

Workshop on Intercultural Skills Enhancement

FEBRUARY 8-10

Center for Global Programs & Studies Wake Forest University WINSTON-SALEM, NC USA

Enhancing Intercultural Learning at Home and Abroad

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Schedule at a Glance

Thursday, Feb. 8, 2024	
10:00 am - 3:00 pm	Pre-Conference Workshops WFU Brookstown Campus
4:00 pm	General Conference Check-In WFU Byrum Welcome Center
4:30 pm	Opening Plenary
5:45 pm - 7:00 pm	WISE Conference Reception
	Dinner on your own
Friday, Feb. 9, 2024	Concurrent Sessions Day 1 WFU Farrell Hall
8:30 am - 4:45 pm	Check-In Information Desk Continental Breakfast until 9:30 am
9:30 - 10:45 am	Concurrent Sessions A
10:45 - 11:15 am	Coffee Break
11:15 - 12:30 pm	Concurrent Sessions B
12:30 pm - 1:45 pm	Lunch (included)
1:45 - 3:00 pm	Concurrent Sessions C
3:00 - 3:30 pm	Coffee Break
3:30 - 4:45 pm	Concurrent Sessions D
	Dinner on your own
Saturday, Feb. 10, 2024	Concurrent Sessions Day 2 WFU Farrell Hall
8:30 am - 12:30 pm	Check-In Information Desk Continental breakfast until 9:30 am
9:30 - 10:45 am	Concurrent Sessions E
10:45 - 11:15 am	Coffee Break
11:15 - 12:30 pm	Concurrent Sessions F
12:30 pm - 1:30 pm	Lunch (included)
1:30 pm	General Conference Concludes Post-Conference Workshops begin Farrell Hall
5:30 pm	Post-Conference Workshops conclude Dinner for participants



THURSDAY, FEBRUARY 8

Schedule

9:30 am	Check-In for Pre-Conference Workshops Coffee WFU Brookstown Campus 200 Brookstown Avenue
10:00 am - 12:00 pm	 Pre-Conference Workshops A) Dynamic Exercises to Shift Debriefing Time from Mundane to Transformative B) What's Missing from your JEDIAB? Moving Beyond Representation in Intentional Development of Global Learning for Underrepresented Populations
12:00 pm - 1:00 pm	Lunch for Workshops Participants
1:00 pm - 3:00 pm	Pre-Conference Workshops
4:00 pm	General Conference Check-In WFU Byrum Welcome Center 1580 Wake Forest Road
4:30 pm	Opening Plenary "Shifting the Paradigm Around Intercultural Learning in Higher Education" with Tara Harvey, PhD, True North Intercultural
5:45 pm - 7:00 pm	WISE Conference Reception
	Dinner on your own

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Opening Plenary



One of the foremost challenges of our time is to develop a pluralistic society that truly works. Higher education has a responsibility to help all students develop interculturally so they can contribute to developing such a world. Yet how do we do that effectively? For many educators and institutions, it will require moving beyond our current ways of approaching intercultural learning. Drawing on decades of experience fostering intercultural competency inside and outside the classroom, Tara Harvey, Ph.D., will share insights on how the understanding of intercultural learning and development has evolved significantly and challenge WISE Conference participants to rethink how we move forward with this crucial work.

Tara Harvey, Ph.D., is a specialist in intercultural teaching and learning in higher education. She brings together broad experience in international education with a deep understanding of the intercultural development process. She has worked at institutions such as the University of Wisconsin-Madison, University of Minnesota-Twin Cities, and CIEE (Council on International Educational Exchange), in both teaching and administrative roles. In 2016, Tara founded True North Intercultural LLC to help colleges and universities fulfill their missions to develop interculturally-competent global citizens in a sustainable way, by building intercultural capacity among faculty and staff. Her Ph.D. is in Comparative and International Development Education from the University of Minnesota.



FRIDAY, FEBRUARY 9

Concurrent Sessions

<u>Farrel</u>	Farrell Hall (Bldg 60) 1420 Carroll Weathers Drive			
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	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.	Rachel Fitzgerald, Virginia Tech; Theresa Johansson, Virginia Tech; Jacqueline Irimu, EDU Africa	
A23	Supporting Intercultural Learning during Direct Enrollment: Beyond Sinking or Swimming	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.	Mary MacKenty, CEA CAPA Barcelona	
A28	Scaling Up: Building Intercultural Capacity Among Faculty & Staff	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.	Tara Harvey, True North Intercultural; Annette Benson, Purdue University/ CILMAR	
A43	Blending Virtual and On-site Global Education: Models that Enhance Intercultural Learning	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.	Alanna Tierno, Shenandoah University; PJ Shoulders, Study Abroad Associations; Vicky Spencer, Shenandoah University	

A48	Attention: Increased	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.	Ashley Hawkins Parham, Wake Forest University; Sean McGlynn, CET Academic Programs
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Coffee Break | 10:45 - 11:15 am

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

Room	Title	Description	Presenter(s)
A17	Exploring the Effectiveness of Semester Abroad in Intercultural Learning (SAIL) for Intercultural Development	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.	Alankrita Chhikara, Purdue University/CIL MAR; Kelsey Patton, Purdue University/ CILMAR
A23	Empowering International Students: A Holistic Approach to Career Success	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.	Raquel Dailey, Best Life Abroad
A28	Assessing Strategies for Building Intercultural Skills Through Education Abroad: Comparing Universal vs. Course Specific Interventions	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.	Christy Brady, University of Kentucky; Jon Hibbard, Northeastern University

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A43	Impactful Approaches to Integrating UN Sustainable Development Goals into International Education	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.	Heilwig Jones, Kaya Responsible Travel
A48	Welcome Aboard: Empowering Emerging Professionals in Study Abroad	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.	Cody Ryberg, Wake Forest University; Anna Marter, Wake Forest; Janice Claybrook, Wake Forest

Lunch | 12:30 - 1:45 pm | Main Floor Founder's Living Room

Concurrent Sessions C | 1:45 - 3:00 pm

Room	Title	Description	Presenter(s)
A17	Virtual Voyages: Sharing Global Cultures through Co-Created Digital Reality	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.	Mark Frydenberg, Bentley University
A23	Innovations in Reflective Practice	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.	Torey Siebart, Amizade
A28	Belonging Together: The Impact of Identity-Based Study Abroad Programs	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 & back on campus. We will discuss the importance of programs in the field of education abroad that represent students with intersectional & marginalized identities, and show how session participants can create similar programs at their home institution or organization through partnerships with student life offices.	Kylie Holloway, Wake Forest University; Malika Roman Isler, Wake Forest; Jessica Francis, Wake Forest

A43	Utilizing Engaged Returnees for Campus International- ization: Global Ambassadors at ECU	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.	Rose Malone, East Carolina University; Erin Taylor, East Carolina University
A48	Celebrating Five Years of the Intercultural Learning Hub (HubICL)	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 celebrating the HubICL's fifth birthday by exploring the recent additions to the HubICL.	Annette Benson, Purdue University/ CILMAR
Coffe	e Break 3:	:00 - 3:30 pm	
Conc	urrent Sessio	ns D 3:30 - 4:45 pm	
Room	Title	Description	Presenter(s)
A17	Leveraging Faculty	Faculty play a pivotal role in the education abroad experience but where is the evidence of that impact? Which pedagogical	Whitney Sherman, CEA
	Development to Increase Student Intercultural Growth	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.	CAPA; Nina Namaste, Elon University
A23	Increase Student Intercultural	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	CAPA; Nina Namaste, Elon

A43	A Framework for Building Intercultural Facility in Future Educators through Global Experience: A Case Study in Kosovo	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.	Kristofor Wiley, James Madison University; Chris Hass James Madison; Dausny Cruz, James Madison; Rilie Bass, James Madison	
A48	Preparing Culturally Responsive Higher Education Leaders: The Impact of Embedded Intercultural Competencies in a Ph.D. program	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.	Lisa Lambert Snodgrass, Purdue University; Rosalba Ledezma, Purdue University	
Dinn	Dinner on your own			



SATURDAY, FEBRUARY 10

Concurrent Sessions

	Farrell Hall (Bldg 60) 1420 Carroll Weathers Drive Concurrent Sessions E 9:30 - 10:45 am			
Room	Title	Description	Presenter(s)	
A17	Universal Access to Study Away – Success Stories Supporting Students with Disabilities	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.	Shane Sanders, Susquehanna University	

A23	Intercultural Competence Development and Assessment upon Re-entry from Study Abroad	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.	Maggie Remstad Hook, University of Notre Dame; Robert Leis, University of Notre Dame
A28	Teaching Intercultural Curiosity that Creates Bridges instead of Barricades	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&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.	Annette Benson, Purdue University/ CILMAR; Natasha L. Harris, Purdue University/ CILMAR
A43	Becoming Intercultural: Ingraining Intercultural Competence in a Large Public University	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.	Purificación Martinez, East Carolina University; Laura Levi Alstaedter, East Carolina University
A48	Promoting JEDI in the Classroom through ad hoc International Virtual Exchange	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.	Desireé Haakonsen, EDU Africa; Gerise Herndon, Nebraska Wesleyan University; Jodi Williams, The Institute for Justice and Reconciliation (Cape Town, South Africa)

Room	Title	Description	Presenter(s)
A17	Do Virtual Internships Really Support Student Career Readiness? Findings from an Empirical Study	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.	Mackenzie Bishop, Virtual Internships
A23	Drawing Out Differences: How to Use Visual Communication to Enhance Intercultural Learning	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.	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	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.	Cherrel Miller Dyce, Elon University; Katrice Hawthorne, Virginia Commonwealt h University; Jamie Wire, Roger Williams University
A43	Inclusive Explorations: Enhancing International Opportunities for Minoritized Students	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.	Patricia Sagasti Suppes, Stockton University & GlobalEd; Andrew Johnson, University of North Georgia; Alma Rodríguez Jones, Wilkes Community College (NC)

Lunch 12:30-1:30 pm Main Floor Founder's Living Room			
General WISE Conf	General WISE Conference concludes 1:30 pm		
Post-Conference Workshops begin 1:30 pm Farrell Hall			
Room A28	C) On-Site Readiness for Intercultural Interaction		
Room A23	E) Promoting Intercultural Connections and Learning through Virtual Exchange		
Post-Conference Workshops conclude 5:30 pm Farrell Hall			
Dinner for Post-Conference Workshop participants 5:30 pm BBC, Room 352			



Session & Workshop Evaluations

We appreciate you completing an anonymous evaluation for each Session and/or Workshop you attend. This is invaluable feedback for our Presenters and Facilitators, as well as the WISE Planning Team.

Utilize this QR code or this link: https://forms.gle/QKyBgYBdKrnAofEF8

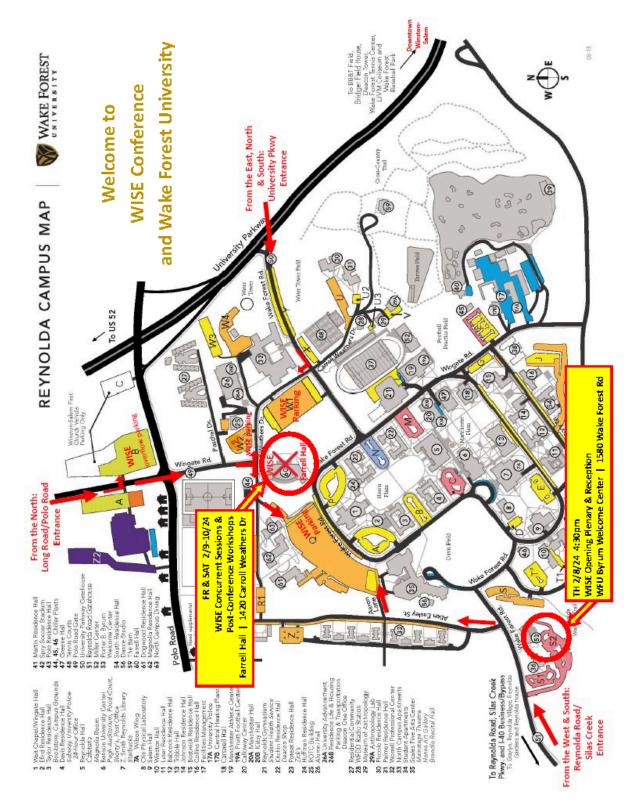


Hotel Shuttle Schedule

Date	Departure Location	Departure Time	Delivery Location	~Arrival Time
Thursda	y, 2/8			
Shuttle 1	Brookstown Inn	3:45 PM	WFU Byrum Welcome Center	4:10 PM
	Marriott Downtown	3:55 PM	WFU Byrum Welcome Center	4:10 PM
Shuttle 2	Courtyard Marriott University Pkwy	3:50 PM	WFU Byrum Welcome Center	4:00 PM
Shuttle 1	Byrum Welcome Center	7:00 PM	Brookstown Inn/ Marriott Downtown	7:15 PM
Shuttle 2	Byrum Welcome Center	7:00 PM	Courtyard Marriott University Pkwy	7:10 PM
Friday, 2	/9			
Shuttle 1	Brookstown Inn	8:15 AM	Farrell Hall, WFU Main Campus	8:30 AM
	Marriott Downtown	8:20 AM	Farrell Hall, WFU Main Campus	8:30 AM
Shuttle 2	Courtyard Marriott University Pkwy	8:20 AM	Farrell Hall, WFU Main Campus	8:30 AM
Shuttle 1	Farrell Hall	5:00 PM	Brookstown Inn/ Marriott Downtown	5:15 PM
Shuttle 2	Farrell Hall	5:00 PM	Courtyard Marriott	5:10 PM
Saturday	Saturday, 2/10			
Shuttle 1	Brookstown Inn	8:15 AM	Farrell Hall	8:30 AM
	Marriott Downtown	8:20 AM	Farrell Hall	8:30 AM
Shuttle 2	Courtyard Marriott University Pkwy	8:20 AM	Farrell Hall	8:30 AM
Shuttle 1	Farrell Hall	1:30 PM	All Hotels	
Shuttle 2	Farrell Hall	7:15 PM	All Hotels	

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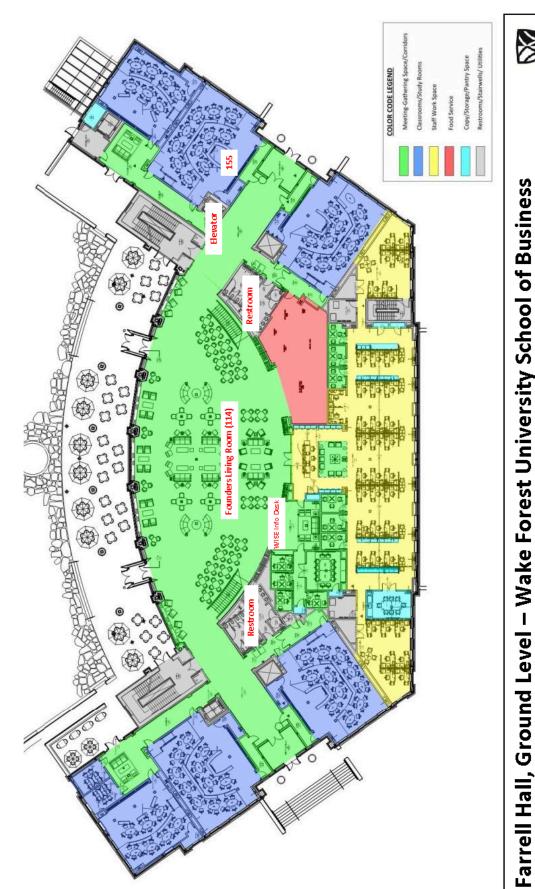
Map of Wake Forest Reynolda (Main) Campus



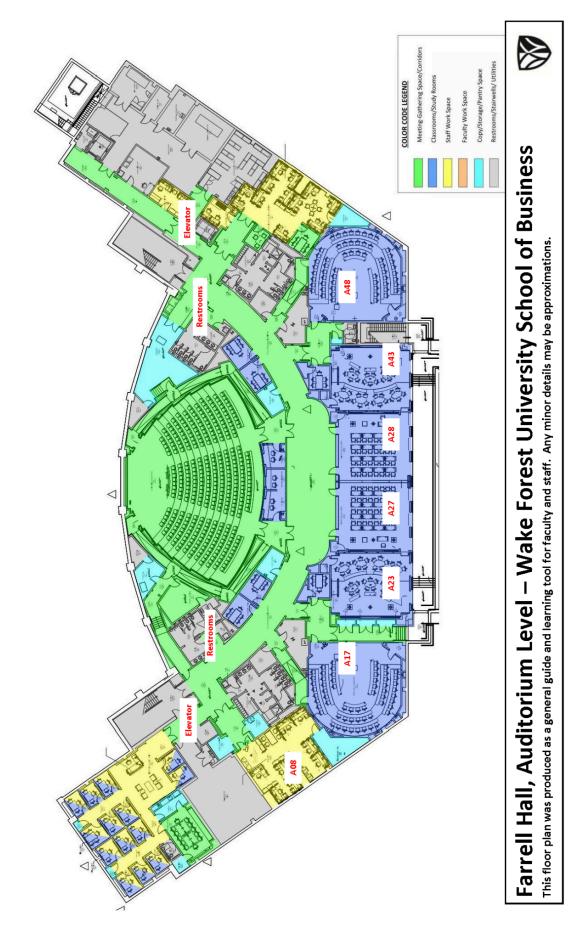
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This floor plan was produced as a general guide and learning tool for faculty and staff. Any minor details may be approximations.



Floorplan of Farrell Hall



Presenter and Facilitator Bios

Irma Alarcon, PhD, (Post-Conference Workshop Facilitator) teaches courses in Hispanic linguistics, psycholinguistics and TESOL linguistics, as well as Spanish grammar for both second language learners and heritage speakers of Spanish. Her Language and Society course offers an introduction to the study of Spanish sociolinguistics, focusing on core issues about language use in social contexts in Spanish-speaking communities. Irma has extensive experience with study abroad programs in both Spain and Latin America. She has been the resident professor for the WFU Salamanca Spanish immersion program for five semesters, and for four summers was a co-director of a language program in Valencia, Spain for high school honors students from the U.S. Additionally, Irma has taught summer courses in an M.A. program for American teachers in Guanajuato, México, and has served as the academic director of the WFU Southern Cone program in Santiago and Buenos Aires.

Virginia Rilie Bass is a senior at James Madison University, finishing her undergraduate teacher preparation program in secondary social studies. Upon graduation she will begin her Master of Arts in Teaching and student teaching. She has been inspired to learn and teach intercultural awareness through her experiences in public schools and volunteering with refugees in the local community. Her participation in a JMU virtual symposium in partnership with schools in Istanbul prepared her for her learning experiences in Kosovo.

Annette Benson (*Pre-Conference Workshop Facilitator*) earned an MS in Strategic Communication, with a concentration in global communication, from the Brian Lamb School of Communication at Purdue University. She has overseen programs relating to ESL, diversity and inclusion, student integration, intercultural learning (ICL), and public relations at Purdue University since August 2003. In her current role as manager of the Intercultural Learning Hub (HubICL), she has surveyed 1,000+ ICL activities and publications in the last five years.

W. Patrick Bingham, PhD, is a Research Assistant Professor and the Acting Director for the Center for Research on Abroad and International Student Engagement (RAISE Center) at Wake Forest University. Patrick's research focuses on the role non-normative identity plays in global mobility programming.

Mackenzie Bishop is an experienced education professional with over 13 years of leadership in universities, high schools, and community colleges. As the university partnership development lead at Virtual Internships, she's passionate about education and career development. Active in the education community, she presents at conferences and contributes to published work. Mackenzie's commitment to student empowerment is evident through her involvement with NAFSA Region V and the Chicago Roundtable of International Educators. She also served on the board of EnglishUSA for IEPs, focusing on advocacy and external relations.

Christy Freadreacea Brady 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.

Alankrita Chhikara, PhD, (she/her) (*Pre-Conference Workshop Facilitator*) serves as the Postdoctoral Research Associate for the Center for Intercultural Learning, Mentorship, Assessment, and Research (CILMAR) at Purdue University. She coordinates the Semester Abroad in Intercultural Learning (SAIL) program, partners with intercultural and DEI experts to develop curriculum, conducts research, and assesses intercultural learning in courses and programs. She has previously taught global studies courses and designed DEI professional development for educational stakeholders in Ghana, Honduras, and the US.

Janice Claybrook is Associate Director of Global Study Away at Wake Forest University. With more than two decades of experience in higher education, Janice is committed to student access and success. At Wake Forest, she coordinates internal and external study abroad scholarship programs, works with a

range of Wake Forest study abroad programs, and has a passion for staff development and team effectiveness. Janice holds an MS in Counseling with a focus on college student development from UNC-Greensboro.

Dausny Cruz is currently pursuing her Master of Arts in Teaching as part of her secondary history certification in Virginia and will spend the spring of 2024 student teaching. A former ELL student herself, Dausny also spent a year in high school in Germany; these two experiences have driven her to seek multiple narratives as a future educator. Her participation in the Kosovo student experience has given her tools for her teaching practice.

Raquel Dailey, EdD, Founder/CEO of Best Life Abroad, is an international education professional with more than a decade of diverse experience working in the United States and abroad. Fueled by an unwavering commitment to advancing equity and inclusion in international education and career development, Raquel seeks to amplify the voices of historically underrepresented student populations and fellow higher education professionals. As an expert at the intersection of international education and career development, she collaborates with colleges and universities to maximize their networks and talent to craft distinctive global, educational, and career opportunities for students.

Meredith Doran (Post-Conference Workshop Facilitator) is an Associate Teaching Professor in Applied Linguistics at Penn State University. She has several decades of experience in intercultural education as a foreign language educator, study abroad program director, and faculty partner in intercultural exchange (COIL) projects involving both teaching and research. She currently serves as director of EPPIC, a research and service center that works with multilingual students and scholars on advanced academic communication, and promotes engaged intercultural communication and global learning across the Penn State community.

Denielle Emans, PhD, is passionate about visual communication and international education. She holds a PhD in Communication for Social Change from the University of Queensland, Australia, a Master in Graphic Design from North Carolina State University's School of Design, and a Bachelor of Arts in Communications from the University of North Carolina, Chapel Hill. Emans and her research partner, Kelly M. Murdoch-Kitt (University of Michigan), co-authored Intercultural Collaboration by Design (Routledge 2020).

Rachel Fitzgerald is a higher education administrator with 10 years of experience in international education. As Associate Director for Global Education at Virginia Tech, she oversees a portfolio of 80 faculty-led study abroad programs. She's passionate about the design and delivery of global experiential learning programs that have a focus on intercultural skills development and community engagement. She's a member of NAFSA's Trainer Corps and is trained to lead the Collaborative Approaches to Developing Faculty-Led Programs and Health and Safety modules of the NAFSA Core Education Program Workshops. She has a Master in Hispanic Studies from Virginia Tech and is working on her PhD in Higher Education at Purdue University.

Jessica Francis is the Executive Director for Global Abroad Programs at Wake Forest University, where she is responsible for developing semester programs, ethical global learning programs & continued review of all for-credit abroad programming. Jessica is passionate about inclusive excellence and increasing equity in education abroad, with specific work focused on training overseas team members and programming for first generation college students (resulting in the 2013 Andrew Heiskell award). Additionally, Jessica oversees the curriculum development and teaching of Cross-Cultural Engagement courses at Wake Forest.

Mark Frydenberg is a Distinguished Lecturer of Computer Information Systems at Bentley University in Waltham, Massachusetts, where he also directs the CIS Sandbox, Bentley's technology social learning space. Mark teaches courses in technology concepts, Python coding, and emerging technologies. His research focuses on data and digital literacy and using collaborative technologies with students to co-create immersive artifacts for experiencing digital culture. Mark has presented at academic and ed-tech conferences throughout the US and Europe.

Todd Lee Goen (*Pre-Conference Workshop Facilitator*) is Director of Global Education and Senior International Officer at Virginia Military Institute. He is active in AIEA, NAFSA, the Forum on Education Abroad, and the World Council on Intercultural and Global Competence. Todd 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. Todd earned a BA (Honors College Graduate) from Harding University, an MA from the University of Arkansas, and completed all coursework toward a PhD at the University of Georgia. He is the 2020 recipient of SSCA's John I. Sisco Excellence in Teaching Award and the 2022 recipient of NAFSA's Lily von Klemperer Award.

Desireé Haakonsen is a Program Designer at EDU Africa, creating tailor-made transformative learning journeys in Southern Africa. She holds a BA in Film and Media Production from the University of Cape Town, thrives in collaborative environments, and her creative perfectionism is evident in the way her innovative programs are brought to life. Desireé has designed more than 60 virtual exchange programs and facilitated 350+ hours of online engagements with more than 3,100 students.

Noel Habashy (*Post-Conference Workshop Facilitator*) is an Assistant Teaching Professor of International Agriculture at Pennsylvania State University. He is an educator who is committed to the holistic development of students and communities locally and around the globe. He has lived in five countries and worked in or traveled to more than 30 others during his 15-year career in international development, international education and higher education. He has led COIL programs with colleagues at universities in Russia and Colombia.

Natasha L. Harris is the Associate Director of Diversity in the College of Science at Purdue University where she works with multicultural students who have been historically underrepresented in STEM disciplines by race. As a member of the Science Administration team, she oversees the diversity efforts for both undergraduate and graduate student populations. Part of her responsibility includes facilitating workshops and presentations for faculty, staff and students on topics related to the dimensions of diversity, student success and intercultural competencies.

Chris Hass is an Assistant Professor in Elementary Education at JMU. His teaching and scholarship focus on culturally relevant teaching, social justice education, and student activism. He serves on the Executive Board of the Early Childhood Education Assembly and is a column editor for Language Arts. He co-created the Equity thru Education Collaborative, a group of educators, students, and advocates working together to use education to address issues of injustice and inequity in their communities.

Ashley Hawkins Parham graduated from the College of Charleston Honors College with a BS in Psychology and Wake Forest University with Master of Experimental Psychology. She is a National-Board 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 and amplify wellbeing in our communities.

Katrice A. Hawthorne serves as Assistant Vice Provost for Institutional Effectiveness and Assessment at Virginia Commonwealth University. She has considerable experience in assessment and accreditation. She teaches graduate courses in assessment and evaluation and advocates for culturally responsive assessment practices. Her research interests include self-regulated learning and formative assessment practices in classroom settings. She is particularly interested in students' calibration accuracy and the strategies that can be employed to improve the accuracy of students' metacognitive judgments.

The first in her family to attend university, **Gerise Herndon**, PhD, majored in French and English, not realizing how language would expand her personal and professional opportunities. Gerise is passionate about language learning, international travel, and intercultural exchange, and during her time at Nebraska Wesleyan University has traveled to Cuba, France, Rwanda, Haiti and India. She seeks to re-imagine a world where people connect, respect, and understand each other across differences.

Jon Hibbard has served as an education abroad advisor for the past eight years, five of those being at the University of Kentucky. He has co-led three faculty-directed programs, assisted with curriculum integration and focuses on his continuing education. He recently transitioned into a new role as assistant director of academic integration and global learning at Northeastern University. Jon completed his undergraduate degree at the University of Kentucky and his master's degree at Middlebury College. He has spent a couple of years living in France and also teaches French part time.

Iuliia Hoban, PhD, (Pre-Conference Workshop Facilitator) is Assistant Professor for Human Security and Resilience (HSR) and Program Chair for the Master's in HSR in the College of Arts and Sciences at Embry-Riddle Aeronautical University – Worldwide. Iuliia is an experienced higher education professional with expertise in intercultural and global studies and experience in curriculum design, experiential learning, program design, student mentoring and advising, and teaching. Her research agenda is broadly focused on the politics of childhood and youth in conflict and peacebuilding settings, conflict resolution, and intercultural communication. Hoban holds a Ph.D. in Global Affairs from Rutgers University and a Master in International Development from the Josef Korbel School of International Studies at the University of Denver along with certificates in Human Rights and Humanitarian Assistance, and a BA in History from the National University Kyiv-Mohyla Academy in Ukraine. She has applied her research skills in NGOs and think tanks such as Watchlist for Children and Armed Conflict (New York) and the Institute of World Policy (Kyiv, Ukraine).

Kylie Holloway is the Center Coordinator for the Center for Global Programs and Studies at Wake Forest University. As a member of the advising team, she guides undergraduate students through the process of planning, applying, and preparing for semester, summer and short-term study abroad programs in 70+ countries. Kylie specializes in working with affiliate study abroad programs, and also assists in the advising process for our Wake Forest programs. Additionally, she collaboratively oversees Wake Forest's CBGL (Community-Based Global Learning) programs. As a member of the LGBTQ+ community, Kylie is passionate about increasing support and equity for queer students both on campus and while abroad.

Aparajita Jaiswal is an Intercultural Research Specialist with Purdue University/CILMAR. Her research endeavors revolve around exploring strategies for seamlessly integrating intercultural learning into both regular curriculum and study abroad programs. Aparajita actively engages in offering guidance in developing research studies, curriculum enhancements, and assessment methods pertaining to integration and cultivation of intercultural competence. Her expertise extends to facilitating workshops and training sessions, catering to the needs of both staff and students within Purdue University.

Theresa Johansson serves as the director of the Global Education Office at Virginia Tech. She has worked in international education for 35 years as a classroom instructor of Italian and study abroad professional. Before joining Virginia Tech, she worked at the College of William & Mary's Reves Center for International Studies. She has a bachelor's degree in Political Science from Wake Forest University and a Master of Italian Language and Literature from Middlebury College.

Andrew Johnson, PhD, serves as the Director of Multicultural Student Affairs at the University of North Georgia. A first-generation student, he earned his bachelor's degree from Lock Haven University, and his master's degree in Sports Coaching from the United States Sports Academy. In 2021, he earned his doctorate in Higher Education Management from the University of Pittsburgh, where his research focused on what support for Black and Latinx students at Community Colleges.

Heilwig Jones is the Founder and Director of Kaya Responsible Travel and has been involved with service-learning, experiential education and cultural immersion programs abroad since 2004. She is a regular presenter on the virtues of ethical cultural exchange as a route to mutual learning, resumé development, skills and capacity building as well as the development of educated, compassionate global citizens. Heilwig also sits on the board of World Endeavors.

Lisa Lambert Snodgrass, PhD, is an Associate Professor of Educational Leadership & Policy, concentrating in Higher Education leadership at Purdue University. She is the co-faculty founder of the Higher Education PhD program and the coordinator of the required study abroad component of the

program. Her research centers on the cultural dimensions of faculty, staff, and student engagement in PK-22 environments, specifically, issues of equity and access both domestically and internationally.

Rosalba Ledezma is a registered architect with 20+ years of experience in the planning, design, construction, and management of facilities at higher education institutions, including Wake Forest University. Aspiring to affect change as a scholar, she builds on her professional background with community advocacy research to inform responsible campus development. She holds degrees in Architecture (BArch) and Environmental Design (BS) from Ball State University and in Structural Engineering (MS) from Purdue University, where she is currently a doctoral student.

Robert (Bobby) Leis is Director of Study Abroad at the University of Notre Dame. Prior to joining the Study Abroad Team at NDI, he worked with both incoming and outgoing students and oversaw a variety of programs and initiatives in support of the university's overall internationalization strategies at Baylor University. He has an MBA from Baylor University and an MA in the Teaching and Practice of Writing from Cardiff University in Wales.

Laura Levi Altstaedter, PhD, is Associate Professor of Hispanic Studies at East Carolina University (Greenville, NC, USA), where she serves as coordinator of the Foreign Language Educator Preparation Program. She currently also serves as Associate Director of ECU's Quality Enhancement Plan, through which she trains faculty on strategic curricular interventions and coordinates assessment initiatives. Her research focuses on the impact of strategic instructional design on students' motivation as well as on their language proficiency and intercultural competence development.

Tiffany MacQuarrie (*Post-Conference Workshop Facilitator*) is an Associate Teaching Professor of English and Professor in Charge of Experiential Digital Global Engagement (EDGE) at the Pennsylvania State University, and has been working in global education since 2016. MacQuarrie has partnered with faculty from Israel, Kazakhstan, Brazil, and Russia to develop EDGE collaborative projects for her students. Under MacQuarrie's leadership, Penn State faculty from 14 Penn State campuses have partnered together with 36 international institutions from 24 countries to develop EDGE collaborative projects for their students. MacQuarrie thrills at the challenge of merging 21st-century learning practices with global strategies to best equip and prepare our students to live and work in a global society.

Mary MacKenty, PhD, is a professor of Communication and Global Competence and International Service Learning at CEA-CAPA Barcelona. She is an ethnographic researcher on study abroad students whose focus is on their experiences directly enrolling in local university classes. She has extensive experience working abroad in international student services, exchange programs and teaching. She holds a Master in Euroculture as well as International Education and a Doctorate in Education from the Autonomous University of Madrid.

Ebony Majeed (Pre-Conference Workshop Facilitator) is the Director of International Students, Scholars and Programs at Hampton University, her alma mater. Previously she served as the Coordinator for Financial Operations and Advising at Christopher Newport University, assisting students and faculty in developing financial plans related to international programs and experiences. Prior to joining CNU she served as the Special Programs Advisor on the Global Education team at The College of William & Mary, supporting the Director of Global Education in developing and executing international programs with the Mason School of Business and the School of Education. As the Director of the Hampton University International Office for several years, she supported the vision of the University by increasing study abroad participation by more than 100% and increased the variety of services offered to international students from more than 20 countries around the world.

Rose Malone (she/her) serves as a coordinator in the Office of Global Affairs at East Carolina University. She manages a portfolio of faculty-led programs, advises students, oversees the Global Ambassador program, serves as a Passport Agent and much more. Rose has a strong background in intercultural learning, starting with her own study abroad experience. Since then, she has received degrees in Anthropology and International Education Policy, with an emphasis on the intersections of social justice education and intercultural communication.

Anna Marter (she/her) is an Assistant Director of Global Programs at Wake Forest University, with 8+ years in international education. Hailing from Ukraine and raised in Brooklyn, NY, Anna is committed to nurturing intercultural competence. She holds a Master of International Education from SIT Graduate Institute. Anna's role includes optimizing study abroad processes through user experience design and overseeing academic credit transfer, advising, and partnerships on affiliate study abroad programs.

Purificación Martínez, PhD, is an Associate Professor of Hispanic Studies at East Carolina University (Greenville, NC, USA). Since 2022 she is the Director of Go Intercultural!, ECU's Quality Enhancement Plan. The project, an integral component of the institution's reaccreditation process, seeks to enhance the intercultural competence of undergraduate students by designing strategic curricular interventions in all courses. Her research has shifted from feminist medieval and cultural studies to intercultural competence and curricular development.

Nikki Mattson (Post-Conference Workshop Facilitator) is a Teaching Professor in Applied Linguistics at Penn State University with 15+ years of experience in international education. She has a strong record of demonstrated success in establishing and managing funded, joint educational programs between PSU and international institutions of higher education including Ecuador, Kazakhstan, Kyrgyzstan, Russia, Tajikistan, Uzbekistan, and Saudi Arabia. Ms. Mattson is also the Global Learning Coordinator (GLC) for EDGE/COIL at PSU, and she regularly supports faculty and administrators in planning, implementing, and assessing virtual exchange projects.

Sean McGlynn had his first study abroad experience in Cork, Ireland, with his family when he was nine years old. He also spent five months studying in Buenos Aires, Argentina as an undergraduate at Plymouth State University and four summers as an On-Site Program Coordinator in Europe with a faculty-led architecture program from California Polytechnic State University. Sean recently received his MA in Sustainability from Wake Forest. He is an avid yogi and meditation practitioner. As a former Assistant Director of Study Abroad: Summer and Short-Term Programs at Wake Forest University, Sean introduced a variety of mindfulness programming, including mindfulness-themed pre-departure orientations, to the University's study abroad students in collaboration with the Wellbeing Center.

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 Cross-Cultural Engagement courses, and co-chairs the campus' International Education Week celebration. Sandra is an alumna of Up With People, an international educational cultural program.

Cherrel Miller Dyce, PhD, is an Associate Professor and Executive Director of Diversity, Equity, and Inclusion in the School of Education at Elon University. With twenty years of experience in social justice work, she emphasizes racial equity, social justice, and critical self-reflection in all research projects. Cherrel is a diversity, equity, and inclusion consultant who provides professional development in the areas of racial equity for public and charter schools, higher education institutions, and private organizations.

Kelly M. Murdoch-Kitt believes in integrating visual communication and interaction design with global and social responsibility. Murdoch-Kitt is an Associate Professor at the Penny W. Stamps School of Art and Design, University of Michigan. She holds a master's degree from North Carolina State University's School of Design and a Bachelor of Arts from Wake Forest University. Murdoch-Kitt and her research partner, Dr. Denielle Emans (Roger Williams University), co-authored Intercultural Collaboration by Design (Routledge 2020).

Nina Namaste, PhD, is Professor of Spanish in the Department of World Languages and Cultures at Elon University, NC. Her SoTL research explores transformative learning experiences, interdisciplinary thinking skills, and intercultural development, particularly in study abroad contexts, for both students

and faculty. She teaches courses about food and identity formation, and has led two semester-long experiences abroad; all of her courses focus on interdisciplinarity and intercultural development, regardless of whether they are on or off-campus.

Elizabeth "Jody" Natalle, PhD, (Post-Conference Workshop Facilitator) is an Associate Professor Emeritus of Communication Studies at the University of North Carolina at Greensboro where she created courses in intercultural communication, served on the UNCG International Advisory Committee for 25 years, and directed study abroad in Sweden. Jody also created and facilitated multiple Global Engagement Summer Institutes for faculty at UNCG, designed study abroad courses, and has guest lectured at universities in Finland and Sweden. In addition to being an IDI Qualified Administrator, she has worked with graduate students and faculty to increase intercultural competence through workshop training. She has supervised graduate student study abroad in Finland, honors thesis research in Denmark, and hosted a Russian post-doctoral colleague in women's studies at UNCG. She is dedicated to deepening cultural understanding through communication and lived experience. Jody has a Ph.D. in communication theory from Florida State University.

Kelsey Patton (*Pre-Conference Workshop Facilitator*) is an Intercultural Learning Specialist for CILMAR at Purdue University. Her responsibilities include engaging students in intercultural learning opportunities within co-curricular spaces on campus and curating content within the Intercultural Learning Hub (HubICL), created and operated by CILMAR as an open-access resource for growing intercultural competence.

Maggie Remstad Hook, PhD, is Associate Director of Study Abroad at the University of Notre Dame. In her current role, she is responsible for implementing strategic priorities related to intercultural competence development and assessment in study abroad programming. She earned a PhD in Educational Leadership & Policy Studies from Indiana University and her research focused on the intersection of intercultural bilingual education and human rights education in Peru's Andean highlands.

Alma Rodríguez Jones, PhD, was born in Lima, Peru, and grew up in Caracas, Venezuela. After 17 years in Latin America, Alma moved to the small town of Candler, a few minutes west of Asheville, North Carolina, to live with her maternal grandfather. She earned a Master of Arts in Spanish Literature from the University of North Carolina at Chapel Hill then worked full-time at Carolina Day School and as an adjunct instructor at Asheville-Buncombe Technical Community College. She then created the Community Spanish Interpreter program at Blue Ridge Community College. Completing a doctorate in Community College Leadership from NC State allowed Alma to deepen her understanding and knowledge of the role of these institutions and ways to improve student outcomes for all students. She now works at the Ashe Campus of Wilkes Community College following her calling of serving those who live in rural mountain communities.

Alma Rodríguez Jones was born in Lima, Peru, and grew up in Caracas, Venezuela, eventually moving to North Carolina at the age of 17 to live with her grandfather. She earned an MA from the University of North Carolina at Chapel Hill. She has taught at the secondary level and in community colleges, and created the Community Spanish Interpreter program at Blue Ridge Community College. She later completed a doctorate from North Carolina State University, and now works at Wilkes Community College following her calling of serving rural mountain communities.

Malika Roman Isler, PhD, is the Associate Vice President for Inclusive Excellence at Wake Forest University. She has extensive experience integrating research and practice, creating institutional frameworks, developing strategic plans that guide culture change, and defining assessment tools to ensure research and practice effectiveness. Malika has provided research and project leadership in the areas of equity and inclusion, community engagement, capacity-building, and provides technical assistance to collaborative efforts among students, staff, community members, and faculty.

Cody Ryberg serves as an Assistant Director of Global Abroad Programs at Wake Forest and has been with Wake Forest for seven years. He holds an MA in Higher Education Administration from St. Cloud State. In addition to student advising, he works to optimize the student experience through maintaining

TerraDotta, updating program handbooks and orientations, and working with the on-site teams. His primary programs are in the UK, Barcelona, and Chile.

Patricia Sagasti Suppes, PhD, is Director of Global Engagement at Stockton University and currently serves as a visiting faculty member at GlobalEd. Patty earned an MA and PhD from the University of North Carolina at Chapel Hill, and is a Returned Peace Corps Volunteer. She is co-editor of Transnational American Spaces, from Vernon Press, and author of various academic articles and book chapters. She is a proponent of community-based project design and decolonization strategies in study abroad.

Shane Sanders is the Assistant Director of Global Opportunities (GO) at Susquehanna University 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. Shane 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.

Whitney Sherman, Ed.D. manages Academic Affairs for CEA CAPA after directing intercultural learning for CIEE and overseeing international programs at the University of Southern California Annenberg School for Communication and Journalism. A scholar-practitioner of global learning and intercultural exchange, Whitney regularly engages in academic research and serves as an intercultural development consultant for the U.S. Agency for International Development specializing in cultural awareness training for its multiple missions around the world.

PJ Shoulders is the Vice President of Institutional Partnerships at Study Abroad Association (SAA). With over 25 years of experience in international and higher education, her passion is to create opportunities for students to expand their horizons and enrich their lives through access to affordable academic international experiences. She currently supports faculty and staff to offer these opportunities to students and reach institutional internationalization goals through faculty-directed programs and innovative virtual global learning experiences.

Torey Siebart received her BA in International Studies from West Virginia University. While studying there, she did an Amizade semester program in Cochabamba, Bolivia, which shaped the course of her career. Now having worked at Amizade, the same organization that led her study abroad program, for four years, Torey has honed in her skills in reflective practice and her passion for intercultural education.

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.

Vicky Spencer is a Professor, Director of the Applied Behavior Analysis Graduate Program, and COLL Academic Coordinator at Shenandoah University. She coordinates the COIL training program and has implemented her own international projects for the last five years. She is the past president of the Council for Exceptional Children's Division of International Special Education and Services (DISES) which focuses on inclusion and diversity of all children both in the educational system and the community.

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.

Erin Taylor (she/her) is an Education Abroad Coordinator at East Carolina University. She earned her MA in International Studies from ECU with a concentration in Student Affairs in Higher Education. She has extensive international experience having studied abroad in London, Germany and Hong Kong and led site visits to France, Germany, Italy and Czechia. In her role as Coordinator, she advises students on study abroad opportunities, oversees marketing and recruitment for study abroad, and coordinates faculty-led program processes.

Alanna Tierno is the International Programs Coordinator at Shenandoah University, where she administrates faculty-led study abroad programs and the university's flagship Global Citizenship Project, and works with inbound and outbound semester abroad programs and F-1 visa students. She holds a PhD in musicology and also serves on the music history and literature faculty at Shenandoah, and she serves as Shenandoah University's assistant academic COIL coordinator. Alanna has published and presented her research on early modern Christian music and confessional identity, and is the recipient of a Fulbright research grant, a postdoctoral fellowship at the Herzog August Bibliothek in Wolfenbüttel (Germany), and FLAS fellowships in Slovak and Czech. She is currently pursuing an MEd with concentrations in International Education Administration and Leadership, and Diversity and Equity in Education at the University of Illinois at Urbana-Champaign.

Kristofor Wiley is an Associate Professor in the College of Education at James Madison University. He is a Longview Global Teacher Education Fellow and serves as the Global Engagement Liaison for the College. In that role, he works to develop cultural self-awareness and facility in future educators by supporting global and international programming, faculty development, and curricular integration. He taught middle school, served in Peace Corps Ukraine, and has accompanied teacher candidates to multiple international sites.

Jodi Williams has been at The Institute for Justice and Reconciliation (IJR) since 2017 and works in the field of Transitional Justice, Social Justice and Peacebuilding in Africa. She is an accredited dialogue facilitator and leads the Anti-Racism, Social Cohesion & Inclusion Project. Working with youth and gender diverse people in communities across South Africa, Jodi uses dialogue to have courageous conversations around racism, racial justice, historical injustice, gender, gender justice, identity, belonging and human dignity.

First Name	Last Name	Institution/Organization
Sarah	Akiwumi	Bennett College
Irma	Alarcon	Wake Forest University
Kelly	Anastes	University of South Carolina
Elizabeth	Anthony	Wake Forest University
Guy	Armstrong	Campbell University
Alfonso	Atuesta	Winston-Salem/Forsyth County Schools
Wanda	Balzano	Wake Forest University
Tarsha	Banister	WFU School of Divinity Faith Compass Center
Sally	Barbour	Wake Forest University
Betsy	Barre	Wake Forest University
Rilie	Bass	James Madison University

WISE 2024 Registrants

Annette	Benson	Purdue University / CILMAR
Patrick	Bingham	Wake Forest University
Mackenzie	Bishop	Virtual Internships
Carmen	Boggs-Parker	Appalachian State University
Autumn	Bondurant	UNC Greensboro
James	Bowman	University at Buffalo
Christy	Brady	University of Kentucky
Laura	Brannon	Forsyth Tech Community College
Saylor	Breckenridge	Wake Forest University
Gail	Bretan	Wake Forest University
Tynisha	Brice	Davidson College
Christian	Burris	Wake Forest University
Brian	Calhoun	Wake Forest University
Christina	Canon	Wake Forest University
Dawn	Carlson	Baylor University
Caitie	Cavalier	University of Mary Washington
Alankrita	Chhikara	Purdue University / CILMAR
Scott	Claybrook	Wake Forest University
Janice	Claybrook	Wake Forest University
Christa	Colyer	Wake Forest University
Miriam	Cone	Wake Forest University
Michaele	Cook	Wake Forest University
Raquel	Dailey	Best Life Abroad
Sarah	Dale	Wake Forest University
Anita	Deeg-Carlin	Wesleyan University
Sujayalakshmi	Devarayasamudram	NC Central University
Kayla	Dixon	Elizabeth City State University
Meredith	Doran	Pennsylvania State University
Averill	Dougherty	Academic Experiences Abroad
Martina	Downard	Wake Forest University School of Medicine
Timothy	Dykes	Wake Forest University
Angie	Edwards	Queens University of Charlotte
Eva	Egensteiner	Bard College OSUN
Denielle	Emans	Roger Williams University
Tyler	Favale	Wake Forest University
Acacia	Fike-Nelson	Wake Forest University

Rachel	Fitzgerald	Virginia Tech
Lauren	Forsman	Rutgers University
Rebecca	Fortier	Gorham School Dept, Great Falls Elementary
Jessica	Francis	Wake Forest University
Kevin	Frazier	Wake Forest University
Jacqueline	Friedman	Wake Forest University
Mark	Frydenberg	Bentley University
Joy	Gambill	Wake Forest University
William	Gentry	Wake Forest University
Zach	George	High Point University
Todd	Goen	Virginia Military Institute
Monique	Gore	Wake Forest University
Emmy	Grace	UNC Chapel Hill
Stephanie	Guzman	UNC Greensboro
Dausny	Gysela Cruz	James Madison University
Elenora	Haag	Wake Forest University
Desireé	Haakonsen	EDU Africa
Noel	Habashy	Pennsylvania State University
Jean-Marc	Hachey	MyWorldAbroad
Kelsey	Hanbach	Syracuse University Abroad
Sara	Harb	NC State University
Christi	Hardwick	Wake Forest University School of Law
Natasha	Harris	Purdue University / CILMAR
Kline	Harrison	Wake Forest University
Tara	Harvey	True North Intercultural
Christopher	Hass	James Madison University
Ashley	Hawkins Parham	Wake Forest University
Katrice	Hawthorne	Virginia Commonwealth University
Carol	Hayes	Forsyth Tech Community College
Shiann	Her	University of Wisconsin-Madison
Gerise	Herndon	Nebraska Wesleyan University
Jonathan	Hibbard	Northeastern University
Iuliia	Hoban	Embry-Riddle University
Kylie	Holloway	Wake Forest University
Ana	Hontanilla	UNC Greensboro
Laura	Hortal	Forsyth Tech CC / AIEA

Stephanie	Hudson	Wake Forest University
Sarah	Hutchison	UNC Chapel Hill
Nicole	lanieri	UNC Charlotte
Christina	lluzada	Baylor University
Aparajita	Jaiswal	Purdue University / CILMAR
Sydney	Jenkins	University of Wisconsin-Madison
Theresa	Johansson	Virginia Tech
Andrew	Johnson	University of North Georgia
Courtney	Johnson Fowler	Denison University
Douglas	Johnson	Wake Forest University
Alma	Jones	Wilkes Community College
Heilwig	Jones	Kaya Responsible Travel
Morgan	Joyce	Wake Forest University
Kevin	Jung	Wake Forest University
Sarah	Kegley	Georgia Institute of Technology
Shea	Kidd Brown	Wake Forest University
Rowie	Kirby-Straker	Wake Forest University
Maggie	Kuhn	Wake Forest University
Lisa	Lambert Snodgrass	Purdue University
Remi	Lanzoni	Wake Forest University
Vivian	Laughlin	Wake Forest University
Prudence	Layne	Elon University
Rosalba	Ledezma	Purdue University
Robert	Leis	University of Notre Dame
Ana	León-Távora	Salem College
Justine	Levesque	Wake Forest University School of Medicine
Laura	Levi Altstaedter	East Carolina University
Kayla	Lisenby-Denson	Wake Forest University
Sandra	Lisle McMullen	Wake Forest University
Dennise	López	Wake Forest University
Donna	Lopp	Appalachian State University
Jo	Lowe	Wake Forest University
Collier	Lumpkin	Salem College
Mary	MacKenty	CEA CAPA
Tiffany	MacQuarrie	Pennsylvania State University
Ebony	Majeed	Hampton University

Rose	Malone	East Carolina University
Anna	Marter	Wake Forest University
Christopher	Martin	Wake Forest University School of Law
Purificacion	Martinez	East Carolina University
Michael	Massingham	EDU Africa
Hannah	Mathews	Hobart and William Smith Colleges
Sue	Mathias	Duke University
Nikki	Mattson	Penn State University Park
Sean	McGlynn	CET Academic Programs
Allison	McIntyre	Duke University
Linda	McKinnish Bridges	Salem College
Veronique	McNelly	Wake Forest University
Allison	McWilliams	Wake Forest University
Chaya	Mercer	Wake Forest University
Monae	Merck	Wake Forest University
J. Maria	Merrills	Winston-Salem State University
Cherrel	Miller Dyce	Elon University
Heather	Minchew	NC State University
Gabriel	Montague	UNC Greensboro
Sarah	Morath	Wake Forest University School of Law
Kelly	Murdoch-Kitt	University of Michigan
Marcus	Murphy	Sewanee: University of the South
Stephen	Murphy	Wake Forest University
Leigh	Myers	Wake Forest University
Shahla	Namak	Wake Forest University School of Medicine
Nina	Namaste	Elon University
Elizabeth "Jody"	Natalle	UNC Greensboro
Ucheoma	Nwaozuru	Wake Forest University School of Medicine
Juliana	Obayashi	University of Wisconsin-Madison
Maria	Ogedengbe	Wake Forest University
Larissa	Pasquini	University of Wisconsin-Madison
Suchi	Patel	University of Wisconsin-Madison
Andrea	Patterson-Masuka	Winston-Salem State University
Kelsey	Patton	Purdue University / CILMAR
Lauren	Perri	University of Pittsburgh
Tyler	Pruitt	Wake Forest University

Lahcen	Qasserras	UNC Charlotte
Rais	Rahman	Wake Forest University
Yasuko	Rallings	Wake Forest University
Maggie	Remstad Hook	University of Notre Dame
Melanie	Robbins	East Carolina University
Ben	Robbins	East Carolina University
Malika	Roman Isler	Wake Forest University
Alyssa	Romano	Wake Forest University/Graylyn Estate
Evette	Romero	Elizabeth City State University
Sheila	Rutledge	Atrium Health Wake Forest Baptist
Cody	Ryberg	Wake Forest University
Patricia	Sagasti Suppes	Stockton University
Shane	Sanders	Susquehanna University
Monica	Scovell	Institute for Field Research
Jim	Settle	Wake Forest University
Don	Shegog	Wake Forest University
Sara	Sheibani	University of Wisconsin-Madison
Jalen	Shell	Wake Forest University
Whitney	Sherman	CEA CAPA Education Abroad
PJ	Shoulders	Study Abroad Association
Michael	Shuman	Wake Forest University
Torey	Siebart	Amizade, LTD.
Emily	Simpson	Wake Forest University
Whitney	Simpson	Wake Forest University
Shelley	Sizemore	Wake Forest University
Andrew	Smith	United States Agency for Global Media
Erin	Smith	James Madison University
Vickie	Smith	Wake Forest University
Kim	Snipes	Wake Forest University
Vicky	Spencer	Shenandoah University
Leigh	Stanfield	Wake Forest University
Andre P.	Stevenson	Elizabeth City State University
Robin	Stewart	NC State University
Carey	Stewart	Virginia Tech
Erica	Still	Wake Forest University
		Wake Forest University

Kate	Tabor	WorldStrides
Tilan	Tang	Wake Forest University
Anita	Tarnai	Bard College
Erin	Taylor	East Carolina University
David	Taylor	Wake Forest University
Jessica	Telligman	Wake Forest University
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Link to Conference Evaluation

We are pleased you have attended WISE 2024, joining colleagues from more than 70 institutions/organizations from across the U.S. and several other countries.

Your anonymous evaluation and feedback is greatly appreciated, providing important insights into the attendee experience for the WISE Planning Team.

Utilize this QR code or this link: https://forms.gle/FeP5mhSv2XhhFMqt7



