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SALISBURY INTERNATIONAL MAGAZINE

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Highlighting Salisbury University's
international initiatives



Greetings from the Director of the Center for International Education

Salisbury International Magazine

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Brian N. Stiegler, Ph.D., Director

A Salisbury University student who returned from studying abroad in Estonia during fall 2011 said the following thing to me early in the spring 2012 semester about his time abroad: "It was nothing that I expected it to be and more than I had hoped it would be." I cannot imagine a more articulate way to express our grandest aspirations for international student and faculty mobility.

SU faculty and students are studying, teaching and learning around the world in increasing numbers. The enrollment of international students at SU has nearly doubled in the past year. Students come to SU from all over the world to study at the undergraduate and graduate level. We have particularly seen exciting new growth in students from China, South Korea and Saudi Arabia. These students bring a wonderful richness to our University, and we are eager to welcome them. The English Language Institute has led this growth, and you can read a few stories about its early successes in this issue.

Study abroad at SU continues to expand as well. The January 2012 term saw a record number of short-term, faculty-led study abroad programs and a record number of students abroad from South America to South Asia to Western Europe. The Salisbury Abroad semester program portfolio is growing too. You can read about the new exchange with the University of Málaga on the Mediterranean coast in Southern Spain. Finally, the new opportunity for SU students to earn credits for internships abroad adds a valuable new element to our international portfolio.

International faculty exchange is as vigorous as ever. The new International Faculty House on SU's main campus has already hosted visiting teaching faculty from Ecuador, China, Italy and India. SU faculty members are travelling around the world conducting research, teaching and studying. Two more members of the SU faculty were awarded prestigious Fulbright Scholar Fellowships to conduct research and teach abroad, continuing SU's excellence in competing for Fulbright Fellowships.

This issue of *Salisbury International Magazine* explores just a few of the highlights from SU's international portfolio. These successes are indications of SU's growing reputation as *A Maryland University of National – and International – Distinction*. I wish all of our students and faculty who are bringing the world closer together with their thoughtful engagement in learning and teaching around the world the same richness that the student returning from Estonia felt. May all of your experiences be nothing that you expected and more than you had hoped.

Brian N. Stiegler, Ph.D.

Director, Center for International Education

SALISBURY ABROAD
ECUADOR



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Junior Angela Pabich spent her fall semester abroad in Ecuador after winning the inaugural Dudley-Eshbach Study Abroad Scholarship at Salisbury University.

STUDENT WINS FIRST DUDLEY-ESHBACH STUDY ABROAD SCHOLARSHIP

Junior Angela Pabich spent her fall semester abroad in Ecuador after winning the inaugural Dudley-Eshbach Study Abroad Scholarship at Salisbury University. This \$1,000 scholarship is given for the purpose of supporting a student wanting to study in a Spanish-speaking country in Latin America.

Majoring in international studies and Spanish, Pabich said she felt honored to receive such a prestigious award. She was excited to hear about the scholarship having wanted to study abroad since high school. “I really like the Latin America aspect,” she said. “Most people think of studying abroad in Europe. Latin America is off the beaten path. To support students who want to study there is really important.”

Salisbury University’s eighth and only female president, Dr. Janet Dudley-Eshbach created this scholarship to be awarded annually, for any term, for a program of a minimum of four weeks in duration. The scholarship is to be awarded once a year for the next 10 years as

part of Dudley-Eshbach’s celebration of her 10th year as president (2000-2010). After studying abroad in Mexico as a student, SU’s president went on to become a professor of Spanish. Years later, President Dudley-Eshbach continues to cultivate her passion for Latin America.

An Honors student with a 4.0 GPA, Pabich has always valued her education. “I feel like I should put in my time,” she said. “You get out what you put in.” The double major is also a dual minor: political science and Latin American studies. “I’m kind of a nerd,” Pabich said with a laugh. “I like to learn. I’m excited to write my thesis next year.”

One of Pabich’s favorite experiences in Ecuador was a night hike through the Amazon. She recalled looking for different insects, avoiding snakes, seeing wild monkeys and even a scorpion. Pabich also took a gym class much different than one offered here in the United States. Daily activities included rock climbing, camping, horseback riding

and canyoneering, which she described as “similar to hiking except through rivers and down waterfalls.”

Pabich said when it comes to studying abroad, one’s destination isn’t the most important aspect. “It doesn’t matter where you go,” she said. “Just go somewhere you’re not familiar with. It will change your perspective on everything in your life.”

Students wanting to apply for the Dudley-Eshbach Scholarship must be in good academic standing and making progress toward a declared major or minor in Spanish or Latin American studies. A minimum cumulative GPA of 3.0 and demonstration of financial aid are also required. Two letters of recommendation along with a written application are due by July 1 for the following academic year. More information can be found SU’s Center for International Education Web site at www.salisbury.edu/intled/studyabroad/financialAid/JDEscholarship.asp.

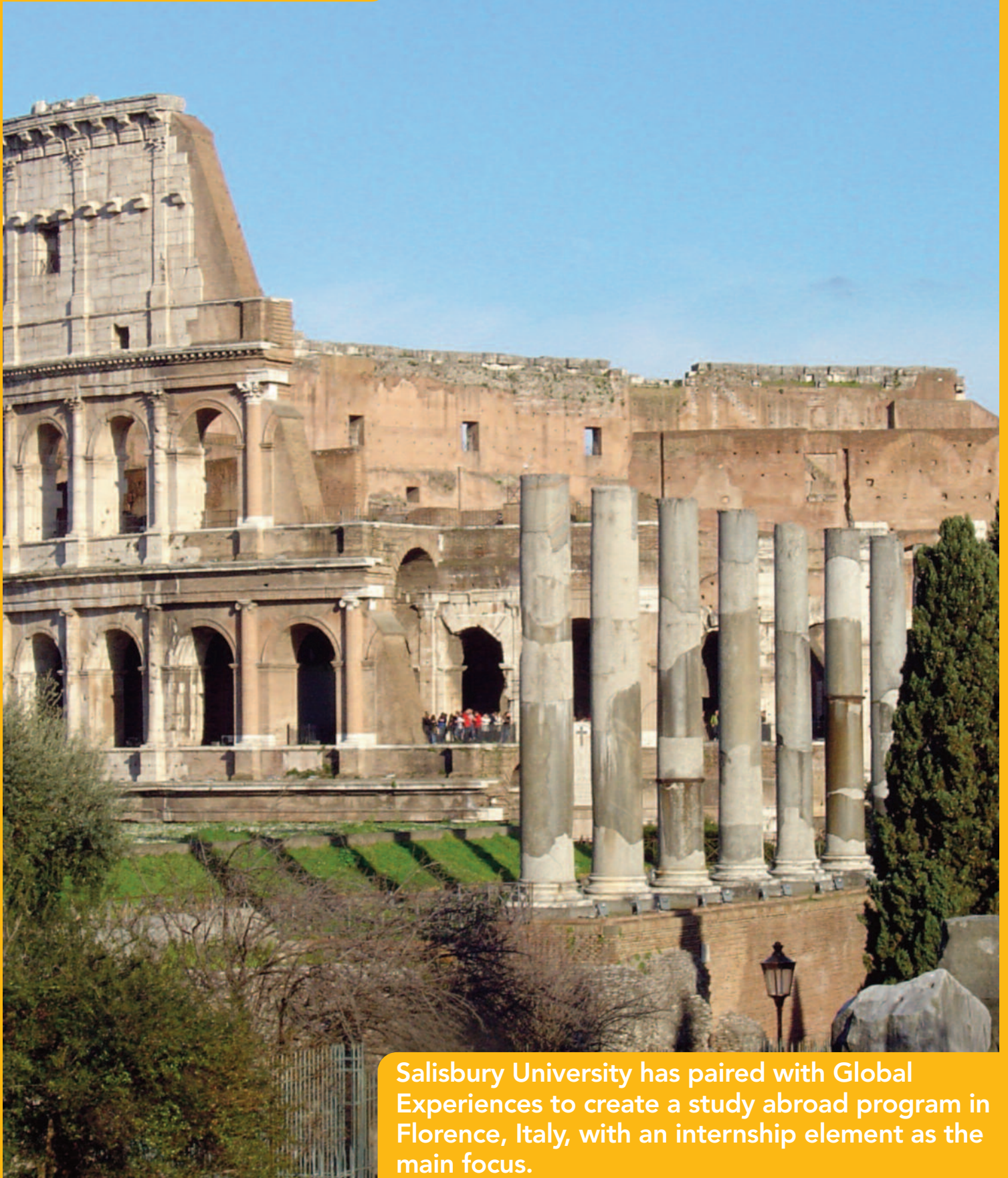


“It doesn’t matter where you go, just go somewhere you’re not familiar with. It will change your perspective on everything in your life.”

—Angela Pabich

SALISBURY ABROAD
ITALY

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Salisbury University has paired with Global Experiences to create a study abroad program in Florence, Italy, with an internship element as the main focus.

COMMUNICATIONS ARTS STUDENTS INTERN IN FLORENCE, ITALY

Salisbury University has paired with Global Experiences to create a study abroad program in Florence, Italy, with an internship element as the main focus. This is a special opportunity for students to incorporate an intensive global work experience into their academic curriculum. Recognized as one of the most beautiful cities in the world and a World Heritage Site by UNESCO, Florence is thriving in culture and opportunities.

The 12-week program is offered in the fall and spring semesters, and students earn 12 credits. The first four weeks of the program abroad include intensive Italian language training, earning the student four credits for Elementary Language Study I (MDFL 101). Four credits are earned in Internship in Communications (CMAT 495) and the remaining four in Independent Research (CMAT 497). With special permission from the Communication Arts (CMAT) Department, students may be eligible to take eight credits of internship in place of the four credits in Independent Research.

“This is one of the only opportunities to do a semester-long internship that carries full credit and all financial aid,” said Dr. Brian

Stiegler, director for the Center for International Education. “The ability to do all this and stay a full-time student makes this efficient.” The program differs from typical study abroad opportunities because it provides real-life work experience in the internship rather than taking regular university classes the entire semester.

Global Experiences, located in Annapolis, MD, specializes in placing American students in English language teaching programs and international internships around the world. “We’re providing life-changing experiences,” said Stephen Reilly, director and program development coordinator. A 1996 graduate of SU, Reilly created Global Experiences to provide students with the opportunities he experienced in gaining global competencies that changed his life. “This will broaden your perspectives and horizons,” he said. “You need to expose yourself to as many opportunities as you can for when you’re out of the classroom.”

According to Global Experiences research, by participating in a program such as this, students put themselves in the top 1 percent of

the prospective work force because of four factors: a university degree, work experience, international work experience and language skills. Students’ chances of being hired over another applicant without the last two factors are 70 percent greater, and entry-level salaries are up to 20 percent higher for those with international work experience and language skills.

“For students not planning on attending graduate school, this is a more practical alternative,” said Jon Peterson, director of institutional and strategic partnerships at Global Experiences. “You get the social, international and cultural experience, and at the same time you get a robust experience. You’re not sitting in a classroom with other American students. This is not just résumé building,” said Peterson. “It really shows maturity and skill sets of members of professional teams.”

SU senior Grace Capuzzo interned in Florence last fall at an English-language newspaper. She lived with six other girls from countries such as China and Amsterdam, and she said she learned more in those three months than she has in her entire life. “You learn life lessons that you would never even imagine until you go

“The program differs from typical study abroad opportunities because it provides real-life work experience in the internship rather than taking regular university classes the entire semester.”





and do it,” said Capuzzo. “Forcing yourself to integrate into a new culture is an amazing challenge, but I loved it,” she said. “It was hands down one of the best experiences of my life.” The newspaper offered Capuzzo a full-time position as a writer after her internship.

At an event-planning internship, SU student Veronica Arnold said she learned the most Italian out of all the girls who ventured to Florence. “I had to do things like call a magician and speak to him in all Italian,” said Arnold. “My internship director literally forced me to learn the language.”

Another SU student, Kerri Dress, was able to seamlessly change her internship while abroad after realizing her interests had changed. Dress initially began her work experience interning as a fashion buyer. The practical experience

Global Experiences provided her with allowed her to realize that a fashion track was not her passion. Without problem, Global Experiences found her a new internship writing and taking photographs for a blog. “I discovered a bakery while writing and fell in love with it,” said Dress. “We became obsessed with it,” she said with a laugh.

Reilly said Global Experiences really helps people understand what they are interested in when placing them in an internship. Consultation with each individual ensures a high-quality match between intern and host employer.

“Florence is an excellent city not only to work in but to live in,” said Kevin Pickett, an internship consultant with Global Experiences. “At the end of the work week you can explore this amazing city.”

Pickett also explained how an international internship really does set students apart from competition when applying for jobs: “You’re not only living there, but you’re adapting to working in a brand-new culture.”

Apply now for the International Internship Program in Florence, Italy. Resources can be found on the Salisbury University Center for International Education Web site (www.salisbury.edu/intled/StudyAbroad) under study abroad semester programs.

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INTERNATIONAL STUDENTS

CHINA

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During fall 2011, two visiting students from Anhui Province, China, received grades worthy of the Salisbury University Dean's List.

STUDENTS FROM CHINESE SISTER STATE EXCEL IN ACADEMICS

During fall 2011, two visiting students from Anhui Province, China, received grades worthy of the Salisbury University Dean's List. Although Ren Jianhui and Xinyu Zhang were not eligible to be listed on the SU Dean's List because they were not degree-seeking students, their excellence in their courses is a reason to celebrate.

In order to be included on the Dean's List, SU students must be seeking a degree at SU, be full time and achieve a GPA of 3.5 or higher for any given semester. The two students from Anqing Normal University excelled in their coursework, each earning a GPA higher than 3.5. "The academic performance level of these two students was indicative of the excellence that foreign students bring to SU," said Dr. Brian Stiegler, director of the SU Center for International Education (SUCIE).

Xinyu Zhang, who goes by Lucy, explained that she is an education major back home in China. As a visitor to SU, she had the chance to pick classes that were of interest to her. Zhang chose to study fundamentals of communication, calculus and theatre. She said that she especially enjoyed her

communications professor, Dr. Lori DeWitt. "She is very patient with every student and I enjoy her humor," said Zhang. "I like the atmosphere of her class."

"I consider myself a huge SUCIE fan," said DeWitt. She is thoroughly impressed by students studying internationally. "I find it awe-inspiring," she said. "Anyone who is willing to not only submerge themselves in a foreign country not knowing the language, but also to study there is truly admirable. They're doing double-duty: learning the language and the actual content. It's very impressive."

DeWitt, who has two or three Chinese students per semester, said that although the Chinese students do tend to fall into the studious and structured stereotype, they are the best at following directions. "They won't sit back and suffer if they need clarification," said DeWitt. "They ask some of the best questions and are quick to ask for direction. Failure is not an option for them. They are incredibly driven."

Zhang's humor impressed DeWitt. "When speaking in front of the class, she had some of the best-placed humor," said DeWitt. "The Chinese students are actually

very witty, funny and personable, which doesn't exactly fit the common stereotype."

The campus was very big, according to Zhang. She also said that the classrooms were well equipped. Her class sizes in China are much larger, usually around 100 students, and have numerous instructors to manage the class. "Professors at home take more charge of their classes," said Zhang.

Zhang, a first-time visitor in this country, also complimented the friendliness of the students at SU. She remembers writing her first paper and being uncertain of the way she should format it. "Two of my classmates explained the requirement of the paper to me," said Zhang. "I made a lot of friends at SU."

In addition to her coursework, Zhang enjoyed many activities outside of class. Carving jack-o-lantern pumpkins was one of the new experiences she embraced during her time at SU. Her team took third place in the carving

“SU is proud of its contributions to Maryland’s efforts in building ties to China.”





competition that she described as “an unforgettable experience.”

Jianhui, who also had her first experience in the United States as a student at SU, took the same courses as her fellow Chinese student. “The teachers were all great and they helped me so much with my studies,” said Jianhui. She was also grateful for her three roommates. “They showed me what a real college experience is like in the U.S.,” said Jianhui. “They even had a birthday party for me.” Jianhui is even considering coming back to SU to pursue undergraduate studies.

Following the opening of China in 1975, one of the very first relationships between the State of Maryland and China was the Anhui Province Sister State relationship. Established in 1980, this has been a very active partnership, and Anhui remains Maryland’s oldest Sister State.

Efforts to build education, business, government, and environmental ties between the People’s Republic of China and the U.S. have been statewide. “SU is proud of its contributions to Maryland’s efforts in building ties to China,” said Stiegler.

Zhang had the opportunity to visit Washington, D.C., New York and Philadelphia. “I have learned so many new things and felt very happy during my visit,” said Zhang. “I’m also very happy to have achieved good grades. I am really grateful for my friends’ and teachers’ help.” Zhang and Jianhui are examples of the incredible experiences available for international students wishing to advance their academic studies. “If I have the chance, I really want to go back to SU to further my studies,” said Zhang.

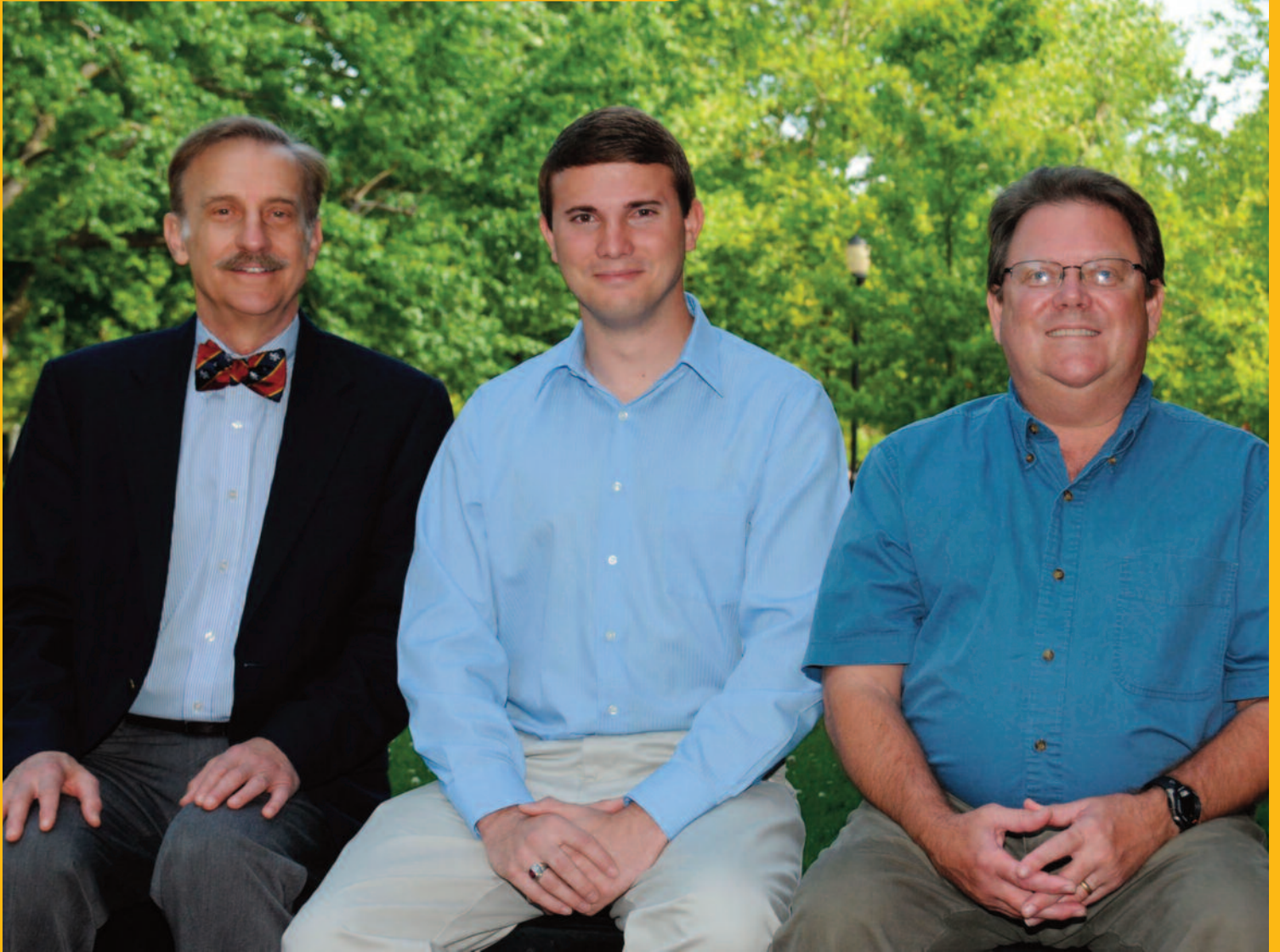


“Carving jack-o-lantern pumpkins was one of the new experiences she embraced during her time at SU.”

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INTERNATIONAL SCHOLARSHIP
FULBRIGHTS



From left, Dr. Richard Hoffman, Charles Overholt and Dr. Eugene Williams

SU has a long history of faculty Fulbright Scholar winners and was named one of the nation's top Fulbright producers for 2010 by *The Chronicle of Higher Education*.

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STUDENT AND FACULTY HONORED WITH FULBRIGHT AWARDS

Three members of the Salisbury University community have been honored with one of the most prestigious award programs worldwide, the Fulbright Fellowship Program, for their excellence in academic endeavors. Dr. Richard Hoffman, Dr. Eugene Williams and Charles Overholt will travel to Estonia, Iceland and Germany, respectively, to continue to grow and develop their academic merits and leadership potential.

Established in 1946, the Fulbright Program is the flagship international education program designed to “increase mutual understanding between the people of the United States and the people of other countries.” Sponsored by the U.S. government, the program has provided almost 310,000 participants with the opportunity to study, teach and conduct research, exchange ideas, and contribute solutions to shared international concerns. The program operates in over 155 countries worldwide and awards approximately 8,000 grants annually.

Dr. Richard Hoffman

Dr. Richard Hoffman, from the Perdue School of Business, received the Fulbright award after encouragement from colleagues to apply and will be spending spring semester 2013 in Estonia teaching and conducting research at the University of Tartu. Hoffman plans to teach classes in international management and strategic management as part of the master’s program. Hoffman’s reasoning for choosing Estonia are both personal and professional.

Having a mother with a French background, Hoffman spent many summers in Europe as a child. During graduate school, he spent one year in Switzerland and has continued his interest by taking SU students to places including France, Germany, Estonia, Britain and China. The history has come full circle with Hoffman’s father-in-law being a graduate of the University of Tartu.

The research Dr. Hoffman will be conducting focuses on employee-owned companies. When the Soviet Union broke up, companies used this method as a way to privatize their businesses. However, there has been a significant decline in this method in Estonia. Recent studies have shown that newer firms who are adopting this theory are doing well. Hoffman plans to conduct a case study of new and old firms, showcasing the newer firms’ motivation to pursue other structural models instead of privatizing.

Currently in his 19th year teaching at SU, Hoffman has taken students abroad since 1995 to teach and expose them to different cultures. “It’s a natural progression almost,” said Hoffman. “To seek to demonstrate to the outside world the work we’ve done.”

Under the duties of a Fulbrighter, Hoffman plans to give two presentations based on his research to business professionals during his time abroad, one focusing on cross-cultural management and the other on franchising. He also hopes to develop a set of courses taught in English that SU business students

could take on a semester abroad there in the future. Promoting future faculty research collaboration with SU is also a goal Hoffman hopes to accomplish by creating ties with faculty to possibly develop a faculty exchange program.

Aside from gaining new data for his research, Hoffman hopes to gain additional experience teaching international students and working with an international audience overall. “I’ll also get to know the country’s business more in depth and draw some good, broad lessons and examples for my classes,” said Hoffman.

Hoffman aims to see the “ah-ha” moment in his students. This often occurs when the students are exposed to a different culture. “We take so many things for granted in our lives,” said Hoffman. “It’s very important that we expose ourselves to different cultures. They work in very different ways, but often work incredibly well.”

Dr. Eugene Williams

“You see, there are fish in warm water, fish in freezing water and fish in water that fluctuates back and forth,” Dr. Eugene Williams explained. Williams is spending a year in Iceland through his Fulbright Fellowship studying the temperature biology of fish. More specifically, he studies how the three different groups are responding to global climate change. Global climate change is happening worldwide, according to Williams, and every animal on Earth will have to deal with it including fish in Iceland.

Williams, who has taught twice in

Iceland previously is looking forward to spending an extended period of time there. He said there is a good combination of reasons for traveling to Iceland. “It’s a chance to live in Iceland while doing research and being able to experience living there,” said Williams. “The people there are friendly and accommodating. It’s just a very nice place.”

Williams is happy that SU can add another name to their long list of faculty Fulbrighters. “I’m honored and proud to be a part of that group,” he said. SU has a long history of faculty Fulbright Scholar winners and was named one of the nation’s top Fulbright producers for 2010 by *The Chronicle of Higher Education*.

“It’s incredibly important and I recommend every student do it,” said Williams about study abroad programs. “You have to go and see it from the other side to really learn how people think in other countries.” Williams said that every single waking moment abroad is a learning experience. The students he has taken abroad previously have grown “personally and academically.” Williams said that there is no better time than now to embark on such an experience. “It really is indescribable. Now is the time.”

Charles Overholt

As the first ever SU student to earn the Fulbright Student Fellowship, Charles Overholt will travel to Germany where his ancestors left in search of a better life over three centuries ago. For the first time in his life, the Pocomoke native will board a plane and leave the country to explore his research topic: Hessian mercenaries and the German reaction to the American Revolution.

In his second semester in graduate studies at SU, Overholt’s family connection sparked his interest in European world history. History of Hessen (a German

province), German History and German Language are the courses he’ll be taking abroad. “I want to get a good handle on my dissertation for my Ph.D. and really focus on the language while I’m there,” said Overholt.

Two leading scholars on his subject of research have been editing, translating and publishing the letters of Hessian soldiers stationed in America and the diary of a well-connected Hessian officer and landowner, Baron Gilsa. Combined with other private historical resources across the region, Overholt will help with the

project and use the primary documents to explore his own questions about the Hessians.

Inspired by a German Fulbright professor in graduate school, Overholt began the application process after realizing the great opportunity. “You really need the in-country experience if you’re going to continue your education at the master’s level, you can perfect your language skills and boost your resume,” he said.

Overholt is also looking forward to exploring the region and culture. He has compiled a list of places to go, castles to see and mountains to ski. He also hopes to see exactly where his family came from and visit Poland. He describes the upcoming trip as a “culture shock being from Pocomoke.” He said, “It’s a big leap getting dropped into another culture, but I’m getting more and more excited every day.”

Chosen at first as an alternate, Overholt said getting the award after some delay was quite humbling. “I’m proud,” he said. “I would have never won without the help of the faculty here. About six different people reviewed my work, gave me tips and helped through the constantly evolving process.” Even making changes the morning of the deadline, Overholt said he could not have put together a better application and thanks the faculty for being his motivating force.

“I carry the weighty hopes and expectations of my family along with the relentless work ethic they have

“You really need the in-country experience if you’re going to continue your education at the master’s level.”

passed down to me,” Overholt said. Working with his waterman father crabbing and net fishing in the Chincoteague Bay has shaped his work ethic. He truly values the physical labor on the water and said it shaped his youth and college career.

Overholt was not expecting the reaction he has been getting from campus and the community. Already having done four interviews and a small segment on the local news, Overholt said, “I figured it would be big, but I wasn’t expecting this. I’m not that kind of person, so it’s new to me, but a pleasant surprise.”

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INTERNATIONAL STUDENTS
ELI EXPANSION

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The English Language Institute (ELI) provides year-round instruction for all levels of English.

ENGLISH LANGUAGE INSTITUTE QUINTUPLES IN SIZE

In fall 2010, Salisbury University began a three-year pilot program for an English Language Institute with just five international students. The institute now has 58 students currently enrolled and is still growing.

The English Language Institute (ELI) provides year-round instruction for all levels of English. Classes are structured to teach four basic skills: reading, writing, speaking and listening. Special courses are often available on specific topics, such as building vocabulary or American pronunciation. Class sizes are small and taught in a friendly and personalized setting.

At many American universities, English Language Institutes function as a strategic tool for international recruiting. Their role is to bring non-English speaking foreign students to the program on student visas that the school sponsors. The students then have from a semester to two years to improve their English to a level that they are ready for admission into the University's academic programs. While the students are improving their English, they are also becoming comfortable with the University community, so they can efficiently transition from the ELI into a program of study.

For decades, universities surrounding SU have engaged in ELI programs to increase diversity in their student bodies. For example, the University of Delaware began its program in 1979, and the University of Maryland College Park, Towson University, UMBC and Old

Dominion University all followed with programs in the 1980s and early 1990s. Despite the late start of SU's ELI program compared to other universities in the region, the program is expected to see growth in the number of students, faculty and programs offered.

The mission of the English Language Institute at Salisbury University is to offer a high-quality, comprehensive, intensive program in the English language for non-native speakers. The program provides English language instruction on all levels, preparation for international students seeking

of 41. During the current semester, spring 2012, the ELI has 58 students from various regions of the world. In terms of faculty, the program has grown from one full-time instructor and three part-time employees, to three full-time and four part-time.

Founding director Dr. Hongzhan Song said that the program has come a long way in terms of bettering its design and formalizing its curriculum. "The program is much better designed for students now," he said. "Most of the courses are in the University-wide curriculum system. So, students can

“The goal of the ELI program is to provide a smooth transition from ELI classes to full-time enrollment gradually.”

entrance to an American university and bridge academic support for students who wish to fully enroll in a degree-seeking program at SU.

After one semester in the ELI program, three of the five students from the program's first term successfully completed the course and moved on to academic programs. The other two students were able to finish after one additional semester. Spring 2011 welcomed 10 students, one of whom completed the ELI and began working on her master's degree in education.

The fall 2011 semester saw tremendous growth, as the ELI quintupled in size from the five original students to an enrollment

now sign up for classes rather than be assigned based on performance." Originally offering eight courses, the program now has more than 19, allowing students to grow individually. "We have seen great improvement and a lot of growth," said Song.

The ELI also offers a Bridge Program allowing students at the advanced level to take up to six credit hours in SU's regular academic curriculum as part-time non-degree seeking students. This mix of ELI with part-time academic courses helps students work on their own individual weak areas in their English according to Song. "Students can ask ELI instructors questions about their

“The fall 2011 semester saw tremendous growth, as the ELI quintupled in size.”



academic courses allowing timely support,” he said. “This also helps instructors see what kind of support the students need so they can then plan their class instruction accordingly.” The goal of the ELI program is to provide a smooth transition from ELI classes to full-time enrollment gradually.

Song said that the ELI can expect 60-70 students for the upcoming fall. He also said that with this growth, more faculty members will be needed. “As long as we can address these concerns, we could see possibly 100 students for fall 2013.” Because SU has established good relationships with its institutional partners, there is a lot of need for this program now. “Our partner institutions express clear interest in sending students here,” said Song. “They consider SU a fine university.”

In order to keep a talented and diversified student body, there is a strong need to bring in students from varied regions of the world. Receiving no state funding, the ELI program improves the diversity of the SU student body, generates new revenues to support the growth of the program, and strengthens the

diversity of undergraduate and graduate admissions in a time when the United States Census has projected that the number of high school graduates in the U.S. is beginning to decline.

Increasing the diversity within the ELI’s own enrollment is a main concern for the program according to Song. A majority of the students currently in the program are from China. “I think we have a healthy environment for our students, faculty and the University community at large,” he said. “It is important for us to recruit more students from other regions and countries. For example, we will see a big surge in terms of student population from South Korea. We have already seen this from Saudi Arabia.” Song said that they accept that there will always be a larger number of Chinese students in the program, but he wants to make sure that it is not dominated by Chinese. “That is the area we need to make more efforts to improve.”

More information on Salisbury University’s English Language Institute can be found at www.salisbury.edu/intled/eli.

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SU students have been involved in the installation and maintenance of the Global Garden since fall 2011.

GLOBAL GARDEN BRINGS TOGETHER SU STUDENTS AND ECUADORIAN SCHOOL CHILDREN

Imagine an urban area full of pavement, buildings and not a single tree or even dandelion. Now, picture that same area filled with vertical flower beds and cascading greens tumbling over the edge of raised cement blocks. Even better, indulge your thoughts in the idea of fresh hot meals cooked entirely from juicy ripe plants from the garden outside your own window.

Lori Wren is the director of international teachers at the CEDEI school in Cuenca, Ecuador, and is overseeing a project at the school with this very concept. “It isn’t just a part of the school,” said Wren. “It is something the students contributed and they feel more of a guardianship over it.”

SU students have been involved in the installation and maintenance of the Global Garden since fall 2011. All SU students who study abroad on the Salisbury Abroad: Ecuador programs during the semester or the January term dedicate time to the garden as an ongoing service project. The SU students work side by side with the CEDEI school children and teachers on the garden. The “Global

Garden” project was envisioned by the leadership of the Center for Interamerican Studies in Cuenca, Ecuador, and SU as a living symbol of the nearly-20 year international partnership between the South American educational foundation and SU.

SU junior Angela Pabich worked on the project during her fall 2011 study abroad semester, “I loved digging side by side with Ecuadorian children, among a chorus of “Tia, hueco! Tia, aqui!” The kids clearly loved it, and so did we.”

To this point, the CEDEI school has done four separate gardens, each with its own unique features. Being in a semi-urban area, the green space they have to work with is very limited. The students working on the garden utilize the green space they do have and are making plans to incorporate the not-so green areas by converting them into things like vertical gardens and raised beds on top of cement.

One flower bed consists of medicinal herbal plants used for home remedies in Ecuador. The plants in this garden can be used for

teas for treatment of ailments and for natural support of the immune system. A second area is what Americans would consider a typical garden space. It contains numerous plants for foods such as greens, peas, garlic, onions and pepino – a type of cucumber known for its sweet taste that combines succulent flavors of honeydew and cucumber. A third bed is a small fruit orchard combined with medicinal herbs. A raised spiral bed is the latest addition to the project which contains more herbal plants.

One common herbal plant grown in the Amazon region is Yahualicaspi. It is a 6 to 20-foot-high tree with yellow edible fruits. Much more important than the fruits is the medicinal usage of the leaves, the bark and the roots. People in this area know and frequently use the herb to treat common troubles such as headaches, stomachaches, toothaches, colds, sore throat, colic and tuberculosis. You just have to cook the useful parts of the plant and take a sip to wash your pains away.

“Their project incorporates so much more than just learning to garden. It combines education and practical uses.”





Hierba Luisa, or lemon grass in its English name, is a popular aromatic tea all over Ecuador. The plant is often found close by houses for easy enjoyment when brewed in tea. This herb also helps with headaches and tummy troubles.

One grade level at the school has a year-long project that revolves around the garden. They are learning about plant life, growth and the water cycle. Their project incorporates so much more than just learning to garden. It combines education and practical uses.

The main idea behind the gardens is the possibility of utilizing urban gardens to provide food for a family that is organic, fresh and full of vital nutrients. “We want children to feel invested in the life cycles of plants so that they then have an experience of living with plants, caring for them and that this can be generalized to a caring of the planet in general,” said Wren.

Many of the students even brought their own plants from home and transplanted them into the Global Garden. They often check on their own plant and have the idea of the plant being “theirs” but also part of the larger community gardens: “This personal investment completely changes their concept of the gardens.” The gardens are uniting, educating, feeding and bringing a sense of pride and well-being to the community.

Daniel Timmer, a sociology and international studies major, summed up his experience working in the Global Garden: “Working on the garden alongside some of the faculty and school children was a great experience. It is nice to know that although we may have had to return to the states, our work in the garden will still be there as part of the school.”

That is until the next group of SU students returns to lend a hand once again next semester.

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INTERNATIONAL STUDENTS ALUMNI STORY



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We shared our experiences and feelings about Europe and America, how different the people are and yet how drawn we were to each other's cultures.

A STUDY ABROAD LOVE STORY

By Emily Godard and John Stockel

John and I met at the end of 2008 in University Village at Salisbury. I was finishing my first semester as a French exchange student from Grenoble Ecole de Management, in the full-time M.B.A. program, and John was a sophomore at the University. We met through mutual friends during a gathering at one of the student's apartments and played a few games of Wii bowling with other residents. It was not love at first sight, and we didn't run into each other again until just after the winter break. We were both at a party in early February 2009 and started talking about our mutual breaks, John was just coming back from a month-long trip to Russia and I was already back in class for the beginning of my spring term. We shared our experiences and feelings about Europe and America, how different the people are and yet how drawn we were to each other's cultures.

After a few tries, I agreed to go on a date with John and he took me bowling at the Cherokee Bowling Lanes in Salisbury. I often wondered how he refrained from making fun of me that whole night, as I was red as a lobster following an unfortunate tanning experience. We each won a game and then tied at exactly the same score on the third game. From there on we spent a lot of time getting to know each other, spent countless hours in the TETC cafeteria studying together, commenting on the news, talking about our business ideas and sharing our common dream to one day become entrepreneurs.

We started dating at the end of spring break 2009 and would never have imagined the journey that was ahead of us. We spent four amazing months together in the United States as I was finishing my M.B.A.; we took a trip to Montreal and New York and spent our first Fourth of

July together in Annapolis. I had to leave a couple of days later to go back home and prepare for my final exams in France, but John had planned to visit me as soon as those were over. The three weeks we spent apart were tough; I went back home feeling like a brand-new person, yet nobody at home understood it and it just didn't feel like home anymore. John spent three weeks with me in France that summer, meeting my family and touring some of France's most beautiful places. We visited the castle of Versailles, went to Normandy to see the D-Day memorials and the beaches, to La Rochelle, Angers in the Loire Valley and finally Paris. When we said goodbye we had no idea when we would see each other again, but we promised each other we would find a solution to be together.

I started actively looking for a job in the States, but it didn't work out. I sent hundreds of applications and

“We organized our schedules so that we could talk to each other on Skype every day, and for two years John sent me an e-mail every night.”





almost never received a reply. We managed to fly back and forth every two or three months; we visited each other whenever we got a chance during two years. We organized our schedules so that we could talk to each other on Skype every day, and for two years John sent me an e-mail every night so that I would have something to read from him every morning to tell me to stay strong and keep on believing we were doing all of this for something greater than we could imagine. I ended up starting a job in Ireland in July 2010, but this was for a temporary training and I didn't know where my company was going to relocate me after. We spent hours trying to come up with different scenarios as to what could happen and how we could be together, and yet each and every one of our plans fell through. We decided to get engaged at Christmas and renew our promise to each other that we would make it no matter what.

Finally I was relocated to the north of London in February 2011, four months before John's graduation. My company decided this would be my permanent location, and we could finally start to think ahead. John came to London during his spring break to help me move in and get a feel for the city to see if he could imagine living there. He loved it and we decided this was going to be our first location together. I came back to Salisbury in May for his graduation and we flew back to the U.K. together. John decided to apply for a master's program in finance in London and got accepted to the Grenoble Graduate School of Business, where their program is offered in partnership with the London School of Business and Finance. John will now be getting his M.Sc. in finance, from a school ranked sixth in the world by the *Financial Times*, from the same institution I studied. What a small world.

After two years of hard work and very tough times, we can finally be together and think about the future. John starts school in September, and we set a date to get married in France in September 2012. Our ultimate goal is still to go back to the States and start our own business. We competed in the 2011 Bernstein Business Plan competition at SU and finished second, which gives us great hopes for the future.

Schools often emphasize the importance of international programs and exchanges; I can speak from experience and say that the open-mindedness and the wealth that I gained are invaluable. Coming to study at Salisbury was the best decision I ever made. The experience gave me everything I could imagine and so much more. Salisbury University will always have a special place in our hearts and we hope our story will be a landmark to the possibilities there are when the world comes together.

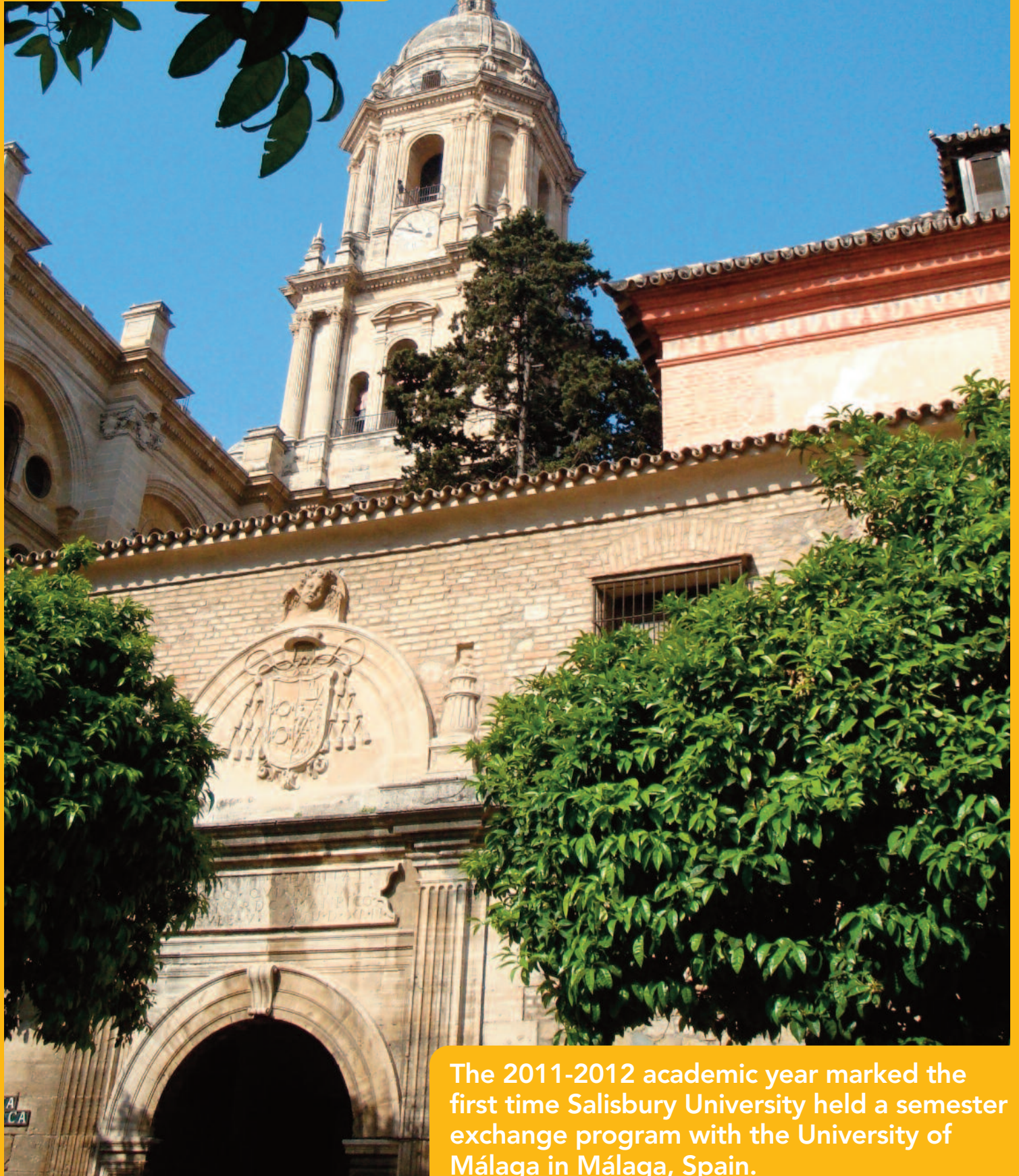
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SALISBURY ABROAD

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The 2011-2012 academic year marked the first time Salisbury University held a semester exchange program with the University of Málaga in Málaga, Spain.

SU LAUNCHES NEW EXCHANGE PROGRAM WITH SPAIN

The 2011-2012 academic year marked the first time Salisbury University held a semester exchange program with the University of Málaga in Málaga, Spain. Dr. Keith Brower, Modern Languages and Intercultural Studies Department, began the program as a summer session in 2001. The exchange is a new initiative built on top of that program, which is now over a decade old. In spring 2011, SU sent one pilot student abroad, and by the fall, the University sent five students to Málaga and welcomed three Spanish students to SU for the exchange.

SU student Emma Kobylenski, an international studies and Spanish major, was one of the first students on the exchange and is currently still abroad. She said that studying abroad is full of opportunities for personal betterment. "It's not a vacation; it is a venture into real life that many college students miss while in the comfort of the dorms," said Kobylenski. "It is figuring out how to navigate something foreign while being foreign. It expands your understanding via challenging your comfort zones, lengthening your linguistic landscape and forcing you to problem solve under pressure. It also brings a newfound appreciation for who you are and where you come from."

Kobylenski said that with basic knowledge of Spanish you can make mistakes that turn out to be extremely embarrassing. "My friend Meredith asked for a plate of tuna instead of olives," she said. "My other friend, instead of saying she

was embarrassed, said she was pregnant. Another friend of mine said that she wanted condoms with her toast instead of jam. And there are more that are not publishable."

Málaga is a SmartCity full of eco-friendly innovations. The SmartCity program was developed in Málaga and is a sustainability project aiming to turn busy cities into energy-efficient hotspots with low carbon footprints. "It is subtly evident in buses that run on bio-fuel, recycling stations that are readily available to everyone, including battery collection, paper, organic material, plastic, glass and my favorite: used oil collection, where they take old olive oil or what-have-you and turn it into things like soap and lights on timers."

Noelle Ford, an SU English major, said "I still can't believe I'm here, but I am so happy." Ford, having been in Málaga for two weeks, was shocked at all she has experienced in such a short amount of time. "It is phenomenal," said Ford. "I run every day along the sea and do yoga with a Norwegian student on her terrace that overlooks the entire city.

I've watched Flamenco in a bar at 1 a.m., have talked for three hours in Spanish with a Japanese girl about life and have bought an entire fish from the market." Ford also said that the classes abroad seem tough because she feels behind in the grammar aspect. "However, I think if I buckle down one day a week and really get to studying, instead of reading my book in a café, everything will get better."

Visiting SU from Málaga, Tamara Covarrubias said she was nervous entering into her first school day at SU. "Everybody was so nice and tried to help me with everything," said Covarrubias. "When I couldn't find something on campus, other students would go with me to help me." The business administration major also said that the SU Center for International Education (SUCIE) "is doing a great job, too, to make us feel at home."

Covarrubias said she was impressed with the beauty and cleanliness of the SU campus. "I was impressed with the new Perdue building especially," said Covarrubias. "I love having class in

“It expands your understanding via challenging your comfort zones, lengthening your linguistic landscape and forcing you to problem solve under pressure.”



there.” Concurring with other exchange students’ opinions, Covarrubias was also impressed by the amount of extracurricular and student involvement in which the Gulls take pride. “It is amazing all the activities and services offered to the students here,” she said.

At the beginning of the semester, according to Covarrubias, it was hard to adapt to the educational system in the United States, but she said she likes that your final grade is a reflection of your cumulative efforts during the semester versus having one big final exam. “It is also a great complement to my education because in Spain classes are more technical,” she said. “Here they are more practical. For example, I had never done a presentation in class until I came here.”

Covarrubias said that studying abroad has impacted her education in many positive ways. “It has improved my adaptation and

flexibility to other environments and respect for other cultures,” she said. “It is amazing when you connect with a group of friends where each one is from a different part of the world.” Although scary at first, she said that after studying abroad you will “feel that there are no barriers holding you back anymore.”

Ballet, yoga, physics and information systems are an eclectic mix of courses, but Ana Butler, from Málaga, is an engineering major back home looking to broaden her studies and really enjoy her time here in the U.S. “Studying abroad isn’t just for studying,” said Butler. “It’s really about the experience. That’s the important thing to me.”

Butler was thankful for the kindness of the people in the U.S. When she arrived in the country at Baltimore-Washington International Airport instead of in Salisbury, someone from SUCIE immediately drove to meet her. “I’ll never forget

that,” said Butler. “As a first contact in the country, it was such a nice thing. No one would have done that for me at home.”

Butler was inspired to study abroad by meeting exchange students at her hometown university mainly from Europe. She said that she does feel less independent here without her own car and no system of reliable public transportation comparable to that in Spain. “You feel less materialistic,” Butler said. “You worry because you can only bring one suitcase. But, then you realize that you actually don’t even need more,” she said with a smile.

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INTERNATIONAL STUDENTS ELI SUCCESS STORY



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"Intense and very hard, but an extremely unforgettable experience," Sherry Wang said about her time learning at Salisbury University's English Language Institute.

SHERRY WANG: AN ELI SUCCESS STORY

“Intense and very hard, but an extremely unforgettable experience,” Sherry Wang said about her time learning at Salisbury University’s English Language Institute. From Anqing Teachers’ College in China, Wang is now working to complete her master’s degree in education at SU.

Wang had been studying English for about eight years before entering the ELI. She said that in China it was more exam-based. So, upon entering the ELI she used pantomime a lot. She worked with four teachers, each in a different subject area: oral daily English, academic English, grammar and writing. “I loved how Dr. Song had us choose a book related to our major,” said Wang. “We would read and do a presentation every day.” Wang also learned a plethora of new vocabulary and had an exam every week. “We really did learn a lot,” she said.

Wang said that studying as an international student from China comes with a lot of inconveniences such as “new knowledge, new friends, new environment and new language as well.” She said she did struggle sometimes in the ELI, but

the graduate assistant helped her with daily issues. In addition, Wang was assigned an English partner, Dr. Lori DeWitt. Wang and DeWitt would watch movies, have meals and do other activities together. “She tried to let me experience more and adapt to the new environment as soon as possible,” said Wang. “Now we have become good friends.”

In her academic studies, Wang said all of her professors give her extra help and explanation when she needs it. “They treat me as a second language learner,” she said. Her placement at Pinehurst Elementary School greatly impacted her. “I’m doing great work.” Wang is also appreciative for bus trips and events hosted by SU and its Cultural Affairs Office. “I love SU, the blue sky, fresh air and my lovely American friends,” Wang said with a smile. “I always enjoy and have a wonderful time.”

Wang plans to return to China after obtaining her master’s degree to teach at the collegiate level. More information on the ELI program at SU can be found online at www.salisbury.edu/intled/eli/welcome.html.



“ I love SU, the blue sky, fresh air and my lovely American friends,” Wang said with a smile.”

SALISBURY ABROAD
ESTONIA

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Salisbury University has developed an opportunity for SU students to study abroad in the historical northern European college town of Tartu, Estonia.

ESTONIAN STUDY ABROAD TRIP OFFERS A WEALTH OF CULTURE

Salisbury University has developed an opportunity for SU students to study abroad in the historical northern European college town of Tartu, Estonia. The University of Tartu is ranked as one of the top 600 universities in the world, producing more than 70 percent of the Ph.D.s in the country.

“Is that in Africa?,” SU junior Brian Valdivia said upon learning about the program. Like Valdivia, a lot of students are unaware or uninterested in the Estonia program because it is a relatively uncommon place to study. As a growing economic powerhouse in Northeastern Europe and a cultural meeting of Europe and the West with Russia and the East, Estonia is a fascinating destination for students interested in studying abroad. “The people there are just as interested in our culture as we are in theirs,” said Valdivia. “They have their own identity, but they’re looking for more influences.”

The classes offered at the University of Tartu are geared toward interests in European history. All of the courses are taught in English and count toward academic progress at SU. Although the two-and-a-half-hour classes take a bit of adjusting to, students have the option to take master’s courses, which is great way to get a taste of graduate school. “The professors are knowledgeable, but it’s strictly business,” said Valdivia. “They do give foreign students a little leniency because they understand that we’re here to learn and also see Europe.”

Some 20 percent of the population in Tartu is students. Rather than a campus, there is more of a

metropolitan city feel that Valdivia describes as “breath taking.” Some areas even have an old medieval town feel. “I liked what I saw, but loved what I experienced,” said Valdivia. “I want to go back for graduate school.”

Upon arriving to his dorm, Valdivia was disappointed at first. He would be living with 300 other international students. But Valdivia now considers this the very best part of his entire experience abroad. “I wanted to be submerged right into Estonian culture,” he said.

“ I liked what I saw, but loved what I experienced,” said Valdivia. “I want to go back for graduate school.”

His core group of friends for the next five months consisted of students from Germany, Italy, Russia, Mexico, Croatia, Serbia, Africa, New Zealand and numerous other regions of the globe. “I thought I was going to just learn about one culture,” said Valdivia. “Instead I got the opportunity to take in multiple.” Valdivia described this as an eye-opening experience that made him appreciate his life in the United States.

Another highlight of his trip was the abundance of travel he was able to do. Valdivia traveled to six different European countries, including Latvia, Sweden and the Netherlands. Traveling was so easy because of the low cost. “I went to three different countries in one weekend,” he said. “A four hour train ride to Latvia was only 12 Euros.”

Travel is so economically efficient because the surrounding countries have good ties with each other. Estonia is working on expanding tourism greatly. In 10 years, they could be the new cultural center for Eastern Europe. “Estonia is a diamond in the rough,” said Valdivia. “At any moment it’s about to explode with tourism. I’m glad I got to experience it when I did. There are so many cultures blended together.”

From the nightlife to the food, Estonian culture is one that is sure to ignite the senses and enlighten

perspectives. Valdivia described the cuisine as an amalgamation of different cultures. “In just one week, I had Georgian, German and Estonian food.” The spots for nightlife include everything from run-down basement joints to high-end night clubs with chandeliers. “It’s a place for everybody,” said Valdivia. “You even see your professors out.” Valdivia also thoroughly enjoyed the music scene: Balkan fused with Western horn-oriented sounds. He even got a photo on stage with a band that ran in a newspaper.

Valdivia says it’s essential to study abroad if you have the chance. “My view of myself has changed greatly as well as how I want others to see me,” he said. “It’s crucial to your development as a human to understand different cultures. It was so mind-opening.”

SALISBURY ABROAD
ENGLAND

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A highly important part of the trip was realizing that while a trip to England posed no actual language barrier, there were many circumstances in which students came to realize the true diversity of the country.

A STUDY OF BRITISH MEDIA

By Dr. Darrell Newton, Communication Arts Department Chair

“I can’t believe how quickly the class filled up. Fifteen students in less than two weeks,” SU senior Lorie Liebig was heard to say, while waiting for a taxi under a warm, but moist London sky.

She was commenting on her 14 classmates who quickly joined our study abroad class to England during Summer Session I 2011. This particular CMAT 399 section in international education highlighted aspects of British media, and through field research and cultural immersion, students studied aspects of British media or journalism. Eventually they completed brilliant papers and projects on a host of subjects, including U.K. vs. U.S. advertising and gender, uses of social media by mainstream news sources, the popularity of American programming in the U.K., and underground hip-hop in England. Each student also did final presentations to the class, using a range of sources such as Web sites, Tweets, YouTube clips and much more.

Students began the program by attending classes at SU for just over a week. These pre-tour lectures helped students to develop their

chosen projects, while learning to further analyze basic principles of mass media and their effects. The class then departed for England on June 9. Once there, students stayed at Brunel University in Northwest London, within the bustling suburb of Uxbridge. After settling into their individual rooms, the group hit the stores, buying enough groceries for their shared kitchens and the 10-day stay. Later, we climbed on the tube and soon toured the BBC and the British Museum, but only after the required double-decker bus tour of the city. As the workweek began, students spent a few hours at the British Film Institute, where they received instructions on using the archival materials and then collected information for their research projects. The local library in Uxbridge opened their doors for a tour of the facilities, as did the research room at Brunel, where students were able to complete and upload their assignments to My Classes.

Later in the week, media historian Stephen Bourne held a private lecture for the group at the ultramodern BFI Southbank facility,

where he discussed his books on British media, showed clips and addressed the group’s questions. Bright and very early the next morning, the class jumped into several cabs once again and headed off to the train station where we rode down to Bournemouth University on the southern coast. There they met with another colleague, Dr. Hugh Chignell, an associate professor of media theory. He and the director of graduate students arranged for lectures, lunch and a live chat-show featuring our students, which was produced by the staff at Bournemouth and uploaded to the Web. Lots of splashing around in the English Channel followed, as the group headed for the beach. The following day, we were off to the west of England, where we toured Bristol University and the beautiful, yet rainy, city. After returning, the group spent the next day traveling around the city in small groups and then packed up for a Sunday afternoon departure. We spent four more days wrapping up our research at SU and giving presentations.

A highly important part of the trip was realizing that while a trip to

“Jen Houghton felt that the trip “was an amazing way to learn about mass media in ways that you could never get in a classroom.””



England posed no actual language barrier, there were many circumstances in which students came to realize the true diversity of the country. Africans, West Indians, Asians and Latino/as from literally hundreds of nations not only visit England throughout the year, but are also British citizens and have been for generations. This often makes the streets of London look much like Times Square, with torrents of multicolored people flowing in and out of restaurants, shops and homes. This was only outshined by the sheer beauty of the many historical monuments and the modern, gleaming spires that are London.

When asked about the trip, student Allie MacPherson felt that despite the short period of time she “definitely was able to grasp a good

understanding of the culture and how media plays a role in it.” She attributed this to travelling “somewhere new every day.”

Jen Houghton felt that the trip “was an amazing way to learn about mass media in ways that you could never get in a classroom.” The study conducted at the BFI, BBC and other locations allowed the class, “to make use of resources that otherwise would be unreachable.”

Graduating senior Rob Wilkinson called it “a great experience” that supplied knowledge to help him with “after-graduation goals.” Casey Hafford made her point clear and concisely, generously calling it the “best class ever!”

Perhaps one of the more rewarding experiences for me as instructor was watching as total

strangers became dear friends. Only four of the 15 knew each other before the trip began, but there were hugs and handshakes all around when our class finally ended. Some students were heard making plans to travel together again or to simply hang out. However, each of them will always have this excursion in common, and the education they gained. It was also a sheer pleasure showing our majors the England I’ve come to know, and appreciate, so very well.

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INTERNATIONAL SCHOLARSHIP STUDYING THE BBC



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An examination is made of how management ultimately approved talks and scientific studies as a means of exposing racial tensions and diversifying BBC practices.

Exploring British Television

The book *Paving the Empire Road: BBC Television and Black Britons* is a unique case study of the BBC Television service as it undertook the responsibility of creating programs that addressed the arrival of West Indian immigrants, the reactions of white Britons and subsequent issues of color prejudice.

Beginning in the 1930s, Dr. Darrell Newton, SU Communication Arts Department chair, provides an historical analysis of policies and practices invoked as the service attempted to assist white Britons in understanding African-Caribbeans and their assimilation into Britishness. The book also highlights the influence of radio upon these efforts as well as past and current television programs, and their impact upon audiences. As the commercially driven ITV challenged the discourses of British broadcasting in the 1950s, an examination is made of how management ultimately approved talks and scientific studies as a means of exposing racial tensions and diversifying BBC practices.

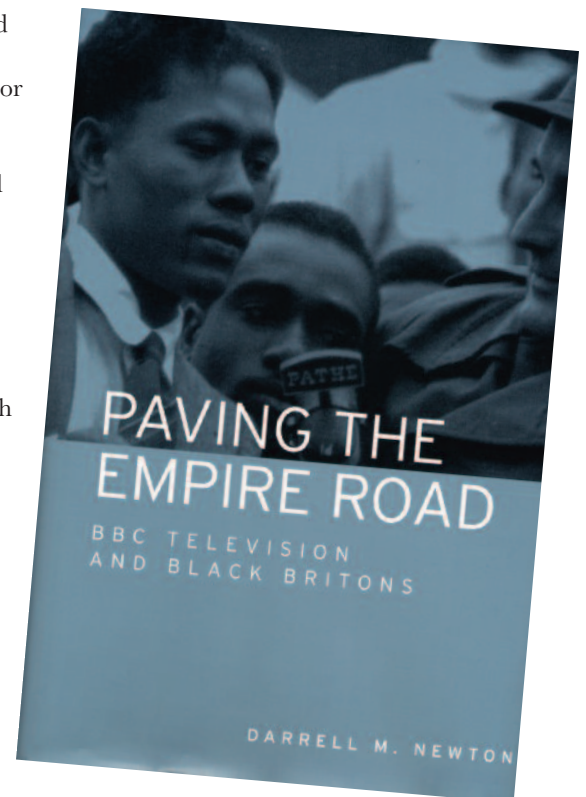
Meanwhile, landmark docudramas such as *A Man from the Sun* (1956), featuring famed Black British actor Errol John, attempted to frame the immigrant experience for British television audiences, but from the settlers' point of view. In the years that followed, however, audience surveys and social tensions, such as the Nottingham and Notting Hill riots, led to transmissions that

included a series of gritty specials on Britain's Colour Bar, examining racial prejudice and discrimination.

When BBC 2 began in the 1960s, more issues relating to race appeared on the screen, reflecting a broader palette of response – sometimes comedic, occasionally dystopic – exploring the problematic circumstances of integration. These shows eventually led West Indian community groups to express concerns to BBC management and offer their suggestions of how the television service could help to heal racial tensions more effectively.

Subsequent material covered in the book includes interviews with Michael Abbensetts, the writer of *Empire Road*, Britain first Black-themed evening soap opera. Producer Peter Ansoerge weighs in on the support and difficulty encountered with this project and others featuring Black Britons, as does cultural theorist and Professor Stuart Hall, who discusses the effects of class status upon racial relations. Past BBC Multicultural Coordinator Jan Oliver, often called the most powerful Black woman in television, discusses several successes and some ultimate disappointments while working for the service, as do others who have worked in British television for decades. The book is available from Manchester University Press and Macmillan.

“When BBC 2 began in the 1960s, more issues relating to race appeared on the screen, reflecting a broader palette of response.”



SALISBURY INTERNATIONAL MAGAZINE



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