Lessons, Jazz History & University Band

By Lee Knier

All but one of my music majors have maintained perfect attendance during the COVID-19 era, and many students have been very helpful to me and in reaching out to one another to solve technical problems.

I'm using Zoom for applied lessons and lectures (Jazz History). I've posted listening assignments with critique questions for my large ensemble (band). It has been good for me because I have no choice but to become more familiar with educational technology.

This is also a good opportunity for our students to *practice*. Since public performances

have been taken off the table, they need to place more value on those opportunities when we emerge from this. You don't always know what you have until you've lost it.

Class Piano, Advanced Conducting & University/Salisbury Chorale By William Folger

Zoom is working well for Class Piano I (already a hybrid course) and Advanced Conducting.

My conducting students submit videos of themselves conducting assigned repertoire using professional recordings of their choice. During class time, I play the videos and have students critique each other's work.

The drawback to conducting recordings is that students must "follow" another conductor's interpretation and artistry. To mitigate this, I ask the students to add their own phrase shaping and dynamic gestures.

My singers in Chorale are dealing well with the situation. Sadly, because of technological lags, I am unable to conduct or hear the aggregate sound of the singers – one of the most important jobs of a conductor.

I provide sound files of the individual voice parts and the accompaniment for students to rehearse independently. Soon, I will ask students to send me short video and audio clips of them singing individually assigned sections of our repertoire using my recordings so I can evaluate their progress.

I am using the breakout room feature in Zoom to separate the sopranos, altos and the men. After assigning the plenary group sections of repertoire to rehearse, I join each group to work with them from my piano.

Because I cannot hear them, I ask them to let me know where they are having difficulty, then I review these sections. I was pleased to learn students with pianos have been coaching and giving pitches to their peers. I am also encouraged that several of my community members in the Salisbury Chorale are "joining" me for rehearsals Tuesday evenings using Zoom.

I have been experimenting with the Acapella app, hoping to record a brief performance of some of our repertoire. The app is free up to 10 minutes of recording time, but it only works with Apple products for now.

I commend my students in all my classes for giving their best effort throughout this new adventure. I look forward to returning to in-person instruction and to a real choral experience when this pandemic ends, but I am thankful I am able to continue teaching.

Images from Art Professor Locked Down in Italy

By Jennifer Liston

In spring 2020, I was in Florence, Italy, to conduct sabbatical research, which was quickly brought to an end by COVID-19 and the subsequent lockdown of the country.

In the first few days of the lockdown, we were still able to wander a little, and, that I did, with my camera in-hand.

As a Renaissance art historian with a goal of capturing the architecture, public spaces and vistas of Florence, I have often cursed the presence of tourists and wished for them to disappear, but I never meant like this.

My heart is ever with the citizens of Italy. Forza Italia!



Vacant café tables next to the Cathedral of Santa Maria del Fiore on the first day of lockdown. The day after this photo was taken, restrictions were tightened to close all non-essential businesses, most restaurants included.



This wall, with the Ponte Vecchio stretching behind, is normally one of the most popular selfie spots in the city.



The Palazzo Vecchio proudly anchors the empty, rainy Piazza della Signoria in mid-afternoon.

Philosophy Students Participate in Overnight Event

Christina Cammarano and four philosophy majors from her senior seminar class attended The Night of Philosophy and Ideas in Brooklyn, NY, from 7 p.m. on February 1 to 7 a.m. on February 2. The overnight event featured talks, discussions and performances.

With 8,000 participants this year, it is easily

one of the largest public philosophy events in recent times. Salisbury University philosophy students were invited to participate as volunteers providing “office hours” to the audience, offering information about logistics and a chance for a philosophical chat after the talks.

The students also helped Cammarano plan

a guided discussion with the audience on the theme of human nature and pessimism.

For our SU students, exposure to the array of intellectual discourse and active engagement in the logistics of the night provided a uniquely inspiring experience and an unforgettable start to their senior seminar journey.



Vocal Performance Students Take Top Honors at NATS

By John Wesley Wright

One of the proudest moments I've had as a teacher occurred in early March during the time the world as we knew it began to shut down.

The 2020 National Association of Teachers of Singing (NATS) Mid-Atlantic Regional Student Auditions were scheduled to take place March 13-14 at the University of South Carolina in Columbia where 11 of our students were to compete in 14 categories.

The auditions were moved to an online video format due to COVID-19. In order to participate, we would have to film 52 numbers in two days – a tall order since classes were canceled.

Thanks to Asbury Church opening its doors to us and the promise of adhering to social distancing measures, we did it. In less than eight hours over two days, singers Jeremiah Copeland, Olivia Davidson, Joshua Dennis, Michelina DeVeas, Lance Fisher, Patrick Gover, Jessica Johnson, Emely Martin, Kate McLoughlin, Sara Miller and Gianna Pesaniello performed before the camera with a resolve worthy of any professional.

I understand that societally we must measure success in win or lose, but during the two days of videotaping amid global uncertainty, witnessing the students' high-level composure, watching them display months/years of process before my eyes as if they knew it'd be their last time performing live for a while ... well, that for me was the win, no matter what.

The following results are a bonus and boon for us all. These students are NATS Mid-Atlantic Regional winners and eligible for the next round, which is, ironically, a national online round on YouTube. You can find each of their performances on YouTube by searching their names.



Some of the regional NATS winners, coach/pianist Veronica Tomanek and Dr. John Wesley Wright pose after a recording session at Trinity Episcopal Church in Easton.

Fourth/Fifth Year Men's Musical Theatre (A SWEEP!)

- Jeremiah Copeland – First Place youtube.com/watch?v=Q6TtxDKkaYs
- Lance Fisher – Second Place youtube.com/watch?v=Wk8v5XX5KRE
- Patrick Gover – Third Place youtube.com/watch?v=-PQ2WogMMFQ

Fourth/Fifth Year Men's Classical

- Lance Fisher – First Place youtube.com/watch?v=0GpO0W5-Tp4

Fourth/Fifth Year Women's Musical Theatre

- Sara Miller – Second Place youtube.com/watch?v=1vna2JCJ67E

Fourth/Fifth Year Women's Classical

- Sara Miller – Second Place youtube.com/watch?v=GqBCQx-JTJs&t=1s

Third Year Men's Classical

- Joshua Dennis – First Place youtube.com/watch?v=qta_EjwPWkM

Third Year Women's Musical Theatre

- Olivia Davidson – Tie for Second Place youtube.com/watch?v=4NLcF6_U0u0
- Gigi Pesaniello - Tie for Second Place youtube.com/watch?v=Ne7Gs3LTjRE

Thank you for your continued support. Remain steadfast in these times. I am honored to be your colleague.

Fulton Appreciation Day Postponed

The Fulton Appreciation Day celebration normally held in May is postponed until August. Our plan is to combine this with our Fulton Welcome Back event.

An invitation will be sent to everyone once the time and location are confirmed, but for now, please tentatively hold Wednesday, August 19, from 4-6 p.m.

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

- Art.....David Gladden
- SU Art Galleries.....Elizabeth Kauffman
- Communication.....Jennifer Cox
- Conflict Analysis & Dispute Resolution.....Jacques Koko
- English.....Manav Ratti
- Environmental Studies.....Sonja Kolstoe
- History.....Elizabeth Ragan
- Modern Languages & Intercultural Studies..Aurelie Van de Wiele
- Music.....John Wesley Wright
- National Fellowships Advisor.....Kristen Walton
- PAGE.....Michael Webber

- Philosophy.....Timothy Stock
- Political Science.....Sarah Surak
- Psychology.....Kyoung-Rae Jung
- Sociology.....Ryan Sporer
- Theatre and Dance.....Sally Choquette
- Staff.....Donna Carey
- Editor.....Jennifer Cox

www.salisbury.edu/fulton

