



ANNUAL REPORT 2021-2022



ELON
UNIVERSITY

CENTER FOR
Research on
Global Engagement

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ABOUT CRGE'S ASSISTANT



Alanis Camacho-Narváez is a junior at Elon 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, a French minor, and a Lumen scholar. Her work with the CRGE includes creating the CRGE annual report, developing annotated bibliographies, maintaining the website, and assisting with other work in progress. Besides her work with the CRGE, Alanis is a student coordinator at the CREDE in the El Centro office.

MESSAGE FROM THE DIRECTOR

During the 2021-22 academic year, we continued to navigate the dynamic contexts of our work and home lives. Acknowledging the unique circumstances of each member of our community, I nonetheless posit a few general conclusions about our experiences over the last year. In alignment with our mission to educate global citizens, many of us re-engaged teaching and learning in an off-campus global context. We were moved by our students' renewed interest in study away and incredibly grateful for the patience and generosity of our host communities and global partners. On and off campus, we continuously re-negotiated the parameters of teaching and learning in a pandemic. To support students in this dynamic environment, we made quick, creative adaptations to planned activities and assessments. We were energized by renewed connections and exhausted by persistent change and loss. We hoped that some of our lessons learned would be forces of change in support of equity and justice, beginning with our own community.

In a year-long CRGE community of practice (CoP), we critically examined the purposeful integration of local and global. Authors Eric Hartman and Richard Kiely joined us virtually to discuss their book, *Community-based Global Learning* (2018), including topics such as how to support critical reflection across learning contexts and develop reciprocal, community-driven partnerships. Hartman and colleagues in the Collaborative, a global network that advances ethical, critical, and aspirationally de-colonial community-based learning and research, offer a critical examination of the theory and practice of ethical engagement at home and abroad. This CoP and other collaborations will extend into the next academic year as we consider the opportunities to bridge knowledge and practice through applied research.

Strategic planning for the next five years of CRGE is in progress and will culminate in a dynamic set of goals and objectives aligned with Elon's institutional strategic plan, Boldly Elon. I look forward to sharing details of the next chapter with you. Once again, Alanis Camacho-Narváez, CRGE student assistant and newly named Lumen Scholar, developed this annual report. I am very grateful to her and in awe of her intellectual curiosity, initiative, and creativity. As always, we welcome your questions, suggestions, and ideas.

Best,



Maureen Vandermaas-Peeler
Director of the Center for Research on Global Engagement
and Professor of Psychology
June 2022



2021 AWARD FOR ACADEMIC ACHIEVEMENT ABROAD

Emily Wilbourne '22

Emily Wilbourne '22, graduated as an arts administration major with a double minor in dance and interreligious studies, was awarded the 2021 Forum on Education Abroad Award for Academic Achievement for her research titled "The Impact of Japanese Colonialism on the Religiosity of Korean Seungmu Dance." Emily worked with her two mentors, Dr. Casey Avaunt and Dr. Pamela Winfield, to design her research as one component of her Multifaith Scholars experience. Supported by grants from Elon, including a faculty-mentored undergraduate research grant from CRGE, she traveled to Korea twice as part of the research process. When asked about her experience studying abroad, Emily reported feeling very lucky that she was able to travel to Korea in Fall 2020 when COVID-19 restrictions were still strict. Of course, it was still challenging. Emily spent a total of 25 days in quarantine the second time she visited in the summer of 2021. She found the restrictions so frustrating that she considered quitting altogether. However, she's beyond happy she pushed through and finished the research.



"It was a huge obstacle that most ethnographers would not have had to deal with."

In her return to Korea in summer of 2021, Emily conducted interviews and attended one-on-one seungmu classes. When asked about her experience learning seungmu, she explained that it was amazing, but challenging. Seungmu is considered the most technically challenging Korean dance. She elaborated that it felt as if though she had to unlearn everything she learned in ballet.

"Seungmu is the antithesis of everything that ballet teaches," said Emily.

Emily discussed being surprised with the lack of scholarly coverage over seungmu, especially considering her results. Even though the seungmu dance was said to be secularized, Emily found that many seungmu dancers still considered it a spiritual dance.

"It's a trait of all these colonized dances, is that what the official description becomes is not how practitioners actually perceive it," Emily said upon reflecting over her results.

When asked about her plans after graduation, she mentioned interest in keeping up with seungmu literature, but pursuing other interests.

Congratulations, Emily!



Emily Wilbourne '22 taking *seungmu* classes with her instructor, Jung Soyeon.



Emily learning to dance with the traditional long sleeves of *seungmu*, called *jangsam*.



Emily in front of the Bulguksa Temple in Gyeongju, South Korea. This temple is a head temple of the Jogye Order of Korean Buddhism and a UNESCO World Heritage Site.

PRESENTATIONS

AAC&U Global Learning Conference

CRGE director Maureen Vandermaas-Peeler and other Elon faculty members presented at the yearly American Association of Colleges and Universities (AAC&U) Global Learning Conference. In this year's conference, attendees explored practical and theoretical approaches to re-imagining global education at the course, department, and institutional levels. It offers an opportunity to examine tactics and strategies for ensuring global learning is more equitable and inclusive as well as aligned with students' and societies' needs. The goal of this year's event was to explore the theme "Global Learning Reimagined."

There were two presentations at this virtual conference featuring Elon faculty. In a dialogue for learning session entitled, "Reimagining Mentored Undergraduate Research in Global Contexts," Maureen Vandermaas-Peeler, director of the Center for Research on Global Engagement and professor of psychology at Elon, co-presented with four colleagues including Kris Acheson-Clair from Purdue University; Susan Buck Sutton from the Institute of International Education; Kate Patch from Grinnell College; and Dawn Michele Whitehead from the AAC&U. Presenters described their research in progress that emerged from two think tanks involving over 40 colleagues.

The second presentation was a Pecha Kucha ("chit chat" in Japanese) session in which presenters showed 20 slides for 20 seconds each. Amy Allocco, associate professor of religious studies and director of the Multifaith Scholars Program, and Caroline Ketcham, professor and chair of exercise science, each presented high-quality models of mentored undergraduate research in global contexts.

In addition, Maureen Vandermaas-Peeler, Olivia Choplin, associate professor of French in the WLC department, and Philip Motley, associate professor of communication design, were a part of the conference planning committee that developed the conference's themes and program.



Maureen Vandermaas-Peeler, Kris Acheson-Clair, Susan Buck Sutton, Kate Patch, Jasmine Epps, and Dawn Michele Whitehead presenting at the AAC&U Global Learning Conference.

PRESENTATIONS

The Forum on Education Abroad Annual Conference

Leveraging Opportunities and Meeting Challenges in Mentoring Undergraduate Research Globally

Presenters: Kris Acheson-Clair from Purdue University; Andre Stevenson from Elizabeth City State University; Maureen Vandermaas-Peeler from Elon University; Dawn Michele Whitehead from the AAC&U; and Elizabeth Frohlich from The Forum on Education Abroad.

In the past two years of limited mobility, we have learned important lessons about mentoring undergraduate research in global contexts (MURGC). This session reported on some recent findings from a think tank documenting involvement in and approaches to MURGC. Focusing on inclusive best practices, we shared insights from interviews and surveys conducted in 2021 with professionals working in this area both within and outside of higher education institutions. Participants engaged in discussion of their own experiences with the opportunities and challenges of MURGC.

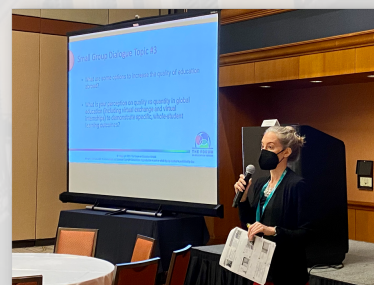


Andre Stevenson, Kris Acheson-Clair, Elizabeth Frohlich, Maureen Vandermaas-Peeler, and Dawn Michele Whitehead.

A New Program Design Framework for Including the Whole Learner

Presenters: Jennifer Wiley from James Madison University; Vesna Hart from James Madison University; Maureen Vandermaas-Peeler from Elon University; and Kirsten Doehler from Elon University.

As designers of learning experiences, we must understand how the experiences we design impact the web of who students are and what they bring with them to the learning environment. How do we begin to account for the many interactions between who students are and the components of a global learning experience? If we ever hope to be more inclusive of different identities in global education we must understand an array of students' experiences in global learning contexts. Our multi-institutional research projects suggest that one way to approach this is to support the whole learner, not just the rational part of the learner. Our research expands on this work and offers a new framework, the Engaged Learning Index, for global learning experience design. This framework allows designers to consider facets of a learning context that support more than content learning. Participants will dialogue about the challenges and benefits of this new framework.



Kirsten Doehler presenting at Forum on Education Abroad Annual Conference.



UNDERGRADUATE RESEARCH

Jordan Ennis '22



Jordan Ennis, a senior at Elon who graduated with an international and global studies and political science double major, was awarded a research grant from the CRGE for her research titled "The Economics of Ethnicity: A Case Study of the Maasai and Batwa Indigenous Peoples." Jordan first became interested in this research when she studied abroad in Tanzania during the Spring 2020 semester. She was able to form connections with people from one of the indigenous groups she studied.

"While I was there, I actually got to meet a lot of Maasai... There was, it was called the Maasai market right next to the university we were studying at, so it was really nice to have those personal interactions with members of this ethnic group."

She mentioned always being interested in researching in some place in Africa, but she only wanted to research a country that she visited firsthand. She was fascinated with the history of these indigenous groups, who were forced to stay in one place after being colonized, even though the ethnic groups frequently moved and crossed borders for economic sustenance.

"The Maasai in particular were completely nomadic but the British instituted this policy of forced sedentarization which condensed the Maasai into one specific territory... The Batwa were a little different because they were constrained particularly to the forests, but post colonialism they were forcibly removed from those forests and stuck into areas."

Moreover, Jordan mentioned that finding primary sources about indigenous groups from Tanzania is challenging, especially during the colonial period. Therefore, she used grant funding to visit Northwestern University's Library in Chicago, which has the largest collection of Africa Studies documents in the country. Jordan says she spent four days in this library, also called Herskovits Library of African Studies.

When asked about her next steps post-graduation, Jordan mentioned she was going to law school and will continue working to publish her research. "I hope to use this knowledge and my experience in law school. So, I either want to do international human rights or I want to do immigration law. So, I think in both of those cases I can use this knowledge of mobility and of the experiences of indigenous groups and how colonial policy has affected the modern day to better help my clients find better lives for themselves."



Jordan Ennis '22 in Zanzibar, a semi-autonomous part of Tanzania that is famous for having ornate doors in its capital, Stonetown.

PROJECT PERICLEAN DIRECTORS

Mat Gendle, Ph.D and Professor Amanda Tapler

Dr. Mat Gendle, professor of psychology, and Professor Amanda Tapler, senior lecturer in public health studies, are co-directors of Project Pericles and involved in global engagement scholarship through the CRGE and the Periclean Scholars Program. Dr. Gendle was the faculty mentor for the 2019 and the 2023 cohort that focused on Sri Lanka. Professor Tapler also mentored the 2022 cohort that focused on Ghana. For context, Periclean Scholars is a part of Project Pericles, a 29-institution university consortium nationwide whose goal is to enhance civic engagement on member campuses.

Both professors have interesting stories about the origins of their global engagement work. Professor Tapler became involved when she started building a relationship with The Jamkhed Comprehensive Rural Health Project (Jamkhed CRHP). A previous faculty mentor of a Periclean Scholars cohort worked with this organization and as their collaboration through the cohort was coming to an end, CRHP expressed interest in continuing the relationship with Elon. Professor Tapler, alongside other faculty members, decided this relationship would be a good fit for Elon and continued this relationship. This work drew her to the first CRGE community of practice on global health in 2016-17, and eventually to her role as associate director of Project Pericles.

Dr. Gendle's scholarly interests in maternal drug use and pediatric toxicology are intrinsically linked with social justice. During the interview, he reflected that he lost sight of his social justice interests in his earliest years at Elon. When asked by an office suitemate and the previous director of the Periclean Scholars Program, Dr. Thomas Arcaro, to serve as a faculty mentor for a Periclean cohort, Gendle seized the opportunity. When brainstorming about a country of focus for his first cohort, they decided on Sri Lanka, due in part to Gendle's familial ties with Great Britain. Dr. Gendle continued his involvement in Project Pericles and became the director in 2017.

When asked about how COVID impacted the work of Periclean Scholars, Professor Tapler noted that the most recent cohorts have gained knowledge in drafting program proposals, grant writing, and communicating with local, national, and international organizations. However, they have lost face-to face engagement with community partners because of the travel restrictions. Despite this loss, Tapler mentioned that the pandemic experience has made students and faculty realized that there's value in engaging locally as well. Gendle also brought up an interesting point on the benefits of using previously established relationships during a pandemic, saying "We're lucky in that because we've got these ongoing relationships, they don't have to start at ground zero and find a new partner."

PROJECT PERICLEAN DIRECTORS

Mat Gendle, Ph.D and Professor Amanda Tapler

Professor Tapler agreed highlighting that emphasizing sustainable and mutually-beneficial relationships with community partners is what allowed the past three cohorts to continue working and adapting to the needs of their chosen country regardless of COVID restrictions and virtual limitations. Tapler said, "As a faculty mentor for Periclean scholars, I think that is one of the things we should be role modeling and encouraging, is thinking about how do you engage ethically."

Besides their work with Project Pericles, Tapler and Gendle are working on a manuscript that was invited for revision and resubmission. The manuscript presents the results of a study of the Global Engagement Survey (GES) with selected Periclean Scholars cohorts. The GES is one tool for quantifying change in global engagement throughout the three-year program.

Dr. Gendle and Professor Tapler have also been members of communities of practice (CoPs) through the CRGE. They are both participants of the "Local to Global" CoP focused on evidence-based practices of local, national, and international community partnerships and the internalization of our campus. Tapler and Gendle mentioned that in the first year of the CoP, the group discussed scholarly literature and brainstormed collaborative research ideas. The second year of the CoP will afford opportunities to develop and implement the collaborations.



Mat Gendle, Ph.D



Professor Amanda Tapler

FEATURING THE DEAN OF THE ISABELLA CANNON GLOBAL EDUCATION CENTER

Nick Gozik, Ph.D

In January of 2021, Dr. Nick Gozik joined the Elon community as dean for the Isabella Cannon Global Education Center (GEC). Before coming to Elon, Dean Gozik worked in the Global Education Office for Undergraduates at Duke University and then as director of the Office of International Programs and McGillicuddy-Logue Center at Boston College. In addition to administrative experience in global education, he has lived in France, Australia, and the French Caribbean, as well as spent extended time teaching and studying in South Korea, Brazil, and the UK. In a recent interview with CRGE PACE student Alanis Camacho-Narvaez, Gozik noted that he was excited to join Elon because of everything the institution was already doing in terms of global engagement.



"It's great to be in a place where you don't have to fight to show why global education is important, but at the same time there's still a lot of room to grow."

This can be reflected in Elon's national rankings for study abroad, the global experience course and capstone requisites, and the existence of the Global Neighborhood, among other facets of "global Elon." When asked about some highlights from his first year as dean of the GEC, Gozik talked about initiatives underway to shape how the GEC is viewed on campus.

"I think people have known the GEC to be the study abroad office, or maybe the international student office, or a little bit of both... But I want us to be a resource for global more generally."

He highlighted a few new projects to make the GEC more visible on campus, such as a campus-wide global newsletter and events featuring faculty and staff who have done remarkable international work.

Besides pivoting the GEC's image, Dean Gozik is excited about finalizing Elon's global strategic plan this summer, which will be the result of a year-long planning committee he is co-leading with Dr. Amy Allocco, associate professor of religious studies. Gozik remarked,

"It's a comprehensive internalization approach, and that's really important because comprehensive internalization is not just about one pillar of internalization, like study abroad; it's thinking about the entire campus and how all these pieces fit together. In this interconnected way, how do we make this a truly global place?"