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## Enhancing Global Awareness on Campus

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# Enhancing Global Awareness on Campus

*Sangita Gosalia (chair); Shuang-Ye Wu; Treavor Bogard; Anne  
Crecelius; Philip Appiah-Kubi*

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**Sangita Gosalia**

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## **Introduction**

The Global Education Seminar (GES) program is in its ninth year of existence. The program serves as a key faculty development opportunity and supports respective academic units' strategic priorities for internationalization. Faculty from across disciplines commit to participating in a one-year, seminar-structured program prior to a three-week immersive experience in a particular region. The intent is to provide faculty with a mechanism to expand their understanding of the world and, in doing so, shape new or existing curriculum, faculty or student collaborations, research opportunities, and/or other international opportunities.

Regions of focus for the GES program have included China, Argentina, Peru, Chile, Ghana, Togo, and South Africa. "Enhancing Global Awareness on Campus" was a session part of the 2020 Global Voices Symposium in which we invited six past GES faculty participants to discuss their GES experience, stating its impact both personally and professionally, and explaining how they have been able to disseminate to the campus community the knowledge they

have acquired. Faculty concluded their reflections with suggestions on what can be done to promote global consciousness and awareness on campus.

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## Shuang-Ye Wu

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I participated in the Global Education Seminar series during the 2011-2012 academic year with the target country of China. This



*GES 2012 China Team*

program has been instrumental for my professional development ever since. I am extremely grateful for this wonderful opportunity, one that has broadened my professional as well as personal horizons, fostered international

collaboration in scholarship, and promoted interdisciplinary partnership among faculty from different areas on campus

### **Global Education Seminar 2011-2012**

I had two major goals for participating in the GES program. First, I hoped to use China as a case study of unique challenges that a developing country encounters in achieving sustainable development. This could be the basis for a study abroad program, and could be integrated into a variety of existing courses related to environmental sciences, policy, and sustainable development, particularly in the global and international context. Second, I hoped to find potential collaborators in Chinese universities to work on climate change in China as well as in the global context.

Even though I am a native of China, I still found the year-long seminar series to be extremely useful and interesting. It provided me with knowledge of China from different aspects, some of which I was not familiar with. I took advantage of this seminar series also to meet UD faculty members from different disciplines interested in China, and to discuss with them possible collaborations in teaching and research. Our group consisted of diverse faculty, including Suki Kwon (Arts and Design), Andy Slade (English), Joe Watras (Education), Barbara John and Harvey Enns (Business). Our group facilitator was Beth Harrison. It was also wonderful to identify a network of people with knowledge of and experience with working in China. They provided pragmatic suggestions during the program, and helped set up contacts for me to visit during our trip.

During our three-week trip in China, we had a wonderful experience traveling through many cities, including Beijing, Nanjing, Shanghai, and Hangzhou. At each location, we visited universities and other institutions, and we met faculty working in our own fields. Some of these people have become long-term collaborators, and our collaborations have led to peer-reviewed journal articles and external research grants, as well as to an exchange of students and scholars between UD and Chinese universities.

### **Impact of GES on Research**

The GES program has been instrumental for my research. Here are a few research areas where the collaborations initiated by the GES program have yielded significant results.

**Climate impact assessment.** My primary research focuses on assessing the potential impacts of climate change on the hydrological cycle—particularly past and future changes in precipitation patterns, extreme storms, and flood risk—through a combination of climate models, hydrological models, and statistical methods. Supported by the U.S. Environmental Protection Agency (EPA) and other funding sources, I have studied sea-level rise and coastal flooding along the Atlantic and Gulf coasts, as well as changes in mean and extreme precipitation and the associated flood risk in the Midwest and

throughout the US. During the in-country visit in the summer of 2012, I met Dr. Wen Jiahong, chair of the Geography Department at Shanghai Normal University (SHNU).



*Discussion with Dr. Wen and his colleague in SHNU*

He was very interested in my research and invited me to go back to give a seminar to his faculty and graduate students. I went back to SHNU later that summer to give a seminar on the impact of climate change on the hydrological cycle to a group of 20 faculty and graduate students, and we followed up with extensive discussions on specific research topics. We also discussed possibilities of exchanging graduate students, hosting visiting scholars, and collaborating on other future research.

Since then, I expanded my research in China. In particular, we studied how climate change could potentially affect the East Asian Monsoon circulation, which is responsible for heavy rainfall and devastating flooding in China. With this collaboration, we co-advised two master's students and one Ph.D. student from Shanghai Normal University. The Ph.D. student came to UD as a visiting scholar from September 2013 to September 2014. The results of our studies have been incorporated into a global network of information



*Field work with students in Mu Us Sand field*

developed by the United Nations Development Program to support environmental risk management in less developed countries. Our work has led to six publications in the past five years in



Dr. Pang (left) and Dr. Hou at the Ice Core Lab in Nanjing University

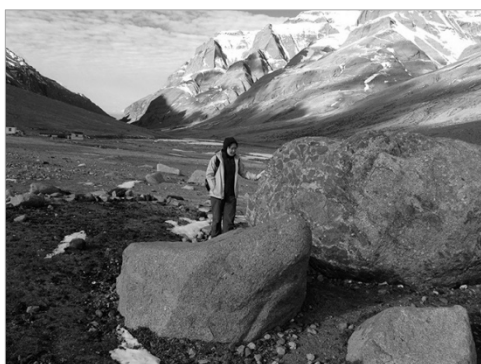
such high-impact journals as *Climatic Change*, *International Journal of Climatology*, and *Journal of Hydrometeorology*.

### **Paleo climate**

**change.** The GES programs helped me

to establish the initial contact with Dr. Lu Huayu, Dean of the School for Geographic and Oceanic Sciences, Nanjing University. The research collaborations with Dr. Lu and with other faculty members since then led to an invitation for me to work there as a visiting professor during my sabbatical year of 2014-2015. During this period, I worked closely with two research teams led by Dr. Lu Huayu (sedimentologist) and Dr. Hou Shugui (ice core scientist) respectively. Dr. Lu's team focused on reconstructing Quaternary climate history based on the loess sequence of the Chinese Loess Plateau in semi-arid north China. Dr. Hou's team reconstruct the high-resolution climate and atmospheric history of the Holocene based on ice cores drilled from glaciers on the Tibetan Plateau. These collaborations have truly opened new directions for my research. In collaborating with these teams, I mainly worked on the following issues: (1) comparing paleoclimate reconstructions with climate model simulations, and looking for possible mechanisms for past climate changes during the Holocene (11 ka BP to present); (2) establishing past variations of glacier extent on the Tibetan Plateau and its relationship to climate change; (3) identifying atmospheric teleconnections (i.e. climate variations related to each other at large distances, typically thousands of kilometers) that control Asian Monsoon strength recorded in Tibetan ice cores; (4) examining climatic and environmental controls on variations in stable isotope compositions in precipitation, which is essential for accurate interpretation of climate proxies involving stable isotopes of water;

and (5) linking past climate change to the expansion and contraction of deserts in the arid and semi-arid region in north China. My work at Nanjing University during my sabbatical year led to a successful application for a research grant from the Natural Science Foundation of China (NSFC) in 2015, research that aims to assess the potential impacts of climate change on the dynamics and spatial distribution of sand fields in the semi-arid region in North China, an economically important region that is highly sensitive to changes in precipitation patterns associated with climate change. Then in 2018 we were awarded two substantial grants from NSFC for focusing on the



*Field work in Tibet*

climate change and glacial variations on the Tibetan Plateau during the Holocene. Since 2014, I have co-advised three Master's students and one Ph.D. student from Nanjing University, and I have hosted visits from its faculty and students.

Our collaborative

research has led to over 20 research articles published in leading international journals in the field, such as *Geophysical Research Letters*, *Journal of Geophysical Research: Atmosphere*, *The Cryosphere*, *Hydrology and the Earth System Science*, and *Global and Planetary Change*.

**Stable isotopes of water.** The sabbatical year at Nanjing University also broadened the horizon of my research, and I started in a new direction examining the variations of the stable isotopes in water. Data on the stable isotopes in water/ice (and other climate proxies) provide a major tool for reconstructing past climate. For accurate interpretation of these proxy data, it is essential to understand climatic and environmental controls on such isotopic variations in precipitation. I started research in this area during my sabbatical but expanded this research after I came back to UD

through collaborations with my own colleague Dr. Zelalem Bedaso, a geochemist and the newest faculty member in the Geology department. He and I worked together on a proposal for a state-of-the-art water isotope analyzer, which was



*UD Geology student Colin McTighe (right) with Dr. Pang*

funded by a joint effort between the College of Arts and Sciences and the science departments at UD. In addition, we proposed a research project that uses water stable isotopes as effective tracers of the hydrological cycle and combines their functions with climate modeling to assess the future sustainability of water resources under climate change. We used the Great Miami Buried Valley Aquifer as a pilot study for our integrated approach to examine the sustainability of groundwater resources in the Dayton area, a study that was funded by the Hanley Sustainability Institute. We worked with several UD undergraduate students in this project, which has yielded promising results. The results were presented at national and international conferences and were published in peer-reviewed journals with these students as co-authors. We expanded this integrated approach to Ethiopia, a region where water resources are under serious threat from climate change, and we are actively looking for funding from such sources as the National Science Foundation (NSF), U.S. Department of Agriculture, and UN Development Program. Our collaborative work in this field resulted in six publications in the last couple of year, including in such high impact journal as *Hydrology and the Earth System Science*, *Journal of Hydrology*, and *Science of the Total Environment*.

### **Impact of GES on Teaching**

The experience I gained from GES and the research that has been done since have both had a great impact on my teaching and



student mentoring. The content knowledge has been incorporated into existing courses, such as SEE 301 (Earth System and Global Environmental Change) and GEO 103 (Principles of Geography). In addition, I regularly involve undergraduate students from the geology department to conduct research with me, as well as co-supervise additional graduate and undergraduate students from the Biology and Engineering departments at UD. Since my sabbatical in 2014, I also started to co-supervise graduate students from both Nanjing University and Shanghai Normal University. I believe it is important to train my research students in the spirit of interdisciplinary collaboration by co-advising with faculty from different fields and providing opportunities to visit and meet other researchers. As such collaboration becomes more common practice in scientific research, this experience, particularly in the global context, is extremely important for the training of the next generation of scientists.

In the most recent example, Dr. Bedaso (Geology, UD) and I co-advised two geology students to work on a research project that integrates isotope geochemistry with climate modeling to assess future sustainability of groundwater resources in the Dayton area. Both students learned how to collect samples and then analyze them in the lab, as well as how to run climate and hydrological models and interpret the results. Before we got our own water isotope analyzer, I took one of the students in the summer of 2017 to China, where he worked closely with graduate students at Nanjing University to learn analytical tools and develop lab skills in climate research. Mentoring students in research projects has led to many publications, presentations at national and international conferences, as well as presentations at the University of Dayton's annual Stander Symposium to share with the UD community. In addition, I hosted a visit from Dr. Hou, a renowned ice core scientist from Nanjing University in March 2015. He met with geology faculty and students at UD to talk about his research and discuss possible collaborations. I also invited Ms. Wu Yuanjuan, a Ph.D. student from Shanghai Normal University, as a visiting scholar to UD from September 2013 to September 2014, and Ms. Yuan Wei, a Ph.D. student from

Nanjing University, as a visiting scholar from September 2015 to February 2016. I believe such international exchange of students and scholars has enhanced the educational experience of our students at UD and has raised the university's international profile in both education and research.

In 2015, supported by additional GES funding, a group of us—Dr. Christopher Agnew from the Department of History, Dr. Barbara John from the School of Business, and myself—developed , a study abroad program titled Environment and Sustainable Development in China: An Integrated Approach from Environmental Science, Economics, and History. China provides a unique setting to examine the complexity of sustainable development. Developing countries such as China are confronted with daunting challenges in environmental protection. First of all, they are faced with tremendous pressure to develop quickly in order to improve the standards of living of billions of people. Conventional economic wisdom views the environment solely as a place to extract resources and to discharge wastes. Therefore, any attempt to protect the environment is regarded as something in conflict with development goals.

However, more and more developing countries have become aware that environmental degradation can threaten the developmental prospects, and so have come to embrace the concept of sustainable development. China is emblematic in its struggle to balance the goals of development and the imperatives of the environment. In this study

abroad program, we will be exploring these complex issues through a few specific case studies, and we will be using an integrated approach that will offer the perspectives of environmental science, economics, and history.



*Location of the Chinese Loess Plateau (shaded area)*



*Chinese Loess Plateau*

### **Case Study 1: Restoration of the Loess Plateau**

The Loess Plateau is located on the upper and middle reaches of the Yellow River in north central China, covering an area of 640,000 km<sup>2</sup>. The Plateau is

covered with a thick layer of silty sediment deposited by wind storms over geological time. The area is highly susceptible to soil erosion because of the highly erodible nature of the material, arid climate, and sparse vegetation. It supplies 90% of the sediment load of the Yellow River, making it the most sediment-laden river in the whole world. The Loess Plateau was highly fertile and easy to farm in ancient times, which contributed to the development of early Chinese civilization around the area. However, centuries of deforestation and over-grazing, exacerbated by China's population increase, have resulted in degraded ecosystems, increased soil erosion, desertification, and poor local economies. In 1994, the Chinese government launched the Loess Plateau Watershed Rehabilitation Project to mitigate desertification; limited success has resulted for a portion of the Loess Plateau. A major focus of the Project was to try to guide the people living in the Plateau to adopt more sustainable farming and grazing practices. At the same time, massive reforestation effort was carried out. A documentary made by John D. Liu, *Lessons from the Loess Plateau*, provides a nice background introduction to the region and its environmental problems. Dr. Wu has worked extensively with Dr. Lu in Nanjing University School of Geographic Sciences. His research team has conducted extensive research on the Loess Plateau and has taken students there for field studies. They could provide local expertise on this site. There is also

the possibility that they would accommodate our students in Nanjing University and provide us with dormitory and classrooms for pre-field trip instructions. We could even invite the faculty members at Nanjing University to teach part of the course.

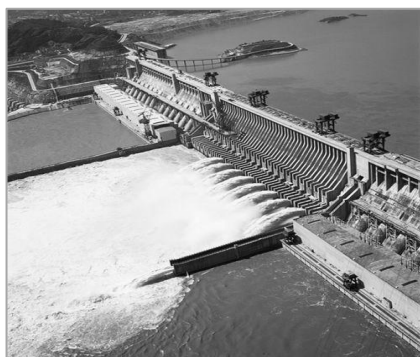
## **Case Study 2: The Three Gorges Dam Project**



*The Three Gorges*

The Three Gorges Dam is located on the Yangzi River, the longest river in China and the third longest in the world. It is the site of the world's largest hydropower dam project—and probably the most controversial one as well. The project itself had been debated in great detail in China for over four decades before it was

finally approved in the late 1990s. Construction started in 1999 and was completed in 2010. The primary objective for the dam is flood control for the middle and lower reaches of the Yangzi River, which is notorious for its devastating floods. It is estimated that over 1 million people died from flooding of this region in the past century. With its installed capacity equivalent to 18 nuclear power stations, it was also hoped that the dam would be a significant source of energy for the fast-growing economy in China. However, the construction of the dam has inundated 632 square kilometers (395 square miles) of land and displaced 1.2 million people. Many of these people are still in the process of being



*The Three Gorges Dam*

resettled. Therefore, the project has also created enormous social, economic and ecological problems. A study abroad program on this project would be most interesting for students who want to study how conflicting socio-economic and environmental elements play out in a fast-developing country like China. Dr. Wu has collaborated with Dr. Fan from Nanjing Institute of Geology and Paleontology (NIGP) in recent years. He and many of his colleagues have conducted extensive research and field work in the Three Gorges area on the geology of the region. He could provide local expertise on this particular site and help set up contacts with the Three Gorges Dam project.

This study abroad program directly involves three courses from three disciplines: Environmental Geology, Environmental Economics, and Environmental History. It examines the complex relationship between natural geologic processes and their effects on human society through historical perspectives. This study abroad program provides specific contexts for students to examine some fundamental geologic processes and associated hazards (such as earthquakes, and flooding) as well as to assess such human impacts as pollution, the energy industry, and land-use planning. It provides an opportunity to discuss the ramifications of and potential solutions to problems associated with utilization of Earth's resources. The interdisciplinary nature and the international setting of the program broadens students' perspectives and enhances their appreciation for sustainable development in the global context.

This study abroad program goes beyond the ordinary classroom lectures and brings students directly into the context of China where many of the globalization, environment, and sustainable development issues play out in everyday life. Intellectually, it takes an interdisciplinary approach that integrates natural sciences, social sciences, and humanities, and thus it provides students with a well-rounded understanding of these complex issues.

Because of this program, a new course was created on the environmental history of China and was CAP-approved in 2016. Existing curriculum for GEO 109 (Earth, Environment, and Society, CAP approved) and ECO 435 (Environmental Economics) were

revised and incorporated into this study abroad program. This program was offered for the summer of 2017, but it was eventually canceled due to low enrollment. We are working on recruitment strategies with the Center for International Programs and plan to offer it again in the near future.

## **Reflection**

This program clearly has been tremendously beneficial for my professional development. Before this program, most of my research on assessing potential impacts of climate change was carried out in a U.S. context. I had long been interested in conducting similar research in China. China, the largest emitter of greenhouse gasses, faces major threats from global climate change. There is an increasing need to assess how climate change will affect China in the future, both inside China and in the international community, because it is a major player in the global climate politics. Such research may serve to motivate and promote changes in China's approach to combat climate change. Of course there were some challenges in conducting climate impact assessment in China. Most importantly, the collection and distribution of scientific data on the climate system was not standardized and data sharing was limited, which make it difficult to access the data essential to large-scale climate impact assessment. Through this program, however, I developed a close collaborative relationship with Chinese colleagues working in the same field, which has proved to be mutually beneficial and has resulted in significant scientific research. The in-country visit is the most essential part of this program, without which none of the above-mentioned results could be achieved. Even the most advanced modern communication tools cannot replace direct face-to-face meetings with colleagues, meetings in which we can exchange ideas and get immediate feedbacks. The university has played an essential role in setting up those meetings and in getting us connected. I really appreciate this valuable opportunity.

I also enjoy working and traveling in China with a group of UD faculty who share my interests in China. With their own backgrounds and expertise, they have provided me with unique insights into

various aspects of China. I enjoyed greatly our discussions during the trip. China has changed so much since I left in 1995. During this trip, and in the years of collaboration with my Chinese colleagues afterwards, what amazed me is the amount of resources the government has made available for basic scientific research. The amount of money awarded by the China Natural Science Foundation is staggering, which in turn stimulates great enthusiasm in scientific research. I can feel the tremendous excitement among my Chinese colleagues for advancing research in their respective fields, and they welcome and embrace opportunities for international collaborations. All of these are very encouraging signs for a fruitful long-term collaborative relationship between UD and the institutions we have visited.

So to sum up, I greatly enjoyed the GES program, and have gained enormous benefits from it for my professional development. I believe many of these collaborations in research and teaching have resulted and will continue to result in both immediate and long-term benefits for our students and university.

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**Treavor Bogard**

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### **Coming Around Again: Ruminations on Circular Time in Global Education**

As a teacher educator, I aim to prepare future educators for teaching highly diverse student populations, including students who are English Language Learners. These students have significant struggles adapting to life in U.S. schools and for all kinds of reasons, reasons ranging from language demands, cultural differences, and unfortunately, racial and ethnic prejudices. So I wanted to experience myself, in some small way, what those challenges might feel like as a second language learner. The Global Education Seminar (GES) gave me an opportunity to experience life in South American schools as a non-native Spanish speaker and to gain a perspective of what it feels like to learn in an unfamiliar culture, one in which it would be difficult for me to be understood, heard, and known.

Obviously, my experience in no way compared to the struggle many immigrant students have experienced and will continue to experience. But the GES provided me sets of experiences to contemplate my social position and cultural identity with remembrance of others in different spaces and times, particularly in moments of confusion and self-doubt. For example, while my colleagues and I were en route from Buenos Aires to Cusco, Peru, my passport and cell phone were stolen. I stayed behind in Buenos Aires to get an emergency passport. There, now truly alone, I thought of the students who had struggled in my classroom as second language learners, students whose anxious separation from families had probably impeded their learning. There, in Buenos Aires, alone, I contemplated what I might have done for them—and what I would do for any future displaced learner in my classroom. My temporary separation from my peers in an unfamiliar country where I could not speak the native language gave me a situational context for imagining myself in the shoes that so many of my students in Texas had worn, and I felt closer to them despite being years and thousands of miles apart.

The experience was one of many that I had while participating in the Global Education Seminar that shifted my perception of the passage of time from linear to circular, where I began to conceptualize a more global, 3-dimensional perspective of events. Even the idea of global education suggests a circular orientation to time and place from which we shift our consciousness toward a whole and recognize the interconnectivity of people and social issues. By perceiving the ripple effects of our action and attuning ourselves to the cause and effects of our actions on a global scale, I believe we become positioned to develop a sense of shared responsibility to one another. Martin Luther King Jr. famously said, “Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be. This is the interrelated structure of reality.” For me, this speaks to the potential of global education that is attuned to the circular progression of time.

Many ingenious cultures in Peru and Argentina see time as coming around again in a circle. They do not conceptualize spring,



summer, fall, or winter as separate points on a line, but rather points that connect in a circle. For example, in Lima, Peru, the Incas hold sacred the infinity spiral (see photo).

The symbol represents the belief that opportunities, risks, and dangers re-present themselves when people are wiser. Seen in this light, an unresolved event that happened in the past will often affect a situation in the present, offering up opportunities for us to grow. In



*Infinity spiral*

In other words, the same event or circumstance may keep repeating, just in different guises, until we face the situation and take action, learning what we need to learn from it. Let's say, for example, an argument I have with my sister at age 45 triggers an unresolved negative experience that we had as children. That negative experience from way back then plays into the present dynamic and presents an opportunity for us to contend with an old hurt—or else it will keep interfering with our relationship. As proof of the veracity of the cyclical nature of time, how often do we (in the West) say, “If I had known then what I know now, I would never have done what I did?”

Different orientations toward time were evident in the modes of instruction used at the different schools we visited. My first sense of the circular passage of time occurred while visiting village priests and educators at the Virgin of Caacupe chapel, in the Barracas neighborhood of Buenos Aires. Located in the heart of a “villa miseria” (translated a village of emergency), the parish served the needs of residents who contended with the effects of poverty in areas so savage that ambulance and police have sometimes refused to

enter. And yet, the parish stationed in the middle of the villa was a place of respite and renewal. At the time we visited, the parish ran a secondary school, several soup kitchens, and a trade school. Images of the Virgin of Caacupe adorned the chapel. Our guide, Perico, told us that the residents regarded the Virgin as the “the mother of the slum” and the chapel a place where “life is born, fostered, and accompanied.” I remember the parish school as providing a holding environment for self-development, renewal, and hope that placed me into a circular relationship to time.

### **A Time for Dialogue**

In the parish school, my orientation toward time as circular was connected to a sense of community in which learning occurred in relation to one another within a collective. Interactions that unfolded provided teachable moments from which to meaningfully anchor language instruction to matters unfolding here and now. For example, I recall how one English language lesson occurred through having us dialogue with students and join them in a circle to enact a mate-sharing ritual. A pamphlet that I read about the tea-drinking ritual explains: “When people gather to drink mate (mah-tay) something magical happens. ... It has rites which are carefully performed in the same way, day after day. ... The mate gourd circles from hand to hand. And then, slowly, conversation starts, people come closer together, confidences are exchanged.”

The ritual honors attending to others. The immediacy of facing one another in a circle while following the mate ritual fosters collective interest and curiosity in one another. That day in the parish school, by sharing the mate ritual, we got our language instruction situated in building relationships and rapport with others. The ritual orientated me to a circular conception of time in which I perceived myself and the other people in the circle beyond language, ethnicity, social class, and geographical location. I began to see us as a collective human spirit that seemed beyond time and space. I thought both in terms of the sense of unity I felt, but also in terms of the divisions between us. I began to personally reflect on my life chances relative to those of the young people around me, to

recognize my prejudices and biases surrounding best practices and language learners, and to correct my misperceptions.

Without an official curriculum or lesson plan, the educators and students trusted that the right opportunity would emerge within the collective in which to impart instruction. This reliance on Karios—taking advantage of the right time or moment—is a quality of circular time that places more value on being than on doing. I believe this is why I was so profoundly touched by a feeling of connectedness and solidarity among the students at the Virgin of Caacupe chapel.

However, at the Santa Maria High School, students were more forward thinking, aiming toward the mastery of learning goals, the progression of skills that led to an end goal or product from which they could develop a sense of their future roles in society. While this is, of course, an important goal of education, the sense of meaningful connection to content and to one another was not at the heart of the learning. The school—like those in the U.S.—structured time in a linear manner that focused on skills progression. Standardized curricula, sequenced lessons, and bell schedules controlled bodies and minds toward mastery of skills and dispositions and toward the cultivation of future selves. Students were reminded that they were going to be running the country, that they were the future businessmen and businesswomen, politicians, and community leaders. There was, therefore, more a spirit of individualism and competition, one that diminished, at least for me, the communal types of learning that give way to healing and renewal through the strengthening of bonds and collective actions.

So what has this meant, then, for me as a teacher educator? For one thing, I have oriented myself toward creating learning experiences in which my students (and I) can relate what we are learning to our past, present, and future selves. For example, in the course Education and Social Justice, my students and I do an “auto-ethnography” journal entry to reflect on life in schools through the paired lens of race/ethnicity, social class/poverty, gender/sexuality, and spirituality/religion. We begin each class, first, by responding to a prompt that is designed to help relate the readings to our individual

experiences of life in schools, and then, second, by sharing those experiences in a circle formation, with the aim of reflecting on how those past experiences can become the lotus point for examining concepts in the readings that may now shift how we understand those past experiences, thus offering moments of personal growth in the present. So sessions concerning language learners and racial inequities in school achievement, for example, begin with writing and dialogue around such auto-ethnography prompts as the following:

- Describe a time when you strove to assimilate into a new culture. For example, this could be an experience adapting to an unfamiliar country, social group, school, workplace/profession. What was the experience like? How did you adapt? What were some challenges? What were some rewards?
- Think about an early race-related memory. How old were you? What feelings were associated with it then? Now? Did you talk about it with someone? What experiences of safe climates for discussion of race have you had?
- Have you ever felt trapped or confined by a label or stereotype, racial or otherwise? If so, how would you break out of it?

The auto-ethnography journal entries makes it possible for us to interrogate our personal experiences and locate them within wider cultural, political, and social meanings and understandings. By reflecting critically upon our schooling experiences in light of the course readings, we shift toward a circular orientation toward time, to recognize how social-cultural/political forces in schools have afforded us certain privileges or, alternatively, presented us disadvantages to overcome. By reflecting critically on our past, then relating our memories to one another in the present, we occasionally notice patterns of behavior and thinking that have held us back, ones that we can now heal with a more enlightened perspective, so that we are less inclined to repeat old patterns of thinking that splinter us from each other, that resist criticality, and limit perception of our shared humanity.

## **A Time for Emotional Intelligence: Working Through Encounters with Alterity**

Of course, strengthening interpersonal relationships with those different from us is an area where we are often challenged, particularly when unexamined cultural biases and prejudices separate us, perhaps even perpetrate violence, and stand in the way of our perceiving ourselves within a collective whole. Educators we visited at the Rosto Mariano De La Iglesia School in Lima dedicated themselves to helping students confront economic and racial disparities that had resulted in prejudices and in bullying behaviors. Their intentional encounters with alterity, coupled with the sincere effort to work through differences, aimed at the recognition of our shared humanity. Educators taught emotional intelligence as a means to respond morally and productively to a perceived injustice or to a threat to one's wellbeing. Emotional intelligence, we were told, entails the "capacity to be aware of, to control, and to express one's emotions, and to handle interpersonal relationships judiciously and empathetically." A dimension of emotional intelligence is the ability to understand the emotional experiences and perspectives of others. It is theorized, for instance, that bullies seem to have an inability to relate to the emotions of others. They may also lack proper skills in dealing with their own emotions.

Educators legitimated emotional intelligence as a valid way of knowing by addressing the emotions and behaviors associated with the students' experiences of prejudices and discrimination based on ethnicity, region, language, social class, and sexual orientation. Each day, educators led students through exercises in understanding and managing their own emotions in these situations, and exercises in ways they could respond appropriately when confronted with an interpersonal conflict. Students worked on building trust and personal relationships by sharing their personal experiences. Making previously taboo topics public helped students to recognize the sources of prejudice, and it offered the groups real-life situations from which to collectively engage in moral reasoning, to reflect on the relationship between emotions and behaviors, and to identify ways they could respond productively when overwhelmed with

negative emotions. In this way, sessions focused on preventive work, rather than responding to issues reactively as they occur.

I recognized this, once again, as a circular orientation toward time because the process involved reflecting on experiences in the past to inform our understanding of recurring dynamics needing to be healed in the present. The school's integration of emotional intelligence into the curriculum inspired my efforts to infuse it as well into my children's literature course. With the goal of helping their current and future students manage difficult emotions in times of social struggles, I have my pre-service teachers in my children's literature courses use picture books with human rights themes to engage students in interactive read-alouds. In these read-alouds, students notice and name emotions that a protagonist expresses when faced with an injustice. Then they identify ways the character can channel their negative emotions into productive behaviors—ones that advance human rights. In doing so, we all become more attuned to our shared humanity, and we recognize how our actions impact one another, either for good or for ill. In doing so, we orient ourselves in circular time, looking back to the past in order to heal the present, thereby bringing the severed parts of selves together.

### **Concluding Thoughts**

Through my time in Lima and Buenos Aires, I came to believe that in perceiving time as circular, we enhance awareness of ourselves, not only about who we are, but also about where we need to grow morally and spiritually and in relation to others. For me, orienting to circular time helped me to exercise cultural humility. Rather than impart what we know in an imperialist manner, we instead enter into unfamiliar contexts and encounter situations in which we must work to understand others with real curiosity and sincerity and in a manner that stretches our social skills, empathy, and critical thinking. For me, this has meant having my students engage places of learning where there is potential to find ourselves in one another. I believe that this is most possible when we orient ourselves in learning experiences that allow for a circular view of time, experiences in which we may perceive occasions to embrace

cultural humility and moral reasoning, experiences in which we can and grow our emotional intelligence in recognizing ourselves as part of a larger whole. “In the sweet by and by” we may catch glimpses of our shared humanity, and—if only fleetingly—glimpses that transcend the external markers of identity and difference, of geography and borders that separate us. With each instance of that recognition, we may be a little closer to heaven, and more recoiling of the hell that prevents us from really *seeing* one another.

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**Anne Crecelius**

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### **Learning the Global Language**

I never thought of myself as a world traveler or even as someone who was very globally minded. It took me until college and a study abroad program to leave the United States. The seven weeks I spent in Italy then were what anyone would hope for a student to accomplish on a study abroad: I immersed myself in a foreign culture; I struggled through language barriers; I developed some independence; and, I got a few additional passport stamps with post-program traveling. I would return to Europe with my sister a couple of years later, following graduation. We hopped between a few countries (I’m still grateful to her friend who got married in Scotland and prompted the trip), deepening our relationship as sisters and deepening my appreciation for travel. Yet, over the next seven years, the only stamps I acquired were those on graduate school transcripts as I earned my degrees and prepared for my career.

I began my faculty appointment at UD in fall of 2013. At the same time, my colleague Diana Cuy Castellanos was also beginning in the department. At some point that first year, it was announced that Diana had been accepted into the 2014-2015 Global Education Seminar (GES) cohort that would spend a year learning about and then travelling to Chile and Peru. At the time, I didn’t think much about it—first-year faculty have enough on their minds! But, when applications for the next cohort came out, I asked Diana more about the program.

- “Do they really basically pay you to go abroad?”
- “Do you have to have connections already in place?”
- “Do I really want to travel with a bunch of other academics?”

Our conversations went beyond the simple “yes,” “no,” and “you’ll figure that out!”, but that’s the abbreviated version. So in the fall of 2014 I decided to submit my interest to the department and dean and apply for the 2015-2016 GES Program to Chile.

Thinking back, I can give you some of the primary reasons why I applied:

- Diana encouraged me. She said it would be a good experience, and with the overlap of Chile in her program and the upcoming one, we’d be well positioned to take a study abroad program there (more travel!).
- It seemed like a good way to travel a bit (yes, on the University’s time—I’m being honest here).
- I was sort of in a new faculty “apply for everything” mode.
- Chile seemed a pretty cool country, one that I knew next to nothing about, other than its being long. But that length was a good setup for a proposed project involving environmental physiology. The country has just about every climate/geography you could want: ocean, mountains, desert, arctic, etc. I could definitely come up with a proposal about how to integrate that into an environmental physiology course.

So I had a few reasons to apply. What about why I shouldn’t have?

Well, a quick side trip from the professional for a brief moment. In August of 2014, I was diagnosed with Stage IIIc breast cancer and was undergoing chemotherapy treatment throughout the fall semester. So maybe my decision was in part the drugs? In all seriousness, though, perhaps the prospect of a future adventure like traveling to a foreign country was something I needed psychologically to help me deal with the year of treatments and surgeries that was my second year of teaching.



In the end, the pro-con scales leaned heavily in the direction of the pros. I submitted my application and was selected as a participant in April of 2015. (Full disclosure: I had to search my email for these dates—my memory is not that good, especially post chemo.)

Thankfully (“woohoo” science and medicine!) my treatments were successful, and my health returned to a semi-normal status. Fall 2015 brought the GES 6<sup>th</sup> cohort together for the first time. Five fellow participants and one facilitator would be those who I’d travel south with the following summer. We spanned every academic unit, and frankly, I was a bit intimidated by the international experience they represented. Our facilitator, Susan Wawrose from the Law School, was a past GES participant. Malcolm Daniels, ETHOS director, and Serdar Durmusoglu from the School of Business Administration, were both foreign born and with passports needing extra pages. Two historians, Ellen Fleischmann and Tracey Jaffe, with expertise in the Middle East and Chile (!), respectively, had experience living abroad. Darden Bradshaw from Art and Design was closer to my level, and at the same career stage as well, also in her second year.

We spent the year learning about our destination country and getting to know each other better as well. My attempts to completely refresh my high school Spanish language skills were mostly in vain, but I did progress through several Duolingo levels! I frequently looked to Diana for comfort that I was “doing enough” and that it was okay that I didn’t have my project much more developed than in my application. The idea was really more about building a familiarity anyways, so I might be more comfortable to bring students, or to teach about the country using examples and first-hand photography. Actually, I used that to justify a Christmas present of an upgraded camera. Thanks, Santa.

Fast-forward (as often occurs over the academic year) to May and our impending departure. Again, I credit Diana for her calming words as I tried to prepare for the trip, both mentally and physically (what was I going to wear?!). Beginning with our time in airports, but through the whole trip, it became clear that traveling with other non-family adults was a whole different experience. We quickly

looked to our “mama duck” facilitator, Susan, to provide direction—whether whether she had it or not. Her “friendly” reminders of departure times needed to be adjusted for some folks, and choosing a restaurant continued to be a lengthy process no matter where we were. However, amid all this, the conversations and discussions we had were so important. Often, we would talk more about UD than Chile, and I learned so much from this diverse group of colleagues. Professionally, I think this experience sparked my interest in various aspects of the university, and I learned how diverse each unit can be.

Our experiences in-country were impactful in a number of ways. We partnered with the University de los Andes, who had connected with the past year’s GES and whom Diana and others would interact with for a study abroad that summer (unfortunately, arriving the day after we were leaving!). I was able to meet face-to-face with fellow physiologists there and elsewhere, growing my appreciation for my international colleagues’ differences in academic and research settings.

Tracey had a number of contacts in the area from her past time studying and living in Santiago. One of the more powerful experiences she arranged for us was a tour of the murals dedicated to the Disappeared—victims of the Pinochet dictatorship. We also spent time with those who had lost loved ones, as well as with community members who work to help others learn about that period of Chilean history. I was grateful for the opportunity, and when I returned to facilitate study abroad, I insisted that we have our students have a similar experience. The impactful and powerful nature was not something lost on them either.

Throughout the experience, we had multiple meetings, and I was able to practice my Spanish. I even gave a presentation to a group at the hospital in Spanish! Chileans are a polite group and they appreciated my attempt, however grammatically incorrect it was. These experiences weren’t just about language development, though. The conversations helped me to grow as a professional, to appreciate my perspectives, and to build confidence interacting with others in this kind of context. For a young faculty member, it helped tamp down my imposter syndrome, at least temporarily!

Personally, my confidence grew, as did my wonder and appreciation of the unknown. The desolation of the Atacama desert; the floral beauty of an additional side trip to Rapa Nui, better known as Easter Island; the bustle of cosmopolitan Santiago in between. All of these sites opened my eyes. The global experiences of my travel mates and the stories they shared also spoke to the world's wonders. When a colleague back home asked me if I wanted to visit Morocco that upcoming December (it was a Groupon offer, so we had to decide quick), it was the support of my colleagues that helped me say yes to another international adventure.

In addition to the pictures and souvenirs I brought home from the trip, I also took back with me this excitement for adventure, for learning about other cultures, and sharing that learning with others. Diana and I excitedly began planning to return with students on a faculty-led study abroad program the following summer in 2016. We would end up recreating many of the experiences we had on our GES, both in Santiago and the Atacama. It ended up that Diana was only able to join us remotely, so I became the “experienced” one. It was a good thing I had all that practice with my Spanish. The ability to lead and inspire students to extend their boundaries, real or perceived, was one I treasured, enough to want to continue to do it for future study abroad programs. The relationships developed in that setting are some of my most treasured.

I didn't forget my original GES proposal of an environmental physiology class focused on Chile. In spring 2019, I was able to finally fit it in my teaching load. The hope had been to return with students as an imbedded “field work” trip, which ended up not being highly enrolled enough to run. I'm hopeful that, with more advanced advertisement, a similar program can happen in the future. Even without the actual travel to Chile, my past experiences there, as well as that of several students in the course who had participated in our program, informed and enriched the course. More than that, the overall attitude of expanding one's comfort zone was central to this course. As faculty, our comfort zone is often as the director of the course, guiding our students' learning. In this class, I reversed the approach and essentially ceded control to the students. Similar to

setting a generalized itinerary and then saying, “explore on your own,” I gave general guidelines for learning, provided resources, but then let students determine their own topics, assessments, and most often their travel mates in this learning journey. The experience of the course was freeing and in many ways mirrored some of what I had experienced on my GES and in subsequent travels. There was an initial plan that inevitably had to be altered, I was surrounded with people that I would grow and learn about, I knew a little bit about what I was planning to do, but I wouldn’t really figure it all out until I actually started doing it.

Having Chile as the framework for our course allowed conversations about global awareness to permeate into the class, conversations that they otherwise might not have. This is just one way I think we can help to build a global consciousness and awareness on campus. I think students often anticipate a global perspective in a history, sociology, or English class. I think they are less likely to expect it in a physiology or chemistry course. Yet, disciplines aren’t country specific, and in many cases, a global perspective can enhance learning and spark additional curiosities in students. Programs like GES that provide this perspective for faculty are helpful, but for a variety of reasons, it’s difficult for all faculty to participate at that level. And, just as I was intimidated by the experience of my fellow GES participants, I think some faculty may be intimidated to incorporate anything related to global awareness, or appreciate it, for fear that they aren’t the “experts” in the topic. I’m here to say, don’t let that stop you. We don’t have to be experts in the particular place, or even in the content, to help our students understand how to understand, or how to ask questions. We can model learning about a new place, a new culture, as we incorporate it into our classes. My experiences, however limited they may be, tell me that students appreciate seeing their faculty as fellow learners (although they are less excited when your “learning” extends a short hike to a viewpoint by more than a mile).

We can promote a global viewpoint in big ways, like through GES, study abroad programming, international partnerships, and by diversifying our student and faculty profile. Individually, though, we

can also promote it in smaller ways. I have souvenirs from my international travels (with UD and without UD) on my office walls, inviting conversation with staff, faculty, and students on where they came from, how I liked it, and where else I want to go. We can seek to incorporate global perspectives into our courses, especially those courses that may not obviously include them; we should incorporate global perspectives not in order to fulfill a CAP component or a specific learning objective, but because we live in a highly permeable and highly connected world. When presented with opportunities to engage students in discussion about global perspectives and cultures, we should take advantage of them, even if our contributions are limited based on lack of knowledge or experience. And, while we emphasize a global consciousness, we must also make sure to remind ourselves and students to also be good citizens in our local communities, including the campus community. We must be intolerant to intolerance.

It is difficult to become globally aware if we are not self-aware. As all of us—students, staff, and faculty—learn about ourselves, we increase our capacity to learn about others. Yes, the years of graduate school when I wasn't travelling provided me the credentials to be in my current role. However, the independence and the sense of inquiry and exploration developed in my international experiences are just as important in determining how I fulfill that role today.

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**Philip Appiah-Kubi**

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### **Experience from the 2018 Global Education Seminar**

As part of the 2018 Global Education Seminar (GES) cohort, I visited Ghana and Togo seeking collaborative opportunities to enhance the learning experience in my classroom. The seminar provided the opportunity to reflect on how I could utilize a familiar culture to build relationships that will generate mutual benefits for me, my collaborator, and our students. My objectives for participating in the seminar were to identify a collaborator to replicate a study I conducted with my peers from the University of

Tennessee, and also to update my project management and global supply chain management classes. The goal was to make the classes more culturally diverse by creating an environment in which students can explore and maybe enhance their intercultural competency skills. Since I was born and raised in Ghana (which has shaped my identity), I was looking forward to a familiar cultural narrative. However, the GES also provided me with the opportunity to engage with parts of the Ghanaian culture in a way that I had never previously experienced.

In preparation for the seminar, I had a tailored expectation of the cultural experience. However, the seminar provided the opportunity to view and reflect on the experience through a different lens. One such experience was the visit to the Cape Coast Castle. A summarized history of the slave trade and a guided tour that provided a glimpse of the slave dungeons were enough to trigger a reflection about the difference we all can make if we do the *right thing*. Even though I knew the history of the slave trade, it had never been presented to me in such a palpable way, and I left there pondering on a popular phrase by Dr. Martin Luther King Jr.: “The time is always right to do what is right.”

The visits to the academic institutions in Ghana gave me access to professional contacts I had no prior interactions with. A meeting with the Dean of Engineering Sciences, Prof. Onwona-Agyeman, led me in turn to another colleague, Dr. Ebenezer Annan, who was not originally on my itinerary. Dr. Ebenezer Annan and I started discussing collaborative opportunities and then, in spring 2019, the two of us delivered collaborative online international learning (COIL) presentations; my Project Management class worked on projects with Dr. Annan’s Environmental Engineering class over an 8-week long period. One of the projects was for the Dayton International Peace Museum. This model benefited students by adding to their culturally diverse collaborative experiences. We were also able to share teaching materials and techniques. A paper entitled “A Review of a Collaborative Online International Learning” was recently published in the *International Journal of Engineering Pedagogy*. A second paper has been accepted for presentation at the

annual conference of the American Society for Engineering Education (ASEE).

One other outcome from my participation in the 2018 GES was a COIL collaboration with a faculty member from Ashesi University. Dr. Sena Agbodjah's project management students and their peers from the University of Dayton (UD) worked collaboratively on projects in the fall of 2018 and the fall of 2019. Two of the projects in the fall of 2019 were for the Mission of Mary Cooperative. As part of our collaborations, we both served as guest lecturers on a topic in each other's class, and we also shared teaching materials. One comment provided by one of the students in an anonymous survey after the COIL experience was representative: "I think working in a diverse group gives you more creative solutions that some people may never have heard of." My experience from the GES also gave me the chance to establish professional contacts at Academic City College, Kwame Nkrumah University of Science and Technology (KNUST), and the University of Kara in Togo.

Personally, GES provided an environment for me to reexamine my intercultural competency and to be more globally conscious. Beginning with our monthly meetings and the Intercultural Development Inventory (IDI), I was challenged to take a critical look at my intercultural competency skills. Even though I knew a lot about Ghana, the GES gave me the chance to reevaluate how my cultural identity has influenced some of my natural tendencies and biases. The in-country experience also provided a perfect opportunity to learn about the progress of higher education in Ghana and Togo. It was fascinating to learn about the collaborations that the institutions in Ghana and Togo were already involved in and to hear about their quest for more. I was really impressed with their eagerness for additional collaborations. On the streets, it was extremely refreshing to experience the enthusiasm with which the people of Ghana and Togo engaged with us, especially after learning about our journey. They did everything not to make us feel like strangers.

The in-country experience provided by the GES program is a great tool for the propagation of global consciousness. To ensure that the benefits transcend beyond just the cohorts, participants must be

encouraged to share ways that they are advancing their experiences to students and the campus community. One other thing that GES participants can do is make an intentional effort to include global awareness in our curriculum. This could be done by encouraging faculty members to categorically state in their syllabi the importance and the need to appropriately utilize the opportunities presented by our diverse classrooms and campus community. If students hear the same message during their first day of classes, it conveys the importance that the campus attributes to cooperation, collaboration, and community living. These three attributes are fundamental to the fabric of UD's spirit.







