

ELON
UNIVERSITY

CENTER FOR
Research on
Global Engagement

ANNUAL REPORT 2019-2021



TABLE OF CONTENTS

01	Mission and Goals
02	Director's Message
04	Funding Opportunities
08	Events
10	Collaborations
12	Forum on Education Abroad 2019 Award for Academic Achievement Recipient
13	Mentoring Undergraduate Research in Global Contexts
14	Selected Publications
15	Presentations

ABOUT CRGE'S RESEARCH ASSISTANT

Alanis Camacho-Narváez is a second-year Elon student from Dorado, Puerto Rico who works as a research assistant for the Center for Research on Global Engagement (CRGE) under the PACE program. She is a psychology major with a minor in French interested in pursuing undergraduate research throughout her years at Elon. Her work with the CRGE includes creating the CRGE annual report, developing annotated bibliographies on global engagement topics, maintaining the website, and assisting with other work in progress. Besides her PACE job, Alanis is an RA for the Polyglot LLC in the Global Neighborhood.





MISSION

The Center fosters innovative, interdisciplinary, inter-institutional collaboration and research on global engagement (international and domestic). It supports faculty, staff, and student efforts to enhance their own scholarship, foster collaboration with national and international partners, and build a community of practice for scholarship on global learning experiences.

GOALS

- 1** To build and support a community of practice for scholarship on global engagement;
- 2** To fund and promote high quality scholarly initiatives for faculty and staff;
- 3** To fund and promote high quality scholarly initiatives for students;
- 4** To foster national and international collaborations;
- 5** To seek external funding to support the Center's initiatives

DIRECTOR'S MESSAGE

Finding Lagom

In June of 2019, I attended the DIS – Study Abroad in Scandinavia International Educators Workshop (IEW) in Stockholm and Copenhagen. With Elon colleagues Randy Williams and Leigh-Anne Royster, and dozens of other educators, we explored the theme “For the love of learning” from Scandinavian perspectives. The conference, held every five years, was a combination of beautiful production and intellectual engagement. Each day the plenary and special sessions elaborated a concept with distinctive meaning for international education in Scandinavia. One Swedish word we encountered was *lagom*, defined by dictionary.com as “the principle of living a balanced, moderately paced, low-fuss life.” It was described by our Swedish colleagues as “not too much, not too little.” All things in balance.

Attending IEW afforded us new opportunities to extend our network of colleagues and friends dedicated to ethical and equitable global education. Elon University was well-represented in the conference sessions. I presented on mentoring undergraduate research in global contexts, a topic I’ve explored with many colleagues through the Center for Research on Global Engagement (CRGE) communities of practice over the past five years, and in two international think tanks co-sponsored by CRGE, AAC&U, and the Forum on Education Abroad, described in this report. Mentoring in global contexts requires a constellation of meaningful mentoring relationships and can involve peer, staff, faculty, and community partners who provide academic, cultural, social, and personal support. With co-leaders Amy Allocco, Nancy Carpenter, and Sylvia Muñoz, I am leading a campus-wide self-study of mentoring relationships with the American Council on Education’s Mentoring for Learner Success steering committee, as I’ve described in recent Center for Engaged Learning (CEL) [blogs](#). This is one of several foundational initiatives in Elon’s new strategic plan, [Boldly Elon](#).

At the IEW, Randy and Leigh-Anne co-led and participated in timely and important discussions on the intersections of intercultural learning, global engagement, and diversity, equity, and inclusion (DEI). They were joined by Tatyana Louis (Class of 2018), who studied abroad with DIS-Copenhagen in Spring 2017 and now works at DIS. Upon her return to Elon after studying abroad in Denmark, Tatyana facilitated *Beyond the Boundaries of Skin: Perspectives on Race and Ethnicity Abroad*, a collaboration between the Center for Race, Equity & Diversity Education (CREDE) and the Isabella Cannon Global Education Center (GEC) that featured the experiences of students of color abroad.



Elon alumni Tatyana Louis '18 and Rachel Miller, '15, working with DIS, pictured with Randy Williams and Leigh-Anne Royster at the IEW conference in June 2019.

This collaboration represents an initiative to integrate diversity and global learning and embrace a shared responsibility to foster equity. In his new role as Vice President and Associate Provost for Inclusive Excellence, Randy Williams is leading the Division of Inclusive Excellence, which, as he explained in this Today at Elon story, “aims to create a community where people strive to dismantle oppression and where individuals flourish.”

The university’s DEI goals resonate with the mission and values of CRGE. It is critical that we examine the relationships between the intersecting identities of our students with the programs and places they study, whether on or off campus, and work to ensure that everyone, and especially those with historically marginalized identities, is prepared, supported, respected, and valued in global learning. Scholarship informing these efforts is sorely needed. To that end, CRGE is a co-sponsor of The Collaborative, a global network that advances “ethical, critical, and aspirationally de-colonial community-based learning and research for more just, inclusive, and sustainable communities.” You’ll learn more about this partnership in this report.

We had no idea that the 2019 IEW would be the last international trip many of us would make for years to come. We couldn’t foresee the heartbreaking losses that the pandemic and racial violence in 2020 would bring or imagine the new opportunities for globally interconnected virtual networks supported by technologies we would come to appreciate, depend on, and sometimes dread. Finding *lagom*, a healthy balance, seems paramount. How do we develop culturally sensitive responses to the current social and health crises? How do we return to models of education that thrive on in-person engagement and also stay healthy during the pandemic? How do we support our mission to educate global citizens and prioritize the well-being of our community partners? What is the role of technology in local-global community-based learning? What does a balanced, moderately paced, low-fuss life look like in 2021 and beyond?

I support and join all my colleagues who strive for racial justice and commit to the ongoing work of fostering equity in my own and CRGE-supported endeavors. I am deeply appreciative that so many of us are engaged in the scholarship of global engagement (SoGE) and I look forward to continuing our collaborations to conduct high-quality research designed to strengthen the connections between knowledge and experience. I am incredibly grateful to my PACE student Alanis Camacho-Narvaez for designing this annual report, in which we showcase research on global engagement supported by CRGE in the last two academic years. We welcome your questions, suggestions, and ideas.



Maureen Vandermaas-Peeler

Maureen Vandermaas-Peeler, Ph. D

Director for the Center for Research on
Global Engagement
Professor of Psychology

FUNDING OPPORTUNITIES

FACULTY RESEARCH GRANTS

This grant is geared towards full-time faculty or faculty/staff teams with full-time faculty as project leaders who are interested in creating projects that study global engagement with a focus on student development.

Intercultural Skills in Physical Therapy Students Outside the US

Dr. Paula DiBiasio is a pediatric physical therapist who teaches in Elon's Doctor of Physical Therapy Program (DPT). She is also the Coordinator for the DPTE Global Learning Opportunities program. The CRGE has awarded Dr. DiBiasio several faculty research grants to develop research on global engagement in health care education and physical therapy students' intercultural competence.

Her most recent study is entitled, "Intercultural Skills in Physical Therapy Students Outside the US." The study purpose was to contribute to an understanding of the development of intercultural competencies (ICC) in physical therapy students and identify influencing variables. Dr. DiBiasio recognizes that understanding how best to promote ICC will affect student learning, as well as have an impact on the patients, families and co-workers with whom students interact each day on campus, on clinical rotations, during undergraduate internships/practicums, and in their future professional experiences.

The next phase of her research is to examine data from international students. In conversation with colleague-experts, they wonder: when living post-colonization, with marginalization, explicit and implicit biases that differ from the US, what variables contribute to ICC?



Research presentation & collaboration at the University of Cape Town with Professor Nomusa Ntinga

Gaining Cultural Humility through a West African Dance course



Dr. Keshia Wall is an assistant professor of Dance in the Performing Arts Department at Elon University who was awarded a faculty research grant in 2020-2021. Dr. Wall is researching the development of cultural humility in students participating in traditional West African dance courses that focus on the dance, music, culture, and history of West Africa. Dr. Wall is using the Global Engagement Survey (GES) to collect data on student's cultural humility, critical thinking, and global citizenship. She plans on extending her study when she teaches the Performing Arts Study abroad program in Ghana, which she predicts will have an even deeper impact when compared to the on-campus course. In addition, Dr. Wall hopes to connect this with her research titled "African is for Everybody: Using the Tools of West African Griots to Make Choreography Accessible for Practice and to Communicate other Disciplines to Non Expert Audiences."

In the past, Dr. Wall has choreographed performances, such as "Communion", which was presented during Black History Month in February 2020, to expose Elon students to African culture. Dr. Wall told "Today at Elon", "My agenda is to put traditional African culture into the world in any way possible – with every show that I direct, every class that I teach, every piece that I choreograph." This research project is an extension of that goal and it allows her to document and share her students' growth both as dancers and as lifelong learners of culture and difference.

Excerpts from this description were taken from a "[Today at Elon](#)" story.



Students perform Dr. Wall's choreographed traditional African dances from Guinea and Ghana in "Communion", a dance performance and concert presented during Black History Month in Spring 2020 (photo by Morgan Collins).

UNDERGRADUATE RESEARCH GRANTS

This grant serves to support students' global engagement development by funding their undergraduate research in global contexts. Undergraduate students who are enrolled in 4998/4999 credit hours with full-time faculty mentors are eligible to apply.

Access to Mental Health Care in the Montagnard Migrant Community: Examining Perspectives across Generations in Greensboro, North Carolina

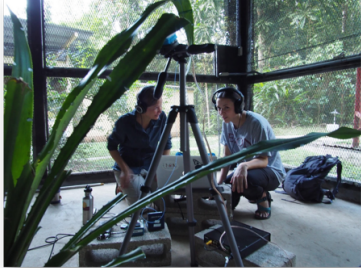
John McGinley's '20 project is a perfect example of how global engagement can be done locally. While double majoring in public health and economics, he was inspired to learn more about the immigrant experience in the United States with the help of his mentor, Dr. Katherine Johnson. In his project, John examined generational perspectives relating to mental health care in the Montagnard Migrant Community.

Mother, May I: Navigating Mother-Loss in Young Adulthood Through the Personal Essay

Laura Braley '20, an English major with a concentration in literature and creative writing, travelled to Warsaw, Poland over Thanksgiving break of 2019 to engage in her maternal ancestors' culture and explore her identities. With the guidance of her mentor, Dr. Cassie Kircher, the museum visits, interactions with locals, and the trip to Auschwitz inspired her personal essay titled "A Different Kind of Cemetery."



A Study of the Functions of Multimodal Signaling in Insects



During Winter term, Jean Ross, a biology major, did research at the Smithsonian Tropical Research Institute on Barro Colorado Island in Panamá with her mentor Dr. Jen Hamel. She worked with researchers from all over the world to advance biologists' understanding of why animals use multimodal communication. In addition, the grant facilitated a collaboration with colleagues from Dartmouth College Department of Biological Sciences. Besides doing research, the grant allowed her to explore Panama city and attend seminars outside the island.

Using the Creative Process to Build Resilience in Adults During Quarantine and the Global Pandemic

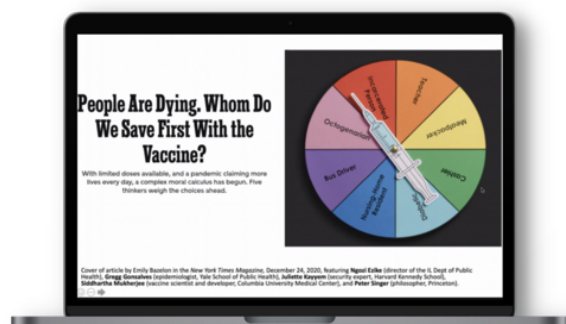
What was previously intended to be an immersive community arts project in Casablanca, Morocco, ended up shifting to a virtual format. With the CRGE grant, Laura Siedlecki '21, alongside her mentor Dr. Beth Warner, focused on adults' experiences of adversity in quarantine during the global pandemic and how resilience and protective factors can be reflected through art. To do this, they followed participants for three weeks while they worked on a broad, reflective prompt each week. The participants answered prompts such as, "What is your relationship to your home/environment during quarantine?" using drawing, painting, or other visual art mediums.



EVENTS

DIS Interdisciplinary Scandinavian Panel

During Elon University's winter term, students from various courses attended a panel discussion by faculty with the Danish Institute for Study Abroad (DIS). DIS is a non-profit study abroad foundation that partners with Elon to facilitate global educational experiences in Scandinavia, with semester abroad programs in Copenhagen and Stockholm. In this panel, experts discussed global dilemmas concerning COVID-19 vaccinations. Three DIS faculty members with different areas of expertise led the presentation. Holger Sandte, a professor of globalization and European economics, focused on the pandemic's economic impact. Jeanette Erbo Wern, a doctor in immunology, elaborated on the different COVID-19 vaccines. Finally, David D. Possen, a DIS faculty member since 2014, focused on the bioethical decisions related to vaccine distribution. Students in each of the courses submitted questions in advance, and Dr. Lauren Guilmette, Assistant Professor of Philosophy at Elon University, moderated the lively discussion.



The panel was as interactive as it was informative, given that 120 students and faculty were divided into breakout rooms to discuss priorities when vaccines are limited and complications with the rise of more contagious variants in some countries in Europe and regions in Africa. Each group chose a student to pose as a CDC officer reporting back their conclusions to the larger community. In the end, the engaging panel inspired further remote collaborations, including a group of students studying abroad and graduate students in the Masters of Higher Education program at Elon University.

Virtual Think Tank on Undergraduate Research in a Global Context

On Tuesday, Oct. 6, a virtual think tank on “Mentoring Undergraduate Research (UR) in Global Contexts” was co-facilitated by Maureen Vandermaas-Peeler, Director of the Center for Research on Global Engagement and Professor of Psychology at Elon University, Dawn Whitehead, Vice President of the Office of Global Citizenship for Campus, Community, and Careers at the Association of American Colleges and Universities, and Elizabeth Frohlich, Director for Programs and Resources at the Forum on Education Abroad.



Included among the 28 participants were Elon faculty members Matt Buckmaster, Jen Hamel, and Paul Miller. Twenty-eight professionals, who are actively engaged in the work of integrating mentored UR and diversity/global learning, participated in the three-hour think tank. Four faculty from Elon co-facilitated two of three World Café breakout sessions. Associate Professor of Religious Studies Amy Allocco and Associate Professor of Anthropology Mussa Idris co-facilitated a session on “Local-global partnerships and UR mentoring practices during a pandemic.” Eric Hall and Caroline Ketcham, both professors of exercise science, co-facilitated “Salient practices for distance mentoring of UR.” The third breakout featured Eric Hartman and Nora Reynolds from Haverford College and The Community-Based Global Learning Collaborative, who talked about “Flipped classroom, open-access introductions to participatory methods across power differentials.” Future actions by the group include collaborative research proposals, presentations, and publications, as well as building a hub of resources to share more broadly.



Jennifer Wiley, Maureen Vandermaas-Peeler, Eric Hartman, Nora Reynolds, Kate Patch, Paul Miller, Darla Deardorff, and Elizabeth Frohlich participated in this World Café discussion.

COLLABORATIONS

Engaging Difference

From 2018 to 2021, faculty from Elon University and James Madison University were awarded a \$40,000 Colonial Academic Alliance (CAA) IN/CO grant support of their collaborative global engagement research initiatives. The grant, entitled “Engaging difference: A deep dive into the assessment of transformative learning,” facilitated a multi-faceted research project examining the interactions between students’ identities and experiences and their participation in an off-campus global study program, as well as their perceptions of transformation and re-entry experiences. **To view a PDF describing the grant and 2018 recipients, click here.**



Bringing Theory to Practice

With the support of a grant from Bringing Theory to Practice (BTtoP), collaborative partners at James Madison University, Elon University, Kansai University, and Crossing Borders Education (CBE) developed a methodology to address a number of key challenges of online and in

person interactions. Through use of authentic peer video prompts in the learning environment, students were able to overcome isolation and anxiety by dialoguing deeply across differences and making connections with peers around the globe.

Because this project was eclipsed by the global pandemic, the team began to focus on how to create productive interactions across differences in the virtual space. Authentic peer videos we had collected were a large part of creating an environment where learners saw themselves and their challenges in the videos of their peers. These video prompts led to deeper and more vulnerable dialogues among students who reported how meaningful those connections were during the isolation and uncertainty of the pandemic.

“

“The CAA IN/CO grant enabled the research team at Elon to partner with colleagues at James Madison University on a large-scale study of global engagement experiences, utilizing an innovative research tool, the Beliefs, Events, and Values Inventory (BEVI) This collaborative research opened up avenues of exploration related to how students engage difference while studying off campus, and how these experiences may influence their identity, worldview, future pathways, and ways of interacting with others upon return to the home campus. We are grateful for the opportunities afforded by the grant to collaborate with leading scholars and look forward to disseminating outcomes that will influence the field of global education.”

- Maureen Vandermaas-Peeler



The CBGL Collaborative

The CRGE is proud to be a sponsor of The Community-based Global Learning Collaborative (formerly The Global Sl Network). This is “a network of educational institutions and community organizations that advances ethical, critical, and aspirationally de-colonial community-based learning and research for more just, inclusive, and sustainable communities” (<https://compact.org/global-sl/founding-sponsors/>).

There are several important partnerships that have developed over the last five years of this alliance.



The Global Engagement Survey (GES) model

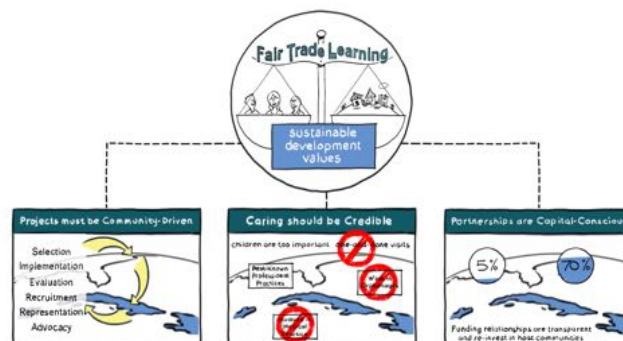
In 2016, Maureen was teaching in Denmark and partnered with colleagues at DIS and at the Collaborative to administer the Global Engagement Survey (GES) to students before and after a community-engaged global learning experience. The GES is a tool that combines qualitative and quantitative assessments of students' global learning in three categories, including cultural humility (2 subscales), global citizenship (5 subscales), and critical reflection. This collaboration resulted in a publication at *Frontiers, the Interdisciplinary Journal of Study Abroad*. Since that time, others at Elon have joined this collaboration and we are part of a multi-institutional study of 11 other institutions and over 130 programs.

Maureen is also a member of the Steering Committee and the Knowledge Mobilization Committee, both of which afford opportunities to partner with other scholars and practitioners to reflect critically on global engagement experiences.

Fair Trade Learning

The CBGL Collaborative also adopted the Fair Trade Learning strategy, which was developed to improve international volunteers and service-learning students' partnership with international host communities.

Hartman, Morris Paris, and Blanche-Cohen (2013) wrote, "Fair Trade Learning is global educational partnership exchange that prioritizes reciprocity in relationships through cooperative, cross-cultural participation in learning, service, and civil society efforts. It foregrounds the goals of economic equity, equal partnership, mutual learning, cooperative and positive social change, transparency, and sustainability. Fair Trade Learning explicitly engages the global civil society role of educational exchange in fostering a more just, equitable, and sustainable world."



Fair Trade Learning Model
<https://compact.org/global-sl/ftl/>

FORUM ON EDUCATION ABROAD 2019 AWARD FOR ACADEMIC ACHIEVEMENT RECIPIENT



Taylor Garner '20 received the Forum on Education Abroad 2019 Award for Academic Achievement Abroad, which recognizes significant academic projects during an education abroad program.

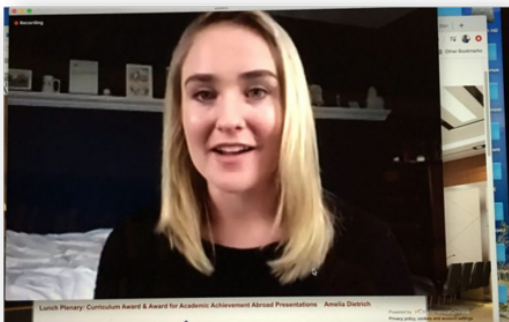
Garner's work on her thesis, "Mobilizing Memories: Women's Affective and Embodied Memory Work in Argentina and Palestine," took her to Buenos Aires, Argentina, for a semester and to Nablus, Palestine, for a summer. An Honors Fellow Garner has also won a Center for Research on Global Engagement research grant, the Undergraduate Research

Program Advisory Committee's Rawls grant, and the Heidi Frontani Memorial Study Abroad Essay Contest, which comes with an award to support study abroad.

These connections and conversations were powerful cross-cultural moments for Garner to learn about the complexity of her host community while also addressing stereotypes about the United States. When Garner was asked charged questions, she saw it as an opportunity to broaden and complicate certain one-dimensional views of American identities.

The award comes with a \$500 prize to help support Garner's research moving forward. In the meantime, Garner shared advice for future education abroad students: "Don't let anyone tell you that studying abroad is not hard, because it is ... but it's supposed to be hard. It's supposed to challenge your perspective."

*Excerpts of the featured story about Taylor Garner from the Elon News Network were used to write this.



Garner explains her research in a virtual question-and-answer session.



Taylor Garner '20, bottom right, talking about her research during the virtual conference.

MENTORING UNDERGRADUATE RESEARCH IN GLOBAL CONTEXTS

Frequent participant in the CRGE Community of Practice on Mentoring Undergraduate Research in Global Contexts (MURGC) and recipient of the Elon College Mentoring Award, Dr. Mussa Idris mentors high-quality undergraduate research projects with students working in local and international communities. His mentoring relationship with Leena Dahal '17, an international student from Nepal, was the topic of a recent interview with CRGE PACE student Alanis Camacho-Narváez. Dr. Idris is a cultural anthropologist who conducts research with refugee and immigrant communities in Greensboro, NC. His mentoring relationship with Leena commenced when she took his qualitative research methods



course at Elon, and the relationship was deepened through their connections to Elon's residential model. He was a Faculty-in-Residence in the Global Neighborhood at the time, along with his wife, Dr. Vanessa Bravo, who was the advisor for the International LLC. After learning more about Dr. Idris' research, Leena was interested in applying for the Lumen scholarship to do research in her native country with her newly acquired mentor. Although Leena originally planned on visiting Nepal to evaluate a radio program's impact on promoting youth identities, they were forced to adapt her project after a devastating earthquake occurred in Nepal in April 2015. In turn, her research transitioned into investigating the role of social media in post-earthquake Nepal and the meaning of being offline during such a time.

Although being a Lumen Scholar is a sustained and intensive research opportunity, this project was only the start of Dr. Idris's collaboration with Leena. They continued working together after graduation to co-author a scholarly journal article on their mentoring relationship, titled "International faculty mentoring partnership with international undergraduate student and community organizations in a local and a global context: lessons learned" published this past summer in *Mentoring & Tutoring, Partnership in Learning* (see page 14).

“

I think the lesson I learned from working with Leena is ... especially since we both came from an international background ... is that it's important to build a trusting relationship, get to know the student...

-Dr. Mussa Idris when asked about his mentoring experience with Leena Dahal '17'

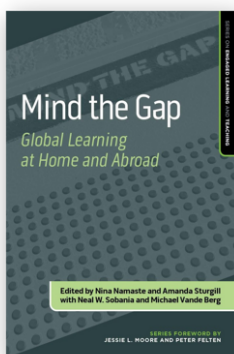
When Dr. Idris was asked about how lessons learned from reimagining their project after the earthquake in Nepal might be applied to other research projects adapting to COVID-19, he responded that a constellation of mentors, including members from outside the Elon community, granted Leena and him the support to change the course of their research. Dr. Idris highlighted how he benefited from communities of practice (CoPs) from the Center for Research on Global Engagement (CRGE) and other mentoring opportunities with the South Asia Research Group at Elon (SARGE).

SELECTED PUBLICATIONS



Mussa Idris & Leena Dahal (2021): International faculty mentoring partnership with international undergraduate student and community organizations in a local and a global context: lessons learned, *Mentoring & Tutoring: Partnership in Learning*, DOI:
10.1080/13611267.2021.1954455

Carignan, M.C. & Vandermaas-Peeler, M. (2021). Early impact: Assessing global mindedness and intercultural competence in a first-year honors abroad course. *Internationalizing Honors monograph*. In M.K. Mulvaney & K. Klein (Eds.). *Internationalizing honors*. National Collegiate Honors Council.



Vandermaas-Peeler, M., Ruelle, J., & Peeples, T. (2020) Mapping understandings of global engagement. In N. Namaste & A. Sturgill (Eds.). *Mind the gap: Global learning at home and abroad* (pp. 13-26). Stylus.

PRESENTATIONS

Vandermaas-Peeler, M., Allocco, A., Patch, K. & Berends, L.M. (October, 2020). Undergraduate research in global contexts: Mentoring strategies for embedded learning. Presentation at the AAC&U's 2020 Conference on Global Learning: Lessons on Global Learning from Higher Education's Response to a Global Crisis, Virtual Conference.

Vandermaas-Peeler, M., Buckmaster, M., Choplin, O., Sturgill, A., Doehler, K. & Namaste, N. (October, 2020). "Coming back, I just felt like a more authentic version of myself": Identity and global experiences. Presentation at the AAC&U's 2020 Conference on Global Learning: Lessons on Global Learning from Higher Education's Response to a Global Crisis, Virtual Conference.

Wiley, J., Vandermaas-Peeler, M. & Hart, V. (October, 2020). Research-informed global learning experience design: Insights from a multi-institutional project. Presentation at the AAC&U's 2020 Conference on Global Learning: Lessons on Global Learning from Higher Education's Response to a Global Crisis, Virtual Conference.

Allocco, A., Hall, E., Ketcham, C. & Vandermaas-Peeler, M. (2020). Developing intercultural learning through high-quality mentored undergraduate research. Pre-Conference WISE Workshop, Winston-Salem, N.C.

Vandermaas-Peeler, M. (November, 2019). Multidisciplinary research on global engagement: An institutional case study. Presented at 6th Global Service Learning Summit, Clemson, S.C.

Vandermaas-Peeler, M., Hall, E., Ketcham, C. & Idris, M. (October, 2019). Fostering global citizenship through mentored high-impact practices. Presented at AAC&U Global Learning, San Antonio, TX.

Vandermaas-Peeler, M., Buckmaster, M., Choplin, O. & Ford, E. (October, 2019). Facilitating integration of global learning experiences. Presented at AAC&U Global Learning, San Antonio, TX.

Allocco, A., Hall, E., Ketcham, C., Hamel, J., Idris, M. & Vandermaas-Peeler, M. (August, 2019). Cultivating curiosity and resiliency through mentoring undergraduate research in global contexts. Workshop presented at the Elon Teaching and Learning Conference, Elon, NC.



It promoted my growth on a scholarly level, made me a more conscientious global citizen, and caused me to stop and ponder a new facet of the human experience, which, I think, is what travel and global engagement is all about.

-Laura Braley '20