



WELCOME

Welcome to the WISE Conference! This is the seventh annual WISE (Workshop on Intercultural Skills Enhancement) event hosted by Wake Forest University, and the third year WISE is being held as a full-scale professional conference. This year's conference is bigger than ever, with 28 sessions and two keynote presentations focused on cross-cultural engagement, the development and assessment of intercultural competence, student learning, and much more. Six of the sessions specifically focus on the intercultural development of international students and the communities that support them.

Recent research has shown that intervening in student 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. Many international students studying in the U.S. and other countries experience similar challenges. 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. This diminishes the impact and effectiveness of their international and intercultural learning.

For the next two days, colleagues will share their experiences developing practical programs and initiatives designed to enhance students' intercultural competence and awareness, to assess intercultural competence, and to guide students through their cultural transitions. We hope that these initiatives, programs, courses, and assessment tools will offer new insights as you strive to make your own 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 cross-cultural learning 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 4

Pre-conference workshops – separate registration required.

7:30 am – 5:00 pm	Registration	Hearn Foyer
8:00 – 8:45 am	Continental Breakfast <i>(included in workshop registration fee)</i>	Hearn Foyer
9:00 am – 12:30 pm	Morning Session <i>(workshops #1, 2 and 3)</i>	Hearn A, Hearn C & D, & Bethabara
12:30 – 1:30 pm	★ Lunch <i>(included in workshop registration fee)</i>	Hearn B
1:30 – 5:00 pm	Afternoon Session <i>(workshops #1, 2 and 4)</i>	Hearn A, Hearn C & D, & Bethabara



Wednesday

FEBRUARY 4

Pre-conference Workshop #1

"Intercultural Concepts for the Overworked International Educator"

Wednesday February 4, 2015, 9:00 am – 5:00 pm

Dr. Janet Bennett

The international educator's plate is rather full. With bureaucracy demanding time and learning requiring reflection, building intercultural competence may seem like a far-fetched luxury. But wait—it can be a pleasure in your work! This day of intercultural concepts will not only be a crash course in some enjoyable ideas, it will also provide ways for you to use these concepts in your daily work advising, teaching and administrating your programs.

Pre-conference Workshop #2

Bridging the (Multiple) Gaps in Student Learning Abroad

Wednesday February 4, 2015, 9:00 am – 5:00 pm

Dr. Michael Vande Berg

We often talk about helping students “bridge the cultural gap” when they study abroad. However, interacting effectively and appropriately within the context of student learning abroad in fact requires us to participate in bridging three different gaps: the first between our students and their own cultural experience, the second between ourselves and the students, and the third between ourselves and our institutions. This workshop asks participants to explore how they can work within and reconcile these three different gaps as they interact with their own students and colleagues.



Wednesday

FEBRUARY 4

Pre-conference Workshop #3

Designing Qualitative Assessment Questionnaires for Effective Intercultural Programs

Wednesday February 4, 2015, 9:00 am – 12:30 pm

Lilli Engle

Appropriate assessment tools offer valuable feedback and leverage for the evolution of program effectiveness as well as for advocacy and program funding. Unfortunately, research shows that most qualitative assessment questionnaires used in study abroad today solicit students as agents of quality control and, in the process, undermine with ethnocentric bias the values and experiences essential to intercultural learning. For those who wish to design in-house qualitative assessment questionnaires appropriate to study abroad, this workshop offers a method of targeting and formulating questions that highlight student learning and development, respect intercultural complexity, and consider the essential elements of student engagement necessary to a “successful” experience abroad.

Pre-conference Workshop #4

Re-Entry Training: Why, How, and When

Wednesday February 4, 1:30 – 5:00 pm

Dr. Bruce La Brack and Andrew Smith

What can we do to help returning study abroad students make the most of their experiences? How can we assist them to better process their re-entry to life in the US, and apply overseas intercultural learning to domestic settings? After a brief overview of the rationale for re-entry courses and programs, presenters will share tips for the design, content, training materials and activities, as well as sequencing and dealing with challenges. Participants will also examine steps they can take at their own institutions to develop or improve a re-entry program or course.



Thursday

FEBRUARY 5


7:45 am – 4:30 pm	Registration	Hearn Foyer
8:00 – 9:00 am	Continental Breakfast <i>(included with registration)</i>	Hearn Foyer
9:00 – 9:15 am	Welcome and Introductions	Hearn Grand Ballroom
9:15 – 10:15 am	Keynote : “The Transformative Educator” Presenter: Dr. Janet Bennett, Executive Director and Co-Founder of the Intercultural Communication Institute and the Summer Institute for Intercultural Communication	Hearn Grand Ballroom
10:30 – 10:45 am	Coffee Break	Hearn Foyer
10:30 – 11:45 am	Concurrent Sessions	Hearn A, B, C, D
12:00 – 1:00 pm	★ Lunch <i>(included with registration)</i>	Embassy Suites Grand Pavilion
12:30 – 1:00 pm	Keynote: Transformation, Applied Presenter: Dr. Mark Scheid, President and CEO, Institute for Study Abroad, Butler University	Embassy Suites Grand Pavilion
1:30 – 2:45 pm	Concurrent Sessions	Hearn A, B, C, D & Bethabara
2:45 – 3:15 pm	Coffee Break	Hearn Foyer
3:15 – 4:30 pm	Concurrent Sessions	Hearn A, B, C, D & Bethabara
4:45 – 5:45 pm	Round Table Discussions	



Thursday

FEBRUARY 5

WISE conference begins

7:45 am – 4:30 pm	Registration Hearn Foyer
8:00 – 9:00 am	Continental Breakfast <i>(included with registration)</i> Hearn Foyer
9:00 – 9:15 am	Welcome and Introductions Hearn Grand Ballroom
9:15 – 10:15 am	Keynote Hearn Grand Ballroom “The Transformative Educator” <i>Dr. Janet Bennett, Executive Director and Co-Founder of the Intercultural Communication Institute and the Summer Institute for Intercultural Communication</i>
	<div><div>Fundamentally, we are in the delightful and profound business of facilitating transformation. While sometimes it doesn’t feel that way, we know that international education can be a fast-track to insight and development. It can also be a great way to collect Hard Rock Cafe T-shirts. Our conversation this morning will explore the myriad paths to educational transformation, our role in turning experience into learning, and sharing in the costs of growth.</div></div>
10:15 – 10:30 am	Coffee Break Hearn Foyer
10:30 – 11:45 am	Concurrent Sessions An Integrated Approach: The Importance of Program Design on Faculty-Led Programs <i>Annique Kiel, Drake University; Jimmy Senteza, Drake University</i> Focus: Best Practices Anticipated audience: Faculty, Education Abroad

Hearn C



Thursday FEBRUARY 5

10:30 – 11:45 am

Concurrent Sessions (continued)

Session leaders will discuss the importance of program design in developing meaningful intercultural learning experiences on short-term, faculty-led courses. Learn of an integrated program model where U.S. and local students are paired on site, and the role of reflection in advancing student learning.

Building a Foundation with the DMIS, IDI and the IDC Hearn D
Penelope Pynes, University of North Carolina at Greensboro
Focus: Best Practices **Anticipated audience:** Faculty, Education Abroad, Intl St

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).

How Emotion, Adaptation, and Identity Challenge and Enrich Experiences for Students and Faculty Hearn B
Vic Savicki, Western Oregon University; Janice Abarbanel, Study Abroad Psychologist and Health Educator
Focus: Best Practices **Anticipated audience:** Faculty, Education Abroad, Intl St

Both students and faculty adjust to a different culture during their study abroad sojourn. A Transitions framework normalizes these changes rather than seeing them as “crises.” This session will focus on emotion, behavioral adaptation, and social identity. We will share strategies for self-regulation, choices in perceiving stress, and the benefits of getting comfortable with oneself within the host culture. We will introduce the theory of Emerging Adulthood.

Developing Intercultural Competence: Three Approaches to Engagement and Reflection Hearn A
Jack Zerbe, Guilford College; Daniel Diaz, Guilford College; Sarah Tschida, University of Minnesota; Alison Lalond Wyant, Arcadia University
Focus: Best Practices **Anticipated audience:** Faculty, Education Abroad

Join us to examine different institutional approaches for nurturing students’ intercultural competence through programmed engagement and reflection. Using the same prompts session presenters provide students, participants will reflect on personal experiences and then discuss the effectiveness of such interventions as well as the opportunities and challenges of institutionalizing these efforts.



Thursday FEBRUARY 5

12:00 – 1:00 pm

★ Lunch (included with registration)

Embassy Suites Grand Pavilion

12:30 – 1:00 pm

Keynote

Transformation, Applied Embassy Suites Grand Pavilion
Dr. Mark Scheid, President and CEO, Institute for Study Abroad, Butler University



What can international educators do to help students apply the transformative power of international study to their personal and professional lives? What does transformation mean, and what comes next? Why should we all be concerned about it?

1:30 – 2:45 pm

Concurrent Sessions

Intercultural Effectiveness Assessment: A Comprehensive Program Design Bethabara
Iris Berdrow, Bentley University
Focus: Best Practices **Anticipated audience:** Faculty, Education Abroad

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.

Intercultural Programming Philosophies and Best Practices: the MSU Model Hearn A
Peter Briggs, Michigan State University
Focus: Best Practices **Anticipated audience:** Intl St, Faculty

Michigan State University has a distinguished history in support of international student and scholar activities. Through its programs and services, MSU’s Office for International Students and Scholars (OISS) engages international students in ways that helps to contribute to the internationalization of the campus, the community and to the State of Michigan. Topics for this session will include categories of programs, philosophies associated with



Thursday FEBRUARY 5

1:30 – 2:45 pm

Concurrent Sessions *(continued)*
programming and current challenges. Time will be allowed for audience participation and discussion.

Demystifying Outcomes Assessment in Education Hearn B
Abroad Programs
Darla Deardorff, Association of International Education Administrators and Duke University
Focus: Best Practices **Anticipated audience:** Faculty, Education Abroad

How can we assess student learning in education abroad and move beyond “it changed my life?” Explore myths, key principles, frameworks, and practical strategies in assessing student learning outcomes in education abroad. Join in this interactive session as we explore and learn from each other.

Liberal Education & Study Abroad: Cultivating Students with a Global Mindset Hearn D
Alison Fleming, Winston-Salem State University; Joti Sekhon, Winston-Salem State University; Uchenna Vasser, Winston-Salem State University; William Boone, Winston-Salem State University; Leonard Muaka, Winston-Salem State University
Focus: Exploring an issue **Anticipated audience:** Faculty, Education Abroad

This panel will explore efforts at Winston-Salem State University to promote curricular/co curricular programs to equip students with knowledge, skills, attitude, and behaviors to function as globally competent citizens. We will discuss specific study abroad experiences, changes in the General Education curriculum, and the interface between Liberal Education and study abroad.

Language Matters, Even in Non-Language Programs Hearn C
Rebecca Thomas, Wake Forest University
Focus: Best Practices **Anticipated audience:** Faculty, Education Abroad

Many students travel abroad with limited knowledge of the local language. How can you help your students appreciate the many ways in which language knowledge and use is important? This session will explore some strategies and activities that help students understand the role of language in cross-cultural engagement.

2:45 – 3:15 pm

Coffee Break Hearn Foyer



Thursday FEBRUARY 5

3:15 – 4:30 pm

Concurrent Sessions

The AAC&U VALUE Rubric and Concept Mapping of Intercultural Learning Assignments That Use Technology, Digital Devices, and Social Media Hearn C
Charles A. Calahan, Purdue University; Margaret Sass, Purdue University
Focus: Best Practices **Anticipated audience:** Faculty, Education Abroad, Intl St

“For this generation, digital devices are now part of the interpretive experience” - Jacquie Whitt. This session collects the best practices of the participants, using A.S.K.S2 and the AAC&U VALUE Rubric, to construct a concept map of successful pedagogies using technology, digital devices, and social media to document intercultural learning.

Walking the Talk: A Skills Development Approach to Internationalization Hearn A
Dr. Li-Chen Chin, Duke University; Seun Bello Olamosu, Duke University
Focus: Best Practices **Anticipated audience:** Intl St, Faculty

As the international population grew exponentially at Duke University in the early 2000’s, it became apparent that the services, skill sets, and support structure of the institution needed an overhaul. In 2006, the International House created the Intercultural Competency Certificate Program with the goal of educating Duke employees (Staff, Faculty, & Administrators) about the cultural landscape at Duke, raising awareness of differences, and empowering staff to become functioning allies for internationalization in their department. This session will review the history and evolution of Duke University’s’ Intercultural Skills Development Program (ISDP) from its Intercultural Competency Certificate (ICC) days to gaining national attention, looking at the program development and evaluation processes as well as discussing the possible future of the program.

“This Trip Has Changed My Life!”: Assessing the Effects of Studying Abroad Bethabara
Eddy Cuisinier, Western Kentucky University/Kentucky Institute for International Studies; John Dizgun, Kentucky Institute for International Studies
Focus: Exploring an issue **Anticipated audience:** Faculty, Education Abroad

This session will look at tools used to better assess the outcomes of experiences abroad using the Place as Text strategy. This will be an interactive presentation with hands-on opportunities.



Thursday FEBRUARY 5

3:15 – 4:30 pm

Concurrent Sessions (continued)

Proven Strategies for Effective Intercultural Learning Abroad Hearn B
Lilli Engle, American University Center of Provence; Elsa Maxwell, Inti Intercultural Consulting
Focus: Best Practices **Anticipated audience:** Faculty, Education Abroad

In an effort to counter balance the multiple temptations that prevent students from fully engaging in their experience abroad, this session offers clear, replicable strategies to ensure effective intercultural learning. Presenters will share creative classroom content as well as elements of intentional program design which have proven to cultivate students’ self awareness and intercultural competence in observable, measurable ways.

The Platinum Rule: Enhancing Education Abroad Through Faculty Engagement Hearn D
Anthony Ogden, University of Kentucky; Beth Barnes, University of Kentucky
Focus: Best Practices **Anticipated audience:** Faculty, Education Abroad

Utilizing video sketches, this presentation will demonstrate a different approach to engaging faculty members in international education, in which international offices seek to understand the internal goals of each unit and align their operations accordingly. This presentation will challenge long-standing and emerging philosophies on the purposes of international education and offer innovative strategies for working effectively with faculty via the “Platinum Rule.”



Thursday FEBRUARY 5

4:45 – 5:45 pm

Round-table Discussions: Putting Theory into Action
Attendees are invited to gather for round-table discussions to discuss the topics they have heard and how they apply to their own work.
Focus: Best Practices **Anticipated audience:** Everyone

- Planned groups:
- 1. Intercultural Learning in short-term faculty-led study abroad
 - 2. Intercultural Learning in semester-long study abroad
 - 3. Intercultural Learning for international students
 - 4. Intercultural Learning involving international and domestic students
 - 5. Assessment of intercultural competence and development
 - 6. Experiential learning abroad
 - 7. Experiential learning on or around the home campus
 - 8. Regional focus: Africa
 - 9. Regional focus: Asia
 - 10. Regional focus: Australia and the Pacific
 - 11. Regional focus: Europe
 - 12. Regional focus: Latin America
 - 13. Collaboration among faculty and study abroad professionals
 - 14. Collaboration among faculty and international student and scholar services professionals

Dinner on your own
Downtown Winston-Salem offers numerous high-quality restaurants. You are welcome to explore the many options on your own or set up a group dinner with other WISE participants. More information and menus will be available at the registration desk.



Friday

FEBRUARY 6

7:45 am – 4:30 pm	Registration	Hearn Foyer
8:00 – 9:00 am	Continental Breakfast <i>(included with registration)</i>	Hearn Foyer
9:00 – 10:15 am	Concurrent Sessions	Hearn A, B, C, D & Bethabara
10:15 – 10:30 am	Coffee Break	Hearn A & B
10:30 – 11:45 am	Concurrent Sessions	Hearn A, B, C, D & Bethabara
12:00 – 12:45 pm	★ Lunch <i>(included with registration)</i>	Embassy Suites Grand Pavilion
1:00 – 2:15 pm	Concurrent Sessions	Hearn A, B, C, D & Bethabara
2:30 – 3:00 pm	Group Sessions	



Friday

FEBRUARY 6

7:45 am – 4:30 pm	Registration Hearn Foyer
8:00 – 9:00 am	Continental Breakfast <i>(included with registration)</i> Hearn Foyer
9:00 – 10:15 am	Concurrent Sessions Developing Successful Pre-Arrival Programs for Incoming Chinese Students <i>Bridget Fletcher, Duke University; Virginia (Jenny) Johnson, Duke University</i> Focus: Best Practices Anticipated audience: Intl St, Faculty With increasing Chinese student populations, higher education is scrambling to address student needs and create successful outcomes. This presentation follows the story of a Duke University program using an in-depth pre-arrival approach to better prepare its Chinese students for success in US programs. Why Didn't Somebody Tell Me This Before Now? <i>Bruce La Brack, University of the Pacific</i> Focus: Best Practices Anticipated audience: Faculty, Education Abroad The past thirty years have seen more change within international education than in the preceding half-century. In the past decade alone, the landscape within which university study abroad operates has changed almost beyond recognition, including duration of study, variety of destinations, and types of students participating. This session offers a personal retrospective of how these changes impacted faculty as study abroad training shifted from laissez-faire to interventionist approaches, a process that frequently had faculty/trainers asking, "Why didn't somebody tell me this before?"!



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9:00 – 10:15 am	Concurrent Sessions <i>(continued)</i>	
	Methods and Outcomes of Unpacking the Study Abroad Experience	Hearn B
	<i>Dr. Kacy M. Peckenpaugh, Weber State University</i>	
	Focus: Presenting Research Anticipated audience: Faculty, Education Abroad	
	This session presents theoretical paradigms, practical experience, as well as the findings of a research study examining students’ ability to articulate what they had learned while studying abroad. The findings can inform study abroad practitioners’ best practices for designing post-study abroad integration activities and materials.	
	The Basics of Budgeting and Marketing for Short Term Programs	Hearn C
	<i>Mike Tyson, Wake Forest University</i>	
	Focus: Best Practices Anticipated audience: Faculty, Education Abroad	
	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.	
10:15 – 10:30 am	Coffee Break	
10:30 – 11:45 am	Concurrent Sessions	
	A Community Approach: Overcoming Resistance and Taking Intercultural Interventions Beyond Curricular Solutions	Hearn B
	<i>Tara Harvey, CIEE; Christine Anderson, University of Minnesota</i>	
	Focus: Best Practices Anticipated audience: Faculty, Education Abroad	
	Learn about CIEE’s and the University of Minnesota’s intercultural curricular interventions (on-line and in person), the challenges these two institutions have faced during their design and implementation, what they learned in the process, and how you can apply these lessons at your institution.	
	Mentoring for International Student Support	Hearn D
	<i>Ananda Mitra, Wake Forest University</i>	
	Focus: Best Practices Anticipated audience: Intl St, Faculty	
	International students and their families and communities often need more support than might be obvious on first glance. This session will explore efforts to mentor international students and their families.	



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	Demonstrating Progress in Global Competence and Language Proficiency	Hearn C
	<i>Jacque Bott Van Houten, American Council on the Teaching of Foreign Languages (ACTFL); Mary Lynn Redmond, ACTFL and Wake Forest University</i>	
	Focus: Best Practices Anticipated audience: Faculty, Education Abroad, Intl St	
	How does proficiency in a world language and knowledge of culture lead to interculturality? How can growth in intercultural competence be assessed? This session will present the American Council on the Teaching of Foreign Languages’ statement on Global Competence and explore how interculturality is becoming part of K-20 world language classes.	
	Training Students for Intercultural Development	Hearn A
	<i>Kyoung-Ah Nam, American University; Adriana Medina-López-Portillo, University of Maryland, Baltimore County</i>	
	Focus: Best Practices Anticipated audience: Faculty, Education Abroad	
	In this session, the presenters will share the results of their research on study abroad programs and will offer practical applications to support students’ intercultural development before and during the study abroad experience. Participants will experience hands-on activities that they can adapt to their own context.	
	Study Abroad 101: Things to Consider	Bethabara
	<i>Logan Stanfield, UNC-Greensboro; David Taylor, Wake Forest University</i>	
	Focus: Best Practices Anticipated audience: Faculty, Education Abroad	
	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.	
12:00 – 12:45 pm	★ Lunch <i>(included with registration)</i>	Embassy Suites Grand Pavilion
1:00 – 2:15 pm	Concurrent Sessions	
	Do You Speak ‘Millennial?’ New Media as a Platform for Program Management	Hearn A
	<i>Emily Oliver, Global Experiences; Alex Paisner, Global Experiences</i>	
	Focus: Best Practices Anticipated audience: Faculty, Education Abroad	
	In order to reach a wide variety of millennial students and provide them with constant	



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1:00 – 2:15 pm

Concurrent Sessions (continued)

support, Global Experiences implements a digital media strategy that allows us to serve our interns almost 100% virtually. Participants in this session will discuss new media uses for intercultural training, education abroad, and career services.

The Intersection of Language Learning and Intercultural Learning Hearn B
John Lucas, School for International Training; Ana Maria Wiseman, Wofford College; Lee L'Hote, IES Abroad

Focus: Best Practices **Anticipated audience:** Faculty, Education Abroad

Linguistic competence is an essential component of intercultural competence. The reverse is also true. This session will begin with an exploration of the ways in which intercultural learning is defined within the study abroad context and how language faculty can make use of the rich trove of experiences their students bring back to the US. It will address how foreign language learning is viewed by intercultural specialists and how language competence fits into prevailing models of intercultural competence. Finally, it will consider the state of foreign language education in the U.S. study abroad and whether we are helping students achieve their foreign-language goals or hindering their development.

Managing Risks Across Cultures Hearn D
Steven Duke, Wake Forest University

Focus: Best Practices **Anticipated audience:** Faculty, Education Abroad, Intl St

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.

Maximizing the Benefits of an International Internship Bethabara
Stacy Benjamin Wood, CAPA International Education; Carol Jambor-Smith, CAPA International Education; Robin Brandt, Oglethorpe University; Skip Langley, University of Mississippi

Focus: Best Practices **Anticipated audience:** Faculty, Education Abroad

The presenters will share tactics for improving the internship experience from their diverse perspectives and backgrounds. Through guided group discussion and case studies we'll tackle questions such as: What types of activities work best for intercultural development? How do we design internship programs that achieve our desired learning objectives? How



Friday FEBRUARY 6

are they assessed? What can we learn from those who work to improve the quality and quantity of domestic internships? How can students effectively convey the benefits of an international internship to prospective employers?

What Do They Need To Know? Pre-college Programming for Incoming International Students Hearn C
Nelson Brunsting, Wake Forest University; Michelle Klosterman, Wake Forest University

Focus: Best Practices **Anticipated audience:** Intl St

This panel explores the intercultural challenges international high school students experience when navigating the transition into US colleges and universities. Join us for a discussion of how the Wake Forest Advantage program fosters intercultural development in core academic and social skills essential for success in US institutions.

2:30 – 3:00 pm

Concurrent Sessions

"Bringing it All Together" Group Sessions Hearn A & B
Attendees are invited to gather for group discussions to wrap up the conference and hone in on the "lessons learned" at the conference. This session will focus on applying both theory and practice to your own work.

Focus: Best Practices **Anticipated audience:** Everyone



Speaker BIOGRAPHIES

Dr. Janice Abarbanel recently served as NYU Berlin's onsite psychologist. Her interest lies in the interface between study abroad, the stage of Emerging Adulthood, and mental health – an outcome of her work as a U.S. Peace Corps volunteer and clinical psychologist in Washington, D.C. She writes and speaks about the “Emotional Passport,” training study abroad staff, college counselors, and faculty. She is a graduate of Harvard University and later earned her Ph.D. in Los Angeles at The Graduate Center for Child Development and Psychotherapy.

In her work at the University of Minnesota's Learning Abroad Center, **Christine Anderson's** main focus is on program development, faculty and staff training in the US and abroad, and cultural mentoring. She has worked with the University of Minnesota's online culture learning course since 2005. She is a Ph.D candidate in Comparative International Development Education at the University of Minnesota.

Dr. Beth E. Barnes is interim Assistant Provost for Internationalization and Director of the School of Journalism and Telecommunications in the College of Communication and Information at the University of Kentucky. Barnes holds doctoral and master's degrees from Northwestern University and a bachelor's degree from the College of William and Mary. Barnes has successfully directed education abroad programs in London, England and Cape Town, South Africa.

Dr. Janet Bennett is executive director of the Intercultural Communication Institute, sponsor of the Summer Institute for Intercultural Communication, and director of the Master of Arts Degree in Intercultural Relations. She specializes in developing theory and training methods for individuals who teach, train or manage across cultures. As an educator and consultant, she designs and conducts intercultural professional development for colleges and universities, corporations, social service agencies, and NGOs. Her recent publications have focused on intercultural competence, training of trainers, and the integration of diversity and global initiatives. She is currently editing the *SAGE Encyclopedia of Intercultural Competence*.

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. Robin Brandt has served as Director of Experiential Learning at Oglethorpe University since 2011. Her role



Speaker BIOGRAPHIES

is to increase the number of students who participate in internships and to improve the quality and quantity of available relevant internships for students. Prior to Oglethorpe, Robin was Vice President at Federal Job Results, Client Services Consultant at PDI Ninth House and Vice President of Sales at Right Management Consultants. She has also served in the Admissions' offices at The American University, Washington, D.C. and Reed College in Portland, Oregon. She earned her doctorate at The American University.

Dr. William Boone is associate professor of English and Africana Studies at Winston-Salem State University, where he teaches courses on hip-hop, gender, popular culture, African American culture and African American literature. His research interests include cultural and music criticism, cultural history, popular culture, and African American masculinity. Dr. Boone's most recent research examines the interface between Major League Baseball iconography, hip hop aesthetics and the decline of African American involvement in the sport of baseball.

Peter Briggs' experience as an international educators spans 40 years and he recently retired as Director of Michigan State University's Office for International Students and Scholars. Prior to his service at MSU, Briggs served in international education positions at the University of Oregon, the Institute of International Education and the ELS Language Center in Seattle. He served in numerous leadership positions with NAFSA: Association of International Educators and received the Homer Higbee Award for outstanding service to the association. He has also served on the advisory boards for the Council of International Schools, the International Baccalaureate and Educational Credentials Evaluators, Inc.

Nelson Brunsting works with the China Advantage program at Wake Forest University. He earned his B.A. (Wake Forest) and M.A. (Victoria University of

Wellington, New Zealand) in Classics. He is currently working on his doctoral studies in Educational Psychology at the University of North Carolina while working with Wake Forest Advantage. He is fascinated by human development, especially within an intercultural context.

Dr. Charles A. Calahan directs Global Learning Faculty Development in the Center for Instructional Excellence at Purdue University. As an award winning teacher, he taught over 12,000 students for 12 years in the College of Health and Human Sciences. Calahan's M.S. degree is from Purdue University and his Ph.D. degree is from Kansas State University, both in the field of Family Science. His family includes his wife, 5 children and 5 very cool grandchildren.

As Director of Intercultural Programs, **Dr. Li-Chen Chin's** main responsibilities include overseeing educational programs and services for international students, scholars, and their families at Duke University and Medical Center. She acts as chief advocate for them, and plays a key role in efforts to encourage a global perspective on campus. In addition, Dr. Chin serves as an academic advisor for first and second year students in the Trinity College of Arts and Sciences.

Eddy Cuisinier teaches French Language and Culture at Western Kentucky University and is director of the Paris 1 program for the Kentucky Institute for International Studies (KIIS). His research interests include French Cinema, the use of technology in the classroom and the assessment of the influence of study abroad programs on students. He has led students on 5 week academic programs to Paris and Quebec offering courses on French and Francophone culture, literature, civilization and cinema.

Dr. Darla Deardorff is Executive Director of the Association of International Education Administrators (AIEA) based at Duke University, where she is also a Research Scholar. She has worked in international

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education for more than 20 years and teaches graduate courses in international education and intercultural communication at numerous institutions. 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* and soon to be published *Demystifying Outcomes Assessment for International Educators*. She is frequently invited to consult and lecture around the world on intercultural competence and assessment.

Daniel Diaz has been working in international education for 11 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. John Dizgun teaches Latin American Studies at Western Kentucky University and is executive director of the Kentucky Institute for International Studies (KIIS). His research interests include immigration and socio-political identity in the Southern Cone (Argentina and Chile), urban renewal efforts in Medellin, Colombia, and experiential learning on study abroad programs. He has led students on 2-4 week academic programs to Argentina, Chile, Ecuador, and the Yucatan, offering such courses as “Buenos Aires, City of Immigrants,” “Chile, Globalization, and the Geopolitics of Place,” and “Maya Mexico, Past & Present.” An avid traveler, he has visited some 35 countries. His PhD is in Latin American History and Global and Comparative Studies from Rutgers University.

Dr. Steven Duke is Executive Director of Global Student/Faculty Development, Research and Risk Management at Wake Forest University. He 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. He earned his Ph.D. in Russian history from Indiana University. He is the author of *Preparing to Study Abroad: Learning to Cross Cultures* (Stylus, 2014).

Lilli Engle has been engaged in intercultural education, training, and holistic program design since 1993. She is the founder/president of the American University Center of Provence (AUCP) in Aix-en-Provence & Marseille, France, as well as of the American Center, one of France’s largest and most well-known language schools. Raised in the military, Lilli completed an MA and all Ph.D. coursework at UCLA, is a founding member of the Advisory Council of the Forum on Education Abroad, and a regular contributor to *Frontiers: The interdisciplinary Journal of Study Abroad*.

Alison Fleming is Associate Professor of Art History and Chair of the Department of Art + Visual Studies. Her research focuses on religious art of the early modern period, and twentieth-century African American art, exploring the concept of art and visual images as important tools of communication. She has led study abroad trips through France and Italy, and is currently a participant in WSSU’s NEH faculty seminar on “Integrating India into the Liberal Arts Curriculum.”

Bridget Fletcher is Associate Director of Academic and Student Services at Duke University’s Professional Masters Engineering Programs. She received a BA in sociology from NCSU and her MA from Duke where she

focused on intercultural communication and Chinese student acclimation in the US. Bridget is the author of *Jiao Shi to Classroom: Preparing for Success in the American Graduate School Classroom*, a guidebook for Chinese students preparing to come to the US. Bridget received her ESL teaching certification from Duke and also received an Intercultural Foundations certification from the Intercultural Communications Institute.

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 PhD in Comparative and International Development Education from the University of Minnesota, Tara is now Manager of Intercultural Learning and Curriculum Development at CIEE.

Dr. Carol Jambor-Smith is Vice President Institutional Relations and Marketing at CAPA International Education. She holds a Ph.D. from the University of Iowa and a B.A. and M.A. from Virginia Commonwealth University. She has a background in relationship building and advocacy, issues management, and business development as well as experience synthesizing and communicating complex issues to various constituents and stakeholders. Prior to CAPA International Education, Carol was associated with IES Abroad, the University of Notre Dame, and Northern Illinois University.

Virginia (Jenny) Johnson is Associate Director of Career Services at Duke University’s Professional Masters Engineering Programs, where she co-coordinates career development activities for the MEM Program, with a focus on student counseling. She holds a Master of Education in Higher Education Administration (with

a concentration in Student Affairs) from NC State University and a Bachelor of Science in Accounting from Meredith College.

Annique Kiel is Director of Drake Administered Programs Abroad at Drake University. She oversees the development of Drake’s short-term programs abroad, and has a keen interest in program design that results in meaningful intercultural learning. Annique has a degree in International Studies and French from Central College, and a Master’s of French Studies from UW-Madison. She is a member of the External Advisory Board for the Professional French Master’s Program at UW-Madison.

Dr. Michelle Klosterman has served as an Assistant Professor of Education at both Wake Forest University and the University of Missouri. She currently oversees the alignment and curriculum of the Wake Forest Advantage Program with the academic expectations and social realities of US colleges and universities. Michelle is also the Director of Pre-college Global Programs at Wake Forest.

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. Alison LaLond Wyant serves as the College of Global Studies Assistant Dean for Experiential Education at Arcadia University. She provides leadership on a rich array of experiential education offerings, such as service-learning, internships, field research, practicum courses,

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and Arcadia's Co-curricular Learning Certificate, which motivates students to engage with their host community. Alison earned her B.A. in Political Science from Loyola University in Maryland, and her M.S.Ed. and Ed.D. from the University of Pennsylvania.

Skip Langley, Study Abroad Advisor at the University of Mississippi, advises most students wishing to take part on an international internship and for all School of Education programs. In addition to regular advising duties, Skip also works with all Enrollment Services recruitment events and serves as part of the marketing team for the Office of Study Abroad. Skip earned a Bachelors of Business Administration with an emphasis in Marketing. Prior to entering higher education, he served as the Middle Georgia Field Representative for United States Senator Johnny Isakson.

Dr. Lee L'Hote has served as Program Dean for IES Abroad's Centers in Latin America and Spain since 2010. Previously he served on the faculties at Longwood University and Iowa State University, where he primarily taught courses on Hispanic Cinema, Spanish Cultural Studies, and Spanish Language. At ISU he served as Co-Director then Director of the ISU on the Mediterranean Summer Program in Valencia, Spain for 7 years. He has published research and presented at numerous conferences on such topics as internationalizing the curriculum, service learning abroad, and summer programming for the professions.

Dr. John Lucas is Provost at the School for International Training (SIT). He has directed international programs in Spain and has taught Spanish language, Catalan, Spanish translation, and linguistics. His research interests include second language acquisition, cross-cultural counseling, intercultural communication and medieval studies. He helped develop IES Abroad's Map for Language and Intercultural Training to harmonize language teaching across the 34 IES Abroad centers and the 10 languages IES Abroad teaches. He holds a master's and doctorate

in Spanish linguistics from Penn State University and a master's in international and intercultural management from the School for International Training.

Elsa Maxwell is an intercultural educator, trainer and coach. She lived in Santiago, Chile for nine years while working for CIEE's study abroad program and teaching the intercultural learning course, the *Seminar on Living and Learning Abroad*. More recently, she served as an intercultural coach for CIEE's employee training program. Elsa has a master's in Latin American Studies from the *Universidad de Chile* and is a doctoral candidate in literature at the same institution. She recently relocated to Minneapolis, MN where she leads Inti Intercultural Consulting.

Adriana Medina-López-Portillo is Associate Professor of Intercultural Communication and Spanish at the University of Maryland, Baltimore County (UMBC). An intercultural trainer, she has designed and led workshops for higher education, not-for-profit, governmental, and corporate clients in the United States and abroad. She was the Training Officer for The Scholar Ship, a transnational academic program housed on a passenger ship, and offered pre-departure and on site orientations for King Abdullah University of Science and Technology (KAUST) in Saudi Arabia. She has published on study abroad and intercultural competence, among other topics.

Dr. Ananda Mitra is a Professor in the Department of Communication at Wake Forest University. 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.



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Leonard Muaka is associate professor of English and Swahili at Winston-Salem State University, where he teaches courses in linguistics, English, African literature, and Swahili language and culture. His research interests include youth language, discourse analysis, language ideology, and language acquisition. He also leads a study abroad to Kenya and Tanzania every summer that focuses on language, culture, and politics of the East African region.

Dr. Kyoung-Ah Nam is an assistant professor in the School of International Service at American University School of International Service, where she is an Advisory Council member of the Intercultural Management Institute. She has extensive research, teaching, and consulting experience in intercultural training, cross-cultural communication, international education, and study/work abroad. She has published widely in leading peer-reviewed publications and is a faculty member at the Summer Institute of Intercultural Communication (SIIC). Originally from Korea, she has worked and/or traveled in more than 40 countries working with key international organizations and multinational corporations.

Dr. Anthony C. Ogden is executive director of Education Abroad and Exchanges and an adjunct assistant professor in Educational Policy and Evaluation Studies at the University of Kentucky. Dr. Ogden earned his bachelor's degree from Berea College, master's degree in International and Intercultural Management at the SIT Graduate Institute, and his Ph.D. at The Pennsylvania State University in Educational Theory and Policy with a dual title in Comparative and International Education.

Seun Bello Olamosu is the Associate Director for Intercultural Development & Outreach at Duke University's International House. She oversees the planning, designing, coordination, and facilitation of trainings that promote cross-cultural awareness through the International House. She acts as liaison among International House and various university and

community groups to develop and apply contemporary knowledge in cross-cultural education and training. She is a doctoral candidate in the University of Minnesota's Leadership in Intercultural and International Education program. Her research interests include cultural identities, immigration, globalization of education and how it influences the internationalization of academic institutions.

Emily Oliver, as Director of Program Management at Global Experiences, is responsible for the overall program preparation, execution, and delivery standards and customer service from initial enrollment of each student through on-the-ground programming. She completed a Bachelor's in Psychology from Wake Forest University, subsequently traveled internationally working on a cruise ship, and has been with Global Experiences for the past five years. Emily has worked with students, universities, and partners at all stages of the international programming process.

Alex Paisner is Director of Enrollment & Marketing at Global Experiences and responsible for the marketing, admissions, and onboarding process for the organization's international internship programs. He holds a business degree from The George Washington University and has been with the organization for five years. Alex has worked in most areas of the organization and has lived in Australia and Ireland, the latter as a participant of the Global Experiences program.

Dr. Kacy Peckenpough 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.

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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.

Dr. Mary Lynn Redmond is Professor of Education and Coordinator of K-12 Foreign Language Education at Wake Forest University and President (2014) of the American Council on the Teaching of Foreign Languages (ACTFL). Mary Lynn teaches undergraduate and graduate level courses in K-12 methodology and research and supervises student interns. As ACTFL president she chose Reaching Global Competence as the theme for the 2014 conference. She earned an Ed.D. at UNC-Greensboro.

Dr. Margaret Sass is the Assistant Director of Service-Learning at Purdue University. Dr. Sass has her Juris Doctorate from Western State University School of Law, and her Ed.D. from Boise State University. Dr. Sass assists faculty on incorporating reflective journaling with international service-learning in study abroad programs and in classes on campus. Her research specifically aims at service-learning impact. She also teaches law and communications.

Dr. Vic Savicki is Professor of Psychology, Emeritus at Western Oregon University. He received his Ph.D. in Clinical Psychology, and later added specialties in industrial/organizational psychology, and cross-cultural psychology. He has taught university students in Austria,

Germany, Greece, Argentina, and the UK. Twenty-eight of his peer reviewed publications emphasize some aspect of culture, including a six year research study as a book, "Burnout Across Thirteen Cultures" (2002); and the edited book "Developing Intercultural Competence and Transformation" (Stylus, 2008).

Dr. Mark Scheid has been President and CEO of the Institute for Study Abroad at Butler University since 2010. From 2008 until 2010, he was President and CEO of the Tan Tao University Project in Vietnam, and from 1999 to 2008 he was SIO at Rice University. Trained as a professor of English, he is a Founding Member of the Forum on Education Abroad and the author of three books on running, two PBS documentaries on religion and culture in Mexico, and over 20 articles on medical writing.

Joti Sekhon is director of international programs and professor of sociology at Winston-Salem State University. She provides leadership and coordination for programs and initiatives designed to promote internationalization of the institution including international exchange partnerships; integration of international programs in academic areas; and promoting faculty scholarship and research to internationalize the curriculum. She has authored several books and articles including "Modern India," (McGraw-Hill), part of a series designed to enhance globalization of the undergraduate curriculum.

Dr. Jimmy Senteza is an Associate Professor of Finance at Drake University where he has taught since 2000. A native of Uganda, he spearheaded efforts to build an institutional partnership between Drake and Makerere University Business School in Uganda, which has led to the development of a successful faculty-led program. His scholarly work has appeared in the Journal of Real Estate Research, Journal of Applied Business Research, and Journal of Financial Education among others.

Andrew C. Smith is Program Coordinator for the Cross-Cultural Engagement and English Language Skills Enhancement programs at Wake Forest University. He



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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.

Logan Stanfield serves as Study Abroad Coordinator at the University of North Carolina at Greensboro. Logan Stanfield has served for six years as a Study Abroad Coordinator at the University of North Carolina at Greensboro. In this role, he has managed the development process that UNCG's faculty utilize to build over 20 study abroad programs each year. Logan further serves as a study abroad advisor for UNCG's 400+ students who take part on an international experience each year.

David Taylor is Director of Global Abroad Programs in the Wake Forest University Center for Global Programs and Studies. He provides leadership and vision on program development and oversees the study abroad advising team. David earned his B.A. in French and Italian from Princeton University and an M.A. in Liberal Studies from Wake Forest University.

Dr. Rebecca Thomas is Acting Dean in the College of Arts and Science at Wake Forest University. She teaches German language, literature and culture courses at all levels and specializes in modern Austrian studies. She has served twice as resident director of the Wake Forest Flow House in Vienna. Since 1988 she has taught German at a six-week summer course for musicians in Graz, Austria. She is currently collaborating with other foreign language faculty on campus to implement a comprehensive Cultures and Languages Across the Curriculum program at Wake Forest. She earned bachelor's and master's degrees at UCLA and a doctorate in German at Ohio State University.

Sarah Tschida is Program Director for Faculty & Staff-led Programs at the University of Minnesota Learning

Abroad Center. In this role, she works to design, develop, and administer these short-term programs and to prepare instructors to lead students abroad. Sarah holds a Master of Arts in Comparative & International Development Education from the University of Minnesota-Twin Cities and a Bachelor of Arts from the College of St. Benedict.

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. Jacques Bott Van Houten is President (2015) of the American Council on the Teaching of Foreign Languages (ACTFL). She has taught middle school through university, language and teacher education. World Language/International Education consultant at the KY DOE 2000-14, she developed the first state standards document to include intercultural competencies. She led several groups abroad, including home stays for elementary and high school students, and peer seminars for teachers and school administrators. She has published several articles on interculturality. She earned her Ph.D. in Educational Leadership from Miami University (Ohio).

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

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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.

Dr. Uchenna Vasser teaches courses in Spanish language, literature, and cultures. Her area of expertise is Afro-Hispanic literature resulting in the development of courses for undergraduate students at WSSU that explore the dynamism of the African Diaspora in the Americas. She has published articles on the subject. She is the Academic Coordinator for study abroad programs for the Spanish majors and minors, and has published on the benefits of study abroad for students enrolled at HBCUs.

Dr. Ana María J. Wiseman received her degree in Translation from the State University of Antwerp, Belgium in Dutch, English, Spanish and French. She obtained the Doctor of Modern Languages degree in Spanish and French from Middlebury College. She is Dean of International Programs as well as Associate Professor of Foreign Languages at Wofford College. Dr. Wiseman’s teaching experience includes courses in language, literature, theater and film, and translation and interpretation. She is co-author of iSpeak Spanish Verbs, a program for iPods intended to help students understand

and practice Spanish verb conjugations, and co-author of *The IES Abroad MAP for Language & Intercultural Communication*.

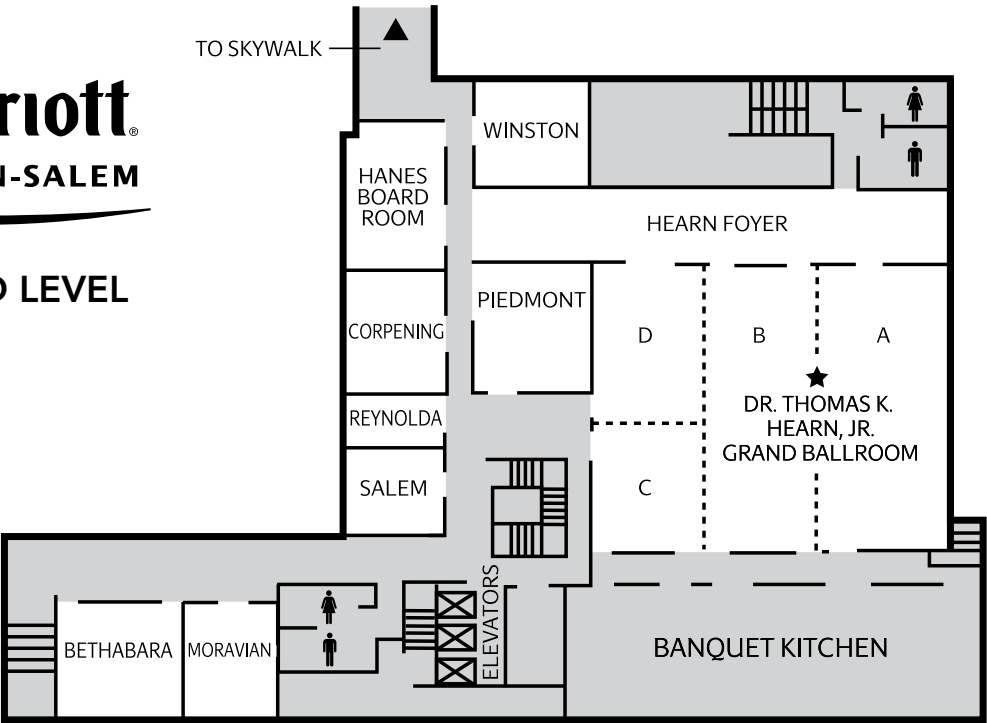
Stacy Benjamin Wood has worked in the field of international education for nearly two decades. Prior to her current position as Institutional Relations Manager with CAPA International Education, she served as a Marketing Manager at AFS International, Regional College Relations Manager at IES Abroad, and Associate Director of Recruitment at the New York Film Academy. She also spent several years as a freelance Casting Producer and Co-host for a variety of television productions. She earned a master’s degree in communication from the Annenberg School at the University of Pennsylvania.

Jack Zerbe serves as the Director of Study Abroad and International Programs at Guilford College. He has been engaged with international education since 2002, teaching in Italy each summer, leading and designing semester programs, and currently spear-heading the college’s efforts to strengthen international education by chairing the Strategic Planning Subcommittee on International and Global Education. He is a former professional actor and has served as a Professor of Theatre Studies for over 26 years.



Hotel Floor Plan MARRIOTT

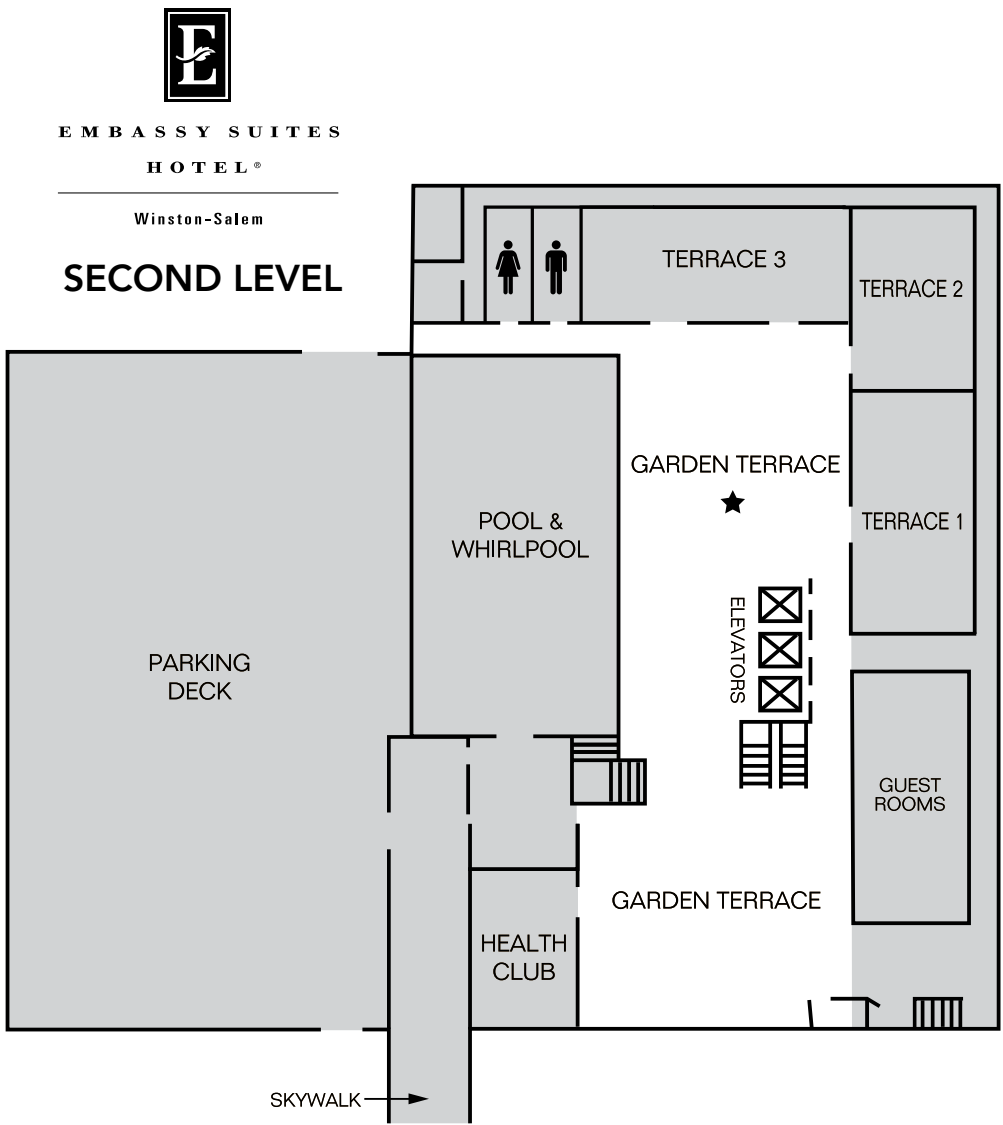
Marriott
WINSTON-SALEM
SECOND LEVEL





Hotel Floor Plan

EMBASSY SUITES



The Quarter & Downtown

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www.theoldfourthstreetfillingstation.com

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Bib's Downtown
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336.722.0007
www.bibsdowntown.com

Breakfast of Course! (Mary's Too)
723 Trade Street
336.723.7239
www.breakfastofcourse.com

Burke Street Pizza
1140 Burke Street
336.721.0011
www.burkestreetpizza.com

Cafe Prada
Corner of Fourth & Broad Streets
336.793.2468
www.caffeprada.com

Camino Bakery
310B West Fourth Street
336.721.9990
www.caminobakery.com
- District Rooftop Bar & Grille**
770 Liberty View Court
336.462.8882
www.districtbarandgrille.com

Downtown Thai & Sushi
202 West Fourth Street
336.777.1422
www.downtownthai.com

Downtown Deli
1 West Fourth Street
336.721.1750
www.downtowndelicafe.com

Finnegan's Wake
620 Trade Street
336-723-0322
www.finniganswake.net

Foothills Micro Brewery
638 West Fourth Street
336.777.3348
www.foothillsbrewing.com

Hutch & Harris Pub
424 West Fourth Street
336.721.1336
www.hutchandharris.com

Jeffrey Adams
321 West Fourth Street
336.448.1714
www.jeffreyadamsws.com
- Jimmy John's Gourmet Sandwiches**
227 West Fourth Street
336.723.7244
www.jimmyjohns.com

King's Crab Shack & Oyster Bar
239 West Fourth Street
336.306.9567
www.kingscrabshack.com

Krankies Coffee Bar
211 East Third Street
336.722.3016
www.krankiescoffee.com

The Lighthouse Grill
905 Burke Street
336.724.9619

Mayberry's Soda Shoppe in Old Salem
529 South Main Street
336.779.6144

Mellow Mushroom
314 West Fourth Street
336.245.2820
www.mellowmushroom.com

Meridian
411 South Marshall Street
336.722.8889
www.meridianws.com



The Quarter & Downtown RESTAURANTS

Meta's 102 West Third Street 336.750.0811	Subway 616 West Fourth Street 336.724.9050 www.subway.com	Washington Perk 301 West Fourth Street 336.448.5197 http://washingtonperk.com
Mooney's Mediterranean Café 101 West Fourth Street 336.722.4222 www.mooneysmedcafe.com	Sweet Potatoes 529 North Trade Street 336.727.4844 www.sweetpotatoes-arestaurant.com	West End Cafe 926 West Fourth Street 336.723.4774 www.westendcafe.com
Mozelle's Southern Bistro 878 West Fourth Street 336.703.5400 www.mozelles.com	The Tavern in Old Salem 736 Main Street 336.722.1227 www.taverninoldsalem.ws	Willow's Bistro 300 South Liberty Street Suite 125 336.293.4601 www.willowsbistro.net
Senor Bravo Mexican Restaurant 241 South Marshall Street 336.725.1888 www.senorbravo.com	Tropical Smoothie Café 214 West Fourth Street 336.722.1300 www.tropicalsmoothie.com/w-s	Wen Hwa 134 North Spruce Street 336.723.1400 www.wen-hwa-fusion.com *Reservations are accepted
Skippy's Hot Dogs 624 West Fourth Street 336.722.3442 www.skippyshotdogs.com	Upper Deck Deli BB&T Building - Second Floor 200 West Second Street 336.777.0772	
Subway 8 West Third Street 336.703.0779 www.subway.com		



LAZ PARKING

LAZ Parking Rates Valet Parking at either hotel location (Marriott/Embassy) is \$15.00 per night. Self Parking at either location (Marriott/Embassy) is \$12.00 per night. Day guests can valet park at either location (Marriott/Embassy) for a duration not to exceed 8 hours, for \$8.00 . This rate is an event rate and exists to accommodate guests not spending the night at the hotels. Day guests may also choose to park in the Cherry Marshall parking deck. Rates are as follows: 1st hour – \$2.00 Each additional hour – \$1.00 (example: 2 hours of parking would be \$2.00 + \$1.00 or \$3.00) After 8 hours, (\$9.00) , the total will not continue to increase until a 24 hour stay has occurred. After 24 hours, the rate will begin anew and the total will go up accordingly. (\$2.00 for 1st hour, etc.)	How to Use Parking Cards Issued by the Hotel To Enter: 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.
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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.



Recommended Resources WISE 2015 BOOKS

The list below is incomplete at best. It is intended here as a starting point for those who wish to explore resources and identify readings, activities, learning outcomes, and assessment tools that they can use in their study abroad programs, work with international students or intercultural programs, or other overseas service trips or programs. If you have found an additional resource that you think should be added to this list, please let us know.

Books on Study Abroad (broadly defined)

- Stacie Nevadomski Berdan, Allan Goodman and Cyril Taylor, *A Student Guide to Study Abroad*. The Institute of International Education and AIFS Foundation, 2013.
- Robert G. Bringle, Julie A. Hatcher and Steven G. Jones, eds., *International Service Learning: Conceptual Frameworks and Research*. Stylus, 2011.
- Mell C. Bolen, ed. *A Guide to Outcomes Assessment in Education Abroad*. The Forum on Education Abroad, 2007.
- Elizabeth Brewer and Kiran Cunningham, eds. *Integrating Study Abroad into the Curriculum: Theory and Practice Across the Disciplines*. Stylus, 2009.
- Robert Gordon, *Going Abroad: Traveling Like an Anthropologist*. Paradigm Publishers, 2010.
- Patrick M. Green and Mathew Johnson, eds. *Crossing Boundaries: Tension and Transformation in International Service-Learning*. Stylus, 2014.
- Bettina Hansel, *The Exchange Student Survival Kit*. 2nd ed. Intercultural Press, 2007.

- Magnolia Hernandez, Margaret Widenhoeft, and David Wick, *NAFSA's Guide to Education Abroad for Advisers and Administrators*. 4th ed. NAFSA, 2014.
- William W. Hoffa, *A History of US Study Abroad: Beginnings to 1965*. A special publication of *Frontiers: The Interdisciplinary Journal of Study Abroad and The Forum on Education Abroad*. 2007.
- William W. Hoffa and Stephen C. DePaul, co-editors. *A History of US Study Abroad: 1965-Present*. A special publication of *Frontiers: The Interdisciplinary Journal of Study Abroad and The Forum on Education Abroad*. 2010.
- Ross Lewin, ed. *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship*. Routledge, 2009.
- Joshua S. McKeown, *The First Time Effect: The Impact of Study Abroad on College Student Intellectual Development*. SUNY Press, 2009.
- Jo Beth Mullens and Pru Cuper, *Fostering Global Citizenship Through Faculty-Led International Programs*. Information Age Publishing, 2012.
- R. Michael Paige, Andrew D. Cohen, Barbara Kappler, Julie C. Chi, James P. Lassegard, *Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use*. 2nd edition. University of Minnesota Press, 2002.
- Richard Slimbach, *Becoming World Wise: A Guide to Global Learning*. Stylus, 2010.



- Michael Vande Berg, R. Michael Paige, and Kris Hemming Lou, eds. *Student Learning abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It*. Stylus, 2012.
- Kenneth Wagner and Tony Magistrale, *Writing Across Culture: An Introduction to Study Abroad and the Writing Process*. Peter Lang, 1995.

Books on Cross-Cultural Crisis Management

- Patricia A. Burak and William W. Hoffa, eds. *Crisis Management in a Cross-Cultural Setting*. NAFSA, 2001.
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Books on Experiential Learning

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