2020 GLOBAL PHOTO CONTEST – PRESIDENT’S PICK: Macy Kaul ‘21

From Macy: This photo was taken at the end of a difficult hike up to the top of a stunning waterfall. We had just heard the news that many study abroad sites were being shut down around the globe and we knew we would be getting word of the status of our program soon. This picture represents grit because in the midst of uncertainty and fear, I looked out over a beautiful landscape and did my Superman pose because I felt strong. I was ready to be knocked down and I was ready to fight.”

From President Connie Ledoux Book: “I love that Macy’s photo, submitted to the ‘resilience’ category, shows a moment of triumph and strength in the face of adversity. Macy’s courage, resilience and her expanded worldview are clearly expressed in this photo.”

Tanzania – Iringa: Community Development, Language & Culture (CIEE), spring 2020
# Table of Contents

- *Letter from the Dean of Global Education* ............................................................................................................... 3
- *Global Education Center Mission Statement (revised 2017)* .......................................................................................... 4
- *Global Education Center Staff* ........................................................................................................................................ 4
- *Principle Supporting Committee Memberships* .................................................................................................................. 5
  - Global Education Curriculum Committee ......................................................................................................................... 5
  - Global Education Center Advisory Committee .................................................................................................................. 5
  - Elon Faculty in Residence at the Elon Centers .................................................................................................................. 5
- *Ongoing Campus-Wide Groups and Committees* .................................................................................................................. 6
- *Global Education Center Accomplishments* ....................................................................................................................... 7
  - International Students and Scholars ................................................................................................................................. 7
  - Global Engagement ............................................................................................................................................................ 7
  - Collaborative ...................................................................................................................................................................... 12
  - Conferences and Site Visits .............................................................................................................................................. 12
- *Assessment* .......................................................................................................................................................................... 13
  - Program Assessment .......................................................................................................................................................... 13
  - Evaluation of Student Success ........................................................................................................................................ 14
- *Appendices* ........................................................................................................................................................................... 16
  - Appendix 1: Dashboard for Study Abroad, Study USA and International Undergraduate Students .................................. 16
  - Appendix 2: Global Engagement participation by type and term ...................................................................................... 17
  - Appendix 3: Global Engagement participation by Gender compared to campus ........................................................... 17
  - Appendix 4: Global Engagement participation by Race compared to campus ................................................................. 18
  - Appendix 5: Global Engagement participation by Financial Need compared to campus ............................................... 19
  - Appendix 6: Global Engagement participation by Pell Grant compared to campus ......................................................... 19
  - Appendix 7: Scholarship Information ............................................................................................................................... 20
  - Appendix 8: Athletics Global Engagement ..................................................................................................................... 21
  - Appendix 9: Top Ten Semester locations .......................................................................................................................... 21
  - Appendix 10: Top Eleven Sending Countries for Elon’s International Students ............................................................ 22
  - Appendix 11: 47 Countries represented by Fall 2019 International Students ................................................................. 22
Letter from the Dean of Global Education

This annual report is a little bit different from past reports, so I thought I would add a few comments as a prologue.

First, this will be the last annual report coming from me as Dean of Global Education. Nick Gozik will succeed me on Jan. 25, 2021. I am honored to have served Elon University for the last decade and am excited for Nick to lead the institution into the next chapter of Elon’s commitment to global education. And second, 2020 has been an unprecedented year – the most challenging of my career. It has been a year of losses for our study abroad and international students, of tumult for the field of international education, and of painful awareness of prevailing racial injustice.

In the spring, 245 undergraduate students began study abroad or Study USA programs, including eight students on academic year programs and four International Business Dual Degree students. 232 students departed their program early, and 13 remained on site. Of those 232 students, 229 earned academic credit through the host program offering continued instruction online. Of the roughly 150 international students on campus, roughly 50 departed to their home country, 50 remained in the Elon area, and 50 remained elsewhere in the United States. Life for international students, faculty and staff was complicated by a series of executive orders and changes in regulations related to our important and valued international community. All summer study abroad and Study USA programs were canceled, the only exception being one student completing Elon in D.C. remotely. The pandemic has dramatically affected the 2020-21 academic year, too, which will be reflected in our next annual report.

Summer 2020 also saw acute moments of racial violence, evidence of deep-seated injustice and a long-overdue need for national reckoning and healing. Identity-based discrimination, and the systems that perpetuate it, undermine – and necessitate – the work of international education. It’s why we work every day to support meaningful engagement with difference and see it as a critical part of an Elon student’s education.

It also compels us to critically examine where we contribute to discrimination, even, and perhaps especially, passively. You will see within this report a gap in global engagement participation among students of color. By this measure, we still have work to do to meet our commitment to “100 percent access.”

Under Associate Director for Global Diversity and Inclusion Allegra Laing’s leadership, the Global Education Center staff has been working the past 18 months on building and implementing a strategic plan for diversity, equity and inclusion for 2020-25. We are excited to share that work with you and invite you to join us – equity takes collaboration, vulnerability, and accountability. Look for information on our strategic plan and progress from our website.

In closing, this report measures a transitional year in the field of international education, and in our nation. It has been difficult and painful. But it also gives us hope. It reminds us that the heart of our work is not measured in the volume of students that cross a border. It is guiding our community to think more deeply about the world and our role in it toward justice, understanding and peace. Looking back, we may think that given the reduced participation in global education, 2020 is a year to skip in the archives of international education. Quite the opposite: this year has reminded us of the critical need for intercultural understanding, for building bridges, and for understanding global education as moving minds, not bodies.

Stay well & safe travels.

Woody
Global Education Center Mission Statement (revised 2017)

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

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

Global Education Center Staff

Dean of Global Education
Woody Pelton

Assistant Dean of Global Education
Matt Buckmaster

Communications Manager
Shanna Van Beek

Business and Data Manager
Stormy De Lucia

Administrative Assistant
Lisa Alcon

Program Assistant
Maritza Gulin

Director of International Faculty and Scholar Mobility
François Masuka

Director of Global Engagement
Rhonda Waller

Director for Global Experiential Initiatives
Mark Dalhouse

Director of Elon in Los Angeles
J. McMerty

Associate Director for Global Centers
Bill Burress

Associate Director of International Student Services
Kristen Aquilino

Associate Director for Short-Term Programs
Janelle Papay Decato

Associate Director for Global Diversity and Inclusion
Allegra Laing

Assistant Director for Global Internships
Victoria Lo

Assistant Director of Global Engagement
Maria Papapietro

Coordinator of Global Engagement
Catherine Hinken

Global Engagement Advisor
Mikayla Jones

Graduate Apprentice for International Student and Scholar Services
Toby Finizio

Graduate Apprentice for Global Education
Mackenzie Hall
**Principle Supporting Committee Memberships**

Global Education Curriculum Committee

Paula DiBiasio
Terry Tomasek
Kirstie Doehler
Hui-Hua Chang
Ketevan Kupatadze (Fall 2019)
Kathy Lyday (Spring 2020)
Mark Kurt
Doug Kass
Rosy Bao
Samuele Pardini

Non-Voting Members:
Amy Johnson (as Director of Core Curriculum)
Woody Pelton (as Dean of Global Education)
Matt Buckmaster (as Asst. Dean of Global Education)

Global Education Center Advisory Committee

Baris Kesgin
Amanda Tapler
Kirstie Doehler
Lynn Huber
Raj Gupta
Sana Haq
Elizabeth Bailey
Olivia Choplin
Youssef Osman
Safia Swimelar (as Coordinator of International and Global Studies Major)
Maureen Vandermaas-Peeler (Center for Research on Global Engagement)
Vicki Siler (as Library Liaison)
Woody Pelton (as Dean of Global Education)
Rhonda Waller (as Director of Global Engagement)
Mark Dalhouse (as Director of Global Experiential Initiatives)
François Masuka (as Director of International Faculty and Scholar Mobility)

2020 GLOBAL PHOTO CONTEST – GEC STAFF PICK: Catherine Stallsmith ’22

“To me, global engagement means stepping out of my comfort zone to see things from the perspective of those I wish to learn about. The desert hike that my class took walked a route that migrants would take to cross the border. We left water and supplies for them at various stops along the route. While the desert was beautiful, but I couldn’t stop thinking of all the pain and fear endured there. I think it was so important for us to experience that together, helping each other up when we fell, sharing water. This was the most impactful experience of the J-term course and I know that many of my classmates can say the same.”

Program: GBL 204 Arizona US/Mexico Borderlands: Culture, Environment, and Immigration

Elon Faculty in Residence at the Elon Centers

<table>
<thead>
<tr>
<th>Site</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>London</td>
<td>Fred Rubeck</td>
<td>L.D. Russell</td>
</tr>
<tr>
<td>Florence</td>
<td>Janet Warman</td>
<td>Ketevan Kupatadze</td>
</tr>
<tr>
<td>Shanghai</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Dunedin</td>
<td>N/A</td>
<td>Jeff Carpenter</td>
</tr>
</tbody>
</table>
Ongoing Campus-Wide Groups and Committees

Committees supporting the Global Education Center:
- Elon Global Scholarship committee met quarterly to award GEC Access Scholarship and Endowed global engagement scholarships
- Global Education Curriculum Committee met monthly in fall and spring semesters
- GEC Advisory Committee met monthly in fall and spring semesters

University committees on which GEC Staff serve:
- Academic Affairs Advisory Council
- Provost’s Advisory Council
- Elon Experiences Advisory Committee
- Provost’s Inclusive Community Team (PICT)
- Asian Studies Advisory Committee
- German Studies Board Committee
- International and Global Studies Advisory Committee
- Shanna Van Beek and Janelle Papay Decato serve on the Fulbright Campus Committee.
- Stormy DeLucia and Shanna Van Beek serve on Elon’s Information Security Advisory Council.
- Rhonda Waller served on academic advisory council for Foundation for International Education (FIE).
- Woody Pelton continued to serve on CIEE’s Academic Consortium Board, serving as Chair. He also serves on CIEE’s Board of Directors.
- Woody Pelton served on the Academic Advisory Council for partner Accademia Europa di Firenze (AEF).
- Rhonda Waller served on SAGIC (Sexual Assault and Gender Issues Committee).
- Woody Pelton served as an advisor/mentor to Senior International Officers from UVA, Emery-Riddle, Virginia Commonwealth University and Agnes Scott through the Association of International Education Administrators.
- Members of the GEC attended AAC&U Global Learning, NAFSA Regional, CIEE, Forum on Education Abroad (virtual), and Diversity Abroad (virtual) conferences.
- Allegra Laing, Woody Pelton and Rhonda Waller supported colleagues at Bennett College in their application for a Department of State grant proposal.
- Maria Papapietro served on the board of the Cultivating Emerging Professionals Employee Resource Group (ERG).

“Who says therapy isn’t fun?! If your patient loves horror movies, you re-enact a scene right in the middle of therapy, and ask mom to join in the fun!”

Photo taken at the Moore Pediatric Center in Guatemala City, Guatemala during the October 2019 Guatemala Healing Hands Foundation Medical Mission. Photo permission granted by all persons photographed.
Global Education Center Accomplishments

International Students and Scholars

- The director of international faculty and scholar services position was eliminated. Responsibilities have been reconfigured to go to other offices as well as within a new compliance position yet to be hired.
- Kristen Aquilino became director of international student services and continues to reorganize with the team.
- Kristen Aquilino became the Principal Designated School Official for the Department of Homeland Security.
- Kristen Aquilino became the Responsible Officer for the Department of State, responsible for all those on J-1 exchange visitor visas.
- Baburam Saika, a religious studies scholar from India, lived and studied on campus under mentorship of Dr. Amy Allocco and Dr. Brian Pennington from August through December 2019.
- Cristiano Manzoni, a well-known opera instructor and pianist, came from our partner Accademia Europa di Firenze (AEF) and taught for the Music Department in Winter Term.
- The International Student Services (ISS) team, led by Kristen Aquilino, helped with international students in all arrangements related to the disruption of the Spring semester due to COVID-19. Some students returned home and needed support in storing their belongings on short notice. Other international students remained on campus and needed continued support.
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- Kristen Aquilino supervised Toby Finizio, an MHE graduate apprentice.
- Toby Finizio produced and disseminated a monthly International Student Newsletter.
- Toby Finizio co-supervised the International Student Ambassador team.
- Kristen Aquilino collaborated with Office of Accounting and Susan Kirkland to find a solution for assisting international students with filing necessary tax forms. Through Chris Fulkerson obtained a license with the Glacier Tax Service, which assists international students, faculty & staff manage tax filings and updating tax treaties with all countries.
- Kristen Aquilino worked with the Provost’s Office and President’s Office to continue the tradition of tree-planting ceremony in the International Grove as a part of commencement ceremonies for international students.
- Kristen Aquilino hosted various events for international students at the Isley International House.
- Kristen Aquilino served as liaison for the “Local Friends” community group, which supports the international students through homemade meals, events and community.
- Mark Kurt and Kristen Aquilino completed Business Dual Degree site visits for each partner institution.
- Kristen Aquilino established opportunities for integral community building among international students (specifically across Elon International Society, El Centro, Asian Pacific Student Association, and the International Student Ambassadors).
- Hebe Fuller, Mandy Herrera, and Kristen Aquilino created an International Student Community working group including important stakeholders across campus to critically reflect upon our current support system and take action to improve upon areas of weakness. This is in an effort to partner with offices across campus for information sharing, enhancing services, and learning how to collaborate more effectively.

Nan Yang ’20

“‘How I am outside when COVID-19’ This global event – COVID-19 taught me how to take the responsibility to protect my communities.” in Burlington, NC
In May 2019, the Global Education Center participated in the Diversity Abroad pilot program for the Access, Inclusion, Diversity and Equity (AIDE) Roadmap Assessment 2.0. Based on feedback provided by the Roadmap scores, three Inclusive Excellence Working Groups were formed to develop goals across eight functional areas. Goals were created to address the needs of the following student populations:

- ALANAM students (African American, Latinx, Asian, Native American and Multiracial)
- First-generation college students
- High-financial-need students
- LGBTQIA+ students
- Students from diverse religious backgrounds
- Students with disabilities

Inclusive Excellence Working Groups:

<table>
<thead>
<tr>
<th>Strategy and Communications</th>
<th>Operations</th>
<th>Academics and Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student Data and Profile</td>
<td>• Professional Development</td>
<td>• Curricular and Co-Curricular Activities</td>
</tr>
<tr>
<td>• Strategy and Leadership</td>
<td>• Assessment and Evaluation</td>
<td>• Advising and Student Support</td>
</tr>
<tr>
<td>• Communications and Partnerships</td>
<td>• Organizational Operations</td>
<td></td>
</tr>
</tbody>
</table>

- The Inclusive Excellence Working Groups met throughout fall 2019 and had office-wide retreats in December and January.
- The culmination of the Inclusive Excellence Working Groups resulted in the composition of a five-year Diversity, Equity and Inclusion strategic plan for outbound global engagement programs, as of May 2020.
- Under leadership from Allegra Laing, the GEC has created a timeline for completing a diversity and inclusion action strategy.
- The 52 goals outlined in the 2020-2025 GEC Diversity, Equity and Inclusion strategic plan reflect the themes within Boldly Elon, the institutional strategic plan for 2030. At the conclusion of academic year 2024-2025, the GEC will assess its progress towards the goals by completing the AIDE Roadmap Assessment and developing a plan for 2025-2030.
- Elon was recognized by U.S. News & World Report as “Number 1 in Study Abroad.”
• Recruited and coordinated 40+ Global Ambassadors, returned Study Abroad and Study USA students that assist in the recruiting and advising of new students for global engagements.
• Sent students on re-established exchange partnerships with The American University in Cairo, Egypt (spring 2020) and Sungkyunkwan University (SKKU) in Seoul, South Korea (fall 2020).
• Hosted the Mexican Consulate for a third remote Consular Service Day.
• Hosted Global Education Symposium on “Thinking differently about intercultural competence,” October 25, in coordination with Department of Physical Therapy Education, Global Learning Opportunities Program (GLO), Center for the Advancement of Teaching and Learning (CATL), and Center for Research on Global Engagement (CRGE). Had attendance of approximately 75 with representation from the following institutions and organizations: Duke (6), Michigan State (4), Wake Forest (3), Guilford (3), High Point (2), Tennessee-Knoxville (2), Wingate (2), Meredith (1), Shenandoah (1), St. Edwards (2), Mott Community College (1), Queens University of Charlotte (1), Winston-Salem State University (1), AIEA (1), Haiti Rehabilitation (1), Vrije Universiteit Brussel (1), and CET Academic Programs (1).

Carson White '20

“Sunrise at 19,000 feet”

Program: COR 331 Tanzania: Wilderness & Adventure Therapy

• Hosted successful Study USA lunch with President Book on November 7, with attendance from students, staff, and faculty plus staff from The Washington Center, our partner in hosting Elon in D.C.
• Hosted table at the October 7 Scholarship Gala for The Washington Center with attendees including Leo Lambert, Maurice Levesque, Brian Feeley, Laurie Judge and members of the GEC in Washington D.C.
• The Center Team has continuously expanded and refined communication with families through regular newsletters and web-based presentations and meetings.
• The Center Team moved online the application to serve as Elon Center faculty in residence, and in the process revised the application to be more inclusive.
• The Short-Term Programs Team introduced a Family Webinar and Town Hall to its improved and expanded communications to Elon families.

• Mikayla Jones and Mackenzie Hall hosted two information sessions in support of Short-Term Programs launch, February and March 2020.

• Hosted Cathy Bovill as Fulbright Teaching Scholar in fall 2019 and spring 2020. COVID-19 led to an early departure.

• Solidified new university partnership with the CET/UW in Varanasi, India.

• Developed and vetted partnerships to support the new programs for Spanish majors, including API Bilbao and CIEE Palma de Mallorca.

• Expanded Morneau Shepell’s Student Support program, where students can connect with credentialed, on-site counselors with local language and cultural knowledge, to include Short-Term Programs for 2021.

• Hosted delegation from Kansai Gaidai University with visits with President Book, Provost Volety and reception with MHE cohort students in November 2019.

• Inaugural MHE cohort program studied in Japan in January 2020, led by Matt Buckmaster, Janelle Papay Decato and accompanied by Rozanna Carducci.

• Conducted site visit for exploration of Second Home and The Eddy in Los Angeles, with Bob Shea and Steven House.

• Approval was given to create a center model in Los Angeles with new classroom/office/alumni workplaces in Hollywood and changing of our student housing.

• Elon in Los Angeles created a fall curriculum with a theme of Strategic Communications.

• Helped set the stage for Elon to become School of Record for The Washington Center, with guidance and collaboration with Maurice Levesque.

• Recruited new faculty for Winter Term 2021: GBL 260 Germany: Culture and Custom in the German Economy; GBL 294: Italy: Bodies of Knowledge – Healthcare & the History of Art; and GBL 261 Netherlands: Sex, Gender and Culture. Successfully got Panama Field Biology off the ground in 2020, as a replacement for the long-standing Belize Field Biology program.

• Built new Winter Term programs with veteran faculty leaders incorporating creative cost-saving measures: ENG 257 England: Literary Landscapes; Italy: Literature of Southern Italy and GBL 285 Italy: Renaissance Italy - Video Games Versus Reality.

• Coordinated with the Gender & LGBTQIA Center to offer a study abroad preparatory forum, Women Abroad: Strategies for Health and Safety for the Fall 2019 semester.

• Under the mentorship of Sandy Marshall, Taylor Garner was awarded the Forum on Education Abroad 2019 Award for Academic Achievement Abroad in recognition for her significant academic research on, “Mobilizing Memories: Women’s Affective and Embodied Memory Work in Argentina and Palestine.”

Robert House ’77

“Study Abroad – 1977 – England. On a bitterly cold day on Salisbury Plain, the Elon history group visited Stonehenge. This was the last year the public could walk among the stones of the monument and we had a detailed extensive tour. The poor guide misread his schedule and thought he was giving a talk to students of ETON College instead of ELON College.”
which took her to Buenos Aires, Argentina, for a semester and to Nablus, Palestine, for a summer. She was awarded and presented during the forum’s virtual annual conference in April.

- Continued targeted promotion of the Benjamin A. Gilman International Scholarship.
- Established new Elon Global Scholarships team (Shanna Van Beek, Victoria Lo and Stormy De Lucia); renamed and revised scholarship awarding process for GEC Access funds and Endowed global engagement funds.
- Established Terra Dotta Software (TDS) Team (Shanna Van Beek, Catherine Hinken and Stormy De Lucia) for implementing new developments, maintenance and troubleshooting, and supporting staff training.
- Launched new MyElonGlobal (global engagement application software) user interface to improve and simplify applicant and registrant experience.
- Launched new brochure template for Global Short-Term Programs for better user experience, especially on mobile.
- Victoria Lo facilitated a discussion on Dr. Shaun Harper's keynote address from NASPA 2019 discussing how we can move beyond outrage at racism and injustices and focus on action and developing a culture of care, equity, and inclusion on our campus.
- Recruited and selected four participants for the 2019 Global Student Leadership Summit, sponsored by Diversity Abroad, who participated virtually in August 2020.
- Coordinated diversity & inclusion training around the “Big 8” Social Identities for GEC student employees (facilitated by the CREDE). Nine student employees attended.
- Coordinated LGBTQIA+ Allyship training for GEC student employees (facilitated by the Gender & LGBTQIA Center). Seven student employees attended.
- Continued and refined Family Webinars for families of semester affiliate and exchange participants.
- The GEC adapted to Elon’s new Carnegie classification in our reporting to Open Doors. Elon has the highest percentage of students participating in study abroad among all Doctoral institutions.
- Allegra Laing served as NAFSA Region VII Chair-Elect.
- Victoria Lo attended The Washington Center-Liaison Advisory Board Meeting in Washington D.C., October 6-7.
- Rhonda Waller accompanied Elon Softball and Dan Haygood to Japan, Nov 24 – Dec 1.
- Mikayla Jones completed a virtual course “Mapping Short Term Programs, April 1-20.
- Mark Dalhouse, Allegra Laing and Mikayla Jones hosted a webinar "Finding Your Way Home Again: Reflections on a Semester Abroad Cut Short and the Way Forward" to support returned spring 2020 students, April 28.
- Rhonda Waller attended Academic Advisory Council meeting with the Foundation of International Education (FIE), October 31, virtual.

Emily Buehler ’13

“After graduating from Elon, I taught English for two years in a small rural town in Hokkaido, Japan. One of my favorite memories was participating in the annual ‘mikoshi’ festival, an all-day event of carrying a shrine from one end of town to the other while chanting and making stops to eat and drink. I loved the strong sense of community pride I felt walking with my neighbors, students and co-workers during this festival.” – Akan, Japan
Collaborative

- Launched new Elon Global directory page in collaboration with University Communications and added “GLOBAL” as a link to Elon’s sitewide header.
- Built new School of Health Sciences Global Learning Opportunities webpages and navigation.
- Hosted Elon Global photo contest with more categories and ways to win -- received over 300 submissions from study abroad, Study USA, international students, faculty and staff and alumni.
- Supported over 200 study abroad and Study USA students and their families through all but 10 students returning home from their programs due to COVID-19. Partnered with University Communications in messaging students and families, building dedicated updates and FAQ webpages, and supporting local professional and student media coverage.
- Collaborated with Anita Hodnett in Counseling Services for healing material in response to racial violence and COVID-19 trauma.

Conferences and Site Visits

Conference presentations, completed in 19-20:

<table>
<thead>
<tr>
<th>Conference</th>
<th>When?</th>
<th>Who?</th>
<th>Where?</th>
<th>Session/Panel/Poster Title</th>
<th>Co-presenters, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Summit</td>
<td>Sept 25-26</td>
<td>Matt</td>
<td>Elon</td>
<td>Panel: “Helping Students Connect In and Out of the Classroom”</td>
<td>Panel of five others</td>
</tr>
<tr>
<td>AAC&amp;U Global Learning Conference</td>
<td>Oct 18-20</td>
<td>Matt</td>
<td>San Antonio, TX</td>
<td>Research: “Facilitating Integration of Global Learning Experiences”</td>
<td>Maureen Vandermaas-Peeler (Psychology), Olivia Choplin (World Languages and Cultures), and Emily Ford (undergraduate student), Elon University</td>
</tr>
<tr>
<td>Diversity Abroad Conference</td>
<td>Aug 4</td>
<td>Allegra virtual</td>
<td></td>
<td>Munch &amp; Learn: New Professionals In International Education</td>
<td>Hernando Sevilla-Garcia, Senior Diversity Relations Manager – IES Abroad; Louise Yahiaoui, Education Abroad Specialist – The Ohio State University</td>
</tr>
<tr>
<td>Diversity Abroad Conference</td>
<td>Aug 5</td>
<td>Bill, Janelle virtual</td>
<td>Allegra*</td>
<td>(In)clusion and (IN)rollment: Changing Application Processes to Emphasize Inclusive Practices</td>
<td>Stacy Benjamin, CIEE</td>
</tr>
</tbody>
</table>

*Submission accepted, but did not present as scheduled.*
Conference presentations, accepted but not completed in 19-20 due to COVID-19:

<table>
<thead>
<tr>
<th>Conference</th>
<th>When?</th>
<th>Who?</th>
<th>Session/Panel/Poster Title</th>
<th>Co-presenters, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAFSA Annual Conference</td>
<td>May 20</td>
<td>Catherine</td>
<td>&quot;Using data to innovate pre-departure practices, influencing student internship expectations&quot;</td>
<td>with Rebecca Claris (FIE)</td>
</tr>
<tr>
<td>Global Internship Conference</td>
<td>June 20</td>
<td>Catherine</td>
<td>&quot;Using data to innovate pre-departure practices, influencing student internship expectations&quot;</td>
<td>with Rebecca Claris (FIE)</td>
</tr>
<tr>
<td>Global Internship Conference</td>
<td>June 20</td>
<td>Victoria  and Shanna</td>
<td>&quot;Build buy-in without selling yourself short: Creating a culture of internship program participation&quot;</td>
<td></td>
</tr>
</tbody>
</table>

Conferences attended by GEC staff in 19-20:

- Global Ed Symposium, Theme: Thinking differently about intercultural competence,” Elon, Oct 25 - Maria, Janelle
- CIEE conference, Brooklyn, NY, Nov 6-8 – Mikayla, Shanna, and Woody
- NAFSA Region VII Conference, Orlando, FL, Nov 17-20 – Allegra, Maria, Janelle, Toby and Mackenzie
- Student Life Symposium, Elon, Jan 7 – Maria, Rhonda
- Black Solidarity Conference, Elon – Feb 7 – Maria, Mikayla, Rhonda
- NAFSA Spring Team Meeting for Region VII, Birmingham, Alabama, February 24-26 – Allegra
- The Forum on Education Abroad virtual conference, April 2020 – Matt, Rhonda
- Woody Pelton was selected by Fulbright to present to institutions of I.I.E. in the Azores but was postponed indefinitely due to COVID-19.

Site visits conducted in 2019-2020

- Argentina, Chile visit (IFSA, CC-CS) Oct 14-18 Catherine, Nina Namaste Cordoba, Valparaíso and Santiago
- Diversity Abroad Global Diversity & Inclusion Institute + Dublin site visit Jan 13-17 Bill Dublin, Ireland, London, U.K.
- Short-Term Programs - Art Tours (London) Oct 15 Mikayla, Janelle London, UK
- International Business Dual Degree Oct 16-19 Janelle, Kristen Piacenza and Milan, Italy

Assessment

Program Assessment

Annually, the Isabella Cannon Global Education Center conducts programmatic assessment of Elon’s short-term faculty-led study away curriculum. This is accomplished via the Global Engagement Student Goals. These eight shared learning goals act as curricular mapping across Elon’s varied and complex global education curriculum, the majority of which uses the specific prefix “GBL” as the disciplinary designation. Each GBL course is required to incorporate at least two of the eight Global Engagement Goals in their syllabus, linked to a course-specific student learning outcome and a method to measure that SLO. Each academic year, a random sample of 10 programs are chosen to report back to the GEC on that
measurement of student learning (thus, approximately 1/3 of all active courses). Responses are compiled and examined to inform future curricular and programmatic decisions and to comply with SACS COC accreditation guidelines for general education programs. In the 2019-20AY, this annual program assessment did not occur due to the COVID-19 pandemic; however, we hope to complete it early in the 2020-21AY to include in next year’s report. A brief summary of the combined 2017-18 and 2018-19AY responses (full reports are on file with the Assistant Dean):

**Query to faculty:**

1. Which Global Engagement Goals did you incorporate in your course(s)?
2. What specific Student Learning Outcomes (SLOs) did you design related to each Global Engagement Goal?
3. What specific method of assessment did you administer to measure student success of the SLOs? Please also provide a short description.
4. Please give a short summary of the results of the assessment, including an overall mean/average of scores or letter grade.
5. If there are special considerations or factors that are pertinent to your specific course’s assessment of SLOs, please include them as you deem necessary.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>GE Goal Counts (Goal# - n of counts)</th>
<th>Compliance Rate*</th>
<th>Mean of Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>1-5, 2-7, 3-5, 4-3, 5-0, 6-8, 7-4, 8-6</td>
<td>89.4% (17/19)</td>
<td>~A- (~91.2%)</td>
</tr>
<tr>
<td>2018-19</td>
<td>1-5, 2-5, 3-3, 4-5, 5-3, 6-8, 7-3, 8-5</td>
<td>70.5% (12/17)</td>
<td>~B+ (~87.8%)</td>
</tr>
</tbody>
</table>

*Compliance rate is the percentage of courses who included both GE Goals and specific SLOs

One emergent qualitative item related to pedagogy was related to assessment of “participation” (or “attendance”, “engagement”, etc.). While most (if not all) of these study away courses used some component of student participation as a method for assessment, the clarity and means of the assessment were inconsistent and widely variable. Focus groups were held in the Fall of 2018 to examine this component more carefully and better inform future pedagogical practice (Buckmaster and Lackaff, co-researchers; IRB on file).

In addition, the Global Education Curriculum Committee (GECC), a standing representative faculty committee appointed by Academic Council, reviews and approves both new and revised curricular proposals to be included in the Academic Catalog and offered by the Global Education Center as study away programs. The GECC also conduct periodic re-reviews of existing courses (approximately every 5 years) for continued updating of best practices and refinement of the course-specific learning outcomes that link to the required Global Engagement Learning Goals. This committee is chaired by a faculty member from an academic department (not on GEC staff), although both the Dean and Assistant Dean of Global Education are non-voting ad hoc members.

**Evaluation of Student Success**

Assistant Dean and Associate Professor of Music and Education Matt Buckmaster has been part of a bi-institutional research team that was awarded a research grant in May 2018 from the Colonial Academic Alliance to examine changes in student’s academic and personal development using the Beliefs, Events, and Values Inventory (BEVI). This instrument has been validated by the Forum-BEVI Project (Wandschnieder, et. al, 2015) and is widely used to measure difference across 17 different variables. In this two-year pilot research study, all Elon and James Madison University students were invited to take the BEVI before (T1), after (T2), and six months after (T3) their study away experience. Below are the preliminary comparative data for Elon’s students across all programs (and durations of study). While data are still in the final stage of being collected (for T3), and analysis for statistical significance is still underway, preliminary comparative results from pre- and post-test (T1/T2) show some interesting differences (see the full summary report):

- Aggregate/Overall (N = 153): no shifts of presumed statistical significance (+/-5%) overall, but small optimal shifts across 9 of the 17 variables, and 1 very small non-optimal shift (in Ecological Resonance):
  - Negative Life Events (-1), Needs fulfillment (+3), Identity Diffusion (-3), Basic Openness (+2), Self Certitude (+1), Basic Determinism (-2), Socioemotional Convergence (+3), Emotional Attunement (+3),
Self Awareness (+1), Meaning Quest (-1), Religious Traditionalism (-1), Ecological Resonance (-1), Global Resonance (+2)

- Profile contrast presumed statistically significant shifts (+/-5%; aggregate divided into three scored sub-groups; **bolded** indicates suggested extremely significant gains):
  - Lowest (n = 52): Negative Life Events (-6), Needs Fulfillment (+6), Identity Diffusion (-7), Self Certitude (+5), Basic Determinism (-6), **Socioemotional Convergence (+10)**, Meaning Quest (+5), **Global Resonance (+14)**
  - Middle (n = 49): Negative Live Events (+7), **Basic Openness (+13)**, Emotional Attunement (+6),
  - Highest (n = 52): Meaning Quest (-5)

- Selected Contrast by Identity Group (N.B.: terminology is BEVI-specific and binary in general; **bolded** indicates suggested extremely significant gains):
  - By “Country of Origin”:
    - “United States” (n = 116): No shifts of statistical significance
    - “Other” (n = 35): Negative Life Events (-8), Needs Closure (-6), Needs Fulfillment (+5), Identity Diffusion (-9), Basic Determinism (-6), **Socioemotional Convergence (+11)**, Emotional Attunement (+6), Meaning Quest (-5), Gender Traditionalism (-9), Ecological Resonance (-8)
  - By “Gender”:
    - “Female” (n = 111): No shifts of statistical significance
    - “Male” (n = 40): Needs Fulfillment (+6), Identity Diffusion (-7), Self Certitude (+8), Basic Determinism (-8), **Socioemotional Convergence (+11)**, Self Awareness (+5), Meaning Quest (+5), Sociocultural Openness (+7), **Global Resonance (+12)**
  - By “Ethnicity”:
    - “Caucasians” (n = 127): No shifts of statistical significance
    - “Non-Caucasians” (n = 24): **Identity Diffusion (-11)**, Emotional Attunement (+5)
  - By “Income”:
    - “Highest [avg.$135K]” (n = 46): No shifts of statistical significance
    - “Lowest [avg.$30K]” (n = 46): **Identity Diffusion (-14)**, Emotional Attunement (+6), Religious Traditionalism (+6)
  - By “Politics”:
    - “Liberal” (n = 55): **Meaning Quest (-10)**
    - “Conservative” (n = 34): Basic Openness (+8), Socioemotional Convergence (+7), Emotional Attunement (+7), Meaning Quest (+5), **Global Resonance (+10)**
  - By “Religion”:
    - “Religious” (n = 88): No shifts of statistical significance
    - “Non-Religious” (n = 51): Self Certitude (+9)

These data suggest that Elon’s study away programs positively affect student development in general, but particularly for those students who scored lowest on the BEVI before they studied abroad. Presumably these are the students for whom the potential for growth was the highest; thus (while we cannot yet conclusively state it), **these data seem to suggest that Elon’s global education curriculum and programs are providing opportunities for growth for those students who can most benefit from them**. In addition, Elon’s global education curriculum and programs seem to provide greater growth opportunities for students who identify as international students, males, students of color, lower socio-economic status, and conservative in political ideology. It is worthwhile to note limitations that the BEVI’s data collection design is largely binary in nature, and does not always use current accepted terminology (for example, the variable “Ethnicity” includes both ethnicity and race, and those who mark “Independent” for their political ideology are not included in the analysis). Nonetheless, the data are reliable enough to warrant presenting them for further consideration, and to inform future curricular and programmatic decisions for continued improvement in global education.

Qualitative data still need to be analyzed, but could further inform these quantitative results. Some selected results and analysis from the full team study (JMU and Elon) are available from this link.
## Appendices

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

<table>
<thead>
<tr>
<th></th>
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<td>Percent of graduates that study abroad</td>
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<td>72%</td>
<td>72%</td>
<td>72%</td>
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<td>14</td>
<td>11</td>
<td>10</td>
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<td>0</td>
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<td>Global Engagement (Study Abroad + Study USA)</td>
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<td>1198</td>
<td>1170</td>
<td>1336</td>
<td>1482</td>
<td>1559</td>
<td>1786</td>
<td>1781</td>
<td>1712</td>
<td>1864</td>
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<td>Percent of graduates that participate in global engagement</td>
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<td>83%</td>
<td>84%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
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<td>85%</td>
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<td>International Students</td>
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<tr>
<td>Visa Holder</td>
<td>46</td>
<td>57</td>
<td>71</td>
<td>90</td>
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<td>106</td>
<td>117</td>
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<td>Dual Citizenship</td>
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<td>187</td>
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<td>Overseas American (US citizen, high school outside USA)</td>
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<td>70</td>
<td>65</td>
<td>64</td>
<td>55</td>
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<td>41</td>
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<td>Total International</td>
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<td>299</td>
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<td>359</td>
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<td>472</td>
<td>393</td>
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Appendix 2: Global Engagement participation by type and term

### Study Abroad

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<thead>
<tr>
<th>Type</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Fall-embedded</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td>0.8%</td>
<td>1.5%</td>
<td>13.9%</td>
<td>6.2%</td>
<td>38.6%</td>
</tr>
<tr>
<td></td>
<td>34.2%</td>
<td>41.5%</td>
<td>42.3%</td>
<td>39.0%</td>
<td>39.0%</td>
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</table>

### Study USA

<table>
<thead>
<tr>
<th>Type</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Fall-embedded</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
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<td>0.0%</td>
<td>12.0%</td>
<td>4.3%</td>
<td>42.3%</td>
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<tr>
<td></td>
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<td></td>
<td>41.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>0.0%</td>
<td>13.6%</td>
<td>34.2%</td>
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### Global Engagement

<table>
<thead>
<tr>
<th>Type</th>
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<th>Winter</th>
<th>Spring</th>
<th>Fall-embedded</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td>0.7%</td>
<td>1.3%</td>
<td>13.6%</td>
<td>11.2%</td>
<td>34.2%</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>39.0%</td>
<td></td>
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<td></td>
<td>0.8%</td>
<td>1.5%</td>
<td>13.9%</td>
<td>6.2%</td>
<td>38.6%</td>
</tr>
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</table>

Appendix 3: Global Engagement participation by Gender compared to campus

### Global Experiences by Gender

<table>
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<th></th>
<th>Male</th>
<th>Female</th>
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</thead>
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<tr>
<td>On Campus</td>
<td>40%</td>
<td>60%</td>
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<tr>
<td>Global Engagement</td>
<td>31%</td>
<td>69%</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>31%</td>
<td>69%</td>
</tr>
<tr>
<td>Study USA</td>
<td>31%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Male | Female
Appendix 4: Global Engagement participation by Race compared to campus

<table>
<thead>
<tr>
<th>Race</th>
<th>Study Abroad</th>
<th>Study USA</th>
<th>Global Engagement</th>
<th>On Campus</th>
<th>Participation Gap</th>
<th>Participation Rate</th>
<th>Over / (Under) Campus Participation rate of 26.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Am</td>
<td>1.3%</td>
<td>2.6%</td>
<td>1.5%</td>
<td>2.4%</td>
<td>-0.9%</td>
<td>16.6%</td>
<td>-10.0%</td>
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<tr>
<td>African Am.</td>
<td>3.2%</td>
<td>3.9%</td>
<td>3.3%</td>
<td>5.4%</td>
<td>-2.1%</td>
<td>16.1%</td>
<td>-10.5%</td>
</tr>
<tr>
<td>Hispanic Am.</td>
<td>6.8%</td>
<td>6.5%</td>
<td>6.8%</td>
<td>6.6%</td>
<td>0.2%</td>
<td>27.2%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.0%</td>
<td>30.0%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Nat. Hawaiian³</td>
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<td>0.0%</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.1%</td>
<td>100.0%</td>
<td>73.4%</td>
</tr>
<tr>
<td>2 or more races</td>
<td>2.7%</td>
<td>3.9%</td>
<td>2.9%</td>
<td>3.3%</td>
<td>-0.4%</td>
<td>23.3%</td>
<td>-3.3%</td>
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<tr>
<td>Nonresident²</td>
<td>1.1%</td>
<td>0.9%</td>
<td>1.1%</td>
<td>2.1%</td>
<td>-1.0%</td>
<td>14.0%</td>
<td>-12.6%</td>
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<td>0.0%</td>
<td>0.1%</td>
<td>0.2%</td>
<td>-0.1%</td>
<td>10.0%</td>
<td>-16.6%</td>
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<td>82.2%</td>
<td>84.2%</td>
<td>79.8%</td>
<td>4.4%</td>
<td>28.0%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

Appendix 4 shows percentage of participation in study abroad, Study USA, and global engagement (study abroad + Study USA) as compared to race reported for Elon’s student body. By comparison, participation in study abroad, Study USA and global engagement among students of color is generally lower than the racial makeup of the student body. This gap represents a critical opportunity for growth in addressing structural barriers for Elon students. For information on how GEC staff are working to better understand and address these barriers, please refer to page 8 for information about our Inclusive Excellence Working Groups and Diversity, Equity and Inclusion strategic plan, 2020-2025.

While participation in study abroad, Study USA and global engagement among students of color is generally lower compared to student-body figures, there are two exceptions:

The percentage of students Studying USA that identify as Asian American is 2.6 percent compared to 2.4 percent of the student body.

The percentage of students participating in global engagement that identify as Hispanic American is 6.8 percent compared to 6.6 percent of the student body.

**Participation Gap**

This is the difference between a group’s participation rate in Global Education and their proportion of the student body. This measurement may show where access challenges exist. However, because the sum of gaps must equal zero, changes in participation by any group changes the participation gap for all groups, making it a problematic metric to use by itself.

**Participation Rate**

This is the rate at which the group participates in global engagement and is calculated by dividing global engagement participants by the campus population for each group.

**Over / (Under) Campus participation**

The campus participation rate of 26.6 percent is the number of global engagement participants divided by all students. The Over / (Under) participation is the difference between the group and campus participation rates. Because the campus population is approximately 80 percent white, the campus participation will closely align with the white participation rate.

1 *Due to a small on-campus population, participation metrics may not be statistically representative.*

2 *Nonresident students are defined as international students with a home country other than the United States.*
Appendix 5: Global Engagement participation by Financial Need compared to campus

Global Engagement by Need

<table>
<thead>
<tr>
<th>Activity</th>
<th>Have Need</th>
<th>Have No Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus</td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
<td>Global Engagement</td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>27%</td>
<td>73%</td>
</tr>
<tr>
<td>Study USA</td>
<td>20%</td>
<td>80%</td>
</tr>
</tbody>
</table>

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

Global Engagement for Pell Grant Recipients

<table>
<thead>
<tr>
<th>Activity</th>
<th>Receive Pell Grant</th>
<th>Do Not Receive Pell Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>Global Engagement</td>
<td>6%</td>
<td>94%</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>6%</td>
<td>94%</td>
</tr>
<tr>
<td>Study USA</td>
<td>6%</td>
<td>94%</td>
</tr>
</tbody>
</table>
# Appendix 7: Scholarship Information

<table>
<thead>
<tr>
<th>Term</th>
<th>Number Awarded</th>
<th>Pell-Eligible applicants</th>
<th>Average Award</th>
<th>Max Award</th>
<th>Total Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total, 2014-2015</strong></td>
<td>181</td>
<td>81</td>
<td>$2,477.72</td>
<td>$494,900</td>
<td>$735,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Number Awarded</th>
<th>Pell-Eligible applicants</th>
<th>Average Award</th>
<th>Max Award</th>
<th>Total Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total to date, 2015-2016</strong></td>
<td>227</td>
<td>81</td>
<td>$2,284.10</td>
<td>$646,400</td>
<td>$735,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Number Awarded</th>
<th>Pell-Eligible applicants</th>
<th>Average Award</th>
<th>Max Award</th>
<th>Total Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total to date, 2017-2018</strong></td>
<td>227</td>
<td>64</td>
<td>$2,708.59</td>
<td>$614,850</td>
<td>$735,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Number Awarded</th>
<th>Pell-Eligible applicants</th>
<th>Average Award</th>
<th>Max Award</th>
<th>Total Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total to date, 2018-2019</strong></td>
<td>317</td>
<td>95</td>
<td>$2,178.86</td>
<td>$690,700</td>
<td>$735,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Number Awarded</th>
<th>Pell-Eligible applicants</th>
<th>Average Award</th>
<th>Max Award</th>
<th>Total Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total to date, 2019-2020</strong></td>
<td>319</td>
<td>93</td>
<td>$2,304.08</td>
<td>$735,000</td>
<td>$735,000</td>
</tr>
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</table>
Appendix 8: Athletics Global Engagement

<table>
<thead>
<tr>
<th>Sport</th>
<th>Number of Participants</th>
<th>Faculty</th>
<th>Program Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women’s Softball</td>
<td>17</td>
<td>Dan Haygood</td>
<td>Japan</td>
</tr>
<tr>
<td>Men’s Baseball</td>
<td>32</td>
<td>Jodean Schmiederer &amp; Mark Cryan</td>
<td>Dominican Republic</td>
</tr>
</tbody>
</table>

27 juniors on the men’s football team were slated to study abroad in Costa Rica with Shawn Tucker over spring break 2020. The program was canceled due to COVID-19.

Appendix 9: Top Ten Semester locations

Spain
United Kingdom
Italy
Denmark
Australia
Ireland
Dominican Republic
Germany
New Zealand
LA - United States

Consistent with prior years, countries visited by Semester at Sea are not included in this country count.
Appendix 10: Top Eleven Sending Countries for Elon’s International Students

<table>
<thead>
<tr>
<th></th>
<th>United Kingdom</th>
<th>China</th>
<th>Canada</th>
<th>Germany</th>
<th>Italy</th>
<th>Spain</th>
<th>Denmark</th>
<th>France</th>
<th>Australia</th>
<th>Cambodia</th>
<th>Ecuador</th>
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<td>10</td>
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<td>11</td>
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</tbody>
</table>

*Countries are ranked in order of number of students from the country. Ties are listed alphabetically.*

Appendix 11: 47 Countries represented by Fall 2019 International Students

<table>
<thead>
<tr>
<th>Argentina</th>
<th>Estonia</th>
<th>Netherlands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>France</td>
<td>Norway</td>
</tr>
<tr>
<td>Bahamas</td>
<td>Germany</td>
<td>Panama</td>
</tr>
<tr>
<td>Belize</td>
<td>Greece</td>
<td>Philippines</td>
</tr>
<tr>
<td>Bermuda</td>
<td>Guatemala</td>
<td>Portugal</td>
</tr>
<tr>
<td>Brazil</td>
<td>Honduras</td>
<td>South Korea</td>
</tr>
<tr>
<td>Cambodia</td>
<td>Hungary</td>
<td>Spain</td>
</tr>
<tr>
<td>Canada</td>
<td>Iceland</td>
<td>Sweden</td>
</tr>
<tr>
<td>Chile</td>
<td>India</td>
<td>Taiwan</td>
</tr>
<tr>
<td>China</td>
<td>Israel</td>
<td>Thailand</td>
</tr>
<tr>
<td>Colombia</td>
<td>Italy</td>
<td>Trinidad Tobago</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>Jordan</td>
<td>Turkey</td>
</tr>
<tr>
<td>Croatia</td>
<td>Kenya</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Denmark</td>
<td>Latvia</td>
<td>Venezuela</td>
</tr>
<tr>
<td>Ecuador</td>
<td>Malaysia</td>
<td>Vietnam</td>
</tr>
<tr>
<td>El Salvador</td>
<td>Mexico</td>
<td></td>
</tr>
</tbody>
</table>