

CRGE ANNUAL REPORT

2022 ————— 2023



ELON
UNIVERSITY

CENTER FOR
Research on
Global Engagement

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Bethany Marzella presenting at SURE

Message from the Director



Dr. Vandermaas-Peeler

As Fall 2023 commences here at Elon University, we take a moment to reflect on the 2022-23 academic year. In this annual report, we feature projects and presentations that represent initiatives supported by the Center for Research on Global Engagement (CRGE).

In the new strategic plan, CRGE initiatives are guided by a dynamic set of goals and objectives aligned with Elon’s institutional strategic plan, Boldly Elon. With the assistance of the 2022-23 pre-doctoral researcher, Janelle Papay, goals and objectives for the next five years were developed in an iterative process of writing and revising.

The CRGE strategic plan was informed by think tanks and meetings with Elon faculty, staff, and students; multiple meetings with associate provosts Tim Peoples and Deandra Little; and a consulting visit with Dawn Whitehead, Vice President of the Office of Global Citizenship for Campus, Community, and Careers of the American Association of Colleges and Universities (AAC&U) and Leigh Stanfield, Executive Director of Global Engagement & Administration, Center for Global Programs & Studies at Wake Forest University. Whitehead and Stanfield note in their report, “With Elon’s exceptional reputation for engaged learning, CRGE has continued to thrive in this space by leading conversations on the breadth of global learning practices that go beyond the traditional practice of education abroad. The work of CRGE has also drawn on community-based learning to transform the conversations and practice of research on global engagement.” Further details of the consultants’ visit are shared in this report and strategic planning aims and accomplishments will be shared on our website and in forthcoming annual reports.

Thanks to Emily Moser, our wonderful program assistant in the Powell 108 suite, for helping write and produce this report. We are also grateful for the invaluable assistance of Alanis Camacho-Narvaez, student assistant and Lumen Scholar, and Christina Stafford and Rachel Mullenix, student assistants and Honors Fellows. As always, we welcome your questions, suggestions, and ideas.

-Dr. Maureen Vandermaas-Peeler
Director of the Center for Research on Global Engagement

Fall Milan Presentations

In October 2022, three Elon faculty members presented at the Forum on Education Abroad in Milan, Italy. The first team included Elon faculty members Dr. Maureen Vandermaas-Peeler and Prof. Lauren Kearns, and AEF Director of Student Life, Elisabetta Santanni. Using a site-specific dance course as a case study, their research presentation was “Connecting Global and Career-integrated Learning: Opportunities and Challenges for Liberal Arts.”

A second presentation, entitled “Mentored Undergraduate Research in Global Contexts (MURGC): Toward Professional Skills and Career Competencies,” was presented by Dr. Vandermaas-Peeler, Dr. Amy Allocco, and Senior Director of Global Initiatives at Grinnell College, Kate Patch. This session presented shared findings from a recent multi-institutional, mixed-methods research study.

Dr. Vandermaas-Peeler and Dr. Allocco also presented a workshop earlier that week in Florence, entitled, “Mentoring Relationships in a Constellation Model.” The presenters shared data from the American Council on Education's “Mentoring for Learner Success” project and encouraged participants to reflect on their experiences and cultural perceptions regarding mentoring.



Vandermaas-Peeler at AEF workshop



Amy Allocco, Maureen Vandermaas-Peeler, Elisabetta Santanni, and Lauren Kearns together in Milan

WISE Conference

On February 3 and 4 2023, Elon Faculty members presented at the Workshop on Intercultural Skills Enhancement (WISE) Conference at Wake Forest University in Winston-Salem, North Carolina. The first team, comprised of Dr. Maureen Vandermaas-Peeler, Dr. Eric Hall, Dr. Caroline Ketcham, and Dr. Amy Allocco, presented research entitled “Reimagining Mentoring Undergraduate Research in Global Contexts: Supporting Intercultural Learning and Well-Being.”

In addition, Dr. Steve Braye and Ryan Zaslaw '22 presented their research, “The Impact of Beginning Abroad: Reflections from a First-Year, First-Semester Engagement.” Lastly, CRGE research associate Janelle Papay, Dr. Danielle Lake, director of the Center for Design Thinking, and Shineece Sellars, executive director of the African American Cultural Arts and History Center, presented “Exploring the Role of Power and Place in Decolonial, Critical Internationalization.”



Left: Janelle Papay, Danielle Lake, and Shineece Sellars

Presentation: “Exploring the Role of Paper and Place in Decolonial, Critical Internationalization”

Right: Caroline Ketcham, Amy Allocco, Maureen Vandermaas-Peeler, and Eric Hall

Presentation: “Reimagining Mentoring Undergraduate Research in Global Contexts: Supporting Intercultural Learning and Well-Being.”



Dancing in Florence

Developing intercultural learning, disciplinary expertise, and understanding of place through site-specific dance

The goal of this collaborative project was to examine students' global engagement in the context of a site-specific dance course and performance in Florence, Italy, June-July 2022. Twelve dance majors (9 rising seniors and 3 rising juniors) auditioned and were accepted to participate in the Dancing with Florence course taught by Professor Lauren Kearns. All dancers were also participants in the research collaboration.

In a presentation at the Scholarship of Teaching and Learning (SoTL) event in spring 2023, Kearns noted "I view my art making, teaching, and scholarship to be deeply entwined and interconnected. As such, this SoTL research project and the course allowed me to simultaneously embody my identity as a teacher-scholar-artist-mentor." Kearns and research partner Maureen Vandermaas-Peeler, Director of CRGE, also shared their SoTL research and pedagogical approaches at the Global Education Center Pedagogy Workshop in August 2023.



One finding from the project is that the dance students experienced a significant shift in their sense of self and how they perceive their identities, both personal and professional, in relation to the study abroad context. As one student noted,

"Making sure to include my identity and my culture and background into the work I'm doing, whether that's my identity as an American or anything else...but it's like a balancing act. The center focus is the context of the site you're in, but also engaging your identity or your experience in the work as well."

Dancing in Florence

The work has been supported with a CRGE faculty research grant to Professor Kearns, as well as professional development support to present at two international conferences. Research partners Kearns, Vandermaas-Peeler, and global partner Elisabetta Santanni, Head of Student Life, Accademia Europea di Firenze (AEF), presented “Connecting Global and Career-integrated Learning: Opportunities and Challenges for Liberal Arts,” at the 2022 Forum on Education Abroad Conference in Milan, Italy. A second presentation of this research entitled, “Dancing in Florence: Developing Intercultural Learning, Disciplinary Expertise, and Understanding of Place through Community-Engaged Learning” will be presented at the 2023 ISSOTL conference in The Netherlands.



Left, Right,
Above: Photos
from *Catching
Light* Dance
Film

Mentoring Undergraduate Research in Global Contexts

Examining Mentored Undergraduate Research in Global Contexts (MUR-GC) has been a sustained initiative of the Center for Research on Global Engagement. Programs fostering undergraduate research experiences were widely adopted across the U.S. and much of the rest of the world in the 20th century, with such programming expanding into U.S. study abroad and off-campus settings in the 21st. Now, Undergraduate Research (UR), inclusive of scholarship and creativity activity, occurs across a range of global learning contexts and includes a variety of forms (e.g., individual student projects, joining a research laboratory in another cultural context, completing an assignment within a larger capstone course, internships/practica, public design projects, community based participatory research, and more).

However, relatively little is known about what is happening, what works, and what does not when global learning and undergraduate research are blended together. What difference does integrating these practices have on student learning and student outcomes? And which students have access to and can most benefit from these experiences?

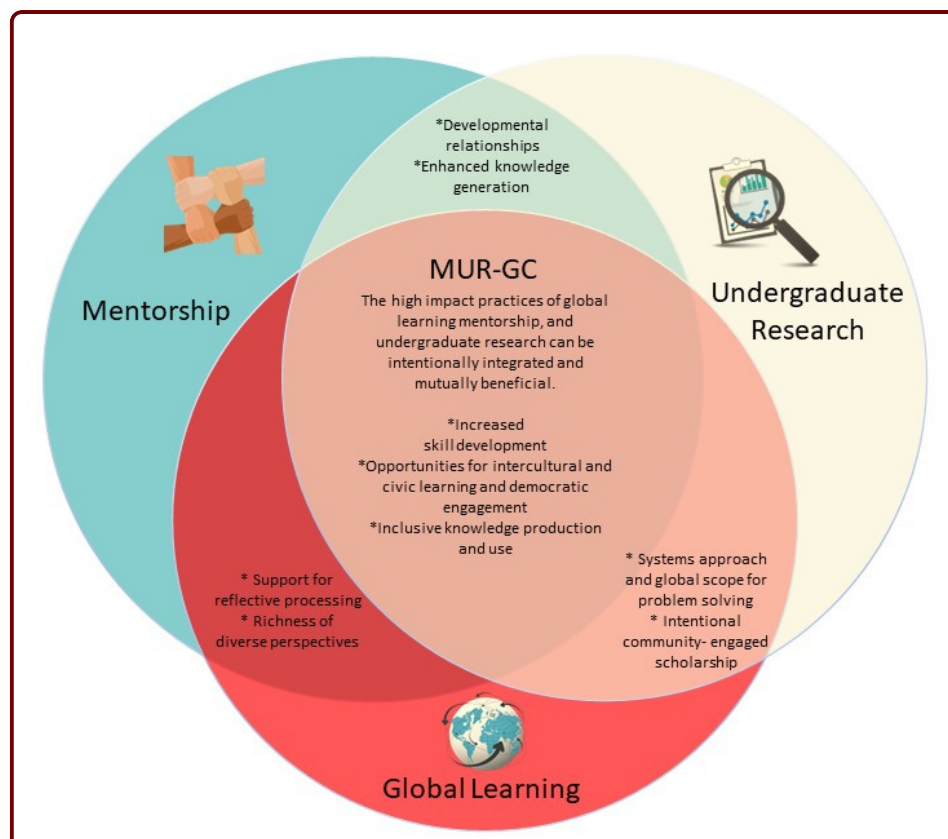


Steering Committee

Similarly, we know even less about the impact such programs have on host partners and receiving communities. In addition to clarifying the scope, goals and interactions across a spectrum of UR-GC activities and programs, the question remains of how educators and other mentors can support the intended outcomes of globally-situated undergraduate research experiences. Like the interrelationships between undergraduate research and global learning experiences, there remains significant work to identify effective mentoring practices at the intersection of UR-GC and to study the effects of these practices on students, mentors, and communities.

Mentoring Undergraduate Research in Global Contexts

To advance these ends, a forthcoming publication by the American Association of Colleges & Universities (AAC&U), co-edited by a Steering Committee (pictured in the photo), with additional authors from three working groups, includes the results of a survey and a set of qualitative interviews that identify how MUR-GC is being conducted, and proposes a conceptual framework for thinking about MUR-GC (see the diagram). This volume, with an anticipated publication in November 2023, is the result of four years of conversation and investigation generated initially by two think tanks' events (2019, 2020) followed by the formation of a steering committee and three working groups sponsored by AAC&U, The Forum on Education Abroad, and Elon University's Center for Research on Global Engagement. Our intent is to provide guidance for those already engaged (or planning to be engaged) with undergraduate research in global contexts, while also identifying questions for further investigation.



Strategic Planning through Consultants' Visit

Dawn Michele Whitehead, Vice President of the Office of Global Citizenship for Campus, Community, and Careers at the American Association of Colleges and Universities (AAC&U), and Leigh Stanfield, Executive Director, Global Engagement & Administration at Wake Forest University, two internationally respected consultants in global education and research, visited Elon University in May 2023 to advise on the development of the next strategic plan that advances CRGE aims and aligns with Boldly Elon.

The consultants met with senior academic leadership, the Associate Provost for Faculty Affairs, and the Senior Associate Provost for Faculty Affairs for an orientation to the historical and contemporary framing of centers at Elon.

They also met with the Vice President and Associate Provost for Inclusive Excellence for an orientation to inclusive excellence initiatives and global engagement, and the leaders of the Center for Engaged Learning, Campus Life and the Kernodle Center for Civic Life, the Center for the Study of Religion, Culture and Society, the Lumen Prize, the Multifaith Scholars Program, Project Pericles, and Undergraduate Research, along with faculty who have participated in CRGE initiatives such as communities of practice and the grants program.

The consultants' report included four parts, including 1) Observations on the Current State of the CRGE, 2) Collaborative Nature and Potential of CRGE, 3) Institutional Engagement, and 4) Strategic Recommendations.



Dawn Whitehead



Leigh Stanfield

Strategic Planning

In their report, Whitehead and Stanfield remarked that, “The Center for Research on Global Engagement at Elon University is poised to be a preeminent national leader in research on global engagement contributing to Elon University’s stellar national and international reputation for engaged learning ... Guided by its mission, CRGE has provided an exemplary model for research on global engagement, including the variety of contexts for global engagement, interdisciplinary and multi-disciplinary practices, and ways to engage faculty and staff. CRGE has contributed to conversations at Elon and on the national level to advance broad, intentional, and integrative models for research on global engagement.”

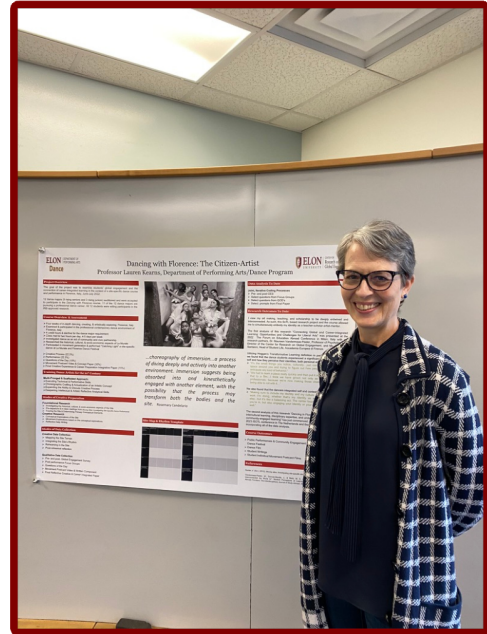
They also noted the need for increased capacity to build and extend current and future initiatives and offered multiple suggestions for consideration. These recommendations will be included in the strategic planning goals and objectives.



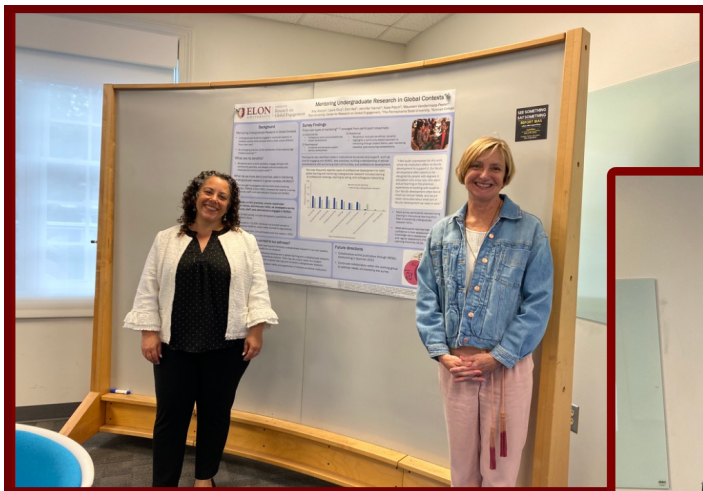
Dawn Whitehead and Leigh Stanfield during their visit to Elon in May 2023

SoTL Showcase

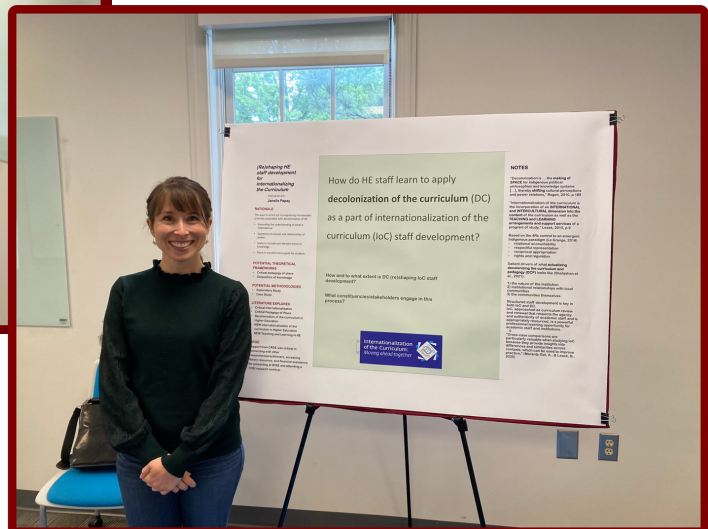
The annual celebration of the Scholarship of Teaching and Learning (SoTL) was virtual for the past few years, but it returned to an in-person event this spring. The poster session and catered reception were co-sponsored by the Center for the Advancement of Teaching and Learning (CATL), the Center for Engaged Learning (CEL), and the Center for Research on Global Engagement (CRGE). Colleagues who participated in each center's programming shared their SoTL projects and their reflections on their SoTL journeys.



*Lauren Kearns presenting
"Dancing with Florence: The Citizen-
Artist"*



*Amy Allocco and Maureen Vandermaas-
Peeler presenting
"Mentoring Undergraduate Research in
Global Contexts"*



*Janelle Papay presenting
"How do HE staff learn to apply decolonization of the
curriculum (DC) as part of internationalization of the
curriculum (IoC) staff development?"*

CRGE's Research Associate

Janelle Papay worked with the CRGE during this academic year as a pre-doctoral research associate to aid in strategic planning. Janelle helped to craft goals and objectives for the next five years, including cultivating communities of practice, facilitating international partnerships, and promoting initiatives already happening on campus. Through her extensive experience working within global education organizations, Janelle was instrumental in the strategic planning process.

Apart from her work with CRGE, Janelle has been active with the Centre for Higher Education Internationalization (CHEI) at Universita Cattolica del Sacro Cuore, exploring pathways for completing her doctorate. CRGE supported Janelle's participation in the spring CHEI Research Seminar, a bi-annual learning and development opportunity for researchers and international education practitioners to discuss current research topics and develop methodological and analytical skills. The knowledge community involves colleagues from all around the world and presents CRGE with unique opportunities for future collaborations in research and knowledge sharing.



Janelle Papay

Janelle presented her research question at the annual celebration of the Scholarship of Teaching and Learning (SoTL). Her research was titled: "How do HE staff learn to apply decolonization of the curriculum (DC) as part of internalization of the curriculum (IoC) staff development?" Janelle highlighted that she appreciates the opportunities for staff to engage with research through CRGE. "I'm grateful for Maureen's mentorship in guiding me through the research process in developing focus. Unique to working with CRGE is the ability to connect with national and international colleagues on projects that helped me gain context and perspective that I've applied to my research," said Janelle. "In the future, I hope that more staff members get involved with communities of practice through CRGE."

CRGE Undergraduate Grant Recipients

Maddy Starr '23

Madelyn Starr, an International & Global Studies and Religious Studies double major, received the CRGE grant for her research titled “Material Memories: Narratives of the Israeli/ Palestinian Conflict.” Mentored by Dr. Allocco, the research project studied the intersection between material religion and the lived experiences of Israelis and Palestinians. Maddy traveled to Jerusalem in order to conduct interviews for her project, asking participants to present material representations of memories and share the narratives surrounding them. In addition to presenting her research at SURF, Maddy presented an exhibition of her research for students and faculty at Oak House.

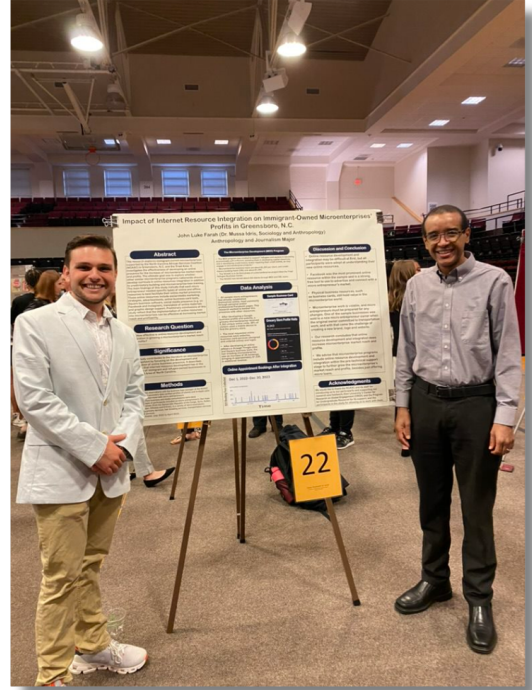


Maddy with Dr. Allocco at Oak House Presentation

CRGE Undergraduate Grant Recipients

John Luke Farah '24

John Luke Farah, an Anthropology and Journalism double major, received a CRGE grant for his research titled “Impact of Internet Resources on Immigrant Owned Micro Enterprises’ Profits in Greensboro, N.C.” His research, mentored by Dr. Mussa Idris, studies the integration of African refugees and immigrants into the Triad area of North Carolina and whether immigrant-owned microenterprises can make their businesses more profitable with the use of internet resources and shipping systems. John Luke and Dr. Idris are partnering with the North Carolina African Services Coalition, a non-profit, refugee resettlement organization, to explore the possibilities of developing classes on internet resources, like advertising and social media, to offer immigrant business owners. John Luke presented his research at the Society for Applied Anthropology's annual conference and at SURF.



John Luke Farah '24 and his mentor Dr. Mussa Idris at SURF

Megan Spina '24

Megan Spina, an Art major, received a CRGE grant for her research titled “An Overview of Un/Ethical Practices in Edinburgh Museums.” Mentored by Dr. Gatti, this research sought to understand how the colonial past of Scotland affects the modern-day Scottish museum collections and exhibitions and impacts Scottish identity and culture. Megan traveled to Scotland to complete this research, documenting museum exhibitions in person.



Artifacts for Megan Spina's research





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<https://www.elon.edu/e/academics/crge>

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