



WISE
CONFERENCE

Workshop on Intercultural
Skills Enhancement

Enhancing Intercultural Learning at Home and Abroad



February 8-10, 2017
WINSTON-SALEM, NC

Welcome to the ninth annual Workshop on Intercultural Skills Enhancement hosted by Wake Forest University. On behalf of the WISE Steering Committee and Center for Global Programs & Studies, we are pleased to have you join us in Winston-Salem.

As the United States faces uncertainty regarding changes in foreign and domestic policy, our concern for the future of international education exchange is heightened. Without knowing what is ahead, we must stay focused on our responsibilities as global educators and redouble our efforts to encourage all students to further their cultural curiosity.

As an institution, Wake Forest University is committed to values of inclusivity and diversity. We place emphasis on creating a safe space to practice meaningful dialogue with others. The challenge, and therefore growth, occurs when we engage with people who are different. It is by way of deliberate, sincere conversation that we begin to understand our cultural differences, and only through these interactions will the world truly become a smaller and more understanding place.

WISE Conference provides the perfect forum for sharing knowledge and having thoughtful discourse with colleagues from around the world. Join me in expressing gratitude to each session presenter and workshop facilitator for sharing their time and expertise to lead us in conversations. I extend a special thank you to the WISE planning team for their hard work implementing the logistics and details that are essential to make this conference a reality.

I am glad you are here, and I hope you gain new ideas and resources to apply to your own work teaching and guiding students in the art of intercultural conversation.

Leigh Hatchett Stanfield

WISE Conference Chair and Director of Global Campus Programs
Center for Global Programs & Studies, Wake Forest University

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- **#WISEWFU**
- **@GlobalWFU**
- **global.wfu.edu/wise**



WEDNESDAY, FEBRUARY 8	PRE-CONFERENCE WORKSHOPS	LOCATION
8:00am – 5:00pm	Registration <i>*Separate registration required for workshops</i>	Hearn Foyer
8:00am – 9:00am	Continental Breakfast <i>(included)</i>	Hearn Foyer
9:00am – 12:30pm	Full Day Workshops	
	• Micro-Practices to Enhance Intercultural Competencies	Hearn A
	• Transformative Learning and Teaching I	Hearn C
	• Transformative Learning and Teaching II	Bethabara
12:30pm – 1:30pm	Lunch <i>(included)</i>	Hearn Foyer
1:00pm – 5:00pm	Half Day Workshop • Ethnography Methods with In-Bound Students	Hearn D
1:30pm – 5:00pm	Full Day Workshops Resume	
THURSDAY, FEBRUARY 9	CONFERENCE DAY 1	LOCATION
8:00am – 5:00pm	Registration	Hearn Foyer
8:00am – 9:00am	Continental Breakfast <i>(included)</i>	Hearn Foyer
9:00am – 10:15am	Opening Plenary	Hearn Ballroom
10:15am – 10:45am	Coffee Break	Hearn Foyer
10:45am – 12:00pm	Concurrent Sessions A	
12:00pm – 1:15pm	Lunch <i>(included)</i>	Garden Terrace in Embassy Suites
1:30pm – 2:45pm	Concurrent Sessions B	
2:45pm – 3:15pm	Coffee Break	Hearn Foyer
3:15pm – 4:30pm	Concurrent Sessions C	
4:30pm – 6:00pm	Conference Reception	Hearn Foyer
FRIDAY, FEBRUARY 10	CONFERENCE DAY 2	LOCATION
8:00am – 1:00pm	Registration	Hearn Foyer
8:00am – 9:00am	Continental Breakfast <i>(included)</i>	Hearn Foyer
9:00am – 10:15am	Concurrent Sessions D	
10:15am – 10:45am	Coffee Break	Hearn Foyer
10:45am – 12:00pm	Concurrent Sessions E	
12:00pm – 1:15pm	Lunch <i>(included)</i>	Garden Terrace in Embassy Suites
1:30pm – 2:45pm	Concurrent Sessions F	
2:45pm	Conference Concludes	

All sessions take place on the Marriott Second Level: Hearn A, C, D, Bethabara, Winston and Salem rooms.

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1:00pm – 5:00pm	Half Day Workshop • Ethnography Methods with In-Bound Students	Hearn D
1:30pm – 5:00pm	Full Day Workshops Continue	Hearn A, C, Bethabara
3:30pm – 3:45pm	Coffee Break	Hearn Foyer
5:00pm	Workshops Conclude	





Ethnography Methods with In-Bound Students

FACILITATOR: Steve Folmar, Ph.D.
HALF DAY, 1:00pm – 5:00pm

This session focuses on the practical application of ethnographic methods to address intercultural issues with in-bound students. Participants will workshop the following key competencies crucial for enhancing the educational experiences of inbound and non-traditional students: identifying critical spaces in which issues arise, the types of issues, strategies for uncovering and dealing with issues, including identifying how culture contributes to how we see intercultural issues. Participants will practice/workshop the following skills: reflective observation and journaling; objective observation and journaling; identifying bias; open-ended interviewing; using appropriate follow-up questions; active listening; practical analysis. Vivid, real life examples from ethnographic methods class (undergraduate) will serve to illustrate some points. Participants are encouraged to engage deeply and genuinely, to ask questions, to comment and to participate in structured activities.

Micro-Practices to Enhance Intercultural Competencies

FACILITATOR: Adriana Medina-López-Portillo, Ph.D.
FULL DAY 9:00am – 5:00pm

This practical session addresses key competencies crucial for a successful study abroad experience. The competencies are description, observation, separating description from judgment, the ability to ask questions, flexibility, adaptation, keeping an open mind, engaging ambiguity, and being comfortable with discomfort. Participants will experience a micro-practice for each competency and will debrief using tools from Personal Leadership. During the workshop, situations will be created so that the participants practice what they are learning and receive immediate feedback. A segment of the workshop will be devoted to discussing how to facilitate and develop micro-practices to enhance intercultural competencies. This workshop is highly experiential. Full and authentic participation from participants is expected. The workshop brings to a practical level what can be abstract and lofty concepts.

Transformative Learning and Teaching I and II

Mick Vande Berg and Tara Harvey facilitate two related though separate workshops grounded in a common framework for intercultural learning and teaching. Both workshops are designed to allow participants to help students and themselves learn to interact more effectively and appropriately with culturally different others through developing four core intercultural competencies:

- Increase awareness of our own characteristic ways of making meaning and acting in familiar and unfamiliar contexts;
- Increase awareness of others’ ways of making meaning and acting in familiar and unfamiliar contexts;
- Manage our emotions and thoughts in contexts that disorient & challenge us;
- Bridge cultural gaps in those contexts: shift perspective, attune emotions and adapt our behavior in effective and appropriate ways.

Each workshop will guide faculty & staff beyond traditional intercultural training approaches that aim to transform students merely through teaching them about, and immersing them in, “cultural differences.” Participants in both workshops will take away a set of processes and practices they can apply to their own intercultural learning and teaching.

Transformative Learning and Teaching I

FACILITATOR: Tara Harvey, Ph.D.
FULL DAY, 9:00am – 5:00pm

Tara’s workshop will focus largely on learning about and practicing the first two phases of this framework for developing core intercultural competencies.

Transformative Learning and Teaching II

FACILITATOR: Mick Vande Berg, Ph.D.
FULL DAY, 9:00am – 5:00pm

Mick’s workshop will focus largely on learning about and practicing the framework’s third and fourth phases.



PLAN YOUR DAY

SCHEDULE	THURSDAY, FEBRUARY 9	LOCATION
8:00am – 5:00pm	Registration	Hearn Foyer
8:00am – 9:00am	Continental Breakfast	Hearn Foyer
9:00am – 10:15am	OPENING PLENARY <ul style="list-style-type: none">• Welcome and Introductions• Keynote: Amer Ahmed, Ed.D, UMASS-Amherst	Hearn Ballroom
10:15am – 10:45am	Coffee Break	Hearn Foyer
10:45am – 12:00pm	CONCURRENT SESSIONS A <ul style="list-style-type: none">• Gaining Evidence of the Impact of International Education through Assessment of Intercultural Competence	Hearn A
	• Studying Abroad at Home: A Model of Domestic Student Acclimation in Highly International Programs	Bethabara
	• The Language of Resilience and the Practice of an Emotional Passport in Study Abroad	Hearn C
	• Racial Consciousness in Global Education	Hearn D
	• What Makes International Internships Effective?	Winston
	• Intercultural Learning Strategies for the 21st Century: Revitalizing a Long-standing Study Abroad Immersion Program through Active Pedagogy and Action Research	Salem
12:00pm – 1:15pm	Lunch	Garden Terrace in Embassy Suites
1:30pm – 2:45pm	CONCURRENT SESSIONS B <ul style="list-style-type: none">• Turning Resistance into Engagement: Training Design for Transformative Learning	Hearn A
	• Efforts to Enhance Intercultural Competence Among First-Year Students	Hearn C
	• Going with the Flow: Teaching Students to Be Adaptable and Resilient When Abroad	Hearn D
	• Theory in Action: Study Abroad Program Design for Intercultural Competence Development	Winston
	• Language Matters: Even in Non-Language Study Abroad Programs	Salem
2:45pm – 3:15pm	Coffee Break	Hearn Foyer
3:15pm – 4:30pm	CONCURRENT SESSIONS C <ul style="list-style-type: none">• From Enclosure to Emergence: Assessing International Student Identity Development	Hearn A
	• Incentivizing Faculty-led Study Abroad and Intercultural Learning Outcomes: A Grant Program Model	Bethabara
	• Mindfulness & Intercultural Learning from the Inside Out	Hearn C
	• Global Citizenship, the Black Student, and Campus-Wide Strategies for Enhancing Global Learning Participation	Hearn D
	• Sports, Academics and Intercultural Learning: Study Abroad Classes for University Athletic Teams	Winston
	• Faculty-led Education Abroad in the Context of a Major Global Event: Intercultural Learning at the Rio 2016 Olympic Games	Salem
4:30pm – 6:00pm	Conference Reception Sponsored by Wake Forest University Provost’s Office of Global Affairs	Hearn Foyer



8:00am – 5:00pm **REGISTRATION** [HEARN FOYER]
8:00am – 9:00am **CONTINENTAL BREAKFAST** [HEARN FOYER]

9:00am – 10:15am **OPENING PLENARY** [HEARN BALLROOM]

- **Welcome and Introductions**
- **Keynote:** Amer Ahmed, Ed.D, Director of Intercultural Teaching and Faculty Development, University of Massachusetts – Amherst

Embedding Diversity and Inclusive Practices into Study Abroad and Experiential Learning

Study Abroad and Experiential Learning programs throughout the United States are growing at a rapid pace as part of the increasing trend to globalize higher education. However, some programs are insulated from broader conversations of Diversity and Inclusion on college campuses. Although progress is being made, U.S. Students of Color are underrepresented in study abroad programs. While efforts to diversify study abroad have been made, few institutions have developed comprehensive practices to achieve success. Much of the problem is rooted in the entire framing and implementation of the study abroad process from pre-departure to re-entry. Resources are often designed towards White American and other dominant identities. Engagement of local cultural contexts can also be problematic. This keynote will explore how study abroad and experiential learning practices can support the development of inclusive practices for diverse student populations.

10:15am – 10:45am **MORNING COFFEE BREAK** [HEARN FOYER]

10:45am – 12:00pm **CONCURRENT SESSIONS A**

Gaining Evidence of the Impact of International Education through Assessment of Intercultural Competence [HEARN A]

Lead Presenter: Joyce Osland, San Jose State University

Co-Presenters: Christopher Hightower, Texas Christian University; Martha Petrone, Miami University of Ohio

Gaining perspective in terms of assessing intercultural competence and global learning is not common in our field. Many campuses have initiated assessment plans, but few have persevered with consistency to amass significant data in order to make improvements in their instructional designs. In this session three such campuses will share their expertise at the campus-wide, program-wide, and course-level assessment cycles, with appropriate instructional improvement implementations.

Studying Abroad at Home: A Model of Domestic Student Acclimation in Highly International Programs [BETHABARA]

Lead Presenter: Bridget Fletcher, Duke University

Co-Presenter: Lorelle Babwah, Duke University Pratt School of Engineering

This session will discuss orientation programming and activities for U.S. students attending programs with large international populations. These activities serve to acclimate and prepare domestic students when working in a diverse and international environment.



10:45am – 12:00pm

The Language of Resilience and the Practice of an Emotional Passport in Study Abroad [HEARN C]

Lead Presenter: Janice Abarbanel, Consultant Psychologist and Health Educator

Faculty and staff engaged with study abroad students can often find themselves perplexed or discouraged by the varied emotional responses students present before and during the complex transitions involved with living and learning abroad. This session will explore the concept of an emotional passport, a perspective based in the language of resilience required for successful intercultural transitions, and present research about the life stage of “Emerging Adulthood” as background for reframing strategies to support student academic success abroad. An important contribution of this session will be to guide faculty and staff towards comfortable, non-clinical language that serves to encourage students who might feel varied moods or lower energy to come forward for support.

Racial Consciousness in Global Education [HEARN D]

Lead Presenter: Prudence Layne, Elon University

Racial consciousness is an intrinsic component of intercultural competency and global learning, yet the lack of racial diversity among student/faculty participants, study destinations, curriculum content and administrative/institutional leadership in the field remains disconcerting. Has global become a way to skirt local racial concerns and our own consciousness? In this interactive session, participants will dissect the question of where and how race matters in global education.

What Makes International Internships Effective? [WINSTON]

Lead Presenter: Catherine MacDermott, St. Edward’s University

Drawing on international education experiences and domestic research, this session will share best practices that positively impacted three significant stakeholders involved in determining the effectiveness of an international internship program in Angers, France. The focus will be on desired outcomes for stakeholders, factors that determine positive outcomes, and recommendations that stakeholders can utilize to ensure international internship satisfaction.

Intercultural Learning Strategies for the 21st Century: Revitalizing a Long-Standing Study Abroad Immersion Program through Active Pedagogy and Action Research [SALEM]

Lead Presenter: Davydd Greenwood, Cornell University

Co-Presenters: Juan Muñoz, CASA-Seville Program; Marina Markot, Cornell University

Pseudo-familiarity caused by globalization and pseudo-relationships perpetuated by social networking create an illusion of comfort with other cultures and lead to a passive relationship with the host community, creating new obstacles on the way to intercultural engagement of students. An ambitious reform of the CASA-Seville curriculum, pedagogy, and assessment aims at revitalizing cultural immersion as a learning tool. We shall present the lessons we learned and invite the audience to critically reflect on our experience.





Conference Day 1 [THURSDAY, FEBRUARY 9]

12:00pm – 1:15pm

LUNCH [GARDEN TERRACE IN EMBASSY SUITES]

1:30pm – 2:45pm

CONCURRENT SESSIONS B

Turning Resistance into Engagement: Training Design for Transformative Learning [HEARN A]

Lead Presenter: Janet Bennett, Intercultural Communication Institute

Whether our programs are directed at domestic (“glocal”) or international (global) engagement, we often face participants who express resistance to various intercultural topics. This resistance may relate to either the subject matter or to the methods we are using. In either case, the threat or risk may limit learning in the class as well as present complicated facilitation challenges.

Efforts to Enhance Intercultural Competence Among First-Year Students [HEARN C]

Lead Presenter: Nelson Brunsting, Wake Forest University

Co-Presenter: Elizabeth Coder, Elon University

Learn about two institutional efforts to discover first-year students’ capacity for intercultural learning. The first study examined intercultural competence using the Global Perspectives Inventory (GPI) for three distinct groups of Elon first-year students: a cohort of international business dual degree students, the Elon Gap Experience cohort, and a control group of first-year students. The second study examined academic and socio-emotional outcomes of Wake Forest first-year international students enrolled in an academic writing and cultural transitions course. Discussion will include lessons learned in blending curricula as well as the potential of first-year intercultural experiences to prime students’ intercultural learning throughout their undergraduate careers.

Going with the Flow: Teaching Students to Be Adaptable and Resilient When Abroad [HEARN D]

Lead Presenter: Heather Hayton, Guilford College

Co-Presenter: Jeremy Rinker, University of North Carolina-Greensboro

This session will help program leaders develop a set of pedagogical interventions to guide students deeper in intercultural learning while participating in short-term study abroad programs. Paying particular attention to programs in underdeveloped regions or where power and status differences are pronounced, we will highlight ways students can experience a new culture without reenacting colonial postures, especially in a compressed time frame or if confronted with a radical alterity that challenges their own sense of self.

Theory in Action: Study Abroad Program Design for Intercultural Competence Development [WINSTON]

Lead Presenter: Janelle Peifer, Agnes Scott College

Co-Presenter: Elaine Meyer-Lee, Agnes Scott College

In this highly interactive session, participants will examine three major theoretical models relevant to short-term study abroad program design and college students’ intercultural development. Attendees will create Theory to Action Plans that translate key components of these theories into active strategies for effective, meaningful, and inclusive study abroad programs.



Conference Day 1 [THURSDAY, FEBRUARY 9]

1:30pm – 2:45pm

Language Matters: Even in Non-Language Study Abroad Programs [SALEM]

Lead Presenter: Rebecca Thomas, Wake Forest University

This session is aimed primarily at leaders of non-language intensive programs traveling to non-English speaking countries. The presentation demonstrates the value of acquiring even minimal linguistic knowledge with locally specific cultural scaffolding in situations where higher levels of proficiency cannot practically be attained or expected. Participants will be exposed to a high-impact one-hour mini-course in “survival language and culture” designed for students and facilitators with little to no prior experience with the target language. Research supporting the efficacy of the method on cultural adaptation will also be presented.

2:45pm – 3:15pm

AFTERNOON COFFEE BREAK [HEARN FOYER]

3:15pm – 4:30pm

CONCURRENT SESSIONS C

From Enclosure to Emergence: Assessing International Student Identity Development [HEARN A]

Lead Presenter: Melody Reichoff, Widener University

International Student Services offices are increasingly called to offer more programs for international students. The Widener University International Student Services & Programs Office has developed a rubric to assess programs based on Dr. Eunyoung Kim’s International Student Identity Development Model. This session will present an overview of the identity development model and assessment rubric, give participants the opportunity to practice assessing a program, and provide time to critically discuss the rubric.

Incentivizing Faculty-led Study Abroad and Intercultural Learning Outcomes: A Grant Program Model [BETHABARA]

Lead Presenter: Michael Brzezinski, Purdue University

Co-Presenter: Kris Acheson-Clair, Purdue University; Robert Cox, Purdue University

Incentivizing faculty to lead study abroad programs is important, but insufficient. We have learned it is imperative to ensure faculty focus on intercultural learning outcomes in addition to their specific discipline. At Purdue, Study Abroad Intercultural Learning (SAIL) Grants and Intercultural Pedagogy Grants (IPG) have been created to address this issue. In this session we will share how our process works from the perspectives of a dean, an intercultural learning specialist, and an associate dean of one of our colleges.

Mindfulness & Intercultural Learning from the Inside Out [HEARN C]

Lead Presenter: Tara Harvey, True North Intercultural

Co-Presenter: Catherine Menyhart, CIEE

As faculty and staff committed to helping students develop their intercultural competence, it is essential that we focus on our own intercultural learning and development as well. Practicing mindfulness can help us and our students achieve this goal. In this session, we will share relevant research and explore the relationship between mindfulness and intercultural learning. You will participate in and learn about several activities you can use to start or further your own and your students’ mindfulness and intercultural development practices.



Conference Day 1 [THURSDAY, FEBRUARY 9]

3:15pm – 4:30pm

Global Citizenship, the Black Student, and Campus-Wide Strategies for Enhancing Global Learning Participation [HEARN D]

Lead Presenter: Jenaya Perdue, Western Kentucky University

Global citizenship is a powerful ideology that should be used in global education initiatives. This presentation and case study discussion will highlight Black American voices from the speaker’s qualitative research on global citizenship dispositions. Additionally, it will show how a global citizenship-based framework in pre-, during, and post-study abroad experiences enhances multi-dimensional growth of all students.

Sports, Academics and Intercultural Learning: Study Abroad Classes for University Athletic Teams [WINSTON]

Lead Presenter: Mark Cryan, Elon University

Co-Presenter: Carol Smith, Elon University

Year-round commitments to their sport can prevent student athletes from considering study abroad options. Creating opportunities for credit-bearing courses coordinated with training/competition schedules and supported by their athletic department can make the intercultural learning benefits of study abroad possible for this previously excluded population. Presenters will discuss their experiences creating and leading two classes with short-term study abroad components, including challenges and successes, so that session participants can better support student athletes at their own institutions.

Faculty-led Education Abroad in the Context of a Major Global Event: Intercultural Learning at the Rio 2016 Olympic Games [SALEM]

Lead Presenter: Angie Edwards, Queens University of Charlotte

Co-Presenters: Bob Page, Queens University of Charlotte; Joe Cornelius, Queens University of Charlotte

Queens University of Charlotte partnered with a Brazilian university to form international media reporting teams during the Rio 2016 Olympic Games. After studying the Olympic movement, the country of Brazil, and digital production during the spring semester, Queens students collaborated with Brazilian teammates to create multimedia packages about the impact of the Olympics on Rio de Janeiro. Not only did they discover stark contrasts among Rio residents, foreign visitors, and Olympic participants, they also developed personal understanding of multicultural teamwork.

4:30pm – 6:00pm

CONFERENCE RECEPTION [HEARN FOYER]

Sponsored by Wake Forest University Provost’s Office of Global Affairs



Conference Day 2 [FRIDAY, FEBRUARY 10]

PLAN YOUR DAY

SCHEDULE	FRIDAY, FEBRUARY 10	LOCATION
8:00am – 1:00pm	Registration	Hearn Foyer
8:00am – 9:00am	Continental Breakfast	Hearn Foyer
9:00am – 10:15am	CONCURRENT SESSIONS D	
	• Employability of our Students: The Ultimate Outcome of International Education	Hearn A
	• Time is of the Essence: Embedding Intercultural Learning in Short-Term and Faculty-Led Programs	Bethabara
	• The Role of Social Media Expectations in Study Abroad: Meet Them Where They Are!	Hearn C
	• Forward Thinking Using Backward Design: Seven Steps to Designing Effective Intercultural Learning Curricula	Hearn D
	• Making Connections: Linking the Distinct Value of Intercultural Learning and Global Understanding to Student Experiential Outcomes	Winston
	• Intercultural Competence for a Sustainable Planet: Principles, Practice and Outcomes	Salem
10:15am – 10:45am	Coffee Break	Hearn Foyer
10:45am – 12:00pm	CONCURRENT SESSIONS E	
	• Head, Heart, and Hands: Experiential Learning to Facilitate Intercultural Development	Hearn A
	• Developing Intercultural Competency Using A.S.K.S2 PLUS as Formative Assessment	Bethabara
	• Learning Through Service: How Service Learning Influences Intercultural Learning and Cultural Competency	Hearn C
	• Making Connections: Linking the Distinct Value of Intercultural Lessons Learned — Five Years of Susquehanna University Global Opportunities Requirement	Hearn D
	• Bridging the Power Divide: Building Solidarity Across Difference	Winston
	• Learning Exchange: Students Developing Cultural Competence through Teaching Others	Salem
12:00pm – 1:15pm	Lunch	Garden Terrace in Embassy Suites
1:30pm – 2:45pm	CONCURRENT SESSIONS D	
	• Worth the Investment? Liberal Arts Faculty Self-Assess the Transformative Impact of Leading Study-Abroad	Hearn A
	• Caught Off-Guard: Role Plays for Challenging Discussions	Bethabara
	• Mentoring for International Student Support	Hearn C
	• Developing Cultural Awareness through International Teaching Experiences	Hearn D
	• Storytelling and Role Playing Toward Intercultural Competence	Salem
2:45pm	Conference Concludes	

8:00am – 1:00pm **REGISTRATION** [HEARN FOYER]
8:00am – 9:00am **CONTINENTAL BREAKFAST** [HEARN FOYER]

9:00am – 10:15am

CONCURRENT SESSIONS D

Employability of our Students: The Ultimate Outcome of International Education [HEARN A]

Lead Presenter: Joyce Osland, San Jose State University
Co-Presenter: Kirsten Brecht-Baker, Global Professional Search

The demand of intercultural and international skills has never been greater. Internationalization is one of many ways that campuses attempt to meet these market demands. In the session, we will present case studies: two universities seeking to enhance the employability of students; one private agency, working in partnership with multiple campuses, seeking to support students in articulating the skills gained as a result of international education experiences.

Time is of the Essence: Embedding Intercultural Learning in Short-Term and Faculty-Led Programs [BETHABARA]

Lead Presenter: Elsa Maxwell, CIEE
Co-Presenter: Sean McIntyre, CIEE Brazil

In this session, we'll explore creative ways to balance the benefits of short-term study abroad — increased access and exposure — with the deeper intercultural learning goals associated with semester study away. We will address how to embed intercultural learning into short-term and faculty-led programs without sacrificing the disciplinary content at the core of these programs. Attendees will take away practical training tools and frameworks that transform traditional "must-see" site visits into rich opportunities for intercultural growth.



9:00am – 10:15am

The Role of Social Media Expectations in Study Abroad: Meet Them Where They Are! [HEARN C]

Lead Presenter: Claire Ziamandanis, The College of Saint Rose
Co-Presenter: Andrea Haynes, International Studies Abroad (ISA)

Preliminary research, gathered from students at The College of Saint Rose prior to their participation in a two-week faculty-led program in Cuba, will be presented. Based on that data the presenters will propose ways in which social media can be used by faculty and administrators to advance goals of intercultural development. Afterwards, the session will break into small groups to brainstorm ways in which individual social media platforms can be similarly leveraged to promote intercultural development.

Forward Thinking Using Backward Design: Seven Steps to Designing Effective Intercultural Learning Curricula [HEARN D]

Lead Presenter: Tara Harvey, True North Intercultural

Many educators approach intercultural learning design by starting with a list of activities they know and like, but this approach is unlikely to produce optimal learning. Backward design suggests we instead begin with the end results in mind. This interactive session will walk participants through a seven-step process for designing effective, transformative intercultural curricula (defined as frameworks through which educators intentionally facilitate intercultural learning), providing examples along the way, and inviting participants to apply the process to their own work.

Making Connections: Linking the Distinct Value of Intercultural Learning and Global Understanding to Student Experiential Outcomes [WINSTON]

Lead Presenter: Elizabeth Fain, Winston-Salem State University
Co-Presenter: Allison Calhoun, Winston-Salem State University

This session will explore strategies on how to create enriching and transformative learning activities for international travel experiences that link course objectives and shift the student's focus to deeper understanding when expectations are not met. An overview of a fieldwork experience in Ecuador will be the segue to discussing strategies to facilitate awareness of our biases and to enable effective communication with others who are linguistically and culturally different.

Intercultural Competence for a Sustainable Planet: Principles, Practice and Outcomes [SALEM]

Lead Presenter: Scott Blair, The EDUCATION ABROAD Network
Co-Presenter: Craig Shealy, James Madison University

Theories of intercultural learning are outdated if they don't address the central challenges of our age: climate change, declining biodiversity, unsustainable consumption and income disparity. As such, re-conceptualizing intercultural competence for a sustainable planet is the next great work of international educators. To this end, panelists describe principles and practices of a sustainable model of intercultural competence and draw from BEVI, GPI and IDI data sources to challenge outcomes assessment processes that fail to address sustainability learning intentionally.

10:15am – 10:45am **MORNING COFFEE BREAK** [HEARN FOYER]

10:45am – 12:00pm **CONCURRENT SESSIONS E**

Head, Heart, and Hands: Experiential Learning to Facilitate Intercultural Development [HEARN A]

Lead Presenter: Lauren Moloney-Egnatios, UC-Berkeley
Co-Presenter: Jason Patent, UC-Berkeley

Advancing intercultural competence requires learning within all three domains of Bloom's taxonomy: cognitive, affective and behavioral. In this session we examine specific ways to accomplish this and demonstrate with a facilitated experiential activity grounded in the principles of Bloom's taxonomy. We will also demonstrate a skillful debrief of the experience using Kolb's cycle of experiential learning. Participants will leave with a deeper understanding of, and concrete tools for, using targeted learning activities to further intercultural competence.

Developing Intercultural Competency Using A.S.K.S2 PLUS as Formative Assessment [BETHABARA]

Lead Presenter: Charles Calahan, Purdue University
Co-Presenter: Horane Holgate, Purdue University

Participants will complete the Attitudes, Skills, and Knowledge Short Scale Version (A.S.K.S2 PLUS) and simulate student learning using this reliable, free, and open source teaching & learning tool as a formative assessment to generate documentation and artifacts of student intercultural learning. Used in conjunction with the AAC&U VALUE Rubric on Intercultural Knowledge and Competence and the Intercultural Development Inventory (IDI) as baseline and summative assessment, synergy is created that results in statistically significant increases in intercultural competence as measured by the IDI.

Learning Through Service: How Service Learning Influences Intercultural Learning and Cultural Competency [HEARN C]

Lead Presenter: Evan Small, Elon University
Co-Presenter: Elizabeth Coder, Elon University

Service learning can be utilized as a laboratory to develop and practice intercultural skills and understanding. Presenters will discuss how intercultural learning can and should occur within a service learning context in order to ensure a holistic educational experience. Models of integration and assessment will be shared and participants will have the opportunity to share their ideas and best practices.

Making Connections: Linking the Distinct Value of Intercultural Lessons Learned — Five years of Susquehanna University Global Opportunities Requirement [HEARN D]

Lead Presenter: Scott Manning, Susquehanna University
Co-Presenters: David Imhoof, Susquehanna University; Christina Dinges, Susquehanna University

The Global Opportunities (GO) Program at Susquehanna University is a graduation requirement focused on developing intercultural competence. Drawing from experiences working with five graduating classes fulfilling this requirement, panelists will present lessons learned from three areas: the use of cross-cultural learning goals in program design, specific learning interventions to develop intercultural competence, and the assessment of student learning around those goals and interventions.

10:45am – 12:00pm **Bridging the Power Divide: Building Solidarity Across Difference** [WINSTON]

Lead Presenter: Julianna Gwiszcz, Arizona State University

Inspired by the Economic & Social Research Council (ESRC) Social, Technological and Environmental Pathways to Sustainability (STEPS) Centres approach, this session is designed as an interactive experience focused on bridging power divides by building solidarity across difference. The contextual focus is on capacity building for transformation pathways to sustainable wellbeing. Two core themes drive this session: 1) reframing the way we think about power and vulnerability; and 2) fostering empathy and agency in inter/cross-cultural sustainability work.

Learning Exchange: Students Developing Cultural Competence through Teaching Others [SALEM]

Lead Presenter: Amy Wallis, Wake Forest University

This session focuses on creating a learning exchange between students and local businesses during international study experiences. Opportunities for business students to engage with local companies in educating one another allows for development of student knowledge and also cultural humility. Topics include the exploration and development of global competencies before travel occurs, as well as how specific activities are designed to address student learning outcomes. We will conclude with challenges and lessons learned.



12:00pm – 1:15pm LUNCH [GARDEN TERRACE IN EMBASSY SUITES]

1:30pm – 2:45pm **CONCURRENT SESSIONS F**

Worth the Investment? Liberal Arts Faculty Self-Assess the Transformative Impact of Leading Study-Abroad [HEARN A]

Lead Presenter: Prudence Layne, Elon University
Co-Presenter: Sarah Glasco, Elon University

Faculty-led off-campus programs present high-strategic value, but entail opportunity costs, making it essential to examine and understand the impact that leading global programs has on the teaching, research, service, and overall well-being of faculty members. Presenters will report on a two-year study of 230 faculty program leaders at 28 private liberal arts colleges. Quantitative and qualitative findings highlight perceptions of the value of off-campus programs for faculty, students, and institutions and suggest policies and practices to enhance the transformative impact.

1:30pm – 2:45pm

Caught Off-Guard: Role Plays for Challenging Discussions [BETHABARA]

Lead Presenter: Andrew Smith, Wake Forest University

Suspending judgment and shifting perspective are key, overlapping, components of intercultural competence. Nowhere is this skill more relevant to students than when they engage in discourse that differs from and challenges the communication norms of their own culture. This session will consist of an interactive intercultural activity followed by a debrief and discussion. It is primarily designed for instructors and trainers who are seeking an engaging activity for the classroom, focused on key intercultural skills.

Mentoring for International Student Support [HEARN C]

Lead Presenter: Ananda Mitra, Wake Forest University

International students, 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.

Developing Cultural Awareness through International Teaching Experiences [HEARN D]

Lead Presenter: Michael Putman, University of North Carolina-Charlotte

Co-Presenter: Erik Byker, University of North Carolina-Charlotte

Colleges of education are under pressure to produce globally competent teachers. Within this context, there has been increasing support for participation in international field experiences. This presentation will describe findings associated with the impact of a study abroad experience on pre-service teachers' cultural awareness and efficacy for culturally responsive practices. Implications will address the development of an understanding of the various issues that surround international teaching experiences for pre-service candidates.

Storytelling and Role Playing Toward Intercultural Competence [SALEM]

Lead Presenter: Melina Draper, Cornell University

Stories tell us who we are and telling stories help us make sense of lived experiences. In this workshop participants will be asked to: participate in a culturally focused conversation; use storytelling, listening, and mentoring to reflect critically upon intercultural experiences; and role play a three-line dialogue to imagine the mindset, feelings, and experience of the characters to increase empathy and openness, as well as bridge cultural differences. Participants will practice and apply practical skills grounded in theory.

2:45pm

CONFERENCE CONCLUDES



Janice Abarbanel, Ph.D. served for 3½ years as NYU Berlin's on-site psychologist and health educator. Her interest lies in the interface between studying abroad, the life stage of Emerging Adulthood, and emotional health — an outcome of her work as a U.S. Peace Corps Volunteer and through her clinical practice in Washington DC. A graduate of Harvard and trained as a clinical psychologist, she now writes and speaks about the "Emotional Passport" and conducts trainings on how emotional skill-building and resilience supports academic success and personal development. Dr. Abarbanel recently served as an on ship psychologist with the Spring 2016 academic voyage of the Semester at Sea.

Kris Acheson-Clair, Ph.D. is Intercultural Learning Specialist at Purdue University. With a doctorate in Intercultural Communication from Arizona State University, Kris is an award-winning instructor and well-published scholar. She has previously held positions as a faculty member in Applied Linguistics at Georgia State University, a U.S. Fulbright Scholar to Honduras, a K12 educator and an EFL teacher/teacher trainer in several international contexts. Her professional passion is helping others cultivate intercultural competency through mentoring, curriculum development, mobility and co-curricular programs.

Keynote Speaker: Amer F. Ahmed, Ed.D, serves as Director of Intercultural Teaching and Faculty Development at University of Massachusetts-Amherst, Faculty at the Summer and Winter Institutes for Intercultural Communication and a member of SpeakOut: Institute for Democratic Leadership and Culture. An individual with eclectic personal and professional experience, he is a Hip Hop activist, spoken word poet, diversity consultant and college administrator, channeling his diverse experiences into work geared towards facilitating effective intercultural development. He has been featured on MSNBC and in Dr. Shakti Butler's film on racism entitled "Cracking the Codes." Amer's education in Anthropology and Black Studies, professional experience in higher education and extensive global experiences support his efforts to address issues of social justice that continue to face traditionally marginalized communities.

Lorelle Babwah is Assistant Director of Student Services for the Professional Masters Programs at Duke's Pratt School of Engineering. Her work focuses on building connections within diverse groups and encouraging students to become culture-aware and culture-competent. Before coming to higher ed, Lorelle was in private practice focusing on immigration and criminal defense. She holds a J.D. from the University of North Carolina School of Law and a B.A. in Psychology with a focus in Behavioral Neuroscience, also from the University of North Carolina.

Janet Bennett, Ph.D. is Executive Director of the Intercultural Communication Institute, sponsor of the Summer Institute for Intercultural Communication, and director of the Master of Arts Degree. As an educator and consultant, she designs and conducts intercultural training for higher education institutions, corporations, government, and non-profit agencies. She publishes on intercultural training and adjustment and is editor of the recently published SAGE Encyclopedia of Intercultural Competence.

Scott G. Blair, Ph.D. is Director of Assessment and Sustainability at The EDUCATION ABROAD Network. Working from his base in Paris since the 1980s as instructor, academic director, education consultant and director of assessment for study abroad providers, Scott is a NAFSA leader and serves on the Board of Directors at NSEE. He advocates for assessing learning outcomes in terms of climate sustainability, biodiversity and human equity. He holds a Doctorate in History from the Sorbonne and presents and publishes regularly on learning outcomes assessment and sustainable program design for study abroad.

Kirsten Brecht Baker has 15+ years of experience in developing companies and innovative business models. She is currently CEO and Co-Founder of Global Professional Search, a tech company connecting employers

around the world with global-ready candidates who have foreign language and overseas experience plus industry qualifications. She holds an MBA in entrepreneurial management and marketing from the University of Pennsylvania's Wharton School, and a B.A. in political science and Russian from the University of Pennsylvania.

Nelson Brunsting, Ph.D. is Director of Global Research and Assessment in the Center for Global Programs and Studies at Wake Forest University, where he also teaches Introduction to American Culture and U.S. University Life for first-year international students. He is fascinated by human development and adjustment in times of transition, especially within an intercultural context.

Michael Brzezinski, Ph.D. is the Dean of International Programs at Purdue University. In addition to directing the International Students and Scholars (ISS) office for 16 years, Brzezinski has led the University's International Programs unit as dean since 2009, overseeing both ISS and Study Abroad offices. In 2014 he launched an intercultural learning initiative focused on promoting and assessing intercultural learning that occurs during overseas study experiences, as well as during co-curricular activities both on and off campus.



WISE CONFERENCE STEERING COMMITTEE

Penelope Pynes

Associate Provost for International Programs
University of North Carolina at Greensboro

Steve Folmar

Associate Professor of Applied Cultural Anthropology
Wake Forest University

Michael Vande Berg

Principal
MVB Associates

Ann Cunningham

Associate Professor of Education
Wake Forest University

Andrew Smith

Adjunct Instructor
Wake Forest University

Leigh Hatchett Stanfield (Chair)

Director of Global Campus Programs
Wake Forest University

Erik Byker, Ph.D. is Assistant Professor at the University of North Carolina-Charlotte. He teaches courses in social studies methods and global education. His fields of specialization are educational technology and curriculum foundations. Erik's research is comparative and international in scope as he has conducted research on the uses for computer technology in Cuba, India, South Korea, and the United States. Other research interests include global education and increasing teacher professionalism via web-based tools.

Charles A. Calahan, Ph.D. directs Global Learning Faculty and Student Development in the Center for Instructional Excellence at Purdue University. As an award-winning teacher, he has educated more than 12,000 students in 13 different courses on human development and family studies during the course of 12 years in the College of Health and Human Sciences. He is a Purdue University Diversity Fellow, Service-Learning Fellow and a Member of the Purdue Teaching Academy.

Allison Calhoun received a B.A. in Psychology from Wake Forest University and a M.S. in Occupational Therapy from the University of North Carolina-Chapel Hill. As an

occupational therapist for 13 years, she has practiced in long-term care settings as a clinician, manager, and consultant in wellness program development and implementation. Allison is currently an Instructor and the Academic Fieldwork Coordinator for the Master of Science in Occupational Therapy program at Winston-Salem State University. She enjoys working with students to establish innovative and role emerging fieldwork placements, facilitating community-based partnerships and practices, and teaching several classes in the curriculum.

Elizabeth Coder is the Assistant Director of New Student & Transition Programs and Coordinator of Gap Programs at Elon University. After completing her Master in Higher Education, she served three terms with AmeriCorps, where she developed a love of social justice and civic engagement. After AmeriCorps, Elizabeth began her study abroad career, working in first-year study abroad programs in five different countries. She also has a wealth of experience in international education, service-learning, and gap year programs.

Joe Cornelius is Assistant Professor of Digital Media Production at the Knight School of Communication at Queens University of Charlotte. Cornelius received his Master of Fine Arts from Wake Forest University in Documentary Filmmaking, a Bachelor of Fine Arts at the University of North Carolina School of the Arts specializing in Cinematography, and an Associate of Applied Sciences at Western Piedmont Community College in Digital Effects & Animation Technology.

Robert F. Cox, Ph.D. is Associate Dean for Globalization at the Purdue Polytechnic Institute at Purdue University. He completed his Doctorate in Civil Engineering, Construction Engineering and Management at Virginia Tech in 1994. Most recently he has focused on development of high performance teams through increased cultural awareness and intercultural competencies. He has advised more than 160 master students and 25 doctoral candidates, while authoring more than 60 publications and reports.

Mark Cryan, Ph.D. has held management positions in baseball, hockey, public relations, boxing and recreation. Cryan graduated from Hamilton College where he played football. He holds an MBA from N.C. Central University, a doctorate from the University of North Carolina-Greensboro, and is currently an assistant professor at Elon University. Author of *Cradle of the Game; Baseball and Ballparks in North Carolina*, Cryan's research interests include sport facilities and the business of baseball in the U.S. and Dominican Republic.

Christina Dinges is Director of the Office of Cross-Cultural Programs at Susquehanna University. She previously worked in the International Programs Center at University of North Carolina-Greensboro and the University



of North Carolina Exchange Program. She has directed cross-cultural programs in Cyprus and New Orleans, Louisiana, and has presented on diversity issues and topics surrounding STEM students.

Melina Draper, a Teaching Support Specialist for Internationalizing the Curriculum, collaborates with faculty and staff to support global learning and develop intercultural competence through Cornell University's Center for Teaching Excellence. Previously she worked to bridge cultures in community engagement, as a writer and editor, as a curriculum developer, and as an English professor at Northern Essex Community College. She was raised bilingual and bicultural (U.S.-American and Argentinean), is a poet, and holds degrees in poetry, English, Russian, International Relations and Comparative Literature.

Angie Edwards is Director of the Myrta Pulliam Center for International Education at Queens University of Charlotte where she oversees education abroad, international student services, international partnerships, campus programming, and curriculum internationalization. This work involves coordinating faculty-led programs through which nearly 70% of undergraduates go abroad. Her professional interests include cross-cultural communication, cultural adjustment theory, and intercultural competence

development. She has a B.B.A. in Management and an M.S. in Educational Administration from Texas A&M.

Elizabeth Fain is Assistant Professor at Winston-Salem State University in the occupational therapy program. She has a B.S. in occupational therapy from Medical College of Georgia, an M.H.S. from Medical University of South Carolina and an Ed.D. from University of St. Augustine. She has practiced as an occupational therapist and oversees occupational therapy services at the Community Care Clinic, which provides services for low income and uninsured clients. She has also led occupational therapy students for intercultural fieldwork opportunities in the United States and Ecuador.

Bridget Fletcher works as Associate Director of Academic & Student Services for Duke Engineering's Professional Masters Programs. Bridget received her B.A. from NC State University where she studied sociology and her M.A. from Duke University where she focused on intercultural communication and completed a master's project that examined Chinese student acclimation in graduate school in the U.S. Bridget is the author of *From Jiao Shi to Classroom: Preparing for Success in the American Graduate School Classroom*, a guidebook specifically for Chinese students preparing to come to the U.S. for graduate school.

Pre-Conference Facilitator: **Steven Folmar**, Ph.D. is Associate Professor of Anthropology at Wake Forest University. An applied cultural anthropologist whose main interests are in Medical Anthropology, Religion and Development, Steve has conducted fieldwork in Bangladesh, India, and the United States, but his primary ongoing research interests are in Nepal, where he also conducts the WFU Summer Program. He is involved with the Center for Global Programs and Studies, assisting with issues of cultural competency at Wake Forest. Finally, Steve works closely with NGOs (he is on the Advisory Committee of the International Commission for Dalit Rights) and committees in Nepal to help Dalits pursue equal political and social status and relevant development goals.

Sarah Glasco, Ph.D. is Associate Professor of French in the Department of World Cultures and Languages at Elon University. She completed her doctorate in 2006 at the University of North Carolina-Chapel Hill. Her scholarly interests include immigration policy in France, intertextuality and global culture in the novels of Jean-Philippe Toussaint, and literacy-based language learning. She leads a short-term study abroad program to Paris and Montpellier, France.

Davydd Greenwood, Ph.D. is the Goldwin Smith Professor of Anthropology Emeritus at Cornell University, where he also served as Director of Cornell's Einaudi Center for International Studies and Director of the Institute for

European Studies. He was President of the Association of International Education Administrators from 1993-94 and a Corresponding Member of the Spanish Royal Academy of Moral and Political Sciences. Davydd has published eight books and numerous articles on the anthropology of Spain, universities, and action research for democratic organizational change.

Julianna Gwiszcz is a Sociocultural Anthropology Ph.D. Candidate in the School of Human Evolution & Social Change at Arizona State University. She earned a Master of Science in Social Work from Columbia University. Focusing on capacity building mechanisms for sustainable development, Julianna's current work examines if and how youth are prepared to serve as facilitators of transformation pathways for sustainability. Her research/practice has spanned diverse communities in Kenya, Tanzania, South Africa, Guatemala, Brazil, Haiti, and the USA.

Pre-Conference Facilitator: **Tara Harvey**, Ph.D. is passionate about helping people learn and grow through intercultural experiences. She has worked in international education since 2000 at the University of Wisconsin-Madison, the University of Minnesota-Twin Cities, and CIEE. As Founder of True North Intercultural, Tara helps educators and institutions achieve their internationalization goals through intercultural consulting, training, and coaching. She holds a Doctorate in International Education from the

University of Minnesota and recently completed an eight-week Mindfulness-Based Stress Reduction (MBSR) course.

Heather Hayton, Ph.D. is Director of the Honors Program and Professor of English at Guilford College. A trained comparatist, she has created or led a combination of five study abroad programs in the last 10 years, hosted and mentored international students, and administers a scholarship for indigenous Himalayan students.

Christopher Hightower, Ed.D. is Assistant Director of Institutional Effectiveness at Texas Christian University. He has a B.A. in Political Science and History from Texas Christian University (TCU), an M.Ed. in Student Personnel in Higher Education from the University of Georgia and a Doctorate in Leadership in Higher Education from TCU. He performed assessments for TCU's Quality Enhancement Plan and conducted a campus-wide survey using the Intercultural Effectiveness Scale.

Horane Holgate is from Jamaica and currently pursuing a Ph.D. in Educational Studies at Purdue University. Horane's research integrates Motivation, Multicultural Education and Intercultural Development frameworks. He has a Bachelor in Psychology with a minor in Sociology and a Master in Educational Studies. He is the Journal Coordinator for the Purdue Journal of Service Learning and



International Engagement (PJSL), which publishes student-authored reflections on service learning and civic engagement activities locally and internationally.

David Imhoof, Ph.D. is Associate Professor of History at Susquehanna University where he leads the Global Opportunities (GO) Austria Program. His book, *Becoming a Nazi Town: Culture and Politics in Gattingen between the World Wars*, appeared with University of Michigan Press in 2013. He has also published on sports, film, and sharpshooting in interwar Germany. Imhoof serves as the Co-Director of the Music and Sound Studies Network for the German Studies Association.

Prudence Layne, Ph.D. is Associate Professor of English at Elon University. She has taught in Africa, Europe and the Caribbean, directed an island program in the United Kingdom, and administered curricula for study abroad programs. She is co-editor of and contributor to *Global Innovation of Teaching and Learning in Higher Education: Transgressing Boundaries* (Springer Press, 2015) and leads workshops on faculty roles, diversity, recruitment and marketing of short-term study abroad programs.

Catherine MacDermott, Ph.D. is Professor of Business and the Business Intern Faculty Facilitator at St. Edward's University in Austin, Texas. She has been leading study abroad programs since 1994 and has taken students to Mexico, Panama, Costa Rica, France, Japan, and Eastern Europe. She has received numerous teaching awards including the University's Distinguished Teaching Award, the Teaching Excellence Award, and the Piper Professor of the Year Award, recognizing her as a top university professor in Texas.

Scott Manning, Ph.D. is Dean of Global Programs and Associate Professor of French at Susquehanna University. He is the founding director of the Global Opportunities (GO) Program, in which he teaches Global Citizenship, a post-study away reflection course, and has co-directed short-term study away programs in France, Italy, and New Zealand. He has presented on a range of international education topics, including program assessment, student choices, and a strengths-based approach to study abroad.

Marina Markot, Ph.D. is Director of Cornell Abroad where she leads and manages university-wide education abroad efforts including the visiting international student program, and oversees international health and safety at Cornell University. She holds a Doctorate in Linguistics and previously held faculty and administrative positions at St. Petersburg State University, Russia, New England College,



University of New Hampshire, and University of Virginia. She is a member of NAFSA, Forum on Education Abroad, and AIEA, as well as a past participant, presenter, and a fan of WISE.

Elsa Maxwell, Ph.D. is Academic Director of Intercultural Learning at CIEE. She oversees intercultural teaching and learning for CIEE study abroad programs, focusing on curriculum development, assessment, and instructor training. She also teaches CIEE's signature course "Intercultural Communication and Leadership" at the Valparaiso, Chile, Study Center, where she is remotely based. Dr. Maxwell completed her graduate studies at the University of Chile in cultural studies and literature.

Sean McIntyre, Ph.D. is Academic Director for CIEE in Brazil and Resident Director in Rio de Janeiro. Since obtaining his doctorate in German Studies from Stanford University in 2003, Dr. McIntyre has taught undergraduate humanities courses, German, and Brazilian Portuguese at several universities in the United States. Without a doubt Sean's favorite role with CIEE is designing and teaching courses that encourage students to discover and explore Brazilian culture.

Pre-Conference Facilitator: Adriana Medina-López-Portillo, Ph.D., is an intercultural, diversity and personal leadership trainer. She has designed and led workshops for higher education, not-for-profit, governmental, and corporate clients in the United States and abroad. Among her favorite appointments are training for The Scholar Ship, a transnational academic program housed on a passenger ship, and offering pre-departure and on site orientations for King Abdullah University of Science and Technology (KAUST) in Saudi Arabia. She led a three-year long cultural competence initiative for the University of Maryland-Baltimore County and worked with The Johns Hopkins Carey Business School on two programs for their international Master's students. Currently, she is working with universities in Myanmar to implement the country's first course in intercultural communication. She has publications on study abroad and intercultural competence, among other topics.

Catherine Menyhart is Training and Development Manager at CIEE where she facilitates intercultural training and coaching. She holds a Master of Education from the University of Southern Maine and a bachelor's in International Relations and French. Previously she worked in international education in Dakar, Senegal, and taught at Expeditionary Learning Schools in Maine. She is an IDI Qualified Administrator, Senior Facilitator of Personal Leadership and recently completed an eight-week Mindfulness-Based Stress Reduction (MBSR) Course.

Elaine Meyer-Lee, Ph.D. is Associate VP for Global Learning and Leadership Development at Agnes Scott College and has been an SIO for 14 years. She has taught and assessed intercultural higher education at institutions including Wesleyan, Rhodes, Yale, and Saint Mary's College since earning her Doctorate in Human Development and Psychology from Harvard. She has authored chapters on internationalizing undergraduate education, intercultural competence, short-term off-campus programs, and assessment, presents widely on leadership, and serves on NAFSA's Board.

Ananda Mitra, Ph.D. is Professor of Communication at Wake Forest University. He designed and directed a summer faculty-led 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.

Lauren Moloney-Egnatios is Facilitator for the Intercultural Leadership Initiative certificate program at the UC-Berkeley International House. As an Intercultural Training Specialist for the Robertson Center for Intercultural Leadership (CIL), she designs and delivers intercultural workshops to corporate and non-profit clients, as well as to UC-Berkeley staff and students. Lauren brings 10 years of experience in the fields of international/ intercultural education, and organizational leadership, primarily as a researcher, trainer, educator, consultant, and student. Lauren received a Master of Arts in International Communication and Education from American University and a B.A. in Organizational Development and Spanish from the University of Michigan.

Juan Muñoz is currently the Language Coordinator at the CASA-Seville program. He has taught English as a Foreign Language in the high school setting since 1986 and served as a Lecturer in Spanish at University of Michigan, as well as Instructor at the university's summer program in Salamanca. Additionally, Juan was an Instructor of Spanish in Middlebury College Language Schools, Instructor of Spanish Culture at CCST, and a Spanish language teacher and coordinator at the UM-Cornell-Penn program in Seville.

Joyce Osland, Ph.D. is Lucas Endowed Professor of Global Leadership and Executive Director of the Global Leadership Advancement Center at San Jose State University's College of Business. She is a Kozai Group partner, consults internationally, and has spent 14 years working in seven countries. Dr. Osland authored *The Adventure of Working Abroad* and more than 80 publications on global topics and pedagogy. Her doctorate in Organizational Behavior is from Case Western Reserve University.

Bob Page is Director of Digital Media and advisor to student media at the Knight School of Communication at Queens University of Charlotte. Page led global communication for Lenovo technology partnerships with the Torino 2006 Olympic and Paralympic Winter Games, Beijing 2008 Olympic Games and Olympic Torch Relay, NBA, and Williams and McLaren Formula 1 teams. A former media manager with IBM and Davidson College, Page holds a B.F.A. in journalism from SMU and an MBA from Queens.

Janelle Papay joined Elon University with a background in German studies, student development theory and experiential education. As Assistant Director of Study Abroad, her primary work involves overseeing operations for short-term programs and actualizing professional development opportunities of all flavors for faculty and

staff. Janelle holds a M.Ed. in College Student Affairs from Penn State University and a B.A. in Globalization Studies and German from Gettysburg College, where she studied abroad in Heidelberg, Germany, and was awarded a Fulbright grant to Germany.

Jason Patent, Ph.D. is Director of the Robertson Center for Intercultural Leadership at the UC-Berkeley International House (I-House). He is responsible for building I-House's existing training programs and expanding programming for I-House residents, UC-Berkeley campus units, external businesses and non-profit organizations. Jason has an undergraduate degree in East Asian Studies from Harvard, a master's degree in the same field from Stanford University, and completed an M.A. and a Doctorate in Linguistics at UC-Berkeley. Jason is committed to using his skills and experiences to foster understanding and successful collaboration among international populations.

Janelle S. Peifer, Ph.D. is Assistant Professor of Psychology at Agnes Scott College. She earned her doctorate in Clinical and School Psychology at the University of Virginia and is an alumna of Wake Forest University. Her research examines intra- and inter-cultural processes of college students' global competence development. Peifer's clinical and applied interests include emerging adults identity formation, trauma/resilience, and the impact of travel-based experiences on young women's leadership development.

Jenaya Perdue, Ph.D. is a graduate of Western Kentucky University's Educational Leadership program. Her research and vocational interests are in implementing global citizenship initiatives in higher education, increasing Black student participation in study abroad, and faculty development.

Marty Petrone, Ph.D. is Global Learning Curriculum Integration Specialist at Miami University (Ohio), where she is also Professor Emerita in the Department of Strategic Communication. She is also currently a training consultant for CISV International. Marty has more than 30 years of experience as a teacher and administrator in higher education and a trainer and facilitator for clients including the Department of Energy, Reynolds & Reynolds, Ralston-Purina, and AK Steel. At Miami she also served as the Global Assessment Project Manager, Cultural Immersion Coordinator, Director of Diversity and Inclusion and Academic Coordinator of English, Humanities and Fine Arts.

Michael Putman is Professor and Department Chair in the Department of Reading and Elementary Education at the University of North Carolina-Charlotte. He has taught various courses in pedagogy, action research, and literacy during his eleven years in higher education. His research interests are focused on the development of teacher self-efficacy and intercultural competencies

through field experiences, including those in international contexts, and the impact of affective variables within online inquiry processes.

Melody Reichoff, Assistant Director of International Student Services at Widener University, is originally from Wisconsin where she developed her love of international education through study abroad. After graduation, she spent a year working in Hong Kong while completing her M.A. in International Education Development. She has worked with international students at Widener University for the past two years and has developed 30+ programs a semester aimed to assist international students' adjustment to life in the U.S. and promote interaction between international and domestic students.

Jeremy Rinker, Ph.D. is Assistant Professor and Undergraduate Program Director in Peace and Conflict Studies at University of North Carolina-Greensboro, where he researches intersections between narrative, violent conflict, and nonviolent transformation. Much of Jeremy's research focuses on social change movements, restorative justice, and trauma awareness and resilience. Jeremy was a Peace Corps volunteer in Kazakhstan and a 2013 Fulbright-Nehru Fellow at the Malaviya Center for Peace Research in Banaras, India. He has worked in international development, led a study abroad trip to India, and studied as a student in Kenya.

Craig N. Shealy, Ph.D. is Professor of Graduate Psychology at James Madison University and Executive Director of the International Beliefs and Values Institute. His research on the Beliefs, Events, and Values Inventory (BEVI) has been featured in multiple venues, including *Making Sense of Beliefs and Values* and the Forum BEVI Project, to assess international, multicultural, and transformative learning. A licensed clinical psychologist, Dr. Shealy is 2016 President-Elect of the American Psychological Association's Division of International Psychology, a recipient of the Early Career Award from APA's Division of Psychotherapy, and a Madison Scholar at JMU.

Evan Small is Assistant Director of Student Programs in the Kernodle Center for Service-Learning and Community Engagement at Elon University. He directs the Alternative Breaks Program and teaches about international service-learning and ethical community engagement. The Alternative Breaks Program engages more than 300 students, faculty, and staff each year on 19 immersive service experiences in local and global communities. Evan holds a M.Ed. in Adventure Education and recently completed the Professional Certification in Education Abroad.

Jonathan Smart, Ph.D. is an assistant teaching professor in the Writing Program at Wake Forest University and works with the Center for Global Programs and

Studies to provide English language support for incoming international students. His background is in applied linguistics, and he is very interested in the learning experiences and language development of international students at American universities.

Andrew Smith is a part-time Lecturer of Communication and teaches the English Language Skills Enhancement (ELSE) program at Wake Forest University. He worked from 2012-2016 as Program Coordinator for Wake Forest's Cross-Cultural Engagement program, teaching and designing a trio of pre-departure, in-country, and reentry courses for study abroad students. He has worked extensively with international students in a variety of capacities. In addition to his travels, Andrew has worked abroad in France and Bosnia & Herzegovina. He holds masters' degrees from the School for International Training and American University.

Carol A. Smith, Ph.D. is Associate Professor in the Department of Health & Human Performance at Elon University in North Carolina. Her doctorate is from Texas A&M University (Kinesiology), with a B.S. and M.Ed. in Physical Education & Health pedagogy from UMASS/Amherst and Frostburg State University (MD) respectively. Her primary area of research relates to adventure-based education. She leads study abroad classes each year to such locations as New Zealand, Australia, Japan and Namibia.

Rebecca Thomas, Ph.D. has been Professor of German language, literature and culture at Wake Forest since 1993. She has specializations in 20th century Germany, modern Austrian studies, and foreign language acquisition. Professor Thomas has led multiple semester and summer study abroad programs in Austria and central Europe. Since 1988 she has been on the language faculty of the American Institute of Musical Studies in Graz, Austria, where she has also designed and regularly offers a specialized "survival" language and culture curriculum. She is currently collaborating on an interdisciplinary project researching the impact of the survival language skills model on the cultural adaptation of sojourners abroad in non-language-intensive programs.

Pre-Conference Facilitator: **Michael Vande Berg** completed his Ph.D. in Comparative Literature at the University of Illinois at Urbana-Champaign. Now Principal at MVB Associates, he has held leadership positions at several institutions and organizations committed to international education. A senior faculty member of the Summer Institute for Intercultural Communication (SIIC), he is a founding Board member of the Forum on Education Abroad. He received the Forum's 2012 Peter A. Wollitzer award for his "remarkable effectiveness in

influencing institutions of higher education to understand and support study abroad," and the 2014 IDI Intercultural Competence Award "for outstanding contributions to organizational development in increasing intercultural competence in study abroad."

Amy Wallis, Ph.D. is Professor of Practice in the Wake Forest University School of Business, teaching courses in team development, organizational behavior, business ethics, and change leadership. As the Director of Global Initiatives, she leads the business school's delivery of global immersion courses and other programs to support the development of global competence. She also serves as the faculty leader for the business school's global immersion course in Nicaragua.

Corinne Zachry is a first-year graduate student in the M.A. in Psychology program at Wake Forest University. She is also a Graduate Research Assistant for the Center for Global Programs and Studies. Corinne's research interests include understanding responses to transitional experiences and epistemic virtues across socioeconomic and cultural boundaries.

Claire Ziamandanis, Ph.D. is Professor of Spanish at The College of Saint Rose and has led study abroad programs to Spanish-speaking countries for the past 16 years. While the initial emphasis of these programs was primarily language development, more recently she has shifted her learning objectives to focus equally on intercultural development. Working in collaboration with the study abroad office, she developed enhanced pre-departure orientation sessions, including activities geared to highlight cultures of origin, as well as those that foster openness to 'the other'.





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0.6 mile | 5 minute drive

6th & Vine

209 West Sixth Street
336.725.5577
www.6thandvine.com
0.2 mile | 4 minute walk

Bib's Downtown

675 West Fifth Street
336.722.0007
www.bibsdowntown.com
0.4 mile | 7 minute walk

Burke Street Pizza

1140 Burke Street
336.721.0011
www.burkestreetpizza.com
0.8 mile | 5 minute drive

Camino Bakery

310B West Fourth Street
336.721.9990
www.caminobakery.com
387 feet | 1 minute walk

Camel City BBQ Factory

701 N. Liberty Street
336.306.9999
www.camelcitybbq.com
0.4 miles | 3 minute drive

Crafted

527 N. Liberty Street
336.955.2458
www.eatatcrafted.com
0.3 miles | 6 minute walk

Di Lisio's

301 Brookstown Avenue
336.546.7202
www.dilisos.com
0.6 mile | 5 minute drive

Downtown Thai & Sushi

202 West Fourth Street
336.777.1422
www.downtownthai.com
0.3 mile | 6 minute walk

Downtown Deli

1 West Fourth Street
336.721.1750
www.downtowndelicafe.com
0.2 mile | 4 minute walk

Finnigan's Wake

620 Trade Street
336-723-0322
www.finniganswake.net
0.3 mile | 5 minute walk

Foothills Brewing

638 West Fourth Street
336.777.3348
www.foothillsbrewing.com
0.3 mile | 5 minute walk

The Honey Pot

285 West Fourth Street
336.893.9471
www.honeypot-wsnc.com
358 feet | 1 minute walk

Hutch & Harris Pub

424 West Fourth Street
336.721.1336
www.hutchandharris.com
0.1 mile | 3 minute walk

Jeffrey Adams

321 West Fourth Street
336.448.1714
www.jeffreyadamsws.com
489 feet | 2 minute walk

Jimmy John's Gourmet Sandwiches

227 West Fourth Street
336.723.7244
www.jimmyjohns.com
328 feet | 1 minute walk

King's Crab Shack & Oyster Bar

239 West Fourth Street
336.306.9567
www.kingscrabshack.com
0.1 mile | 2 minute walk

Krankies

211 East Third Street
336.722.3016
www.krankiescoffee.com
0.4 mile | 8 minute walk

Lighthouse Restaurant

905 Burke Street
336.724.9619
0.6 mile | 5 minute drive

Local 27101

310A West Fourth Street
336.725.3900
www.thelocal.ws
0.2 miles | 2 minute walk

Mary's Gourmet Diner

723 Trade Street
336.723.7239
www.breakfastofcourse.com
0.4 mile | 8 minute walk

Mellow Mushroom

314 West Fourth Street
336.245.2820
www.mellowmushroom.com
479 feet | 2 minute walk

Meridian Restaurant

411 South Marshall Street
336.722.8889
www.meridianws.com
0.6 mile | 4 minute drive

Mission Pizza

707 Trade Street NW
336.893.8217
0.4 mile | 7 minute walk

Mooney's Mediterranean Café

101 West Fourth Street
336.722.4222
www.mooneysmedcafe.com
0.2 mile | 3 minute walk

Mozelle's Southern Bistro

878 West Fourth Street
336.703.5400
www.mozelles.com
0.6 mile | 5 minute drive

Quanto Basta

680 West Fourth Street
336.893.6144
springhouseenc.com/quanto-basta
0.4 mile | 7 minute walk

Small Batch Beer Co. and Burger Batch

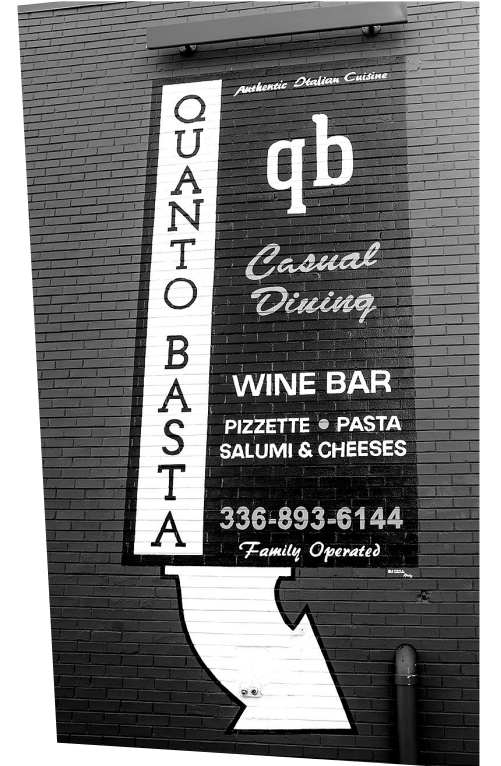
241 W. Fifth Street
336.893.6395
www.smallbatchws.com
Just around the corner!

Subway

8 West Third Street
336.703.0779
www.subway.com
0.3 mile | 5 minute walk

Sweet Potatoes

529 Trade Street NW
336.727.4844
www.sweetpotatoes-arestaurant.com
0.2 mile | 4 minute walk



The Tavern in Old Salem

736 Main Street
336.722.1227
www.taverninoldsalem.ws
1.1 miles | 6 minute drive

Tropical Smoothie Café

216 West Fourth Street
336.722.1300
www.tropicalsmoothie.com/w-s
389 feet | 1 minute walk

Twin City Slice Pizza

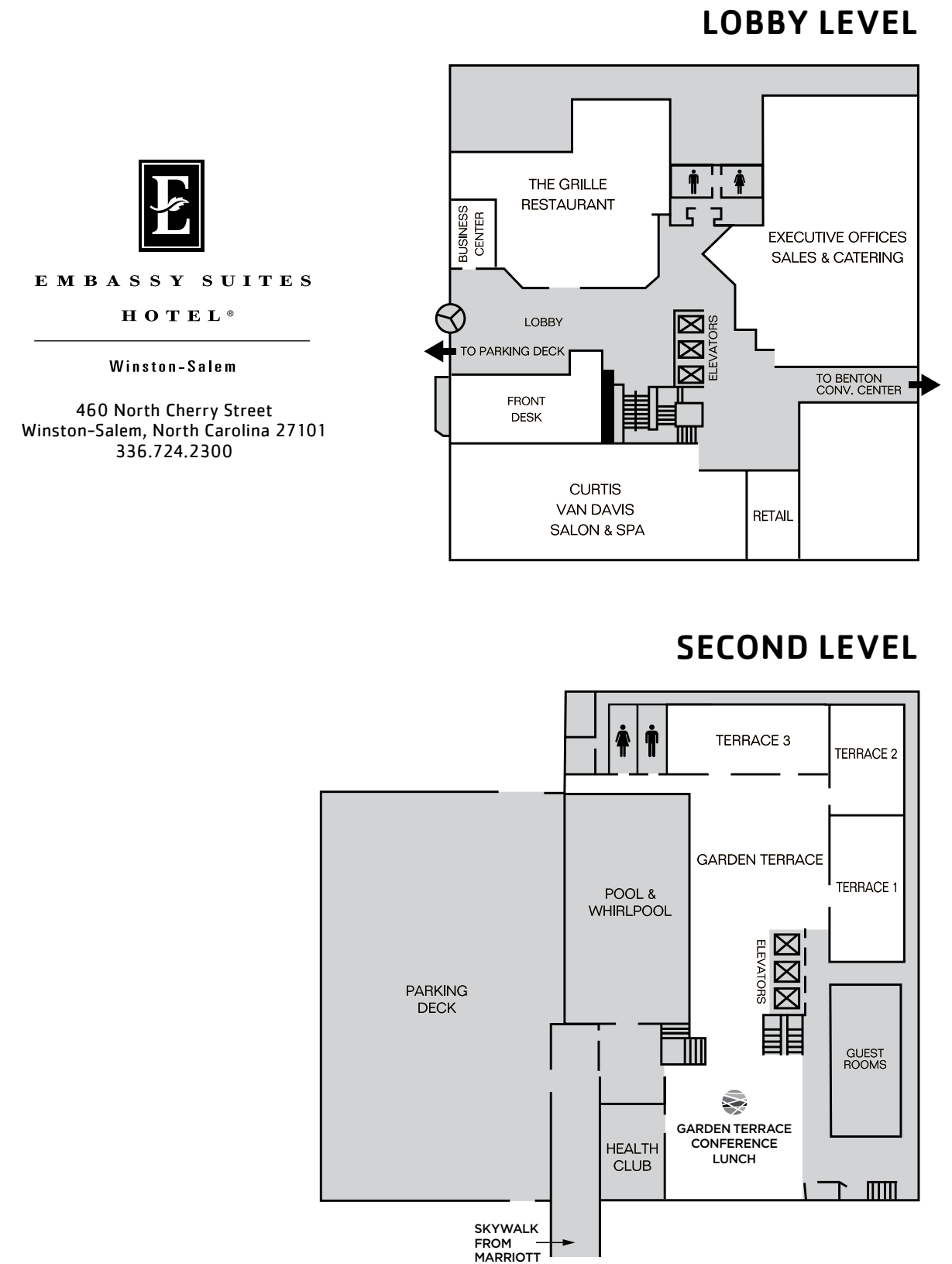
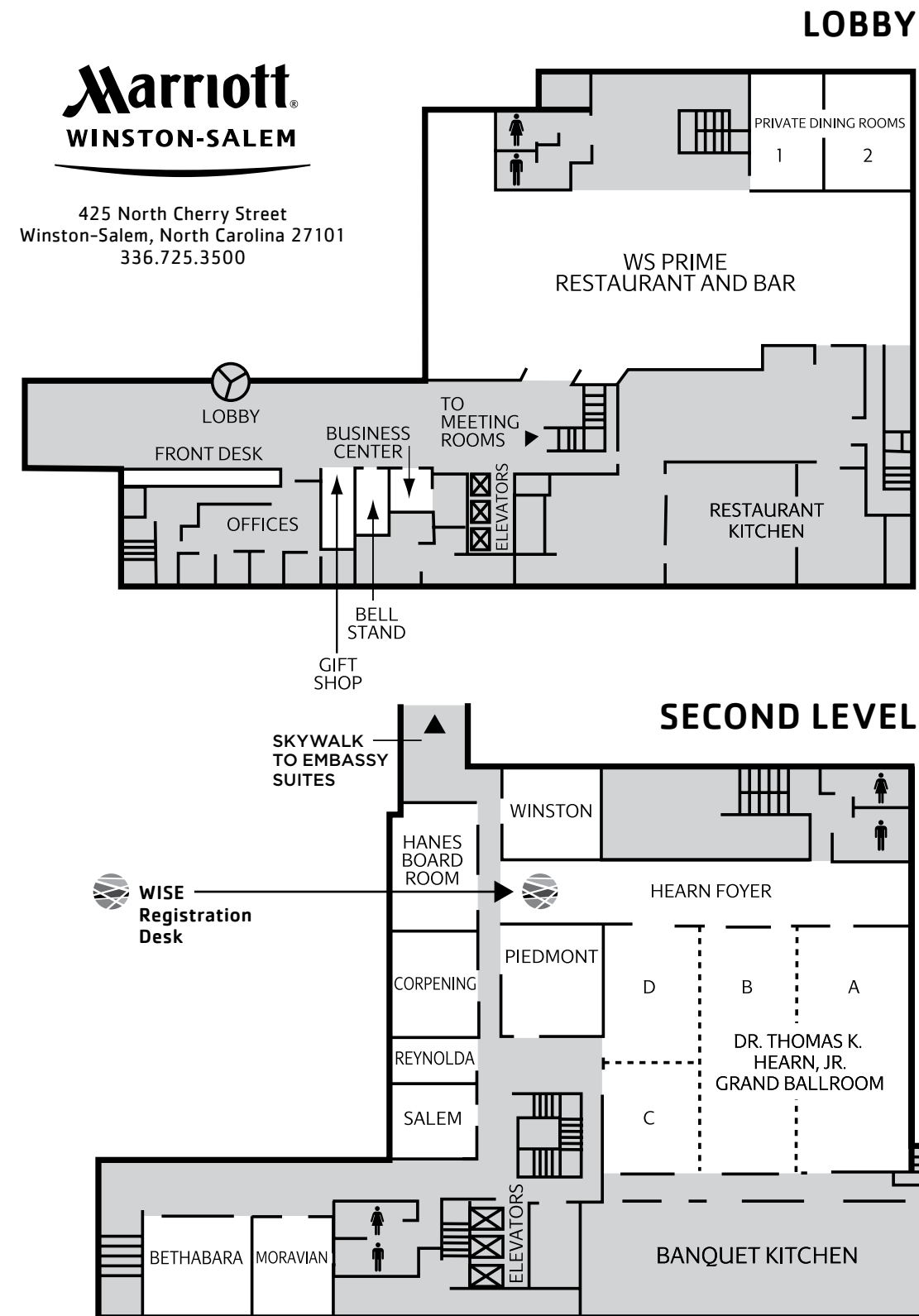
214 West Fourth Street
336.306.9285
398 feet | 1 minute walk

West End Cafe

926 West Fourth Street
336.723.4774
www.westendcafe.com
0.7 mile | 4 minute drive

Willow's Bistro

300 South Liberty Street, Suite 125
336.293.4601
www.willowsbistro.net
0.6 mile | 4 minute drive





Dotted lines for note-taking.

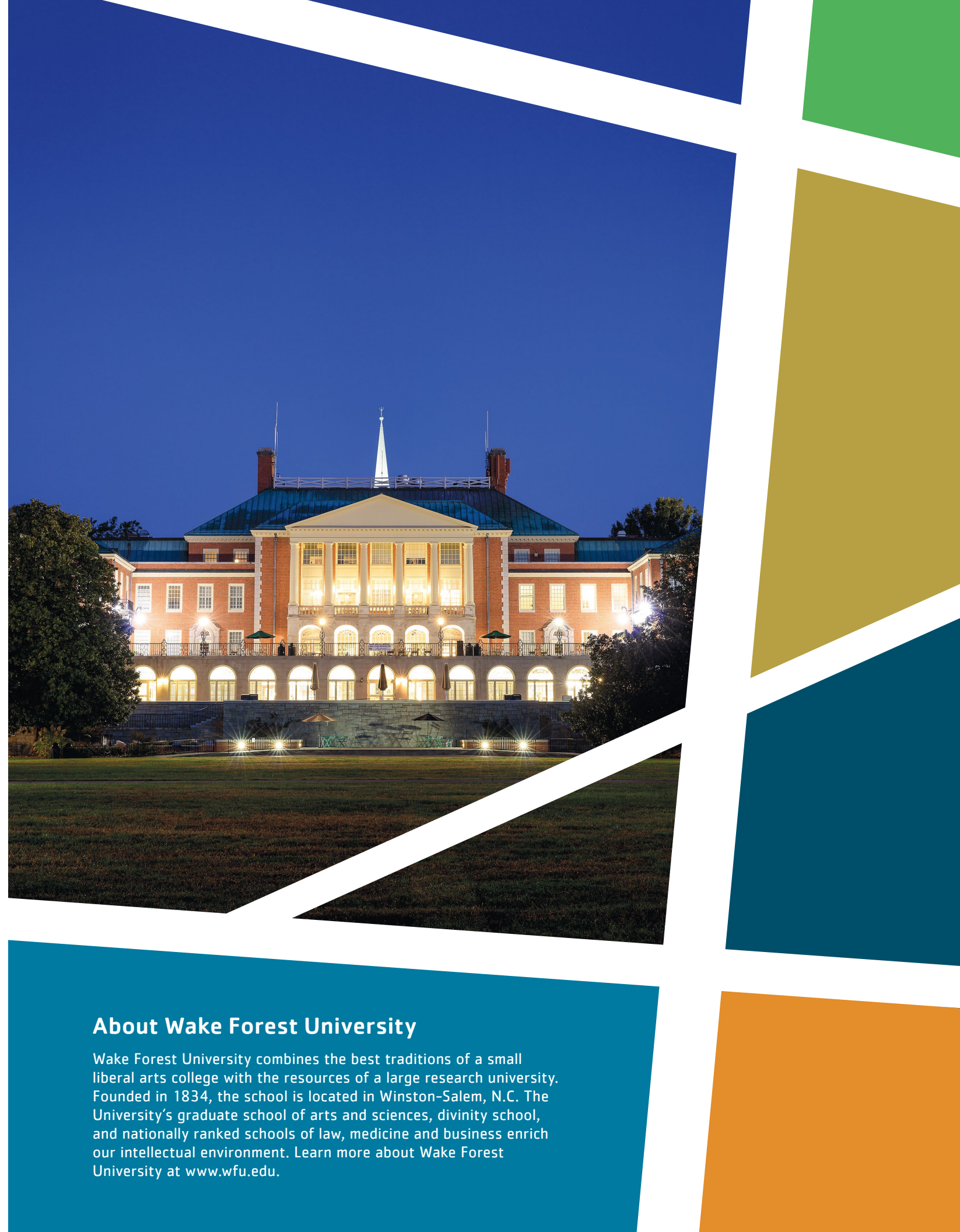
WISE EVALUATION INFORMATION

The WISE Conference is designed by educators for educators. In the spirit of collaboration, please communicate with us your thoughts during the conference (via session evaluations) and afterwards (via the post-conference survey). We value your feedback.

Thank you for participating in WISE Conference 2017!



Dotted lines for note-taking.



About Wake Forest University

Wake Forest University combines the best traditions of a small liberal arts college with the resources of a large research university. Founded in 1834, the school is located in Winston-Salem, N.C. The University's graduate school of arts and sciences, divinity school, and nationally ranked schools of law, medicine and business enrich our intellectual environment. Learn more about Wake Forest University at www.wfu.edu.



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#WISEWFU
@GlobalWFU

