



ELON
UNIVERSITY

ISABELLA CANNON

Global Education Center

End-Of-Year Annual Report, 2020-21



Resilience Amidst a Pandemic

"When I first left Elon to pursue a semester abroad, it did not cross my mind that we would be entering into a pandemic and my time would be cut short. Nonetheless, I planned to return to Amman to pursue my personal goals of enhancing my knowledge on Middle East politics and immerse myself in a new culture. I was able to spend six months embracing the culture and building my network, which wouldn't have been possible had I not returned."

Heeba Chergui '22 – Amman, Jordan: Middle East Studies (CIEE), spring 2020 and 2021.

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Student story: Griffin Barriss '21

PHS 381: India Public Health Practicum, Winter 2019; and HNR 498: Undergraduate Research in Jamkhed, Maharashtra, India, Winter 2020

“When I won the 2019 Lumen Prize, funding my undergraduate research project with the Comprehensive Rural Health Project (CRHP) in Jamkhed, Maharashtra, India, I was ecstatic. I had fallen in love with the organization during my winter term 2019 Public Health Practicum course, and working with the organization staff I developed a collaborative thesis project about the impact of their Adolescent Girls’ Programs (AGPs). Back in the U.S. and through my semester abroad in Denmark, I worked remotely with my research mentor and CRHP to develop a template for interviewing AGP graduates and to get my project approved for my Honors Thesis.

“I didn’t fully understand how unique and exciting this opportunity was, however, until January 2020 when I returned to CRHP to do data collection. After several days of meticulously translating our questions back and forth and testing them with local staff and their children, I finally got the opportunity to accompany CRHP’s Mobile Health Team alongside a community health assessment visit in a local village, where my main research partner (who works for CRHP) and I would conduct a pilot interview in the field. We packed into an old jeep and carried along the bumpy, dusty backroads until we reached the village at dusk, which I had visited as a student of the PHS Practicum course one year earlier. The CRHP research team set up a Type II diabetes assessment workshop for the village’s elderly population, which I was fortunate enough to witness and help layout some equipment for. Even though the villagers and I didn’t speak the same language, we were able to share this positive experience with smiles and waves.

“Eventually, my research partner and I were invited to the home of a graduate from the CRHP’s Adolescent Girls Program, where I got to observe the 30-minute interview conducted in the local dialect of Marathi. As my partner translated her responses into English and I observed the positive expressions on the interviewee’s face, the nearly year of preparation put into this project finally unfolded in front of me. The AGP graduates once again leapt from being subjects of a study or points on a thesis proposal to passionate, confident community leaders who I had the privilege of hearing the stories of through this project. The lessons we learned from this interview would go on to form the final draft of the interview questions, which would be asked to over 25 women from cities and villages all across the region. At that moment, I was extremely proud of what I had built up to, and the impacts this work would have on CRHP and the communities it is involved in.

“As we wrapped up the interview, we bowed and exchanged the one mutual word of Marathi I knew, ‘*namaste*,’ and went out to watch the diabetes workshop wrap up. Following the workshop, a veteran village health worker from CRHP invited us and the rest of the research team into her home for chai tea and snacks. ‘Sweets and salty treats after a diabetes workshop - how ironic!’ the interviewer exclaimed as we shared our food. We responded with laughter - a contagious, universal language.”



Letter from the Dean of Global Education



This annual report happens to be my first as Dean of Global Education at Elon. I joined the campus in January 2021, having moved from Boston College. I am grateful for the warm reception that I have received. Global engagement is a key pillar of

Elon's past, present, and future, and I am humbled and proud to serve as Dean.

I have been fortunate to follow in the footsteps of my predecessor, Woody Pelton, whose vision and hard work have led the Isabella Cannon Global Education Center (GEC) to be a top global center in the country. Under his leadership, Elon remained consistently #1 in study abroad in the U.S. He also oversaw the growth of international students on campus, worked to place "global" on the header of Elon's home page, and established key partnerships including Elon's becoming the school of record for the Accademia Europea di Firenze (AEF) in Florence. Fortunately, Woody will remain a part of the Elon community, with his new status as Dean Emeritus.

If the past year and a half have completely affected higher education, international education is no exception. Words such as "pivot," "dedensification," and "social distancing" have become part of our daily lexicon. For the past year, 2020-21, I would add that our operations in the GEC have also been marked by "perseverance" and "grit."

While virtually every institution in the U.S. cancelled its study away programs in the midst of the pandemic, Elon was one of the very few to forge ahead, while also doing everything possible to ensure the health and safety of our students, faculty, staff, and host community members. Small acts such as securing a visa or getting on a plane became Herculean efforts. In the end, we sent 95 students on study abroad and Study

USA programs. While our numbers were far smaller than the usual, the fact that we sent any students away was a significant achievement. And, for each student who did have an opportunity to study abroad or Study USA, we recognize that 20 did not. We worked with many participants up until the very end and keenly felt their deep disappointment when plans were cancelled due to COVID-19 restrictions.

The story was similar for international students. We were happy to welcome 465 international students to campus, including 112 new first-year students and 13 here through dual-degree programs with partner universities in Italy, France, and Spain. For us, "international" includes students studying at Elon on an F-1 or J-1 visa, U.S. citizens that grew up primarily abroad, dual citizens, and green-card holders. A handful of students were not able to come to Elon due to COVID-19 restrictions though were able to enroll in Elon courses remotely or delay their matriculation until the 2021-22 academic year. As you can imagine, there was much fanfare when the latter arrived on campus for our fall 2021 international student orientation.

The good news is that we see light at the end of the tunnel. This past summer, we sent 113 undergraduate students on global programs, including the largest number – 59 – to our Elon in LA program. Plus, students are excited to resume their off-campus studies. For winter term 2022, we received the largest number of applications in Elon's history – over 1200 – far outpacing our normal range of around 700-800.

We continue to make strong progress on our ambitious [52-goal, five-year Diversity, Equity, and Inclusion plan](#).

This past year, we began work on 16 goals, completing seven of them and continuing work on the remaining nine in the 2021-22 year. This work could not be more important given the state of racial and ethnic relations in the U.S. and abroad. We are unequivocally committed to providing opportunities to all students regardless of their identity or field of study.

Lastly, we are also excited about continuing with global strategic planning, following the formation of a campus-wide working group in spring 2021 by Provost Volety. Building on Elon's already considerable foundations in global programming, the group will be leading discussions and collecting information to answer the following questions: What does global mean at Elon? What has already been accomplished? What opportunities exist to keep Elon at the forefront of global education? What structures, systems, and resources are needed to fulfill the desired goals? The group will present recommendations to the Provost by spring 2022.

This period reminds us of how fortunate we are to be at an institution such as Elon, which values global engagement. We look forward to continuing to serve the Elon community, while also expanding our services and programming to meet the needs of faculty, staff, and students.

With gratitude,



Nick J. Gozik, Ph.D.
Dean of Global Education

"When I realized I was using the metro like a local and going after class to study in the Louvre, I felt like I actually belonged in Paris."

-Grace Moore, '21



"My challenges taught me that I am often more self-sufficient than I believe."

-Abby Shutzberg, '21

About the Office

Isabella Cannon Global Education Center Mission Statement (revised 2017)

Our Vision: To lead global education in thought, access, rigor, and scale.

Our Mission: To develop and facilitate experiential opportunities for the Elon University community that promote understanding of the self, the world's peoples and cultures, and that provide a framework for lifelong intercultural learning.

Isabella Cannon Global Education Center Staff

Dean of Global Education

Dean Emeritus of Global Education

Assistant Dean of Global Education

Executive Director of Global Engagement

Director of Elon in Los Angeles

Director of Study Abroad

Director of International Student Services

Director for Global Educational Initiatives

Communications Manager

Business and Data Manager

Associate Director for Short-Term Programs

Associate Director for Global Diversity and Inclusion

Assistant Director for Global Internships

Assistant Director of Global Engagement

Assistant Director for Global Centers

Global Engagement Advisor

Administrative Assistant

Program Assistant

Graduate Apprentice for Global Education

Nick Gozik (*started January 2021*)

Woody Pelton (*retired March 2021*)

Matt Buckmaster

Rhonda Waller

J. McMerty

Bill Burress

Kristen Aquilino

Mark Dalhouse

Shanna Van Beek

Kevin Winpisinger

Janelle Papay Decato

Allegra Laing

Victoria Lo

Maria Papapietro

Catherine Hinken

Mikayla Jones

Lisa Alcon

Maritza Gulin

Mackenzie Hall



GEC staff, colleagues and families gather to celebrate Dean Woody Pelton's retirement, significantly delayed by the COVID-19 pandemic.

Committees

Global Education Center Advisory Committee

Elizabeth Bailey
Rozana Carducci
Olivia Choplin
Raj Gupta
Lynn Huber
Baris Kesgin
Youssef Osman
Pieter Swanepoel Sr.
Ifeoma Udeh
Maureen Vandermaas-Peeler

Ex-Officio Members:

CHAIR: Woody Pelton, followed by Nick Gozik (*as Dean of Global Education*)
Kristen Aquilino (*as Director of International Student Services*)
Mark Dalhouse (*as Director of Global Educational Initiatives*)
Rhonda Waller (*as Executive Director of Global Engagement*)

“Our dreams of justice are not stopped by any wall.”
Message on the Mexico side of the U.S./Mexico border wall in Nogales.”

Grace Lawhorn '22

GBL 204 Arizona U.S./Mexico Borderlands: Culture, Environment and Immigration

Global Education Curriculum Committee

CHAIR: Kirsten Doehler
Rosey Bao
Jeff Carpenter
Hui-Hua Chang
Tina Das
Doug Kass
Ketevan Kupatadze
Samuele Pardini
Melissa Scales

Non-Voting Members:

Matt Buckmaster (*as Asst. Dean of Global Education*)
Amy Johnson (*as Director of Core Curriculum*)
Woody Pelton, followed by Nick Gozik (*as Dean of Global Education*)

Elon Global Scholarship Committee

CHAIR: Shanna Van Beek
Pat Burton
Nick Gozik
Victoria Lo
Talat Qazi
Courtney Smith
Rhonda Waller
Kevin Winpisinger



ELONDAY

In the past five years, over

1,300

students received a scholarship

"The Elon Global Scholarship allowed me to study abroad in Ghana for my Winter Term global program, which was an experience I'll never forget."



In the past five years, over

\$3M

in scholarships were awarded

Quote and photo courtesy of Sarah Bellinger '21.

GBL 247 Ghana: West African History and Culture

Elon Global Scholarships

The Elon Global Scholarship Committee was formed in 2014 following President Lambert's announcement of \$450,000 to support the first theme of The Elon Commitment (Elon's 2010-2020 strategic plan): "An unprecedented university commitment to diversity and global engagement." Funding was allotted in \$150,000 increments, with \$75,000 of the final allotment redistributed to the Office of Admissions and Financial Aid to help fund Elon Engagement Grants, awarded to students at the time of admission. This account today, named the GEC Access Scholarship, stands at \$375,000 available annually to support access to study abroad and Study USA.

The committee includes representatives from the GEC, the Office of University Advancement, and the Office of Financial Aid. Together, this team awards endowed scholarships as well as GEC Access Scholarships as need-based funding for study abroad and Study USA programs offered by Elon. Through these sources the committee now awards upwards of \$1 million annually and has awarded over \$3 million since 2014.

Every student that applies for a study abroad or Study USA program offered by Elon is considered for an Elon Global Scholarship. In order to maximize funding to reduce financial barriers for all eligible students, the process considers funding for global engagement dedicated by Elon through other awards – specifically, Fellows grants, Scholars grants, and Engagement grants.

For the past six academic years, every student with any documented financial need receives funding from the University for their first Elon global engagement. The COVID-19 pandemic's arrival in early 2020 carried, for many, unforeseen and sudden financial adversity. The committee reacted by creating a just-in-time funding mechanism to help offset the unexpected, including loss of income and pandemic-incurred expenses such as required quarantine. The process, named the GEC Access COVID-19 Hardship Fund, was launched for the 2020-21 awarding cycle and supported ten students in this year, helping make study abroad and Study USA possible even through the uncertainty of a pandemic. The team also continued to award both endowed awards and the GEC Access Scholarship by its

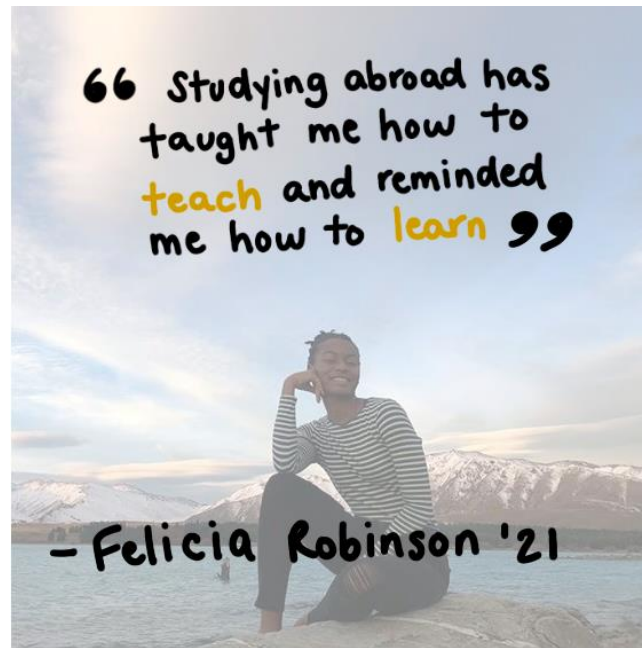
existing parameters and process, awarding Elon Global Scholarships to 24 of 95 students studying away in the 2020-21 academic year, including 10 Federal-Pell-Grant recipients.

Another adjustment for 2020-21 is the inclusion of summer 2021 in the awarding cycle. Typically, summer begins the following year's awarding cycle. However, for 2020-21, in order to maximize available funding given the year's low enrollment, summer 2021 awards were offered early and funded within fiscal year 2020-21.

Also beginning in the 2021-22 awarding cycle, the Elon Global Scholarship team continue to expand its student support by offering an Elon Global Scholarship to every student with documented financial need, even if a student is additionally supported by a Fellows, Scholars or Engagement grant. For example, if a student's level of financial need (irrespective of existing funding) qualifies them for a \$5,000 Elon Global Scholarship, and they already receive a \$4,000 Odyssey Scholar grant and a \$2,000 Engagement grant, previous to the 2021-22 awarding cycle, the student would not receive an Elon

Global Scholarship. Now, however, the student would receive a minimum \$250 Elon Global Scholarship.

For the full record of awarding, see Appendix 7.



Students arrive to CIEE Berlin, Germany for fall 2020.

Left: Caren Avelandanez '21

Middle: unknown/not an Elon student

Right: Ally Shearon '22

Study Abroad

Study Abroad participation in 2020-21 was far lower compared to pre-pandemic years, yet we were fortunate to continue to offer programs where possible. Where most colleges and universities halted global programs for the entire year, Elon kept available every program that could be offered safely and ethically. While many programs were suspended or cancelled by on-site partners, and Elon Centers Abroad were cancelled for fall 2020 and Dunedin for spring 2021, many affiliate and exchange programs continued to receive students.



Winter Term 2021 global programs were similarly cancelled as the conditions of the pandemic created logistical impossibilities and ethical concerns for host communities. Instead, the GEC created Elon's first ever, one-time, May Term to offer short-term programs in the 2020-21 academic year. May Term was announced with 15 programs though, as the pandemic raged on and cancellations became necessary, two courses were able to continue: MUS 471 Jazz & Opera in Italy, led by

Polly Cornelius and Matt Buckmaster (12 students); and COR 331 Tanzania: Wilderness & Adventure Therapy, led by Rod Parks and Alexander Taylor (20 students).

Through these creative and persistent efforts, 91 students studied abroad in 2020-21. While much lower than Elon's typical participation of 1400-1700 students, we feel fortunate and proud to have continued to send students, given the circumstance. This was made possible due to the patience, commitment and flexibility of courageous students and families, as well as the tenacity of faculty leaders and on-site partners.

"This program in general has very much changed me. Getting to go beyond the literature of the 1994 Rwandan genocide against the Tutsi and development issues in Uganda, and getting to speak with the people on the ground of their experiences -- it has showed me how people can go through extreme tragedy, but still try to achieve justice and reconcile their issues."

Mary Thibodeau '22

Rwanda, Kigali: Post-Genocide Restoration and Peacebuilding (SIT), fall 2020

The additional ambiguity and stress of a pandemic also encouraged the GEC to reexamine certain long-standing processes and policies with flexibility in mind. Among others, two key changes were implemented:

- The \$400 deposit was removed as an application requirement for short-term programs. Beginning for the 2022-23 application cycle, the GEC will no longer collect an application deposit for any programs. While students with financial need have always been able to request this deposit be deferred and instead due at the time of billing, by removing the deposit altogether, programs are more accessible from the start.
- The cancellation policy and standard deadline was extended and aligned with each individual's actual no-risk deadline, determined according to our insurance checkpoints and on-site partner payment and refund schedule.

The GEC continued to make progress on its 2020-25 Diversity, Equity and Inclusion strategic plan, led by Associate Director for Global Diversity and Inclusion Allegra Laing. 16 of the 52 goals were started in 2020-21. Seven were completed, and nine were carried forward into 2021-22. To read the plan and monitor progress, see the [Diversity, Equity and Inclusion strategic plan webpage](#).

For this work and other tremendous work to advance the field of international education, Laing was awarded the [Martha Fitch Trigonis Individual Award by the North Carolina Association of International Educators \(NCAIE\)](#) in May 2021. The award commends Laing's "remarkable excellence" – the board of NCAIE said of Laing, "She champions the cause of international education and inspires the people she interacts with – colleagues and students alike."



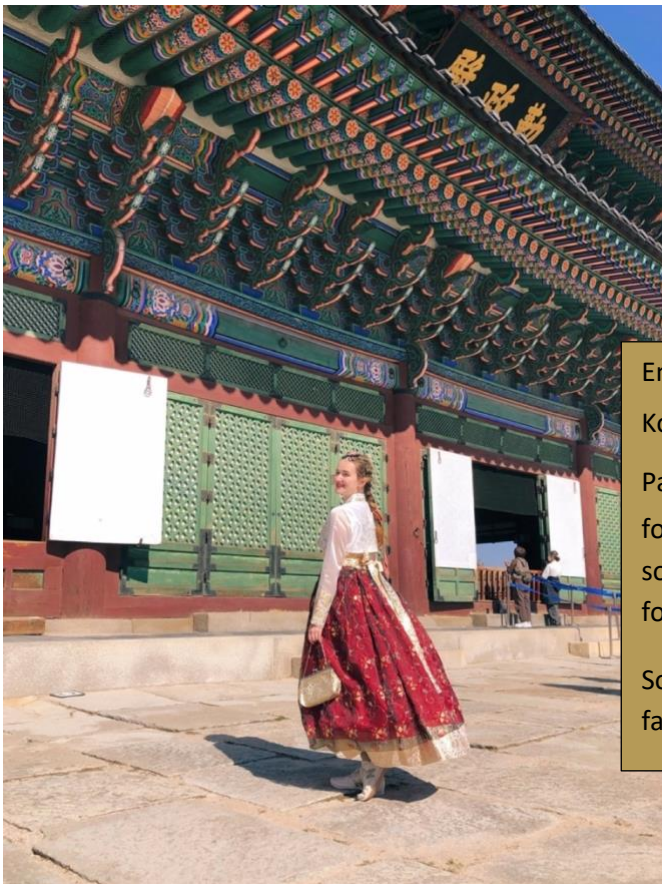
Allegra Laing received the Martha Fitch Trigonis Individual Award, May 2021.

READ MORE:

>> [Emily Wilbourne '22 in South Korea](#)

>> [Mary Thibodeau '22 in Rwanda](#)

>> [Caren Avelandanez '21 and Ally Shearon '22 in Germany](#)



Emily Wilbourne '22 dressed in a traditional Korean hanbok (한복) at Gyeongbokgung Palace (경복궁). It is common and welcome for guests to wear hanbok to heritage sites — so much so that palaces waive admission fees for visitors wearing hanbok.

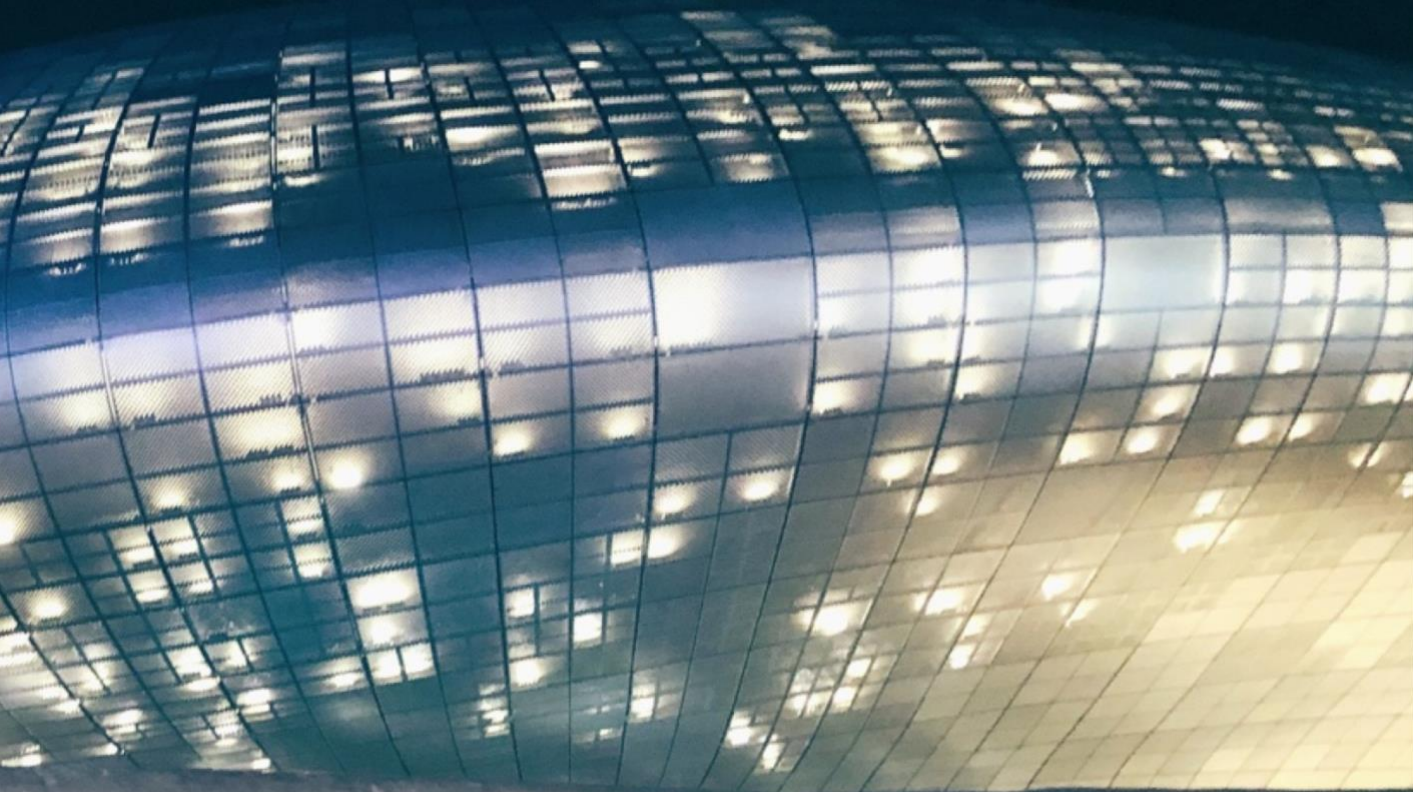
South Korea: Sungkyunkwan University (SKKU), fall 2020



"I think that when students imagine their study abroad they are wrapped up in considering the food, places, and things they will see; they do not always imagine the people they will meet. From both my highlight and my challenge I learned the imponderable value that people add to an abroad experience. The other students I've gotten to know here have become dear friends to me, and have facilitated some of my best experiences abroad. When things have been difficult, or out of my depth, it has been a significant comfort to be able to turn to these people and figure things out together. I've realized that I am stronger and braver than I ever imagined I was. Since I was young, I've strongly identified as an introvert, but in order to get the most out of this experience, I truly pushed myself out of my comfort zone to make friends and help people. I've learned I am capable of doing this."

Emily Wilbourne '22

South Korea: Sungkyunkwan University (SKKU), fall 2020



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Study USA

Study USA remains a signature program for Elon, providing opportunities for students to gain real-world experience and global perspectives through a mix of internships and coursework. In line with the *Boldly Elon* strategic plan, it is anticipated that undergraduate programming will continue to dovetail with Elon Admissions, Alumni, and Advancement efforts in the three cities where Elon currently has a year-round student presence: Los Angeles, Washington, D.C., and New York City.



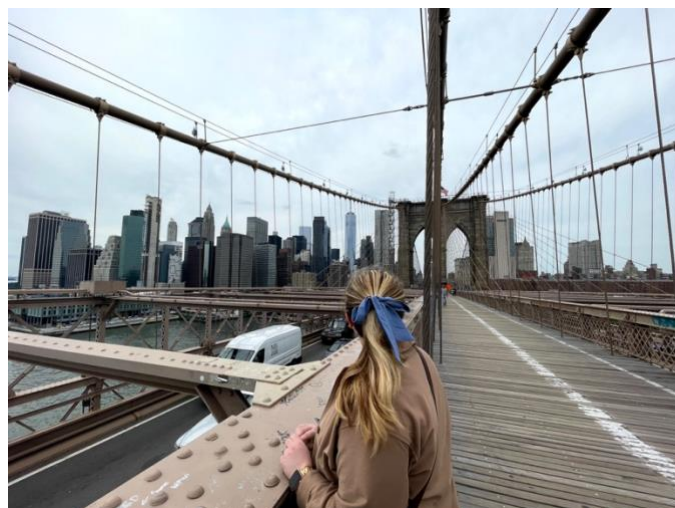
Elon in LA relaunched with all new residential and academic spaces. Classes and alumni workspace are hosted in an Elon pod in Second Home, an open-air co-working space in the heart of the city. The space is also used to host Los Angeles alumni and affinity group events, providing opportunity for alumni to stay connected to Elon and for students to build networking and mentoring opportunities.



Director of **Elon in LA** Jason “J” McMerty launched a re-envisioned program, complete with new residential and academic spaces, a new academic director, innovative course models, and year-round programming. The new residential space is more central, convenient, and collaborative. Shannon Lundeen, director of academic-residential partnerships and associate professor of philosophy, visited and approved the Elon in LA program as a living and learning community. The new academic space, Second Home, is also more central and

convenient, and also facilitates alumni connections by offering coworking space to LA-based alumni. Dr. Rachel Raimist was hired for the 2020-21 year as the Academic Director. Raimist is a television producer with several ongoing series and has returned to working full-time in film production after the 2020-21 year but will remain connected to Elon in multiple ways. The program also introduced two-credit courses that are more consistent with Summer 1 and Summer 2 courses taught at Elon to allow students to take a wider variety of courses. A fall semester program will be offered for the first time in 2021.

Thirteen students participated in **Elon in NYC** during the summer of 2021. All completed internships, which were primarily virtual. To support students who were working remotely, Assistant Director for Global Internships Victoria Lo arranged access to coworking space. Lo also revitalized the relationship with the new leadership of Elon’s Alumni Association NY chapter to build a stronger bridge between the program and Elon’s second-largest alumni base.

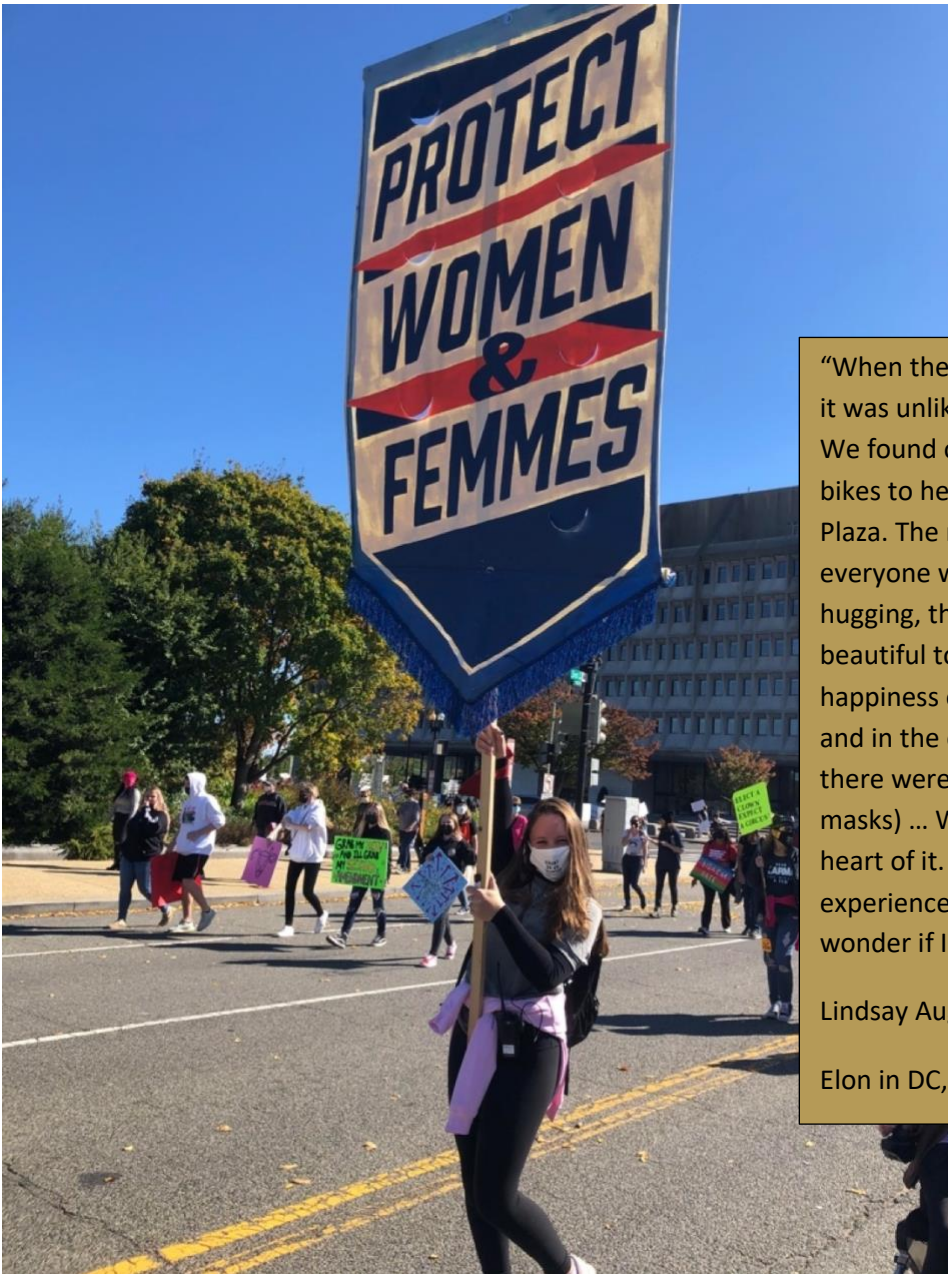


Elon in DC, hosted in partnership with The Washington Center (TWC), hosted students in fall, spring, and summer this year. Director of Study Abroad Bill Burress led a series of conversations in the spring semester with a number of stakeholders in order to begin the process of reimagining the Elon in DC program to better serve students.

READ MORE:

>> [Jordan Young '22 selected for prestigious 'Star Trek' Command Training Program](#)

>> [The Washington Center Sets School of Record Partnership with Elon University](#)



“When the [election] results finally came out, it was unlike anything I’d ever experienced. We found out in the morning and hopped on bikes to head towards Black Lives Matter Plaza. The ride over brought me to tears – everyone was cheering, honking, dancing, hugging, the whole way there. It was really beautiful to see everybody spreading love and happiness everywhere you went. At the plaza and in the entire area around the White House there were thousands of people (all wearing masks) ... We spent the whole day right in the heart of it. Truly a once-in-a-lifetime experience. If I didn’t have the pictures I’d wonder if I was really there for all of that.”

Lindsay August '21

Elon in DC, fall 2020

International Student and Scholars Services (ISSS)

We have the privilege of serving the diverse and courageous students that comprise our international community. As director of international student services, Kristen Aquilino leads a team of GEC colleagues that together holistically support our international students. Maritza Gulin and Bill Burress joined this team to help advise students on visa-related topics; Shanna Van Beek oversees the team's outreach and communication; Maria Papapietro supervises the International Student Ambassador team; and Mikayla Jones leads international student orientation. Kevin Winpisinger also joined the ISSS Team to assist with insurance, data, and reporting. Master of Higher Education (MHE) students Mackenzie Hall '21 and Ashton Croft '21 also assisted, focusing on student support and building international community.

"I've learned that life is unpredictable and that you have to adapt to every challenge life throws at you."

Jonas Moen '24, international student from Norway, and member of the men's soccer team.



The pandemic caused tremendous upheaval and uncertainty, especially among our international community. Elon takes pride in the diversity of its international community -- students attend Elon from more than 50 countries and tend to have a rich story. Rather than a simple answer to the question, "Where are you from?", students have often lived in multiple countries and traveled widely. This also means that each student presented a unique challenge in terms of pandemic support, including logistical needs, guidance in navigating varying and fast-changing travel regulations and border restrictions, and access to in-country support networks.

Whether housing, storage, quarantine, testing protocol, vaccinations, and many other areas of need, the GEC made sure each student was safe and knew how to readily access information and Elon staff. We also made sure that campus was available to those who could be here, and that coursework and virtual resources were available to those who needed to participate remotely.

Due to varying travel restrictions and campus closures, many students had to move with limited time for planning and packing with the closure of campus in spring 2020. Continuing into fall 2021, staff helped students pack, store, and ship their belongings in short order to allow them to travel home. In one instance, an international student had no way of returning to Elon to pack their belongings and move out of their apartment. Burress and Aneshia Jerralds, associate director of Residence Life, packed the student's apartment, stored items, and shipped belongings overseas to the student's home country. Most of these efforts, given the timing, were undertaken outside business hours. Dean Pelton similarly opened his house to store some students' belongings who did not have an opportunity to arrange for off-campus storage. Aquilino organized Isely House for short-term and long-term storage for students who departed campus but could not return when expected.

While maintaining safety protocols (i.e. social distancing, masking, and meeting in small groups), the ISSS Team went to extra efforts to support students'

physical and mental wellbeing. Director for Global Educational Initiatives Mark Dalhouse, as a staff member living on campus, engaged with international students informally to ensure they were coping with the challenges – both on campus and with families in COVID-19 hot spots. The team offered holiday meals and other events at Isely House to ensure continued social engagement for students far from their families. Some also opened their houses for small dinner gatherings, in compliance with regulations, to provide a space for students to get off campus from time to time.



Physical wellbeing was challenging for students due to limited mobility services near campus as ride-sharing services virtually shut down. Accordingly, GEC staff filled in transportation gaps, including ferrying students to medical appointments, keeping students' health as the top priority. For example, when an international student needed physical therapy and ride-sharing options were not available, Executive Director Rhonda Waller drove the student to their appointment.

For overseeing this high level of support, and for tireless advocating on behalf of the international community, Aquilino received the 2021 Dean's Award for Exemplary Service-External from the Martha and Spencer Love School of Business (LSB).

In his remarks, Dean Raghu Tadepalli said, "With new university and international regulations constantly in flux, Ms. Aquilino has kept on top of that information, communicating it to the international student community, and supporting them at an individual level to make decisions best suited for their situation ... the LSB and all of its international students are very fortunate to have the support of Ms. Aquilino at all times, but particularly so during such challenging times."

On Thanksgiving day, Kristen Aquilino hosted two separate dinners in order that International students on campus could celebrate the holiday together and in keeping with local regulations on gatherings.

Operating during a pandemic meant that events, processes, and support typically offered in-person needed to pivot to remote availability. One of the largest remote shifts for the team was offering International Student Orientation online. The ISSS Team coordinated with offices and experts across campus to create nine video modules that students could watch on their own time, in varying time zones. As fall 2020 return to campus for many international students required on-site quarantine, regular testing, and complex travel routes, in addition to coordinating with students on a case by case, orientation was designed to be as flexible as possible and fully available to students.



In looking forward, Dean Gozik and Aquilino met with senior staff to consider ways of expanding services across campus, with the goal of meeting an anticipated growth in international student numbers, as articulated in the Boldly Elon strategic plan. To support this work, Kevin Winpisinger led the ISSS Team in creating process maps to better understand the end-to-end international student experience and support required. These projects are ongoing and are anticipated to be completed in the 2021-22 academic year.



The tree-planting ceremony was established in 2017 as a way for international students to participate in the tradition of graduates receiving an oak sapling at commencement. Because international students returning to their home country or elsewhere cannot travel with their sapling, their oak tree can instead take root in the International Grove.



International students and families gather for remarks from Kristen Aquilino and Dean Gozik before planting oak saplings in the International Grove on South Campus, May 2021.

READ MORE:

>> [International students plant roots on South Campus](#)

>> [Thida Kim '21 connects with Cambodian students through a virtual internship](#)



Thida Kim '21 (left) and Kristen Aquilino (right) celebrate at the International Grove tree-planting ceremony.

Curriculum Integration

Gratitude is given to faculty who taught abroad through the GEC during the 2020-21 year, including:

| Site | Fall 2020 | Spring 2021 |
|----------|------------------|------------------|
| London | <i>Cancelled</i> | L.D. Russell |
| Florence | <i>Cancelled</i> | Brandon Essary |
| Shanghai | <i>Cancelled</i> | N/A |
| Dunedin | N/A | <i>Cancelled</i> |

Note: The Center in Shanghai is offered only in fall, and the Center in Dunedin is offered only in spring (but cancelled for spring 2021 due to border restrictions). Centers Abroad were cancelled for fall 2020 due to the pandemic.



"A serene moment with our kindly monk and guide at Buddhapadipa Temple near Wimbledon."

Professor L.D. Russell, Elon Center in London spring 2021 faculty in residence, with Elon Center in London students.

Curriculum and Research

- No GBL courses were offered in the 2020-21 academic year due to the COVID-19 pandemic. Thus, no data were generated or collected for program assessment of the Global Engagement Goals.
- Likewise, we were unable to gather data for our typical evaluation of student success. A more granular analysis of the data gathered from the Beliefs, Events, and Value Inventory (BEVI) was also postponed for pandemic-related reasons as well (although we anticipate completion of that in late 2021).
- Due to the pandemic and transition in Dean leadership, a moratorium was set on new study away curricular proposals in the 2020-21 academic year. The Global Education Curriculum Committee did review eight existing programs for feedback and revitalization.
- We anticipate resuming our regular assessment cycle in the 2021-22 academic year.

GEC Contributions on Campus and Beyond

As a leader, many on Elon's campus and more broadly in the field of international higher education look to GEC staff for expertise and training. While not an exhaustive list, the following below provides a snapshot of contributions of GEC to the field.

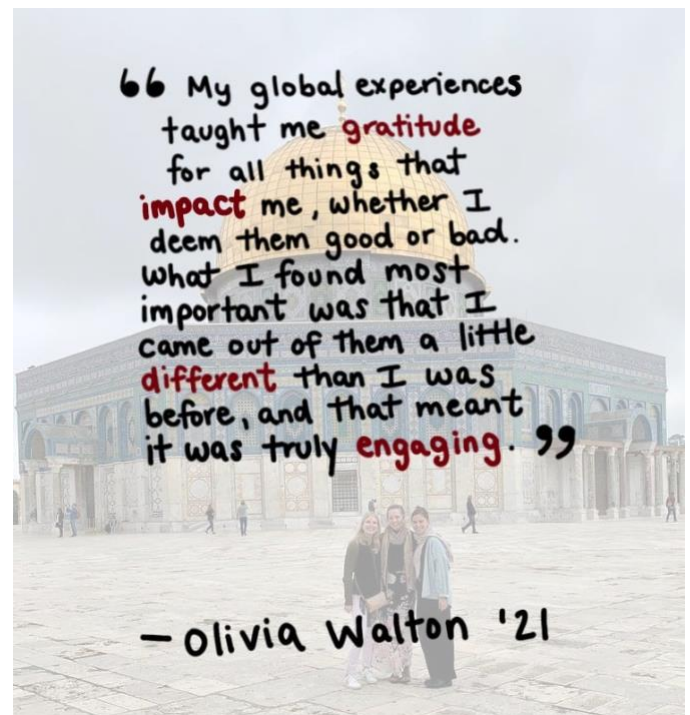
Elon GEC Staff Service

- Academic Affairs Advisory Council (AAAC)
- Academic Council
- Asian Studies Advisory Committee
- Board of the Cultivating Emerging Professionals Employee Resource Group (ERG)
- Convening Offices for Diversity Education (CODE)
- Elon Experiences Advisory Committee
- Fulbright Campus Committee
- German Studies Board Committee
- Hispanic/Latinx Task Force Implementation Team
- Information Security Advisory Council
- International and Global Studies Advisory Committee
- President's Advisory Council on Inclusive Excellence (PACIE)
- Provost's Advisory Council (PROVAC)
- Provost's Inclusive Community Team (PICT)
- Sexual Assault and Gender Issues Committee (SAGIC)
- Staff Advisory Council

Leadership Positions in the Field

- Nick Gozik served as Editor of the *Global Studies Literature Review* (GSLR)
- Nick Gozik served as a member of the Editorial Board for *Frontiers: The Interdisciplinary Journal of Study Abroad*
- Nick Gozik served as a member of AIEA's Editorial Committee
- Nick Gozik served as a member of AIEA's Future Leaders Taskforce
- Nick Gozik served as a member of Teaching, Learning, and Scholarship Research and Scholarship Network Sub-committee for NAFSA
- Nick Gozik served on the Advisory Board for Absolute Internships.
- Allegra Laing served as Past Chair of NAFSA Region VII

- Woody Pelton served as Chair of CIEE's Academic Consortium Board and member of CIEE's Board of Directors
- Woody Pelton served on the Academic Advisory Council for partner Accademia Europa di Firenze (AEF)
- Rhonda Waller served on academic advisory council for Foundation for International Education (FIE)



Conference Presentations

- Bill Burress, Allegra Laing, and Janelle Papay Decato co-presented with Stacy Benjamin, Director of the Frederick Douglass Global Fellowship, Associate Director of Relations for Minority Serving Institutions of CIEE on the topic of "(In)rollment and (In)clusion: Changing Application Processes to Emphasize Inclusive Practices, at the at the Diversity Abroad virtual conference". (August 2020)
- Allegra Laing presented an ePoster for the NAFSA Region VII conference: "Creating a Diversity, Equity, and Inclusion Strategic Plan for Education Abroad Offices". (November 2020)

- Mikayla Jones also presented an ePoster for the NAFSA Region VII conference: “Finding your way home again: reflections on a semester abroad cut short and the way forward in a COVID-19 era”.
- Nick Gozik presented on the topic of Deepening Impact through Inclusion and Learning from HBCUs, at The Forum on Education Abroad Annual Conference, with Amelia Dietrich (Forum), Keshia Abraham (Abraham Associates), Andre Stevenson (Elizabeth City State University), and Heather Barclay Hamir (IFSA). (March 2021)
- Victoria Lo and Maria Papapietro co-presented at NACADA Region III & V Virtual Conference: “Integrated Models for Academic + Study Abroad Advising”, along with Amanda Roshan-Rawaan and Natalie Wittman, both from Indiana University. (April 2021)
- Nick Gozik presented in a “Global Studies Literature Review Chat Session”, NAFSA Annual Conference, with Joseph Hoff (UNC-Charlotte), Janna Jaffa (Penn State), and Ashley Simmons Coffey (U of Kentucky). (May 2021)
- Nick Gozik presented “Deficits or Strengths? Refocusing Equity and Inclusion in Education Abroad”, with Paloma Rodriguez (U of Florida) and Stina Dufour (NYU), NAFSA Annual Conference. (May 2021)
- Nick Gozik presented in “IFSA Leadership Series: Redesigning Education Abroad for Inclusive Excellence”, IFSA Butler, with Alma Clayton-Pedersen (AACU) and Heather Barclay Hamir (IFSA). (June 2021)
- Nick Gozik co-led the session “Linking Research and Practice in International Education”, with Melissa Whatley (SIT) and Shanna Saubert (NAFSA), NAFSA Annual Conference. (June 2021)
- Nick Gozik presented research with the title of “Faculty Gains through Teaching Abroad: A Transformative Learning Approach”, Conference on Academic Research on Education (CARE), with Rebecca Hovey (Smith College). (June 2021)
- Nick Gozik led the “Program Development Workshop”, The Forum on Education Abroad. (June 2021)

Publications

- Matthew Buckmaster co-authored “The “Authentic” Me: New Understandings of Self and the World as a Result of Global Learning Experiences” in *Teaching and Learning Inquiry*, along with fellow Elon faculty Maureen Vandermaas-Peeler, Olivia Choplin, Kirsten Doehler, Amanda Sturgill, and Nina Namaste, following a qualitative study on global engagement.
- Nick Gozik authored “Hitting the Pause Button: Reflecting on Where We are as a Field”, in CAPA’s *Practice and Pedagogy in Education Abroad*.
- Nick Gozik authored “The theory and practice of outcomes assessment in education abroad”, forthcoming in NAFSA’s Guide to Education Abroad - 5th edition

Media Appearances

- Kristen Aquilino is quoted in *Elon News Network* “[New ICE policy leaves international students concerned over immigration statuses this fall,](#)” published July 8, 2020.
- Shanna Van Beek is interviewed in *Elon News Network* “[Elon University cancels Winter Term 2021 study abroad programs due to coronavirus concerns,](#)” published July 13, 2020.
- Rhonda Waller is interviewed in *The Washington Post* “[Study abroad programs are letting U.S. students travel again. But it’s not without challenges.](#)” Published Oct. 28, 2020.
- Shanna Van Beek is interviewed in *Elon News Network* “[Study abroad plans for Elon community put on hold,](#)” published Nov. 11, 2020.
- Nick Gozik and Rhonda Waller are interviewed in *Elon News Network* “[Elon names Gozik as new dean of global education,](#)” published Jan. 26, 2021.
- Shanna Van Beek is interviewed in *Elon News Network* “[Studying abroad amid COVID-19 pandemic,](#)” published Mar. 9, 2021.
- Nick Gozik and Allegra Laing are interviewed in *Elon News Network* “[Global engagement reviews progress on DEI initiatives,](#)” published May 17, 2021.



Recognition

[Princeton Review ranks Elon's study abroad program #1 in the nation](#), Aug. 18, 2020.

[Institute of International Education ranks Elon #1 in study abroad](#), Nov. 16, 2020.

Strategic Planning: Leading the Path Forward

Elon University has made a name for itself in terms of global education, with a #1 ranking in study abroad among doctoral universities in the U.S., and a deep commitment to global learning through its curricular and co-curricular offerings. To continue this good work, in April 2021 Provost Volety began this process by forming a Global Strategic Planning Working Group (GSPWG), co-chaired by Dean Gozik and Professor Amy Allocco, and with representation of faculty and staff from across campus. The goal of the working group is to assess the University's existing strengths in global programming and recommend areas where the University might continue to grow.

To guide this process, the working group is considering four primary questions:

- What does global mean at Elon?
- What has already been accomplished?

- What opportunities exist, to keep Elon at the forefront of global education?
- What structures, systems, and resources are needed to fulfill the desired goals?

Among the areas that will be explored, the GSPWG will examine current and future needs around international students and scholars, overseas partnerships, graduate students, STEM programs, Study USA programs, and education abroad. Equally important will be to make sure that any new initiatives dovetail with key elements of the Boldly Elon plan, including a commitment to engaged and experiential learning, mentoring and student success, and inclusive excellence.

The GSPWG will be leading a Campus Conversation and a series of focus groups in fall 2021, with a goal of providing a report to the Provost for consideration in spring 2022.



Global Strategic Planning @ Elon



LAUNCH
APRIL 2021



**RESEARCH &
INVENTORY**
SUMMER & FALL 2021



**ON-CAMPUS
CONVERSATIONS**
FALL 2021



REPORT DRAFTED
WINTER 2022



IMPLEMENTATION
22-23 AY

Appendices

Appendix 1: Dashboard for Study Abroad, Study USA and International Undergraduate Students

| Undergraduate | '09-'10 | '10-'11 | '11-'12 | '12-'13 | '13-'14 | '14-'15 | '15-'16 | '16-'17 | '17-'18 | '18-'19 | '19-'20 | '20-'21 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Study Abroad | | | | | | | | | | | | |
| Fall Term | 194 | 276 | 222 | 299 | 345 | 411 | 491 | 463 | 460 | 552 | 532 | 13 |
| Fall Travel Embedded | n/a | n/a | n/a | n/a | n/a | n/a | 76 | 73 | 74 | 23 | 70 | n/a |
| Winter Term* | 589 | 590 | 630 | 678 | 697 | 725 | 745 | 662 | 647 | 680 | 562 | 32 |
| Spring Term | 180 | 177 | 173 | 134 | 177 | 176 | 154 | 197 | 210 | 255 | 198 | 46 |
| Spring Travel-Embedded | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 23 | 20 | 103 | n/a | n/a |
| Summer Term | 33 | 61 | 61 | 45 | 81 | 69 | 93 | 86 | 93 | 93 | 72 | 0 |
| Total Enrollment | 996 | 1,104 | 1,086 | 1,156 | 1,300 | 1,381 | 1,559 | 1,504 | 1,504 | 1,706 | 1,434 | 91 |
| % of graduates that study abroad | 69% | 72% | 72% | 72% | 72% | 73% | 74% | 79% | 78% | 78% | 80% | 73% |

| | | | | | | | | | | | | |
|------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Study USA | | | | | | | | | | | | |
| Fall Term | 0 | 0 | 0 | 0 | 0 | 6 | 22 | 8 | 14 | 11 | 10 | 2 |
| Winter Term | 2 | 43 | 16 | 70 | 50 | 51 | 89 | 118 | 79 | 50 | 96 | n/a |
| Spring Term | 0 | 0 | 0 | 19 | 20 | 16 | 25 | 24 | 27 | 23 | 28 | 1 |
| Spring Travel-Embedded | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 20 | n/a | n/a | n/a | 0 |
| Summer Term | 3 | 51 | 68 | 91 | 112 | 105 | 91 | 107 | 88 | 74 | 96 | 1 |
| Total Enrollment | 5 | 94 | 84 | 180 | 182 | 178 | 227 | 277 | 208 | 158 | 230 | 4 |

| | | | | | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----|
| Global Engagement (Study Abroad + Study USA) | | | | | | | | | | | | |
| Total Enrollment | 1,001 | 1,198 | 1,170 | 1,336 | 1,482 | 1,559 | 1,786 | 1,781 | 1,712 | 1,864 | 1,664 | 95 |
| % of graduates participating in global engagement | | | | | | | | 83% | 83% | 84% | 85% | 77% |

| | | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| International Students | | | | | | | | | | | | |
| Visa Holder | 46 | 57 | 71 | 90 | 99 | 106 | 117 | 131 | 140 | 157 | 134 | 129 |
| Dual Citizenship | 44 | 56 | 87 | 113 | 155 | 187 | 164 | 196 | 214 | 231 | 198 | 267 |
| Green Card Holder | 27 | 31 | 36 | 31 | 37 | 36 | 37 | 46 | 47 | 45 | 32 | 31 |
| Overseas American (US citizen, high school outside USA) | 66 | 68 | 70 | 65 | 64 | 55 | 41 | 41 | 44 | 39 | 29 | 38 |
| Total International | 183 | 212 | 264 | 299 | 355 | 384 | 359 | 414 | 445 | 472 | 393 | 465 |

*Winter Term 2021 programs were cancelled. Instead, Elon offered a one-time May Term for 2021. These 32 students are listed in the table above as “Winter Term” for 2020-21.

There were 95 Global Engagement participants in Academic Year 2020-2021. Our participation has run an average of about 1,750 students annually over the last three years. The GEC supported students that pursued a study abroad or Study USA program. However, border closures and other travel restrictions, quarantine requirements and program cancellations by our trusted providers significantly reduced the opportunities available to our students. Even with the inhibitors, there were an additional 1,687 students who initiated applications but ultimately withdrew them. Prior year

withdrawals were in the 800-900 range, indicating an unmet student appetite for global engagement experiences in a pandemic year of ~900 students.

Another comparison is that 95 students were 1.5% of the campus undergraduate population. Typically, about 25% of the undergraduate population participate in a Global Engagement each year.

The appendices have been prepared to better understand the impact of the pandemic as well as in the interest of continuity with prior reports. However, any conclusions must be tempered with the understanding of the environment of this year: a global pandemic and associated border closures and other travel restrictions, quarantine requirements, and program cancellations by our trusted on-site partners.

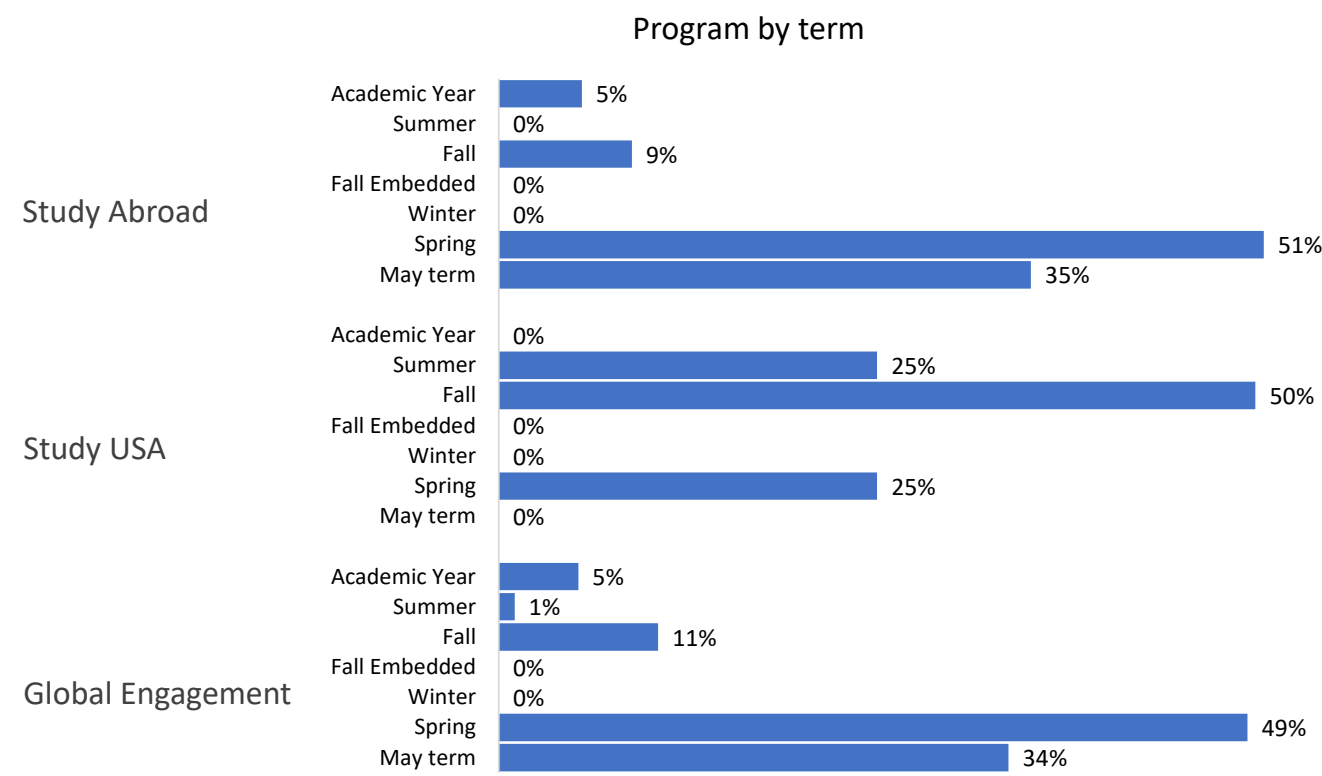


"The Barranco Wall – Machame Trek ...
Don't Look Down!"

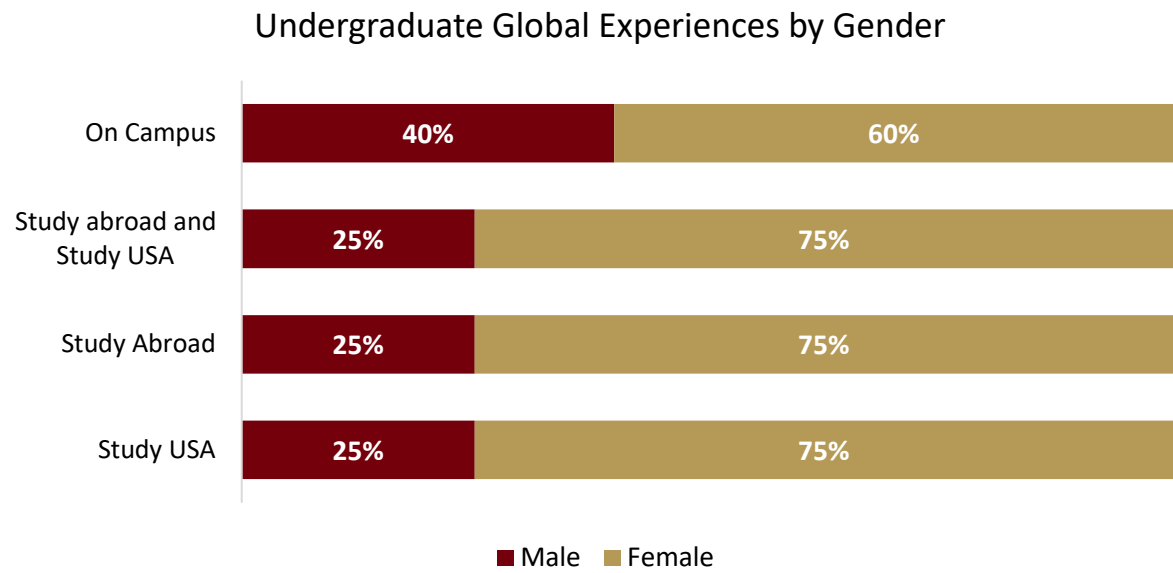
Dr. Rod Parks, University Registrar

COR 331 Tanzania: Wilderness &
Adventure Therapy, May Term 2021

Appendix 2: Global Engagement participation by type and term



Appendix 3: Global Engagement participation by Gender compared to campus

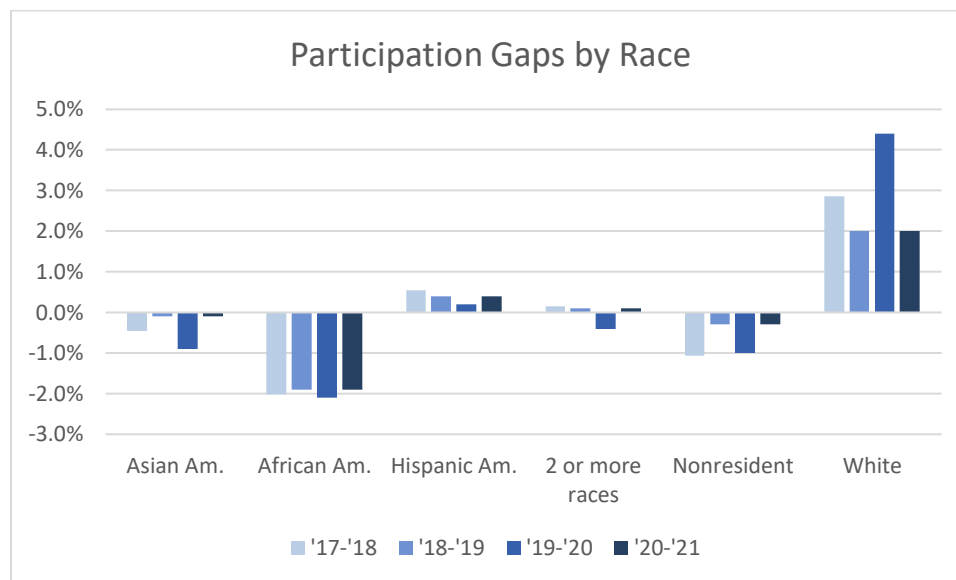


Appendix 4: Global Engagement participation by Race compared to campus

| Race | On Campus | Study Abroad | Study USA | Study Abroad and Study USA |
|----------------------------|-----------|--------------|-----------|----------------------------|
| Asian Am | 2.4% | 2.2% | 0.0% | 2.1% |
| African Am. | 5.4% | 4.4% | 0.0% | 4.2% |
| Hispanic Am. | 6.6% | 9.9% | 0.0% | 9.5% |
| Am. Indian ¹ | 0.2% | 0.0% | 0.0% | 0.0% |
| Nat. Hawaiian ¹ | 0.0% | 0.0% | 0.0% | 0.0% |
| 2 or more races | 3.3% | 1.1% | 0.0% | 1.1% |
| Nonresident ² | 2.1% | 0.0% | 0.0% | 0.0% |
| Unknown ¹ | 0.2% | 0.0% | 0.0% | 0.0% |
| White | 79.8% | 82.4% | 100.0% | 83.2% |

Appendix 4 compares the racial proportions of participants in study abroad, Study USA, and study abroad combined with Study USA to the equivalent proportions of Elon's student body.

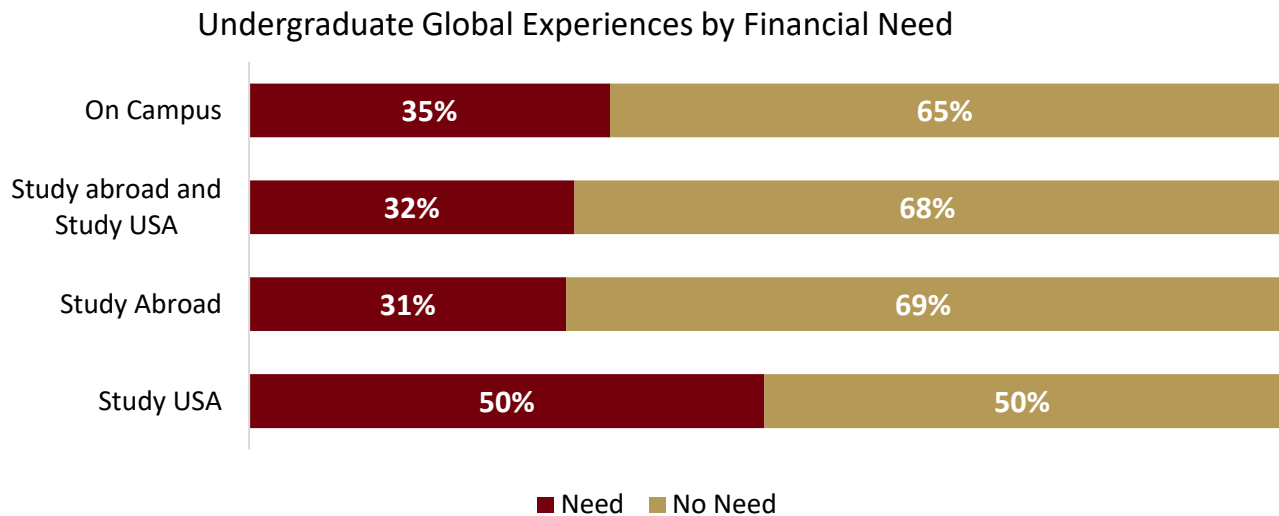
Trend in Global Engagement participation by Race compared to campus



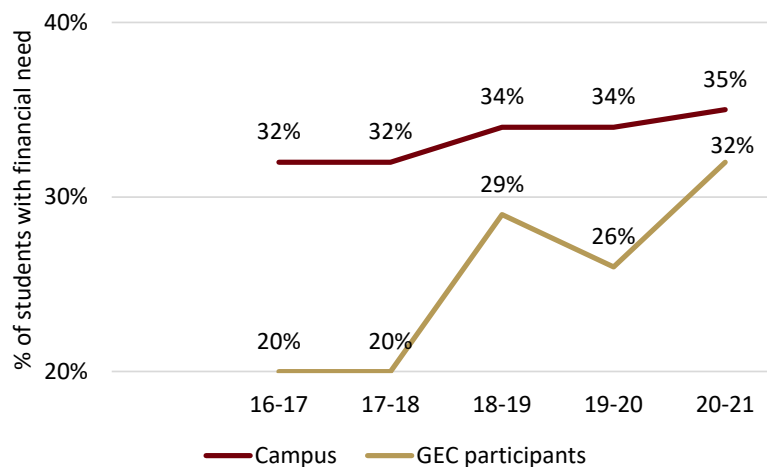
A review of historical participation gaps shows limited progress in improving participation of under-represented groups. Under-representation is persistent for Asian Americans, African Americans, and non-residents.

American Indian, Hawaiian, unknown race/ethnicity, and “two or more races” categories are not shown due to their small campus populations, making it difficult to reach conclusions about trends.

Appendix 5: Global Engagement participation by Financial Need compared to campus



Trend in Global Engagement participation for financial need students

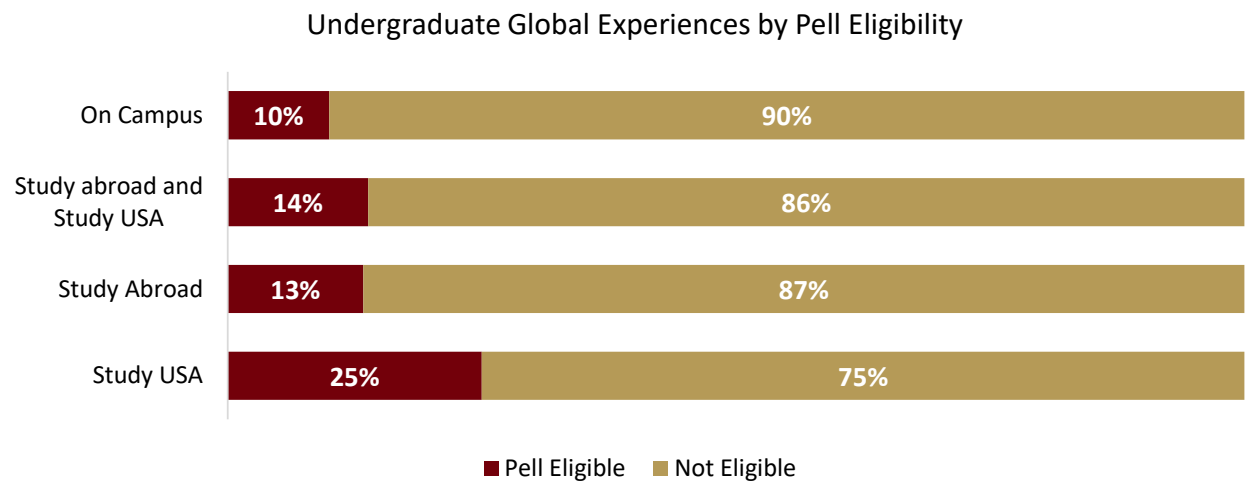


Elon has focused over the last several years on ensuring all students have financial access to Global Engagement programs. One measure of financial access is whether Global Engagement participants' financial need is similar to that of the campus population.

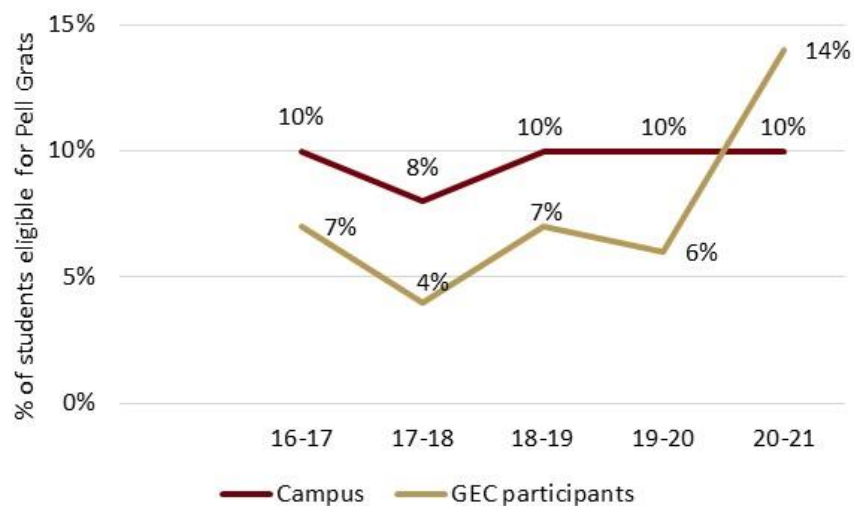
Over the last five years, Elon's students with financial need has grown from 32% to 35% of the undergraduate population while the proportion of students participating in study abroad and Study USA with financial need has grown from 20% to 32%.

Similar to other metrics in this year's report, the low number of Global Engagement participants in '20-'21 may not be representative of the long-term trends, so this metric will continue to be monitored in future years.

Appendix 6: Global Engagement participation by Federal Pell Grant compared to campus



Trend in Global Engagement participation for Pell Grant eligible students



Elon has focused over the last several years on ensuring all students have financial access to study abroad and Study USA programs. One measure of financial access is whether the share of study away participants that are eligible for Pell Grants is similar to that of the campus population.

Over the last five years, about 10% of Elon students have been eligible for Pell grants. Pell eligible students have made up about 6-7% of Global Engagement participants. In 2021, there was a significant increase in Pell-eligible students participating in Global Engagement. However, the small number of students participating in the current year prevents a conclusion that there is a sustainable increase in participation.

Changes that have helped narrow the gap between financial-need students on campus and those participating in Global Engagement are increases in Elon global Scholarships for financial-need students and ongoing advising that directs students to programs that fit both their academic and financial needs.

Appendix 7: Scholarship Information

| Year and Term | Number Awarded | Pell-eligible recipients | Average Award | Max Award | Total Awarded |
|---------------------------|----------------|--------------------------|---------------|-----------|----------------|
| 2014-2015 | | | | | |
| Summer '14 | 14 | 0 | 1,839 | 4,500 | 25,750 |
| Fall, Academic Year '14 | 19 | 0 | 2,813 | 6,000 | 53,450 |
| Winter '15 | 122 | 0 | 1,938 | 6,000 | 236,450 |
| Spring, Calendar Year '15 | 26 | 0 | 2,100 | 6,000 | 54,600 |
| Total | 181 | | 2,046 | | 370,250 |
| 2015-2016 | | | | | |
| Summer '15 | 16 | 7 | 3,450 | 4,500 | 55,200 |
| Fall, Academic Year '15 | 54 | 20 | 3,026 | 6,000 | 163,400 |
| Winter '16 | 125 | 45 | 1,454 | 2,500 | 181,750 |
| Spring, Calendar Year '16 | 32 | 9 | 2,955 | 6,000 | 94,550 |
| Total | 227 | 81 | 2,180 | | 494,900 |
| 2016-2017 | | | | | |
| Summer '16 | 26 | 9 | 2,346 | 4,500 | 61,000 |
| Fall, Academic Year '16 | 70 | 13 | 3,044 | 6,000 | 213,100 |
| Winter '17 | 136 | 43 | 1,352 | 2,500 | 183,900 |
| Spring, Calendar Year '17 | 51 | 21 | 3,694 | 7,000 | 188,400 |
| Total | 283 | 86 | 2,284 | | 646,400 |
| 2017-2018 | | | | | |
| Summer '17 | 20 | 10 | 3,675 | 5,500 | 73,500 |
| Fall, Academic Year '17 | 66 | 17 | 4,612 | 7,000 | 304,400 |
| Winter '18 | 91 | 26 | 1,020 | 1,500 | 92,850 |
| Spring, Calendar Year '18 | 50 | 11 | 2,882 | 5,000 | 144,100 |
| Total | 227 | 64 | 2,709 | | 614,850 |
| 2018-2019 | | | | | |
| Summer '18 | 21 | 4 | 3,133 | 4,500 | 65,800 |
| Fall, Academic Year '18 | 101 | 29 | 2,480 | 5,000 | 250,450 |
| Winter '19 | 109 | 34 | 1,385 | 2,500 | 151,000 |
| Spring, Calendar Year '19 | 71 | 25 | 2,715 | 5,500 | 192,750 |
| Total | 302 | 92 | 2,185 | | 660,000 |
| 2019-2020 | | | | | |
| Summer '19 | 27 | 7 | 3,019 | 4,500 | 81,500 |
| Fall, Academic Year '19 | 100 | 20 | 2,648 | 5,000 | 264,750 |
| Winter '20 | 113 | 34 | 1,491 | 3,000 | 168,450 |
| Spring, Calendar Year '20 | 79 | 32 | 2,789 | 5,500 | 220,300 |
| Total | 319 | 93 | 2,304 | | 735,000 |
| 2020-2021 | | | | | |
| Summer '20 | 0 | 0 | n/a | n/a | 0 |
| Fall, Academic Year '20 | 3 | 1 | 2,333 | 5,000 | 7,000 |
| Winter '21 | 0 | 0 | n/a | n/a | 0 |
| Spring, Calendar Year '21 | 15 | 7 | 5,007 | 5,500 | 75,100 |
| May '21 | 6 | 2 | 1,583 | 3,500 | 9,500 |
| Covid Hardship | 10 | 0 | 1,289 | 2,000 | 12,886 |
| Summer '21 | 28 | 3 | 1,896 | 4,500 | 53,100 |
| Total | 62 | 13 | 2,542 | | 157,586 |

Note the additions of COVID-19 hardship funding and Summer '21 as line items for the 2020-21 academic year. These are described in the section titled “Elon Global Scholarships.”

Appendix 8: Top Semester Study Away Locations

| | |
|---|----------------|
| 1 | Italy |
| 2 | Germany |
| 3 | United Kingdom |
| 4 | Ireland |
| 5 | Spain |
| 6 | Jordan |
| 6 | South Korea |
| 8 | Czech Republic |
| 8 | Denmark |
| 8 | France |
| 8 | Japan |
| 8 | Rwanda |

Countries are ranked in order of number of students traveling to each country for semester study away programs. Ties are listed alphabetically.

Consistent with prior years, countries visited by Semester at Sea are not included in this country count.

Appendix 9: Top International Students' Home Countries

| | |
|---|----------------|
| 1 | China |
| 1 | United Kingdom |
| 3 | France |
| 4 | Italy |
| 4 | Spain |
| 6 | Canada |
| 6 | Denmark |
| 6 | Germany |
| 9 | Australia |
| 9 | Ecuador |
| 9 | Sweden |

Countries are ranked in order of number of students studying at Elon from that location. Ties are listed alphabetically.

Appendix 10: Fall 2020 International Students' Home Countries

| | | | |
|------------|-------------|-------------|---------------------|
| Argentina | Denmark | Iraq | South Korea |
| Australia | Ecuador | Ireland | Spain |
| Austria | Egypt | Israel | Sweden |
| Bahamas | El Salvador | Italy | Taiwan |
| Bolivia | Estonia | Japan | Thailand |
| Cambodia | France | Jordan | Trinidad and Tobago |
| Canada | Germany | Kenya | Turkey |
| Chile | Greece | Latvia | United Kingdom |
| China | Honduras | Malaysia | Venezuela |
| Colombia | Hong Kong | Mexico | Vietnam |
| Costa Rica | Hungary | Netherlands | |
| Cuba | Iceland | Norway | |
| Cyprus | India | Panama | |

Students attended Elon from 49 home countries.

