



WISE 2026 General Conference

Wake Forest University | Winston-Salem, NC, USA

as of 1.14.26

Thursday 19 February 2026

9:30 am	Pre-Conference Workshop Check In	WFU Brookstown Campus 200 Brookstown Avenue
10:00 am	Pre-Conference Workshops begin	
3:00 pm	Pre-Conference Workshops conclude	
4:00 pm	General Conference Check In	Broyhill Auditorium, Farrell Hall WFU School of Business 1834 Wake Forest Rd Building 60
4:30 pm	Opening Plenary	
		<i>"From Going Abroad to Growing Abroad: Shaping Future-Ready Global Graduates"</i> with Paula Caligiuri, Northeastern University
5:45 pm	Conference Reception	

Friday 20 February 2026 | All Concurrent Sessions held in Farrell Hall | 1834 Wake Forest Rd Building 60

Check In and Full Breakfast | 8:30 - 9:30 am

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

Room	Title	Description	Presenter(s)	Room
A17	Mitigating Sociocultural Challenges through Global Skills Training	Is it possible to leverage international and domestic student engagement for enhanced student outcomes in both groups? This session will share results of a case study in mitigating sociocultural challenges via joint global skills training workshops. Positive feedback from study participants has encouraged development of a model program for use across a variety of campuses. Session attendees will participate in a mini-training and discuss possible implementation on their campuses.	Adrienne Shank, North Carolina State University; Laura Call, North Carolina State University	A17
A23	Best Practices for Virtual Reality in Inter-Cultural Learning	Step into the future of global education and explore how virtual reality (VR) is revolutionizing intercultural learning through three faculty-developed case studies. Gain insights into designing culturally-authentic learning environments through immersive experiences such as: fostering co-creation across cultures (TalkTech), developing platforms for professional Italian language skills, virtually visiting coffee shops in three countries and interacting with native speakers. Discover key considerations for integrating VR into your curriculum, empowering students to build meaningful connections in a virtual world.	Mark Frydenberg, Bentley University	A23
A27/A28	Diplomacy as a Pedagogical Tool: Cultivating Global Career Readiness Skills through the Carolina Diplomacy Fellows Program	This session highlights how international diplomacy-themed experiential learning fosters skills including intercultural competence. Through UNC-Chapel Hill's Carolina Diplomacy Fellows program, students engage in global issues through writing policy briefs, hands-on simulations, mentorship from international affairs professionals, and peer-to-peer networking. These experiences build skills in negotiation, global awareness and collaboration. Session presenters will share strategies for integrating diplomacy into program design and offer an adaptable toolkit for institutions seeking to enhance intercultural learning through cocurricular programming.	Sharmila Udyavar, University of North Carolina Chapel Hill; Emmy Grace, University of North Carolina Chapel Hill	A27/A28
A48	Co-Creating Kindness & Actualizing Justice in an Ukind Global Moment	Rooted in notions of compassion and friendship across meaningful differences, intercultural education is typically embedded within societal systems that trend toward preserving differences thus nurturing elitism and discrimination. In this session presenters will facilitate a conversation to challenge and offer support in thinking about the spaces where a "Muscular Kindness" of advocacy for justice can be baked into our international education and intercultural learning professional lives.	Katherine Yngve, Yngve Associates; Jennifer Ramos, Purdue University	A48

Coffee Break | 10:45 - 11:15 am

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

Room	Title	Description	Presenter(s)	Room
A17	Bridging Classroom and Career: Integrating CPT with Academic and Professional Competencies	This session describes the multi-step Curricular Practical Training (CPT) process at Davidson College through collaboration with the international office, career office, and registrar's office as a repeatable, non-credit bearing course to demonstrate the training opportunity as an "integral part of the school's established curriculum." Cases of typical and unusual situations will be examined, and participants will identify their own campus partners while considering the adaptability of the model at their institution.	Sara Nobles, Davidson College; Tynisha Brice, Davidson College	A17

A23	Internships Abroad as a Catalyst for Intercultural and Professional Development	Presenters will share a pedagogy around internships abroad as a catalyst for intercultural learning and developing global professional competence. By exploring student experiences and internship supervisor feedback from local organizations involved with the UNC Chapel Hill Honors Semester Program in Cape Town, attendees will gain an understanding of the impact of internships abroad as powerful tool for intercultural and professional development, as well as the pedagogy needed to ensure intercultural learning and translational skills development.	Mona-Lisa Bango, EDU Africa; Gina Difino, UNC-Chapel Hill	A23
A27/A28	Embracing & Leading Change to Promote Global Learning	Change is essential for global learning, yet change is something most humans resist and most organizations find incredibly challenging. This session focuses on how to move change from the role of an overlooked assumption to an explicit component of global learning that can be harnessed to improve global learning engagement and outcomes. Further, it addresses ways to combat resistance to change and proposes ways in which participants can reframe their communication about change from a deficit mindset to a growth mindset.	Todd Goen, Global Puzzles	A27/A28
A43	Towards a Complex Tapestry: Weaving Intercultural Learning into Different Global Learning Programs	Intercultural skills are crucial in today's interconnected yet divided world. This session will explore four different global learning opportunities at UC Davis and how intercultural learning is woven into them to support student growth. Attendees will have opportunities to discuss, make connections and reflect on ways to develop -- or continue developing -- intercultural learning as a priority within their institution's programming.	Kimberly Bellows, University of California Davis	A43
A48	Increasing Globally-Engaged Faculty and Staff: An HBCU's Strategies to Improve Access	This session explores the strategies, experiences, and examples of growing global programming at Bennett College (an all women's HBCU) and shares approaches to increase access to global education through a focus on faculty's professional development abroad. Attendees will learn about strategies Bennett used to galvanize faculty and staff participation as well as innovative partnerships with faculty to increase global perspectives in their courses. Presenters will also discuss ideas for how to capitalize on and promote faculty experiences abroad to increase excitement for students' global journeys.	Anne Hayes, Bennett College; Shenna Shearin, Bennett College; Sarah Akiwumi, Bennett College	A48

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)	Room
A17	Lessons from Five Weeks of Student-Led Research in Valencia, Spain: Cross-Cultural Engagement as a Path to Personal and Intellectual Growth	Rooted in a five-week immersive research project in Valencia, Spain, following the 2024 floods, the student presenter will reflect on how research abroad can transcend data collection to become a transformative personal and intellectual experience. Her work highlights the importance of integrating personal narratives into disaster response, cultivating empathy through active listening and recognizing how mentorship shapes meaningful intercultural engagement.	Sophia Sanders, Wake Forest University; Encarna Turner, Wake Forest University	A17
A23	On-Site Readiness for Intercultural Interaction: Preparing Students for Immersive Study Abroad Experiences	This session introduces an On-Site Readiness model for Intercultural Interaction, based on the presenter's personal experience as Faculty Director of study abroad programs to Costa Rica and Peru. Participants will explore practical, adaptable strategies — such as pre-departure preparation, real-world scenarios, and using student reflections — to help students engage meaningfully with host communities. Attendees will leave with tools to foster intercultural competence and strengthen global engagement both abroad and on their home campuses.	Autumn River Gallegos, University of North Carolina Greensboro	A23
A27/A28	Parlors, K-Pop, and Creative Practices: New Adventures in Intercultural Engagement	Examining best practices for enriching student learning and staff/faculty development with a focus on intercultural competence is the focus of this session. Presenters will share how intercultural exploration has revitalized Valparaiso's language center, recently relaunched as the Language and Intercultural Learning Center (LINC). Innovation has transformed cultural programming, like our Circle Studio series; enhanced professional development, including faculty/staff reading and discussion groups; and deepened student learning in class and in pre-departure study abroad orientations.	Carol Goss, Valparaiso University; Stacy Hoult, Valparaiso University; Rachel Beard, Valparaiso University	A27/A28
A43	Long-term Impacts of Virtual Exchange on Teacher Perspectives, Practices and Approaches to Intercultural Learning	Exploring the long-term impacts of a virtual exchange which brought U.S.-based teachers together with Afghan adults through synchronous interactions is the focus of this session. The presenters will share how participants -- who took part in the exchange five to eight years ago -- feel the collaboration continues to impact their current teaching practices, uses of technology, understandings of culture, intercultural learning and their interactions with students from diverse backgrounds, particularly with those who experienced trauma or were from conflict zones.	Sarah Dietrich, Southeast Missouri State University; Shahadur Rahman, University of Memphis	A43
A48	From Awareness to Action: Guiding Intercultural Growth through Service-Learning	This session showcases a best-practice model for cultivating intercultural competence through a service-learning course that integrates the IDI, faculty coaching, and community engagement. Co-presented by faculty members and a former student turned teaching assistant, the session offers practical tools and interactive strategies to foster reflection, cultural humility, and student leadership—providing a replicable framework for intercultural learning on campus.	Hécmir Torres-Cuevas, Albizu University; Gisela González-Elías, Albizu University; Ana Medina-Andújar, Albizu University; Klara A. Martinez Maldonado, Albizu University	A48

Coffee Break | 3:00 - 3:30 pm

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

Room	Title	Description	Presenter(s)	Room
A17	Together Abroad: Connecting Study Abroad and International Students Through a Shared Online Intercultural Learning Course	In Spring 2025 the University of Minnesota's Learning Abroad Center and International Student and Scholar Services (ISSS) team piloted an asynchronous course connecting study abroad and international students, which resulted in fostering cross-cultural dialogue and reflection. This session will share course design, outcomes and feedback, and offer adaptable assignments, prompts and strategies for developing this type of global learning environment.	Christine Anderson, University of Minnesota; Clara Arent, University of Minnesota; Adriana Castelo, University of Minnesota	A17
A23	"It Was Twenty Years Ago Today": Evaluating the Impact of Study Abroad Twenty Years Later	The impact of study abroad on Elon University alums twenty years after their global experiences is the focus of this session. In examining the findings the Presenter will share important takeaways from their responses, interpret how this information influences our understanding of the long-term impact of study abroad and share ideas on how this understanding might shape future study abroad learning.	Stephen Braye, Elon University	A23
A27/A28	Supporting Faculty in Integrating Intercultural Learning into their Teaching	Since 2023 East Carolina University has been implementing a Quality Enhancement Program (QEP) called Go Intercultural!, which focuses on supporting faculty in integrating intercultural learning into their courses. Presenters will share how the project has evolved, the impacts and what they've learned in the process. A faculty participant will discuss how the experience has impacted her teaching in Special Ed. Attendees will leave with practical ideas about how to help faculty integrate intercultural learning into their teaching.	Purificación Martinez, East Carolina University; Laura Levi Alstaedter, East Carolina University; Tara Harvey, True North Intercultural; Danielle Dietz, East Carolina University	A27/A28
A43	Coincidendo: A High-Impact Model for Community College Intercultural Service-Learning in Mexico	This presentation details a successful short-term, faculty-led service-learning program in a low-income community in Guadalajara, Mexico, designed specifically for Spanish students at our community college. Presenters will share the program's structure which combines pre-trip academic preparation, immersive community-based projects and structured post-trip reflection. The successful approach is based on the reciprocal relationship between students of the two countries. This session provides a framework for other institutions seeking to create transformative and affordable international experiences.	Luz Alvarez, Johnson County Community College (KS); Beth Gulley, Johnson County Community College (KS)	A43
A48	Developing Culturally Agile Students: Competencies and a myGuide Demo	Today's employers prize skills like curiosity, relationship-building, tolerance of ambiguity, and resilience, the same competencies study abroad students develop through the micro-moments, as documented in The Talent Advantage report (Forum on Education Abroad, 2025). This session introduces these critical competencies and shows how myGuide strengthens them through self-awareness, development challenges, and personalized micro coaching. Participants will see a live demo of myGuide and learn practical ways to integrate the tool into study abroad advising and programming.	Paula Caligiuri, PhD, Northeastern University	A48

Dinner on your own


Please complete an evaluation for each Session you attend! <https://go.wfu.edu/wise26-session-evaluations/>

Saturday 21 February 2026 | All Concurrent Sessions held in Farrell Hall | 1834 Wake Forest Rd Building 60
Check In and Light Breakfast | 8:30 - 9:30 am
Concurrent Sessions E | 9:30 - 10:45 am

Room	Title	Description	Presenter(s)	Room
A17	Deliberate Design of Faculty Awards to Advance Global Learning	Promoting global learning requires faculty engagement, yet too few institutions fully incentivize faculty to engage in global activities. This session focuses on strategies for developing robust faculty awards to promote global learning. Presenters will share multiple elements of award design: strategy, definitions, collaboration, processes, outcomes, revision, and provide examples from multiple awards programs designed to reward faculty for their global engagement. Participants will leave with tangible considerations for creating and supporting such programs.	Todd Goen, Global Puzzles; Stephanie Tignor, Virginia Commonwealth University	A17
A23	Developing Collaborative Online International Learning (COIL) Courses	Collaborative Online International Learning (COIL) courses offer students an opportunity to develop their global awareness and cultural intelligence by working with peers at a foreign university on a class project. Working in virtual teams offers all students the opportunity to engage with peers across cultures regardless of their financial ability to travel. COIL courses have been demonstrated to be an effective tool in university efforts to boost graduating students' cultural intelligence and global awareness. COIL course design is versatile and can be used across disciplines and in different formats.	Rachel Shinnar, Appalachian State University	A23

A27/A28	Using the IDI to Assess & Develop Intercultural Competency Among Students, Faculty & Staff	This session explores the Intercultural Development Inventory (IDI), a leading, research-based tool for assessing and developing intercultural competence. Presenters will discuss the developmental model behind the IDI and what it measures, then share practical examples of how the IDI can be used to support intercultural growth among students, faculty, and staff. No matter your level of familiarity with the IDI, you'll leave with actionable insights and deeper understanding of how the tool could benefit your context.	Tara Harvey, True North Intercultural; Michael Ehrecke, Clarkson College	A27/A28
A43	Intercultural-Tea: A podcast listening club promoting intercultural openness	Intercultural-Tea is a podcast listening club designed by Georgia Tech's Center for Teaching and Learning's ITA Program, with the goals of encouraging intercultural openness, building intercultural competence and improving belonging and inclusion for the students, staff, and faculty working in the Provost's Office and its VP reporting units. This session will describe the club's experience thus far, from the proposal creation and design of session meetings and podcast choices to reflection and assessment of the project. The presenter will share outcomes of the club and the club's metamorphosis into use by undergraduate student groups.	Sarah Kegley, Georgia Institute of Technology	A43
A48	Short Trips, Big Impact: Essentials of Short-Term Study Abroad	This session examines Short-Term Study Abroad (STSA) from the faculty perspective as a resource for those who may be new to the process. After setting the stage with a brief overview of data trends and scholarly literature on STSA, the presenter will share his experience designing and managing STSA programs at Bentley University, a private business school in Greater Boston. This session highlights the basics of choosing a course theme and location, travel planning, partnerships, marketing, implementation, risk management, and feedback. By sharing insights and discussing best and worst practices, participants will be better prepared to design and implement successful international field studies.	Joel Deichmann, Bentley University	A48

Coffee Break | 10:45 - 11:15 am

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

Room	Title	Description	Presenter(s)	Room
A17	Designing for Growth: An Assessment-Informed Approach to Enhancing Intercultural Development in the Classroom and Beyond	Facilitating students' intercultural development is a key avenue through which education abroad prepares students for successful careers and meaningful lives. This interactive session will introduce the new Global Preparedness Scale for assessing intercultural development and present findings from two years of utilization. Further, presenters will discuss results of a subsequent targeted pedagogical intervention for intercultural communication. Participants will be invited to share best practices and brainstorm ideas for similar projects tailored to their institutions.	Christy Brady, University of Kentucky; Brendan O'Farrell, University of Kentucky; Liz Combs, University of Kentucky	A17
A23	We Saved a Seat for You: Faculty Prioritizing Reflection, Mutual Vulnerability and Collective Action in Education Abroad	What happens when faculty step off the podium and reflect alongside their students? Drawing on a qualitative case study of community-engaged education abroad teaching, this session repositions reflection as the starting point for teaching, learning and action rather than the final step. Participants will explore collective, creative and mutually vulnerable forms of reflection, informed by Megan Boler's pedagogy of discomfort, Marshall Ganz's public narrative and arts-based practices, to enhance intercultural learning and reciprocal global engagement.	William Pryor, University of North Carolina Chapel Hill	A23
A27/A28	Education Abroad Through the Lens of Social Media	Social media usage among college students has increased dramatically over the last two decades. Generation Z, or "digital natives", are part of the first generation to use social media for everyday learning. This session will explore the implications of social media for international and study abroad students, including the benefits and potential deficits. Presenters will discuss themes from research conducted for a systematic literature review, explore case studies and share similar stories through the lens of advisors in the field.	Freddie Wood, Wake Forest University; Jana Soto, Wake Forest University; Kylie Holloway, Wake Forest University	A27/A28
A48	Bridging Pre-Service Teacher Intercultural Experience to Teaching Practice	The JMU College of Education continues to grow initiatives intended to develop intercultural skills and dispositions in future teachers. This session will present the process used for translating experience on the ground into future professional practice, including student BEVI (Beliefs Events and Values Inventory) and reflection data from the past two years. Additionally, presenters will share their first year of curricular application data from practicing educators.	Kristofor Wiley, James Madison University; Chris Hass, James Madison University	A48

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

General WISE Conference concludes | 1:30 pm

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



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