



Center for Research on Global Engagement
ELON UNIVERSITY



ANNUAL REPORT 2017-18





SCHOLARS' TABLE 2017



HONORS FELLOWS IN ITALY 2017



HAWAII WINTER TERM 2018

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ANNUAL REPORT 2017-18



MATH RESEARCH GROUP 2017



SOUTH ASIA RESEARCH GROUP 2017

Message from the Director

ABOUT

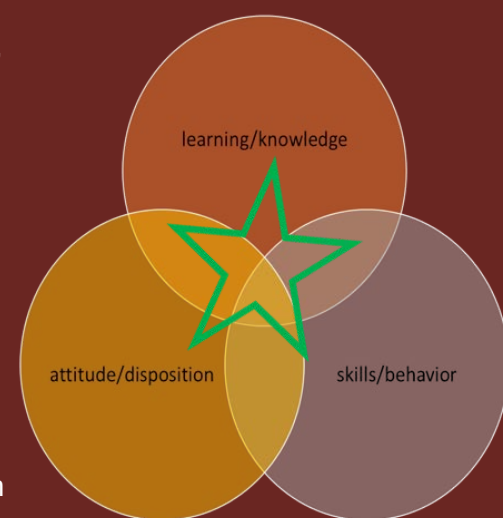


**Dr. Maureen
Vandermaas-Peeler,
Professor of Psychology
and Director of the Center
for Research on Global
Engagement**

The Center for Research on Global Engagement was created in the Fall of 2015 to facilitate, support and promote scholarship on global engagement. The Center for Research on Global Engagement aims to foster high quality scholarship related to research on global engagement on campus, as well as develop national and international partnerships, establish and share researched best practices in global education, enhance our position as a leader in global education, promote the integration of global education into the Elon curriculum, and support Elon's mission to prepare students to be global citizens.

Narratives, particularly in story form, have tremendous power to shape our lives and connect us to multiple communities. Jerome Bruner, a famous psychologist, wrote about the power of stories to shape our past and our future, our sense of what is possible. He argued that narratives form the basis of culture (e.g., 1991; 2010). Everyone who travels returns with stories to share, often accounts of striking differences in food, customs, and topography. Hearing others' stories inspires us to know more and, perhaps, to seek new experiences in diverse cultural communities. At Elon University we have prioritized a commitment to fostering global engagement and diversity. We aim to connect learning and knowledge with authentic experiences. In its most basic form, this commitment means that we offer myriad opportunities for study away from campus for a summer, winter term, a semester, or even a year. We ambitiously aim for 100% of our students to access these opportunities; we are close to 80%. There are also opportunities for faculty and staff to work, study, and travel off campus. Like any travelers, members of the Elon community return to campus with stories to share. We weave these narratives into our teaching, scholarship, and service in our community. They deepen and

sustain our practice. Sharing our stories is not sufficient for true global engagement, however. One model of global engagement that Joan Ruelle, Tim Peeples and I are developing is predicated on three intersecting domains, including learning/knowledge, attitudes/dispositions, and skills/behavior. We propose an operational definition in order to clarify the term and provide guidance for an emerging scholarship of global engagement (SoGE): *Global engagement occurs when there is intentional integration of three critical foundational domains: learning/knowledge, skills/behaviors, and attitudes/dispositions.* We recently developed the Center for Research on Global Engagement (CRGE) to facilitate, support, and promote scholarship on global engagement (international and domestic). With CRGE, we aspire to foster high-quality scholarship related to research on global engagement not only on our own campus, but also in collaboration with national and international partners. As the Director, I invite you to contact me with ideas for scholarly projects that expand our knowledge and inform our practice. We invite you to peruse our first newsletter to get a sense of the CRGE mission and goals, and some of the earliest work in progress.



**Global
Engagement**

Bruner, J. (1991). *The narrative construction of reality*. *Critical Inquiry*, 18 (1), 1-21.

Bruner, Jerome (2010). *Narrative, culture, and mind*. In D. Schiffrin, A.D. Fina, & A. Nylund (Eds.), *Telling stories: Language, narrative, and social life*, 45-49. Washington DC: Georgetown University Press.

Student Spotlight

Nosipho Shangase

Mentors: Dr. Lucinda Austin & Dr. Cindy Fair

*Bridging the Gap:
Researching the Needs of South
African Youth Through a Skills
Development Program*



"My research aims to understand the adversities faced by South African youth, particularly those in the KwaNdengezi community. I have realized the lack of resources and opportunities afforded to youth residing in the community. Through the research I hope to reduce prevalent issues such as teenage pregnancy, the number of school dropouts, and hopefully increase youth employment and education attainment."

Audrey Griffith

Mentor: Dr. Amy Allocco

*Stop "Saving" Women: A
Transnational Feminist
Approach*



After more than forty interviews with senior lawyers, professors, feminist activists, and ordinary women, Audrey found that women in India actively resist their challenges through law, religion, and activism. She spent a great deal of time in the High Court of Madras, various Goddess temples, and in NGOs tracking her findings and drawing conclusions. Audrey had profound conversations with women in India regarding the potential for feminism that shakes boundaries and transcends borders. Recognizing patriarchy works across borders, Audrey's research focuses on ways in which feminism can, too, in order to combat oppression.

Elisson Adrien

Mentor: Dr. David Vandermaast

*Botanical Research in Remote
Towns in Haiti: Challenges
and Rewards of the Student-
Mentor Relationship*



Elisson interviewed 40 rural Haitians (10 in Layaye and 30 in Anse Rouge), tallying hundreds of data points for plants used for medicinal purposes, the parts of plants that were used, the ailments they treated, their preparation, and their administration. He interviewed lay people as well as some who were considered "healers" and for whom knowledge of plant medicines was their trade. Perhaps most importantly, Elisson found that around 2/3 of rural Haitians said they would use traditional plant medicine before going to the hospital. About 30% of all interviewees said they would only use traditional medicine and would never go to the hospital. His data indicate that most plants used for medicine are trees, most plant parts are leaves, the most common ailment plant medicines are used for is fever, plant medicines are most often boiled, and they are most often consumed.

Student Spotlight

Andrew Scarlata

Mentor: Dr. Mark Cryan

Player Development: Education at Major League Baseball Academies in the Dominican Republic



"After traveling to the Dominican Republic for my internship with the Kansas City Royals, I wanted to know how Major League Baseball teams' academies educate their Latin players. I would tutor the players at the Royals academy, teach classes, and do different activities to help prepare them for life in the United States. Dr. Mark Cryan and I were able to collect data from several major league academies on their education programs. Major League Baseball's player development efforts in the DR have been labelled as neo-colonial and exploitative (Klein), and MLB has been portrayed as operating a "sweatshop" system that exploits young players and tosses them aside when they are no longer major league prospects (Gordon). However, our preliminary results include a generally improving system with teams investing time and resources to develop their signees for success in the United States."

Anya Fredsell

Mentor: Dr. Amy Allocco

Constructing and Performing Authority in Yoga Traditions: An Ethnographic Approach



This two-year undergraduate ethnographic research project, mentored by Dr. Amy Allocco, draws on four stints of study and research in India and intermittent fieldwork in Atlanta to examine authority, religion, and gender in modern transnational yoga traditions. This project contributes to the field of Religious Studies via examining gendered authority and illuminating contemporary understandings of religion by considering the (often overlapping) categories of "religion," "spirituality," and "secularism" in yoga contexts. Fieldwork for this project was supported by Elon University's Lumen Prize, College Fellows program, Rawls Undergraduate Research Grant, and Center for Research on Global Engagement and entails hundreds of hours of participant-observation in yoga communities in India and the United States and more than 60 interviews. It will form the basis for eight academic presentations and two journal manuscripts.

Emily McHugh

Mentor: Dr. Amy Allocco

India's Endangered Parsis: State Secularism and Population Policy in Comparative Perspective.



"I was one of the recipients of both the CRGE and Rawls grants last Fall 2016. I used this funding to help with my research in India during January 2017, and wrote a final article for the Elon College Fellows that I am now trying to get published with the help of my mentor, Dr. Allocco. I just received news that I won runner-up in an undergraduate essay competition with ASIANetwork."

From ASIANetwork article: "Using the case study of the Jiyo Parsi (Long Live Parsi) program, a recent government initiative intended to slow the alarming decline in the Parsi population, this article examines how this tiny community has been able to influence government policy relating to their community practices within the framework of the Indian secular state. By situating this progressive initiative within the broader historical and societal contexts of India's national family planning policies, this article also raises questions about how the recently established Hindu nationalist government may serve to widen the divide between religious minority groups."

To view more, visit: <http://www.asianetwork.org/2018/02/2018-mcjimsey-student-essay-award-pomona-college-and-elon-university/>

Faculty Spotlight

Joan Barnatt



Emerging Identities: International Educators in U.S. Classrooms

Joan Barnatt, Associate Professor in the School of Education received CRGE grant funds to support her study assessing global identity and cultural competence of teachers working with bilingual language learners in K-12 schools. Using sociocultural theory as a critical lens, this interpretive, cross-case study draws on survey data and two sets of interviews with international teachers participating in Elon's Master of Teaching program. The study explores professional identity development of participants in their roles as educators, students, and global citizens.

Professor Barnatt will be making two presentations connected to this study at both the National Association of Bilingual Educators on March 2nd in Albuquerque, NM, as well as at the New England Education Research Organization in Portsmouth, NH on May 2nd.

Paula DiBiasio



Intercultural Competence in Doctor of Physical Therapy Students and Alumni

Paula DiBiasio, assistant professor, Doctor of Physical Therapy Education (DPTE) and coordinator for DPTE Global Learning Opportunities program received CRGE grant funds to support her multisite study assessing the intercultural competence of DPT students and alumni at Elon and other DPT programs nationally. Paula's primary research question is: Via DPTE GLOs, are students learning/developing intercultural competence? Are we moving graduates closer toward the "global citizens" we desire to support? How do we know if we are accomplishing our goals?

Mark Kurt



Impact of Study Abroad Duration on Global Awareness and Awareness Loss

Economics professors Steve DeLoach and Mark Kurt are conducting research on the impact of short-term study abroad (STSA) courses on students' global awareness, in collaboration with Neal Olitsky, a colleague from the University of Massachusetts Dartmouth. The authors recently published an article in the Journal of Teaching in International Business entitled "Does content matter? Analyzing the change in global awareness between business and non-business-focused short-term study abroad courses."

Faculty Spotlight

Michael Carignan

Intercultural Competence in Global Learning



Associate Professor of History Mike Carignan has been conducting research on various aspects of study abroad learning since 2014. One study looks at variables across different short-term study abroad programs from six different institutions of higher education in the United States and Canada. Focusing on intercultural competence development, the study suggests that trained-instructor interventions and higher amounts of intercultural training activity before departure have positive impact on student development. The study also finds that certain program features, e.g., whether there is a service-learning component, conditions the in-country intercultural opportunities and possibly the amount of intercultural growth students achieve. This study grew out of Mike's participation in a three-year CEL symposium on global learning (2015-17) and the team has presented its findings at the 2016 AAC&U Global Learning conference in Denver, the Elon Symposium on Global Learning in 2017, and at the 2017 ISSOTL conference in Calgary. Several article manuscripts are under review or in development along with a conference presentation at the International Studies Association 2018 annual meeting in San Francisco.

Amanda Tapler

Global Public Health Practicum, A Transformative Experience



Amanda Tapler, Senior Lecturer in the Department of Public Health Studies received a Community of Practice grant to support her study assessing the impact an international public health practicum (PHS 381), at the Comprehensive Rural Health Project (CRHP) in Jamkhed, India, has on students' understanding and development of intercultural humility/ethnocultural empathy. The results of the study, following the 3-week immersion course at CRHP, revealed significantly higher levels of overall ethnocultural empathy, especially in the areas of Empathetic Feeling and Expression, Empathetic Perspective Taking and Acceptance of Cultural Differences. In addition to continuing this line of research, Professor Tapler received a CoP grant to support the investigation of undergraduate research in global and diverse contexts in relationship to mentoring and development of intercultural competence.

Mussa Idris

Mentoring Undergraduate Students Ethnographic Research and High-Impact Practice in Local and Global Context



Refugee Resettlement Experiences from Sub-Saharan Africa to Greensboro, North Carolina

Mussa Idris, Assistant Professor in the Department of Sociology and Anthropology, received CRGE grant funds to support his study assessing opportunities and challenges of mentoring undergraduate ethnographic research and High Impact Practices in local and global contexts. Idris has an on-going ethnographic research project in Greensboro, North Carolina that engages multiple stakeholders, including a refugee resettlement agency, undergraduate students and newly resettled refugee communities. This ethnography aims to inquire and understand the newly resettled refugee communities' resettlement and integration processes and refugee micro-enterprises in the Triad area as a pathway to develop a community-based participatory impact assessment.

Scholars' Table Event Fall 2017

From an article on **Elon's Website** written by **Sarah Collins '18**:

"Elon's second annual Scholars' Table event, co-sponsored by the Undergraduate Research Program, the Center for Research on Global Engagement and Intellectual Climate Initiatives, featured friendly discussions, a shared meal and a celebration of mentorship. This semester's theme – "Making Global Local" – showcased students conducting international research with local implications. The event, held on Monday, Nov. 6, from 5:30 to 7 p.m. in the Lakeside Meeting Rooms, featured a panel of students conducting undergraduate research. Coordinated by faculty members Meredith Allison, Maureen Vandermaas-Peeler and Paul Miller, Scholars' Table is open to students across all disciplines and years. After a half-hour panel presentation, students enjoyed a traditional Guatemalan meal while engaging in discussion with peers ... Each of the six students who presented at Monday's event is conducting research around diasporas — populations of people who have settled outside their homelands. The panel discussion was moderated by Lindsay Maldari '19 ... This marks the second time the event has been held after a successful inaugural Scholars' Table this past spring, which featured students conducting research on Southeast Asia. The event will be held again over Winter Term and in subsequent semesters."

Featured Panelists

Bonnie Bloxom: researching the "impact of village health workers on hypertension rates and health outcomes in rural Indian society"

Caroline Dean: "conducting a cross-cultural analysis of parents' perceptions of risky play in outdoor environments"

Anya Fredsell: "conducting a bi-located ethnographic research project in South India and Atlanta that investigates authority, gender, and religion in modern yoga traditions"

Amy Mullan: "conducting semi-structured narrative-based interviews with newly resettled refugee mothers living in Guilford County, N.C. During these interviews, participants discuss their experiences with and attitudes towards breastfeeding, access to healthcare and other essential services for newly settled families..."

Bear Tosé: looking "at the influence of the Greensboro Participatory Budgeting Initiative on civic engagement and political efficacy of marginalized and underrepresented communities"

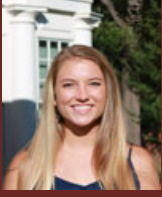
Sophie Zinn: "comparing various European approaches to secularism, and using Denmark as a case study to understand how identity and belonging of religious minorities and migrant populations are impacted by certain understandings of secularism."

Lindsay Maldari: researching "the Italian Fascist magazine 'La Difesa della Razza,' a racial propaganda publication created to provide an ideological backing for the Fascist regime's colonial mission in Ethiopia and Eritrea"

To view Sarah Collins' article in its entirety, please visit: <https://www.elon.edu/E-Net/Article/155630>



Interview with Caroline Dean



About Caroline Dean:

Caroline Dean, a senior in the class of 2018, is a Psychology Major with a minor in Neuroscience and is researching U.S. and Guatemalan parents' views of risky play in outdoor environments. Here she gives a student's perspective on Elon's Scholar's Table event.

How did you get involved with Scholars' Table?

A: Maureen Vandermaas-Peeler was talking about the opportunity with Paul Miller and Meredith Allison, and this was something they've done in the past, and they wanted to do it again as a way to get students together. Dr. Vandermaas Peeler posed the opportunity to me and said, "would you be interested taking on a leadership role in this? Getting scholars together, helping us facilitate." I was like, "Of course, that would be great!" So she kind of prompted the opportunity to me.

As a student, what do you think of Scholars' Table? Could you offer your perspective on the value of events such as Scholars' Table?

A: Scholars' Table is really neat, because it's interdisciplinary, and also brings people together from all different years and all different walks of research. I think that, automatically, when people think about research they think Top 10%, Fellows, Scholars, all these different buzz words, but research is really just taking a question that you're really passionate about and pushing into it in a way that's recordable and includes data in a way that you can distribute it to other people. It's really more of passion projects, but we don't ever see them as that. Scholars' Table does a really good job of allowing students to talk about their research with passion, and talk about it in a way that's more informal. It also allows other students to come in who may be younger, like Sophomores and First Years, and just let them see what that process looks like. It breaks down some of those barriers of this distance we see between research and the normal college student.

What kind of students, or who in general, do you feel should attend Scholars' Table in the future?

A: Anybody, everybody! Scholars' Table is specifically designed to be an open door event to where it doesn't matter if you're four years into your research, or if you're like, "I think questions are cool." Anybody can come, because we want it to be just a place where we explore different questions together, where we explore different ideas together. It's not meant to be intimidating in any sort of way. I would say anybody and everybody, particularly someone who has very vague research interest and just wants to see what it looks like in real life.

Example of Scholars' Table Research: Bear Tosé

Mentor: Dr. Jessica Carew

The Influence of Participatory Budgeting Initiatives on Civic Engagement and Political Efficacy



"This study examines participatory budgeting (PB) which represents a chance for real citizen decision-making. Started in Brazil in the 1980s, PB allows for oversight by offering community members the ability to directly decide how to spend part of a public budget. The purpose of his study is to analyze the extent to which citizen-based PB encourages civic engagement by typically underrepresented communities and whether there is an increase in levels of political efficacy. Additionally, it evaluates the effectiveness of PB in meeting the needs of diverse, marginalized communities by reviewing project outcomes. My methods include participant survey questionnaires to measure individual levels of political efficacy and civic engagement, semi-structured interviews with Steering Committee members of the Greensboro PB initiative to evaluate the degree to which they view the goals of civic and social justice as essential to PB, and observational data collected of the process and its outcomes. Given Greensboro's history of racial tension and the more general corruption associated with recent North Carolina politics, it is hypothesized that elites involved in this process have unfavorable opinions when it comes to entrusting decision-making power to average citizens. In preliminary findings, we see that while engagement and participation were important to committee deliberations, the ideas of civic and social justice were more underlying goals and because of this, the needs of underrepresented, marginalized communities (job development, food access, affordable housing) are not within the scope of Greensboro PB currently. Nevertheless, the main success of the PB initiative is its ability to bring people together to engage in deliberation across lines of difference."

Interview with Dr. Paul Miller



About Dr. Paul Miller:

Dr. Paul Miller is the Elon's Assistant Provost for Communications and Operations as well as a Professor of Exercise Science. In this interview Dr. Miller speaks about Scholars' Table and his connection to the event.

How did you get involved with Scholars' Table, and what is your current relation to the event?

A: I got involved with Scholars' Table because I oversee intellectual climate initiatives. I actually came back from a conference where somebody was talking about an event that they had at their institution that was not quite Scholars' Table, but it was similar. I thought, "we have this great undergraduate research program, and we have students working in research groups and collaborative units"--even if what knits them together is the overarching subject of the research, even though it's not necessarily collaborative across the projects. I thought that would be cool to have more than just waiting for SURF day to do presentations and engage in this kind of discussion. Dr. Vandermaas-Peeler had just founded the Center for Research on Global Engagement, so I came back from this conference and said, "Hey, Maureen, what do you think about such and such," and she was immediately receptive. The gears started turning, and we had a lot of conversation, involved a few other people in that conversation, specifically Amy Allocco, Brian Pennington, Meredith Allison, and Tim Peeples. I think the thing that was really exciting about it was that you think about our institutional commitment to undergraduate research, our institutional commitment to mentoring, our institutional commitment to Global Engagement, and also our value of community, right? So not only is a time for our community to come together over a meal, which is always kind of nice, and to share really interesting ideas, which is also really nice, but even in its inception and its development was a real community effort, and so it just, I think, was one of those things that hit on all of the things that Elon thinks of as important. So it's been fun, exciting, and a lot of interesting things, but even the development of it was really exciting to engage with such nice colleagues.

How would you say that the Scholars' Table event is related or connected to the ongoing development of the intellectual community here at Elon, and why is it important to have such events?

A: Well, how I see it contributing to the intellectual climate at Elon is that students, faculty, staff actually all attend. We've had people from all different areas on campus that attend. Once we kind of identify a theme, night, get a room, get all of the logistics figured out, order a meal and all that stuff, the students are really the ones that develop the program. It's a student led program. It sets a standard for this as part of being an Elon student. Part of the expectations of being an Elon student is to engage with one another in interesting ideas that aren't just from the blue, but actually have solid disciplinary foundations. It's not just for a few people on campus, but for all people on campus. I really think that it's also inclusive in that we don't just learn inside the classroom. We have the potential to learn every moment we're on campus interacting with other people, or even in those solitary moments when we have an idea and we dig into that, but then it's really important to share that out, to engage somebody else in, "I had this kind of interesting thought. I'm not sure what to do with it. What do you think?" These are great opportunities to grow ideas and provide a spark, so when the panels at Scholars' Table are presenting their research, what they did, but also how they got involved, some of the challenges they met, how they overcame those challenges. It might spark a new idea for them, but it's also quite likely also sparking new ideas for people sitting in the audience engaging in the discussion.

What do you think this event will look like moving into the future?

A: I would like to see us be able to count on having a regular schedule and maybe do three or four a year and know that there will be one in the fall, one winter term, and two in the spring, or something like that, where it's kind of predictable of when it's going to come. I don't know how realistic it is to expand it where we have more people in each one, because space limitations and budgetary implications of that, and you know ... Who knows? Who knows what the possibilities are, right? It certainly could be a possibility where, if we're able to work with Aramark on this, who knows? Maybe it could be something where there's a section of the dining hall. You know, one night in the fall semester and spring semester, so there could be virtually unlimited numbers. You know, if you have a meal plan you come and participate. So what does it look like in the future? Gosh, I don't know. We've only done two. They've both been pretty successful, but I think there's possibilities to think about how can we partner this event with dining services to get a bigger reach. I don't know what it would look like. I think it's possible.

Global Education Symposium



Darla K. Deardorff

Elon's Global Education Symposium was hosted on April 21, 2017 with guest speakers Darla Deardorff and Eric Hartman. Deardorff, a graduate (both Master's and Doctorate) of North Carolina State University, is currently the Executive Director of the Association of International Education Administrators and pursues research regarding education on the global level. Hartman, who received his PhD from the University of Pittsburgh is currently at



Eric Hartman

Haverford College as the Executive Director of the Center for Peace and Global Citizenship. Open to all Elon faculty members, The Center for Research on Global Engagement along with the Department of Physical Therapy Education, Center for the Advancement of Teaching and Learning, and the Isabella Cannon Global Education Center focused this symposium on Measuring Student Learning in Global Education: Developing Strategies for Assessment; Deardorff and Hartman discussed their respective research regarding global education, health, learning, rights, and assessment.

Elon's Nosipho Shangase with Oprah Winfrey



Member of the 2017 graduating class at Elon, Nosipho Shangase has left quite a mark on the campus and community surrounding Elon. Shangase was a member of Oprah Winfrey's Leadership Academy for Girls in South Africa before arriving at Elon. Throughout her undergraduate career, Shangase devoted tremendous time and effort to her passion for Public Health Studies, her major, as well as her minor in Women's Gender and

Sexuality Studies. Elon's Center for Research on Global Engagement provided Shangase with funding for her research entitled "Bridging the Gap: Researching the Needs of South African Youth Through a Skills Development Program" featured on page four of this newsletter, which focuses on a lack of resources and opportunity in the KwaNdengezi community. Winfrey visited the campus in May of 2017 to see Shangase walk across the stage and receive her diploma, a proud moment for both women (To Read More Visit: <https://www.elon.edu/e-net/Article/148444>). Shangase is currently enrolled in the Gillings School of Public Health at University of North Carolina pursuing her Master's in Public Health as well as her PhD in Epidemiology.

CRGE Annual Report



Funding

Three Types of Funding Opportunities:

- Faculty Mentor & Undergraduate Student Research Grant
- Faculty Research Grant
- Community Practice Grant

Grants through CRGE aim to, "support high-quality research designed to strengthen Elon's commitment to diversity and global engagement." For more details visit the Elon CRGE website

Learn More

To Learn More about the Center for Research on Global Engagement visit:
<https://www.elon.edu/e/academics/crge/>

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