



Navigating Study Abroad:

PREPARING STUDENTS FOR CROSS-CULTURAL ENGAGEMENT

For faculty who teach students abroad

5-7 | FEBRUARY | 2014

MARRIOTT HOTEL, WINSTON-SALEM, NC



WELCOME

Welcome to the sixth annual Workshop on Intercultural Skills Enhancement (WISE) hosted by Wake Forest University. This is the second year WISE is being held as a full-scale professional conference. This year's conference is bigger than ever, with 26 sessions and a keynote presentation focused on cross-cultural engagement, the development and assessment of intercultural competence, and student learning.

Recent research has shown that intervening in student preparation and learning is essential in order for students to recognize and take advantage of opportunities for cross-cultural learning and engagement. Many study abroad students seem to live in a “bubble” and have a hard time forming friendships with local people, understanding their cultural expectations and norms, and learning about their society and traditions. Students need intentional, well-planned courses and programs that will help them to meet and interact effectively with the local people and to understand their new environment. Unless we consciously help students to recognize the opportunities for cross-cultural interaction, they often miss the less visible aspects of cultural expression and spend only limited time getting to know the people. In other words, their actual engagement with the culture is reduced.

For the next two days, colleagues will share their experiences developing practical programs and initiatives designed to enhance students' intercultural competence and awareness. We hope that these initiatives, programs, courses, and assessment tools will offer useful “food for thought” as you strive to make your own study abroad programs more effective. So please, ask questions; share stories; network with fellow colleagues. We hope this conference will encourage you and provide insight and practical ideas you can use to bolster your programs and help students experience and embrace culture beyond the classroom.

Steven T. Duke, Ph.D.

WISE Conference Committee Chair, and

Executive Director of Global Student/Faculty

Development, Research and Risk Management

Wake Forest University



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Wednesday FEBRUARY 5

8:00 – 8:45 am	Hearn Foyer	Continental Breakfast <i>(included with registration)</i>
9:00 am – 12:15 pm	Hearn B	Morning Session
12:15 – 1:15 pm	Hearn Foyer	★ Lunch <i>(included with registration)</i>
1:15 – 5:00 pm	Hearn B	Afternoon Session



Wednesday FEBRUARY 5

Pre-conference Workshop | Hearn B

"From Theory & Research to Practice: A Workshop for Intercultural Skills Enhancement"

Michael Vande Berg, MVB Associates

Faculty and staff are increasingly asking what we can do to maximize our students' learning when they study abroad. This train-the-trainer workshop is designed to respond in concrete ways to that question. Grounded in developmental and experiential learning theory, it focuses on the development of competencies that we can help students develop so that they can interact more effectively and appropriately with culturally different others. Participants will come away from this workshop with a set of activities to use in their own teaching and training, and with enhanced skills to use them effectively.

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9:00 am – 12:15 pm	Hearn B	Morning Session
12:15 – 1:15 pm	Hearn Foyer	★ Lunch <i>(included with registration)</i>
1:15 – 5:00 pm	Hearn B	Afternoon Session



Thursday FEBRUARY 6

7:45 am – 4:30 pm	Hearn Foyer	Registration
8:00 – 9:00 am	Hearn Foyer	Continental Breakfast <i>(included with registration)</i>
9:00 – 9:15 am	Hearn A & B	Welcome and Introductions
9:15 – 10:30 am	Hearn A & B	Keynote : "Three Stories We Tell" Presenter: Dr. Michael Vande Berg (MVB Associates)
10:30 – 10:45 am	Hearn Foyer	Coffee Break
10:45 – 12:00 pm		Concurrent Sessions
12:00 – 1:00 pm	Embassy Suites Garden Terrace	★Lunch <i>(included with registration)</i>
1:30 – 2:45 pm		Concurrent Sessions
2:45 – 3:00 pm	Hearn Foyer	Coffee Break
3:00 – 4:15 pm		Concurrent Sessions
4:30 – 5:45 pm		Concurrent Sessions



Thursday FEBRUARY 6

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- 7:45 am – 4:30 pm** **Registration** | Hearn Foyer
- 8:00 – 9:00 am** **Continental Breakfast** (*included with registration*) | Hearn Foyer
- 9:00 – 9:15 am** **Welcome and Introductions** | Hearn A & B
- 9:15 – 10:30 am** **Keynote** | Hearn A & B

"Three Stories We Tell"

Presenter: Dr. Michael Vande Berg, MVB Associates



Three very different paradigms or “master narratives” about teaching and learning across cultural boundaries have unfolded, one after the other, during the past century. Dr. Michael Vande Berg will discuss some of the ways that the assumptions behind each of the three has differently informed theory, research and practice in education abroad.

Dr. Vande Berg has held leadership positions at several institutions that are unusually committed to the international education of their students, including CIEE: the Council on International Educational Exchange, where he was Vice President of Academic Affairs; Georgetown University, where he directed the Office of International Programs; the School for International Training, where he was Dean of Study Abroad; Michigan State University, where he directed the Office of Study Abroad; Kalamazoo College, where he was Director of the International Center, and *el Instituto Internacional*, in Madrid, where he chaired the English Department. He is lead editor and author of *Student Learning Abroad: What Our Students are Learning, What They Are Not, and What We Can Do About It*. A founding Board member of the Forum on Education Abroad, he frequently trains and coaches interculturally in the U.S. and abroad, and he recently received the Forum’s Peter A. Wollitzer Award for his “remarkable effectiveness in influencing institutions of higher education to understand and support education abroad.”



Thursday FEBRUARY 6

10:30 – 10:45 am **Coffee Break** | Hearn Foyer

10:45 am – 12:00 pm **Concurrent Sessions**

Facilitating Intercultural Learning, Model 1:

Hearn A

Home Campus Faculty, Prior to and After Study Abroad

Bruce La Brack, University of the Pacific; Laura Bathurst, University of the Pacific

This session focuses on the first of the four intervention models that are being highlighted at this conference. This groundbreaking model, designed to facilitate intercultural learning, features the active, intentional and highly structured participation of home-campus faculty in the learning of their students, before and after study abroad. In the mid-1970s Dr. Bruce La Brack, Professor Emeritus, School of International Studies, University of the Pacific, then a newly-hired cultural anthropologist, originated what is now the world's longest standing academically-credited intervention in student intercultural learning abroad. This session will assess how that program has evolved over the last four decades.

Building a Foundation with the DMIS, IDI and the IDC

Hearn C

Penelope Pynes, University of North Carolina-Greensboro

The Developmental Model of Intercultural Sensitivity (DMIS) is a well-established, theoretical model for intercultural competence. Understanding this model and the Intercultural Development Inventory (IDI), which is based on the DMIS, is critical to building a solid foundation. This session will review the DMIS, the IDI, and the more recently developed Intercultural Development Continuum (IDC).

DIVE: A Four-step Framework for Creating Meaningful Short-term Experiences Abroad

Hearn B

Karen Wardzala, Georgetown University; Elizabeth Stephen, Georgetown University

Using case studies as well as guided group and individual exercises, this interactive presentation will help faculty and study abroad professionals to enhance learning experiences in short-term programs by Developing learning goals, Incorporating culture into the curriculum, Viewing the host/home cultures through reflection and Exploring student learning through assessment.



Thursday FEBRUARY 6

10:45 am – 12:00 pm **Concurrent Sessions** *(continued)*

**Short-term Study Abroad: Assessing
Perspective Transformation of Adult Learners**

Hearn D

*Anne Hornak, Central Michigan University; Elizabeth Kirby,
Central Michigan University*

This session describes a mixed methods research study which utilizes a survey instrument designed to measure student perspectives, assess development of intercultural competencies, and willingness to challenge assumptions and worldviews on short-term study abroad. Data collection is ongoing and currently reflects findings from 11 study abroad experiences across two institutions.

12:00 – 1:15 pm ★ **Lunch** *(included with registration)*

Embassy Suites Garden Terrace

1:30 – 2:45 pm

Concurrent Sessions

**Facilitating Intercultural Learning, Model 2: Host Country
Faculty Facilitate Learning at Sites Abroad**

Hearn A

*Lilli Engle, American University Center of Provence; Marion Tizon,
CIEE Study Center in Lima, Peru; Michael Vande Berg, MVB Associates*

This session focuses on the second of the four intervention models that are being highlighted during this conference: faculty or staff who live and work at sites abroad and who facilitate the intercultural development of students throughout their time abroad. Marion Tizon will describe the intercultural learning approach that CIEE: the Council on International Educational Exchange has developed during the past seven years, and Lilli Engle describe the integration/facilitation strategies that she and colleagues at programs in Aix-en-Provence and Marseille have been developing since the early 1990s.

**Encouraging Meaningful Reflection In and Out of the
Classroom In Short Term Study Abroad Programs**

Hearn B

Sarah Egan Warren, North Carolina State University

Engineers studying abroad and reflecting on it?! OH, YES! Find out about the program and learn about reflection activities based on Chickering & Gamson's Seven Principles for Good Practice in Undergraduate Education. The session ends with an interactive discussion of how this theory and the Forum's Standards can guide development, student learning, and assessment of study abroad programs.



Thursday FEBRUARY 6

Supporting Students Through the Intercultural Learning Curve

Hearn D

*Jack Zerbe, Guilford College; Daniel Diaz, Guilford College;
Tom Martinek, University of North Carolina-Greensboro*

Examine different techniques and approaches for developing intercultural competence at three discrete phases: pre-departure, while abroad, and upon return. After an overview of each phase's challenges, presenters engage attendees in some of the exercises they use to support students. Followed by a round-table discussion of effective strategies for intercultural development.

Preparing Students for Intercultural Communication Abroad

Hearn C

*Marianne Magjuka, Wake Forest University; Shayla Herndon-Edmunds,
Wake Forest University*

Intercultural communication is key to student learning and success abroad. In this presentation, colleagues from diversity education and international service will share strategies for preparing students to engage with diverse cultural contexts. Participants will be encouraged to adapt strategies to their own programs.

2:45 – 3:00 pm

Coffee Break

Hearn Foyer

3:00 – 4:15 pm

Concurrent Sessions

Facilitating Intercultural Learning, Model 3: Home Campus Faculty Facilitate Learning through On-Line Teaching and Intervention

Hearn A

Kris Lou, Willamette University; Gabriele Bosley, Bellarmine University

This session focuses on the third of the four intervention models that are being highlighted during this conference: the facilitation of student intercultural learning by home-campus faculty who engage students in intercultural learning online. The session features two educators who have been developing, first independently and then through what has become a long-standing collaboration, the online facilitation of student learning abroad. This collaboration has continued since the late 1990s—which makes this one of the oldest, if not the oldest, higher education online intervention for purposes of facilitating student intercultural learning abroad.

How Will We Know? Assessing Students' Intercultural Learning In Education Abroad Programs

Hearn B

Darla Deardorff, AIEA and Duke University

Explore key principles and practical strategies in assessing your students' intercultural competency development. This session will focus on framing intercultural learning



Thursday FEBRUARY 6

3:00 – 4:15 pm

Concurrent Sessions (continued)

outcomes, articulating learning outcomes, lessons learned in assessing outcomes, and principles of quality in assessment.

The Intersection of Mentoring and Intercultural Learning

Hearn C

Kacy Peckenpaugh, Weber State University; Meredith Field, Bucknell University; Steven Randall, University of Arizona

This session examines the role of cultural mentors in fostering intercultural learning pre-, during, and post-study abroad. The presenters' research and experience span study abroad advising; pre-/post-departure coursework; and in-country transitions, drawn from the ESL context. This multi-faceted approach will serve as a departure point to discuss the challenges of mentoring.

VCU Globe: Collaborating on Intercultural Skills Development on Campus and Abroad

Hearn D

Jill Blondin, Virginia Commonwealth University; Amber Bennett Hill, Virginia Commonwealth University; Stephanie Tignor, Virginia Commonwealth University

This panel discussion will focus on VCU Globe, an innovative global education living-learning community, and its collaboration with International Student and Scholar Programs and Education Abroad at Virginia Commonwealth University. VCU Globe fosters intercultural skills through structured interactions between program participants, international students, and community members in Richmond and abroad.

4:30 – 5:45 pm

Concurrent Sessions

Assessing Student Learning Abroad: Basic Principles, Diverse Approaches

Hearn A

Joyce Osland, San Jose State University; Doug Stuart, Consultant
Chair: Michael Vande Berg

Research has shown that students abroad do not always learn the things some might think they do. It is therefore important to assess student learning. In this session, two assessment experts shine a light on several of the many assessment tools that are available, plus the pros and cons of commonly-used tools. Participants will come away with a better understanding of the principles of assessment as well as ideas for implementing assessments of student learning.



Thursday FEBRUARY 6

Exploring Challenge Points to Increase Student Intercultural Development

Hearn B

Christina Sanchez, University of North Carolina-Charlotte; Maureen Gibson, University of North Carolina-Charlotte

Explore application of Bennett's Developmental Model of Intercultural Sensitivity to a first-year seminar course. Experiential activities that challenge comfort zone and worldviews are included in the class. While the course is ideal for a prerequisite requirement for study abroad, modest modification permits implementation for a pre-departure/in-country/re-entry application.

Service-Learning in Short-Term Study Abroad

Hearn D

Carl Jaramillo, Minds Abroad

This session will present theories and original research about the impact that service-learning has on students' personal development (especially intercultural skills) in short-term study abroad programs. It will draw from secondary research in the field as well as two years of primary research (2012 and 2013).

Dinner on your own

See list of restaurants on page 28.



Friday FEBRUARY 7

7:45 am – 4:30 pm	Hearn Foyer	Registration
8:00 – 8:45 am	Hearn Foyer	Continental Breakfast <i>(included with registration)</i>
9:00 – 10:15 am	Hearn C & D	Concurrent Sessions
10:15 – 10:30 am	Hearn A & B	Coffee Break
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Friday FEBRUARY 7

7:45 am – 4:30 pm **Registration** | Hearn Foyer

8:00 – 8:45 am **Continental Breakfast** | Hearn Foyer

9:00 – 10:15 am **Concurrent Sessions**

Facilitating Intercultural Learning, Model 4: Home Campus
Faculty Facilitate Learning At Sites Abroad

Hearn A

Steven Folmar, Wake Forest University; Ananda Mitra, Wake Forest University

This session focuses on the fourth of the four intervention models that are being highlighted during this conference: the facilitation of student intercultural learning by home-campus faculty who accompany students to study sites abroad. Each year, thousands of U.S.-based college and university faculty travel with and often teach their students away from home. Yet many of these faculty-led programs do not include structured, intentional facilitation of intercultural learning in program design and delivery. In this session, two faculty members who have successfully integrated intercultural learning into their programs will discuss some of the things they have done to make this model successful.

Intercultural Effectiveness Assessment:
A Comprehensive Program Design

Hearn B

Iris Berdrow, Bentley University

Understanding how to assess intercultural effectiveness as a learning outcome, is a challenge for most business schools. We offer a model of intercultural effectiveness development and assessment that serves as a platform for effective structuring of international education opportunities. This session will provide the program intentions, design, experiences and lessons learned. Participants will leave with an implementable outline for assessing intercultural effectiveness.



Friday FEBRUARY 7

9:00 – 10:15 pm

Concurrent Sessions *(continued)*

Pre-International Preparation Course: The “Nuts and Bolts” of Course Design and Implementation in a University Setting

Hearn D

Adam Henry, Arizona State University; Steven Duke, Wake Forest University

This session utilizes the presenters’ experiences and research on courses that encourage students to explore cultural differences and development in order to address the “nuts and bolts” of implementing such a course. The presenters share their insight in developing pre-international courses at two different institutions. This session specifically focuses on the “how to.”

Study Abroad 101: Things to Consider

Hearn C

Denise Bellamy, University of North Carolina-Greensboro; Kevin Morrison, Elon University

This session is geared for those who are new to planning or leading study abroad programs. The session will cover some of the basics of new-program development, including academic objectives, logistics, advising and selecting students, and orientations.

10:15 – 10:30 am

Coffee Break

10:30 – 11:45 am

Concurrent Sessions

Helping Students Articulate Their Intercultural Skills to Potential Employers

Hearn A

Katharine Brooks, Wake Forest University; Carolyn Couch, Wake Forest University; Mercy Eyadiel, Wake Forest University

Many students return from abroad having had amazing experiences, yet struggle to describe what they have learned to employers. In this session, three career development experts will discuss the intercultural skills and behaviors that many employers are seeking, and provide effective activities they have developed to help students articulate their intercultural skills and the mindsets that will enable them to continue their intercultural learning.

Whose Intercultural Learning? Turning Study Abroad into Research and Scholarship Opportunities for Faculty, Staff and Students

Hearn B

Prudence Layne, Elon University

This session tackles the almost taboo notion that international educators can and should derive professional and personal outcomes from their work, including research and



Friday FEBRUARY 7

publication opportunities. In a series of group and individual exercises, participants will be led in discussion and exploration of how to maximize the benefits of their work abroad.

The Effective Facilitation of Student Intercultural Development Hearn D
Abroad: Key Findings and Implications of Recent Research

Tara Harvey, CIEE

After briefly reviewing recent research on the intercultural learning and development of students abroad, this session will examine key findings of a recent PhD research study that focused on the process of facilitating student learning and development abroad. Participants will explore the implications of these findings for their own work with students abroad.

Re-entry Course Design: Challenges and Choices Hearn C

Andrew Smith, Wake Forest University

A challenge in re-entry course design is to get students to recognize the relevance of their intercultural experiences and learning from study abroad in a domestic context. In this workshop, participants will explore aspects of re-entry course design that can address this challenge. Features from a re-entry course taught at Wake Forest University will also serve as a point of reference.

12:00 – 1:15 pm

★ **Lunch** (*included with registration*)

Embassy Suites Garden Terrace

1:30 – 2:45 pm

Concurrent Sessions

Managing Risks across Cultures Hearn A

Steven Duke, Wake Forest University

This session focuses on some of the ways culture and different cultural norms, particularly in verbal communication, can pose challenges for those leading programs. The session will include suggestions on preparing for emergencies, managing risks, and responding to an actual crisis while also anticipating cross-cultural challenges. It will emphasize the need to balance safety with opportunities for cross-cultural interaction.

Revealing New Visions of Intercultural Learning through a PRISM Hearn B

Tracy Rundstrom Williams, Texas Christian University

This session will explore my pedagogy, “the PRISM,” which provides cognitive, behavioral, and affective learning components for six elements of intercultural competence. I will share ways to utilize this innovative and holistic method, including courses, orientations, and post-return activities. Through discussion and application, the audience can consider ways to personalize and expand the model.



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1:30 – 2:45 pm

Concurrent Sessions *(continued)*

Inquiry-Guided Learning and Study Abroad

Hearn D

Richard Slatta, North Carolina State University; Maxine Atkinson, North Carolina State University

Inquiry-Guided Learning and Study Abroad provides two presentations based on the instructors' study abroad courses in London, England, summer 2013. Richard W. Slatta's presentation, "Combining Structured and Serendipitous Inquiry in Study Abroad," provides examples of both structured and open-ended student research experiences. Atkinson's presentation, "Combining Cultural Inquiry and Current Events in Study Abroad," illustrates how she combined press coverage of the birth of Prince George to Kate and Will, with a sociological inquiry into British cultural values and explores the advantages of incorporating current events.

The Basics of Budgeting and Marketing for Short Term Programs

Hearn C

Mike Tyson, Wake Forest University

This session is geared for faculty planning or leading new programs. It will cover some of the basic aspects of building budgets and financial plans for programs, as well as things to consider when marketing a program to students.



Four Well-Known Models for FACILITATING STUDENT LEARNING ABROAD

This year's conference includes four sessions that focus on four very different models of intervention in student learning abroad.

Facilitating Intercultural Learning, Model 1: Home Campus Faculty, Prior to and After Study Abroad

Bruce La Brack, University of the Pacific; Laura Bathurst, University of the Pacific

Thursday, February 6

10:45 am – 12:00 pm, Hearn A

This session focuses on the first of the four intervention models that are being highlighted at this conference. This groundbreaking model, designed to facilitate intercultural learning, features the active, intentional and highly structured participation of home-campus faculty in the learning of their students, before and after study abroad. In the mid-1970s Dr. Bruce La Brack, Professor Emeritus, School of International Studies, University of the Pacific, then a newly-hired cultural anthropologist, originated what is now the world's longest standing academically-credited intervention in student intercultural learning abroad. Dr. La Brack will open this session by discussing his and his colleagues' development, during the program's first three decades, of the University of the Pacific's academically-credited "book end" approach to training students. Dr. Laura Bathurst, Associate Professor of Cultural Anthropology at the University of the Pacific, will then discuss how this well-known and successful approach to facilitating student learning, deeply embedded in the institution's curriculum, has continued to evolve during

the years since she assumed leadership of the program following Dr. La Brack's retirement.

Facilitating Intercultural Learning, Model 2: Host Country Faculty Facilitate Learning at Sites Abroad

Lilli Engle, American University Center of Provence; Marion Tizon, CIEE Study Center in Lima, Peru; Michael Vande Berg, MVB Associates

Thursday February 6

1:30 – 2:45 pm, Hearn A

This session focuses on the second of the four intervention models that are being highlighted during this conference: faculty or staff who live and work at sites abroad and who facilitate the intercultural development of students throughout their time abroad. Marion Tizón, Resident Coordinator and instructor at the CIEE Study Center in Lima, will describe the intercultural learning approach that CIEE: the Council on International Educational Exchange has developed during the past seven years for students studying in Peru and at other CIEE semester-length programs. Like the AUCP, CIEE carries out pre- and post-testing of the intercultural competence of students enrolled in their "Seminars for Living and Learning Abroad"; this approach distinguishes itself for the focused and intentional training and coaching of faculty and staff who, like Marion Tizón, teach these Seminars at sites around the world. Lilli Engle, co-founder, President and on-site Director of the American University Center of Provence (AUCP), will then describe the integration/facilitation strategies that she and colleagues at programs in Aix-en-



Four Well-Known Models for FACILITATING STUDENT LEARNING ABROAD

Provence and Marseille have been developing since the early 1990s—leading, among other things, to a semester-long required course in intercultural communication. The AUCP approach to the intentional and academically-credited training of students, in conjunction with the pre- and post-semester assessment of their learning, has led to one of higher education's longest-standing and most successful interventions in student learning abroad.

Facilitating Intercultural Learning, Model 3: Home Campus Faculty Facilitate Learning through On-Line Teaching and Intervention

*Kris Lou, Willamette University; Gabriele Bosley,
Bellarmine University*

**Thursday February 6,
3:00 – 4:15pm, Hearn A**

This session focuses on the third of the four intervention models that are being highlighted during this conference: the facilitation of student intercultural learning by home-campus faculty who engage students in intercultural learning online. The session features two educators who have been developing, first independently and then through what has become a long-standing collaboration, the online facilitation of student learning abroad. This collaboration has continued since the late 1990s—which makes this one of the oldest, if not the oldest, higher education online intervention for purposes of facilitating student intercultural learning abroad. Gabriele Bosley, Professor of German and Director of the International Programs Office at Bellarmine University, and Dr. Kris Lou,

Associate Professor of International Studies and Director of International Education at Willamette university, will discuss their joint development of this innovative and successful approach, which connects students online in several different ways: with professors located at their home campus, with international students studying at those same home campuses, and with students who are studying abroad during the same semester, but at different sites.

Facilitating Intercultural Learning, Model 4: Home Campus Faculty Facilitate Learning At Sites Abroad

*Steven Folmar, Wake Forest University; Ananda
Mitra, Wake Forest University*

**Friday February 7,
9:00 – 10:15 am, Hearn A**

This session focuses on the fourth of the four intervention models that are being highlighted during this conference: the facilitation of student intercultural learning by home-campus faculty who accompany students to study sites abroad. Each year, thousands of U.S.-based college and university faculty travel with and often teach their students away from home. Yet many of these faculty-led programs do not include structured, intentional facilitation of intercultural learning in program design and delivery. In this session, two faculty members who have successfully integrated intercultural learning into their programs will discuss some of the things they have done to make this model successful.



Speaker BIOGRAPHIES

Dr. Maxine P. Atkinson is professor of sociology at NC State University where she focuses on preparing Ph.D. students to teach and conducts research on effective teaching techniques. She is the recipient of the most prestigious teaching awards given by both her discipline and the NC University system. She created and taught a study abroad course on sociology of the family with an emphasis on the royal family in London, England, summer 2013.

Dr. Laura Bathurst is Assistant Professor of Anthropology in the University of the Pacific's School of International Studies, Stockton, California, and Director of Pacific's MA in Intercultural Relations program, jointly run with the Intercultural Communication Institute. At Pacific, she provides intercultural consultation and training to students, faculty, and staff, and assists with programmatic efforts to implement and assess intercultural competencies throughout the university. Her current research focuses on the pedagogy of cultural difference

Denise L. Bellamy is the Director of Study Abroad & Exchanges at The University of North Carolina at Greensboro. She joined the International Program Center team in 2007. She holds an MS Ed in International Higher Education Leadership (emphasis in Multicultural Counseling) from Old Dominion University and a BS in Mechanical Engineering from North Carolina A&T State University. Denise enjoys encouraging others to think, learn, and experience life globally!

Dr. Iris Berdrow is an associate professor of management at Bentley University, an adjunct instructor at Harvard University Summer School, and has taught in France, Germany, Austria, Scotland and Morocco. Her research interests are in global innovation, global alliances, knowledge management, employee competencies and competency based education. Iris is published in MIT Sloan Management Review, Strategic Management Journal, Long Range Planning and the Journal of World Business, among others. She is coauthor of *Bases of Competence: Skills for Lifelong Learning and Employability* (Evers, Rush & Berdrow, 1998).

Dr. Jill Blondin is the Director of VCU Globe at Virginia Commonwealth University. Before directing VCU Globe, a global education living-learning community, she helped to develop and to launch Global Awareness through Education (GATE), a globally-focused two-year living-learning program with an education abroad component at the University of Texas at Tyler. She holds a doctorate in art history from the University of Illinois at Urbana-Champaign.

Dr. Gabriele Weber Bosley is Director of International Programs and Professor of Global Languages and Cultures at Bellarmine University. She leads all campus wide international initiatives at Bellarmine, including the most recent QEP/SACS initiative. She designed and implemented BU's Foreign Languages/International Studies Degree, a Minor in International Studies, and chaired the FLIS Department until 2008. She is the

Speaker BIOGRAPHIES



founding Director of Bellarmine's International Programs Office, and has served in that capacity since 1995. Her research and publications focus on intercultural education, curriculum development and foreign language acquisition. She is President of Hemming & Weber Consulting, LLC.

Dr. Katharine Brooks is the Executive Director of the Office of Personal and Career Development at Wake Forest University. A licensed and certified counselor and coach, she specializes in assisting students with international employment. She is the author of *You Majored in What?* and writes a blog for *Psychology Today*. She holds a doctorate in Educational Psychology from West Virginia University.

Carolyn Couch is Associate Director, Career Education and Counseling in the Office of Personal and Career Development at Wake Forest University. She has twenty years of experience as a college career coach, holding certifications in career counseling and coaching. She has also served as a columnist for the *USAToday* Career Center Online. In 2009, she received a Fulbright grant to study the higher education system in Germany, enhancing her ability to serve international students and domestic students studying abroad. She coordinates the Wake Forest University International Student Career Development Committee.

Dr. Darla Deardorff is Executive Director of the Association of International Education Administrators (AIEA) based at Duke University. She has worked in international education for more than 15 years and teaches graduate courses in international education and intercultural communication. She has experience in study abroad, international student services, cultural programming and ESL teaching/teacher training. She has also published widely on international education, including *The SAGE Handbook of Intercultural Competence*. She is frequently invited to consult and lecture around the world on intercultural competence and

assessment. She earned a doctorate from North Carolina State University where she focused on international education.

Daniel Diaz has been working in international education for 10 years, including positions at East Carolina University, University of North Carolina at Greensboro (UNCG), and currently at Guilford College as the Assistant Director of Study Abroad and International Student Advisor. He is also the Vice-President of Study North Carolina, a statewide non profit organization that connects international and out-of-state students and professionals with opportunities for quality education and training in North Carolina.

Dr. Steven Duke directs the WISE conference as well as Wake Forest's cross-cultural engagement program for students. He also coordinates intercultural and global development initiatives for Wake Forest faculty and staff. He serves on Wake Forest's Overseas Crisis Management Team and is a point-person on risk and crisis management issues for faculty leading study abroad programs. A specialist on modern Russia and the Baltic region, he has taught history and international studies courses and coordinated international programs at Brigham Young University, the University of Wisconsin-Madison, Virginia Tech, and Wake Forest. He is the author of *Preparing to Study Abroad: Learning to Cross Cultures*, published in January 2014.

Sarah Egan Warren is Assistant Director of the Professional Writing Program at North Carolina State University. She created a new study abroad program in London designed for engineering students. She has been teaching professional writing courses (face-to-face, hybrid, and online) since 1999. In addition to her classroom teaching, she trains TAs to teach in the Professional Writing Program. She designed and delivered NC State's first online course for the Professional Writing Program and trains other instructors to teach online.



Speaker BIOGRAPHIES

Lilli Engle co-founded and now directs the American University Center of Provence (AUCP) in Aix-en-Provence and Marseille, France. She has spoken and written extensively in defense of the enhancement of intercultural learning in study abroad since 1993. She is a graduate of UCLA, a founding member of the Advisory Council of the Forum on Education Abroad, founder/director of one of France's largest and well-known language schools, and faculty member at the Summer Institute for Intercultural Communication.

Mercy Eyadiel has 19 years of experience in higher education administration with specialized experience in employer relations and outreach, career management, alumni relations, leadership development, and human resources. As Executive Director, Employer Relations, Mercy oversees strategy and operations for Wake Forest University's Employer Relations and the School of Business Market Readiness & Employment, Center of Excellence. She previously worked at the Stanford Graduate School of Business and Vanderbilt University.

Meredith P. Field has worked in higher education for more than eight years. She advises business students, coordinates a semester-long program in London, and leads service-learning programs abroad. Meredith holds a MSED from Bucknell University and a graduate certificate in International Education from SIT. Her research interests include best practices for mentoring the millennial generation, mentoring models used within education abroad, and supporting Greek Letter students who study abroad.

Dr. Steven Folmar is an Assistant Professor in the Department of Anthropology at Wake Forest University. He began conducting anthropological research in Nepal in 1979. In 2001, he led his first study abroad trip to Nepal. Since then, he has led six study abroad groups to Nepal, where his students have home-stay accommodations, study Nepali and conduct independent projects related to

tourism, health, development and the social conditions of marginalized people.

Maureen Gibson is the Coordinator of International Initiatives in the Office of International Programs at the University of North Carolina at Charlotte, where she supports the expansion of international education through program development and implementation, classroom teaching, and campus engagement initiatives. Maureen earned her M.A. in English: Rhetoric and Composition from the University of Tennessee at Chattanooga.

Dr. Tara Harvey is passionate about helping students maximize the intercultural learning opportunities inherent in international education experiences. In addition to teaching English abroad, advising international students, and working as an intercultural trainer, Tara has been involved with three different intercultural courses specifically designed for study abroad participants. Having earned her Ph.D. in Comparative and International Development Education from the University of Minnesota, Tara is now Manager of Intercultural Learning and Curriculum Development at CIEE.

Adam Henry is the Assistant Director of the Arizona State University (ASU) Study Abroad Office. His dissertation research focuses on a pre-departure study abroad course designed for ASU students to prepare them to be successful while abroad, and to develop cultural competencies. Graduating in spring 2014, Adam's doctorate will be in Education with an emphasis in Leadership/Innovation. Previous to ASU, Adam worked for an international non-governmental organization and developed a volunteer, service-learning program.

Shayla Herndon-Edmunds is the Manager of Diversity Education in the Office of Diversity & Inclusion at Wake Forest University. Her primary responsibilities are to develop and manage programs and initiatives that will elevate faculty competence and scholarship

Speaker BIOGRAPHIES



regarding diversity and inclusion; develop and implement student diversity education programs; enhance existing staff diversity education programming; and expand all facets of diversity education within the Wake Forest community. She received her B.A. in English and Business Administration from George Mason University; and certification as a diversity trainer from Executive Diversity Services.

Dr. Amber Bennett Hill is the Director of International Student and Scholar Programs in the Global Education Office at Virginia Commonwealth University. Her office provides targeted academic, cultural, and immigration advising and special programs to support international students and scholars in achieving their goals and enriching their experiences. She previously taught anthropology and conducted archaeological research on historic sites in Virginia. She holds a doctorate in American Civilization from the University of Pennsylvania.

Dr. Anne Hornak is an associate professor and chairperson of Educational Leadership at Central Michigan University. Her research interests include international education and intercultural competency, as well as multicultural identity development. She is a strong advocate for international education and the impact of those experiences on student learning and development.

Carl Jaramillo is the President of Minds Abroad, a study abroad organization that conducts cultural immersion programs in Asia. He designs a variety of customized faculty-led programs for academic groups and Minds Abroad's own summer programs for individual students. He is responsible for the in-depth analysis and monitoring of his organization's financials as well as the final human resource related decisions.

Dr. Elizabeth Kirby is the associate dean and recent chair and faculty member in the Educational Leadership Department of the College of Education and Human Services at Central Michigan University. She has over

20 years of experience in K-12 and higher education teaching, administration, and leadership. Areas of expertise include organizational culture and change theory coupled with a passion for international studies. She is a strong advocate for faculty led study abroad experiences for adult students.

Dr. Bruce La Brack, Professor Emeritus, School of International Studies, University of the Pacific, Stockton, California, created Pacific's innovative and integrated cross-cultural training programs to support international educational exchange. He is the primary author/editor of "What's Up With Culture?" <http://www2.pacific.edu/sis/culture/>, a free Internet resource for preparing U.S. American study abroad students. In 2012, he was presented the Teaching, Learning, and Scholarship Award for Innovative Research & Scholarship in Internationalization, by NAFSA: Association of International Educators.

Dr. Prudence Layne is an associate professor of English and Coordinator of African and African-American Studies at Elon University. She began her international education experiences as a year-long American Field Scholar in the Faroe Islands. She has more than eight years of experience developing and leading a short-term study abroad program, teaching in a variety of international contexts, directing a semester program, and serving as a curriculum development administrator for faculty-led education abroad programs.

Dr. Kris Hemming Lou is Director of International Education and Associate Professor of International Studies at Willamette University since 2003. He is an active member of AIEA, CIEE, EAIE, Forum on Education Abroad, ISEP and NAFSA. He presents frequently on issues of Intercultural Learning Abroad and has taught in the US, Austria, and Japan. Dr. Lou is a co-editor of Student Learning Abroad and CEO of Hemming & Weber Consulting, LLC, which provides intercultural consulting services to educational institutions.



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Marianne Magjuka is Director of Campus Life and My Journey at Wake Forest University. In this role, she oversees a holistic student development program that assists students in their personal and professional development throughout their undergraduate career. She coordinates Wake Forest's Volunteer Service Corps, which facilitates domestic service trips as well as international service trips to India, Vietnam, Russia, and Nicaragua. Prior to joining Wake Forest, she coordinated community service and service learning programs at Baylor University. She earned a master of education degree at the University of Notre Dame.

Tom Martinek has been working as the Assistant Director of Study Abroad and Exchange Programs at the University of North Carolina at Greensboro (UNCG) since 2004. He received a bachelor's degree from UNCG in Anthropology and a master's degree from UNCG in Peace and Conflict studies. During his undergraduate studies he studied abroad at the University of Oulu in Finland.

Dr. Ananda Mitra is a Professor in the Department of Communication. He designed and directed Wake Forest's summer study abroad program in India, which began in 2010. He teaches courses on communication and electronic media and specializes in survey research. He has also taught and conducted research on various communication and cultural issues in India. His recent publications have focused on the impact of new technologies on global communication and culture. He holds a doctorate in speech communication from the University of Illinois at Urbana-Champaign.

Kevin Morrison is the Director of Study Abroad and Assistant Dean of Global Studies at Elon University. Throughout his 15 year career he has been a frequent presenter at conferences and currently serves as a trained facilitator for the Forum on Education Abroad, presenting their Standards of Good Practice workshops.

Dr. Joyce Osland is the Lucas Endowed Professor of Global Leadership and Executive Director, Global Leadership Advancement Center in San Jose State University's College of Business. She has co-/authored over 90 articles, chapters books, and cases on international management and experiential education; her latest book is *Global Leadership: Research, Practice, and Development*. In addition to consulting, Dr. Osland is a senior partner in the Kozai Group, which creates assessment instruments to measure global competency and intercultural effectiveness.

Dr. Kacy Peckenpaugh is Assistant Professor of German and French at Weber State University in Ogden, UT. Her dissertation, completed at the University of Arizona in April, 2013, was entitled, "Becoming Transcultural: Maximizing Study Abroad" and was based on a course that served as a forum for students to develop intercultural competence pre- and post-study abroad. Her research interests include fostering intercultural competence and intercultural learning through medieval texts and in the language classroom.

Dr. Penelope Pynes is Associate Provost for International Programs at the University of North Carolina at Greensboro, where she leads campus internationalization efforts. In 2005, she represented the UNC system in an administrative exchange at the Ministry of Science and Arts in Baden-Wuerttemberg. Since then, she has worked to promote student/faculty exchange and piloted the Baden-Wuerttemberg state-to-state program, which led to the establishment of UNC's system-wide exchange program. She facilitates diversity and intercultural workshops on and off campus to prepare faculty and students for successful experiences abroad. She earned a doctorate in German linguistics from the University of North Carolina at Chapel Hill.

Speaker BIOGRAPHIES



Steven J. Randall is Intensive English Program Coordinator in the Center for English as a Second Language at the University of Arizona, where he has worked for four years. In addition, he is a Ph.D. candidate in the Second Language Acquisition and Teaching program at the University in Arizona. Holding an M.A. in German studies, Steve led students on study abroad programs to Germany, which led to research interests in aiding international students better transition into the U.S. academic environment.

Dr. Tracy Rundstrom Williams is Associate Director in the Center for International Studies at Texas Christian University, where she also teaches in the Honors College. In addition to her responsibilities for study abroad, she directs the Certificate in International Studies and teaches a 3-course sequence on global citizenship for study abroad students. Tracy holds a Ph.D. in Linguistics and her research on sociolinguistics and intercultural learning has been published in various journals. Tracy has developed the PRISM pedagogy for intercultural learning and the “Examine Your LENS” process for understanding intercultural encounters.

Dr. Christina Sanchez is the Associate Director for the Office of International Programs at the University of North Carolina at Charlotte. She teaches and presents frequently on the intersect of cultural identity, intercultural sensitivity, and global dimensions of leadership. She serves on the Lessons from Abroad Board and contributed to the Forum’s online guide for *Best Practices, Resources, and Programming for Returned Students*. Christina received her doctorate in Intercultural Communication at the University of New Mexico.

Dr. Richard W. Slatta is professor of history at NC State University, where he has taught courses on Latin America and comparative frontiers since 1980. He has published 10 books and hundreds of articles and reviews. He also directs the university’s First Year Inquiry program

and leads workshops promoting the program pedagogy [inquiry-guided learning] and the key cognitive goal of enhancing critical and creative thinking. He taught a study abroad course on human-horse interactions in London, summer 2013.

Andrew C. Smith is Program Coordinator for the Cross-Cultural Engagement and English Language Skills Enhancement programs at Wake Forest University. He works with both outbound study abroad students and inbound international students at Wake Forest. He has extensive experience teaching English as a second language to immigrants around the U.S. He earned master’s degrees at American University and the School for International Training.

Elizabeth Hervey Stephen is associate professor of demography at Georgetown University, where she has worked for 27 years. She recently taught at Georgetown’s Villa Le Balze in Italy and will again teach abroad at Georgetown’s McGhee Center in Turkey during fall 2014. She utilizes blogs and ePortfolios with her students in the living and learning communities to capture their high impact experiences contemporaneously and to link study abroad experiences to course work at home.

Dr. Doug Stuart is an independent consultant in the field of global leadership, specializing in evidence-based assessment. Doug is licensed to deliver several assessment instruments measuring vertical or horizontal development, including the Intercultural Development Inventory, Culture in the Workplace Questionnaire, Global Competencies Inventory, and Tucker Assessment Profile. Doug’s overview of such instruments was published in *Contemporary Leadership and Intercultural Competence* (SAGE), and his article “Taking Stage Development Theory Seriously: Implications for Study Abroad” was published in *Student Learning Abroad* (Stylus, 2012).



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Stephanie Tignor is the Director of Education Abroad at Virginia Commonwealth University where she oversees administration of the University's study abroad and exchange programs, including approximately 30 faculty-led programs. She is an alumna of VCU, at which she earned her master's degree in English. She has worked in VCU's Global Education Office in a variety of positions for more than eight years, and became Director in 2008.

Marion Tizon is Resident Coordinator for CIEE in Lima, Peru where she also teaches the Seminar on Living and Learning Abroad. She is currently studying for her Master's degree in Social Management at the Pontificia Universidad Catolica del Peru, and she attended the Summer Institute of Intercultural Communication in 2009. Her B.A. is from Swarthmore College, in Sociology and Anthropology. She is also an Intercultural Training Consultant for Cartus Intercultural and Language Solutions. Originally from Maine, Marion is bilingual and works and resides in Lima, Peru with her husband and two young daughters.

Mike Tyson has been a study abroad advisor at Wake Forest University for four years, focusing on summer programs. He has assisted dozens of Wake Forest faculty to plan, market, and execute summer programs. He touches every aspect of summer programs, from the budget-building process to marketing, agreements, and student advising. He previously worked at the University of South Carolina's study abroad office as an advisor and coordinated a ten-day service trip to Jamaica. He earned a master's degree at the University of South Carolina.

Dr. Michael Vande Berg has held international education leadership positions at CIEE, Georgetown University, The School for International Training,

Michigan State University, Kalamazoo College, and el Instituto Internacional. He has published extensively, including the recently released *Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It* (Stylus, 2012). Director of several research studies on student learning abroad, he frequently provides intercultural training and coaching at universities in U.S. and Europe. He is a founding Board member of the Forum on Education Abroad, a recipient of the Forum's Peter A. Wollitzer award, and a senior faculty member at The Summer Institute for Intercultural Communication.

Karen Wardzala is Assistant Director of Overseas Living and Learning Communities at Georgetown University. She has been working in the field of international education for more than 15 years and has extensive experience working with students and faculty before, during and after their time abroad. Her current professional interests lie in program development, maximizing the living learning community model for student-faculty engagement, and investigate the impact that teaching abroad has on faculty.

Jack Zerbe is the Director of Study Abroad and a Professor of Theatre Studies at Guilford College, where has served on the faculty for 25 years. He has been engaged with international education since 2002, teaching in Spoleto, Italy each summer, leading and designing semester programs, and helping launch the college's new January term. He is currently leading the effort to strengthen international education at Guilford College by chairing the Strategic Planning Subcommittee on International/Global Education.

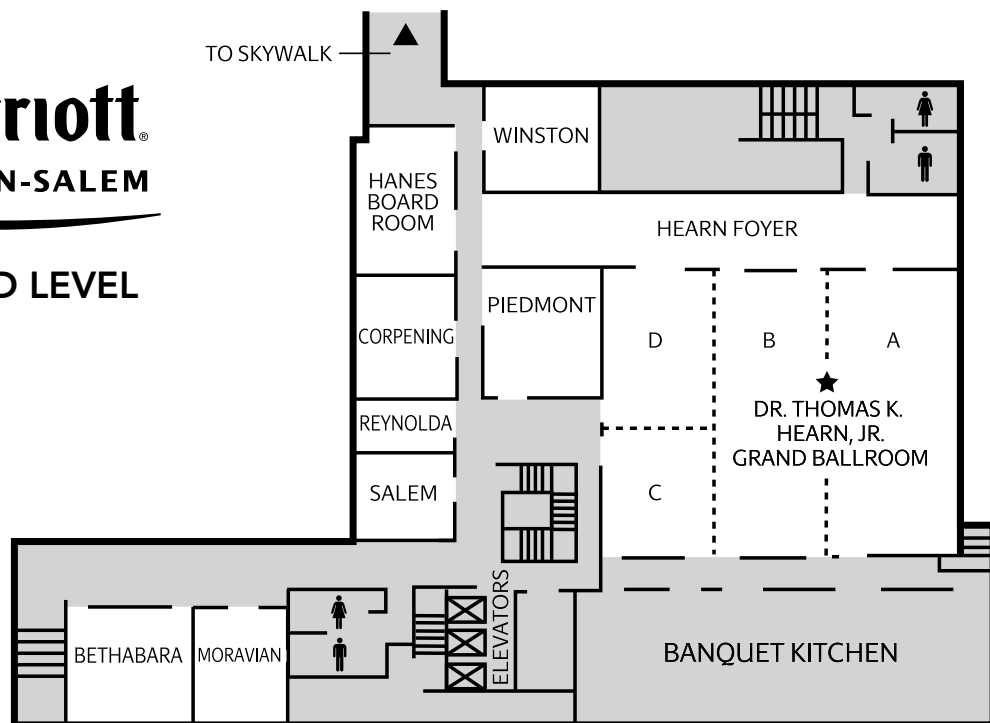


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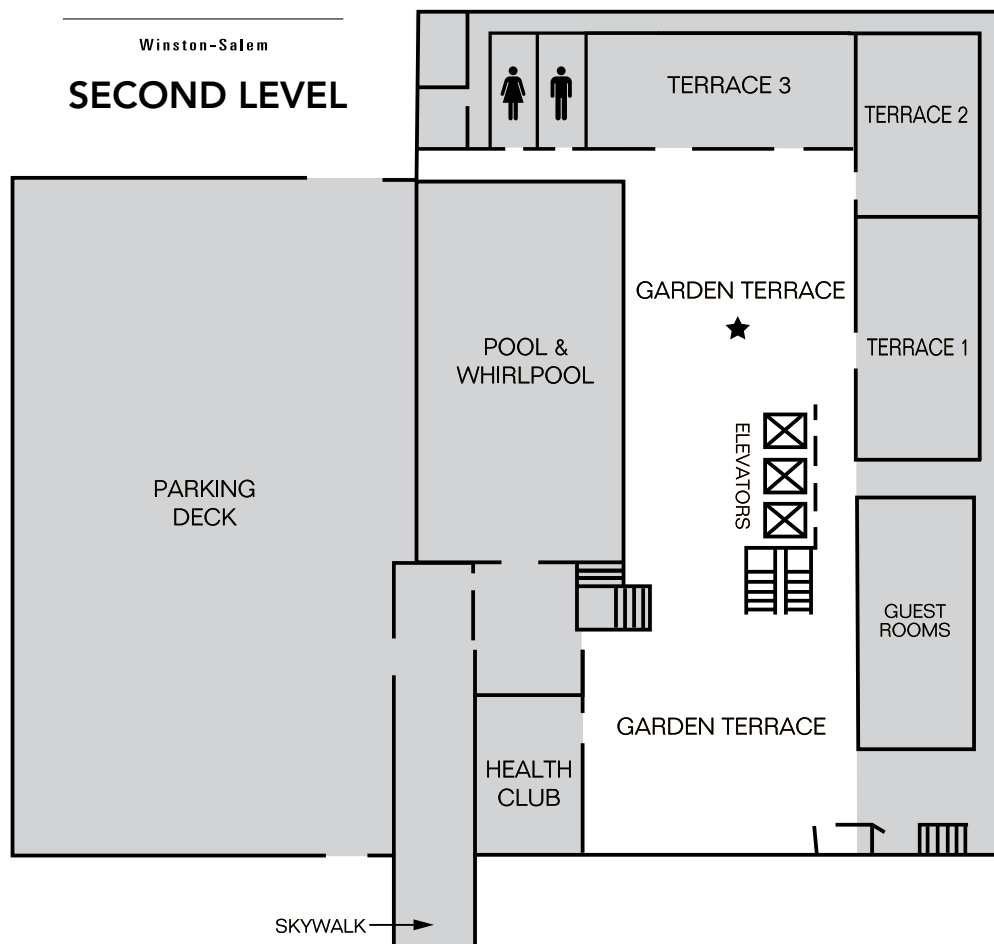
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1. To enter the parking deck, each vehicle will require its own parking key. While the recording will ask the user to press the button for a ticket, the coded parking key you have been provided will be used instead.
2. Insert the parking card into the slot that says **PLEASE TAKE TICKET**, paying careful attention that the **black stripe is facing up and to the left**. The gate will automatically rise once completed.

To Exit:

1. To exit the parking deck, users will require the same parking key used at entrance. As before, insert the parking key card into the pay station making sure to have the **black stripe facing up and to the left**. Nothing else should be inserted into the machine as all other options will require an onsite form of payment. If card is inserted incorrectly, press the **CANCEL** button and start again. The gate should rise allowing exit.



LAZ PARKING

How to Use Validation Tickets

To Enter:

1. To enter the parking deck, simply press the button marked **PRESS FOR TICKET**. Be sure to keep this ticket somewhere safe as it will be needed for exit.

To Exit:

1. To exit the parking deck, users will require two things. First insert the white ticket received at the time of entrance. Position the ticket so that the **black stripe is facing up and to the left**.
2. Next insert the validation ticket oriented in the same way. The **black stripe should be facing up and to the left**. Please note that if the white ticket received at entrance is lost, **user must press the lost ticket button** before using the validation ticket. The validation alone is not sufficient for exit. Validation tickets have a monetary value encoded to them. If the duration of the user's stay exceeds this value, cash or a credit card may be used to pay the difference.

