



## **WISE Conference Schedule**

*As of 1/8/2019, Subject to change*

### **Thursday Sessions | February 14, 2019**

#### ***Thursday Concurrent Sessions A***

***9:00am – 10:15am***

#### **Impacts of the Study Abroad Gender Gap on Intercultural Competency: Data and Ideas to Help Engage Men in Intercultural Learning**

*Lead Presenter: Daniel Albertson, University of St. Thomas*

*Co-Presenters: Joe Kennedy, CET Academic Programs; Sean McGlynn, Wake Forest University*

Institutions often reference study abroad participation numbers as evidence of their students' ability to function in and contribute to an increasingly diverse and interconnected world. Yet, there are significant disparities in who is really pursuing international education opportunities. The under-representation of men in study abroad means they are also missing a key opportunity to hone intercultural communication skills. Representatives from three organizations share their data and offer thoughts on encouraging more males to participate in study abroad or otherwise engage in intercultural learning.

#### **Intercultural Competency: A Missing Link in Leadership Development**

*Lead Presenter: Susan Barone, Vanderbilt University*

*Co-Presenter: Yuanqi Wang, Vanderbilt University*

This session explores intercultural competencies for leaders by extending an existing framework and extrapolating skills for students. Facilitators will present an expanded version of an existing leadership-in-business rubric, focusing on a proposal of intercultural competencies and related skills domains. The session will engage participants in considering how these competencies may be applied to students studying and interning abroad as well as to international students studying in the U.S.

### **Collaborative Excellence in Global Education**

*Lead Presenter: Ashley Brookes, Wake Forest University*

*Co-Presenters: Marcia Crippen, Wake Forest University; Amy Wruck, University of Portland*

This interactive session will discuss how we as study abroad professionals engage with our campus partners in ways that utilize each others' strengths while maximizing existing resources and programming. By addressing ways to facilitate individual and collective challenges through self-reflection and round table discussions, this session will cover a range of topics centered on student support and intercultural development. Participants will come away with realistic ideas for new partnerships, collaborations, and intercultural programming across their campuses.

### **Using Massive Open Online Courses (MOOCs) to Enhance Intercultural Skills**

*Lead Presenter: Charles A. Calahan, Purdue University*

*Co-Presenter: Sandra Upton, Cultural Intelligence Center*

During this session, educators will practice engaging learners using MOOCs on the topics of intercultural competency, diversity & inclusion, and cultural intelligence. In the last two years, more than 25,000 experiential learners from 130+ countries participated in Purdue's free MOOCs. The courses, all designed to address diversity and develop intercultural skills, were based on oral reflection and discussion, social learning theory, and storytelling. As a result of this session, participants will be able to make use of a MOOC as a digital textbook, resource, or training guide in a hybrid or blended learning application.

### **Examining the Value of Semester-Long, Faculty-Led Programs: Deconstructing the Model**

*Lead Presenter: Joanna Holvey Bowles, Colgate University*

*Co-Presenters: Matthew Miller, Colgate University; Nicole Simpson, Colgate University; Martin Wong, Colgate University*

Does your institution offer semester-long faculty-led programs? What are the trade-offs associated with administering your own program compared to sending your students to third party providers? What institutional support is needed to offer your own programs? Participants will engage with presenters and one another to discuss common solutions as well as barriers to success. Faculty and staff from Colgate University will provide their perspectives on the benefits of implementing semester-long programs as well as suggestions to develop or enhance your institution's offerings.

### **Fostering Intercultural Learning Through Undergraduate Research in Global Contexts**

*Lead Presenter: Maureen Vandermaas-Peeler, Elon University*

*Co-Presenters: Eric Hall, Elon University; Caroline Ketcham, Elon University; Sarah Russell, Duke University*

Presenters will review research on the integration of undergraduate research and study away, focusing on the potential for intercultural learning; discuss ten salient practices associated with high-quality undergraduate research mentoring; and present case

studies that demonstrate how to translate research into practice. Presenters from diverse perspectives and disciplines will offer evidence-based guidance for faculty and administrators interested in starting or augmenting undergraduate research programs in a global context.

### ***Thursday Concurrent Sessions B***

***10:45am – 12:00pm***

#### **Super Scientists: Teaching Intercultural Competence in STEM**

*Lead Presenter: Bri Dostie, CIEE*

*Co-Presenters: Alan Masters, CIEE Monteverde; Whitney Sherman, CIEE*

STEM remains an academic area with unmet internationalization needs and features a student demographic poised for peer review and push-back throughout the rest of their professional careers. By integrating intercultural competencies and thoughtful communication practices, we can maximize STEM students' international learning opportunities as they enter a tumultuous workforce. This session reviews successful integration of STEM and short-term intercultural curriculum as presenters reflect upon effective approaches, academic frameworks, and practical guidance for attendees.

#### **Pedagogical Best Practices for Fostering Intercultural Learning**

*Lead Presenter: Tara Harvey, True North Intercultural*

Opportunities for intercultural learning abound, both on our study abroad programs and on our increasingly diverse campuses. However, research indicates that exposure to and immersion in other cultures does not necessarily lead to intercultural development. Therefore, we need to intentionally design and facilitate experiences that DO foster intercultural learning and growth. But how? In this interactive session, participants will discuss several key intercultural and experiential pedagogical practices and how to use them to foster learning through intercultural experiences.

#### **From Working Around to Working With Disability: The Potential of Disability to Increase Intercultural Competency**

*Lead Presenter: Sylvia Henneberg, Morehead State University*

*Co-Presenters: John Dizgun, Kentucky Institute for International Studies; Tim Welliver, Bellarmine University*

This panel will present how disability impacted a four-week program in Berlin. Presenters will show how the participation of a student who was wheelchair-bound highlighted new aspects of a country presumed to be familiar and how viewing a foreign country through the lens of disability significantly increased the intercultural competence of experienced faculty and staff. Berlin, for the participants, was transformed by the perspective of disability, allowing them to understand more about Germany and more about the U.S.

### **Designing and Implementing Critical Reflection for Intercultural Learning**

*Lead Presenter: Britton Newman, Wofford College*

*Co-Presenters: Beate Brunow, University of Georgia; Dan Mathewson, Wofford College*

Have you known students who didn't gain what you thought they could from study away? Whether they were highly competent students who had trouble finding ways to push themselves to the next level or skeptical students who didn't notice or value learning opportunities, this presentation offers insights from faculty and student affairs perspectives. Utilizing our lessons learned will help participants design and implement structured critical reflection assignments to maximize the intercultural learning of all students.

### **Design + Mentorship + Engagement = Intercultural Growth**

*Lead Presenter: Heidi Parker, Purdue University*

*Co-Presenter: Michael Bittinger, Purdue University*

Nothing magical happens just by traveling. To develop students interculturally and make a long-term impact, a powerful impression must be made. Through intentionally-designed study abroad programs where intercultural learning is a key component and where mentorship and in-depth cultural engagement is implemented, significant growth has been achieved. Attend this session to learn about these programs, see the results, and receive direction on how to develop your own.

### **Inspiring Curiosity, Openness and Self-Awareness with International Students in the International Friendship Program**

*Lead Presenter: Beth Tucker, Purdue University*

International student offices have traditionally focused on welcome activities and belongingness in their orientation programs for incoming students. At Purdue University, the International Friendship Program seeks to model best practices in taking students to the next level. Students paired with local host families participate in "A Place Called Home," an experiential learning activity you can use and adapt to inspire greater self-awareness, cultural openness, and curiosity among students on the campus where you work.

### **Thursday Concurrent Sessions C**

**1:30pm – 2:45pm**

### **The Intercultural Learning Hub: An Innovative Solution to Sharing Best Practices in Intercultural Learning**

*Lead Presenter: Annette Benson, Purdue University*

The Intercultural Learning Hub (HubICL) is a free online space that offers the ability to search for experiential and assessment ICL tools in order to find the best fit for your learners. HubICL also provides a virtual, collaborative space to work on projects and research with other ICL professionals worldwide. You won't want to miss this hands-on demonstration of what the Hub has to offer.

### **Moving the Intercultural Effectiveness Needle: A Comprehensive Design for Effective International Education Programs**

*Lead Presenter: Iris Berdrow, Bentley University*

A five-year longitudinal assessment and student-centered development project at Bentley University sought to gain a clearer understanding of the factors leading to positive changes in global learning outcomes. Results of this endeavor provide insights into whether intercultural effectiveness dimensions are positively or negatively influenced by maturation, international education experiences, or student demographics. Quantitative and qualitative data analysis leads to a comprehensive design for international education opportunities that incorporate key components for enhancing intercultural effectiveness.

### **BRIDGE the Gap: A Rubric for Facilitating Meaningful Connections Between International and Domestic Students**

*Lead Presenter: Stephanie Guzman, University of North Carolina at Greensboro*

*Co-Presenters: Morgan Keller, Clemson University; Kara T. Rothberg, Wake Forest University*

This interactive session introduces the BRIDGE Rubric, an innovative framework developed by the presenters. The rubric is designed to help create and assess programs that bring together international and domestic students. Participants will collaborate to test this newly-developed tool on existing and future programs to enable meaningful intercultural engagement.

### **What Would You Do? Navigating the Challenges of Study Abroad Using Faculty Experiences**

*Lead Presenter: Prudence Layne, Elon University*

This session offers participants a crash course in risk management and some of the ethical considerations of study abroad. Using colorful stories and experiences from colleagues who have led students abroad, participants will engage in some "what would you do" scenarios to discuss and explore topics ranging from crime, health, relationships, and other social dynamics.

### **Intercultural Learning in Developing Countries: A Two-Way Street**

*Lead Presenter: Michael Massingham, EDU Africa*

*Co-Presenter: Charmion Gustke, Belmont University*

While a great deal of research has focused on the benefits of intercultural development for students studying abroad, there has been little discussion of the agency of host communities in these cross-cultural negotiation processes. Presenters will emphasize the need to reconceptualize globalization as a reciprocal, two-way street in the Majority World.

### **Supporting International Students: Understanding Cultural Barriers and Creating a Supportive Campus Network**

*Lead Presenter: Kawana Neufville, Wake Forest University*

*Co-Presenters: Porshè Chiles, Wake Forest University; Joshua Ziesel, Wake Forest University*

This interactive session will explore and identify the barriers that international students may face on campus and abroad. Presenters will unpack diverse and comprehensive strategies to bolster intercultural competence. Participants will apply this knowledge to identify ways various offices and departments on campus can collaborate to better support international students.

### **Thursday Concurrent Sessions D**

**3:00pm – 4:15pm**

#### **Outsider-Within: Supporting Black Students in Study Abroad Experiences**

*Lead Presenter: Carla Fullwood, University of North Carolina at Greensboro*

*Co-Presenters: Arianne Ouedraogo, University of North Carolina at Greensboro; Tamika Smith, University of North Carolina at Greensboro*

How do we support Black students who study abroad through the current sociocultural climate? In this interactive session, we will engage in dialogue about similar questions to better understand the lens of Black students who study internationally. The session will highlight students' experiences while exploring the intersections of intercultural skills with theoretical frameworks, such as critical race theory and Black feminist theory. Participants will leave with ideas and strategies to best support Black students as they travel abroad.

#### **Intercultural Engagement and Academic Intervention: A Three-Pronged Approach to Supporting International Student Success and Retention**

*Lead Presenter: Ashley Hopkins, Miami University*

*Co-Presenter: Tabettha Maly, Miami University*

Through partnership and collaboration, a three-pronged initiative was created to increase international student retention. The initiative achieves this goal by enhancing students' sense of belonging, encouraging intercultural engagement, and providing additional support to students on academic probation. Programming includes an intercultural dinner, a mentoring partnership, and an academic probation intervention model. The session will contribute to a dialogue on best practices and will support practitioners in sharing and developing program ideas.

#### **We Can Get There from Here: Mapping and Measuring Cross-Cultural Mindset Through Curricular Interventions**

*Lead Presenter: George Kacenga, Purdue University Northwest*

*Co-Presenter: Karen Bishop Morris, Purdue University Northwest*

This session explores pedagogical strategies designed to cultivate a cross-cultural mindset in Honors College students to reinforce pillars of student success – leadership,

undergraduate research, civic engagement, and global learning – and to measure students’ mastery of intercultural competencies as a precursor for their participation in study away programs. Under the guidance of the presenters and drawing from the university’s experience, participants will draft an initial strategy to map effective multidisciplinary action plans at their home institutions.

### **Intercultural Communication Competencies: Perceptions of, Dispositions Toward, and Evidenced Use During a Study Abroad Program**

*Lead Presenter: Adriana Medina, University of North Carolina at Charlotte*

*Co-Presenter: Joseph Allen, University of North Carolina at Charlotte*

This session will present preliminary results of a study that examined intercultural communication techniques as a culturally-sustaining pedagogical practice among preservice teachers (PSTs). The PSTs took a course designed to address communication and culture in the elementary classroom in the same semester they studied abroad.

### **Maximizing Cultural Competence: Integrating Best Practices in Global Leadership Development**

*Lead Presenter: Joyce Osland, San José State University*

Although many universities have study abroad requirements designed to foster global leadership, do they maximize best practices in global leadership development? This interactive session addresses two questions: what are the barriers and research lessons related to preparing students for the global leadership pipeline? And how can we create higher-impact study abroad program designs to more effectively equip students to understand complex global problems, be motivated to address them, and ultimately lead global organizations?

### **A World of Possibilities: Academic Library Partnerships for Intercultural Development**

*Lead Presenter: Patrick Rudd, Elon University*

*Co-Presenters: Dianne Ford, Elon University; Joy Gambill, Wake Forest University; Hubert Womack, Wake Forest University*

Academic libraries are uniquely positioned to support international experiences both on campus and abroad. In this session, library faculty from Elon University and Wake Forest University will share their approaches and strategies for crossing the cultural divide. Elon librarians impact student success as they collaborate with teaching faculty to co-create and co-teach study abroad classes. Wake Forest will share their “boots on the ground” approach of providing intentional programming that fosters cross-cultural relationships and social integration. Using these examples, participants will develop and explore models appropriate to their institutions for including faculty librarian expertise in global education and intercultural learning.

## WISE Conference Schedule Friday Sessions | February 15, 2019

### *Friday Concurrent Sessions E*

**9:00am – 10:15am**

#### **Dismantling the Dichotomy: Creating Synergy Between Diversity and Global Education**

*Lead Presenter: Amer F. Ahmed, University of Massachusetts Amherst*

In recent years, an emphasis on “globalizing” U.S. higher education has increased the focus on expanding international student enrollment, sending students abroad, and embedding global topics into curriculum. Such emphasis is often at odds with Diversity and Social Justice (DSJ) issues. Some in global education frame DSJ approaches as only applicable in U.S. contexts. As this trend continues, there are missed opportunities preventing connections between local and global factors in contemporary challenges. This session will engage participants with theoretical and practical examples that create opportunities to synergize global education with Diversity and Social Justice in order to support the development of diverse, inclusive and globalized campus communities.

#### **Starting Early: Intercultural Impacts of a Pre-Freshman Study Abroad for Techies**

*Lead Presenter: Elizabeth Barajas, Purdue University*

*Co-Presenters: Misty Clugh, Purdue University; Linda Stuart, AFS Intercultural Programs, Inc.*

Intentional intercultural learning programs, such as the Global Competence Certificate, are increasing the capacity for intercultural learning in study abroad students at the university level. This session argues for an earlier than typical start to intercultural learning and study abroad for STEM students. Presenters will examine the significant Intercultural Development Inventory gains of participants in a two-week pre-freshman study abroad program that provided an opportunity for facilitated intercultural learning prior to the start of undergraduate studies.

#### **Field Report from Japan: How Hybrid Exchange Can Extend and Enrich Intercultural Learning**

*Lead Presenter: Robert Page, Queens University*

*Co-Presenters: Shingo Ashizawa, Toyo University; Angie Edwards, Queens University; Pamela Fields, US-Japan Conference on Cultural and Educational Interchange*

Queens University of Charlotte and Toyo University in Tokyo are collaborating on a hybrid exchange program in which students partner online and in-person as preparation for a Tokyo-based program at the 2020 Olympic Games. The hybrid program is supported by TeamUp, a public/private initiative promoting U.S.-Japan educational partnerships. The universities are deploying COIL (Collaborative Online International Learning) methodology. Representatives of Queens, Toyo, and TeamUp will present preparations, training, methods, goals, and early findings on how collaboration by virtual exchange, coupled with an in-person component, can extend and enrich



intercultural learning and prepare students for increasingly hybrid global team environments.

### **Infusing Intercultural Learning in Staff, Student, and Community Partner Development and Programming**

*Lead Presenter: Nicole Caridad Ralston, Tulane University*

*Co-Presenter: Alexa Schwartz, Tulane University*

This session will share lessons learned in the facilitation of equity and inclusion workshops and the administration of the Intercultural Development Inventory (IDI) tool to Tulane's Center for Public Service professional staff, community partners, students, and campus constituents. Participants will engage in an interactive activity from the Intercultural Development Continuum and share ways they professionally develop themselves and their staff on issues of equity, inclusion and intercultural development.

### **Developing a Culturally-Sensitive and Anti-Oppressive Service-Learning Study Abroad Course in Malawi: Ethical Dilemmas**

*Lead Presenter: Diana Rowan, University of North Carolina at Charlotte*

*Co-Presenters: Makenzie Branscum, University of North Carolina at Charlotte; Maggie Reasons, University of North Carolina at Charlotte*

This session is led by the faculty director of the service learning course in Malawi and co-facilitated by two masters-level students who participated in 2017. Presenters will share video clips made by the class to illustrate the ethical challenges they confronted in Malawi. Participants will be able to recognize the ethical challenges that arise when doing service work in a region with a history of colonization and exploitation. Further, participants will learn decision-making strategies to help their cross-cultural interactions to be as anti-oppressive as possible.

### **Speak Easy: Script-Based Communicative Strategies for Non-Language Programs**

*Lead Presenter: Rebecca Thomas, Wake Forest University*

Students studying abroad in non-language programs can conduct daily transactions in the host language and culture using Script-Based Communicative Strategies (SBCS). This fun, efficient, and effective approach to facilitating culturally appropriate student communication in second-language contexts abroad is of particular interest for short-term, faculty-led programs.

## **Friday Concurrent Sessions F**

**10:45am – 12:00pm**

### **Second Language Mediated Identities of International Teaching Assistants in the U.S. Classroom**

*Lead Presenter: Adam Agostinelli, Louisiana State University*

Second language identity theory will be drawn upon to evaluate the learning and teaching experiences of ESL international teaching assistants at a major research

university in the U.S. It will provide thought-provoking insight into the complex relationship between language, culture, and context by taking the audience on a sociolinguistically-charged ride through this subject group's first semester.

### **Co-Curricular Programming for Underrepresented Populations: Two Frameworks for Intercultural Learning and Engagement**

*Lead Presenter: Brandy Arellano, University of North Carolina at Chapel Hill*

*Co-Presenter: Niklaus Steiner, University of North Carolina at Chapel Hill*

This presentation will focus on two short-term co-curricular programs designed for underrepresented students at the University of North Carolina at Chapel Hill, Global Take Off: Puerto Rico and First Year Experience: Trinidad & Tobago. These fully funded, non-credit bearing, short-term trips enable students to participate in an interactive educational experience featuring discussions with local students and community members, as well as tours of local sites and community organizations. Join the presenters to learn about the feasibility, learning outcomes, and impact of co-curricular global opportunities as they share a replicable model designed to address some barriers to global opportunities that underrepresented students face.

### **The Relationship Between Domestic Student Friendships and International Students' Social Outcomes at U.S. Universities**

*Lead Presenter: Yueying He, Wake Forest University*

*Co-Presenters: Nelson Brunsting, Wake Forest University; Yihan Zheng, Wake Forest University*

Join a conversation exploring the relationship between domestic friendships and the international student social experience. Presenters will share results of a recent research study, which included 280 students from 31 colleges and universities across the U.S. The percentage of domestic student friends was associated positively with domestic student social support and attendance at social activities. After sharing their findings, presenters will lead a discussion about actionable strategies for enhancing international-domestic student interaction and friendship.

### **Imagining New Horizons, Exploring New Opportunities: Global Learning and Travel at a Small Rural Community College**

*Lead Presenter: Katie Hoffer, Nash Community College*

Discover how a small, rural community college with limited resources has invested in a thriving global education program. Through an on-campus certification program, Global Scholars, Nash Community College provides students with new opportunities to think critically and interact with the world through faculty-led globalized courses, on- and off-campus global events, and study abroad opportunities. Presenters will detail the steps necessary to establish a Global Scholars program and other global education opportunities on your own campus.

### **Introduction to Experiential Education and Reflective Practice**

*Lead Presenter: Evan Small, Elon University*

*Co-Presenter: Carol Smith, Elon University*

Participants in this interactive session will gain an overview of experiential education theories and frameworks by participating in multiple forms of reflection and discussing the importance of developing a strong reflective practice within their programs. This session is designed for study abroad newcomers and veterans alike who are looking for new ways to facilitate reflection and meaning-making.

### **Global Competence and Ethical Global Engagement for a Better World**

*Lead Presenter: Katherine L. Turner, Global Citizen, LLC and University of North Carolina*

In this interactive session, participants will examine equity, diversity, inclusion, and intercultural competence through a global lens as we explore each stage of Global Citizen, LLC's Global Competence Framework. Participants will discuss select elements of global competence courses designed for students and education professionals to strengthen their capacity to engage, learn, and work more effectively with diverse colleagues and students, advance equity and inclusion, and strengthen their own and their institutions' global competence and ethical global engagement.