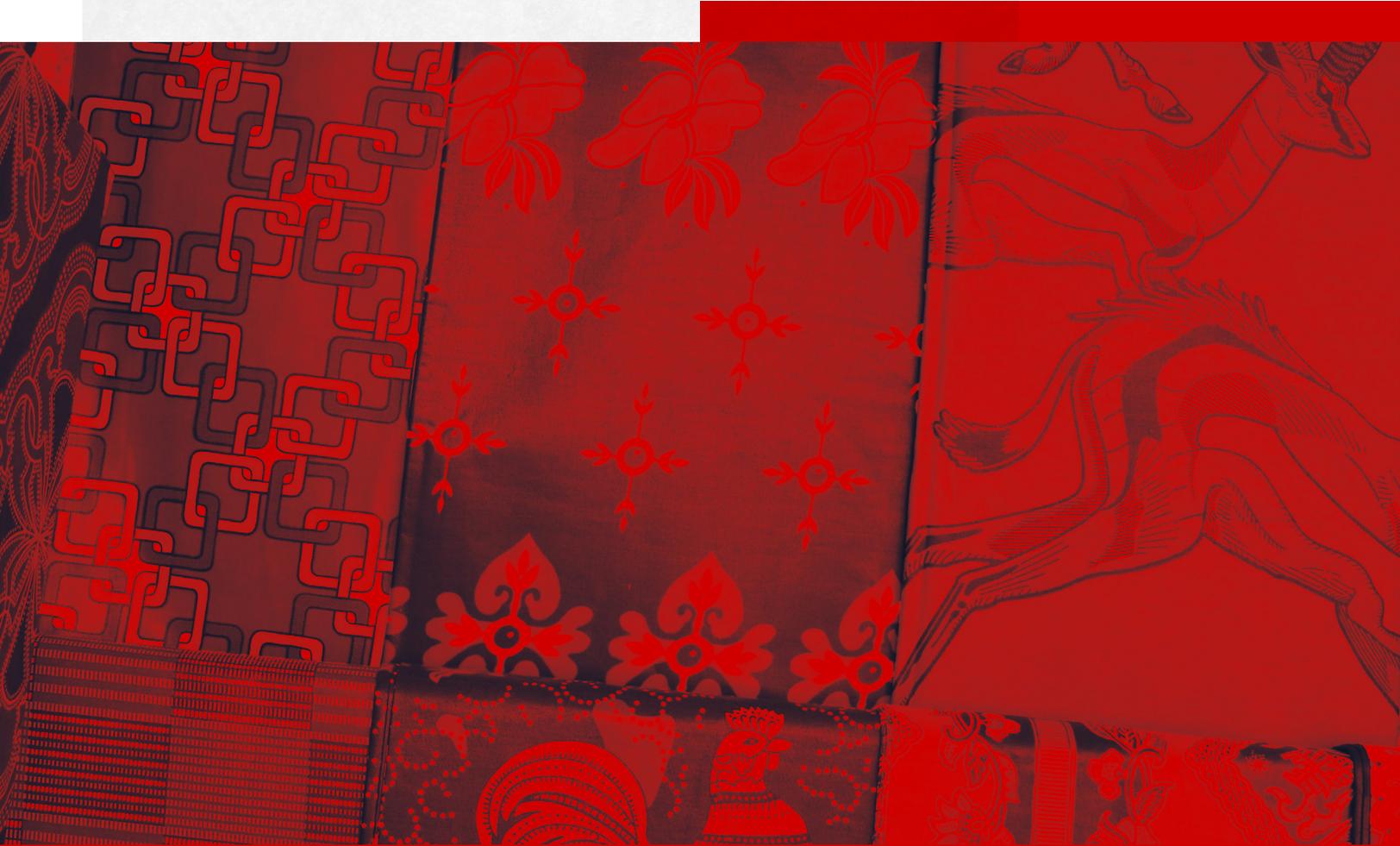


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CEHS GLOBAL 365

VOLUME 1: 2021



Introduction



▲
Jim Benes



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Cherish Perkins

Amid uncertainty and a changing world, we felt somewhat excited to look back to highlight some of the incredible work that occurred in College of Education and Human Sciences during an ongoing pandemic. The CEHS community graced this year with ambition and optimism. Even though the pandemic still restricted international travel in 2021, the college was able to establish several connections and collaborations worldwide, from Sweden to Australia, South Korea, Greece, Canada and Malaysia. Scholars found innovative ways to reach global audiences within these international connections and collaborations. Many journal articles were published by CEHS faculty with international collaborators, and in international journals. Several honors were given to the college in different forms. Mary Willis' study abroad program to Zambia this summer is again a magnet for the prestigious Gilman award. This year's CEHS recipient is Elizabeth Graham. You can read more about her story on page 3.

Other stories highlight new approaches to education abroad. The Office of Global Strategies offered faculty and staff opportunities to propose new ideas for the lack of study abroad offerings the university usually can employ. They introduced funding for "Global Experiences," which were virtual or locally engaging courses offered by faculty or staff. CEHS had many submissions for the grants, with three that eventually came to fruition. You can learn about those programs on page 4.

And, in a turn to local engagement with global cultures, these efforts expanded in the college, showcasing yet again the adaptability and strength in CEHS to connect with communities with a global reach. The Department of Textiles, Merchandising and Fashion Design increased their relationship with a local refugee empowerment nonprofit, The Refinery. In addition, many in the CEHS community answered to call to help incoming refugees to the region from Afghanistan. A clothing and home goods

drive was held during International Education Week to donate to local families. Learn more on page 5.

Cody Hollist, a professor in the Department of Child, Youth and Family Studies, transitioned into a new role as the interim director of the Education Abroad Office. In addition, Hollist was co-chair of development for the University's Global Strategic Plan, Forward Together. And Cherish Perkins, a student in textiles, merchandising and fashion design joined the CEHS Office of Global Exchange as a creative assistant.

We're already starting to think about the breaks in the clouds and how we can work to bring light to 2022. In CEHS, our plans are to work toward improving the international graduate student experience in our college, emphasizing that every person and ever interaction matters. We also are excited about the upcoming study abroad programs – Georgia Jones and Dennis Perkey will lead a full roster of students in the nutrition health sciences program to Greece over spring break. Later in the year, programs to Germany, Finland and Estonia, Costa Rica, Zambia, the Netherlands, and New Zealand are scheduled to depart. Of course, the uncertainty around international travel is still high, but we cautiously move forward with optimism.

We look forward to what is to come and look back on appreciation for what has been. If there is anything that we can do to help CEHS continue to move forward and engage with the world, please contact us.

All the very best in 2022, and beyond,



Jim Benes
Global Exchange Coordinator



Cherish Perkins
Creative Assistant
Major: Textiles, Merchandising and Fashion Design

CEHS International Advisory Committee

The CEHS International Advisory Committee is comprised of one faculty member from each of the college's seven departments, and the Global Exchange Coordinator, Jim Benes. The committee's primary operating directive is administering the International Studies Minor in the college. In addition, this committee addresses international missions by providing advice, support and insight to the global focus of the college. Please don't hesitate to reach out to your representative with global engagement questions, concerns, or comments. ■



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Student International Advisory Committee

The Student International Advisory Committee encourages intercultural involvement and global engagement for students in the College of Education and Human Sciences. Through student outreach they increase the awareness of multicultural engagement in CEHS. As servant liaisons, they represent student voices for global planning in CEHS administration. This committee works closely with the college's Student Advisory Board. ■



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▲
Elizabeth Graham
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Gilman Scholars

The Benjamin A. Gilman International Scholarship Program provides grants to undergraduate students, allowing them to study or intern abroad. The Gilman aims to help students develop skills that strengthen national security and economic competitiveness. In 2021, one CEHS student was awarded the Gilman for the faculty-led 2022 Zambia program. The submission for the prestigious award is often a team effort. Mary Willis, professor in the Department of Nutrition Health Sciences, worked with other staff across the university to help submit multiple applicants for her summer 2022 study abroad program. Each year, Gilman announces the award winners in the fall and spring. Willis will likely have more recipients for her program in the spring.

“Helping others has always been important to me, which is why I am working towards becoming a physician’s assistant. I believe an important aspect of health care is being able to experience different cultures and geographical regions so that I can have a better understanding of how to help those in need. Having the opportunity to study abroad in Zambia seemed like a dream come true as I get to explore a different area of the world, all while gaining knowledge for my future career, which would not be a possibility for me without the Gilman Scholarship.”

—Elizabeth Graham, 2021 Gilman Scholar ■



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◀ CEHS students with youth in Zambia during a study abroad experience in 2018. During the month-long program focused on food security, health and nutrition, UNL students work with students from Zambian institutions to collect anthropometric and health data, map social and natural resources, and conduct participant observations.

Education Abroad funds new Global Experiences programs

By Katelyn Kunzman, Education Abroad



In 2021, the Education Abroad Office, in partnership with the Office of Global Strategies, announced the funding of new virtual and global-local experiential learning programs available to students for summer and fall 2021 as alternatives to traditional study abroad programs.

Through hands-on activities and coursework, the Global Experiences programs enabled students to learn about and have meaningful interactions with other cultures and countries without having to travel overseas. These experiential programs differed from standard virtual courses in their replication of learning outcomes like faculty-led education abroad programs. Thanks to funding provided through the Global Experiences Innovation Fund, any additional program costs that exceed standard tuition and fees were covered in the form of a scholarship to students.

Due to the ongoing COVID-19 pandemic, the Global Experiences Innovation Fund called for ideas from faculty and staff to provide virtual and domestic global learning opportunities for students as alternatives for canceled summer 2021 programs. The launch of the Global Experiences programs marked a first step toward expanding experiential learning opportunities as outlined in the N2025 Strategic Plan and the recently released Forward Together Global Strategy.

“At the very core of the N2025 Strategic Plan and our Forward Together global strategy is experiential student learning. We want every student to graduate with a global experience in their portfolio so

they’re future and world ready. These programs we’ve launched through the Global Experiences Innovation Fund are the first step to accomplish one of our Global Strategy goals that will give students a new way to engage with the world.”

—Josh Davis, associate vice chancellor for global affairs

The broad range of Global Experiences developed by faculty and staff offered something of interest to CEHS students – from exploring global connections in Lincoln to analyzing the Black Lives Matter movement on a global scale, and from investigating immigration from Central Europe to the Heartland of America to learning about the contributions of French history and culture toward engineering advancements. Students will have the opportunity to engage with countries all over the world, including Japan, Jordan, Rwanda, Ireland, Brazil and Costa Rica.

CEHS faculty funded through the Global Experiences Innovation Fund:

Elaine Chan, “Comparative Education: Cross-Cultural Perspectives in Teaching”

Elizabeth Niehaus, “Qualitative Data Collection: Virtual International Programs”

Paul Springer, “The Exploration of Brazil: The Impact of Systemic Racism on Families, Schools and Communities” ■



CEHS Staff Council donation drive benefits refugees

By Joe John

The College of Education and Human Sciences Staff Council partnered with the Refugee Empowerment Center to host a donation drive on Nov. 13, benefiting new and settling refugees in Nebraska.

In total, the Staff Council collected nearly \$1,000 in gift cards and monetary donations, along with two, 16-foot moving trucks filled with new or gently used donations from the community. Donations included items like kitchen supplies, mattresses, bedding, small appliances, winter clothing and more. All items were delivered directly to the Refugee Empowerment Center in Omaha following the drive.

“I wanted to donate to help people in the Nebraska Community,” Anna Potthoff, a Moore Middle School teacher, said. “I hope that the donated items help these families feel welcomed in Nebraska.”

The four-hour event also featured a Refugee Empowerment Center information table, an opportunity to meet with

members of the University of Nebraska–Lincoln’s Afghan Student Association and the Corner Kitchen, a food truck serving Afghan cuisine.

The Refugee Empowerment Center works to resettle refugees who are transitioning from vastly different backgrounds into American life. The center focuses on an all-encompassing view, helping clients live and work productively, further their education, and achieve a better life for themselves and their children.

Once sorted by the center, donated items will be distributed to refugees and their families across the state on an as-needed basis.

The idea for the donation drive took off earlier in the fall when Madison Woltemath, CEHS Staff Council member, learned of approximately 775 evacuees from Afghanistan who were expected to settle in Nebraska.

“As a mother of two toddlers, I can’t

Members of the CEHS Staff Council loaded two moving trucks full of donated items to help refugees settling in Nebraska.

imagine trying to support my family in a place where I don’t speak the language and don’t have any allies,” Woltemath said. “With the winter season quickly approaching, there was an immediate need to provide our new neighbors with warm clothing and coats.”

The group is part of the first wave of evacuees resettled across the country following the announcement of U.S. troops withdrawing from Afghanistan this August. As more refugees continue to settle in Nebraska in the coming months, those who would like to donate their time or resources should contact the Refugee Empowerment Center in Omaha, Lutheran Family Services of Nebraska or Catholic Social Services of Southern Nebraska in Lincoln.

“Lincoln should be very proud of our impact and the lives we are helping,” Woltemath said. ■

TMFD Connecting with Global, Local

By Cherish Perkins, TMFD

As a senior textiles, merchandising, and fashion design student and a creative assistant for the CEHS Office of Global Exchange, I have received many great opportunities. Working with a nonprofit called the Refinery stands out as one of the most interesting. Working with the Refinery gave me better awareness of diverse cultures and gave me the opportunity to interact with refugee and immigrant women. Hearing their stories and learning more about their businesses was extremely motivating. I also found having a hands-on learning experience to be valuable in demonstrating the importance of diversity, equity, and inclusion in the retail industry.

The Refinery is the 4-month flagship program of Echo Collective that helps refugee women launch businesses and network with other business professionals. Echo Collective, a Lincoln-based non-profit, stands for “Empowering

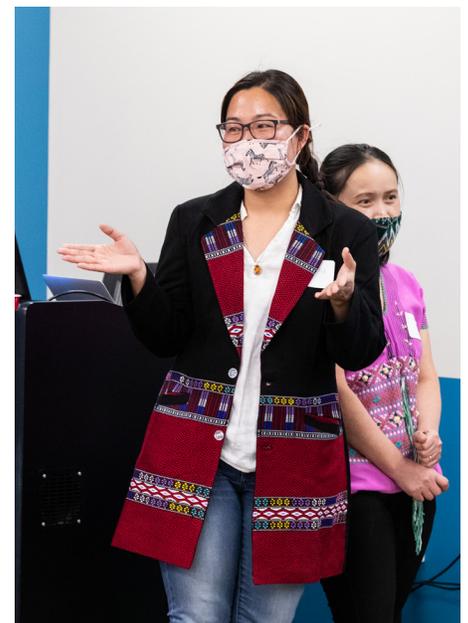
Communities through Her Opportunities.” Fully operational for one year, Echo Collective aims to connect and empower refugee and immigrant women who have a language barrier in the community. The Refinery focuses on three specific areas centered on English Language Learner experiences: business education, community-supported curriculum and industry-based mentorships.

“The short-term goal for our community is to launch continuing education courses that provide deep-dive courses on specific topics related to entrepreneurship,” said Kelly Ross, founder and executive director of Echo Collective. “The long-term goal is to create an in-depth entrepreneurial experience that provides multi-level experiences for refugee and immigrant businesswomen to learn, connect, and thrive in Lincoln, Nebraska.”

Internally, the short-term goal for the Refinery is to “develop infrastructure

to best support our volunteer mentors, speakers, community partners, and instructors,” and long-term Ross plans to “Continue revising and improving our proprietary curriculum, based on the feedback of our entrepreneurs and other stakeholders, in order to eventually license the curriculum to other communities in Nebraska and the nation.”

In the fall of 2021, The Refinery partnered with the Department of Textiles, Merchandising, and Fashion Design to connect students with entrepreneurs from diverse backgrounds. On Oct. 22, TMFD hosted a luncheon with the Refinery. Along with Ross, four entrepreneurs from the Refinery attended the luncheon: Blu Law La owner of Blu Gratitude, Marcela Medina owner of The Movement, August Thaw owner of Pure August Design, and Elevation Sein owner of Elevee K’nyaw Tradition. Each of the entrepreneurs was paired with a group of





Entrepreneurs from The Refinery discuss their businesses with students from the Department of Textiles, Merchandising and Fashion Design during a luncheon on Oct. 22, 2021.

TMFD students to discuss their business.

I had the opportunity to sit at the table with entrepreneurs Elevina Sein and Blu Law La. Elevina Sein started Elevee K'nyaw Tradition to support her local Karen community and share Karen traditional culture throughout Lincoln. She makes traditional Karen apparel and accessories that is sourced from artisans in Thailand and her home country Myanmar. At our table, Elevina expressed how having her products made in Thailand helps her Karen community with jobs which give them money for food and school.

Along with Elevina's business story, we got to hear from Blu Law La. Blu is the owner of Blu Gratitude. She sells Karen traditional clothing and takes custom orders from people in her community.

Blu is all about giving back to her Karen community. For instance, in 2020, Blu sewed and donated 50 masks for her Karen community.

In addition to attending the luncheon, students in TMFD 413 Merchandising III taught by Jennifer Johnson Jorgensen worked with entrepreneurs from the Refinery and created visual merchandising displays. The students were put into four groups and paired with an entrepreneur. My group was paired with Cecilia Vargas, owner of Best Knit. Cecilia brought us a variety of products she sells, such as earrings and wash cloths. Before starting on the display, we looked at all of Cecilia's products and asked her questions. After learning more about her products, we then created an aesthetically pleasing visual display.

The luncheon and visual merchandising workshop were very informative experiences for TMFD students. It allowed us to not only learn how work with others from diverse backgrounds, but gain hands on understanding of properly displaying products to grasp the consumer's attention.

"The Refinery is a highly transformative program, not only for entrepreneurs, but for the Lincoln community," said Jorgensen. "The students and alumni of the Department of Textiles, Merchandising and Fashion Design are also transformative due to their forward-thinking abilities and contributions to the retail industry. Watching the two groups come together has been such a wonderful experience." ■



Researchers (from left) Aemiro Tadesse Zula, Alazar Kirubel Kora, Fikadu Reta Alemayehu and Mary Willis have been working together on finding ways to repurpose the cherry waste that comes from harvesting coffee beans.

Researchers from Nebraska and Ethiopia Working to Improve Coffee Supply Chain

By Jim Benes, CEHS Office of Global Exchange

Starting the day with a cup of coffee is a daily ritual for many across campus. The variations on coffee have changed over time, with trendy options—iced, frozen, cold brew, and of course, the traditional hot and black. It turns out the habitual infusion, no matter how you drink it, has deep research connections right here at the University of Nebraska-Lincoln. Those connections start where the coffee is grown, a world away from the Great Plains of North America.

Coffea arabica is indigenous to Ethiopia and not surprisingly, the country remains one of the world's leading producers. The production chain from coffee plant to roaster to your morning cup is a long one, with discharge of useful by-products at every turn. But let us start with the coffee bean which needs a little context. The coffee "bean" is not a bean at all, but one of two seeds from a fruit, or cherry. Once the bean is extracted, the rest of the fruit is discarded as waste, leading to environmental degradation and other hazards at processing sites, typically near water. However, the discarded cherries have tremendous nutritional value and could be an important source of economic gain for coffee farmers who ensure that coffee beans are available.

Already, coffee farmers worldwide are under intense pressure from the risks imposed by anthropogenic climate change, so a new source of revenue would be a welcome option for many in the region.

Mary Willis, Professor of Nutrition and Health Sciences, College of Education and Human Sciences, and Curt Weller, Chair of Food Sciences and Technology, IANR, along with colleagues from Hawassa University, Hawassa, Ethiopia, are transcending international borders to tackle this challenge. This is the second time that Hawassa faculty, Fikadu Reta Alemayehu, and Alazar Kirubel Kora, have come to Lincoln. Their first visit was in the dead of winter—they found summer in Nebraska much more amenable. For this summer visit, they brought along another colleague, Aemrio Tadesse Zula, to work with Food Science Research Technologist, Richard Zbasnik at Innovation Campus on the composition of cherry waste. The six scholars gathered to continue their research that was made possible through the NU Central Administration's African Research Initiative.

Willis and her colleagues are addressing these issues head on—they have several manuscripts in the works, including a review paper on the status of coffee-cherry

by-products worldwide. They delivered an online workshop entitled, Waste Not, Want Not: Repurposing Coffee Cherries to Improve the Livelihoods of Growers in Southern Ethiopia. The workshop had approximately 100 participants from across the global community, including stakeholders and researchers in Lincoln, Nebraska, Addis Ababa, Arba Minch, and Hawassa, Ethiopia, England, and Germany. Willis was pleased with the international scope of the attendees at the workshop noting that the breadth of interest in the topic reveals a commitment to improving the lives of coffee growers and at the same time, reversing unnecessary environmental damage. But also repurposing coffee cherry processing waste means that some of the micronutrients and trace minerals missing from the diets of many Ethiopians, including vitamin A, iron, zinc and potassium, can be provided to communities in need, perhaps in a new supplement or product.

Passion for international connections and research in Ethiopia are not the only things driving this dynamic group. This research also bolsters the UNL International Strategic Plan, Forward Together. Specifically, Goal 2 - Partner



Once the coffee “bean” is extracted from a cherry, the rest of the fruit is discarded as waste, leading to environmental degradation and other hazards at processing sites, typically near water.

for Impact: Support and incentivize contributions toward solving global grand challenges through strategic partnerships. The plan calls to align with the UNL grand challenges and to adopt the United Nations Sustainable Development Goals – both things are accomplished by addressing climate change resilience of local coffee farmers, and improving waste streams for improved water security and food sustainability. Also, with Goal 3 - Bring the Best to Nebraska: Be a magnet for the best and brightest students, scholars, faculty and staff from around the world. This excellent work has brought these intrepid Ethiopian scholars to Nebraska twice, bringing with them their research skills and perspectives about the geography in focus.

To learn more about the global work in the coffee supply network at UNL, contact Mary Willis at mwillis2@unl.edu. ■

Expert Human Trafficking Researcher Uncovers New Data

By Jim Benes, CEHS Office of Global Exchange

Rochelle Dalla has worked in the field of human trafficking for over 20 years. In 2020, she was the co-editor for “Routledge International Handbook on Human Trafficking: A Multi-Disciplinary and Applied Approach.” And currently, she is the editor of the *Journal of Human Trafficking*. So, she is well suited to have a pulse on where the unanswered questions are on the international topic. One of them happens to be the dynamics surrounding the migrant populations associated with human trafficking. In particular, the family dynamics of these populations in India are of interest to Dalla, professor in the Department of Child, Youth, and Family Studies in the College of Education and Human Sciences.

She and Sharvari Karandikar, associate professor at Ohio State University, received Institutional Review Board approval

to conduct the research in March of 2020 – weeks before the world entered a pandemic. With what seemed like dire outcomes for their research plans, they sought out the silver linings that began to take shape. Dalla and Karandikar noticed that they had an opportunity to see how this small population of migrating sex workers and their children were impacted by COVID-19.

The area where Dalla and Karandikar are focusing on is called Hanuman Tekdi, just north of Mumbai. They found that this population of women are largely trafficked and come from surrounding regions and countries. They also found that their access to information regarding COVID-19 was riddled with disinformation and faulty medical practice. A lot of information was getting to the women, but often that information focused incorrectly on false remedies and superstition around the virus and how it is spread.

Much research has been conducted on populations of trafficked women, but few have resulted in interviews with the children of trafficked sex workers. This novel component of their research provides new insights to the needs of this community. Had the carefully planned study design not been interrupted, Dalla says, “...we would not have been able to find access to this critical dataset, the interviews with the children of the migrant sex workers.”

A good lesson in looking for alternate approaches to research when it might otherwise seem like the opportunity is gone. ■

Brazil research empowers vulnerable families, communities amid COVID-19 crisis

By Chuck Green, CYFS

Efforts to help vulnerable communities is most effective when it actively engages community members, agencies and other stakeholders in solving complex social problems.

In many parts of Brazil, communities must find their own ways to address the needs of children and families with limited resources. Those needs have intensified since early 2020, as COVID-19 quickly spread throughout the country.

Cody Hollist, associate professor of child, youth and family studies, is working to improve educational outcomes for children and youth living in Cachoeirinha, a high-risk, low-resource suburb of Porto Alegre, Brazil. He is collaborating with Bruna Seibel, postdoctoral researcher of Pontificia Universidade Católica do Rio Grande do Sul (PUCRS) and the project's principal investigator.

Using a community-based participatory research (CBPR) approach, Hollist and Paul Springer, associate dean for student success and professor of child, youth and family studies, are leveraging their experience in working with community agencies — churches, medical clinics, police and schools — to improve outcomes for youth and families in vulnerable communities.

Researchers are working to identify the needs of relationships among families and community agencies, and their collective abilities and resources to address those needs — particularly, the mental health and self-efficacy of adolescents, and factors within families that affect the adolescents' growth and development.

The team aims to better understand the relationship between



Cody Hollist, associate professor of child, youth and family studies, is part of a team of researchers working to improve educational outcomes for children and youth living in Brazil.

community risk factors and family social support to inform interventions. The CBPR approach enables the community to drive sustainable interventions that use resources effectively.

Before the pandemic, Hollist said, Cachoeirinha adolescents were more positive about the future.

“They reported having good friends and family they could rely on,” said Hollist, a CYFS research affiliate. “They had a good sense of community, which was a powerful protective factor for them. They generally had hope for the future.”

But after more than a year of the pandemic, data indicate their optimism has faded.

“Family solidarity, social support and relationships, self-efficacy and hope for the future are characteristics have been hugely impacted by the pandemic,” Hollist said. “Some have improved, but many have suffered. If a 15-year-old has no hope for future, their investment in education, avoiding drugs and staying out of trouble declines.”

Brazil was hit hard by the pandemic, particularly in low-income areas such as Cachoeirinha. For example, one recent study showed about 80 percent of the COVID-19 deaths in São Paulo were of low-income residents.

The lack of resources and available health care became even more critical during the pandemic, exacerbated by low vaccination rates and widespread, aggressive viral variants.

Suicidality has risen dramatically, as have rates of cutting, burning and other self-harm — especially in poor communities.

“If a medical clinic has someone with COVID-19 and something non-life threatening, such as anxiety, depression or cutting, it’s clear where the resources have to go,” Hollist said. “Anything non-life threatening had to be set aside. Unfortunately, mental health was often one of those things put on the back burner.”

Seibel said she is concerned about even greater potential problems emerging in the poor communities.

“In this neighborhood, we have a high rate of drug trafficking, with adolescents becoming involved as early as age 11 or 12,” she said. “I’m concerned there will be an increase in drug trafficking, as well as school dropout rates. Schools here have been closed for more than a year, and it will be difficult for students to return to school.”

Researchers also have faced obstacles. Since early 2020, the team has conducted research by phone and through local health clinics rather than collaborating in-person.

It was the study’s CBPR model of community engagement that

sustained the project, he said.

“If we had not approached this study from the beginning in a CBPR mechanism, the pandemic would have ended it,” Hollist said. “The ability to have an on-the-ground presence embedded in the community is what saved the project.”

Hollist has longtime ties to Brazil. When he was 19, he spent two years in the country working as a missionary. In 2003, he established a research partnership in southern Brazil focused on mental health. He was integral in the 2016 formation of the Nebraska-Brazil Early Childhood Partnership, which has led to three pilot impact projects conducted jointly in the United States and Brazil.

Hollist said the resilience he sees in vulnerable communities such as Cachoeirinha is inspiring.

“I’ve seen things in those communities that would beat down and destroy many of us, but they smile, they hug and they grow. I have learned a level of resilience that helps inform how I teach, and how I work with clients when I provide therapy.”

—Cody Hollist, CYAF associate professor ■

Huskers maintain hearing healthcare services in Nicaragua despite travel limitations

By Kelcey Buck, SECD

Marvin Gonzalez (center), poses alongside Stacie Ray, professor of practice; Hannah Ditmars, assistant professor of practice; and Husker audiology students, with audiology equipment and supplies sent to Nicaragua.

It has been more than two and a half years since either Stacie Ray or Hannah Ditmars have been to Nicaragua, but that has not stopped them from continuing the project they started in 2015 to provide sustainable hearing healthcare to a country of people desperately in need of such services.

Thanks to a partnership with the Universidad Nacional Autónoma de Nicaragua, León (UNAN-León), members of the Husker audiology program have made sure their work has progressed despite their physical absence.

“We couldn’t be more pleased to be at the point we are within this strong collaborative relationship with UNAN-León, one of the oldest and most reputable universities in Central America,” Ray said.

Ray, a professor of practice in Special Education and Communication Disorders, and Ditmars, an assistant professor of



practice, first visited Nicaragua in 2015 to conduct a needs assessment for hearing healthcare services. What they found was a country with more than 6 million people and only one known audiologist. They immediately began creating a strategic plan for building a sustainable hearing healthcare program.

When the project began, one of its goals was to provide Husker audiology students with opportunities to see a different population and assist in providing hearing healthcare for that population. This experiential learning allows students to think more globally about their impact as future audiologists, which aligns with the first goal of the University of Nebraska-Lincoln's Forward Together Global Strategy.

“We are able to bring our students in so that they are able to see there are no walls around their knowledge and skills, and how far those knowledge and skills can reach. I think that’s so important to show our students that it’s not just about the job you get and the job you’re going to do within those walls. You have so much to offer within the field that there are really no barriers to how you can use your knowledge and experiences to help others.”

—Stacie Ray, SECD professor of practice

In 2016 and 2017, they led groups of Husker audiology students on study abroad experiences to provide hearing screenings and fit hearing aids. Ray and Ditmars also visited together in 2017 and 2018, and Ray returned in March of 2019, marking the last time anyone from Nebraska's audiology program set foot in Nicaragua.

Through those trips, Ray and Ditmars helped train audiology technicians at UNAN-León who can provide follow-up care in their absence. Since their last visit, they have also continued to send supplies and equipment.

“I think our goal was also to provide sustainable healthcare, which also means capacity building and training, in addition to seeing patients, because we didn’t want to go fit patients with hearing aids, and then leave and have them not get any follow-up.”

—Hannah Ditmars, SECD assistant professor of practice

During one of their early trips, Ray and Ditmars were introduced to Dr. Marvin Gonzalez, a professor from the Research Centre on Health, Work and Environment at UNAN-León. Dr. Gonzalez had a medical background, had studied in London, and had many connections with other universities in Central America, the U.S. and Great Britain, so he immediately became an important contact for Ray and Ditmars.

“He has helped us think more broadly, and when we met with him and discussed our vision, he bought in and understood,” Ray said. “The sustainability aspect of it then became really focused on the train the trainer model to use professionals who already have some kind of degree in medicine, and train them with the hearing healthcare skills that they need in order to become proficient at certain levels.”

In early 2020, Ray and Ditmars hosted Gonzalez for nearly six weeks as a visiting scholar. He returned to Nebraska in August 2021 and spoke to Husker audiology students about the differences between accessibility to hearing healthcare services and treatment in the U.S. and Nicaragua.

Following the discussion, the students programmed and verified nearly 50 hearing aids for Gonzalez to take back to individuals in Nicaragua.

In total, Nebraska's audiology program sent 80 hearing aids, 300 earmolds, two audiometers, one otoacoustic emissions unit, one hearing aid programmer, nearly 5,000 hearing aid batteries, and supplies for repairing and maintaining hearing aids. Gonzalez and his colleague, Juan Ruiz, then fit the hearing aids shortly after they arrived in Nicaragua.

Prior to those most recent hearing aids, Ray and Ditmars had helped served 576 individuals and fit 343 hearing aids in Nicaragua since the project began. Now, they are looking forward to returning in person in early 2022, if possible, and taking the next step by signing a Memorandum of Understanding between Nebraska and UNAN-León.

Besides making the partnership and exchange of ideas and training official, the pending Memorandum of Understanding will also streamline some of the logistics of the collaboration.

“When we have supplies and equipment we need to get into Nicaragua, they have to be approved by the Ministry of Health, so if we have an official Memorandum of Understanding, then UNAN can be our partner in working through that process,” Ditmars said.

The ongoing project also contributes to the second goal of the Forward Together Global Strategy – Partner for Impact – as it aims to close the gap in hearing healthcare needs in Nicaragua. While the focus is to resume regular travel to Nicaragua, Ray and Ditmars know they can continue to provide services from afar thanks to their thriving partnership with UNAN-León.

“So far, everybody has been really open for this collaboration,” Ray said. “UNAN is a fantastic research and medical site for these kinds of patients. They have done a fabulous job of welcoming us in and saying, ‘We’re ready; we need this program here.’” ■

Holly Hatton-Bowers, assistant professor of child, youth and family studies, gives a goodbye hug upon leaving a nursery school in Recife, Brazil.

Mindfulness training available to Brazilian educators through CHIME

By Chuck Green, CYFS



While great efforts are made to improve children’s well-being in childcare environments, far less attention is paid to caregivers’ well-being. Evidence shows compassion and mindfulness-based programs and strategies enhances both caregiver and child well-being, which may reduce burnout, stress and depression – and lead to children receiving more sensitive and responsive care.

Holly Hatton-Bowers, assistant professor of child, youth and family studies, is collaborating internationally with researchers to adapt compassion- and mindfulness-based programs developed in the U.S. to support caregivers, young children and college students in Recife, Brazil. The team aims to cultivate resilience, compassion and kindness among caregivers to improve well-being and increase capacity to deliver high-quality care to young children by adapting Nebraska Extension’s Cultivating Healthy Intentional Mindful Educators (CHIME) program.

CHIME is an eight-week professional development program that provides education and guidance for practicing mindfulness and compassion-based strategies. It also provides time for caregivers to engage in reflective practice and use mindfulness with young children.

Engaging in mindfulness and reflective practice benefits health and well-being of both providers and young children – including reduced stress, improved emotion regulation, better sleep quality, increased focus and attention, and enhanced relationships.

Through the Nebraska-Brazil Early Childhood Partnership, Hatton-Bowers has established relationships with several Brazilian colleagues interested in using compassion and mindfulness-based strategies in education and medical settings.

Researchers aim to identify whether CHIME’s strategies are acceptable to early childhood caregivers and primary school teachers in Recife, an area with children and families dramatically

impacted by the country’s 2015-16 Zika outbreak. They also hope to eventually create and evaluate mindfulness program for college students attending the Universidade Federal Rural De Pernambuco who plan to work in education.

Since 2017, 233 Nebraska educators have completed CHIME. Most participants report decreases in stress and burnout, emotion dysregulation and increases in perceived general health, quality of sleep, caregiving efficacy and having control at work. They also report being more mindful, aware and observant in general.

Hatton-Bowers’ collaborators at Universidade Federal Rural De Pernambuco include Pompéia Villachan-Lyra, and graduate student Ana Maria da Fonte Alves, who is also working on the project as a trained facilitator and helped translate the CHIME program into Portuguese.

“I am excited to adapt CHIME to the Brazilian reality and guide teachers to use mindfulness and compassion in their daily lives,” da Fonte Alves said. “I believe that having educators learn about mindfulness provides powerful and effective strategies for teachers – especially those who work with early childhood education.”

In a recent survey of 237 early childhood teachers working in Recife, Brazil, as part of da Fonte Alves’ thesis, 19% of the teachers agreed that their emotional health was poor or very poor and 51% reported they were not dealing with their stressors well.

Hatton-Bowers plans to begin the CHIME professional development pilot in Brazil this fall after 55 early childhood teachers and caregivers expressed interest in participating in the all-virtual training program. Initially, da Fonte Alves will deliver CHIME to small groups of teachers.

“Some facilitators say it’s more effective virtually,” said Hatton-Bowers, a CYFS research affiliate. “They report that participants feel comfortable expressing their thoughts and feelings in a virtual space, and there is a high level of engagement.”

As a former early childhood educator, Hatton-Bowers has long been aware of the importance of teachers leading by example.

“During early childhood children are rapidly developing important social-emotional skills, and they need caring, attuned adults to help them understand adaptive, healthy ways to regulate emotions,” she said. “The intention of CHIME is to support directors and early childhood educators to use mindfulness compassion-based strategies to be more emotionally regulated.”

Hatton-Bowers emphasizes that CHIME is not just focused on stress reduction. Its broader scope focuses on enhancing relationships in a more responsive and healthy way.

“People in the early childhood education system are essential workers, and there are

systemic issues that need to be addressed for early childhood educators to feel supported and valued in their roles. Though CHIME does not address many of these systemic barriers and inequities, it is one way to elevate the importance of educator well-being and encouraging leadership to provide their staff with the support, time, and space to focus on educator’s emotional well-being.”

—Holly Hatton-Bowers, CYAF assistant professor and early childhood extension specialist ■

Faculty Global Engagement



◀ Steven Barlow

Along with Shinying Chu from the University of Malaysia, Barlow continued an ongoing partnership which resulted in two publications, “Speech performance among healthy Malay speakers during dual-task and sentence complexity,” and “Oral-DDK Rates Across Languages: Multilingual Speakers Comparison.” Both publications were in the *International Journal of Language Communication Disorders*.



◀ Cynthia Cress

Cress delivered a keynote presentation titled “Adapting Second Language Instruction for Children who have Speech and/or Language Impairments,” for the teleconference on Foreign Language Learning in Special Education sponsored by the Aristotle University of Thessaloniki, Greece, a global partner for International Family Studies.



◀ Rochelle Dalla

Elsewhere in this document, Dalla’s research in human trafficking is highlighted. Dalla published two articles:

one titled, “Sex Trafficking among the Bedia of India: Defying the Dominant Human Trafficking Discourse” and the other, “It’s destiny. What can I do?: A life course perspective of sex trafficking among the Bedia caste of India.” In addition, Dalla secured a grant from the UNL Research Council and the Layman New Directions Program that will focus on disruption of illicit supply networks in global human trafficking hot spots.



◀ Angela Dietsch

Dietsch has an ongoing collaboration regarding pedagogy in the academic and clinical training of pre-service speech-language pathologists with Rebecca Affoo, a researcher at Dalhousie University in Halifax, Nova Scotia. They have presented their findings at multiple international conferences. Their newest publication is in the *Journal of Learning Spaces* and is titled “Active learning: A matter of space, pedagogy, or both?” They earned the 2021 Editor’s Award from Teaching and Learning in Communication Sciences and Disorder for their paper titled, “The impact of active

Faculty Global Engagement *Continued*

learning in a speech-language pathology swallowing and dysphagia course.”



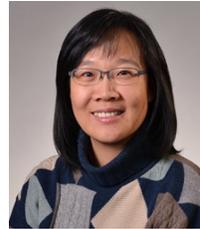
◀ Ted Hamann

Although the pandemic continued to limit international travel in 2021, Hamann presented virtually several times to Mexican audiences on binational challenges in Mexico and the United States related to the migration of students and their families, particularly the challenges associated with students transitioning from US schools to Mexican ones. His roles have varied from expert panelist to workshop co-leader to keynote speaker. His keynote address was titled, “La importancia de equipos binacionales de investigación” (The importance of binational research teams) for the Foro Binacional – El Rol del Estudiante Transfronterizo en la Construcción de la Pedagogía Transfronteriza en la Región Cali-Baja (Binational Forum – The Role of the Cross-Border Student in the Construction of Cross-Border Pedagogy in the Cali-Baja Region). Hamann also published a research article in the *Mexican journal Anales de Antropología* (Anthropology Annals) and a chapter in the book *Abordajes inter-disciplinarios sobre la niñez y la adolescencia migrante en América Latina* (Interdisciplinary Approaches to Migrant Children and Youth in Latin America).



◀ Holly Hatton-Bowers

Elsewhere in this review document, Hatton-Bowers’s research on the CHIME project is highlighted. In addition, Hatton-Bowers collaborated on a survey that was given to early childhood teachers in Brazil on the topic of wellbeing and the impact of the COVID-19 pandemic. At present, the collaboration team is analyzing the results for future publications.



◀ Soo-Young Hong

Spanning three countries, Hong continued collaborative academic work and scholarship with colleagues. In Brazil, she helped develop an early childhood educator training booklet focused on preschool science literacy. This is part of an ongoing collaborative research project, Preschool Science Talk in Action and Reflection (PreSTAR), funded by UNL and the Fundação Maria Cecília Souto Vidigal. In South Korea, Hong provided Gyeongin National University of Education with consultation on policies, supports, and practices promoting inclusive education in preschool/kindergarten for a project funded by the National Institute of Special Education in the Ministry of Education. Additionally, with colleagues in the USA and Turkey, Dr. Hong co-authored a book chapter entitled, “The development of social competence in children with disabilities,” which includes content related to cultural understandings of abilities and disabilities and various programs and practices that enhance social competence of young children with disabilities.



◀ Cody Hollist

Building on his work from previous years, Hollist remains involved in research about adolescent and young adult mental health in Sao Paulo, Brazil. With other colleagues in the Department of Child, Youth and Family Studies, he is currently drafting a textbook on adolescents within a global context. In addition, this year, Hollist took on a new role at UNL in the Education Abroad Office. He is currently the interim director of the office, leading the team to new changes to their mission and approach. Hollist also served as co-chair for the university’s global strategy, Forward Together, launched in February of this year.

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Faculty Global Engagement *Continued*



◀ Jennifer Johnson Jorgensen

Jorgensen collaborated with colleagues abroad this year, publishing a journal article, “An Assessment of Regional Entrepreneurship Ecosystem in Queensland, Australia Using a Mixed Methods Approach”, which appeared in the *International Journal of Entrepreneurship*. In addition, Jorgensen received the International Textile and Apparel Association’s Nancy Rutherford Teaching Innovation Award for a new sustainability module in TMFD 422/822: International Textile and Apparel Sourcing. She also presented at the International Society for the Scientific Study of Subjectivity Conference on “Stakeholder Perceptions of Entrepreneurial Ecosystems in Rural Communities”. Locally, Jorgensen organized a department luncheon and visual merchandising workshop with The Refinery, a collaboration with immigrant and refugee entrepreneurs working with Lincoln-based non-profit Echo Collective.



◀ Chris Kiewra

Kiewra led her students in an international conference focusing on the promotion of awareness regarding future teachers and their involvement or knowledge of international issues. The students, who received grants to participate in the conference, connected with others from around the world to grasp a better understanding about how teachers in classrooms worldwide implement inclusive practices.



◀ Taeyeon Kim

Kim participated in several work and research engagements with South Korean districts, universities, and scholars. In particular, she organized and led a live virtual professional development session that focused on Leadership for Cultural Diversity and Inclusion with

three American school leaders, as part of principal training offered by the largest regional-level district in South Korea. Kim also was awarded a research grant and published two research papers. The first, titled “Making sense of schooling during COVID-19: Crisis as opportunity in Korean schools,” appeared in the journal *Comparative Education Review*. The second, “Owning educational change in Korean schools: Three driving forces behind sustainable changes,” was published in the *Journal of Educational Change*.



◀ Patty Kuo

Kuo’s undergraduate UCARE student Amy Hruby presented at the International Conference on Undergraduate Research, hosted by Monash University in Melbourne, Australia, and at the International Society for Developmental Psychobiology regarding their research “Co-regulation of cortisol and salivary alpha-amylase by preschoolers and their parents.”



◀ Matthew Lambert

Lambert collaborated with colleagues in Finland, Portugal, United Arab Emirates, and Saudi Arabia to translate, adapt, and norm assessments of children’s behavioral and emotional functioning including the Behavioral and Emotional Rating Scale, Scales for Assessing Emotional Disturbance, and ADHD Rating Scale. Collectively, this work provides tools that teachers and other school professionals need to evaluate the behavioral and emotional wellbeing of students, identify students for special education supports, plan individualized educational supports, monitor student progress, and evaluate the efficacy of supports. Further collaboration with colleagues in Finland to study pedagogical approaches for college teaching resulted

Faculty Global Engagement *Continued*

in other accomplishments. Specifically, they developed measures for a revised technological pedagogical content knowledge (TPACK) framework for teaching 21st century learners and examined factors related to successful flipped classroom pedagogies in graduate-level quantitative methodology courses.



◀ Sheree Moser

Moser has advised and mentored three international graduate students in the Family Consumer Sciences master's degree program for the Great Plains IDEA. The students are from Germany, the Turks and Caicos, and St. Lucia.



◀ Loukia K. Sarroub

With other scholars around the world, Sarroub compiled and published a book on ethnographic practices in education and in familiar contexts to the researchers. Her work examines how researchers do fieldwork in places where they live or work. The collaborative book is titled, *Doing Fieldwork at Home: The Ethnography of Education in Familiar Contexts*. Topics in the tome range from protecting Basque ethnic identities in multi-cultural settings, to in-school dynamics in the Philippines, to notions of citizenship in a small Nebraska town. Book chapter authors from across the world contribute their ideas and research to the theoretical perspectives authored and edited by Sarroub.



◀ Paul Springer

Springer has been keeping busy with four different projects in Brazil. The first is a community based participatory research methodology engaging communities in Brazil with high rates of violence, poverty, and drug use. This project seeks to build community capacity to develop vitality and health with community leaders.

Springer is collaborating with Cody Hollist on this project. The second project aims to understand the psychosocial effects of the COVID-19 pandemic on families in Brazil, and mental health professionals' perspectives on the impact COVID-19 has had on mental health professionals serving these families. The third is a novel qualitative study that is looking at the mental health providers' experiences in delivering mental health services via distance technology. The fourth is like the third but aims to understand the impact on patients. Springer is an invited expert panel member in the development of a training platform in China for the expansion of the profession of Marriage and Family Therapy in China.



◀ Sue Swearer

Swearer, Shelley Hymel (University of British Columbia), and Wendy Craig (Queen's University) are tri-directors of the Bullying Research Network, which is an international network of bullying and peer victimization researchers. BRNET has over 300 members and affiliates worldwide. Swearer and the Bullying Research Network partnered with the World Anti-Bullying Forum (WABF) to present a lifetime achievement award to Swedish bullying prevention researcher, Robert Thornberg from Linköping University at the WABF biennial conference in Stockholm, Sweden in November 2021. This was the first partnership between the Bullying Research Network and the World Anti-Bullying Forum and has led to the development of the first international study on teacher responses to youth bullying. Researchers from over 23 countries have signed up to participate in the study, led by the Bullying Research Network.

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Faculty Global Engagement *Continued*



◀ Julia Torquati

Torquati was invited to present for an online delivery on a topic regarding infant and early childhood mental health. The presentation was for Ludong University in Yantai, China on Dec. 10 titled, “Infant and Early Childhood Mental Health: What is it and How to Support Mental Health in Early Childhood Programs.”



◀ Ivan Vechetti

Along with colleagues at the Karolinska Institute in Sweden, Vechetti published work that highlights genetic expression for energy metabolism. Their research focused on people with cerebral palsy and their associated conditions with ageing and muscle disuse. Their research was published in the journal *Developmental Medicine & Child Neurology*.



◀ Natalie Williams

Led by a co-researcher at Hamad Bin Khalifa University College of Public Policy in Qatar, Williams worked with other scholars around the world in data collection for the website/survey that aims to understand the impact of the COVID-19 pandemic on family life across cultures. More information on the project can be found by visiting covidfamilystudy.org.



◀ Kristy Weissling

As the result of on-campus coaching workshops for international students at UNL, Weissling and Alicia Davis worked with Michaela Reddel a master’s student at UNL to produce a thesis which can be found in the UNL Digital Commons titled, “Belonging: A mixed-methods analysis of communication coaching workshops on participation and self-esteem for international students with non-native accents at the University of Nebraska-Lincoln.” The purpose of this study was to evaluate the effects

of a communication workshop on the self-esteem and feeling of belonging of international students who attended UNL. Weissling also worked with Elaine Williams on a thesis published within the UNL Digital Commons regarding the emergence of speech pathology programs globally. The intent behind this project was to assist in creating standards for developing programs. The report is titled, “Understanding the Needs and Knowledge Base of Developing Speech-Language Pathology Programs: A Preliminary Mixed Methods Survey in the United States.”



◀ Mary Willis

Willis’ accomplishments for 2021 are the result of a purposeful effort to complete projects, despite ongoing COVID-19 restrictions, and to plan for a time when both grants and travel are possible for work in Africa.

For example, the ‘African Research Initiative’ project titled, “Waste Not, Want Not: Creating Natural Preservatives and Nutritional Additives from Commercial Crop Waste in Ethiopia to Improve Food Security and Health” was to include travel to Ethiopia in 2021 for UNL faculty from NHS and Food Science and Technology. However, COVID-19 and civil strife made travel to Ethiopia impossible. But it also made much of the work on the ground among coffee farmers very difficult. So, Willis and her colleagues held regular meetings over Zoom, reorganized project activities, and collected coffee cherry waste samples from three separate processing sites for analysis. Then in late August of 2021, Willis’ collaborators from Hawassa University, Fikadu Reta, Alazar Kirubel, and Aemiro Zula arrived in the U.S. for six weeks of intensive work. In October, the team delivered a workshop on project results for stakeholders in Ethiopia, the U.S.,

Faculty Global Engagement *Continued*

Germany, and England. Between 80 and 100 people were participants throughout the two-hour session. There are three project-related manuscripts in progress, including one on focus group discussions with farmers, another on the results of laboratory analysis on coffee cherry waste, and a third on what we know about the usefulness of coffee cherry waste from around the world.

The internal Hawassa University grant awarded to the team in 2021, along with additional Ethiopian collaborators, titled “Assessment on Education, Health, Agriculture and Market-related Factors Affecting Nutritional Status of the Community around Lake Hawassa, Ethiopia” is progressing; however, many of Willis’ contributions will not be possible until travel between the US and Ethiopia resumes.

Willis is also an accomplished student mentor. She is working on revising two manuscripts with former Rwandan IANR CUSP students, Eugene Baraka and Lisa Berwa. Both manuscripts were completed and submitted in 2021 and both received “Revise and Resubmit” requests.

Finally, Willis is re-working the

faculty-led program design for the Ethiopia/Zambia effort to include two Zambian provinces, Eastern and Southern, for the summer of 2022. Three program applicants have already been awarded the Benjamin A. Gilman International Scholarship in the early submission process and several more will be submitted for the March deadline. To ensure that Ethiopia remains part of this program that began in 2014, Alazar Kirubel will join Willis and the UNL participants in Zambia to assist with training and data collection.



◀ Yiqi Yang

With colleagues at Jiangnan University in China, Yang worked on projects that resulted in two publications this year. One of them was published in the *International Journal of Biological Macromolecules* titled, “Hierarchical crystallization strategy adaptive to 3-dimensional printing of polylactide matrix for complete stereo-complexation.” The other appeared in the *Journal of Cleaner Production*, and it was titled, “Clean cotton dyeing in circulated dyebath of waste cooking oil: A feasible industrialization strategy for pollution minimization.” ■

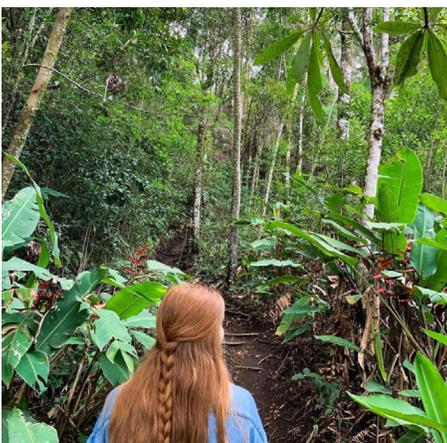
CEHS Global 365 offers a glimpse at the College of Education and Human Sciences’ work to creatively address complex issues encountered by children, youth, adults, families, schools and communities near and far. If you are interested in learning more about one of the topics highlighted in this report or would like to further explore global engagement in CEHS, please contact Jim Benes at jbenes@unl.edu. ■

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