

ENHANCING INTERCULTURAL LEARNING AT HOME AND ABROAD



FEBRUARY 2-4, 2023

WINSTON-SALEM, NORTH CAROLINA, USA



**WISE**  
CONFERENCE

Workshop on  
Intercultural  
Skills Enhancement

Dear Colleagues,

Welcome to the 15th annual WISE Conference hosted by the Center for Global Programs & Studies at Wake Forest University. We are excited to reconnect in person and return to the heart of WISE: facilitating an intentional learning space for exchanging knowledge around the dynamic intercultural work each of you are doing.

Learning opportunities such as WISE do not create themselves, rather they are carefully cultivated by many committed individuals. I sincerely thank our WISE Conference Steering Committee for their time and expertise in selecting the slate of conference sessions, so thoughtfully developed and submitted by colleagues in the field.

I am grateful to my colleagues on the WISE Planning Team who are responsible for every logistic that goes into creating this professional conference. They are a small and mighty team who plan each detail while gracefully maintaining the rest of their WFU responsibilities. Thank you for going above and beyond to keep WISE on track.

It is my distinct honor to orchestrate WISE Conference. The opportunity to collaborate with the aforementioned colleagues and with all of you attending, presenting, and facilitating is a professional highlight. 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*

**Leigh Hatchett Stanfield**

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

## WISE CONFERENCE STEERING COMMITTEE

**Steve Folmar, PhD**

Associate Professor of  
Applied Cultural Anthropology  
Wake Forest University

**Tara Harvey, PhD**

Founder and Chief Intercultural Educator  
True North Intercultural

**Prudence Layne, PhD**

Associate Professor of English  
Elon University

**Andrew Smith**

International Multimedia Journalist  
Voice of America Learning English

**Leigh Hatchett Stanfield, Chair**

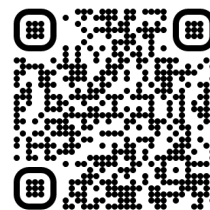
Executive Director of  
Global Engagement & Administration  
Wake Forest University

## WISE CONFERENCE PLANNING TEAM

**Leigh Hatchett Stanfield**

**Sandra Lisle McMullen**  
**Kimberly Snipes**  
**Tina Deloglos**

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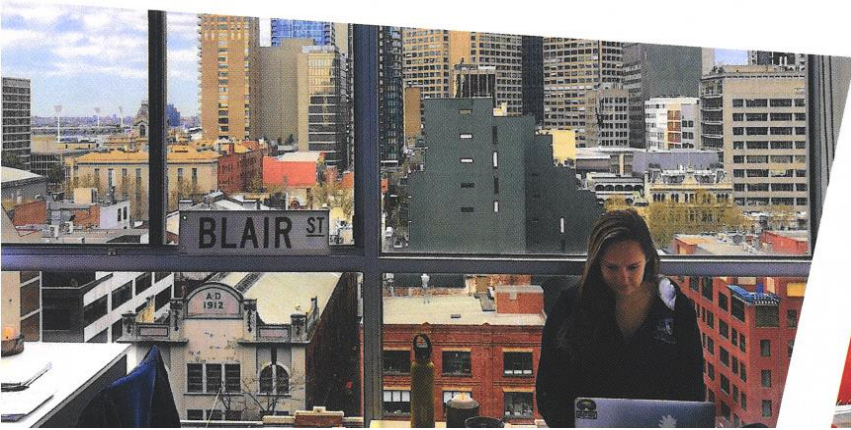
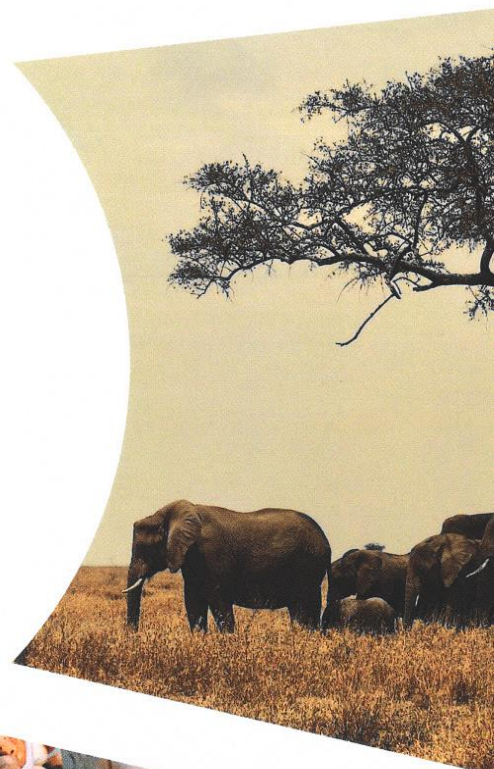




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## SCHEDULE AT A GLANCE FEBRUARY 2-4, 2023

<b>Thursday, February 2, 2023</b>	<b>Pre-Conference Workshops   Brookstown Inn</b>
11:30 am	Check-In Opens <i>separate registration required for workshops</i>
11:30 am - 12:45 pm	Lunch (included)
1:00 - 5:00 pm	Workshops
<b>Friday, February 3, 2023</b>	<b>Conference Day 1   Wake Forest University Farrell Hall</b>
7:45 am - 4:00 pm	Check-In & Information   <i>coffee available until 8:45am</i>
8:30 - 9:45 am	Concurrent Sessions A
9:45 - 10:15 am	Coffee Break
10:15 - 11:30 am	Concurrent Sessions B
11:30 am - 12:45 pm	Lunch (included)   <i>additional seating in Room 155</i>
12:45 - 2:00 pm	Concurrent Sessions C
2:00 - 2:30 pm	Coffee Break
2:30 - 3:45 pm	Concurrent Sessions D
4:00 - 5:15 pm	Plenary Session
5:30 - 6:30 pm	Conference Reception (included)
<b>Saturday, February 4, 2023</b>	<b>Conference Day 2   Wake Forest University Farrell Hall</b>
8:00 - 11:00 am	Check-In & Information   <i>coffee available until 8:45am</i>
8:30 - 9:45 am	Concurrent Sessions E
9:45 - 10:15 am	Coffee Break
10:15 - 11:30 am	Concurrent Sessions F
11:30 am - 12:30 pm	Lunch (included)
12:30 pm	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 in Farrell Hall on the campus of Wake Forest University: Rooms A17, A23, A28, A43 and A48 on the auditorium/lower level.*



## PRE-CONFERENCE WORKSHOPS

THURSDAY, FEBRUARY 2

Check-In Opens   11:30 am		Brookstown Inn <i>lower level, parking lot entrance</i>
Lunch (included)   11:30 am - 12:45 pm		
Workshops   1:00 - 3:00 pm		
	<i>Designing a Bridge to Leverage Intercultural Competency and JEDI in Practice</i>	Brookstown Inn
	<i>Ramping Up from Theory to Facilitation</i>	
	<i>An Enriched Teaching Toolkit: Maximizing Critical Reflection in Education Abroad</i>	
Coffee Break   3:00 pm - 3:15 pm   Third Floor Commons		
Workshops resume   3:15 pm		
Workshops conclude   5:00 pm		

### WORKSHOP FACILITATORS

#### ***Designing a Bridge to Leverage Intercultural Competency and JEDI in Practice***

**Daniel F. Diaz**, Director, Ketner Center for International Studies, Catawba College

**Rich Kurtzman**, Founder & CEO, Barcelona SAE

**Kory Saunders**, Assistant Director for Strategic Marketing, Diversity & Inclusion, North Carolina State University

**Christina Thompson**, Founder and Managing Director, Compear Global Education Network

#### ***Ramping Up from Theory to Facilitation***

**Annette Benson**, Senior Public Relations Consultant, Center for Intercultural Learning, Mentoring & Research (CILMAR), Purdue University

**Aletha Stahl**, PhD, Senior Intercultural Learning Specialist, Center for Intercultural Learning, Mentoring & Research (CILMAR), Purdue University

#### ***An Enriched Teaching Toolkit: Maximizing Critical Reflection in Education Abroad***

**Mary F. Price, PhD**, Director of Teaching and Learning, The Forum on Education Abroad

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# CONFERENCE DAY 1    FRIDAY, FEBRUARY 3

<b>Check-In &amp; Information   7:45 am - 4:00 pm [ coffee available until 8:45am ]</b>		<b>Founders Living Room</b>
<b>FRIDAY CONCURRENT SESSIONS A   8:30 - 9:45 am</b>		<b>Room</b>
	The Impact of Beginning Abroad: Reflections from A First-Year First-Semester Sojourner	A17
	Promoting Intercultural Communication and the Study of Literature and Gender through Tango, Translation, and Traditional song	A23
	The Intersections of IE & DEI: Intercultural Learning as a Bridge	A28
	Building Skills for the Future: Education Abroad as Preparation for Careers and Graduate Programs	A43
	Introducing the RAISE Center Academic Research on Education Abroad (AREA) Database	A48
<b>Coffee Break   9:45 - 10:15 am</b>		
<b>FRIDAY CONCURRENT SESSIONS B   10:15 - 11:30 am</b>		
	Innovative Virtual Global Education to Internationalize your Campus	A17
	Paying Attention: Mindfulness Practices for Mental Resilience and Increased Engagement Abroad	A23
	Global Inclusion: Practical Applications of a Meta Approach to Create a More Equitable World	A28
	Investigating the Region of Sub-Saharan Africa with the Global Competencies Virtual Odyssey	A43
	Student Learning Outcomes on Global Competence	A48
<b>Lunch (included with registration)   11:30 am - 12:45 pm</b>		<b>Founders Living Room</b>
<b>FRIDAY CONCURRENT SESSIONS C   12:45 - 2:00 pm</b>		
	Revisiting Epistemological Justice in Study Abroad: A Knowledge Repatriation Approach	A17
	Using Study Abroad to Build Intercultural Skills & Global Competency	A23
	A Survey of Activities for Reviewing the Stages of the Intercultural Development Continuum	A28
	Long-term Effects of Study Abroad on Teachers' Professional and Personal Lives	A43
	Opening a Door for Inclusion: Using Plain Language and Image Descriptions as a Catalyst for Connection	A48
<b>Coffee Break   2:00 - 2:30 pm</b>		
<b>FRIDAY CONCURRENT SESSIONS D   2:30 - 3:45 pm</b>		
	Experiencing Cross-Cultural Communication on a Home Campus: a Cultural Simulation Activity	A23
	Innovative Approaches to Exploring Culture & Intercultural Competence - Case Studies in Africa	A28
	Transforming Eager Inertia: Concrete Methods for Deliberative Cultural Engagement	A43
	Exploring the Role of Power and Place in Decolonial, Critical Internationalization	A48
<b>Plenary Session   4:00 - 5:15 pm</b>		<b>Broyhill Auditorium</b>
<b>Conference Reception (included with registration)   5:30 - 6:30 pm</b>		<b>Founders Living Room</b>



## CONFERENCE DAY 1    FRIDAY, FEBRUARY 3

### Check-In & Information

Coffee available until 8:45am

7:45am - 4:00pm

### FRIDAY CONCURRENT SESSIONS A

8:30am – 9:45am

#### Room A17

##### **The Impact of Beginning Abroad: Reflections from a First-Year, First-Semester Engagement**

*Lead Presenter: **Stephen Braye**, Elon University*

*Co-Presenter: **Ryan Zaslaw**, Elon University*

Few institutions sponsor first-semester, first-year study abroad programs. Ryan was a Global Pathfinder who spent the fall semester of her first year in Dublin prior to moving to Elon University. In this session, we will discuss the impact of being abroad with a cohort of strangers who were also destined for Elon, and how having three subsequent years as a student to reflect influenced her identity, her university experience, and her plans beyond Elon.

#### Room A23

##### **Promoting Intercultural Communication and the Study of Literature and Gender through Tango, Translation and Traditional Song**

*Lead Presenter: **Wanda Balzano**, Wake Forest University*

*Co-Presenters: **Demetrio Yocum**, St. Mary's College; **Jefferson Holdridge**, Wake Forest University*

This session is based on the experience abroad of American students and professors of gender and literary studies and their interaction with Italian students and professors of artificial intelligence. The embodiments of social structure, gender as well as cultural differences are salient in dance practices, but they can also be taught through creative practices of translation and poetry, incorporating mental and emotional aspects in intercultural learning. Participants will engage in dialogue about the importance of learning through tango, translation, and poetry in a framework that requires a somatic and sustainable mode of intercultural communication.

#### Room A28

##### **Intersections of IE & DEI: Intercultural Learning as a Bridge**

*Lead Presenter: **Tara Harvey**, True North Intercultural*

This session will explore how intercultural learning can serve as a bridge at the intersection of international education and diversity, equity, and inclusion work. There are many assumptions, misconceptions, and questions about what intercultural learning is and isn't, and how it intersects (or doesn't) with DEI work. Together we'll explore these tensions and the overlaps. In addition, the presenter will share a framework to help educators take an inclusive, equitable approach to intercultural learning.

#### Room A43

##### **Building Skills for the Future: Education Abroad as Preparation for Careers and Graduate Programs**

*Lead Presenter: **Christy Brady**, University of Kentucky*

*Co-Presenter: **Jon Hibbard**, University of Kentucky*

Education abroad fosters a number of critical skills required for successful careers in health care and other fields. This session will discuss key skills, like intercultural competence, desired by employers that are developed through education abroad. Further, it will propose innovative ways for education abroad departments and individual faculty to maximize these desirable skills. The session will include example assignments, rubrics, and lessons learned from past experiences. Participants will brainstorm options for their own programs.

## **Room A48**

### **Introducing the RAISE Center Academic Research on Education Abroad (AREA) Database**

*Lead Presenter: Nelson Brunsting, Wake Forest University*

Want to know key findings for students of color abroad? Does research exist for agriculture-focused abroad programs in Latin America and the Caribbean? Find answers to your question in less than a minute by joining us for an overview and demonstration of a free-access Excel database with filterable information (e.g., participant demographics, program duration/location, academic content, methodology, and outcomes) from 373 research articles pertaining to study abroad published between 2001-2021.

## **Coffee Break**

**9:45am - 10:15am**

## **FRIDAY CONCURRENT SESSIONS B**

**10:15am – 11:30am**

## **Room A17**

### **Innovative Virtual Global Education to Internationalize your Campus**

*Lead Presenter: PJ Shoulders, Study Abroad Association*

*Co-Presenter: Johanna Markiewitz, Central Piedmont Community College*

By embracing innovative and immersive virtual international education, institutions can provide experiences to students that infuse global learning into the curriculum, offering accessibility and flexibility of access. Hear how a community college is using technology such as tablets, smartboards, and virtual reality headsets to bridge the gap for students in embracing international education in visual, creative, and inventive ways and encouraging students to journey into the intercultural development process.

## **Room A23**

### **Paying Attention: Mindfulness Practices for Mental Resilience and Increased Engagement Abroad**

*Lead Presenter: Sean McGlynn, Wake Forest University*

*Co-Presenter: Ashley Hawkins-Parham, Wake Forest University*

Mindfulness skills have the potential to improve students' study abroad experiences by preparing them to proactively strengthen their mental health to be present and engaged during their time abroad. Walk, journal, and breathe your way to an improved understanding of mindfulness and resiliency practices as we discuss methods for embedding them in study abroad preparation. Attendees will be provided with a mindfulness abroad guidebook to share with their students.

## **Room A28**

### **Global Inclusion: Practical Applications of a Meta Approach to Create a More Equitable World**

*Presenters: Amer F. Ahmed and Joel A. Davis Brown, Global Inclusion Partners*

The unyielding question for our society is: How do we deal with difference? In other words, how do we deal with people who think and behave differently? To answer these fundamental questions, we recognize that the approaches offered by the fields of Intercultural (IC), Diversity, Equity, Inclusion and Belonging (DEIB), and Social Justice (SJ) – all related but different fields – are by themselves insufficient to transform the world around us. This workshop will offer an innovative approach through the emerging field of Global Inclusion. Together we explore a model with relevant competencies and apply it to real life situations. Come to this session with your own case studies and the tools and interventions you use in your work, so you can apply the model and explore potential opportunities.



**Room A43**

**Investigating the Region of Sub-Saharan Africa with the Global Competencies Virtual Odyssey**

*Lead Presenter: Erik Byker, UNC-Charlotte*

The purpose of this session is to describe and report on a multiple-institutional study of teacher candidates' development of global competencies and intercultural awareness through examination of the region of Sub-Saharan Africa using an interactive tool called the Global Competencies Virtual Odyssey (GCVO). The session includes the voices of teacher candidates describing the impact of this GCVO assignment.

**Room A48**

**Student Learning Outcomes on Global Competence**

*Lead Presenter: Yongling Gorke, UNC-Charlotte*

*Co-Presenter: Molly Stern, AFS Intercultural Programs*

This session will feature two organizations' approaches to intercultural competence development and assessment. Yongling will present the "Student Learning Outcomes Rubrics" for assessing intercultural competence and global learning for short-term faculty-led programs, highlighting the pilot's design and the rationale behind the UNC-Charlotte assessment. AFS will present its most recent research using two different tools of measurement, the IDI and the IES applied to its Global Competence Certificate, and the results to date.

**Lunch (included with registration)**

**11:30 am – 12:45 pm**

*Founders Living Room, Farrell Hall | additional seating in Room 155*

**FRIDAY CONCURRENT SESSIONS C**

**12:45 pm – 2:00 pm**

**Room A17**

**Revisiting Epistemological Justice in Study Abroad: A Knowledge Repatriation Approach**

*Lead Presenter: Rowie Kirby-Straker, Wake Forest University*

*Co-Presenters: Carrie Johnston and Hallie Campbell, Wake Forest University*

This session explores ways students and faculty can engage in study abroad and international research that promotes epistemological justice, benefitting local stakeholders and not just inbound students and researchers. This panel highlights one avenue of advancing ethical and responsible research practices -- the Knowledge Repatriation Project-- which is a collaborative effort to return environmental research conducted in a small island nation by US scientists to local stakeholders.

**Room A23**

**Using Study Abroad to Build Intercultural Skills and Global Competency**

*Lead Presenter: Vivian Shannon-Ramsey, Bowie State University*

*Co-Presenter: Telisha Hicks, Elizabeth City State University*

Demand is growing for graduating students to be capable of communicating across borders and actively engaging with global issues. Many HBCU students have only a passing knowledge of other cultures based on direct contact, while their counterparts become immersed in different languages and cultures through study abroad programs. This session will address innovative approaches to support students' global competency process and ways to use study abroad to help students improve intercultural skills.

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### **Room A28**

#### **A Survey of Activities for Reviewing the Stages of the Intercultural Development Continuum**

*Lead Presenter: Annette Benson, Purdue University*

This workshop is for anyone who is responsible for helping others review the stages of the IDC. For example, what if you were asked to do a group debrief with a larger-than-usual group or if an IDI QA wanted a refresher? What would you do to keep people engaged, stimulated, and interacting with one another? Participants will be invited to experience games, an app, an article, and videos that can be used for review and to stimulate discussion.

### **Room A43**

#### **Long-term Effects of Study Abroad on Teachers' Professional and Personal Lives**

*Lead Presenter: Adriana Medina, UNC Charlotte*

*Co-Presenter: Allison Spenader, College of St. Benedict & St. John's University*

Study abroad is a valuable component of many pre-service teacher education programs. In a survey of more than 40 novice and experienced teachers who participated in study abroad programs as part of their teacher education program, results indicate study abroad experiences have significant long-term influences on teachers' work with students and approaches to teaching and the curriculum. Furthermore, participants noted meaningful personal benefits years after their study abroad experiences.

### **Room A48**

#### **Opening a Door for Inclusion: Using Plain Language and Image Descriptions as Catalysts for Connection**

*Lead Presenter: Eudora Struble, Wake Forest University*

Each day we communicate with words and images hoping to reach an audience with a variety of language skills, cultural backgrounds, disabilities, native languages, and technology access. But a lack of clarity in communication can derail an engagement and prevent inclusion of diverse perspectives. This session shares the multifaceted benefits of leveraging [plain language](#) and effective image descriptions to enhance accessibility and reduce cultural misunderstanding, offering practical suggestions and practice in providing these clear messages.

### **Coffee Break**

**2:00pm - 2:30pm**

### **FRIDAY CONCURRENT SESSIONS D**

**2:30 pm – 3:45 pm**

### **Room A23**

#### **Experiencing Cross-Cultural Communication on a Home Campus: A Cultural Simulation Activity**

*Lead Presenter: Mariah Henderson, Virginia Tech*

*Co-Presenters: Homero Murzi and Lisa Schibelius, Virginia Tech*

Session participants will be exposed to a cultural simulation activity that can be incorporated into a class or pre-departure programs for study abroad experiences as a way to help students experience cultural differences. Presenters will share the cultural simulation activity details, an intervention designed to give students a feeling of what it might be like to interact with a completely new (i.e., unfamiliar) culture, and the meaningful reflection and discussion that ensues from student participants.

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### **Room A28**

#### **Innovative Approaches to Exploring Culture & Intercultural Competence Virtually: Case Studies in Africa**

*Presenters: Mike Massingham, EDU Africa; Anna Ogunnaike, Susquehanna University; Shane Sanders, Susquehanna University*

The session will consider innovative ways we teach intercultural skills by illustrating facilitation techniques used in virtual programs to promote inclusivity. Attendees will explore three iterations of virtual exchange programs focused on Exploring Culture & Intercultural Competence in South Africa and Zimbabwe. The session draws on student reflections from three programs, where US and southern African students collaboratively learned about Intercultural Competence and African cultures. Perspectives from Global North and Global South student experiences will be shared, as well as insights from our Transformative Learning Questionnaire data.

### **Room A43**

#### **Transforming Eager Inertia: Concrete Methods for Deliberative Cultural Engagement**

*Lead Presenter: Emily Kane, Longwood University*

*Co-Presenter: Jennifer Miskec, Longwood University*

"I want to immerse myself in the culture," students tell us excitedly. "I want to be more of a global citizen." But sometimes when we push them on what that actually means, they hesitate unsure how their aspired cultural engagement can happen. By discussing activities designed to foster deliberative global engagement on and off campus, this session explores how international educators can help our students set achievable, actionable goals for intercultural learning.

### **Room A48**

#### **Exploring the Role of Power and Place in Decolonial, Critical Internationalization**

*Lead Presenter: Janelle Papay Decato, Elon University*

*Co-Presenters: Danielle Lake, Elon University; Shineece Sellars, African American Cultural Arts and History Center*

Colleagues are invited to reflect on the intersection of critical internationalization, decolonization, and participatory placemaking in higher education, exploring the potential within our roles as "intercultural educators." This session will provide a review of the literature and explore a case study example of place-based locally engaged learning from the Power and Place Collaborative. Participants will explore how they might adapt insights to their own context via small group design methods and intergroup dialogue.

### **Plenary**

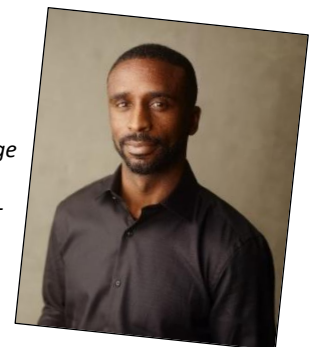
**4:00 pm – 5:15 pm**

**Dr. Joel A. Davis Brown, Esq.**

#### ***"The Intercultural World of the LGBTQ+ Community"***

**Broyhill Auditorium, Farrell Hall**

*Interculturalism is an important doctrine for educating people about different cultures and how to engage cultures effectively. While interculturalists have done a wonderful job illuminating culture, there is a perceptible void when it comes to facilitating conversations about the intercultural values of the LGBTQ+ lived experience around the world. To the extent that we become more knowledgeable about LGBTQ+ culture, the field of interculturalism will grow tremendously. As we strive to advance a healthy modern society, we would be wise to embrace the opportunity to illuminate the LGBTQ+ community in our intercultural conversations.*



### **Conference Reception (included with registration)**

*Hosted by the Wake Forest University Provost Office for Global Affairs*

**5:30 pm – 6:30 pm**

**Founders Living Room**

**Dinner on your own**





## CONFERENCE DAY 2 SATURDAY, FEBRUARY 4

Check-In & Information   8:00 - 11:00 am [ coffee available until 8:45am ]		Founders Living Room
SATURDAY CONCURRENT SESSIONS E   8:30 - 9:45 am		Room
	Multiple Pathways to Intercultural Competence in the COVID-19 Era	A17
	"Pitt to You" as an Innovative Collaboration Model between U.S. and International Students to Enhance Students' Intercultural Development. Model toolkit for the pre- and post-COVID times	A23
	Under [Cultural] Construction: Fostering LGBTQ+ Inclusion Across Diverse Perspectives	A28
	Enhancing Intercultural Skills through Promoting Interfaith Knowledge and Appreciation	A43
	Using Mentoring Strategies to Build Intentional Intercultural Competence	A48
Coffee Break   9:45 - 10:15 am		
SATURDAY CONCURRENT SESSIONS F   10:15 - 11:30 am		
	Promoting Language Equity in Intercultural Exchange Through English as a Lingua Franca and Critical Language Awareness	A17
	Best Practices and Strategies for Creating Faculty Buy-In and Integrating Intercultural Learning across Campus	A23
	Integrating Virtual Global Rural Experiences into Education	A43
	Reimagining Mentoring Undergraduate Research in Global Contexts: Supporting Intercultural Learning and Well-Being	A48
Lunch (included with registration)   11:30 am - 12:30 pm		Founders Living Room
Conference Concludes   12:30 pm		



## CONFERENCE DAY 2 SATURDAY, FEBRUARY 4

### Check-In & Information

Coffee available until 8:45am

8:00am - 11:00am

### Saturday Concurrent Sessions E

8:30am – 9:45am

#### Room A17

#### Multiple Pathways to Intercultural Competence in the COVID-19 Era

Lead Presenter: **Janelle Peifer**, University of Richmond

This session explores applied implications considering the results of a multi-method longitudinal study establishing that on-campus global learning had a greater impact on intercultural competence and peer relationship diversity than study abroad. Participants will discuss implications for international educators and researchers in the COVID-19 era.

### **Room A23**

#### **'Pitt to You' as an Innovative Collaboration Model between U.S. and International Students to Enhance Intercultural Development**

*Lead Presenter: Oksana Stalcynski, University of Pittsburgh*

*Co-Presenter: Kati Von Lehman, University of Pittsburgh*

The 'Pitt to You' program model allows current Pitt students to gain cultural training, travel to another country, and develop global leadership as ambassadors to incoming, international students. The international undergraduates can engage with the ambassadors in a virtual summer pre-orientation program, cultural exchange in their home country, and an intercultural experiences fall course. This session will discuss the evolution, best practices of the program, and lessons learned.

### **Room A28**

#### **Under [Cultural] Construction: Fostering LGBTQ+ Inclusion Across Diverse Perspectives**

*Lead Presenter: Kayla Lisenby-Denson, Wake Forest University*

Creating spaces and programs that foster a sense of belonging for people of diverse sexualities and gender identities can be a challenge in any context. Add in a variety of cultural backgrounds and experiences, each with their own complex, nuanced, often unspoken norms and mores related to sexuality, gender, and social engagement, and the challenge grows exponentially. This session will explore strategies for fostering LGBTQ+ inclusion across cultures, invite participants to consider the ways they replicate their own norms in facilitating multi-cultural spaces, and cultivate a community of thoughtful engagement in exploring this topic.

### **Room A43**

#### **Enhancing Intercultural Skills through Promoting Interfaith Knowledge and Appreciation**

*Lead Presenter: Vicki Talbot, Queens University of Charlotte*

*Co-Presenter: Shawn Bowers, Queens University of Charlotte*

Promotion of interfaith knowledge enhances intercultural skills and yields appreciation for other worldviews, including faith practices and religious identities. Participants will be encouraged to see how principles of diversity and inclusion intersect with interfaith concepts. An example will be presented of how to include interfaith topics in any international experience.

### **Room A48**

#### **Using Mentoring Strategies to Build Intentional Intercultural Competence**

*Lead Presenter: Allison McWilliams, Wake Forest University*

Fundamental to preparing today's students for the diverse, globally-connected world beyond graduation is using Mentoring as a set of intentional, strategic practices to achieve intercultural competence as a developmental goal. Whether you are leading a program, working with students on campus, or looking to deepen your own skills, you will leave with a set of strategies and a deeper understanding of mentoring as skill development for life.

**Coffee Break**

**9:45am - 10:15am**

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**Room A17****Promoting Language Equity in Intercultural Exchange Through English as a Lingua Franca and Critical Language Awareness**

*Lead Presenter: **Melanie Baker Robbins**, East Carolina University*

This discussion-based and reflective session invites intercultural educators to critically consider issues of power and (in)equity related to the predominant use of English in intercultural exchange. Participants will explore the concepts of English as a Lingua Franca and Critical Language Awareness and their potential applications for intercultural learning. Participants will leave the session with increased understanding of language-related equity issues and better equipped to raise students' critical consciousness of linguistic privilege in intercultural exchange.

**Room A23****Best Practices and Strategies for Creating Faculty Buy-In and Integrating Intercultural Learning Across Campus**

*Lead Presenter: **Iuliia Hoban**, Virginia Tech*

*Co-Presenter: **Todd Goen**, Virginia Military Institute*

We all know faculty engagement is important, but how do we actually achieve it? During this session, participants will engage in active learning to develop a plan for engaging faculty in the intercultural learning process and equipping them to facilitate intercultural learning throughout the curriculum and co-curriculum. Presenters will discuss best practices to ensure participants deepen their understanding of applicable strategies to support intercultural learning at their institutions.

**Room A43****Integrating Virtual Global Rural Experiences into Education**

*Lead Presenter: **Audrey Snyder**, UNC-Greensboro*

This workshop will share how to integrate virtual global experiences into education by highlighting a rural nursing program. Educators will identify opportunities for enhanced student learning and collaboration to address health disparities. The overall goal of the Global Rural Nurse Exchange Network (GRNEN) is to build relationships and educational partnerships to enhance knowledge regarding rural nursing practice and expose students to intercultural learning within a global virtual platform.

**Room A48****Reimagining Mentoring Undergraduate Research in Global Contexts: Supporting Intercultural Learning and Well-Being**

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

*Co-Presenters: **Eric Hall**, **Caroline Ketcham**, and **Amy Allocco**, Elon University*

Multi-institutional research findings will be shared to reflect on the integration of mentorship, undergraduate research (UR), intercultural learning, and well-being. Presenters and participants will discuss salient practices of UR mentoring to support student well-being and intercultural learning, critically examine case studies that demonstrate how to translate research into practice in multiple contexts and co-create evidence-based guidance for faculty and administrators interested in starting or augmenting UR programs in a global (domestic or international) context.

**Lunch (included with registration)**

*Founders Living Room, Farrell Hall*

**11:30 am – 12:30 pm****Conference concludes****12:30 pm**

***Thank you for joining us at WISE 2023!***





## Speaker Biographies

(alpha order)

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**Amer F. Ahmed, EdD**, is the Co-Founder of Global Inclusion Partners LLC and Founder/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 currently serves as Vice Provost for Diversity, Equity, and Inclusion and Faculty in the Higher Education and Student Affairs Administration program in the College of Education and Social Services at University of Vermont.

**Amy Allocco, PhD**, is an Associate Professor of Religious Studies & Director of the Multifaith Scholars Program at Elon University. She is an ethnographer of South Asian religions whose research focuses on vernacular Hinduism, especially contemporary Hindu ritual traditions and 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.

**Melanie Baker Robbins** serves as Coordinator of Global Understanding at East Carolina University. In this role, she facilitates pedagogical trainings on virtual exchange, engaged learning, and intercultural collaboration for faculty at ECU and partner institutions abroad and teaches a Global Understanding course exploring the relationship between language and culture. She has an MA in TESOL from Seattle Pacific University and is a PhD Candidate in the International Education Policy program at the University of Maryland.

**Wanda Balzano, PhD**, is the Founding Chair of the Department of Women's, Gender, and Sexuality Studies at Wake Forest University. Wanda studied at the Istituto Universitario Orientale of Naples and then moved to Dublin, Ireland for her Master and Doctorate in Anglo-Irish Literature and Drama at University College, Dublin. Her publications, on women's writing, human rights, feminism and postmodernism in art and film have appeared in the United States and Europe. She has led semester-long study-abroad programs in Venice, Italy, and has recently developed the multidisciplinary summer program LUV IT (Learning Under Vesuvius, Italy) in Sorrento.

### Pre-Conference Workshop Facilitator and Session Presenter:

**Annette Benson** (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.org](http://hubicl.org)), 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.

**W. Patrick Bingham, PhD**, serves as the Research Coordinator for the Center for Research on Abroad and International Student Engagement (RAISE Center) at Wake Forest University. Patrick earned his MA and PhD in Media and American Studies through Film at the University of East Anglia, United Kingdom. Patrick's research focuses on diverse populations' identity development and community building while abroad, with specific focus on LGBT+ students' experiences.

**Shawn Bowers** directs the First-Year Writing Program and serves as faculty at Queens University of Charlotte. She has led study tour groups to Greece, Argentina, Costa Rica, and South Africa. Shawn is a member of the Interfaith

Committee at her institution and chairs a funded grant through AAC&U and IFYC whose goal is to promote interfaith understanding on college campuses.

**Christy Freadreacea Brady, PhD**, is an Assistant Professor in the College of Health Sciences at the University of Kentucky. She leads a summer education abroad program developed for students planning careers in health care. Her teaching responsibilities include cultural competence, the social determinants of health, and the U.S. healthcare system. She has previously worked as a Lecturer at the UK College of Public Health, as well as served as an academic advisor to undeclared students.

During his 30+ years of teaching at Elon University, **Stephen Braye, PhD**, (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.

**Nelson Brunsting, PhD**, serves as the Executive Director of the Center for Research on Abroad and International Student Engagement (RAISE Center) and as a Research Associate Professor of Contemporary Global Studies at Wake Forest University. Nelson earned his MA in Classics at Victoria University in Wellington, New Zealand, and his PhD in Educational Psychology at the University of North Carolina at Chapel Hill. His research focuses on understanding and enhancing social-emotional outcomes of diverse populations in educational contexts.

**Erik Byker, PhD**, is an Associate Professor in the Department of Reading and Elementary Education at the University of North Carolina at Charlotte. He is the founder of the TedXCraverRoad Countdown, which focuses on ways of taking action on the Sustainable Development Goals. Erik has a PhD in Curriculum, Teaching, and Educational Policy from Michigan State University and holds an MEd in Curriculum and Instruction from the University of Virginia.

**Halle Campbell**, is a second-year Master of Communication student at Wake Forest University and a Knowledge Repatriation Project team member. Halle also serves as an Editorial Assistant for *Controversia*. Her current research interests include advocacy & activism, social justice, and social media usage.

#### **Keynote Speaker & Session Presenter:**

**Joel A. Davis Brown, Esq.**, is the Chief Visionary Officer of Pneumos LLC, a management consulting and coaching company based in San Francisco, USA, and Nairobi, Kenya, specializing in global diversity and inclusion, leadership, change management, and strategic storytelling. He is also a co-founder of the Global Inclusion Certification Program, a certification program designed to teach practitioners how to sustain systems change work globally. Joel is also an adjunct professor at the IESEG School of Management in Paris & Lille, France, where he teaches Storytelling for Leaders and Story Listening. As a change agent, Joel works strategically to cultivate innovative, creative, and adaptive environments where the cultural genius of everyone can be harnessed and leveraged successfully.

**Tina Deloglos** is the Office Administrator for the Center for Global Programs & Studies at Wake Forest University and serves on the WISE Conference Planning Committee. She is an avid reader, lifelong learner and grateful to be a part of a team that provides support and increases access for WFU community members to have enriching international and global experiences.

#### **Pre-Conference Workshop Facilitator:**

**Daniel F. Diaz** (he/him) is the Director of the Glenn & Addie Ketner Center for International Studies at Catawba College. With more than 18 years of International Higher Education Administration experience that spans over 60 countries, Daniel is an avid practitioner of international engagement and intercultural development. He is an active member of NAFSA, NCAIE, and serves on a handful of non-profit international organization boards. Daniel holds a BA from The University of North Carolina at Greensboro (UNCG) in Anthropology, and an MAIS in International Higher Education Administration from East Carolina University (ECU).

**Todd Lee Goen** is Director of Global Education and Senior International Officer at Virginia Military Institute (VMI). He is active in AIEA, NAFSA, the Forum on Education Abroad, and the World Council on Intercultural and Global Competence. Goen previously held faculty appointments in Interpersonal and Intercultural Communication at

Christopher Newport University, Purdue University Fort Wayne, and Clemson University. His most recent publication appears in the Journal of Global Initiatives: Policy, Pedagogy, Perspective.

**Yongling Gorke** is the Assistant Director for International Education at the University of North Carolina at Charlotte, where she also teaches Chinese as an adjunct professor of practice. She assists the senior international officer on a variety of initiatives such as the Student Learning Outcome project, Globally Networked Learning and Global Learning and Internationalization Institute (GLII). Yongling's professional expertise includes designing, implementing, and evaluating study abroad programs, curriculum development and teacher training in Chinese language and culture, and international exchange.

**Eric Hall, PhD**, is a Professor of Exercise Science and Director of Undergraduate Research at Elon University. His primary research interests are in the area of physical activity and mental health, as well as 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.

**WISE Steering Committee Member:**

**Tara Harvey, PhD**, is the Chief Intercultural Educator for True North Intercultural LLC and a leading expert in intercultural teaching and learning in higher education. She brings to her work broad experience in international education (language learning, international student services, and study abroad) and a deep understanding of the intercultural development process. In 2016, Tara founded True North Intercultural LLC, which provides professional development to higher education institutions, faculty, and staff to help them better navigate cultural differences and facilitate students' intercultural learning (abroad and at home).

**Ashley Hawkins Parham** is the Program Manager for Wake Forest's Office of Wellbeing. Ashley graduated from the College of Charleston's Honors College with a BS in Psychology and Wake Forest's Master in Experimental Psychology Program. She is a certified Health and Wellness Coach, Koru Mindfulness teacher, and Community Resiliency Model guide. Ashley creates and manages initiatives for the entire Wake Forest community to build resilience, prioritize diversity, equity, and inclusion, and to elevate wellbeing in our workplaces.

**Mariah Henderson** is the International Programs Administrator for the Department of Engineering Education at Virginia Tech. She holds degrees in Psychology and Spanish (BA), and Master of Higher Education Administration. She is the primary coordinator of the Rising Sophomore Abroad Program, which sends 100+ Virginia Tech engineering students abroad each spring.

**Jon Hibbard** is the Education Abroad Advisor & On-going Orientation Coordinator at the University of Kentucky, where he graduated with a dual degree in international studies & French studies. During that time, he studied in France at the Université Jean Monnet de Saint-Etienne for a summer and an academic year. He earned an MA in French Studies from Middlebury College where he also took classes at the Université de Paris 1 – Panthéon Sorbonne and the Université de Poitiers during an academic year and summer. He has worked in international education for eight years and has been an education abroad advisor at the University of Kentucky since 2018.

**Telisha Hicks** is currently finishing her senior year at Elizabeth City State University as a non-traditional student majoring in Social Work. She will be pursuing a Master of Social Work immediately upon completion of her undergraduate degree.

**Iuliia Hoban, PhD** is Assistant Director for Intercultural Learning at Cranwell International Center (Virginia Tech). Iuliia Hoban holds her PhD in Global Affairs and has expertise in intercultural and global studies and experience in curriculum design, experiential learning and program design. Iuliia has advised and taught both international and domestic students as well as faculty and staff in the subjects of intercultural learning and communication. She also serves as a Coordinator for the Intercultural Communication Engagement (Teaching, Learning and Scholarship Knowledge Community). Iuliia is eager to support those interested in intercultural learning theory and intercultural training techniques. Iuliia also serves as Intercultural Development Inventory Qualified Administrator and has conducted a series of group and individual debriefing sessions.

**Jefferson Holdridge, PhD**, is the Director of Wake Forest University Press and a Professor of English at Wake Forest University. He is the author of four volumes of poetry, *Eruptions* (2013), *Devil's Den and Other Poems* (2015), *The Sound Thereof* (2017), and *The Wells of Venice* (2020). He has written two critical books entitled *Those Mingled*



Seas: The Poetry of W.B. Yeats, the Beautiful and the Sublime (2000) and The Poetry of Paul Muldoon (2008). He has also edited and introduced two volumes of The Wake Forest Series of Irish Poetry (2005; 2010), as well as Post-Ireland? Essays on Contemporary Irish Poetry, which he co-edited and introduced with Brian O'Conchubhair (2017). His most recent critical work, Stepping through Origins: Nature, Home, and Landscape, was published in 2022.

**Carrie Johnston** is the Digital Humanities Research Designer at Wake Forest University's Z. Smith Reynolds Library and a Part-time Assistant Professor of English in the Wake Forest Department of English. She serves as the project manager of the Knowledge Repatriation Project. In her role at ZSR, she collaborates with faculty across disciplines to develop scholarly digital projects through humanistic inquiry.

**Emily Kane, PhD**, is the Director of Study Abroad, Associate Director of the Center for Global Engagement, and Co-Coordinator of the International Studies Minor at Longwood University. Emily has a PhD in English from the University of Georgia and has been selected to participate in the Fulbright-Nehru International Education Administrators Seminar, which travels to India after a three-year delay in 2023.

**Caroline Ketcham, PhD**, is a Professor of Exercise Science and Co-Director of BrainCARE Research at Elon University. Caroline's disciplinary research focuses on motor control in neurodiverse populations, the management and recovery of concussions, and positive mental wellbeing advocacy. Caroline has been engaged in high-impact practice research including co-mentoring, access and engagement for student-athletes, neurodiverse, and disabled students, and capstone experiences. She has been recognized for her high-quality teaching, scholarship, and mentoring with college and university-wide awards.

**Rowie Kirby-Straker, PhD**, is an Assistant Professor in the Department of Communication at Wake Forest University. She co-leads a study-abroad short course in St. Vincent and the Grenadines where she worked for over a decade as an environmental communication practitioner. Her teaching and research interests are in the areas of speaking and listening competence, environmental risk perception and communication, and environmental justice. She is one of the research investigators on the Knowledge Repatriation Project team.

#### **Pre-Conference Workshop Facilitator:**

**Rich Kurtzman**, is the Founder & CEO of Barcelona SAE. Rich has been working in EA since 1998 but began his journey by studying in St. Petersburg and Madrid, interning in Milan, and leading groups of students in Spain. He moved from Chicago to Barcelona in 2002 to begin working with students in a variety of capacities, including Academic Director, Intercultural Consultant and as a professor of intercultural studies. In 2009, Rich founded Barcelona SAE and has been the Director ever since. Some past presentations at conferences include Increasing Cultural Awareness in Short-term Programs: A Toolkit of Activities, and Helping Students Make the "Right" Decisions: Using Choice Architecture and Nudge Theories, and Nothing Ventured, Nothing Gained: How to Support Failure and Build Intercultural Competence. Rich earned an MA in Spanish Applied Linguistics and Second Language from the University of Illinois-Chicago. Rich's book – a cultural guide for students studying abroad filled with activities and anecdotes to further help them grow abroad when they go abroad – will be available in early 2022.

**Danielle Lake, PhD**, (she/her/hers) is the Director of Design Thinking and Associate Professor at Elon University. Her teaching, research, and service explore the potential and the challenges of emergent, relational, place-based design projects for addressing wicked problems, building capacities, and transforming systems. More about her work can be found at [http://works.bepress.com/danielle\\_lake/](http://works.bepress.com/danielle_lake/)

As the director of the LGBTQ+ Center at Wake Forest University, **Kayla Lisenby-Denson** (they/them/their) are a higher education and student affairs professional, organizational consultant and trainer specializing in facilitating diversity, equity, and inclusion efforts. They are a content expert in sexual orientation and gender. Kayla has worked in Diversity and Inclusion, primarily in the LGBTQ+ Center, at Wake Forest University since the fall of 2015. They are a 2021 graduate of the WFU MBA program where they focused extensively on DEI efforts within organizations. They also hold a Master in Higher Education and Student Affairs and a bachelor's degree in Anthropology.

**Johanna Markiewicz** is the Assistant Director for Global Learning at Central Piedmont Community College. Johanna started her career working on the provider side of study abroad. As the Education Field Coordinator for the Crees

Foundation, located in the Peruvian Amazon, she developed volunteer and internship curriculum and programming for students and visitors from around the world. She received her MEd in Educational Leadership, Higher Education from University of North Carolina at Charlotte. She is now the Assistant Director of the Global Learning Office at Central Piedmont Community College.

**Michael Massingham** (he/him) co-founded EDU Africa, currently holding the title of Commercial Director, and also advises to the boards of several non-profit organizations. He holds a business degree with specializations in Business Management and Industrial Psychology. All who know Michael will tell you that his most prized possessions are his relationships - he readily invests his time and trust in multiplying and supporting others and is passionate about advocacy. He believes in the power of study abroad in creating a more just and equitable world, and his areas of interest lie in sustainable community-based global learning, ethical global exchange, accessibility, and environmentalism in Africa.

**Sean McGlynn** is a Senior Study Abroad Advisor at Wake Forest University focusing on summer and short-term programming. Previously, he worked as a University Relations Coordinator at CISabroad and has spent four summers as an On-Site Program Coordinator in Europe with a faculty-led architecture program from California Polytechnic State University. Sean recently finished his MA in Sustainability from Wake Forest. He spent five months studying in Buenos Aires, Argentina as an undergraduate.

Beginning her career at Wake Forest University as an international student advisor, **Sandra Lisle McMullen** (she/her) is now Assistant Director for Global Campus Programs in the Center for Global Programs & Studies. Among her current responsibilities, she serves on the WISE Conference Planning Team, oversees Global Laureates Academy, teaches a Cross-Cultural Engagement course, and co-chairs the campus' International Education Week celebration. She is also focused on helping Third Culture Kids find community at WFU. Sandra is an alumna of Up With People, an international educational cultural program.

**Allison McWilliams, PhD**, is Assistant Vice President, Mentoring and Alumni Personal & Career Development, at Wake Forest University. In these roles, she leads and provides training, support, guidance, and resources for formal and informal mentoring relationships for students, faculty and staff, and alumni, as well as leading personal and career development programs for young professionals. She has written for and spoken to national and international audiences about effective mentoring strategies, leadership, and professional development.

**Adriana Laza Medina, PhD**, is an Associate Professor of Reading Education at University of North Carolina at Charlotte. She teaches courses in language arts, reading comprehension, reading assessment and intervention, content area literacy, teaching reading to English language learners, multicultural and global education, teacher identity through art, and mindfulness and education. Adriana's research interests include students who struggle with literacy, teacher education, global learning, and educational program evaluation. She has co-authored the book, [Studying a World Language](#).

**Jennifer Miscec, PhD**, is a Professor of English at Longwood University. Miscec teaches courses in Children's and Young Adult literature and runs frequent short-term study abroad programs to Croatia, Serbia, and Bosnia, and to South Africa. Miscec is a Fulbright scholar (Croatia, 2019) and Fulbright Specialist (Canada, 2022; Croatia, 2023).

**Homero Murzi, PhD**, is an Assistant Professor in the Department of Engineering Education at Virginia Tech and leader of the Engineering Competencies, Learning, and Inclusive Practices for Success (ECLIPS) Lab. He holds a BS and MS in Industrial Engineering, an MBA, and a PhD in Engineering Education. His research focuses on contemporary and inclusive culturally relevant pedagogical practices, competency development in engineering, international engineering education, and understanding the experiences of marginalized students in engineering.

**Anna Ogunnaike** (she/her) is the Study Abroad Program Director at Susquehanna University. She has directed both in-person and virtual study abroad programs for both the University of Delaware and Susquehanna University with the goal of maximizing intercultural development. As an American who lived in sub-Saharan Africa for a number of years, she is particularly keen to introduce American students to the richness and diversity of the African continent.

**Janelle S. Peifer, PhD**, is an Assistant Professor at University of Richmond, a licensed clinical psychologist, and researcher committed to working alongside a vast diversity of clients as they navigate their lives. Dr. Peifer

examines both intra- and inter-cultural processes that influence college students' global competence development. As a clinician and scholar, she explores emerging adult's identity formation, trauma/resilience, and the impact of travel-based experiences on young women's leadership development.

**Pre-Conference Workshop Facilitator:**

**Mary F. Price, PhD**, is the Director of Teaching and Learning with The Forum on Education Abroad. Mary works with scholar-practitioners, students and community members as a thought partner and critical friend to strengthen practice, deepen learning and co-create actionable knowledge through learning partnerships. She brings over 20+ years' experience designing and assessing experiential learning including service-learning (domestic and international), study abroad and faculty-mentored undergraduate research. Prior to joining The Forum in 2022, Mary led faculty development at the IUPUI Center for Service and Learning for 16 years. Mary's current scholarly interests emphasize the influence of community-academic partnership relationships on learning and community outcomes, the socialization and success of publicly-engaged faculty as part of campus equity, civic and student success agendas, and the use of program planning theory to strengthen learning partnerships in local and global contexts. She is a co-developer of the SOFAR Partnership Model, the Transformational Relationship Evaluation Scale (TRES II) and the Democratically Engaged Assessment Framework and is currently part of a working group sponsored by Elon, CILMAR at Purdue, & AAC&U inquiring into effective mentoring models that remove barriers to full participation in global learning through undergraduate research in global contexts (MURGC).

**Shane Sanders** is the Short-Term Programs Coordinator at Susquehanna University's Office of Global Programs. She has a particular interest in courses and international programming that focus on intercultural development, creating courses and study away programs with that emphasis. She has managed the development of a myriad of short-term traveling and virtual programs for SU, where their cross-cultural immersion requirement has every student work towards the advancement of their intercultural skills and understanding before graduating. (She/Her)

**Pre-Conference Workshop Facilitator:**

**Kory Saunders** (she/her/hers) is a lifelong learner of culture and has a keen interest in the connection we as people share between each other and the cultures in which we live. Kory specializes in the areas of diversity, equity and inclusion, as well as programming in global higher education. She is currently the Assistant Director for Strategic Marketing, Diversity, & Inclusion at North Carolina State University. Kory was the 2020 finalist for the Diversity Abroad, Excellence in Diversity & Inclusion in International Education Rising Star Award. Kory was the recipient of the NAFSA Region VII 2020 Diversity, Equity & Inclusion in International Education Award. She was also the recipient of the NC State African American Culture Center's Ebony Harlem 2021 Nkonsonkonson Staff "Sticks in a Bundle Award." Kory is the creator of Kultural Kurators, a platform to amplify and uplift BIPOC folx who have had global experiences.

**Lisa Schibelius** is a doctoral student in the Department of Engineering Education at Virginia Tech. She holds both BS and MS degrees in mechanical engineering and has worked as an engineer for 4+ years at Airbus in the retrofit of aircraft cabins. Her research interests are centered on team dynamics and conflict management, student-to-work transition, engineering culture, faculty development, and visual communication

**Shineece Sellars** is a native of Caswell and Alamance counties in North Carolina. She is the Executive Director of the African American Cultural Arts and History Center, an organization that preserves and educates on local African American History.

**Vivian Shannon-Ramsey** is the Director of Field Education and Assistant Professor of Social Work at Bowie State University. She has conducted several faculty-led global learning trips and served as co-coordinator for the Bowie State Global Learning Visits Program. In 2017, she became a Fulbright Scholar and conducted research. Vivian has spent the last seven years working with students who seek to study abroad through their home institution or other international exchange programs.

**PJ Shoulders** is the Director of Institutional Partnerships for the Study Abroad Association. PJ's goal is to provide students access to affordable academic international experiences and to support the faculty and staff doing the same. She has worked many years for study abroad providers and also held positions at Meredith College, North Carolina State University, and DePaul University. Currently, she helps US colleges and universities reach

institutional globalization goals through faculty-led/custom programs and innovative virtual global learning experiences in her role at Study Abroad Association.

**Kim Snipes** is Program & Event Coordinator for the Center for Global Programs & Studies at Wake Forest University and serves on the WISE 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, Global Wake Forest programs, and the department. She also manages the Global Village Living & Learning Community.

**Audrey Snyder, PhD**, is the Associate Dean for Experiential Learning and Innovation at University of North Carolina at Greensboro. She is a Past-President of the Rural Nurse Organization, Secretary of the Council of Public Health Nursing Organizations, and Co-founder of the Global Rural Nurse Exchange Network. She has taught faculty-led study abroad programs in the Caribbean for more than a decade. Audrey's primary research focuses on improving lives for persons at risk for disasters through disaster resilience. She has experience in disaster preparedness and response nationally and internationally.

**Allison Spenader, PhD**, is Professor of Education at the College of Saint Benedict and Saint John's University (Minnesota). Allison prepares pre-service teachers in the areas of ESL and World Languages education. Her scholarship focuses on intercultural development in study abroad, and on Critical Content-Based Instruction in World Language Classrooms. Allison is a Qualified Administrator of the Intercultural Development Inventory (IDI), and her research appears in *Foreign Language Annals*, *Frontiers*, *L2 Journal*, and *Language Teaching Research*.

#### **Pre-Conference Workshop Facilitator:**

**Aletha Stahl, PhD**, is a senior intercultural learning specialist at the Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR) and an affiliated faculty member in Comparative Literature at Purdue University. Following two decades as a professor at a small liberal arts college, she now partners with faculty on curricular needs assessments and intervention design, manages the faculty/staff program Growing Intercultural Leaders, facilitates Worldview Workshops, and develops curricula.

**Oksana Stalczyński** is an international higher education professional with over 10 years of experience both in the U.S. and internationally. Oksana currently works as an Assistant Director of Study Abroad at the University of Pittsburgh Global Experiences office, where she oversees a portfolio of faculty-led programs and leads intercultural development initiatives for students. She holds a bachelor's degree in Cognitive Studies and a Master of Linguistics from St. Petersburg State University. She is currently pursuing an EdD at the University of Pittsburgh.

**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 Global Village Living & Learning Community, Cross-Cultural Engagement courses, and Global Laureates Academy. As an alumna of WFU, Leigh is particularly proud of her role in developing Community-Based Global Learning programs to increase student engagement in non-traditional locations.

**Eudora Struble** is Director of Technology Accessibility at Wake Forest University, facilitating engagement to make Wake's vibrant digital environment more accessible for the entire community. She earned a master's from the University of Chicago, where she taught, supported community in residence halls, and conducted international fieldwork. Exposure to the impacts of inaccessibility in these spheres instilled in her a commitment to accessibility as a way to support diversity, inclusion, and a better future.

**Vicki Talbot** is a Senior Instructor of Nursing at Queens University and has led students in international experiences in Paris, Amsterdam, Copenhagen, Greece, and Peru. Her focused work with interfaith concepts began in 2020 through a Wabash grant and has accelerated during the Covid pandemic. She continues the work with assistance from the IFYC which is dedicated to making interfaith cooperation the norm. Talbot believes promoting interfaith knowledge and cooperation during international travel can enhance intercultural skills.



#### **Pre-Conference Workshop Facilitator:**

**Christina Thompson** (she/her/hers) is the Founder of Compear Global Education Network and an IDEA (Inclusion, Diversity, Equity, and Accessibility) Consultant with Be Equitable Inc. She consults with partners around the globe to implement strategic diversity and intercultural interventions. With nearly two decades of experience in higher education, she has led international education, diversity, equity, and inclusion initiatives at both public and private institutions. Her experience includes instructing courses on intercultural preparation for education abroad as well as reflection courses. As a leader for NAFSA and chair of the EAKC Diversity, Equity and Inclusion Subcommittee, Christina is a member of FORUM and CAINE's Climate Justice Working groups, a NAFSA mentor, and a frequently invited speaker for WISE, NAFSA, Diversity Abroad, and FORUM on Education Abroad. Christina holds a MA in Liberal Arts from the University of North Carolina at Greensboro with a concentration in Global Studies and is currently a doctoral student studying disruptive leadership practices in global spaces.

**Maureen Vandermaas-Peeler, PhD**, is a professor of psychology and founding director of the Center for Research on Global Engagement (CRGE) at Elon University. Maureen is a developmental psychologist who studies sociocultural and global contexts of learning. Her research also examines the role of mentors in supporting high-impact educational experiences such as undergraduate research and study away. As director of CRGE, Maureen facilitates collaborative scholarship on global engagement on campus as well as nationally and internationally.

**Kati Von Lehman** has worked in a variety of roles in colleges and universities for the past 20 years. In her current position in the Office of International Services (OIS) at the University of Pittsburgh, she serves as the Assistant Director of Outreach and Assessment. Her primary areas of responsibility in OIS include communication, programming, cultural training, and assessment.

**Demetrio S. Yocum** is Senior Research Associate in the Center for Italian Studies at the University of Notre Dame and part-time lecturer of Italian at Saint Mary's College. His essays have been published in journals such as Religion and the Arts, Humanitas, and California Italian Studies, as well as in volumes such as A Companion to Late Medieval and Early Modern Siena (Brill, 2021). He has translated works by Luigi Santucci (1918-99). He is also the author of Petrarch's Humanist Writing and Carthusian Monasticism. The Secret Language of the Self (Brepols, 2013) and co-editor of At the Heart of the Liturgy (Liturgical Press, 2014), and Carthusian Monasticism. History, Life, World, Texts (forthcoming 2023).

**Ryan Zaslaw** graduated from Elon University in 2022. She participated in Elon's Global Pathfinders program in Dublin during the fall of her first year.

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## **WISE EVALUATION INFORMATION**

WISE Conference is designed by educators for educators. In the spirit of collaboration, please communicate with us your thoughts during the conference (via session and workshop evaluations) and afterwards (via the post-conference survey). We value your feedback. Contact us at [wiseconference@wfu.edu](mailto:wiseconference@wfu.edu).



<https://go.wfu.edu/2023eval/>

## Welcome to WISE 2023 and Wake Forest University

- 1 West Chapel/Wingate Hall
- 2 Elrod Residence Hall
- 3 Taylor Residence Hall
- 4 Bookstore, Campus Grounds
- 5 Davis Residence Hall
- 6 Subways, University Police
- 7 24-Hour Office
- 8 Reynolds Hall
- 9 Cafeteria
- 10 Magnolia Room
- 11 Benson University Center
- 12 Pugh Auditorium, Food Court, Sherry's Post Office
- 13 Z. Smith Reynolds Library
- 14 Starbuck's
- 15 7A Wilton Wing
- 16 Clin Physical Laboratory
- 17 Salem Hall
- 18 Winston Hall
- 19 Lunar Residence Hall
- 20 Babcock Residence Hall
- 21 Tribble Hall
- 22 Johnson Residence Hall
- 23 Botwinck Residence Hall
- 24 Collins Residence Hall
- 25 Facilities Management
- 26 17A University Police
- 27 17B Central Heating Plant
- 28 Carwell Hall
- 29 Manchester Athletic Center
- 30 Pruitt Football Center
- 31 Calloway Center
- 32 20A Winchester Hall
- 33 20B Kirby Hall
- 34 Reynolds Gymnasium
- 35 Student Health Service
- 36 Kitchen Residence Hall
- 37 Deacon Shop
- 38 Potest Residence Hall
- 39 Zerk's
- 40 Huffman Residence Hall
- 41 ROTC Building
- 42 Alumni Hall
- 43 26A University Advancement
- 44 26B Residence Life & Housing
- 45 Parking & Transportation
- 46 Deacon One Office
- 47 Residential Community
- 48 WFDD Radio Station
- 49 Museum of Anthropology
- 50 29A Anthropology Lab
- 51 Palmer Residence Hall
- 52 Worrell Professional Center
- 53 North Campus Apartments
- 54 Student Apartments
- 55 Scales Fine Arts Center
- 56 Mainstage Theatre
- 57 Hanes Art Gallery
- 58 Brendle Recital Hall

- 41 North Residence Hall
- 42 Spry Soccer Stadium
- 43 Polo Residence Hall
- 44, 45, 46 Chiller Plants
- 47 Greene Hall
- 48 Tennis Courts
- 49 Polo Road Gate
- 50 University Parkway Gatehouse
- 51 Reynolds Road Gatehouse
- 52 Miller Center
- 53 Porter B. Byrum
- 54 Welcome Center
- 55 South Residence Hall
- 56 Dance Studio
- 57 The Barn
- 58 Farrell Hall
- 59 Dogwood Residence Hall
- 60 Magnolia Residence Hall
- 61 North Campus Dining

**From the North:  
Long Road/Polo Road  
Entrance**

**From the East, North  
& South:  
University Pkwy  
Entrance**

**From the West & South:  
Reynolda Road/  
Silas Creek  
Entrance**

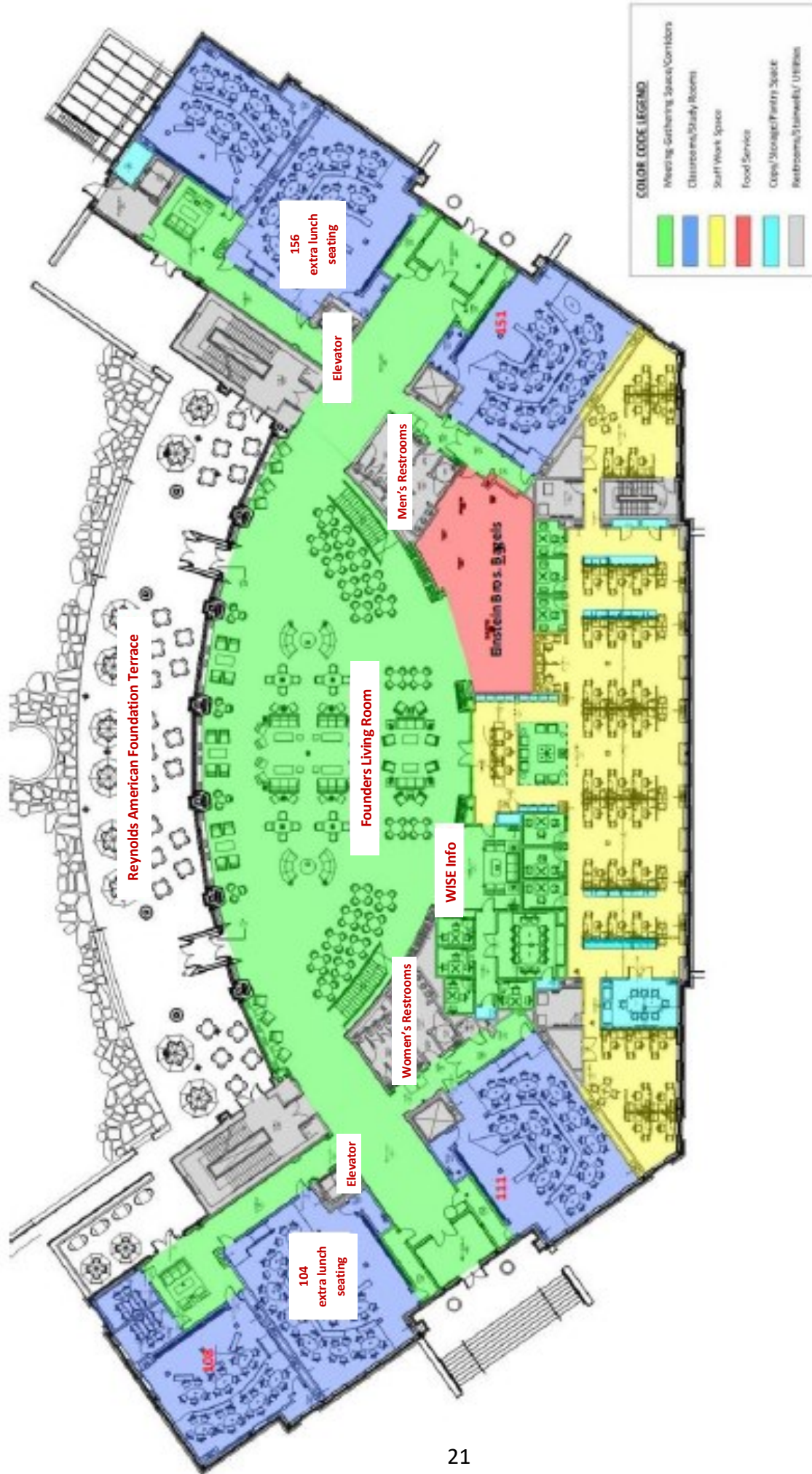
To Reynolda Road, Silas Creek  
Pkwy. and I-40 Business/Bypass  
To Carylyn, Reynolda Village, Reynolda  
Gardens and Reynolda House

To BB&T Field,  
Bridger Field House,  
Deacon Tower,  
Wake Forest Tennis Center,  
LVM Colliseum and  
Wake Forest  
Baseball Park

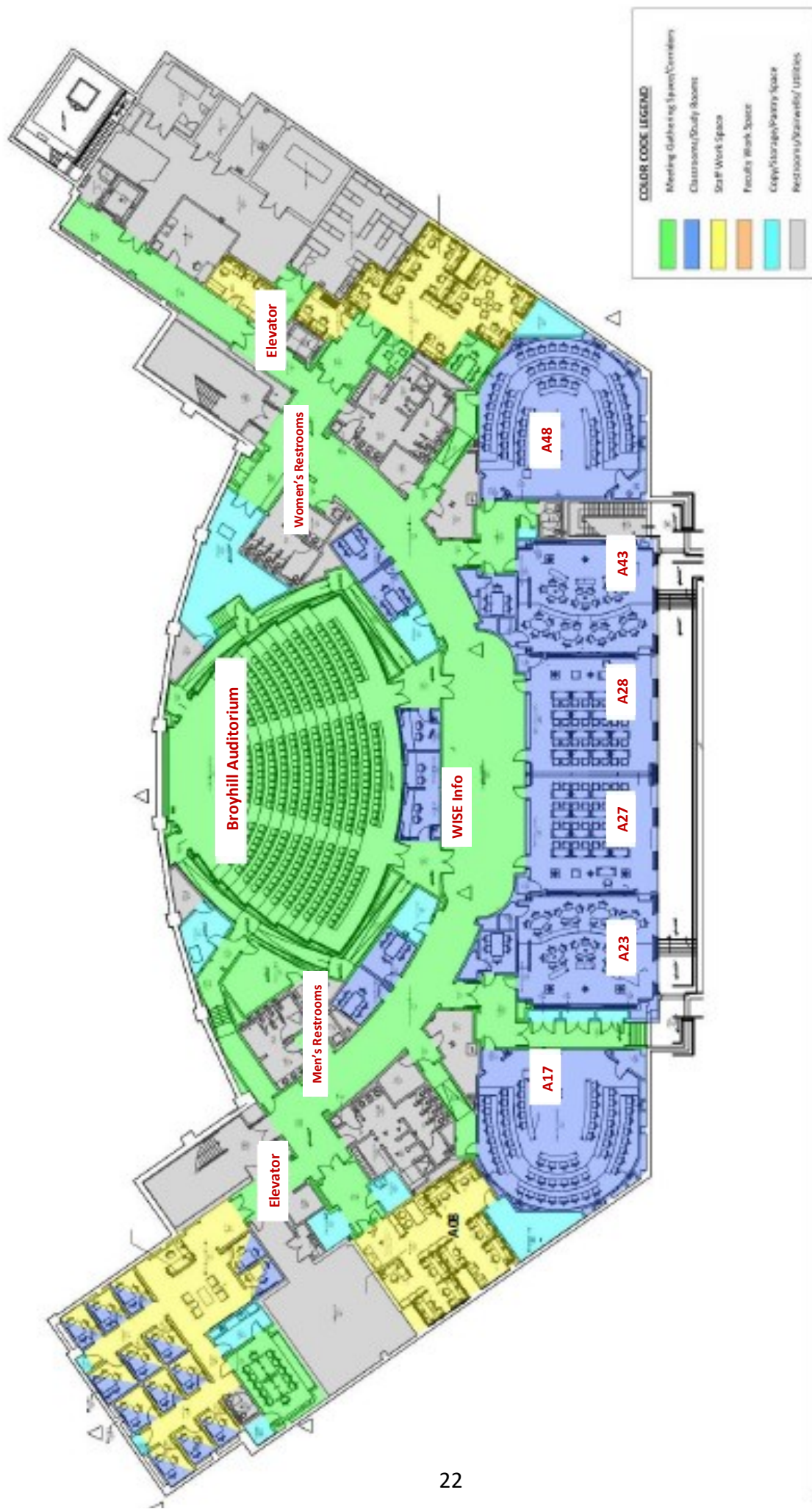
**Downtown  
Winston-  
Salem**











## Farrell Hall, Auditorium Level – Wake Forest University School of Business

This floor plan was produced as a general guide and learning tool for faculty and staff. Any minor details may be approximations.

