

## WISE 2024 General Conference

**Thurs. 8 February 2024**

**9:30 am Pre-Conference Workshop Check In | WFU Brookstown Campus | 200 Brookstown Ave**

**10:00 am Pre-Conference Workshops begin advanced registration required**

**12:00 - 1:00 pm Lunch for Workshop participants**

**3:00 pm Pre-Conference Workshops conclude**

**4:30 pm Conference Plenary | [Porter Byrum Welcome Center](#) (Bldg 53) | 1580 Wake Forest Rd**

**6:00 pm Conference Reception | Byrum Welcome Center**

**Fri. 9 February 2024 | Concurrent Sessions | [Farrell Hall \(Bldg 60\)](#) | 1420 Carroll Weathers Dr**

**Concurrent Sessions A | 9:30 - 10:45 am**

Room	Title	Description	Presenter(s)
A17	Reflections from the East Africa Summer Institute for Educators: Fulbright Hays Group Project Abroad	<i>In this session EDU Africa and Virginia Tech will share reflections from the East Africa Summer Institute for Educators: Fulbright Hays Group Project Abroad, a four-week educator development program hosted in Kenya and Tanzania. The program focused on curriculum development to enrich African area studies teaching and better integrate global or intercultural dimensions into both university and high school curricula. The session will explore the topics of educator development programs, integrating the Sustainable Development Goals into programs abroad and courses at home, pre-and-post intercultural learning assessment, and working with partner universities.</i>	Rachel Fitzgerald, Virginia Tech; Theresa Johansson, Virginia Tech; Jacqueline Irimu, EDU Africa
A23	Supporting Intercultural Learning during Direct Enrollment: Beyond Sinking or Swimming	<i>This session will explore what students perceive to facilitate and hinder their intercultural learning when directly enrolling at a local university. Based on ethnographic research conducted at a public university in Spain, this session will provide concrete tips for academic advising and hybrid program design based on students' perceptions about how the study abroad program, local courses and personal decisions shaped their experiences. Bring your knowledge of direct enrollment in other countries to discuss how we can best support intercultural learning.</i>	Mary MacKenty, CEA CAPA Barcelona
A28	Scaling Up: Building Intercultural Capacity Among Faculty & Staff	<i>Building intercultural capacity among faculty and staff is critical to foster inclusive campuses and globally-competent students. In this session, presenters share several approaches taken at different institutions — including but not limited to Purdue University's Growing Intercultural Leaders (GIL) program — along with lessons learned from these examples. You'll leave with concrete ideas to support intercultural capacity-building among faculty and staff at your institution.</i>	Tara Harvey, True North Intercultural; Annette Benson, Purdue University/CILMA R
A43	Blending Virtual and On-site Global Education: Models that Enhance Intercultural Learning	<i>On-site study abroad experiences promote intercultural learning by physically placing students in a new environment and culture. Global virtual learning exposes students to various cultures in a variety of ways, such as first-hand interactions through collaborative online projects (COIL), virtual immersion tools, and livestream events. This session offers models and rationale for creating intercultural learning experiences that incorporate both physical travel on faculty-led programs and online learning.</i>	Alanna Tierno, Shenandoah University; PJ Shoulders, Study Abroad Associations; Vicky Spencer, Shenandoah University
A48	<b>Newly Added</b> Paying Attention: Increased Engagement and Mental Health Promotion Abroad through Mindfulness Practices	<i>Mindfulness skills and practices can be used to help students prepare for and handle the various mental health challenges they may encounter while abroad, as well as help them better engage and stay present in their new surroundings. Intentional mind-body skills, journaling, and reflection practices help students avoid negative mental health experiences while instilling perspectives and practices to elevate engagement with their own experience and those they encounter. We will discuss several tangible practices and methods educators can use to introduce mindfulness to their students both inside and outside the classroom.</i>	Ashley Hawkins Parham, Wake Forest University; Sean McGlynn, CET Academic Programs

**Coffee Break | 10:45 - 11:15 am**

**Concurrent Sessions B | 11:15 am - 12:30 pm**

Room	Title	Description	Presenter(s)
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A17	Exploring the Effectiveness of Semester Abroad in Intercultural Learning (SAIL) for Intercultural Development	<i>Presenters will share how the innovative curriculum of Growing, Learning, Understanding Everyone (GLUE) and the Semester Abroad in Intercultural Learning (SAIL) program develop intercultural competence through continuous reflection while abroad and effective mentorship. The GLUE curriculum, using backward design and content mapping, was developed to facilitate the process of engaging across cultural differences. Using the Intercultural Development Inventory (IDI), we have evidence in support of developmental gains in intercultural development through participation in GLUE.</i>	Alankrita Chhikara, Purdue University/CILMAR; Kelsey Patton, Purdue University/CILMAR
A23	Empowering International Students: A Holistic Approach to Career Success	<i>In this session we will delve into strategies to empower international students in their pursuit of career success. We will explore how a holistic approach, encompassing mindset, experiences, networking, and action, is essential for achieving favorable outcomes. Additionally, the session will shed light on the pivotal role of administrators who support international students, emphasizing how their outlook on career development can significantly impact students' approaches to job searching and experiential learning.</i>	Raquel Dailey, Best Life Abroad
A28	Assessing Strategies for Building Intercultural Skills Through Education Abroad: Comparing Universal vs. Course Specific Interventions.	<i>Methodology and results of a pilot study assessing the development of intercultural skills among summer 2023 education abroad students will be shared by presenters. In particular, we will compare students who received universal virtual instruction while abroad and those who received on-the-ground instruction from a faculty program director. Participants will be invited to brainstorm pedagogical strategies and assessment methods for achieving similar goals at their institutions.</i>	Christy Brady, University of Kentucky; Jon Hibbard, Northeastern University
A43	Impactful Approaches to Integrating UN Sustainable Development Goals into International Education	<i>While we already recognize the impact of international education on students, there are also global impacts that can be integrated into international programs. In this session, we will provide ideas of how institutions can successfully incorporate aspects of the UN Sustainable Development Goals to ALL individual and group experiences abroad with the aim of enhancing opportunities for students to connect on a personal level with host cultures on globally significant topics.</i>	Heilwig Jones, Kaya Responsible Travel
A48	Welcome Aboard: Empowering Emerging Professionals in Study Abroad	<i>This session will share our learned best practices for onboarding new and emerging professionals. We will discuss ways to encourage emerging leaders to find their voice in seeking professional growth opportunities in their offices and in the field at large. We welcome both new and seasoned international education colleagues to join us in this conversation.</i>	Cody Ryberg, Wake Forest University; Anna Marter, Wake Forest University; Janice Claybrook, Wake Forest University
<b>Lunch   12:30 - 1:45 pm   Main Floor Founder's Living Room</b>			
<b>Concurrent Sessions C   1:45 - 3:00 pm</b>			
<b>Room</b>	<b>Title</b>	<b>Description</b>	<b>Presenter(s)</b>
A17	Virtual Voyages: Sharing Global Cultures through Co-Created Digital Reality	<i>Cross-cultural collaboration skills are crucial for success in the global economy. This session presents an international collaboration between universities in the United States and Romania, where students co-create virtual reality scenes depicting aspects of local culture in their home countries. Students learn about the cultures of their international partners, navigate challenges of global teamwork, and develop digital skills. Bring your mobile device to experience student projects and learn best practices for your own international collaboration initiatives.</i>	Mark Frydenberg, Bentley University
A23	Innovations in Reflective Practice	<i>Explore how to incorporate reflective practice into community-based global experiences during this session. Drawing from Amizade's extensive experience, participants will learn valuable reflection techniques through slides and small group activities. Gain insights, hands-on experience, and real-world application to enhance your facilitation of community-based global learning.</i>	Torey Siebart, Amizade
A28	Belonging Together: The Impact of Identity-Based Study Abroad Programs	<i>Using a recent faculty-led program in South Africa as a case study, this session will explore the impact of short-term, identity-based study abroad programs for students in-country &amp; back on campus. We will discuss the importance of programs in the field of education abroad that represent students with intersectional &amp; marginalized identities, and show how session participants can create similar programs at their home institution or organization through partnerships with student life offices.</i>	Kylie Holloway, Wake Forest University; Malika Roman Isler, Wake Forest University; Jessica Francis, Wake Forest University

A43	Utilizing Engaged Returnees for Campus Internationalization: Global Ambassadors at ECU	<i>At ECU our formalized Global Ambassador program provides professional development and leadership opportunities as well as intercultural training and engagement activities to a select number of returned study abroad students. We will share best practices in creating a program that activates engaged returnees to become campus agents for internationalization. Students who complete the GA program remain engaged with our office and go on to be some of the most engaged students on campus.</i>	Rose Malone, East Carolina University; Erin Taylor, East Carolina University
A48	Celebrating Five Years of the Intercultural Learning Hub (HubICL)	<i>During a WISE 2019 session CILMAR staff announced the launch of the Intercultural Learning Hub. Even though the HubICL had only 100 Tools in the Toolbox and a handful of Collections and Publications, WISE attendees supported the idea by creating some of the first HubICL accounts; five years later WISE attendees remain some of the most faithful users. Bring your device and join in as we celebrate the HubICL's fifth birthday by exploring the most recent additions to the HubICL.</i>	Annette Benson, Purdue University/CILMAR

**Coffee Break | 3:00 - 3:30 pm**

**Concurrent Sessions D | 3:30 - 4:45 pm**

Room	Title	Description	Presenter(s)
A17	Leveraging Faculty Development to Increase Student Intercultural Growth	<i>Faculty play a pivotal role in the education abroad experience but where is the evidence of that impact? Which pedagogical practices foster student intercultural learning while also advancing faculty's own intercultural capacities? Our multi-institutional, multi-year, mixed methods research study investigated the influence faculty have on student intercultural development. Analyzing data from 1,858 students studying in 26 countries on five continents during 2014-2019, this session shares key findings and stimulates conversation and collaboration on evidence-based facilitation strategies.</i>	Whitney Sherman, CEA CAPA; Nina Namaste, Elon University
A23	Scaling up Intercultural Learning on Campus: Curricular Innovation for any Discipline	<i>Nurturing intercultural competence through the on-campus curriculum reaches more students than study abroad. During this session we will acquaint participants with Portable Intercultural Modules (PIMs), a resource employed by Purdue University instructors to elevate intercultural competence. PIMs are self-paced, asynchronous modules designed for integration into standard courses. This session aims to stimulate participants' creativity in crafting asynchronous intercultural content that contributes to advancing intercultural competence.</i>	Aparajita Jaiswal, Purdue University/CILMAR; Alankrita Chhikara, Purdue University/CILMAR
A28	Understanding LGBTQIA+ Study Abroad from Student Experiences to Organizational Support	<i>Two findings will be shared: one from a qualitative pilot study into the lived experiences of 24 LGBTQIA+ study abroad students and the other from a survey gauging organizational support for LGBTQIA+ students pursuing experiences abroad. Throughout the session, Patrick will identify strategies and best-practices faculty and administration can implement based on the resulting empirical data. The session will include discussion for assessing one's own practices as well as Q&amp;A.</i>	Patrick Bingham, Wake Forest University
A43	A Framework for Building Intercultural Facility in Future Educators through Global Experience: A Case Study in Kosovo	<i>Educators in K-12 classrooms are teaching students with unprecedented cultural diversity, while often unaware of their own positionalities. Scaffolded global experience is a powerful way to augment existing coursework in identity interrogation and the development of cultural facility in future teachers. To this end, our College of Education is working to expand global programming and curricular integration. Join for a discussion of the emergent framework and an exemplar student experience in Prishtina.</i>	Kristofor Wiley, James Madison University; Chris Hass James Madison University; Dausny Cruz, James Madison University; Rillie Bass, James Madison University
A48	Preparing Culturally Responsive Higher Education Leaders: The Impact of Embedded Intercultural Competencies in a Ph.D. program	<i>The COVID global pandemic challenged the field of higher education to prepare individuals with the capacity to lead in innovative, flexible, and culturally responsive ways in a global context. This presentation shares one higher education institution's innovative initiative: a dynamic, responsive PhD in Higher Education program. Framed through the lens of cultural responsive theory, this session will engage participants in a discussion of intentionality in doctoral education design, of best practices of embedded intercultural competencies, and of lessons learned.</i>	Lisa Lambert Snodgrass, Purdue University; Rosalba Ledezma, Purdue University

**Dinner on your own**

**Sat. 10 February 2024 | Concurrent Sessions | Farrell Hall (Bldg 60) | 1420 Carroll Weathers Dr**

**Concurrent Sessions E | 9:30 - 10:45 am**

Room	Title	Description	Presenter(s)
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A17	Universal Access to Study Away – Success Stories Supporting Students with Disabilities	<i>What does “Universal Access” look like within the study abroad community? In this session, recent real-world examples of success stories of students with disabilities participating in study away programs will be presented and discussed. The session will illustrate what it means to provide the support needed for students of all abilities to be successful in high impact, cross-cultural immersion study away programs.</i>	Shane Sanders, Susquehanna University
A23	Intercultural Competence Development and Assessment upon Re-entry from Study Abroad	<i>Re-entry is a critical time for students to reflect on their intercultural learning and for education abroad professionals to create opportunities to engage students to continue developing their intercultural competence. The presenters will share experiences from their previous and current institutions and lead a conversation about best practices, common challenges and creative solutions, as well as how education abroad professionals can seize this essential moment to assess learning outcomes and capture the impact of study abroad.</i>	Maggie Remstad Hook, University of Notre Dame; Robert Leis, University of Notre Dame
A28	Teaching Intercultural Curiosity that Creates Bridges instead of Barricades	<i>Participants will learn an easily transferable framework for asking intercultural questions which yield positive results for both the inquirer and the respondent as well as gain tools for figuring out “what went wrong” in intercultural interchange. More specifically, learners will take away a deeper understanding of curiosity as defined by the AAC&amp;U, 25 questions which can easily be embedded into an intercultural curriculum or program, an experiential exercise which demonstrates the strength of (occasionally) not asking questions, and an applicable framework from Stella Ting-Toomey for asking intercultural questions.</i>	Annette Benson, Purdue University/CILMAR; Natasha L. Harris, Purdue University/CILMAR
A43	Becoming Intercultural: Ingraining Intercultural Competence in a Large Public University	<i>Institutional findings and research will be shared on how adopting an intercultural framework at the institutional level has the power to change the visible and invisible curriculum and to give coherence to curricular practices often presented to and viewed by students as silos: study abroad, general education, senior experiences, community engagement. Participants will begin development of practical tools to implement changes in their own institutions.</i>	Purificación Martínez, East Carolina University; Laura Levi Alstaedter, East Carolina University
A48	Promoting JEDI in the Classroom through ad hoc International Virtual Exchange	<i>Using practical learnings and insights from three years of international virtual exchange programming, this session shares ways in which ad hoc virtual engagements (1-4 online sessions) with international contributors and students can be built into an existing curriculum to promote Justice, Equity, Diversity and Inclusion (JEDI) in the classroom, increasing the internationalization of curricula, and sparking student interest and participation in intercultural learning.</i>	Desirée Haakonsen, EDU Africa; Gerise Herndon, Nebraska Wesleyan University; Jodi Williams, The Institute for Justice and Reconciliation (Cape Town, South Africa)

**Coffee Break | 10:45 - 11:15 am**

**Concurrent Sessions F | 11:15 am - 12:30 pm**

Room	Title	Description	Presenter(s)
A17	Do Virtual Internships Really Support Student Career Readiness? Findings from an Empirical Study	<i>In a rapidly changing job market where hybrid work is the new norm, today's graduates face the challenge of acquiring essential remote working skills and adaptable transversal competencies. Although traditional university degrees may fall short in preparing them for this digital shift, virtual internships can provide a vital innovation in higher education to fill the gap. While existing literature mostly dwells in theory, this session will provide empirical evidence from a study involving 446 student participants highlighting the transformative impact virtual internships can have on career readiness in the modern workplace.</i>	Mackenzie Bishop, Virtual Internships
A23	Drawing Out Differences: How to Use Visual Communication to Enhance Intercultural Learning	<i>Design and creativity are powerful tools for intercultural learning. They help us to gain a better understanding of other people, communicate more effectively, and develop empathy for different perspectives. As design faculty we have devoted more than 10 years of research to enhancing intercultural learning through visual communication. In this session we will introduce visual thinking activities for intercultural learning and explore how the resulting boundary objects promote dialogue, inclusion, and equal status among international collaborators from any academic discipline.</i>	Denielle Emans, Roger Williams University; Kelly Murdoch-Kitt, University of Michigan

A28	Intercultural Learning Within a Social Justice Framework as a Catalyst for Equity-Minded Preservice Teacher Preparation	<i>This session will present programmatic elements and findings from a social justice-framed intercultural learning program for preservice teachers offered by a School of Education committed to preparing equity-minded educators. Workshop attendees will be provided with an overview of the program, learn about the intersections of intercultural education, diversity, equity, and inclusion, and see results from three graduating cohorts.</i>	Cherrel Miller Dyce, Elon University; Katrice Hawthorne, Virginia Commonwealth University; Jamie Wire, Roger Williams University
A43	Inclusive Explorations: Enhancing International Opportunities for Minoritized Students	<i>This session will address applications and practices to broaden participation. We will begin with a case study of a program for leading across the campus to communicate a unified message that encouraged students and advisers to integrate international studies into their learning plans, and discuss how to apply the lessons learned to a variety of institutional models. The presenters have experience promoting inclusive practices in private liberal arts colleges, state universities, and community colleges.</i>	Patricia Sagasti Suppes, Stockton University & GlobalEd; Andrew Johnson, University of North Georgia; Alma Rodríguez Jones, Wilkes Community College (NC)

<b>Lunch   12:30-1:30 pm   Main Floor Founder's Living Room</b>			
<b>General WISE Conference concludes   1:30 pm</b>			
<b>Post-Conference Workshops begin   1:30 pm   Farrell Hall</b>			
<b>Post-Conference Workshops conclude   5:30 pm   Farrell Hall</b>			
<b>Dinner for Post-Conference Workshop participants   5:30 pm   Farrell Hall</b>			

For a schedule overview visit: <https://global.wfu.edu/global-wake-forest/center-for-global-programs-studies/wise-conference/sch>