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New Directions to Promote Global Education on College Campuses and in Communities

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New Directions to Promote Global Education on College Campuses and in Communities

Rochonda Nenonene, moderator; panelists: Karla Guinigundo, Sangita Gosalia, Furaha Henry-Jones

Opening Remarks: Rochonda Nenonene

In 2000, South Africa’s president Thabo Mbeki stated that the twenty-first century would be the “Century of Africa.” Indeed I, like many, believe that Africa is a continent full of promise, rich cultural heritage, blessed with a wealth of natural resources, and poised to become a hub of innovation and progress. Recently, Secretary of State Anthony Blinken remarked that Africa is headed toward becoming one of the world’s most important economic regions, and that it will have a hand in shaping in the future of the world.¹ Recent advances have been made in solar power, the “green tech” industry working to reduce carbon emissions, and personally important to me, the steady increase in access to education for both elementary and secondary school students.



Rochonda Nenonene

¹ Anthony Blinken. Speech delivered November 19, 2021. “The United States and Africa: Building a 21st Century Partnership.” <https://www.state.gov/the- united-states-and-africa-building-a-21st-century-partnership/>

It is projected that by 2025, half the population of Africa will be under the age of 25 and by 2050, one fourth of the world's population will be African. So it is clear that Africa is indeed on the rise.

Africa has much in its favor. In the past ten years we have seen much progress:

1. The steady rise of democratic states
2. Continued economic growth—many countries such as Kenya, Tanzania, Ghana, and Cameroon are in transition from agricultural to manufacturing and service economies.
3. The advancement of women
4. Increased access to consistent quality healthcare
5. Improvements in water quality and land usage

However, like all continents and nations, Africa has critical issues impacting the population. I will focus on three in particular.

1. **Climate Change** — Africa is likely to be hit hardest by the droughts, floods, and other catastrophic effects of climate change, despite contributing the least amount of greenhouse gases—less than 4 per cent of the world's total emissions. A UN report concluded that “Africa is the first continent to fully feel the effect of climate change on political and economic stability because of its history of ethnic, resource and political conflict, and its reliance on climate sensitive sectors like rain-fed agriculture.”
2. **Poverty, Hunger, and Malnutrition** — In 2020, 281.6 million Africans suffered from hunger. According to a UN report, the numbers vary across the subregions; the number of undernourished people reaches about 44 percent in Eastern Africa, 27 percent in Western Africa, 20 percent in Central Africa, 6.2 percent in Northern Africa, and 2.4 percent in Southern Africa.
3. **Education** — Africa's current primary school enrollment rate is above 80 percent on average, with the continent recording some of the biggest increases in elementary school enrollment globally in the last few decades; according to the United Nations Educational, Scientific and Cultural Organization (UNESCO), more children in Africa are going to school than ever before. Yet

despite the successes in primary school enrollment, inequalities and inefficiencies remain in this critical sector. The recent expansion in enrollments “masks huge disparities and system dysfunctionalities and inefficiencies” in education subsectors such as preprimary, technical, vocational, and informal education, which are severely underdeveloped. It is widely accepted that most of Africa’s education and training programs suffer from low-quality teaching and learning, as well as inequalities and exclusion at all levels. Even with a substantial increase in the number of children with access to basic education, a large number still remain out of school.

So this second largest continent with 54 countries is definitely a place you need to explore, learn from, and support where you can. We have an excellent panel here today to share their experiences and expertise, and I hope that when the session is over, you will be encouraged and excited to make plans to become engaged with Africa.

Panelists

Karla Guinigundo is director of global partnerships at Miami University, where she manages international partnerships and



Karla Guinigundo



Sangita Gosalia

agreements, writes and administers grants for internationalization, and serves as advisor for Fulbright Student and Scholar Programs. In her twenty-year international education career, she has gained extensive experience in academic program administration, partnership development,

and study abroad administration. Karla has an M.A. in International Studies from Ohio University and is pursuing a Ph.D. in Educational Leadership at Miami.

Sangita Gosalia is the Director of Campus Engagement in the Center for International Programs at the University of Dayton (UD). She

supports the advancement of global learning by fostering intercultural engagement initiatives for students, faculty, and staff. Prior to coming to UD, she worked in Campus and Community Planning for Loyola University Chicago. Sangita holds a B.S. in Marketing from St. Louis University and an M.Ed. in Higher Education and Policy from Loyola University Chicago.

As an English professor at Sinclair Community College, **Furaha Henry-Jones** has served on the International Education Committee and is a Collaborative Online International Learning faculty mentor. She is a co-founder of the college's Ubuntu Study Abroad Program to Durban, South Africa, and is one of the college's first Global Exploration Award recipients.

Resources Shared by Panelists

Karla Guinigundo

Select funding resources for students:

- Benjamin A. Gilman International Scholarship <https://www.gilmanscholarship.org/>
- Boren Scholarship and Fellowship <https://www.borenawards.org/>
- Critical Language Scholarship <https://clscholarship.org/>
- Freeman ASIA Scholarship <https://www.iae.org/freeman-ASIA>
- Fulbright U.S. Student Program <https://us.fulbrightonline.org/>
- Fund for Education Abroad <https://fundforeducationabroad.org/>

Select funding resources for faculty and institutions:

- Fulbright Scholar Program <https://cies.org/>
- Fulbright Specialist Program <https://www.worldlearning.org/program/fulbright-specialist-program/>
- U.S. Department of Education Fulbright-Hays Group Projects Abroad Program <https://www2.ed.gov/programs/iegpsgpa/index.html>
- U.S. Department of Education Fulbright-Hays Seminars Abroad Program <https://www2.ed.gov/programs/iegpssap/index.html>

- U.S. Department of Education Undergraduate International Studies and Foreign Language Program (UISFL)
<https://www2.ed.gov/programs/iegpsugisf/index.html>
- U.S. Department of State Public Diplomacy Grants
<https://www.grants.gov/web/grants>

Sangita Gosalia

- Stevens Initiative: The Stevens Initiative is an international effort to build global competence and career readiness skills for young people in the United States and the Middle East and North Africa by expanding and enhancing the field of virtual exchange. It provides research, success stories, and workshops associated with virtual exchange, and it also offers grant opportunities.
<https://www.stevensinitiative.org/>
- Community-Based Global Learning Collaborative: The Collaborative is a network of educational institutions and community organizations that advances ethical, critical, and aspirationally decolonial community-based learning and research for more just, inclusive, and sustainable communities. It offers research, community-based global learning stories, guides, and toolkits (online learning modules) focused on global civic engagement.
<https://compact.org/global-sl/founding-sponsors/>
- Critical Internationalization Studies Network: The Critical Internationalization Studies Network brings together scholars, practitioners, educators, students, and community organizations interested in reimagining dominant patterns of relationship, representation, and resource distribution in the internationalization of education. It serves as a resource for collaboration, sharing information, and exchanging ideas about different approaches.
<https://criticalinternationalization.net/>
- University of Dayton Dialogue Zone: The Dialogue Zone is a curricular and co-curricular initiative that builds capacity among students, staff, and faculty to learn and practice facilitated dialogue in order to address difficult issues that arise as we interact together in community. It is a resource for ways to build dialogue capacity

within a campus environment.

<https://udayton.edu/libraries/dialoguezone/index.php>

Furaha Henry-Jones

- Unicollaboration <http://www.unicollaboration.org/>
- SUNY Coil Center <https://coil.suny.edu/>
- DePaul University Global Conversations
<https://offices.depaul.edu/global-engagement/global-depaul/global-conversations/Pages/default.aspx>

Karla Guinigundo

Thank you, Dr. Julius Amin and Dr. Rochonda Nenonene, for the opportunity to participate in today's panel. As I'm speaking from Miami University's campus in Oxford, Ohio, I'd like to begin with Miami University's Land Acknowledgement:

Miami University is located within the traditional homelands of the Myaamia and Shawnee people, who along with other indigenous groups ceded these lands to the United States in the first Treaty of Greenville in 1795. The Miami people, whose name our university carries, were forcibly removed from these homelands in 1846.

In 1972, a relationship between Miami University and the Miami Tribe of Oklahoma began and evolved into a reciprocal partnership, including the creation of the Myaamia Center at Miami University in 2001. The work of the Myaamia Center serves the Miami Tribe community and is dedicated to the revitalization of Miami language and culture and to restoring that knowledge to the Myaamia people.

Miami University and the Miami Tribe are proud of this work and of the more than 140 Myaamia students who

have attended Miami since 1991 through the Myaamia Heritage Award Program.

As mentioned in the introduction, I am the Director of Global Partnerships at Miami University. I have worked in international education for twenty years. My own global experiences have been centered in South and Southeast Asia. I lived in Malaysia from 1990 to 1992 during high school, which initiated an academic interest in Asia. This interest led me to pursue Asian Studies as an undergraduate student at Miami University, and I went on to complete my master's degree in Southeast Asian Studies at Ohio University. I worked in the Center for International Studies at Ohio University from 2002 through 2011 and traveled to Southeast Asia regularly for student recruiting and work pertaining to global partnerships. Since joining the staff at Miami in 2012, I have been engaged more in India than in Southeast Asia, particularly following my participation in the Fulbright International Education Administrator program in 2017. The perspectives I will share today are informed by my global experiences as an international education practitioner as well as by my academic work as a doctoral student in Educational Leadership at Miami University.

Global engagement and community building are both central to my work at Miami. The two areas of that work that I will briefly discuss today are student mobility and the building and maintenance of global partnerships.

I have the opportunity to work with students on a variety of national fellowship and scholarship opportunities to support their study abroad aspirations. I serve as our campus advisor for the Boren, Critical Language, Freeman-ASIA, and Gilman Study Abroad Scholarships as well as the Fulbright U.S. Student Program and the Rangel and Pickering Fellowships. One of the more satisfying aspects of working with students on these programs is seeing their academic and professional goals come into focus with each essay revision and helping them get excited about the “study” aspect of study abroad, going beyond just the desire to travel. The student demographic that I work with is largely white, aligned with the demographic trends in study abroad as a whole, and so I find myself also challenging students to think critically about their study abroad plans and consider how history and privilege may play a role in their

experience abroad, particularly if their study destination is in the global south. Tunisian writer Albert Memmi, perhaps best known for his writing of *The Colonizer and the Colonized* published in 1957, helps provide context for this discussion with students in terms of pointing out where students may be viewing countries from a deficit perspective and encouraging them to avoid “stressing things which separate” in favor of emphasizing commonalities that “contribute to the foundation of a joint community.”² The emphasis on community engagement that is integrated into applications for fellowships and scholarships, particularly those funded by the U.S. Department of State, is one of the reasons I try to take this approach with advising, believing that building community globally requires humility and an understanding of our own positionality in relation to history and the host country.

Building and managing institutional partnerships is the other major area of my work at Miami. I am the point of contact for faculty and departments that want to formally connect with institutions abroad. That process often involves the signing of Memoranda of Understanding and other types of agreements that require several rounds of review from both institutions and their respective legal offices. While I can’t say that the paperwork side of these agreements is itself particularly fulfilling, the outcomes of that work certainly are. Seeing those relationships grow and develop through grant proposals, joint research and publications, student and faculty exchange, collaborative teaching, and delegation visits is something I enjoy tremendously.

The onset of COVID revealed how dependent we have been on physical mobility to build and maintain those partnerships. All of a sudden, there were no delegations visiting. Student and faculty exchange stopped. Plans to visit partner institutions were canceled. We had to adapt and rethink how we would keep building momentum with partners despite the interruption in how we normally do things. One tool we leveraged was COIL, collaborative online international learning. We launched an initiative we call MiamiConnects, which leverages COIL methods to provide virtual global experiences for students who are integrated into their classes. One example of this was connecting Dr. Daniel Hall, a professor of criminal justice on Miami University’s

² ASDIC (2010). *The Colonizer and the Colonized*: Albert Memmi. C.21.

Hamilton Campus, to colleagues in the School of Law at Christ University in Bangalore, India. Dr. Hall and his counterpart at Christ co-taught a course in Fall 2020 that engaged 100 students working on semester-long projects comparing how the insanity defense is used in criminal proceedings in the United States and India. To my surprise, communication and conversations with our global partners have taken place *more often* since COVID than they did before, because those conversations no longer had to be planned around travel schedules. While I look forward to resuming travel when it becomes possible, I hope that virtual global learning will become a permanent part of global education programming moving forward, as it makes global learning more widely accessible for both students and faculty.

One other new direction that I will mention is the potential to explore global learning through local partnerships. For those of us who work in international education, we tend to be so focused on mobility across borders that I think we miss some of the potential for global learning that is right in front of us. I live in close proximity to the Islamic Center of Greater Cincinnati and the Hindu Temple of Greater Cincinnati, and adjacent to my neighborhood in West Chester there is a Sikh Temple. There is a Vietnamese Buddhist monastery near a school where my daughter plays softball. Both Cincinnati and Dayton have strong immigrant communities with whom partnerships could be beneficial. Our universities here in Ohio have specialized global strengths. The African Studies Program at Ohio University was a U.S. Department of Education funded Title VI National Resource Center for many years, and Ohio State currently houses Title VI Centers for East Asia, Latin America, Russia, Eastern Europe, and Eurasia. Connecting with these communities and resources will not only help provide local resources for global learning during times of crisis when we aren't able to travel, but it may also provide a strategy for bridging internationalization with diversity, equity, and inclusion programming centered on heritage learners in our own communities and on our campuses.

When thinking about the symposium theme of “Africa in Our Century” in relation to my work, I recalled a study I read about the University of Wisconsin-River Falls. Faculty members Jacqueline Murray Brux and Blake Fry conducted a study to assess what barriers

kept multicultural students from studying abroad at their institution.³ An African-American respondent described the idea of study abroad as a “double whammy,” referring to being minoritized both within the study abroad cohort (mostly white) and within the host community (likely a European location).⁴ A great deal of emphasis has been placed on the diversification of study abroad in the past decade, and many efforts to increase participation by students of color focus on increased funding for study abroad and more inclusive marketing. Equal efforts need to be made toward the diversification of study destinations. Heritage study abroad programming, providing cultural experiences for diaspora students in the countries of their heritage, is an area of potential that I think may increase interest in study abroad among students of color. Providing opportunities for faculty of color to lead programs abroad may also contribute to wider interest among students.

Sangita Gosalia

As Dr. Nenonene shared, I am Sangita Gosalia, Director of Campus Engagement in the Center for International Programs here at the University of Dayton. My office directs and supports initiatives that foster intercultural engagement for students, faculty and staff. We do this by fostering dialogue and intercultural development as a foundation for building global consciousness and support for our institutional goals of diversity, equity and inclusion.

Our student-facing initiatives build intercultural and dialogic skills through cross-cultural exchange, relationship development, and reflection. Also, we work with campus partners to oversee two intercultural residential communities and programming with a focus on social justice education. Through these efforts, we create space for students to explore critical topics from both a local and global lens. Some examples of our programs:

- **Diversity Peer Educators (DPE):** This is a collaboration with the Multi-Ethnic Education and Engagement Center. Students explore identity and group dynamics with the goal of better understanding

³ Brux, J. M., & B. Fry. (2010). Multicultural students in study abroad: Their interests, their issues, and their constraints. *Journal of Studies in International Education*, 14 (5), 508–527.

⁴ Ibid., 519.

the self in relation to others. As Diversity Peer Educators, the students take part in a mini-course, retreats, and training which are designed to enhance dialogic skills so they are equipped to facilitate peer-to-peer dialogues focused on diversity.

- **Creating Inclusive Community (CIC):** A collaboration with the Multi-Ethnic Education and Engagement Center and Race and Ethnic Studies, this mini-course is designed to bring a cohort of students together to examine power and privilege and identify ways to take action.
- **Dialogue Zone (DZ):** A campus-wide initiative that focuses on building capacity among our students, staff, and faculty to learn and practice dialogue facilitation in order to address difficult topics and issues. The intention is to expand perspectives, cultivate listening skills, and promote critical understanding by fostering dialogue.

My office also focuses on faculty engagement. We offer two programs, which are designed as mechanisms to support faculty to internationalize their curriculum and enhance our global engagement. These programs include:

- **Global Education Seminar (GES):** Developed in 2010, this program is designed to familiarize faculty with regions of the world that are not as well represented in our curriculum or global engagement efforts. Each interdisciplinary faculty cohort comes together for one year, in a seminar format, before participating in a three-week immersive trip. Earlier cohorts focused on China, Argentina, Peru, and Chile. In recent years the focus has been on Ghana and Togo. We had hoped to send faculty to South Africa when the pandemic began. The seminar provides the historical, economic, cultural, and political context of the region, and the three-week immersive trip includes visits to cultural attractions, museums, and universities/colleges. GES broadens the pedagogical and scholarly horizons of faculty members, providing them with an experience for academic exploration and study that can shape revision of the courses they teach, motivate new scholarly projects, and inform additional international collaborations such as faculty/student exchanges and grant opportunities.

- **Collaborative Online International Learning (COIL) Fellows**

Program: Collaborative Online International Learning is a teaching and learning paradigm that promotes intercultural development. In this model, faculty from two different institutions and countries collaborate to co-design and co-teach a project-based experience that their students work on together in a virtual learning environment. The University of Dayton piloted COIL through our School of Engineering for a few years, and we have now expanded this effort to all academic units. Faculty Fellows participate in a one-semester professional development experience to learn about what COIL is and how to design COIL before implementing COIL projects during the following academic year.

Why Africa? Trends and Forecasts

There are a number of trends in Africa and the U.S. which present an opportunity for further engagement. As we have noted throughout the symposium, in Africa, the rising youth population, growing middle class, growth in higher education infrastructure, and focus on STEM and technology all create great opportunities for collaboration. In the U.S., we are also experiencing demographic shifts in terms of population and racial/ethnic diversity on campuses. Our international student enrollment numbers peaked years ago, and we are witnessing competition for international students around the world. Of course, the political climate in the U.S. and regulations are also factors impacting international students' decisions to study in the U.S. However, as an international educator, when asked "Why Africa?" I think the reasons have more layers.

In Dr. Amin's opening remarks, he shared through images how vast Africa is. It is also culturally and linguistically diverse across the continent and within individual countries. And yet, we still know so little about Africa and its history. For some, I believe their knowledge about Africa is often associated with its connection to enslavement—a critically important part of history that needs to be discussed further with students, especially given its influence on systemic injustices we face in the U.S. However, I wonder if that one viewpoint is so limiting that it

reinforces certain biases and stereotypes. We still have much to learn about Africa's history, traditions, and culture.

Given my work with faculty, we are more conscious of the idea that we need to "decolonize" our curriculum, a concept that began in South Africa. We often forget that the way we teach and what we teach has been shaped by a colonial perspective, one which is a dominant narrative. By engaging with this region, we create opportunities to better represent the voices of our world. We should be asking our students to reflect upon which voices have been brought to the surface and why? Which voices have been marginalized? And, how do the stories that are shared manifest as a result of power and privilege?

As I look to the future, I think the demand for graduates who have the intercultural skills to thrive in a global community will continue to rise. The pandemic has taught us that technology can bring us together. I believe that efforts such as virtual exchange and COIL are going to serve as powerful models to enhance engagement between U.S. and African students, faculty, and staff. I also think these models will be used in creative ways to enhance travel programs, whether they take place before or after an immersive experience.

International education grew out of a need to promote peace and unity. The initiatives coming out of my office are designed to enhance cultural awareness as ways to make engagement across differences accessible, effective, and meaningful. However, we recognize that this is not enough, and the field has evolved over the years. We are now paying closer attention to bridging this work with social justice education as a way for us to bring to light local and global connections with an analysis of power.

I believe dialogue and intercultural development are foundations for social justice education. Many of our student-facing programs start with building self-awareness by exploring one's own identity with relation to others. From there we are able to challenge students to reflect more about the dynamics of power and how privilege and oppression have impacted certain individuals and communities. This is a process of reflecting upon our own socialization process and the preconceived notions and stereotypes that we hold on to. I tell students all the time that we often learn the most about ourselves by being out of our comfort zone. When we are feeling discomfort or dissonance, we gain perspective and grow. I

believe many of our students are well-intentioned and want to act in socially responsible ways. But to understand the interconnectedness of global systems and their legacies and implications, it takes work. And it takes even more work to know how to act in just and equitable ways. Global learning experiences facilitate growth, whether through virtual means or travel abroad. It is through engagement with difference that students are able to exercise intercultural and dialogic skills and move beyond an ethnocentric mindset to one that is intercultural and capable of adapting to cultural context.

Engagement Beyond Tourism and Voyeurism: Ethics of Engagement

During the past few years of the pandemic, some have asked what the future of international education is, given our focus on mobility. While mobility is still an important aspect of international education, it doesn't always translate into inclusion or socially responsible ways of engagement. In some ways, with travel at a halt, educators were forced to look within and ask ourselves philosophically what we are trying to achieve with our programs. Now the conversation in the field has evolved to ask HOW we will design global learning experiences, given all that we have learned in recent years.

About a year ago, the University of Dayton became the first institution to sign into the ethical and fair trade learning commitment sponsored by the Community-Based Global Learning Collaborative. The Collaborative is a network of educational institutions and community organizations that advance ethical, critical, and aspirationally de-colonial community-based learning and research for more just, inclusive, and sustainable communities. The initiative was signed by President Spina, and it means that as an institution we are committed to strive toward fair trade principles that don't further create structural inequities or expose the most vulnerable populations.

Some examples include that when we engage with a community, we need to ensure there is a common purpose that moves toward a more just, sustainable, global community; representation and/or leadership from members of the community that are impacted by the research or program experience; and protection of the most vulnerable population, especially

when we engage in short-term volunteerism. Often our community-based learning theories are developed from a western lens, so the commitment pushes us to educate the community about the frameworks being utilized and to have an openness to re-evaluate and adjust approaches that are appropriate for that particular community.

In the Center for International Programs, we try to work with our students to understand their positionality in the context of the experiences they are about to embark on and facilitate awareness around how their behavior and actions impact others. We are also becoming increasingly aware of the impact travel has on the environment. Our Education Abroad Office is starting to integrate ways to work with students to identify ways to reduce their carbon footprint as a result of their choices to travel abroad.

We also engage our faculty who are pursuing partnerships or collaborations by asking them to consider their approach. It is easy to initiate outreach with a western way of conducting business and in the process overlook whether there is equal reciprocity. Are the institution's values and practices aligned with our institution? Is it a collaboration that should be focused on equitable involvement versus equal involvement? Are the goals aligned? Is this form of global engagement beneficial for everyone? These are essential questions we must ask ourselves.

I shared earlier that one of the programs my office oversees is the Global Education Seminar. This program started in 2010 and continues to bring an interdisciplinary cohort of faculty together to advance the priorities for internationalization in their respective academic units. After a year-long seminar experience, faculty participate in a three-week exploratory and immersive experience in the region central to that year's focus. In the earlier years of the program, we visited China, Peru, Argentina, and Chile. In recent years we made the shift to Africa and have since sent two cohorts of faculty to Ghana and Togo. Our hope was to visit South Africa when the pandemic hit and derailed our plans for travel. The regions we focus on are intentionally selected because we have some foundation of engagement in the region, but we also believe there are further opportunities for collaboration and global engagement that have not yet been explored or represented in our curriculum or in global learning opportunities for students. We recognize that faculty play an important role in driving global engagement and partnerships, so the

Global Education Seminar is designed to be one mechanism to support this.

Our cohort to Ghana and Togo visited higher education institutions in Accra, Kumasi, Cape Coast, Lome, and Kara. They visited places of historical significance such as the W.E.B. Dubois Center and Manhyia Palace. Often, impromptu visits to a local market, music performance, or to a local restaurant presented opportunities to engage with locals and get a better glimpse into the local culture. In Cape Coast, one of the most impactful and meaningful experiences was the visit to Elmina Castle.

For those who are not familiar with the historical significance, Elmina Castle was a stop on the transatlantic trade route; it was the last place many Africans saw before being sold into slavery and shipped to the Americas. While the trip to the Americas had its own hardships, the time at Elmina was a brutal experience. Our GES trip culminated with this visit and left a mix of emotions among the group that can't be fully described or shared here. One faculty member shared reflections on the impact of the trip as an educated African American female and the descendant of slaves. Another faculty member shared how the concept of community was broken and distorted and led to more questions around injustices that continue today. Others grappled with the complexity of religion and a new perspective of the U.S. For many, they returned to campus with a sense of the importance of addressing issues dealing with race and diversity.

The experience at Elmina followed a number of other experiences which challenged the faculty members' preconceived notions of the region and its people. Our faculty commented on a number of positive takeaways about its history, culture, and influence in a variety of disciplines. Since the group's return, we have seen revised or new curricula, exchange agreements, faculty collaborations, and COIL come out of the program experience. This is one example of how meaningful engagement with our faculty can be beneficial for our students.

Final Thoughts/Remarks

We discussed a number of relevant things today. I've shared my perspective on the importance of intercultural development, ethical engagement, and faculty engagement. When I traveled to Ghana, I

remember looking for art pieces to hang in my office on campus. I wanted something reflective of the work we do. Then a Ghanian at the local market presented me with a drawing of two heads, which is symbolic of the idea that two heads are better than one. I thought it was special and spoke simply to the benefits of global engagement.

