Renée Petrina’s
“Locks in the Bell Tower”
People’s Choice: Places Category

Aaron Setterdahl’s
“Dunluce Castle Rainbow”
From the Editor

The Dynamic Duo of International Programs

In Living Color: Images of the International Festival

On to Ecuador!

Learning Without Leaving: International Education Week

ADIE Research Fellow Focus: Valerie Scott

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Cover Photo by Joshua Rowe
Welcome to our International Programs edition of Transformations. Our feature article for the spring 2014 issue will be a visit with the co-directors of International Programs, Lucinda Woodward and Valerie Scott. The issue will also highlight activities sponsored by International Programs on the IU Southeast campus, as well as our overseas study program in Ecuador.

Ecuador is only one of our successful overseas study programs. Between 2012 and 2014 we have offered eight opportunities for overseas study. We have offered opportunities in Ghana, Cuba, Jordan, and South Africa, and our two new opportunities for summer 2014 are in Samoa and Costa Rica.

Included in this issue are pictures from the March 2014 International Festival, many of them taken by IU Southeast student Joshua Rowe. Josh is a member of our Horizon staff and, with some other students, is starting a photography club on campus. You will also have the opportunity to read about our current ADIE Research Fellow, Valerie Scott, and her recent research project. Simply by opening the magazine, you’ve seen several of the winning photographs from the International Photo Contest, so please enjoy those throughout this issue. You may find that you recognize the names of some of the photographers. Perhaps next year, you will be encouraged to submit a photograph of your own.

The International Programs Committee is a very active committee on campus and has been chaired by Kate Moore, one of our librarians, for several years. The committee is to be commended for its work to bring a number of wonderful international activities to IU Southeast, as well as its work with the overseas scholarships available to our students.

As you learn more about these programs, remember to pass that knowledge to our students, encouraging them to participate in these exciting and life-enhancing activities.
The Dynamic Duo

By Diane S. Reid
Both teach in the School of Social Sciences and share a passion for bringing an international experience to IU Southeast students. They are the co-directors of International Programs on the IU Southeast campus. Dr. Lucinda Woodward, Assistant Professor of Psychology, became the Director of International Programs in 2010, following Dr. Jean Abshire and Dr. Frank Wadsworth. In 2012, Dr. Valerie Scott, Senior Lecturer in Psychology, joined Dr. Woodward as a co-director for the program. Their leadership, along with others like Dr. Herdoiza-Estevéz and Dr. Attun, has made International Programs a visible presence on campus.

Many faculty, staff, and students at IU Southeast enjoy the events sponsored by International Programs. During the fall 2013 semester, International Programs brought the Tibetan monks to campus for three days of cultural presentations and stimulating discussions.

An annual fall event is the Wares of the World, an international marketplace with unique handcrafted gifts and home décor. International Programs partners with Ten Thousand Villages to hold the event which seeks to establish “fair market value” for art objects crafted in poor or undeveloped parts of the world. The first week of November brings International Week. An International Photo Contest is held and tables in the Commons area introduce the campus population to activities like jewelry-making and henna tattoos. The International Festival is held during the first week of March. Music, dancing, and international cuisine are all part of the three-hour affair.

When asked about the challenges of directing such an active program, Scott noted “We wear multiple hats: PR, marketing, and event planning. Thankfully, Julie Ingram (Manager of Conference and Catering), Richard Calarco (chef), Dr Adam Maksl (The Horizon), and the IP committee chair (Kate Moore) are always willing to help us. The Dean of Social Sciences, Dr. Joe Wert, has been very understanding in providing support through his staff.” Woodward adds, “Our IP volunteers help with all sorts of things like hosting the International Festival on a yearly basis, acting as cashiers for the Wares of the World fair trade bazaar, and spending hours reviewing student scholarship applications. We simply couldn’t do what we do here at IUS without a committed staff of volunteers.”

In addition to the campus events, the co-directors also provide support for faculty members interested in developing a study abroad program. They help those faculty with such concerns such as preparing paperwork, data reporting and student safety, and establishing proper credit hours.

Many students at IU Southeast feel that they cannot undertake a semester-long period of study overseas because of limited finances or family and work commitments. Thus, the three-week overseas study programs have become a popular overseas option for students on this campus. When Woodward came to IU Southeast in 2009, she brought experience with overseas international travel and had taken two student groups at Ball State to Africa with me.” Woodward took students to Ghana in 2012 and will be taking another group to Ghana in the summer of 2014. The shorter programs are growing in number. In addition to Ecuador and Ghana, as well as the field biology programs, new programs to Samoa and Costa
“BY ASSUMING THE POSITION AS DIRECTOR OF I.P., I FELT I COULD HAVE THE GREATEST LEARNING IMPACT ON A LARGE NUMBER OF STUDENTS AND IN ADVOCATING FOR IU SOUTHEAST IN THE LARGER COMMUNITY.”

LUCINDA WOODWARD
Rica have been added to the summer 2014 term. The 2012 social sciences trip to Cuba is likely to become a Nicaragua study abroad offering in the near future. Scholarship money is available to defray a portion of the cost for IU Southeast students; the average student scholarship is $600.

“I hope that we will be able to increase funding assistance to our students studying abroad,” says Woodward, “since international business, informatics, international studies, and foreign languages are now encouraging this as a part of their academic curriculums.”

Both Woodward and Scott operate primarily from their faculty offices, as there is not currently an office for International Programs. According to Scott, not having an identifiable location makes student recruitment more difficult. Because there is no identifiable office, students may not be aware that the program exists. For Woodward, the greatest challenge is to make resources stretch adequately to serve the needs of the entire community.

She states, “I would love it if we could provide funding for every student trip, if we could have someone to answer the phone and e-mails we receive on a daily basis, and if we could provide individual consultation to each faculty member who wants to develop his or her own study abroad program.” It is not a lack of desire which deters the co-directors, but a lack of time. The demands of the program are growing and a one-course release does not provide the time to address all the needs.

When Lucinda Woodward and Valerie Scott speak about International Programs, their enthusiasm for the program is palpable. “As a foreign born citizen I have experienced firsthand the benefit of traveling, studying and living abroad,” says Scott. “I spent the first quarter of century of my life in France and I also traveled to England, Wales, Belgium, Tunisia, Italy, and Spain. Then I spent half a decade in Montreal, Canada, before moving to the US. Each experience is enriching-- an experiment in cultural acclimation and self-discovery. I want to be part of offering such incredible opportunities to our students, either by bringing some of the world into their backyard or classroom, or by helping them step into the rest of the world. This is something which is energizing, exciting, challenging, a little unnerving, and always a source of growth.”

The concern for student growth in diversity is also present in Woodward: “I am genuinely committed to providing students with a diversity experience. I believe that growth only comes from pushing ourselves out of our comfort zone and risking change. That isn’t something that necessarily comes exclusively from international travel. There are smaller steps to change, such as trying a new ethnic food or attending a foreign cultural event, but certainly study abroad is one way of immersing oneself in a new and often life-changing experience. By assuming the position as director of IP, I felt I could have the greatest learning impact on a large number of students and in advocating for IU Southeast in the larger community.”

Television, the internet, and social media have connected us to all parts of the world. Students will find that many career paths require some degree of international understanding or experience. Diversity is an integral part of the IU Southeast Strategic Plan. International Programs is dedicated to engaging IU Southeast students in an international experience. In Scott’s words, “We care about helping students grow into citizens of the world. We care about equipping IU Southeast students to live and work effectively in various cultural settings. To know that somehow, through this position, we contribute to making global citizenship a productive reality—that’s fulfilling!”
In Living Color:
Images of the International Festival

Photos by Joshua Rowe
People’s Choice Winner 2013 International Photo Contest
People Category – Kristin Cox’s “Indigenous Community of Ecuador”
Many people have romantic dreams of traveling the world to see new and unusual sites. IU Southeast, along with IU, provides students with the opportunity to achieve these dreams through international study opportunities. IU Southeast has multiple trips available for students in 2014, including: Ghana (social sciences), South Africa (field biology), Samoa (fine arts), Costa Rica (geography) and Ecuador (education).

The head of the Ecuador trip, Dr. Magdalena Herdoiza-Estevez, was born in Ecuador’s capital, Quito. Dr. Herdoiza-Estevez arrived at IU Southeast in 2000 as an assistant professor in the School of Education. In 2002, she started the Ecuador program with the support of the School of Education. “The original purpose was to provide opportunities for future and current teachers to gain in the understanding of diversity in the context of education. The program has grown and expanded in response to the needs and interests of students from different majors across campus.” It has been twelve years since the first IU Southeast Ecuador trip. Every fall, between October and December, several information sessions are held to recruit students for the following spring. At these sessions, students are presented with a variety of information from activities and tentative schedules, to scholarship opportunities and a layout of the application process. While the trip is aimed at education majors, students from other majors are welcome as long as they have an overall GPA of 2.65. “This year we have been approved to offer tracks for Computer Sciences/Informatics and Spanish as well.” It is not necessary to have taken Spanish, but is highly recommended. After students apply, they go through an interview with Dr. Herdoiza-Estevez. “For the success of the program as well as each participant’s experience, it is necessary to assess the motivation of each person, the strengths and areas of growth, and important personality traits.” In the spring, students attend pre-departure workshops that will help prepare them for the upcoming trip. Finally, after all their hard work, students get a taste of their reward when they step
Participants are immediately immersed in the culture, and get first-hand experience within the school systems with eager children.

off the plane into Ecuador. Participants are immediately immersed in the culture, and get first-hand experience within the school systems with eager children. Dr. Herdoiza-Estevez describes the Ecuador trip as full-cultural immersion. “This experience increases the level of reflection in a profoundly transformational personal process.” Participants are set up with host families who provide them daily with breakfast and dinner to help further the immersion experience. Emorie Elswick, an education major from the 2013 trip, says she was nervous about staying with a host family, but eventually came to love it. “I felt extremely welcome and nervous about staying with a host family, but eventually came to love it. “I felt extremely welcome and comfortable. They treated me just like I was in the family all along. They taught me so much about their culture and provided me with words of wisdom and a new perspective on things.” She found staying with a host family an extremely rewarding experience. In Ecuador, students are presented with a variety of opportunities that will not only test their skills but also expand their horizons. The program has established connections with local schools and built relationships with the indigenous community. Aside from working in the schools, students have the opportunity to visit several cultural sites, including the famed “Middle of the World.” Ecuador is known as the Middle of the World because it contains the latitude point of 0°,0’,0”. The site is marked with a monument and features several other attractions.

Students will spend three weeks in Ecuador, and their daily routines usually revolve around their major. Education majors will spend most of their time teaching at local schools and figuring out their teaching philosophy. Some nursing majors use this time for their clinicals. The trip presents students with the opportunity to become more socially aware. Dr. Herdoiza-Estevez says, “Traveling abroad opens a new window to the world around us, broadening the perspective on self, the native culture and country, and the differences and similarities with peoples, cultures, and geopolitical matters beyond our boundaries.”
Being able to travel the world is a dream that many people have but don’t get to experience.

by Jeri Crawford
ENG-W364 Student
IU Southeast gives the campus community the chance to be a part of another culture during International Education Week, which was hosted during the week of Nov. 11-14, 2013, by the International Programs Committee, a group of faculty and staff.

This event is a national week sponsored by the United States Department of Education that highlights international travel, study abroad, and international education through the participation of many colleges. Here at IU Southeast, the International Programs Committee holds an International Photo Contest and two hands-on activities, beading and henna tattoos. Kate Moore, the assistant librarian and chair of the International Program Committee says, “The week highlights the benefits of cultural diversity.” Moore has served on the International Programs Committee for three years and helps put together all the events that are held on campus. Moore explains, “One of our charges is to promote international education and cultural diversity on campus, so Education Week is a great place and time to plan events that are related to international issues.”

The International Photo Contest, held over an entire week, was a focal event. Students, faculty, and staff all had the opportunity to enter photographs taken around the world. The photographs were displayed in the library, and the campus community was able to vote on them throughout the entire week. Moore said, “We have People’s Choice and Critic’s Choice. This year the critic was Jonathan Ruth, who teaches graphic design here. He had the hard task of choosing the best photo based on artistic expression, creativity, originality, and quality of the image in the two categories, People and Places.”
Trey Taurman, a student studying for his Master’s in Business Administration, had numerous photos to choose from after he went to the Dominican Republic. His photo was taken in a small town called Batey Cuchillo. “I chose this photo to enter because it shows the vastly different lifestyles between here and there. I was able to capture a lot of photos showing the differences in meals, toys, household conditions, and so forth; however, this photo really struck me as captivating. In Batey Cuchillo, many livestock roam free in the streets, and there is plenty of barbed wire around the town. To get from one area to another, kids would crawl through barbed wire extensively so they could play. Kids as young as three would crawl through, and if they got stuck, they would sacrifice their clothes to get out. Here in the states, I have never witnessed kids playing around barbed wire. Nevertheless, if kids here got cut or ripped their clothes on such wire, they would typically be upset. There in the Bateyes, the kids acted as if it was normal to be crawling into the wire.”

Taurman chose the right picture; he was the winner for Critic’s Choice in the People category. The other winner in the Critic’s Choice for Places category was Renée Petrina for “Locks in the Bell Tower.” For People’s Choice, there were also two winners: in the People category, Kristin Cox’s “Indigenous Community of Ecuador,” and in the Places category, Aaron Setterdahl’s “Dunluce Castle Rainbow.”

The photo contest was not the only event held during International Education Week. Monday through Thursday, in the Commons, the International Programs Committee hosted hands-on activities. Sophomore Tori Miller loved the crafts this year. “I loved participating in the event last year and was excited that they were doing the crafts again. The beading one is my favorite.” This year, Dr. Shifa Podikunju-Hussain from the School of Education helped people learn to craft jewelry with beads. Podikunju-Hussain said, “I had something strung at the store, and I thought, I could do that. So I started beading, and I make my own jewelry when I have time. Beading is my hobby, and I can help educate people about the kinds of jewelry across the world. It is something that is universal.”

Jewelry can signify many things in different cultures. Podikunju-Hussain added, “I am from India originally, and wearing jewelry in whatever form is a sign of prosperity; it is an adornment that is supposed to make you look prettier. Wearing jewelry, especially in the Hindu culture, signifies that you are married or prosperous. If you are not married or you are a widow, you would not wear as much.”

During the week, the International Programs Committee also offered henna tattoos in the Commons. Although in many countries these tattoos are semi-permanent, at IU Southeast’s International Education Week, they are fake tattoos put on the skin by a gel that fades to an orange-brown color. Senior Shelby Mayfield participated this year, too, “My favorite is the henna tattoos. They are a unique way to express your individuality.” Brigitte Adams, who works in the office of the School of Social Sciences, was asked to help with International Education week by Dr. Lucinda Woodward and Dr. Valerie Scott, the co-directors of the International Programs Committee. Adams said, “International Education Week is a great program for the campus. Henna tattooing is a true art, and there are artists in the Middle East who are gifted to do these beautiful designs.” Henna is mostly popular with brides and has many different meanings including a happy marriage, longevity, and fertility. “The students really enjoy this activity.”

All the events held on campus gave everyone a taste of what they could expect if they were to travel to different parts of the world. It was a great way for the campus community to be educated on international cultures and participate in activities they might not have the chance to experience.
In an increasingly diverse world, intercultural competence has become both a desirable and necessary strength. The value of recognizing, respecting, and adapting to cultural differences translates in lowered ethnocentrism, improved communication, diffused tension, and overall more positive interactions.
The research project detailed here was prompted by the unique challenge IU Southeast students face as our diversity statistics reflect an acutely mono-cultural (homogeneous) environment in comparison to national statistics; Whites make up almost 86% of the undergraduate student population, with Blacks/African-Americans (6%), Hispanic/Latinos (2.3%), Asians (1.4%) trailing far behind.

These statistics have significant consequences, primarily in terms of adjustment to differences, as successful interactions are associated with the ability to effectively navigate cultural ambiguities and display cultural flexibility as well as ethnorelativism.

Cultural insensitivity has been reported as the main culprit of failed international negotiations and health-care services. Employers and educators recognize that study abroad can help foster some of the attributes associated with successful international interactions. Shockingly, on the IU Southeast campus, the number of students participating in study abroad programs oscillates between 24-70, out of the approximately 6900 students enrolled. Semester-long options tend to be financially unaffordable for the students and do not accommodate their work and family responsibilities. Fortunately, the three-week, faculty-led programs offered by IU Southeast are more accessible and affordable for our student population. Although the need to incorporate cultural components into the curriculum has long been acknowledged, very little work has been done to assess the impact of systematic cultural “exposure” on the cultural preparedness of “main-stream” college students.

My first project objective was to determine if main-stream undergraduate students enrolled in my Psychology and Cultures course would increase their cultural competence (“the ability to think and act in an appropriate way in an intercultural context”, Wang, 2013) following a semester of didactic instruction, reflective activities, various presentations (video clips, guest speakers, etc.) and field trips geared toward the discovery of cultural mores and practices.

My results indicated a significant reduction in ethnocentrism, as measured by the GENE scale, by the end of semester. Thus students’ tendency to use their own worldview as the standard to evaluate other cultures was significantly less prevalent following exposure to the course.

The second objective of this project was to determine the end-of-semester global cultural competence of the students using the Multicultural Awareness, Knowledge, and Skills Survey (MAKSS) and the Intercultural Development Inventory (IDI), developed by Hammer (2011) and based on Bennett’s Developmental Model of Intercultural Sensitivity (DMIS). In comparison to freshmen, the scores of students enrolled in the Psychology and Cultures course showed greater intercultural performance on the Awareness and Knowledge sub-scales of the MAKSS. The students’ scores on the IDI revealed that, as a group, they were in the Minimization stage of the development continuum (DO) illustrating increasing sensitivity toward cultures (Endicott, Bock, & Narvaez, 2003).

This transitional worldview allows individuals to bridge across cultures by focusing on commonalities, but lacks the depth allowing them to understand and adapt to cultural differences.

Overall, this project demonstrated that a course directly focusing on the development of cultural competence effectively decreases ethnocentrism and intercultural anxiety, increases awareness of commonality, and helps students move from less complex to more complex perceptions of cultural diversity.