

ENHANCING INTERCULTURAL LEARNING AT HOME AND ABOARD



WINSTON-SALEM, NORTH CAROLINA

FEBRUARY 12-14, 2020



WISE
CONFERENCE

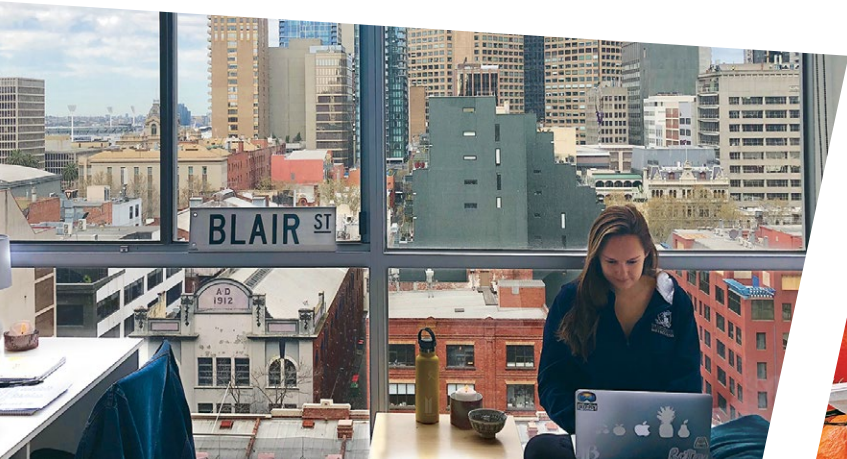
Workshop on
Intercultural
Skills Enhancement



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SCHEDULE AT A GLANCE

FEBRUARY 12-14, 2020

WEDNESDAY, FEBRUARY 12		PRE-CONFERENCE WORKSHOPS Brookstown Inn	
11:30am		Check-In Opens – lower level <i>Separate registration required for workshops</i>	
11:30am - 12:45pm		Lunch <i>(included)</i>	
1:00pm - 5:00pm		Workshops	
THURSDAY, FEBRUARY 13		CONFERENCE DAY 1 Benton Convention Center	
7:30am - 5:00pm		Check-In & Information	
7:30am - 8:15am		Breakfast <i>(included)</i>	
8:30am - 9:45am		Concurrent Sessions A	
9:45am - 10:15am		Coffee Break	
10:15am - 11:30am		Concurrent Sessions B	
11:30am - 12:45pm		Lunch <i>(included)</i>	
12:45pm - 2:00pm		Concurrent Sessions C	
2:00pm - 2:30pm		Coffee Break	
2:30pm - 3:45pm		Concurrent Sessions D	
4:00pm - 5:15pm		Conference Plenary	
5:15pm - 6:30pm		Conference Reception <i>(included)</i>	
FRIDAY, FEBRUARY 14		CONFERENCE DAY 2 Benton Convention Center	
7:45am - 2:00pm		Check-In & Information	
7:45am - 8:15am		Breakfast <i>(included)</i>	
8:30am - 9:45am		Concurrent Sessions E	
9:45am - 10:15am		Coffee Break	
10:15am - 11:30am		Concurrent Sessions F	
11:30am - 12:45pm		Lunch <i>(included)</i>	
12:45pm - 2:00pm		Concurrent Sessions G	
2:00pm		WISE Conference Concludes	

All Pre-Conference Workshops take place at the Wake Forest University Graduate School of Arts & Sciences, located in the Historic Brookstown Inn.

All general conference sessions take place at the Benton Convention Center: Winston 1A, Winston 1B, Winston 1C, Winston 3A, Winston 3B, Winston 3C, and Winston 2.

Dear Colleagues,

Welcome to the 12th annual WISE Conference hosted by the Center for Global Programs & Studies at Wake Forest University. The heart of WISE is to facilitate intentional learning space for exchanging knowledge on the dynamic intercultural work each of you are doing.

As you know, learning opportunities do not create themselves, rather they are carefully cultivated by many committed individuals. I sincerely thank our WISE Conference Steering Committee for their expertise in selecting the slate of 35 conference session. With an increasingly competitive pool of proposals, we value the time and wisdom these esteemed colleagues give to WISE.

I am grateful to my colleagues on the WISE Planning Committee who are responsible for the conference logistics you are experiencing today. They are a small and mighty team who plan every detail while gracefully maintaining the rest of their WFU responsibilities. Thank you for keeping the WISE train on track!

It is my distinct honor to orchestrate WISE Conference. The opportunity to collaborate with colleagues on these two committees and with all of you attending and presenting is a professional highlight each year. Thanks to each of you for participating!

May your experiences at WISE Conference spark new ideas, insights, and reflections to carry back to your own learning spaces.



Leigh Hatchett Stanfield

Executive Director of Global Engagement & Administration
Center for Global Programs & Studies
Wake Forest University

**WISE CONFERENCE
STEERING COMMITTEE**

Steve Folmar
Associate Professor of
Applied Cultural Anthropology
Wake Forest University

Tara Harvey
Founder
True North Intercultural

Prudence Layne
Associate Professor of English
Elon University

Andrew Smith
Adjunct Instructor
Wake Forest University

Leigh Hatchett Stanfield, Chair
Executive Director of
Global Engagement & Administration
Wake Forest University

**WISE CONFERENCE
PLANNING COMMITTEE**

Leigh Hatchett Stanfield
Sandra Lisle McMullen
Kara T. Rothberg
Kimberly Snipes





SCHEDULE	PRE-CONFERENCE WORKSHOPS	LOCATION
11:30am	Check-In Opens <i>Separate registration required for workshops</i>	Brookstown Inn Lower level, parking lot entrance
11:30am - 12:45pm	Lunch <i>(included)</i>	
1:00pm - 3:00pm	Workshops <ul style="list-style-type: none"> • Best Practices in Creating Your Own Intercultural Learning Tools • Developing Intercultural Learning through Mentored Undergraduate Research in Global Contexts • Dismantling the “U.S. vs. International” Dichotomy: Creating Synergy between Diversity & Global Ed 	Brookstown Inn
3:00pm - 3:15pm	Coffee Break	
3:15pm - 5:00pm	Workshops resume	
5:00pm	Workshops conclude	

WORKSHOP FACILITATORS

Best Practices in Creating Your Own Intercultural Learning Tools

Annette Benson, Senior Public Relations Consultant, Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR), Purdue University

Dr. Kris Acheson-Clair, Director, CILMAR, Purdue University

Developing Intercultural Learning through Mentored Undergraduate Research in Global Contexts

Dr. Maureen Vandermaas-Peeler, Interim Associate Provost and Founding Director, Center for Research on Global Engagement, Elon University

Dr. Amy Allocco, Associate Professor of Religious Studies and Founding Director, Multifaith Scholars Program, Elon University

Dr. Eric Hall, Professor of Exercise Science and Co-Director of the Elon BrainCARE Research Institute, Elon University

Dr. Caroline Ketcham, Professor/Chair of Exercise Science and Co-Director of Elon BrainCARE Research Institute, Elon University

Dismantling the “U.S. vs. International” Dichotomy: Creating Synergy between Diversity & Global Ed

Dr. Amer Ahmed, Founder & CEO, AFA Diversity Consulting

Workshop Facilitator and Session Presenter bios begin on page 16.



CONFERENCE DAY I THURSDAY, FEBRUARY 13

SCHEDULE	CONFERENCE DAY I	LOCATION
7:30am - 5:00pm	Check-In & Information	Benton Convention Center
7:30am - 8:15am	Breakfast <i>(included)</i>	
8:30am - 9:45am	CONCURRENT SESSIONS A	
	• How to Take Less and Learn More: Strategies for Ethical Approaches to Short-Term Service and Experiential Programming	Winston IA
	• Using Reflexive Photography and Reflection to Show and Tell: Students' Self-Perceived Gains of their Study Abroad Experience	Winston IC
	• The Good, the Bad, and the Ugly of Empathy	Winston 3A
	• Key Elements in a Successful Cultural and Foreign Language Immersion Program: A Case Study	Winston 3B
	• Personal Leadership in Developing Intercultural Communication	Winston 3C
9:45am - 10:15am	Coffee Break	
10:15am - 11:30am	CONCURRENT SESSIONS B	
	• Student Processing of Intercultural Experiences	Winston IA
	• How Do You Pull off All That Intercultural Stuff at Home? Enhancing Intercultural Development in the L2 Classroom in a Domestic Immersion Environment	Winston IB
	• Not Just Differently-Abled, but Enabling Difference to Enhance the Study Abroad Experience for Faculty Leaders and Students	Winston IC
	• Assessment as an Intercultural Learning Method in Education Abroad	Winston 3A
	• Integrating Stakeholders' Philosophies in Short-Term Study Abroad: A Case Study of Service-Learning in Kenya	Winston 3C
11:30am - 12:45pm	Lunch <i>(included)</i>	Winston 2 Ballroom
12:45pm - 2:00pm	CONCURRENT SESSIONS C	
	• Understanding Cultural Barriers and Creating a Supportive Campus Network: Putting Theory to Practice	Winston IA
	• Intercultural Connections through Experiential Education	Winston IC
	• Practice Makes...Progress: The Role of Our Own Intercultural Practice in Our Work as Educators	Winston 3A
	• The Language Partner Program: Increasing Intercultural Awareness, Target Language Proficiency, and Community Engagement at Home and Abroad	Winston 3B
	• Strengths-Based Approaches to Building Intercultural Competence on Short-Term Study Away Programs	Winston 3C
2:00pm - 2:30pm	Coffee Break	
2:30pm - 3:45pm	CONCURRENT SESSIONS D	
	• Analog, Transparent, and Universal: How New Trends in Educational Development Can Support Learning Abroad	Winston IA
	• Maximizing the Impact of Assessments and Simulations in Intercultural Learning	Winston IB
	• Role of Intercultural Competence in Teaching of Foreign Language	Winston IC
	• Assessing and Developing Students' Cultural Agility	Winston 3A
	• Whose Support is Most Important for International Students' Well-Being?	Winston 3C
4:00pm - 5:15pm	Conference Plenary	Winston 2 Ballroom
5:15pm - 6:30pm	Conference Reception <i>Hosted by Wake Forest University Provost's Office of Global Affairs</i>	Winston Foyer



7:30am – 5:00pm	CHECK-IN & INFORMATION	BENTON CONVENTION CENTER
7:30am – 8:15am	BREAKFAST	WINSTON FOYER

8:30am – 9:45am CONCURRENT SESSIONS A

How to Take Less and Learn More: Strategies for Ethical Approaches to Short-Term Service and Experiential Programming WINSTON 1A

Lead Presenter: Debora Weaver, Campbell University
Co-Presenters: David Tillman, Campbell University; Donna Waldron, Campbell University

Short-term experiences that expose students to Global Health are very popular, yet present complex ethical dilemmas regarding appropriate engagement of communities, particularly in low-income countries. Communities are often exploited to achieve our educational goals and often reinforce, rather than challenge power dynamics. This session will give real-life examples of ethical issues faced by short-term groups, and will provide practical strategies to develop service and experiential programs that are fair, equitable, and promote capacity building.

Using Reflexive Photography and Reflection to Show and Tell: Students’ Self-Perceived Gains of their Study Abroad Experience WINSTON 1C

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

While faculty can plan and construct a study abroad program, faculty cannot make students have a specific experience. Thus, in evaluating a study abroad program, students’ voices need to be captured, not just through evaluation methods that “tell,” but also through methods that “show” what students perceive they gained. This session will present how reflexive photography was used for students to provide evidence of their perceived gains from their study abroad experiences.

The Good, the Bad, and the Ugly of Empathy WINSTON 3A

Lead Presenter: Annette Benson, Purdue University

The AAC&U VALUE Rubrics include the skill of empathy as a facet of intercultural knowledge and competence. Through a series of original experiential activities, this session provides space for participants to discuss the definition of intercultural empathy, the intersection of professionalism with empathy, and the dark, often neglected, side of empathy.

Key Elements in a Successful Cultural and Foreign Language Immersion Program: A Case Study WINSTON 3B

Lead Presenter: Moha Ennaji, University of Fés, Morocco
Co-Presenter: Jumana Al-Ahmad, Wake Forest University

This session discusses the elements that will contribute to creating successful, intensive summer foreign language immersion programs. To address this question, the presenters assess current literature in the field, discuss personal observations about such a program, and analyze responses to surveys administered to two groups of stakeholders. This session addresses the value of immersion programs to foreign language curricular development and to the internationalization of the liberal arts curriculum.



Personal Leadership in Developing Intercultural Communication WINSTON 3C

Lead Presenter: Chris Brighton, East Carolina University

How can instructors help a learner become their own leader in the process of developing intercultural communication skills? The presenter will discuss this idea of personal intercultural leadership: the learner’s ability to champion their own development, and the skills and attributes they need to achieve their personal goals of building intercultural competencies.

9:45am – 10:15am COFFEE BREAK WINSTON FOYER

10:15am – 11:30am CONCURRENT SESSIONS B

Student Processing of Intercultural Experiences WINSTON 1A

Lead Presenter: Jerry DiMaria, Central Michigan University

Co-Presenters: Deborah Gray, Central Michigan University; Halle Keim, Central Michigan University

By the end of this session, participants will understand how to better develop activities and experiences for their existing study abroad programs or in relation to proposed programs. They will learn tools that can aid in assessing student learning related to these activities and planned learning objectives in real time, and will hear from current students as to the impact of these practices on the student experience.

How Do You Pull off All That Intercultural Stuff at Home? Enhancing Intercultural Development in the L2 Classroom in a Domestic Immersion Environment WINSTON 1B

Lead Presenter: Ana María Wiseman, Wofford College

Co-Presenters: Joseph V. Casillas, Rutgers University; Manel Lacorte, University of Maryland; Ana Cecilia Lara, University of North Carolina at Pembroke

Presenters will explore student acquisition of language and intercultural skills, attitudes toward learning, and perceptions of the role of co-curricular activities. They will examine the impact of teaching methods and approaches (social justice and the pedagogy of multiliteracies) with the goal of measuring student progress and cognitive development in a second language. Presenters will include the findings of Middlebury College research group, Program Articulation and Language Acquisition (PArLAR), on the role of culture in second language teaching and student outcomes.

Not Just Differently-Abled, but Enabling Difference to Enhance the Study Abroad Experience for Faculty Leaders and Students WINSTON 1C

Lead Presenter: Prudence Layne, Elon University

Inevitably, you or your students will negotiate a “disability” in a study abroad context. What universal design policies and practices might prove effective? What idiosyncrasies might preclude such inclusively excellent practices for both inbound and outbound students and faculty? How can technology make programs accessible to all? In other words, how can we enable difference to enhance study abroad? Participants will role-play, work on small group tasks to explore options to these and other complex questions, and leave with a resource tool kit they can use to improve access and equity in their programs. This session will accommodate differently-abled participants.



Assessment as an Intercultural Learning Method in Education Abroad WINSTON 3A

Lead Presenter: Kris Acheson-Clair, Purdue University
Co-Presenter: Jennifer Wiley, James Madison University/CoreCollaborative International

This session will focus on assessment as pedagogy, also known as formative assessment, baseline analysis, feedback to learners, and in-process evaluation. The field of education abroad needs a clearly delineated set of evidence-based best practices specifically for using assessment pedagogically. Also necessary are models that education abroad professionals can follow to put principles into practice at the program level as well as models for scaling up learning and assessment to larger groups of students.

Integrating Stakeholders' Philosophies in Short-Term Study Abroad: A Case Study of Service-Learning in Kenya WINSTON 3C

Lead Presenter: Ashley Brookes, Wake Forest University
Co-Presenters: Sean Anderson, EDU Africa - Kenya; Michael Massingham, EDU Africa - South Africa

This session explores best practice in customizing short-term service-learning programs in study abroad, using a case study of an institutional partnership with a provider in Kenya. It explores avenues for success as well as the challenges involved, and provides useful takeaways for others (faculty, study abroad leaders, providers) interested in building ethical and impactful service-learning programs.

11:30am – 12:45pm

LUNCH

WINSTON 2 BALLROOM

12:45pm – 2:00pm

CONCURRENT SESSIONS C

Understanding Cultural Barriers and Creating a Supportive Campus Network: Putting Theory to Practice WINSTON 1A

Lead Presenter: Joshua Ziesel, Wake Forest University
Co-Presenters: Porshè Chiles, Wake Forest University; Kawana Neufville, Wake Forest University

This session will explore strategies your office or department can adapt to: increase global competency; identify strategies for bridge-building for domestic, international, and third-culture students; and identify the intersecting ways your institution currently supports international and third-culture students. The presenters will share student voices and experiences, and welcome diverse insights from three distinct disciplines: Psychology, Learning Assistance and Disability Services, and Cross-Cultural Engagement.

Intercultural Connections through Experiential Education WINSTON 1C

Lead Presenter: Evan Small, Elon University

Through discussion and activities, this session will provide an overview of theories, pedagogies, and frameworks relevant to experiential education and community building. Participants will gain a better understanding of how intercultural learning can be developed experientially, and will leave with tools to assist them in developing, maintaining, and assessing critical communities.



Practice Makes...Progress: The Role of Our Own Intercultural Practice in Our Work as Educators WINSTON 3A

Lead Presenter: Tara Harvey, True North Intercultural
Co-Presenters: Claudia Espinel, Meadville Lombard Theological School; Tina Kirk, University of Central Oklahoma; Juliette Monet, Sweet Briar College

As educators, our own intercultural development plays a key role in our ability to foster transformative intercultural learning in our institutions. But how can we further our intercultural development, especially as busy educators? In this session, the presenters will share stories illustrating what their own intercultural practice looks like and how it impacts their work. They will discuss concrete next steps you can take to develop your own intercultural practice, and ultimately foster greater intercultural learning.

The Language Partner Program: Increasing Intercultural Awareness, Target Language Proficiency, and Community Engagement at Home and Abroad WINSTON 3B

Lead Presenter: Mary Ellen (Mel) Scullen, University of Maryland

In this session, discover how the School of Languages, Literatures, and Cultures at the University of Maryland has successfully increased intercultural learning and target language proficiency through their Language Partner Program. On campus, international students are paired with language majors for weekly culturally-based chats. Abroad, students in the Maryland-in-Nice program partner with local students majoring or minoring in English for bilingual conversation exchanges designed to enhance intercultural competence and foster host country engagement.

Strengths-Based Approaches to Building Intercultural Competence on Short-Term Study Away Programs WINSTON 3C

Lead Presenter: Scott Manning, Susquehanna University
Co-Presenters: Andy Dunlap, Bloomsburg University; Shane Sanders, Susquehanna University

This session will introduce the concept of a Strengths Perspective and provide examples of its use in study abroad practices related to building intercultural competence. Participants will learn about and engage in strengths-based activities and practices to facilitate intercultural competency work in study away program advising, pre-departure, and on-site activities.

2:00pm - 2:30pm COFFEE BREAK WINSTON FOYER

2:30pm - 3:45pm CONCURRENT SESSIONS D

Analog, Transparent, and Universal: How New Trends in Educational Development Can Support Learning Abroad WINSTON 1A

Lead Presenter: Petra Hejnova, Syracuse Abroad
Co-Presenters: Elizabeth A. Balko, Oswego State University; Martha Diede, Syracuse University; Heather McDougall, Leadership exCHANGE

Experts in teaching and learning excellence and international education will examine how new trends in faculty and educational development can be used in planning more effective short-term experiential programs abroad. The panel will discuss ways to support faculty, foster student learning beyond the curricular content, and encourage students' intercultural development while in a new, unfamiliar environment.



Maximizing the Impact of Assessments and Simulations in Intercultural Learning WINSTON 1B

Lead Presenter: Joyce Osland, San José State University

Most of us use assessment instruments and simulations in our teaching and training, but are we using them to full advantage? This session addresses the question: how can we maximize the impact of these assessments and simulations by learning about best practices and sharing our own successful modifications? Three assessments and activities that reinforce them will be demonstrated, and participants will learn and share best practices.

Role of Intercultural Competence in Teaching of Foreign Language WINSTON 1C

Lead Presenter: Pankaj Narke, Wake Forest University

This presentation will highlight the role of intercultural competence (IC) in foreign language teaching. The different dimensions of intercultural competence will be discussed with the help of data collected from foreign language teachers from different parts of the world. Different ways to integrate IC in the language classroom and its advantages in language learning will also be discussed.

Assessing and Developing Students’ Cultural Agility WINSTON 3A

Lead Presenter: Peter Bürgi, TASCA Global LLC

This session will center around the science and practice of developing students’ cultural agility. While increasing in number, some global programs and courses focused on helping students’ intercultural development may lack the features necessary to truly foster them as culturally-agile global citizens. This session will present and assess tools and resources students need to ensure that the global programs and courses they experience develop their cultural agility.

Whose Support Is Most Important for International Students’ Well-Being? WINSTON 3C

Lead Presenter: Fanyi Zeng, Wake Forest University

Co-Presenters: Nelson Brunsting, Wake Forest University; Kelia Hubbard, Wake Forest University; Sonali Kathuria, Wake Forest University; Joshua Ziesel, Wake Forest University

Join us for a conversation about which sources of social support (e.g., faculty, international students, domestic students) predict increases in international student sense of belonging and well-being. We will discuss results from a recent longitudinal research study of international students at U.S. universities from research, administrative, and counseling perspectives. We seek input on our results and how they should inform faculty and staff practice at U.S. universities.



4:00pm – 5:15pm

PLENARY PANEL

WINSTON 2 BALLROOM

Embedding Intercultural Learning in High-Impact Practices: How to Position Students for High-Impact Experiences

For all that we as International Educators understand about the transformative potential of intercultural exchange, how do we effectively shift that knowledge to our students? Providing a foundation for the conversation, Dr. Dawn Whitehead will present research on the benefits of experiential learning for all students, particularly for new majority students. Panelists will share models of successful experiential learning across disciplines and discuss how high-impact practices can deepen learning opportunities.



Dawn M. Whitehead, Ph.D.

Vice President of the Office of Global Citizenship for Campus, Community, and Careers
American Association of Colleges & Universities (AAC&U)
Washington, D.C., U.S.A.



Sean Anderson

Co-Founder and Director
EDU Africa
Limuru, Kenya



Catharina S. Rosendal

Professor of Danish Language & Culture
DIS Study Abroad in Scandinavia
Copenhagen, Denmark

Panelist biographies are listed alphabetically beginning on Page 16.

5:15pm – 6:30pm

CONFERENCE RECEPTION

WINSTON FOYER

Hosted by Wake Forest University Provost's Office of Global Affairs



SCHEDULE	CONFERENCE DAY 2	LOCATION
7:45am - 2:00pm	Check-In & Information	Benton Convention Center
7:45am - 8:15am	Breakfast <i>(included)</i>	
8:30am - 9:45am	CONCURRENT SESSIONS E	
	• Flagship Culture Initiative: Promoting Student Intercultural Development Through Simulated Scenarios Abroad	Winston IA
	• Beyond Walls and Fences: Teaching Intercultural Communication in a Prison Setting	Winston IB
	• Leveraging Globally-Networked Learning to Support Intercultural Competence and Global Citizenship Development Among Students	Winston IC
	• Best Practices on Ethical Service-Learning: Developing a Program From the Ground Up	Winston 3A
	• Closing the Loop: Critical Reflection for Sense-Making after Study Away	Winston 3C
9:45am - 10:15am	Coffee Break	
10:15am - 11:30am	CONCURRENT SESSIONS F	
	• Seeking Understanding through Cross-Cultural Listening	Winston IA
	• Introduction to an Online Resource for Faculty Working with International Students	Winston IB
	• The Impact of Social Media on Study Abroad	Winston IC
	• Got Grit? Interactive Intercultural Learning Tools for Developing Emotional Resilience	Winston 3A
	• “We Built an Awesome Program. Now What?” Best Practices in Assessment from Wake Forest’s Quality Enhancement Plan Initiatives	Winston 3C
11:30am - 12:45pm	Lunch <i>(included)</i>	Winston 2 Ballroom
12:45pm - 2:00pm	CONCURRENT SESSIONS G	
	• Incorporating History in Study Abroad: A Traveling Historians’ Workshop	Winston IA
	• Growth Mindsets: Creating Space for Failure in Intercultural Learning	Winston IC
	• Beyond “It Was Great”: Views from Returning Sojourners	Winston 3A
	• Building Intercultural Competency Exercises into Faculty-Led Study Abroad Programs	Winston 3B
	• Mirror Image: Confronting the Homogeneity of Education Abroad Professionals	Winston 3C
2:00pm	Conference Concludes	





7:45am – 2:00pm	CHECK-IN & INFORMATION	BENTON CONVENTION CENTER
7:45am – 8:15am	BREAKFAST	WINSTON 2 BALLROOM

8:30am – 9:45am CONCURRENT SESSIONS E

Flagship Culture Initiative: Promoting Student Intercultural Development Through Simulated Scenarios Abroad WINSTON 1A

Lead Presenter: Dan Davidson, American Councils for International Education
Co-Presenters: Joseph Bass, University of Maryland at College Park; Mike Turner, University of North Carolina at Wilmington

The Flagship Culture Initiative, a collaborative project funded by the Language Flagship, has created online, scenario-based intercultural modules for undergraduate language learners to promote cultural awareness and reflection. Using real-life cultural simulations, this session will introduce participants to a model created by a team of educators affiliated with Language Flagship programs for facilitating the intercultural development of post-secondary students before and during study abroad.

Beyond Walls and Fences: Teaching Intercultural Communication in a Prison Setting WINSTON 1B

Lead Presenter: Lucy Lawrence, Warren Wilson College
Co-Presenters: Léa Nadri Churchill, Warren Wilson College; Ainara Hidalgo, Warren Wilson College; Michelle Padrón, Warren Wilson College

Inside-Out, an international model of higher education within prisons, is an academic collaboration between incarcerated students and students from an outside institution. This session highlights the experience of the students and instructor in a credit-bearing Inside-Out course in intercultural communication during fall semester 2019. Participants will engage in dialogue about the importance of learning and applying intercultural communication in a prison context and consider its replication to promote social justice.

Leveraging Globally-Networked Learning to Support Intercultural Competence and Global Citizenship Development Among Students WINSTON 1C

Lead Presenter: Carine Ullom, Ottawa University (U.S.)

Globally Connected Teaching and Learning (GCTL) is the umbrella term for the myriad ways to connect students across the globe and engage them in meaningful intercultural and collaborative learning experiences. Learn how colleges and universities are leveraging low-cost, robust, and user-friendly technologies to create accessible and sustainable intercultural learning opportunities. Participants will also discover how they might embed GCTL into courses and programs in their institutional context.

Best Practices on Ethical Service-Learning: Developing a Program From the Ground Up WINSTON 3A

Lead Presenter: Marcia Crippen, Wake Forest University
Co-Presenter: Ashley Brookes, Wake Forest University

This session will explore the development of Wake Forest University’s Community-Based Global Learning programs in Southeast Asia and sub-Saharan Africa, and discuss the process of evaluating and creating ethical service-learning experiences. Presenters will share key successes, lessons, and opportunities for improvement and growth, placing it into the context of existing research and best practices on ethical service-learning, study abroad, and intercultural education.



Closing the Loop: Critical Reflection for Sense-Making after Study Away WINSTON 3C

Lead Presenter: Britton Newman, Wofford College

Co-Presenter: Dan Mathewson, Wofford College

How can you guide and challenge students to actually integrate experiences from study away into their lives and worldviews? This session offers insight from faculty and student affairs perspectives to help students avoid compartmentalizing their off-campus experiences. Participants will gain concrete models of critical reflection that have proven successful in pushing students to that final stage of making meaning from their experiences.

9:45am – 10:15am **COFFEE BREAK** WINSTON FOYER

10:15am – 11:30am **CONCURRENT SESSIONS F**

Seeking Understanding through Cross-Cultural Listening WINSTON 1A

Lead Presenter: Monique Constance-Huggins, Winthrop University

Co-Presenter: Rowie Kirby-Straker, Wake Forest University

The purpose of this session is to present a process model of cross-cultural listening designed for study abroad contexts as a way to improve dialogue and understanding. Three main phases of the model will be discussed: (1) the preparation phase, which includes formal training in intrapersonal listening and intercultural listening; (2) the interaction phase, which focuses on cross-cultural listening in interpersonal and group settings; and (3) the reflection phase, which assesses listening goals including that of cross-cultural understanding. Presenters will also discuss the application of the model to a public forum in a study abroad context.

Introduction to an Online Resource for Faculty Working with International Students WINSTON 1B

Lead Presenter: Karin Sandler, North Carolina State University

Session participants will be introduced to an online faculty resource guide designed to promote best practices for engaging international students inside the classroom, where topics such as creating an equitable classroom, language considerations, and issues surrounding academic integrity are explored. Through interactive discussion and brainstorming, participants will identify additional areas warranting special attention for their populations and leave with practical suggestions that can be used to form the basis of future faculty and staff development.

The Impact of Social Media on Study Abroad WINSTON 1C

Lead Presenter: Philip Szmedra, Gannon University

Co-Presenter: Sarah Speir, Gannon University

The positives of study abroad are constant across generations; it is only the generation that changes complexion. Generation Z's use of technology is as an extension of themselves rather than a distinct tool. Viewed through this lens, a radical rethinking of the human condition is required on how technology impacts today's students. No longer is it the case that insularity enhances the traveler's joy of discovery. Students' experiences are dictated by a waiting internet audience.



Got Grit? Interactive Intercultural Learning Tools for Developing Emotional Resilience

WINSTON 3A

Lead Presenter: Annette Benson, Purdue University
Co-Presenter: Jessica Francis, Wake Forest University

Grit, as a component of emotional resilience and a characteristic closely associated to comfort with ambiguity, has long been an outcome of the education abroad experience and an integral facet of intercultural learning. To increase the likelihood of the growth of grit, the Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR) is recommending a more purposeful approach, in which grit, emotional resilience, and comfort with ambiguity is taught with appropriate challenge and support. This session will demonstrate a collection of interactive tools that have been created for the purpose of increasing grit in our students, regardless of whether they study abroad or not.

“We Built an Awesome Program. Now What?” Best Practices in Assessment from Wake Forest’s Quality Enhancement Plan Initiatives

WINSTON 3C

Lead Presenter: Nelson Brunsting, Wake Forest University
Co-Presenters: Sarah Dale, Wake Forest University; Sonali Kathuria, Wake Forest University; Kara T. Rothberg, Wake Forest University

Have an amazing globally- or interculturally-focused program or thinking of creating one? Join us for a step-by-step walk through the process of designing assessment, from selecting learning outcomes to distributing program reports to stakeholders. We use the development of the Wake Forest University Quality Enhancement Plan as an example and discuss lessons learned. Attendees will be able to share experiences and leave with a clear understanding of the assessment process, extant measures, and resources available.

11:30am – 12:45pm **LUNCH**

WINSTON 2 BALLROOM

12:45pm – 2:00pm **CONCURRENT SESSIONS G**

Incorporating History in Study Abroad: A Traveling Historians’ Workshop

WINSTON 1A

Lead Presenter: Tammy Gordon, North Carolina State University
Co-Presenters: Melody Hunter-Pillion, North Carolina State University; Lisa Withers, North Carolina State University

Using historical method and experiential learning theories, this session provides a framework for using historical understanding to build intercultural skills in study abroad experiences. It also analyzes the ways in which diversity in historical content and participants influences intercultural learning. The session features perspectives from African American and first-generation college students’ experiences in study abroad, as well as information from study abroad courses in Turkey, Czech Republic, Cuba, the UK, and Belize.





Growth Mindsets: Creating Space for Failure in Intercultural Learning WINSTON 1C

Lead Presenter: **Christina Thompson**, Barcelona SAE
Co-Presenters: **Daniel Diaz**, Guilford College; **Olivia Jones**, North Carolina Central University

The road to intercultural competency is a tricky one. We are encouraged to be interculturally competent, but often lack the space to fail, recover, and grow. This session will share information on the learning zone model and growth mindset. Participants will engage in activities and discussions designed to work toward intercultural competency, acknowledge and celebrate failure, and start on a clear pathway to growth.

Beyond “It Was Great”: Views from Returning Sojourners WINSTON 3A

Lead Presenter: **Stephen Braye**, Elon University
Co-Presenter: **Christina Mazziotta**, Elon University

In this session, participants will examine the reflective writing of returning sojourners to explore the “it was great” study abroad evaluation students often offer. In doing so, participants will leave with a better understanding of the meaning of “great” when used in this context and the learning outcomes these students feel constitute a “great” study abroad experience.

Building Intercultural Competency Exercises into Faculty-Led Study Abroad Programs WINSTON 3B

Lead Presenter: **Rebecca Muich**, University of North Carolina at Greensboro
Co-Presenters: **Heidi Bretz**, University of North Carolina at Greensboro; **Jonathan Zarecki**, University of North Carolina at Greensboro

This session will describe the process of adapting exercises created to help enhance the intercultural awareness and competency for students studying abroad on semester-long exchanges and for students studying abroad with short-term faculty-led programs. The presenters will lead a discussion around choosing the right kind of exercises for the program, finding space in the program curriculum and schedule for the new exercises, and the challenges and triumphs of implementing this supplemental curriculum.

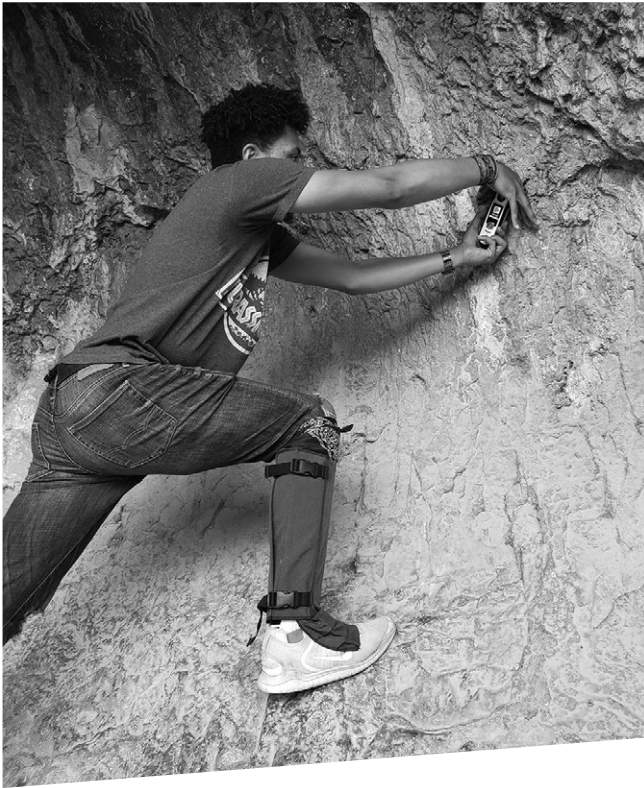
Mirror Image: Confronting the Homogeneity of Education Abroad Professionals WINSTON 3C

Lead Presenter: **Ashley Brookes**, Wake Forest University
Co-Presenters: **Porshè Chiles**, Wake Forest University; **Kelia Hubbard**, Wake Forest University

Increasing access, participation, and inclusivity for traditionally underrepresented student populations requires education abroad professionals to confront the realities of a majority homogeneous professional field. How can varying levels of institutional and departmental leadership challenge this conundrum and advance discussion with a variety of stakeholders around the impact of minoritized identities in education abroad? How can we better support these students? In this interactive session, participants will engage in small group discussions, and learn strategies that strengthen diversity and inclusion in the field.

2:00pm CONFERENCE CONCLUDES

Thank you for participating in WISE 2020!



Kris Acheson-Clair, Ph.D., [Pre-Conference Workshop Facilitator] serves as director of Purdue University’s Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR) with a courtesy faculty appointment in the Brian Lamb School of Communication. Drawing on nearly two decades of classroom experience and a wealth of publications on the development and assessment of intercultural competence in higher education, she has focused CILMAR on scaling up intercultural learning for students, faculty, and staff at Purdue.

Amer F. Ahmed, Ed.D., [Pre-Conference Workshop Facilitator] is the Founder and CEO of AFA Diversity Consulting, LLC, a consulting practice dedicated to enhancing the development of organizations through efforts around leadership, professional development, assessment, and strategic change. In addition to his consulting work, Amer serves as Faculty at the Summer and Winter Institutes for Intercultural Communication, and is a member of SpeakOut: Institute for Democratic Education.

Jumana Al-Ahmad, Ph.D. candidate, is a lecturer of Arabic and Middle East Studies at Wake Forest University. She has a broad field of teaching experience in higher education, Arabic, and Middle East Studies. She aims at raising students’ awareness of the Arabic language and help them gain a desired level of proficiency.

Amy Allocco, Ph.D., [Pre-Conference Workshop Facilitator] is Associate Professor of Religious Studies and Founding Director of the Multifaith Scholars program at Elon University. Amy is an

ethnographer of South Asian religions whose research focuses on vernacular Hinduism, especially contemporary Hindu ritual traditions and women’s religious practices in the South Indian state of Tamil Nadu. In addition to leading short-term study abroad courses in India, Amy is a prolific and award-winning mentor of undergraduate research.

SEAN ANDERSON [Plenary Panelist] (he/him) is a co-founder and director of EDU Africa and its parent company Muna Tree Holdings, with the mission to “Change lives through experiences in Africa.” Sean has spent the past 14 years in Kenya, and is passionate about the transformative experiences this region can offer to students from abroad, especially with regards to the intersection of community development and environmental stewardship.

Elizabeth Balko, Ph.D., Adjunct Professor at Oswego State University, has been teaching and designing STEM study abroad courses for 19 years in Madagascar, British and U.S. Virgin Islands, and Honduras, focusing primarily on marine wildlife ecology and the study of dolphins. These programs have been supported by multi-modal scaffolded eLearning activities designed to facilitate intercultural reflective learning and reduce on-site instruction.

Joseph Bass is the Flagship Culture Initiative (FCI) Coordinator and Brazilian Culture Materials Developer at the University of Maryland at College Park. He oversees the development and implementation of Brazilian culture materials for FCI and provides training to faculty on student intercultural development activities. Bass holds an MS in International Education from Drexel University.

Annette Benson [Pre-Conference Workshop Facilitator] (she/her) serves as the Senior Public Relations Consultant for the Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR) at Purdue University. She oversees external communication outreach for CILMAR and manages the Intercultural Learning Hub (HubICL), a searchable digital repository of intercultural learning tools and research. She holds an MS in Strategic Communication with an emphasis in global communication from the Brian Lamb School of Communication at Purdue University.

During thirty years of teaching at Elon University, **Stephen Braye** (he/him) has focused on teaching students at places of transition. He is interested in interdisciplinary spaces that ask students to apply learning to their lives as global citizens and their responsibilities to the global community.

Heidi Bretz (she/her) is the Assistant Director of Study Abroad and Exchanges at University of North Carolina at Greensboro. She is primarily responsible for assisting faculty in developing and implementing short-term study abroad programs, while also providing full-cycle advising for students on exchange programs. She obtained her MA in Peace and Conflict Studies from UNC Greensboro. As an Intercultural Development Inventory (IDI) Qualified Administrator, she regularly facilitates workshops on intercultural competency.

Chris Brighton, Ph.D., (he/him) is the Coordinator of the Global Understanding program at East Carolina University, where he manages the program for ECU and 46 partners in 24 countries. He is an instructor in Sociology, and researches the development of intercultural communication. Originally from the UK, Chris lived in Poland for most of his adult life before moving to the USA in 2018.

Ashley Brookes (she/her) is a Study Abroad Advisor at Wake Forest University. In addition to her advising portfolio, Ashley works with WFU's Community-Based Global Learning program in sub-Saharan Africa and South America. Ashley has an MA from Boston College in International Higher Education.

Nelson Brunsting serves as the Director of Global Research and Assessment in the Center for Global Programs & Studies and as a Research Associate Professor of International Studies at Wake Forest University. Nelson earned his MA in Classics at Victoria University in Wellington, New Zealand, and his Ph.D. in Educational Psychology at the University of North Carolina at Chapel Hill. His research is focused on understanding and enhancing social-emotional outcomes of diverse populations in educational contexts.

Peter T. Bürgi (he/him) is the Director for Cultural Agility Programs at TASCA Global, where he works extensively with universities and companies to implement programs that facilitate cultural agility development, helping individuals understand, adapt to, and succeed

professionally in different cultures. An organizational consultant for more than 25 years, Peter holds a Ph.D. in Anthropology from the University of Chicago. He is a Swiss-American dual citizen, and has lived in Liberia, Switzerland, Kenya, Portugal, Perú, and the USA.

Joseph Casillas is an Assistant Professor of Hispanic Linguistics at Rutgers University. His interests are in phonetics, laboratory phonology, and second language acquisition. His research is conducted on bilinguals of varying proficiency and linguistic experience and how this influences speech production, perception, and lexical processing.

Porshè Chiles is the Assistant Director for Cross-Cultural Engagement in the Wake Forest University Center for Global Programs & Studies, where her work is aimed at fostering meaningful intra-cultural and intercultural relationships and understanding from a global context. Previously, she worked at the University of North Carolina at Greensboro as the Assistant Director for Intercultural Engagement and at the University of North Texas.

Léa Nadri Churchill (she/her) is a graduating senior social work major at Warren Wilson College. In Fall Semester 2019 she served as a teaching assistant for the Intercultural Communication course through the Inside-Out collaboration between Warren Wilson College and Swannanoa Correctional Center for Women.





SPEAKER BIOGRAPHIES

Monique Constance-Huggins (she/her) is an Associate Professor and Undergraduate Program Director in the Department of Social Work at Winthrop University. She received her Ph.D., MSW, and MPIA from the University of Pittsburgh. Her research includes race and racial disparities, social capital among low-income women, and families in rural context. She also engages in community needs assessment.

Marcia Crippen is a Study Abroad Advisor at Wake Forest University, where she advises students on semester program opportunities and works on Community-Based Global Learning programs in Southeast Asia, sub-Saharan Africa, and South America. She holds a master's degree in International Education from Old Dominion University. Marcia is currently pursuing a Doctorate of Education in Educational Leadership from the University of North Carolina at Charlotte.

Sarah Dale is the Data and Records Specialist for the Center for Global Programs & Studies at Wake Forest University. She has an MS in Urban and Regional Planning. Sarah manages data collection and analyzes programs for reporting to internal and external constituents. Prior to this role, she served WFU as Associate Registrar and worked as research staff at the University of Washington supporting international GIS mapping and spatial analysis.

Dan E. Davidson, Ph.D., is Director of the American Councils for International Education Research Center (AC/ARC) and Emeritus Professor of Russian and Second Language Acquisition at Bryn Mawr College. He has published extensively in the fields of language, culture, and intercultural development, including a major longitudinal study of adult second language acquisition. He is co-editor of the forthcoming book, *Transformative Foreign Language Learning and Teaching* (Cambridge University Press).

Daniel Diaz is the Director of the Office of Global and Off-Campus Initiatives and International Student Advising at Guilford College. Daniel is an avid practitioner of international engagement and intercultural development. He is an active member of NAFSA and NCAIE, and serves on the boards of two non-profit organizations, The Global Opportunities Center, and Companion Community Development Alternatives (CoCoDA).

Director of the Center for Teaching and Learning Excellence, **Martha Diede, Ph.D.**, supports Syracuse University faculty at all locations and on all levels in becoming the best teachers they can be. Previously, Martha directed the teaching and learning team at Western Carolina University. She has led pedagogy workshops for faculty abroad and worked with academic directors to implement best practices in course design.



Jerry DiMaria earned his doctorate degree in intercultural preparation. He has been at Central Michigan University since 2001 and a faculty member in the business college since 2007. Jerry has led 14 intercultural experiences for university students on three continents, and actively seeks better means to assist students in developing intercultural competencies.

Andy Dunlap, Ph.D., LCSW, (he/him) is an associate professor at Bloomsburg University of Pennsylvania. He is a clinical social worker specializing in working with young adults and members of the LGBTQ+ community. His teaching and research focuses on applications of a Strengths Perspective on cross-cultural counseling and intercultural education. He has taught pre-departure classes for social work students engaging in international internships.

Moha Ennaji, Ph.D., is Professor of Linguistics and Cultural Studies and Director of the International Institute for Languages and Cultures at the University of Fès, Morocco. With more than two decades of teaching experience and extensive publications related to language and intercultural communication, he has trained many teachers and has brought numerous innovations in the fields of intercultural learning and research.

Claudia Espinel (she/her) is Director of International Formation and Recruitment at a Unitarian Universalist theological school in Chicago. Her work at the intersection of social justice and leadership formation and her experience as an immigrant in the U.S. has informed Claudia's commitment to supporting people and organizations aiming to create inclusive communities.

Jessica Francis (she/her) is the Director of Global Abroad in the Center for Global Programs & Studies at Wake Forest University. Jessica earned her MA in Liberal Studies at Wake Forest University. She works closely with faculty-led programming and programming for underrepresented student populations.

Tammy Gordon is Professor of History and Director of Public History at North Carolina State University. Her research focuses on the connections between historical memory and the leisure economy. She teaches courses in international public history and directs a study abroad course in the Czech Republic.

Eric Hall, Ph.D., [Pre-Conference Workshop Facilitator] is a professor of exercise science and co-director of the Elon BrainCARE Research Institute at Elon University. His research interests include physical activity and mental health, and the impact of concussions in student-athletes. Additionally, he is interested in the influence of high-impact practices on student development and the role of faculty in mentorship of high impact practices. He has received awards for his mentorship of undergraduate students and scholarship.

Tara Harvey, Ph.D., (she/her) is founder of True North Intercultural LLC, which provides training, tools, and support to empower busy educators. She facilitates deeply transformative intercultural learning experiences abroad and at home. Tara has been in the international/ intercultural education field for more than 18 years, teaching English abroad, advising international students, conducting research, facilitating intercultural training, teaching intercultural courses, designing curriculum, and training fellow educators.

As Director of Curriculum, **Petra Hejnova, Ph.D.,** oversees curriculum and academics for Syracuse University's centers abroad. She also holds a faculty appointment in the Political Science Department of the Maxwell School at Syracuse University. Petra previously served as an Assistant Professor of Public Policy at Massachusetts College of Liberal Arts and an Executive Co-Director of the Gender Studies Center in Prague.

Ainara Hidalgo (she/her) is a sophomore Global Studies major at Warren Wilson College. In Fall Semester 2019, she participated in the Intercultural Communication course through the Inside-Out collaboration between Warren Wilson College and the Swannanoa Correctional Center for Women.

Kelia Hubbard is the Director for International Student and Scholar Services at Wake Forest University, where she is responsible for providing immigration and visa advice for international students, faculty, and staff who study and work at the University. Kelia focuses on regulatory compliance, cultural programming, training, and development.

Melody Hunter-Pillion, an accomplished television journalist, returned to academia to share community narratives at home and abroad. Melody earned an MA in Liberal Studies at Duke University before teaching journalism at North Carolina State University. She has studied abroad in England and Cuba. A current doctoral student, Melody studies nineteenth century Atlantic world history.

Olivia Metzger Jones, Ph.D., is the Assistant Director in the Office of International Affairs at North Carolina Central University, where she serves as the advisor for study abroad and for international fellowships and scholarships. She is a Designated School Official for international student and scholar services. She is a member of NAFSA, AIEA, and chair of the board of NCAIE.

Sonali Kathuria is a Research Coordinator in the Center for Global Programs & Studies at Wake Forest University. Prior to her current role, Sonali worked as a data analyst in higher education in India, and she has experience in immigration advising. Sonali's research interests include language assessment and cultural considerations for standardized curricula.

Halle Keim is a second-year student at Central Michigan University working to obtain her Bachelor of Applied Arts in Communication with concentrations in business and leadership. She is a member of the Honors Program and Leader Advancement Scholar Program. In 2019, she studied abroad for the first time in the United Kingdom. Upon graduation, she hopes to pursue a career in Human Resources or Higher Education.

Caroline Ketcham, Ph.D., [Pre-Conference Workshop Facilitator] is Professor and Chair of Exercise Science and Co-Director of Elon BrainCARE at Elon University. Caroline's disciplinary research focuses on motor control in neurodiverse populations, impact of concussions on student-athletes, and positive mental wellness advocacy. Caroline is also engaged in high-impact practice research including co-mentoring undergraduate research for student and faculty development, student-athlete access and engagement, and capstone experiences.

Rowie Kirby-Straker, Ph.D., (she/her) has taught at Wake Forest University since 2016, and serves as a program director for the St. Vincent and the Grenadines study abroad course. Previously, she served as the Director of the Oral Communication Center (OCC) at the University of Maryland at College Park. Rowie has taught university-level public speaking for about 12 years, and has more than two decades of experience in the communication field.

Tina Kirk (she/her), previously the Director of Study Abroad at Yale University, joined the Centre for Global Competency at the University of Central Oklahoma in July 2017. As a first-generation student from Oklahoma, she is passionate about intercultural learning and the transformative potential of study abroad.



Manel Lacorte is Associate Professor of Spanish Applied Linguistics, Director of Spanish Undergraduate Studies, and Director of the MA in Hispanic Applied Linguistics at the University of Maryland. He is also Associate Director at the Spanish School, Middlebury College. His research and publications focus on second language (L2) pedagogy and teacher education, classroom interaction and context, applied linguistics, and sociopolitical issues in L2 and heritage language teaching and learning.

Ana Cecilia Lara has a doctoral degree in Spanish and Italian from Middlebury College. She is an Associate Professor in the Department of English, Theatre, and Foreign Languages, the Director of the Foreign Languages Program, and the Coordinator of the Spanish Teacher Licensure (K-12). Her areas of specialization are literature, culture studies, and pedagogy. Since 2015, she has also taught summer Spanish immersion language courses at Middlebury College.

Lucy A. Lawrence, MSW, Ph.D., (she/her) is Professor and Social Work Program Director at Warren Wilson College in Asheville, NC. Lucy has developed and taught nearly a dozen short-term faculty-led study away courses to Costa Rica, Nicaragua, Cuba, Latvia, Sweden, and Tanzania. She has taught in the Inside-Out collaboration between Warren Wilson College and the Swannanoa Correctional Center for Women since 2017.

Prudence Layne, Ph.D., is Associate Professor at Elon University. She has considerable experience as a faculty leader and administrator of study abroad and curriculum development. Her international education research foci include methods for enhancing inclusion, equity, and diversity, and building sustainable practices and policies into study abroad. Her work also examines the impact on student and faculty learning of participating in short-term study abroad programs.

Scott Manning, Ph.D., (he/him) is Dean of Global Programs and Associate Professor of French at Susquehanna University. He is the founding director of the Susquehanna Global Opportunities (GO

Program, a student graduation requirement that includes a cross-cultural immersion experience bookended by course work on campus before and after. He has written and presented on universal access to study abroad and study away, program assessment, student preparation and choice-making, and domestic study away.

Michael Massingham (he/him) holds a business degree with specializations in Business Management and Industrial Psychology. He co-founded EDU Africa and is South African Director. He also serves on the boards of several non-profit organizations. He is primarily interested in sustainable community development, ethical global exchange, and environmentalism as they pertain to study abroad on the African continent.

Dan Mathewson is Associate Professor of Religion and Director of New Faculty Teaching Initiatives in Wofford College's Center for Innovation and Learning. Dan has extensive experience incorporating off-campus, experiential assignments into his introductory and upper-level courses.

Christina Mazziotta is a senior at Elon University studying Strategic Communications with a minor in Creative Writing. Following a semester in London, she conducted research on the psychological challenges of the reentry process for students who have studied abroad. She concluded her research by developing solutions and recommendations that could be implemented by universities. She is hoping to pursue a career in a global field after graduation.

Heather R. McDougall, Ph.D., is Founder of Leadership exCHANGE, an award-winning social enterprise dedicated to training globally-minded leaders and change agents from more than 80 countries. Heather teaches courses on leadership, social impact, and women and innovation to both undergraduate and graduate audiences domestically and internationally. Recognized for her work cultivating female entrepreneurial ecosystems, Heather has been named a Triangle Top Female Social Entrepreneur by StartupGrind in partnership with Google.

Starting at Wake Forest University as an international student advisor, **Sandra Lisle McMullen** (she/her) is Assistant Director for Global Campus Programs. Among her current responsibilities, she serves on the WISE Conference Planning Committee and oversees the Worldwide Wake pre-orientation program. Sandra is a former participant in Up With People, an international educational cultural program.

Adriana L. Medina is an Associate Professor at the University of North Carolina at Charlotte. She leads the elementary education study abroad program to Germany and teaches courses in content area literacy, reading comprehension, reading assessment and intervention, teaching reading to English learners, and multicultural education. Adriana's research interests include adolescents who struggle with literacy, teacher education, and educational program evaluation. She has published research on the impact of study abroad experiences on preservice teachers.

Juliette Monet (she/her) is Director of Study Abroad and Associate Director JYF in Paris at Sweet Briar College. Her recent participation in True North Intercultural's Foundations of Intercultural Learning & Teaching program has ignited her passion for enhancing her own practice and her work with her students and colleagues across campus.

Rebecca Muich is Assistant Dean in Lloyd International Honors College at the University of North Carolina at Greensboro. She coordinates the first-year experience course, oversees Honors College scholarship awards, teaches Honors seminars, and creates and supports programming utilizing performance, play, and improvisation to aid student development. She is a recent co-director of the UNCG in Rome summer study abroad program, and also has summer study abroad experience in Greece.

Pankaj Narke, Ph.D., is a Fulbright Scholar serving as a Foreign Language Teaching Assistant at Wake Forest University for the Middle East and South Asia Studies Program. His research interests include second language acquisition, technology in language teaching and learning, and intercultural language learning.

Kawana Neufville specializes in the psychosocial aspects of disability, medical and physical disabilities, as well as the use of technology to address disability concerns. Additionally, Kawana coordinates disability documentation across Wake Forest University's campus, provides academic and disability management counseling, and supervises the tutoring and peer mentoring programs offered through the Learning Assistance Center.

Britton W. Newman is an Associate Professor of Spanish at Wofford College, and holds a Ph.D. from the University of North Carolina at Chapel Hill. His research interests include the scholarship of teaching and learning, the integration of intercultural competence into foreign language and study abroad curricula, and contemporary Cuban literature.

Joyce Osland, Ph.D., is the Lucas Endowed Professor of Global Leadership and Executive Director for the Global Leadership Advancement Center at San Jose State University. Joyce won her field's highest teaching award due to her innovative global leadership programs. An award-winning scholar with more than 150 publications,

Joyce co-edits *Advances in Global Leadership and Global Leadership: Research, Practices, and Development*. As a Kozai Group senior partner, she also consults and trains organizations to use global competency assessments.

Michelle Padrón (she/her) is a junior social work major at Warren Wilson College. In Fall Semester 2019, she participated as a student in the Intercultural Communication course through the Inside-Out collaboration between Warren Wilson College and the Swannanoa Correctional Center for Women.

CATHARINA S. ROSENDAL [Plenary Panelist] is a professor of Danish Language and Culture at DIS Copenhagen. She infuses intercultural awareness and reflection through a comparative approach into her various courses taught to students from around the world. In addition to teaching, Catharina has a background in international marketing at the Carlsberg Group. Catharina holds a Master of Second Language Teaching from Aarhus University, an MA from Copenhagen Business School, and studies in French at the Université de Paris, Sorbonne.

As Program Coordinator for Global Campus Programs at Wake Forest University, **Kara T. Rothberg** (she/her) manages the Global Village Living & Learning Community and serves on the WISE Conference Planning Committee. She has previously worked in campus internationalization at Long Island University and Duke University. Kara holds an MA in International Educational Development from Teachers College, Columbia University.

After teaching around the world for 10 years, **Shane Sanders** (she/her) is the short-term programs coordinator at Susquehanna University. She holds a Master in Foreign Language Pedagogy and French Literature from the University of Delaware. At UD she co-led a J-term program in Martinique and helped manage two cohorts of the YALI Mandela Washington Fellowship before receiving a Fulbright Scholarship to teach in Senegal.

Karin Sandler serves as the director of the Intensive English Program at North Carolina State University, where she leads her unit in its mission to provide high-quality English language instruction to non-native English speakers seeking academic preparation, professional development, or personal enrichment. She is responsible for the direction and operation of the IEP and works closely with campus units to ensure students have a successful transition into their academic programs upon completion of the program.

Mary Ellen (Mel) Scullen (she/her) is Associate Professor of French at the University of Maryland. From 2014-2017 she worked with faculty and Education Abroad staff in developing and reviewing language-based faculty-led short-term and semester programs in Europe, Latin America, and Asia. She has twice served as the faculty resident director for the Maryland-in-Nice program.

Evan Small serves as the Assistant Director of Experiential Learning and Outdoor Adventures at Elon University where he oversees outdoor education programming and teaches in the School of Education. Evan's background includes a strong focus on social justice, service-learning, and experiential education. Evan holds an M.Ed. in Adventure-Based Learning and is currently finishing a Ph.D. in Educational Leadership with a focus in experiential education. Evan is interested in researching the intersections of experiential education and intercultural learning.

Kim Snipes is a Project Coordinator for the Center for Global Programs & Studies at Wake Forest University and serves on the WISE Conference Planning Committee. Born a middle child of six, Kim's skills of being a connector and planner come naturally. She expertly coordinates logistical details from space contract negotiations to food to all things fun for WISE Conference and the department.

Sarah Speir is Director for Global Support and Student Engagement at Gannon University. She has been in the field of international education for two decades and is committed to designing inclusive environments and opportunities to engage students, campus members, and the broader community to communicate across difference. Sarah holds a doctorate in Educational Foundations and Cultural Studies from the University of North Carolina at Greensboro.



Leigh Hatchett Stanfield (she/her) is Executive Director of Global Engagement & Administration in the Center for Global Programs & Studies at Wake Forest University. With 20 years of experience in international education, Leigh leads the pioneering *Workshop on Intercultural Skills Enhancement (WISE)* Conference. She oversees a portfolio of global programs which focus on enriching intercultural competency and global awareness within the university community, including the Global Village Living & Learning Community, Cross-Cultural Engagement courses, and Global Laureates Academy. As an alumna of WFU, Leigh is keen to be developing Community-Based Global Learning programs to increase student engagement in non-traditional locations.

Philip Szmedra is a Professor Emeritus of Economics at Georgia Southwestern State University and an instructor of Economics at Dahlkemper School of Business at Gannon University. Philip Szmedra holds an MS and Ph.D. from The University of Georgia. He was the Director of Study Abroad at GSW from 2002-2014, and has been involved in faculty-led study abroad programs to Bulgaria, Romania, El Salvador, France, China, and Argentina.

Christina Thompson is the Director of Partnership Development and Diversity Initiatives with Barcelona Study Abroad Experience (SAE). She works closely with current and new partners across the U.S., and also manages diversity and inclusion initiatives and outreach for The Outcomes-Based Diversity Outreach Strategy (TODOS). Christina previously directed the Global Opportunities (GO) Program at Susquehanna University. She has instructed intercultural pre-departure and reflection courses for study abroad.

David Tillman serves as Chair of the Department of Public Health at Campbell University College of Pharmacy & Health Sciences. David teaches courses in rural health, community health assessment, and the ethics of public health, as well as leading study abroad programs in Guatemala and Haiti. David holds an M.Ed. from Campbell University, an MA in Global Studies from University of North Carolina at Greensboro, and a Ph.D. in Educational Psychology from North Carolina State University.

Mike Turner, Ph.D., is Assistant Professor of Arabic at the University of North Carolina at Wilmington. He has published on the grammar of Moroccan Arabic and pedagogical approaches to teaching the dialect in university-level courses, and has taught in a number of study abroad programs in Morocco.

Carine Ullom is Associate Dean of Instructional Innovation at Ottawa University in Kansas. She has more than 20 years' experience implementing educational technology in higher education and is at her happiest when these technologies are leveraged in service of intercultural competence development among students of all ages through virtual exchange. She also serves on the board of UNICollaboration, through which she provides faculty development for designing and delivering meaningful virtual exchange experiences.

Maureen Vandermaas-Peeler, Ph.D., [Pre-Conference Workshop Facilitator] is Interim Associate Provost and Founding Director of the Center for Research on Global Engagement at Elon University. A developmental psychologist, Maureen studies

sociocultural and global contexts of learning and conducts research on high-impact practices. She is particularly interested in the role of mentors in supporting sustained, integrated experiences such as undergraduate research and study away.

In 2015, **Donna Waldron, Ph.D.**, moved from being the start-up Study Abroad Director at Campbell University to become the first Dean of Global Engagement, responsible for comprehensive internationalization. Donna began her international education career by teaching ESL at Baiko Jo Gakuin in Shimonoseki, Japan. She is also the Ora Carr Cansler Endowed Chair, Associate Professor of English, with a specialization in 18th and 19th century British literature.

Debora Weaver is a Professor of Biology at Campbell University. She holds a Ph.D. in Biology from University of Maryland Baltimore County and a Certificate of Global Health from the Gillings School of Public Health at the University of North Carolina at Chapel Hill. Since 2005, she has led undergraduate study abroad courses focusing on service-learning and global health. She has lived and worked in Peru, Nepal, Poland, Spain, Costa Rica, Tanzania, and Guatemala.

DAWN MICHELE WHITEHEAD, Ph.D., [Plenary Moderator] is Vice President of the Office of Global Citizenship for Campus, Community, and Careers at the Association of American Colleges and Universities (AAC&U). Dawn's work centers on integrative global learning with an emphasis on thematic local and international experiences that provide students with a variety of global learning opportunities across their educational experience. She also works on projects that integrate high-impact practices to provide students with consistent, high-quality liberal learning. Dawn holds an MS in International and Comparative Education and her Ph.D. in Education Policy Studies, both from Indiana University Bloomington.

Jennifer Wiley, Ph.D., is a Research Fellow at James Madison University's Center for Global Engagement, and CEO of CoreCollaborative International, an evaluation and learning design partnership. Jennifer currently leads research projects investigating how learning experiences and student-related variables interact to impact self and other awareness and critical thinking.

Ana María Wiseman served as Dean of International Programs, Associate Professor of Foreign Languages, and is currently associated with the Lifelong Learning Program at Wofford College. She also teaches at the Middlebury College School of Spanish. Her professional activities reflect her interest in intercultural development and educational technology. Ana María has worked in the field of international education for 30 years, and is co-author of *The IES Abroad Model Assessment Practice for Language & Intercultural Communication*.

Lisa R. Withers earned an MA in History with a Museum Studies concentration at the University of North Carolina at Greensboro and is currently a Public History doctoral candidate at North Carolina State University. Lisa's graduate studies have provided opportunities



to study abroad in Turkey, Italy, Belize, and Czech Republic. When not studying cultural heritage and museums from an international perspective, Lisa engages with local communities to research entries in *The Negro Motorist Green Book* across North Carolina.

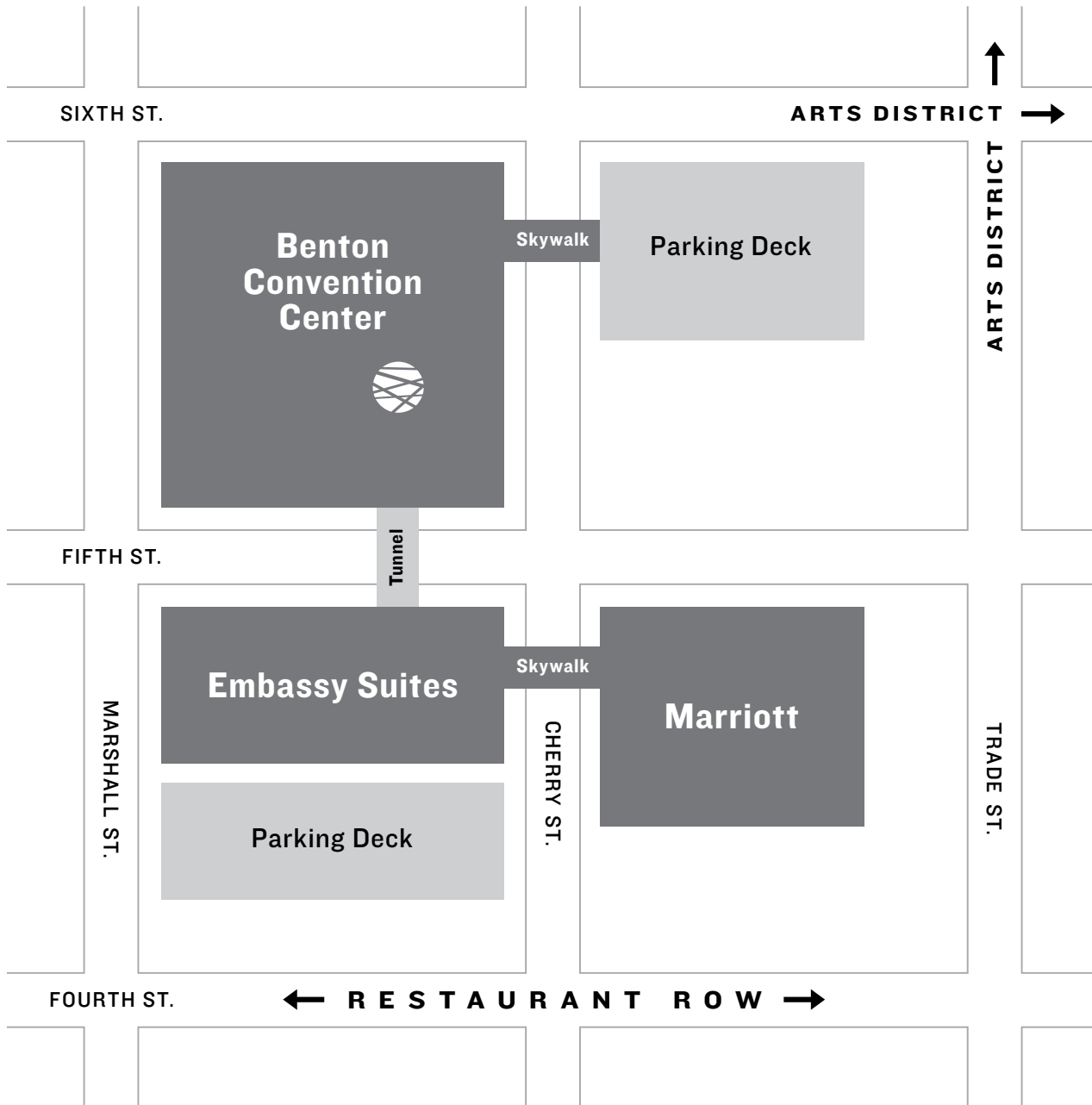
Jonathan Zarecki is an Associate Professor of Classical Studies at the University of North Carolina at Greensboro. He holds an MA and Ph.D. from the University of Florida. His research focuses on Cicero, particularly the integration of political theory with practical politics, concepts of Republican leadership, and the role of lictors in the Late Republic. He co-created the UNCG in Rome program in 2009 and has led the program five times.

Fanyi Zeng is a Global Research Assistant in the Center for Global Programs & Studies and a Research Assistant in the Psychology Department at Wake Forest University. She received her BA in Psychology with a minor in German in May 2019 from Wake Forest. Her research interests include the comparative well-being of international and domestic students and positive distraction as a stress-coping strategy.

Joshua Ziesel is a Staff Psychologist and Groups Coordinator as well as the Coordinator of International Student Support with the Counseling Center at Wake Forest University. Joshua's past research has explored the role of social media in the transitional experiences of college-age Third-Culture students. He specializes in providing psychological services to international students.



BENTON CONVENTION CENTER AREA MAP



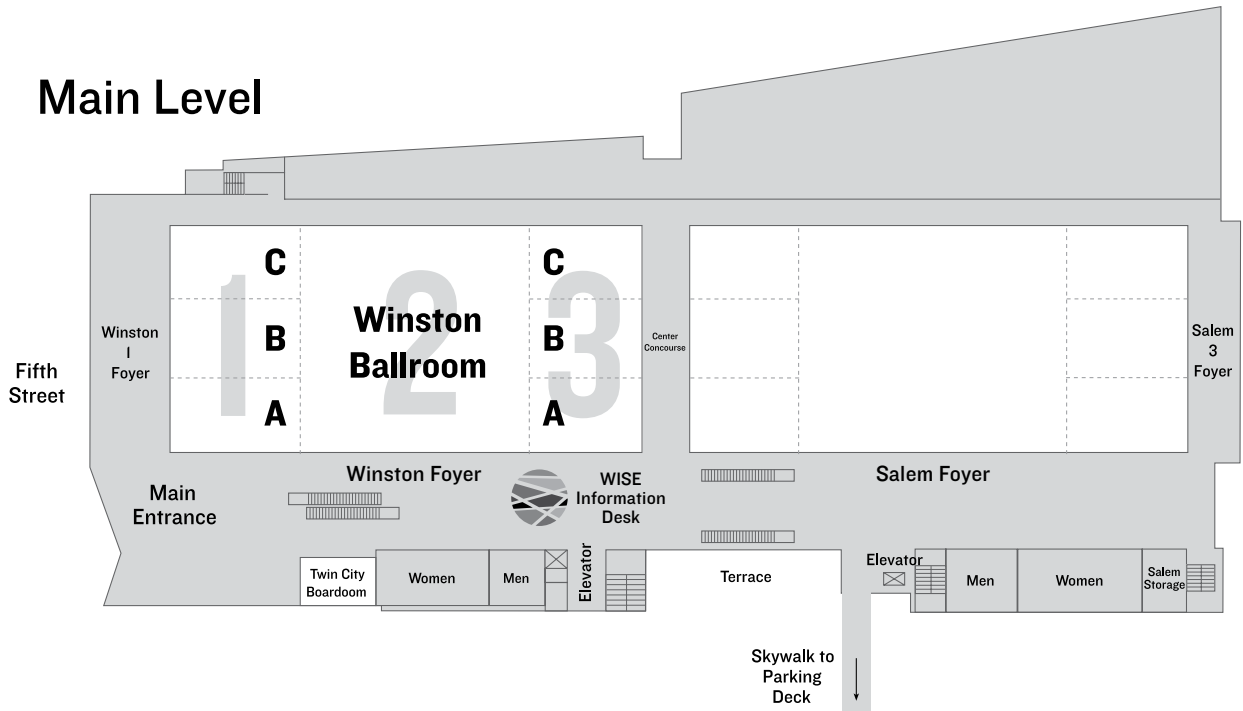
BENTON CONVENTION CENTER FLOOR PLAN



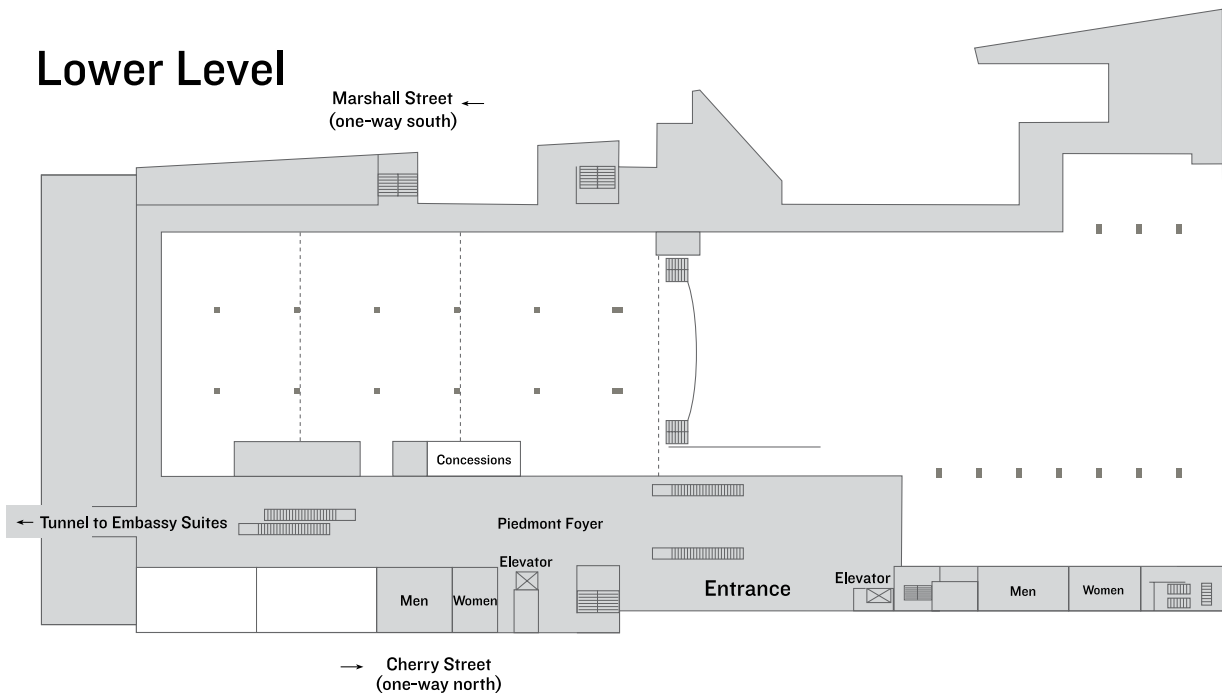
The
BENTON
CONVENTION CENTER
Winston-Salem • North Carolina

301 W. Fifth Street
Winston-Salem, NC 27101

Main Level



Lower Level





A series of horizontal dotted lines providing space for taking notes.



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.

Contact us at wiseconference@wfu.edu.



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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