



ENHANCING INTERCULTURAL LEARNING AT HOME AND ABROAD

FEBRUARY 3-5, 2016



WAKE FOREST
UNIVERSITY



WELCOME

Welcome to the eighth annual Workshop on Intercultural Skills Enhancement *and Conference* hosted by Wake Forest University. On behalf of the WISE Steering Committee and the Center for Global Programs & Studies, we are pleased to host you in Winston-Salem and hope you enjoy your stay.

While each of us face different challenges in our institutions and environments, we share a common goal – to promote and enhance intercultural learning in our spheres of influence. As we hear of unfathomable conflict around the world, it is easy to focus on the differences between cultures and the challenges those disparities present rather than the opportunities they offer. When we allow differences to overshadow the common bonds among us, we miss chances to connect with and understand one another. In our roles as global educators we endeavor to guide our students in the development of their intercultural skills and global mindsets so they are better able to appreciate cultural variation and pursue a shared understanding of cross-cultural interaction.

Again this year, the WISE Conference continues its tradition of providing an occasion for educators to exchange ideas & experiences on how to help students develop intercultural awareness and competencies. I would like to expressly thank each presenter, panelist, workshop facilitator, and our keynote speaker for the contribution of your time and expertise. It is our hope that each session will ignite discussion around how we can enhance and improve international and intercultural learning. I would also like to thank each of you for attending WISE and contributing to this rich exchange of ideas.

Leigh Hatchett Stanfield
WISE Conference Chair and
Director of Global Campus Programs
Center for Global Programs & Studies, Wake Forest University



WISE
2016

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SCHEDULE AT A GLANCE

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2016

WEDNESDAY, FEBRUARY 3RD	PRE-CONFERENCE WORKSHOPS	LOCATION
7:30am – 5:30pm	Registration <i>*separate registration required for workshops</i>	Hearn Foyer
7:30am – 8:30am	Continental Breakfast	Hearn Foyer
8:30am – 12:30pm	Morning Workshops • Transformative Learning (Part 1) • The Forum’s Standards Overview	Hearn A Hearn D
12:30pm – 1:30pm	Lunch	Hearn Foyer/Hearn B
1:30pm – 5:30pm	Afternoon Workshops • Transformative Learning (Part 2) • The Forum’s Standards 4 & 5	Hearn A Hearn D
THURSDAY, FEBRUARY 4TH	CONFERENCE DAY 1	LOCATION
7:45am – 5:00pm	Registration	Hearn Foyer
8:00am – 9:00am	Continental Breakfast	Hearn Foyer
9:00am – 10:15am	Opening Plenary • Welcome and Introductions • Keynote Address: James Pellow, Ed.D.	Hearn A, B, C, D
10:15am – 10:45am	Morning Break	Hearn Foyer
10:45am – 12:00pm	Concurrent Sessions A	Hearn A, B, C, D, Bethabara
12:00pm – 1:15pm	Lunch (<i>included in registration</i>)	Garden Terrace in Embassy Suites
1:30pm – 2:45pm	Concurrent Sessions B	Hearn A, B, C, D, Bethabara
2:45pm – 3:15pm	Afternoon Break	Hearn Foyer
3:15pm – 4:30pm	Concurrent Sessions C	Hearn A, B, C, D, Bethabara
4:30pm – 6:00pm	Conference Reception <i>Sponsored by Wake Forest University Provost’s Office of Global Affairs</i>	Hearn Foyer
FRIDAY, FEBRUARY 5TH	CONFERENCE DAY 2	LOCATION
8:00am – 1:00pm	Registration	Hearn Foyer
8:00am – 9:00am	Continental Breakfast	Hearn Foyer
9:00am – 10:15am	Concurrent Sessions D	Hearn A, B, C, D, Bethabara
10:15am – 10:45am	Coffee Break	Hearn Foyer
10:45am – 12:00pm	Concurrent Sessions E	Hearn A, B, C, D, Bethabara
12:00pm – 1:15pm	Lunch (<i>included in registration</i>)	Garden Terrace in Embassy Suites
1:30pm – 2:45pm	Concurrent Sessions F	Hearn A, B, C, D, Bethabara

PRE-CONFERENCE WORKSHOPS

WEDNESDAY, FEBRUARY 3

7:30am – 5:30pm	Registration	Hearn Foyer
7:30am – 8:30am	Continental Breakfast	Hearn Foyer
8:30am – 12:30pm	Morning Workshops <ul style="list-style-type: none"> • Transformative Learning (Part 1) • The Forum’s Standards Overview 	Hearn A Hearn D
10:30am – 10:45am	Coffee Break	Hearn Foyer
12:30pm – 1:30pm	Lunch	Hearn Foyer/Hearn B
1:30pm – 5:30pm	Afternoon Workshops <ul style="list-style-type: none"> • Transformative Learning (Part 2) • The Forum’s Standards 4 & 5 	Hearn A Hearn D
3:30pm – 3:45pm	Coffee Break	Hearn Foyer
5:30pm	Workshops conclude	



From the Inside Out: Transformative Learning and Teaching

Dr. Michael Vande Berg and Dr. Tara Harvey, Co-Facilitators

Full Day, 8:30am – 5:30pm

This workshop takes participants beyond traditional intercultural training approaches and teaches how to help themselves and students interact more effectively and appropriately with culturally different others through developing four core intercultural competencies. Research from a broad range of disciplines tells us when students learn away from home, they're not being transformed merely through talking with, reading about, and coming into contact with the new and different. As researchers reveal more about the role the brain plays in constructing the worlds we perceive and act in, these new insights are being applied in various contexts including psychological and educational. Vande Berg and Harvey will show attendees how to move away from trying to transform students merely through teaching them about and immersing them in "cultural differences." Participants in this workshop will gain a set of processes and practices to apply in their own intercultural learning and teaching activities.

Overview of the Standards of Good Practice

Dr. Kline Harrison, Wake Forest University

Half Day, 8:30am – 12:30pm

The Forum's *Standards* provide a means to assess and ensure quality in all areas of education abroad planning – academic programming, student conduct, resources, personnel, and policies & procedures. Using the *Standards* as a guide, participants will examine practices at their universities or organizations. This workshop will be highly interactive, drawing on case studies and issues of interest to attendees. This qualifies as a Forum Certification Workshop.

Forum's Standards 4 & 5: Student Selection, Preparation, Code of Conduct & Returning Support

Mandy Brookings Blinn, DePauw University

Half Day, 1:30 – 5:30pm

With a focus on Student Selection, Preparation, Code of Conduct and Returning Support, this workshop will help participants identify resources and design programming in these areas. Topics include a comprehensive judicial screening process, different preparation and returning support models, and developing strategies to improve existing practices in participant's specific context. This qualifies as a Forum Certification Workshop.

PLAN YOUR DAY

7:45am – 5:00pm	Registration	Hearn Foyer
8:00am – 9:00am	Continental Breakfast	Hearn Foyer
9:00am – 10:15am	OPENING PLENARY <ul style="list-style-type: none"> • Welcome and Introductions • Keynote Address: James P. Pellow, Ed.D. 	Hearn A, B, C & D
10:15am – 10:45am	Morning Coffee Break	Hearn Foyer
10:45am – 12:00pm	CONCURRENT SESSIONS A <ul style="list-style-type: none"> • Micro-Practices to Develop Intercultural Competencies • Cultivating Intercultural Leaders: From Assessment to Action Plans at the Global Leadership Advancement Center • Pre-Deployment Activities that Facilitate Readiness for Intercultural Learning • Increasing International Service Learning Participation Among African American Studies at HBCUs and PWIs • Building a Foundation with the DMIS, IDI, and the IDC 	Bethabara Hearn A Hearn B Hearn C Hearn D
12:00pm – 1:15pm	Lunch (<i>included in registration</i>)	Grand Terrace in Embassy Suites
1:30pm – 2:45pm	CONCURRENT SESSIONS B <ul style="list-style-type: none"> • Putting Together the Puzzle Pieces of Faculty-Led Programming • Demystifying Intercultural Outcomes Assessment and the Changing Assessment Paradigm • Assessment as a Re-Entry Tool: Utilizing Program Evaluations to Foster Global Competence • Social Justice and Global Education: Investigating Best Practices • Arabic in Context and Intercultural Development: Study Abroad in Morocco 	Bethabara Hearn A Hearn B Hearn C Hearn D
2:45pm – 3:15pm	Afternoon Coffee Break	Hearn Foyer
3:15pm – 4:30pm	CONCURRENT SESSIONS C <ul style="list-style-type: none"> • Improving Learning by Design: Logic Models for Study Abroad Program Design • Badges, Seals, and Endorsements: Digital Documentation of International Competency, Capacity, and Accomplishment • Systematically Evaluating and Focusing Study Abroad Activities to Best Promote Intercultural Learning • Meet Me at the Fair: A Collaborative, Multidisciplinary First-Year Seminar Model • International Education Experiences—Why Do Students Take Them, and More Importantly, Why Do They Choose Not to Take Them? 	Bethabara Hearn A Hearn B Hearn C Hearn D
4:30pm – 6:00pm	Conference Reception <i>Sponsored by Wake Forest University Provost's Office of Global Affairs</i>	Hearn Foyer

7:45am – 5:00pm **Registration** Hearn Foyer

8:00am – 9:00am **Continental Breakfast** Hearn Foyer

9:00am – 10:15am **Opening Plenary** Hearn A, B, C & D

- Welcome and Introductions
- Keynote: James P. Pellow, Ed.D., President & CEO, Council on International Educational Exchange (CIEE)

“Intercultural Communication Skill Building and the Critical Role of Faculty in Today’s World”

For more than half a century, one of the primary goals of many study abroad programs has been the development of strong second language skills. Educators expected these skills, when used by study abroad participants, to increase cultural awareness, promote getting along better with people who are different, create deeper understanding of other traditions, and advance peace and harmony in our world. Modern foreign language faculty led the way, creating a framework of learning and protocols that has been in place since the end of World War II.

Today, the communities of our world remain divided in countless ways. Conflict occurs between groups whether or not they speak a common language. The language most in demand in our world today, especially for business and technology, is English. While acquiring second language skills is important to understanding ‘the other’, it is not sufficient to achieve the aspirations we have for our students and our world.

Through increased intercultural competency, individuals can enhance their ability to leverage commonalities and differences to work together most effectively and appropriately. Fostering intercultural skills can lead to a more integrated study abroad experience, a more satisfying work environment, and more successful organizations. To compete in today’s global market, students need cultural self-awareness, the ability to recognize cultural values, behaviors and identities of others, and strategies to bridge cultural differences both at home and abroad.

Just as faculty led the way promoting and developing language skills for students during the last 50 years, we must turn again to faculty to promote the development of the most vital skills for today’s world, namely, intercultural communication skills and competencies.



10:15am – 10:45am **Morning Coffee Break**

Hearn Foyer

Concurrent Sessions A: Thursday

10:45am – 12:00pm **Micro-Practices to Develop Intercultural Competencies** Bethabara

Lead Presenter: Adriana Medina, University of Maryland, Baltimore County

This practical session addresses seven key competencies crucial for a successful study abroad experience. The competencies are: description, observation, ability to ask questions, flexibility, adaptation, keeping an open mind, and engaging ambiguity. Participants will learn a micro-practice to develop at least five of these competencies so they can in turn teach them to students. The idea is to bring to a practical level what can be abstract and lofty concepts.

Cultivating Intercultural Leaders: From Assessment to Action Hearn A
Plans at the Global Leadership Advancement Center

Lead Presenter: Joyce Osland, San Jose State University

Global leadership is “the process of influencing the thinking, attitudes, and behaviors of a global community to work together synergistically toward a common vision and common goals” (definition from Adler, 2001 & Festing, 2001). This session addresses intercultural or global leadership development by presenting research findings, the Pyramid Model of Global Leadership (Osland, 2008), assessment models, and development lessons from an innovative Global Leadership Lab.

Pre-Deployment Activities that Facilitate Readiness for Hearn B
Intercultural Learning

Lead Presenter: Julie Cusatis, Duke University School of Nursing

This interactive session outlines an instructional design model, engagement strategies, and best practices that can be used to increase student readiness, reduce anxiety, mitigate risk and ultimately prepare student groups for intercultural learning through global immersion. Four key content areas are covered: cohort building (group identity, teamwork, team dynamics and use of self); cultural awareness and sensitivity training; safety, security and problem solving in country; country/site specific information and trip logistics.

Increasing International Service Learning Participation Hearn C
Among African American Students at HBCUs and PWIs

Lead Presenter: Shameka Johnson, Howard University

Co-Presenter: Quentin Tyler, University of Kentucky

This presentation will address the discussion of increasing international service learning opportunities for African American students enrolled at both Historically Black Colleges and Predominantly White Institutions. Participants of this presentation will be able to recognize the needs and challenges of developing and providing an international service learning experience for African American students.

Building a Foundation with the DMIS, IDI, and the IDC

Hearn D

Lead Presenter: Nell Pynes, University of North Carolina-Greensboro

The Developmental Model of Intercultural Sensitivity (DMIS) is a well-established, theoretical model for intercultural competence. Understanding this model and the Intercultural Development Inventory (IDI), which is based on the DMIS, is critical to building a solid foundation. This session will review the DMIS, the IDI, and the more recently developed Intercultural Development Continuum (IDC).

12:00 – 1:15 pm

Lunch

Garden Terrace in Embassy Suites

Concurrent Sessions B: Thursday

1:30pm – 2:45pm

Putting Together the Puzzle Pieces of Faculty-Led Programming

Bethabara

Lead Presenter: Michael Tyson, Wake Forest University

Co-presenter: Anne Curtis, IES Abroad

This session will examine the various lifecycle pieces that make up a successful short-term faculty program by giving attendees a model of best practices to integrate into their own program planning. Key elements to be covered include Program Design, Program Approval, Course/Faculty Preparation, Marketing and Recruitment, Selection, Pre-Departure, Program Launch, and Return. A general timeline, sample handbook, and order of processes will also be shared that can be adapted to attendees' institutional calendar and protocol.

Demystifying Intercultural Outcomes Assessment and the Changing Assessment Paradigm

Hearn A

Lead Presenter: Darla Deardorff, AIEA and Duke University

Assessing intercultural learning outcomes can often seem daunting, especially since the changing assessment paradigm calls for more than a pre-post measure. Join in this interactive session as we debunk prevalent myths, explore guiding assessment principles, and learn about concrete ways to approach learning outcomes assessment through a changing assessment paradigm.

Assessment as a Re-Entry Tool: Utilizing Program Evaluations to Foster Global Competence

Hearn B

Lead Presenter: Sarah LaRosa, Marymount University

The benefits of study abroad are enhanced when deliberate and quality interventions are used to promote student development. This interactive session will examine the use of post program evaluations as an effective intervention tool to encourage students to reflect on and learn from their overseas experience. Participants will learn how to develop qualitative evaluations that effectively promote global competence.

Concurrent Sessions B: Thursday *(continued)*

Social Justice and Global Education: Investigating Best Practices Hearn C

Lead Presenter: Anne Hornak, Central Michigan University

Co-presenter: Elizabeth Kirby, Central Michigan University

A study abroad program for graduate students embedded within a social justice framework is the focus of this session. Participants will have the opportunity to think about the study abroad curricular design, how sites are selected within the social justice frame, how to connect readings to locations, and how culture influences the notion of equity and injustice. Constructive dialogue and critique is embedded throughout the session.

Arabic in Context and Intercultural Development: Study Abroad in Morocco Hearn D

Lead Presenter: Mounia Mnouer, Northern Arizona University

This presentation will discuss when, where, and how novice learners of Arabic who traveled to Morocco for a four-week study abroad program used the language in different contexts of their daily lives. It will also explore how their intercultural awareness developed within these contexts.

2:45pm – 3:15pm

Afternoon Coffee Break

Hearn Foyer

Concurrent Sessions C: Thursday

3:15pm – 4:30pm

Improving Learning by Design: Logic Models for Study Abroad Program Design Bethabara

Lead Presenter: Paige Butler, Middlebury Institute of International Studies

Program design and assessment in education abroad can be improved by applying Program Logic Models (PLMs). In this session participants will learn about PLMs as a good practice and how utilizing this framework can significantly aid in enhancing student learning and intercultural growth. Utilizing the logic model framework, participants will create their own models with a specific focus on embedded intercultural learning. Working individually and with colleagues attendees will develop, discuss, and critique logic models they have designed.

Badges, Seals, and Endorsements: Digital Documentation of International Competency, Capacity, and Accomplishment Hearn A

Lead Presenter: Ann Cunningham, Wake Forest University

Co-presenters: Helga Fasciano, North Carolina Department of Public Instruction; Mary Lynn Redmond, Wake Forest University; Ivonne Chirino-Klevans, North Carolina-State University

This panel presents a strategy for communicating details of intercultural accomplishments through the use of digital badges. It will focus on four main areas: the concept of badging and the value of electronic seals and endorsements; developments in

the area of overseas experiential learning in classrooms for future teachers; a model for improving intercultural learning experiences & international engagement; the development of a global mindset.

Systematically Evaluating and Focusing Study Abroad Activities to Best Promote Intercultural Learning Hearn B

Lead Presenter: Emily Maeckelbergh, Katholieke Universiteit Leuven, Belgium

Activities from personal research on promoting intercultural learning in faculty-led study abroad programs will be discussed during this interactive session. We will explore how programs currently use the sociocultural host environment and how Boud's Experiential Learning Theory can be applied as a tool to target intercultural learning both in the learning experience and through reflection. Session participants will share activity ideas and learn how to focus student attention on specific parts of the learning process.

Meet Me at the Fair: A Collaborative, Multidisciplinary First-Year Seminar Model Hearn C

Lead Presenter: Christina Soriano, Wake Forest University

Co-presenters: Ryan Shirey, Wake Forest University; Christa Colyer, Wake Forest University

Wake Forest faculty will discuss the creation of a new intercultural course about World's Fairs, taught from the perspective of seven disparate disciplines. As part of an initiative from the Wake Forest Provost's Office of Global Affairs, faculty from the first cohort will share teaching and learning strategies from their collaborative, international course planning.

International Education Experiences – Why Do Students Take Them, and More Importantly, Why Do They Choose Not to Take Them? Hearn D

Lead Presenter: Iris Berdrow, Bentley University

Every year, we send students on faculty-led short-term programs, semester abroad experiences, or other international education opportunities. But do we know why, or more importantly why not, students take advantage of these opportunities? As part of a five-year intercultural effectiveness assessment and self-development program, information was collected from more than 2,000 undergraduate and graduate students at Bentley University on their motivations and intentions towards international education opportunities. This session will describe the data collection, analysis and results.

4:30pm – 6:00pm

Conference Reception

Hearn Foyer

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



FRIDAY, FEBRUARY 5

PLAN YOUR DAY

8:00am – 1:00pm	Registration	Hearn Foyer
8:00am – 9:00am	Continental Breakfast	Hearn Foyer
9:00am – 10:15am	CONCURRENT SESSIONS D <ul style="list-style-type: none"> • Student Contact with Local Peers Abroad • Interactive Methods for Teaching about Cultural Differences • Climbing the Summit: Collaborative and Comprehensive Global Learning in a Liberal Arts Setting • Planning International Service Programs • “Mirror, Mirror on the Wall,” How Do We Make Meaning of it All? Going Beyond Surface Reflection in Short-Term Study Abroad 	Bethabara Hearn A Hearn B Hearn C Hearn D
10:15am – 10:45am	Coffee Break	Hearn Foyer
10:45am – 12:00pm	CONCURRENT SESSIONS E <ul style="list-style-type: none"> • Embedding Undergraduate Research into Faculty-Led Programs • Assessing and Addressing Student Readiness for Intercultural Learning • Mentoring for International Student Support • Study Abroad 101 • Language Matters, Even in Non-Language Programs 	Bethabara Hearn A Hearn B Hearn C Hearn D
12:00pm – 1:15pm	Lunch (<i>included in registration</i>)	Garden Terrace in Embassy Suites
1:30pm – 2:45pm	CONCURRENT SESSIONS F <ul style="list-style-type: none"> • Mindfulness and Intercultural Learning from the Inside Out • Independent Research as Conduit to Cross-Cultural Engagement • Profiles that Expand Global Citizenship: Approaches that Develop Intercultural Competencies in Higher Education • Are They Picking Up What We’re Putting Down? Efficacy and Impact of a Cultural Transition Course For First-Year International Students • Friends Beyond Borders: Cultural Variations in Close Friendship 	Bethabara Hearn A Hearn B Hearn C Hearn D

8:00am – 1:00pm	Registration	Hearn Foyer
8:00am – 9:00am	Continental Breakfast	Hearn Foyer

Concurrent Sessions D: Friday

9:00am – 10:15am **Student Contact with Local Peers Abroad** Bethabara

Lead Presenter: David Limburg, Guilford College

Co-presenters: Daniel Diaz, Guilford College; Logan Stanfield, University of North Carolina-Greensboro

“My experience abroad was great, but it was hard to meet local people my age.” How many times have we seen that statement on our post-program evaluations? We will provide the current context of this important issue in the field of study abroad, present successful, innovative strategies practiced by a recent faculty leader in Munich, and raise the topic for discussion among session participants in order to maximize idea generation.

Interactive Methods for Teaching about Cultural Differences Hearn A

Lead Presenter: Janet Bennett, Intercultural Communication Institute

International educators know the rationales, data, and rhetoric for programming and curriculum on racial and cultural differences. Many campuses use a model of intercultural competence in their work to address this. But how can you teach others about the intercultural competence without delivering a lecture? Participants will receive new, hard-to-find activities and the practice to do so!

Climbing the Summit: Collaborative and Comprehensive Global Learning in a Liberal Arts Setting Hearn B

Lead Presenter: Janelle Peifer, Agnes Scott College

Co-presenters: Toby Emert, Agnes Scott College; Gayatri Sethi, Agnes Scott College

Three members of the academic team who helped design and implement Summit describe the collaborative and iterative process of developing this global curricular and co-curricular initiative. Summit is a unique and comprehensive global learning initiative at a small private women’s college in the Southeast. It includes a focus on domestic and international travel, understanding of global issues, and leadership. Summit required a re-engineered curriculum featuring two signature courses that address cultural competence: Gateways and Journeys.

Planning International Service Programs Hearn C

Lead Presenter: Mary Gerardy, Wake Forest University

This session will provide information about the steps needed to establish and run short-term international service programs. The workshop will involve ideas for creating learning outcomes, effective preparation, on-site reflection, re-entry activities, and assessment. Participants will have the opportunity to participate in sample exercises.

Concurrent Sessions D: Friday *(continued)*

9:00am – 10:15am **“Mirror, Mirror on the Wall,” How Do We Make Meaning of it All? Going Beyond Surface Reflection in Short-Term Study Abroad** Hearn D

Lead Presenter: Prudence Layne, Elon University

How can faculty craft reflection activities that allow students and their learning networks to think and act more deliberately throughout the unique incubator process that is short term study abroad? In this interactive workshop, participants create frameworks for dynamic reflection activities grounded in some of Kolb’s key experiential learning theory concepts.

10:15am – 10:45am **Morning Coffee Break** Hearn Foyer

Concurrent Sessions E: Friday

10:45am – 12:00pm **Embedding Undergraduate Research into Faculty-Led Programs** Bethabara

Lead Presenter: Sarah Mullen, The College of William & Mary
Co-presenters: Francie Cate-Arries, The College of William & Mary; Chantal Houglan, The College of William & Mary; Stephanie Heredia, The College of William & Mary

This session will draw upon the experiences of the William & Mary faculty-led study abroad program in Cádiz, Spain, which has been running successfully for more than a decade. It will address the benefits and challenges of incorporating for-credit undergraduate research projects into a faculty-led program from the perspective of an administrator, a faculty member, and two student participants. The session will include opportunities for Q&A, sharing best practices, and brainstorming possibilities for programs at attendees’ home institutions.

Assessing and Addressing Student Readiness for Intercultural Learning Hearn A

Lead Presenter: Patti Brown, Institute for Study Abroad- Butler University
Co-presenter: Jennifer Wiley, CoreCollaborative International and University of Missouri- Columbia

Using one program provider’s experience of developing its approach to student engagement and skill development abroad, this session will include discussion of goal setting around intercultural competence, outcomes and concepts that are complementary and integral to intercultural competence, and how to use assessment data to modify program components.

Mentoring for International Student Support

Hearn B

Lead Presenter: Ananda Mitra, Wake Forest University

International students, their families, and communities often need more support than might be obvious on first glance. This session will explore efforts to mentor international students and their families.

Study Abroad 101

Hearn C

Lead Presenter: Marie Henry, University of North Carolina-Greensboro

Co-presenter: Jessica Francis, Wake Forest University

This session is geared for those who are new to planning or leading study abroad programs. Presenters will cover some of the basics of new program development, including academic objectives, logistics, advising and selecting students, and orientations.

Language Matters, Even in Non-Language Programs

Hearn D

Lead Presenter: Rebecca Thomas, Wake Forest University

Many students travel abroad with limited knowledge of the local language. How can you help your students appreciate the many ways in which even a small amount of language knowledge and use is important? This session will explore some strategies and activities that help students understand the role of language in cross-cultural engagement.

12:00 – 1:15 pm

Lunch

Garden Terrace in Embassy Suites

1:30pm – 2:45pm

Concurrent Sessions F: Friday

Mindfulness and Intercultural Learning from the Inside Out

Bethabara

Lead Presenter: Tara Harvey, True North Intercultural

Co-presenter: Catherine Menyhart, CIEE

As faculty and staff committed to helping students develop their intercultural competence, it is critical we focus on our own intercultural learning and development as well. The practice of mindfulness is emerging as an essential component of developing these competencies. As mindfulness programs are becoming increasingly prevalent - from major corporations to the military to education - and research heralds their impact, educators are recognizing the value of both practicing and teaching mindfulness to enhance their own and others' intercultural competence. Participants will learn about activities which can be used to start or further students' mindfulness and intercultural development practices.

Concurrent Sessions F: Friday *(continued)*

Independent Research as Conduit to Cross-Cultural Engagement Hearn A

Lead Presenter: Tom Phillips, Wake Forest University

Co-presenters: Harsh Patolia, Wake Forest University; Amy Xie, Wake Forest University

For two recent overseas semester programs, Dr. Phillips included an independent research component for each participant. Students were required in advance to devise and refine a topic of research related to the host environment (respectively, London and Vienna). Students from the Vienna 2014 semester will present brief summaries and impressions of their research topics: how these projects were conceived, adapted, evolved, written, and reported. We will also discuss as a group the structural or other potential pitfalls to such focal independent engagement.

Profiles that Expand Global Citizenship: Approaches that Develop Intercultural Competencies in Higher Education Hearn B

Lead Presenter: Marty Petrone, Miami University of Ohio and CISV International

Co-presenters: Jesse Rowell, Aperian Global

Global competencies are in high demand in the current marketplace. We as international educators should be pleased, as this validates our work. But can our students learn these competencies? Will they become the globally agile, resilient souls we believe they are capable of becoming? In this session, we delineate the role and value of employing the dual lenses of culturally-specific behavioral styles and cultural general competency assessments in identifying and cultivating global competent learners.

Are They Picking Up What We're Putting Down? Efficacy and Impact of a Cultural Transition Course For First-Year International Student Hearn C

Lead Presenter: Nelson Brunsting, Wake Forest University

Join the discussion of findings from a longitudinal study of the efficacy of a one-credit course designed to help first-year international students develop or improve skills and concepts for academic and social adjustment to U.S. universities. We seek input and discussion of ways to better facilitate the international student transition to U.S. universities.

Friends Beyond Borders: Cultural Variations in Close Friendship Hearn D

Lead Presenter: Roger Baumgarte, Winthrop University

Different cultures make very different assumptions about what it means to be a close friend. This session will present research and a model describing these cultural variations. Participants will leave this session with insights and understanding regarding six cultural styles of close friendship and be prepared to present a short segment on this topic as part of any orientation program for international or study abroad students.

WISE CONFERENCE STEERING COMMITTEE

Penelope Pynes

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Leigh Hatchett Stanfield (Chair)

Director of Global Campus Programs
Wake Forest University

Acknowledgements

I would like to express my profound appreciation to the WISE Steering Committee for their guidance and sage advice, especially in my first year managing the conference. The Steering Committee selected an interesting and diverse slate of sessions while holding true to the conference focus on enhancing intercultural learning for students.

Nell, Mick, Steve, Ann, Andrew - I am sincerely thankful for your time and dedication to our field.

-Leigh

Your 2016 WISE experience

My hope for your conference experience is that you will learn something new, share ideas with a new or familiar colleague, and challenge each other to identify innovative methods for strengthening intercultural learning in your own environments.

The WISE Conference is designed by educators for educators, so in the spirit of collaboration, please communicate with us your thoughts during the conference (via session evaluations) and afterwards (via the post-conference survey). We value your feedback.

Thank you for participating in the WISE Conference 2016!

Badges

Your name badge is your admission to WISE conference events. Please wear your badge at all times for access to sessions and meals.

Stay Connected

Complimentary Wi-Fi is available in the conference area. Select **"Marriott_Conf"** and enter the password **"WISE2016"**.

Social Media

Join the conversation using **#WISEWFU** and **@GlobalWFU**.

About Wake Forest University

Wake Forest University combines the best traditions of a small liberal arts college with the resources of a large research university. Founded in 1834, the school is located in Winston-Salem, N.C. The University's graduate school of arts and sciences, divinity school, and nationally ranked schools of law, medicine and business enrich our intellectual environment. Learn more about Wake Forest University at www.wfu.edu.

Dr. Roger Baumgarte taught research methods and cross-cultural psychology for 30 years at Winthrop University. He also taught for a year at the American University in Paris and for another year in the University of Maryland's Overseas Program in South Korea. Since 1990, he has focused his research on cultural differences in close friendships. He is the author of *Friends Beyond Borders: Cultural Variations in Close Friendship*.

Janet Bennett, Ph.D., is executive director of the Intercultural Communication Institute, sponsor of the Summer Institute for Intercultural Communication, and director of the ICI Master of Arts Degree. As an educator and consultant, she designs and conducts intercultural training for higher education institutions, corporations, government, and non-profit agencies. She publishes on intercultural training and adjustment and is editor of the recently published *SAGE Encyclopedia of Intercultural Competence*.

Dr. Iris Berdrow is a tenured Associate Professor of Management at Bentley University in Waltham, MA, USA, and has taught in France, Germany, Austria, Scotland, and Morocco. She holds an MBA and Ph.D. with a concentration in Organizational Behavior and International Management from the Richard Ivey School of Business, London, Canada. Her research interests are in intercultural effectiveness, student-centered competence based education, and global innovation management. She is coauthor of *Bases of Competence: Skills for Lifelong Learning and Employability* (Evers, Rush & Berdrow, 1998).

Pre-Conference Facilitator: **Mandy Brookins Blinn** is the Director of Off-Campus Programs at the Hubbard Center for Student Engagement at DePauw University. For 15 years, she has held roles in international education at small private colleges and a large research I university. At the Hubbard Center, Mandy works with faculty and colleagues to help students make connections between their academic studies and co-curricular activities such as study abroad, internships, undergraduate research, and service learning. She lives near Indianapolis with her husband and two children.

Patti Brown came to her current position with forty years of experience in higher education and more than twenty in international education. Her work with the Institute for Study Abroad, Butler University (IFSA-Butler) involves the development of an intercultural learning component. Previously, she was Associate Dean for International Programs at Franklin & Marshall College where she oversaw strategic development of their education abroad program and international student services. Active in many of the field's professional organizations, Patti has presented numerous times at both regional and national conferences.

Nelson Brunsting serves as the Director of Global Outreach and Research in the Wake Forest University Provost's Office of Global Affairs. He also teaches Introduction to American Culture and U.S. University Life for first-year international students. Nelson is fascinated by human development, especially within an intercultural context, and is in the process of completing his Ph.D. in Educational Psychology at the University of North Carolina at Chapel Hill.

Dr. Paige E. Butler is an Assistant Professor at the Middlebury Institute of International Studies at Monterey, CA in the M.A. International Education Management Program. Dr. Butler teaches international education courses including Student Development Theory, Study Abroad and International Exchange, and Program Design and Assessment. Paige previously held administrative and faculty positions at CEA Study Abroad and Arizona State University. She holds an M.Ed and Ed.D. in Higher and Postsecondary Education from ASU.

Francie Cate-Arries has taught Spanish cultural studies at the College of William & Mary since 1986. A specialist in the Spanish Civil War and exile, her current research project is based on oral testimonies she recorded in Andalusia with family members of the 'disappeared' victims of the Franco regime. As co-founder of the Cádiz summer program, she has directed 150 on-site student projects; supported by numerous grants, she has also supervised teams of undergraduate field researchers in both Madrid and Cádiz.

Dr. Ivonne Chirino-Klevans is currently Director of International and Distance Education at North Carolina State University's College of Education. An expert in integrating technology and cultural dimensions in e-learning, she has been recognized internationally for innovative ways to integrate technology into education as well as in training and development programs in global learning environments. Dr. Chirino-Klevans has been invited to teach and deliver presentations on this topic in Latin America, Europe, Asia and America. She is a frequent keynote speaker for large conferences internationally. Her research interests are in developing intercultural competence in virtual learning environments as well as cultural competency for educators in China.

Dr. Christa Colyer joined the faculty in the Department of Chemistry at Wake Forest University in 1997 after having completed her B.Sc. at Trent University (Peterborough, Canada), her Ph.D. at Queen's University (Kingston, Canada), and an NSERC Postdoctoral Fellowship at the University of Alberta (Edmonton, Canada). Christa has developed a research program in the area of analytical chemistry with active international collaborations. She endeavors to employ active learning strategies in her classes ranging from the First Year Seminar to the graduate level.

Dr. Ann Cunningham is an Associate Professor of Instructional Design in the Department of Education at Wake Forest University. She teaches Globalization, Education, and Technology courses as well as an instructional design course for future teachers that focuses on integration of the North Carolina State Board of Education's global-ready goals for schools and classrooms. Her interests also include designing experiential learning opportunities for future teachers in international schools and learning environments. She leads a summer study abroad program for students that places them in a Pacifica/Maori/Asian Islander school outside of Auckland, New Zealand.

Anne Curtis has worked with the IES Abroad Customized Team in Chicago for more than three years. In her role with IES, she acts as a liaison between the U.S. faculty and

study abroad professionals and the IES Abroad Centers to plan faculty-led programming throughout the world. Anne works with a select number of schools in her region which spreads across the East coast. Prior to working with IES Abroad, Anne worked in the study abroad field for another provider initially on-site in Prague, Czech Republic, and then more recently in Portland, ME and Chicago. She has presented at the IES Abroad Conference and the Northwest Symposium on Study Abroad. Anne has been in the professional study abroad world for more than ten years and loves to encourage faculty and students to go abroad and enjoy the experiences that international education can offer.

Julie Cusatis is the Senior Manager of International Programs for the Office of Global and Community Health Initiatives at the Duke University School of Nursing. She facilitates, leads, and manages projects including global clinical immersion experiences, federally funded diversity and inclusion initiatives, and experiential training programs for an array of audiences. Julie's passion is to prepare global citizens with the intercultural skills, self and social awareness, and cross-cultural understanding necessary to positively impact the world.

Dr. Darla Deardorff is Executive Director of the Association of International Education Administrators (AIEA) based at Duke University, where she is also a Research Scholar. She has worked in international education for more than 20 years and teaches graduate courses in international education and intercultural communication at numerous institutions. She has experience in study abroad, international student services, cultural programming, and ESL teaching/teacher training. Darla has also published widely on international education, including *The SAGE Handbook of Intercultural Competence* and recently published *Demystifying Outcomes Assessment for International Educators*. She is frequently invited to consult and lecture around the world on intercultural competence and assessment.

Daniel Diaz is the Interim Director of Study Abroad and International Student Advisor at Guilford College. Including five years at Guilford, Daniel has more than

11 years of experience in international higher education, starting with his study abroad experiences in Sweden and Finland as a student at the University of North Carolina at Greensboro. Daniel has also lived and worked in Southern China as a visiting English language professor. Daniel holds an M.A. in International Studies from Eastern Carolina University.

Toby Emert holds a Ph.D. from the University of Virginia and is chair of the Department of Education at Agnes Scott College, where he teaches courses on language and literacy, pedagogy, and technology. His scholarship includes participatory action research on issues of cross-cultural and intercultural education, specifically work with refugee communities near Atlanta, Georgia. He has designed culturally sensitive curriculum for a literacy initiative for the children of refugees and regularly creates partnerships between refugee service agencies and undergraduate students.

Helga Fasciano is the Special Assistant for Global Education at the North Carolina Department of Public Instruction and is responsible for coordinating the implementation of the NC State Board of Education's strategic plan for global education. Previously, she served as K-12 Programs Section Chief (Arts Education, ESL, Healthful Living, Student Support Services and World Languages), 2007 – 2013, and World Languages Consultant, 2003-2007. Helga is involved at the state, national, and international levels in development of curriculum, policy and standards.

Jessica Francis is the Associate Director for Global Abroad Programs at Wake Forest University. At the Center for Global Programs and Studies, Jessica is responsible for coordinating the Wake Forest semester programs and is involved with development of new semester opportunities for students. She advises students on Wake Forest semester options and general study abroad in non-traditional locations, oversees student programming and serves as the study abroad scholarship advisor & member of the campus Fulbright committee. In recent years, Jessica has focused on increasing participation in study

abroad among first generation college students including serving as chair of the Diversity Abroad Task Force on First Generation Students. Additionally, Jessica has been active in presenting at national and international conferences (Forum on Education Abroad, CIEE, IIE Summit on Generation Study Abroad and NAFSA Regional) on topics ranging from advising first generation college students to best practices for working with faculty on abroad programs.

Dr. Mary T. Gerardy is the Associate Vice President for Campus Life and the Director of Global Engagement for the Pro Humanitate Institute at Wake Forest University. She holds a B.A. in Religion from Hiram College, an M.Ed. in higher education administration from Kent State University, an MBA from Wake Forest, and an M.A. and Ph.D. in Human and Organizational Systems from Fielding Graduate University. She has traveled internationally with students 17 times since 1998. Her first such experience with students was as a member of the City of Joy Scholars program in Calcutta, India. Since that time, she has developed and implemented service and service learning programs for students in Vietnam, traveling to the country 12 times with student groups.

Pre-Conference Facilitator: **J. Kline Harrison** is the Associate Provost for Global Affairs at Wake Forest University, where he also serves as Kemper Professor of Business in the School of Business. Prior to becoming associate provost in 2007, he served as an associate dean in the undergraduate business school where he also taught courses in organizational behavior and international business since 1990. He received his undergraduate degree in organizational management from the University of Virginia and his doctorate from the University of Maryland. His dissertation examined the comparative effects of training methods in preparing managers for cross-cultural assignments. His research has focused on various aspects of international human resource management with a current emphasis on the impact of personality variables on students' study abroad experiences.

Pre-Conference Facilitator: **Dr. Tara Harvey** has been in the field of international/intercultural education for more than fifteen years—teaching English abroad, advising international students, researching international education, facilitating intercultural training, teaching intercultural courses for study abroad participants, designing curriculum, and training fellow educators. She has worked at Texas A&M University, the University of Wisconsin, the University of Minnesota, and CIEE (Council on International Educational Exchange). As founder of True North Intercultural, Tara offers intercultural consulting, training, and coaching focused on helping educators and institutions of higher education further students' intercultural learning.

Marie Henry serves as an Assistant Director of Study Abroad and Exchange Programs in the University of North Carolina at Greensboro's International Programs Center. Working primarily with faculty-led programs, Marie advises students, provides training for program directors, and supports faculty through the process of program planning and implementation. Marie has been supporting faculty-led study abroad programs for three years.

Student Presenter: **Stephanie Heredia** is a senior at the College of William & Mary. After a semester studying and traveling across Europe, Stephanie continued her studies this past summer in Western Europe's oldest city, Cádiz. Completing her on-site Cádiz research paper, "La fiesta del Corpus Christi en Cádiz: una fiesta para la communitas gaditana," Stephanie explored how the gaditanos, the people of Cádiz, have celebrated the popular summer Catholic Feast of Corpus Christi over the past centuries. Stephanie is currently applying to graduate schools with the hopes of continuing to research Hispanic popular religious culture.

Student Presenter: **Chantal Houglan** is a senior at the College of William & Mary. At the end of her freshman year, Chantal completed her on-site Cádiz research paper based on the intersections of material culture (fashion) and the Spanish economic crisis, using as her case study

the annual fashion festival, South 36.32N/New Fashion Latitude, held in June 2013 in Cádiz. Her current senior honors thesis, "Salvador Dalí, Surrealism, and the Luxury Fashion Industry," was inspired in part by her previous field work with the Cádiz summer study program.

Dr. Anne Hornak is currently an Associate Professor and Chairperson of Educational Leadership at Central Michigan University. Her research interests include international education and intercultural competency, as well as multicultural identity development. She is a strong advocate for international education and the impact of those experiences on student learning and development.

Dr. Shameka Johnson earned a Ph.D. in Communication Sciences and Disorders specializing in Augmentative and Alternative Communication and Severe Disabilities within multicultural populations from Howard University in Washington, D.C. She is currently an Assistant Professor at Howard University in the Communication Sciences and Disorders department. Dr. Johnson's current research focuses on increasing augmentative and alternative communication awareness and utilization internationally, and severe disabilities within Caribbean cultures and under-served populations. Her additional research interests include literacy and reading delays in African-American and Caribbean children.

Dr. Elizabeth Kirby is currently the Senior Associate Dean and Professor in the Educational Leadership Department of the College of Education and Human Services at Central Michigan University. She has more than 20 years experience in K-12 and higher education teaching, administration, and leadership. Areas of expertise include organizational culture and change theory coupled with a passion for international studies. She is a strong advocate for faculty-led study abroad experiences for adult students.

Sarah LaRosa manages faculty-led short-term study abroad programs at Marymount University's Center for Global Education. She teaches a freshman seminar titled Global Competence: Preparing for Life and Work in the

21st Century. Before Marymount, Sarah administered Department of State funded student exchange programs at World Learning. Sarah's career was inspired by her Peace Corps experience in Tonga. She holds an M.A. in International Education from George Washington University and a B.S. in Child Development from Colby-Sawyer College.

Prudence Layne has nearly two decades of international education experience. She has developed and led a short-term study abroad program, taught in a variety of international contexts, directed a semester program, and served as a curriculum development administrator for faculty-led education abroad programs. Dr. Layne is Associate Professor of English at Elon University.

David Limburg has a Ph.D. in German from the Ohio State University and has been teaching German at Guilford College since 1993. He has served as the Faculty Leader for Guilford's Semester Abroad in Munich four times. He also accompanied the group as Orientation Leader twice and has helped to coordinate and develop the program since 1994. In the summer of 2012, he organized and led a 35-year program reunion in Munich.

Dr. Mary Lynn Redmond is Professor of Education and Coordinator of K-12 Foreign Language Education at Wake Forest University. She teaches undergraduate and graduate courses in K-12 methodology and research and also supervises student interns. Mary Lynn served as President of the American Council on the Teaching of Foreign Languages (ACTFL) in 2014. During her two terms on the ACTFL board, she has worked on numerous projects to promote global competence and

inter-culturalism in K-20. She earned an Ed.D. at the University of North Carolina at Greensboro, specializing in foreign language education.

Emily Maeckelbergh graduated from the Katholieke Universiteit Leuven (Belgium) in 2015 with an M.A. in Educational Studies where she co-authored a thesis on promoting learning in study abroad. She has an M.A. in Special Education and has taught English as a foreign language at the Innovative University of Eurasia (Kazakhstan) and at Georgetown University (Washington, D.C.). She currently resides in Amsterdam and works for Laureate Online Education as an academic advisor for the online programs at University of Roehampton (London).

Adriana Medina-López-Portillo is Associate Professor of Intercultural Communication and Spanish at the University of Maryland, Baltimore County (UMBC). An intercultural trainer, she has designed and led workshops for higher education, not-for-profit, governmental, and corporate clients in the United States and abroad. Currently, she is working with universities in Myanmar to implement the first class in intercultural communication in the country. She has published on study abroad and intercultural competence, among other topics.

Catherine Menyhart has worked in international education since 2002 and is currently the Manager of Training and Development at CIEE where she facilitates intercultural training and coaching in the workplace. Previously, she worked as Resident Coordinator at the CIEE Study Center in Dakar, Senegal. She holds an M.A. in Education from the University of Southern Maine and



taught at Expeditionary Learning Schools in Portland, Maine. She received her B.A. in International Relations and French from Grand Valley State University. She is an IDI Qualified Administrator and Associate Facilitator of Personal Leadership.

Dr. Ananda Mitra is a Professor in the Department of Communication at Wake Forest University. He designed and directed Wake Forest's summer study abroad program in India, which began in 2010. He teaches courses on communication and electronic media and specializes in survey research. He has also taught and conducted research on various communication and cultural issues in India. His recent publications have focused on the impact of new technologies on global communication and culture. He holds a Ph.D. in Speech Communication from the University of Illinois at Urbana-Champaign.

Mounia Mnouer has her M.A. in TESL and is currently a Lecturer of Arabic at Northern Arizona University. Her research interests are study abroad immersive programs and the development of intercultural competence. She created the Northern Arizona University Arabic language minor and a course about Arabic Language and Moroccan History and Culture taught abroad.

Sarah Mullen manages a portfolio of William & Mary Faculty-Led Summer Study Abroad programs as Short-Term Programs Coordinator. She advises for academic-year study abroad, and previously served as the program administrator for the 25th annual Keio University/William & Mary Cross-Cultural Collaboration. Sarah holds a B.A. in International Relations and an M.S.Ed. in Higher Education from the University of Pennsylvania. Prior to joining the College of William & Mary's Reves Center for International Studies, Sarah managed summer study abroad programs at the University of Pennsylvania.

Joyce Osland is the Lucas Endowed Professor of Global Leadership and the Executive Director of the Global Leadership Advancement Center at San José State University's College of Business. She spent 14 years working in seven countries. She is also a Kozai Group partner and consults internationally. Dr. Osland authored *The Adventure of Working Abroad* and over 80

publications on global topics and pedagogy. Her Ph.D. in Organizational Behavior is from Case Western Reserve University.

Student Presenter: **Harsh Patolia** is a senior Biophysics major at Wake Forest University from Roanoke, Virginia. He holds the Gordon Scholarship for top academics and leadership. Harsh has conducted science research overseas, on the Wake Forest campus, and at the Wake Forest Institute for Regenerative Medicine. He hopes to pursue M.D. or M.D./Ph.D. programs upon graduation. Harsh's research in Vienna concentrated on Austrian and sprachraum film evolution from early expressionist films to late works by artists such as Michael Haneke. He engaged staff from the Vienna Film Museum in identifying characteristics of this evolution.

Janelle S. Peifer is an Assistant Professor of Psychology at Agnes Scott College. She earned her Ph.D. in Clinical and School Psychology at the University of Virginia and is an alumna of Wake Forest University. Her research examines intra- and inter-cultural processes of college students' global competence development. Peifer's clinical and applied interests include emerging adult's identity formation, trauma and resilience, and the impact of travel-based experiences on young women's leadership development.

Keynote Speaker: **Dr. James P. Pellow** joined CIEE: Council on International Educational Exchange in June 2011 as the fourth president and CEO in the organization's 65 year history. During his four years at CIEE, Dr. Pellow has led various access initiatives, including increasing financial aid and increasing access to study abroad programs for underserved students by adding short-term programs and supporting faculty-led and custom programs. Under his leadership, CIEE continues to integrate intercultural learning into the curriculum of programs in more than 40 countries and provides intercultural training for CIEE's 700+ staff members worldwide.

Previously, Pellow served St. John's University, New York, for 20 years in various leadership positions. He played a leading role in the transformation of the university

from a commuter school to a national and international university. Dr. Pellow served on the faculty of the School of Education and taught classes on organizational strategy and higher education administration at the undergraduate and graduate levels in the schools of arts & sciences, business, education and professional studies. Pellow was instrumental in engaging students in service-learning projects with nonprofit organizations in Rome, Paris, New York City, and New Orleans.

Pellow received his doctorate in education from the Graduate School of Education at the University of Pennsylvania, his master's degree in finance and bachelor's degree in accounting from Niagara University, and an honorary doctorate from Kokushikan University in Japan for his commitment to global programs and international cultural exchanges.

Marty Petrone is Professor Emerita in the Department of Strategic Communication at Miami University, Oxford, Ohio. She served as the Director of Assessment, Director of Diversity and Inclusion, and Coordinator of Cultural Immersion. She is currently consulting for CISV International. Marty has over 30 years of experience as a teacher and administrator in higher education and a trainer and facilitator for clients including the Department of Energy, Reynolds & Reynolds, Ralston-Purina, and AK Steel.

Tom Phillips holds a B.A. and M.A. in English from Wake Forest University and a Ph.D. in English from the University of North Carolina at Chapel Hill. He has taught and served as administrator at Wake Forest since 1982. Tom is the Director of Wake Forest Scholars, a program for pre- and post-graduate scholarship preparation and nomination of Wake Forest students and alumni/ae. As Associate Teaching Professor of Interdisciplinary Humanities, Tom has extensive experience leading students in Wake Forest semester abroad programs. He is preparing for his fifth semester abroad program in spring 2017 to Vienna, Austria.

Dr. Penelope Pynes is Associate Provost for International Programs at the University of North Carolina at Greensboro where she leads campus internationalization efforts. In 2005, she represented the UNC system in an administrative exchange at the Ministry of Science and Arts in Baden-Wuerttemberg. Since then, she has worked to promote student/faculty exchange and piloted the Baden-Wuerttemberg state-to-state program, which led to the establishment of UNC's system-wide exchange program. She facilitates diversity and intercultural workshops on and off campus to prepare faculty and students for successful experiences abroad. She earned a Ph.D. in German Linguistics from the University of North Carolina at Chapel Hill.

Jesse Rowell leads the Global Account Team at Aperian Global in support of client relationships and new business development. He has been with the company since 2007 when he joined in a client strategy capacity. Having worked prior at IBM, Harbinger Corporation, and Lowendal Masai, the last 16 years of his career have focused on cross-border business development and account management. In addition to living in parts of South America, he has worked across the globe in support of market development needs. Jesse earned a B.S. in Management from the Georgia Institute of Technology and an MBA in International Marketing from Emory University in Atlanta, Georgia.

Gayatri Sethi's current role at Agnes Scott College builds on her international background and long standing commitment to undergraduate teaching and advising at liberal arts colleges. She earned her Ph.D. in International Comparative Education from Stanford University and an M.A. in International Relations at the University of Chicago. She has taught courses on human rights, international development, and global feminism at Stanford, Spelman and Agnes Scott, and she has served as a consultant for The National Center for Human Rights Education, UNICEF, and New Era College in Botswana. She was born in Tanzania and grew up in Botswana. Gayatri is fluent in French and Hindi and proficient in Swahili and Setswana.

Dr. Ryan D. Shirey is Associate Teaching Professor in the Writing Program and English Department of Wake Forest University and Director of the Writing Center. He serves on Wake Forest's LIAISE (Linked Integrative Attention to International Student Experiences) committee and has a particular interest in helping international students develop English language writing skills. He is currently collaborating with six other faculty members on an interdisciplinary first-year seminar designed to foster intercultural competencies.

Christina Soriano is an Associate Professor in the Theatre & Dance Department at Wake Forest University. She teaches courses in dance composition, improvisation, modern technique, and dance and film history, and co-teaches the course "Movement and the Molecular" with a chemistry colleague. Her research examines the ways that improvisational movement can improve the mobility and balance of people living with Parkinson's and Alzheimer's diseases. Her choreography has been seen throughout New England, North Carolina and in Vienna, Austria, where she also performed with her Wake Forest students in 2011.

Logan Stanfield has served as Coordinator of Study Abroad and Exchange programs for the University of North Carolina at Greensboro for seven years. He manages the development process UNCG's faculty utilize for over 20 study abroad programs each year and serves as an advisor to UNCG's 400+ students participating in international experiences annually. Logan facilitates UNCG's "full-cycle study abroad advising" approach to enhance students' educational successes, personal growth, intercultural gains, and professional preparation.

Dr. Rebecca Thomas is Senior Associate Dean of Faculty and Professor of German at Wake Forest University. She has extensive experience traveling with students abroad in both summer and semester programs. In addition to teaching all levels of German language, literature, and culture at the University, Professor Thomas is a regular member of the language faculty of the American Institute of Musical Studies in Graz, Austria (Summer Music Academy) where she also offers Survival German

modules for students with no prior language experience. Dr. Thomas publishes on modern Austrian literature and culture. She is currently developing teaching modules on simple, yet indispensable language and cultural competencies for all students studying abroad.

Dr. Quentin R. Tyler is a graduate of the University of Kentucky where he received his B.S. in Agricultural Economics, an M.S. in Agricultural Economics, and a Ph.D. in Sociology. He has had multiple experiences which have ultimately shaped his understanding of and commitment to diversity. He has worked with the United States Department of Agriculture as an Economist, with ConAgra Foods in Omaha, Nebraska, assessing risk of trades, and spent seven years in the role of Diversity Recruitment and Retention at the UK College of Agriculture, Food and Environment.

Michael Tyson is the Assistant Director for Study Abroad: Summer and Short-Term Programs at Wake Forest University. He has been the dedicated representative for all summer related programming at Wake Forest since 2010, managing all short-term faculty-led programs, assisting faculty in their program development, and handling details like marketing, the budgetary process, and student registration. Mike also advises all students interested in summer study abroad programs.

Pre-Conference Facilitator: **Dr. Michael Vande Berg** completed his Ph.D. in Comparative Literature at the University of Illinois at Urbana-Champaign. Now Principal at MVB Associates, he has held leadership positions at several institutions and organizations unusually committed to international education. A senior faculty member of the Summer Institute for Intercultural Communication (SIIC), he is a founding Board member of the Forum on Education Abroad. He has received the Forum's 2012 Peter A. Wollitzer award for his "remarkable effectiveness in influencing institutions of higher education to understand and support study abroad," and the 2014 IDI Intercultural Competence Award "for outstanding contributions to organizational development in increasing intercultural competence in study abroad."

Jennifer Wiley is a partner at CoreCollaborative International where she focuses on quantitative assessment and intercultural competency training. She took up this role after nine years of work and research in higher education in the U.S. and abroad. Her professional areas of strength are international program development and evaluation. She is currently a doctoral student in the University of Missouri's Educational Leadership and Policy Analysis program.

Student Presenter: **Amy Xie** is a senior Biology major at Wake Forest University from Cary, NC. She holds the Gordon Scholarship for top academics and leadership.

She has conducted science and entrepreneurial research overseas, at Wake Forest, and through NASA. In high school she won a national competition to design zero gravity sleeping beds for the space shuttle. Active on campus and in service, Amy hopes to pursue consulting, public health, and entrepreneurial ventures upon graduation. Amy's research in Vienna concentrated on the mathematical principles and historical evolutions of urban centers such as Budapest, Vienna, and Paris, including evidence of Fibonacci series design sequences. She combined archival, scientific, and experiential study in her project.



Colleagues,

The list below is intended as a general resource for those who wish to explore resources and identify readings, activities, learning outcomes, and assessment tools to apply toward the intercultural learning of students. If you would like to recommend an additional resource for this list, email wiseconference@wfu.edu.

–WISE Conference Steering Committee

Books on Study Abroad (broadly defined)

- Stacie Nevadomski Berdan, Allan Goodman and Cyril Taylor, *A Student Guide to Study Abroad*. The Institute of International Education and AIFS Foundation, 2013.
- Robert G. Bringle, Julie A. Hatcher and Steven G. Jones, eds., *International Service Learning: Conceptual Frameworks and Research*. Stylus, 2011.
- Mell C. Bolen, ed. *A Guide to Outcomes Assessment in Education Abroad*. The Forum on Education Abroad, 2007.
- Elizabeth Brewer and Kiran Cunningham, eds. *Integrating Study Abroad into the Curriculum: Theory and Practice Across the Disciplines*. Stylus, 2009.
- Robert Gordon, *Going Abroad: Traveling Like an Anthropologist*. Paradigm Publishers, 2010.
- Patrick M. Green and Mathew Johnson, eds. *Crossing Boundaries: Tension and Transformation in International Service-Learning*. Stylus, 2014.
- Bettina Hansel, *The Exchange Student Survival Kit*. 2nd ed. Intercultural Press, 2007.
- Magnolia Hernandez, Margaret Widenhoeft, and David Wick, *NAFSA's Guide to Education Abroad for Advisers and Administrators*. 4th ed. NAFSA, 2014.
- William W. Hoffa, *A History of US Study Abroad: Beginnings to 1965*. A special publication of *Frontiers: The Interdisciplinary Journal of Study Abroad* and The Forum on Education Abroad. 2007.
- William W. Hoffa and Stephen C. DePaul, eds. *A History of US Study Abroad: 1965-Present*. A special publication of *Frontiers: The Interdisciplinary Journal of Study Abroad* and The Forum on Education Abroad. 2010.
- Ross Lewin, ed. *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship*. Routledge, 2009.
- Joshua S. McKeown, *The First Time Effect: The Impact of Study Abroad on College Student Intellectual Development*. SUNY Press, 2009.
- Jo Beth Mullens and Pru Cuper, *Fostering Global Citizenship Through Faculty-Led International Programs*. Information Age Publishing, 2012.
- R. Michael Paige, Andrew D. Cohen, Barbara Kappler, Julie C. Chi, James P. Lassegard, *Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use*. 2nd edition. University of Minnesota Press, 2002.
- Richard Slimbach, *Becoming World Wise: A Guide to Global Learning*. Stylus, 2010.
- Michael Vande Berg, R. Michael Paige, and Kris Hemming Lou, eds. *Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It*. Stylus, 2012.
- Kenneth Wagner and Tony Magistrale, *Writing Across Culture: An Introduction to Study Abroad and the Writing Process*. Peter Lang, 1995.

Books on Cross-Cultural Crisis Management

- Patricia A. Burak and William W. Hoffa, eds. *Crisis Management in a Cross-Cultural Setting*. NAFSA, 2001.
- Ray S. Leki, *Travel Wise: How to be Safe, Savvy and Secure Abroad*. Intercultural Press, 2008.

Books on Experiential Learning

- David Kolb, *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall, 1983.

Books on Culture, Intercultural Competence and Intercultural Learning

- Gary Althen, ed. *Learning Across Cultures*. NAFSA, 1994.
- Janet M. Bennett and Milton J. Bennett, *Developing Intercultural Competence: A Reader*
- Nakiye Avdan Boyacigiller, Richard A. Goodman, and Margaret E. Phillips, *Crossing Cultures: Insights From Master Teachers*. Routledge, 2003.
- Michael Byram, *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters, 1997.
- Darla K. Deardorff, ed. *The SAGE Handbook of Intercultural Competence*. SAGE, 2009.
- Darla K. Deardorff and Kate Berardo, *Building Cultural Competence: Innovative Intercultural Training Activities and Models*. Stylus, 2012
- Philip R. DeVita and James D. Armstrong, eds. *Distant Mirrors: America as a Foreign Culture*, 3rd ed. Wadsworth, 2002.
- Steven T. Duke, *Preparing to Study Abroad: Learning to Cross Cultures*. Stylus, 2014.
- Alvino Fantini, Ed. *New Ways in Teaching Culture* TESOL, 1997
- Martin J. Gannon and Rajnandini Pillai, eds. *Understanding Global Cultures*, 4th ed. SAGE, 2010.
- William B. Gudykunst, ed. *Theorizing about Intercultural Communication*. SAGE, 2004.
- Edward T. Hall, *Beyond Culture*. Doubleday, 1976
- Geert Hofstede, Gert Jan Hofstede, and Michael Minkov, *Cultures and Organizations: Software of the Mind: Intercultural Cooperation and Its Importance for Survival*. 3rd. ed. McGraw Hill, 2010.
- Geert H. Hofstede, *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Cultures*. 2nd ed. SAGE, 2001.
- R.J. House et al (eds.), *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies*. Sage, 2004.
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- <http://www.carla.umn.edu/maxsa/>
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www.krankiescoffee.com
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www.breakfastofcourse.com
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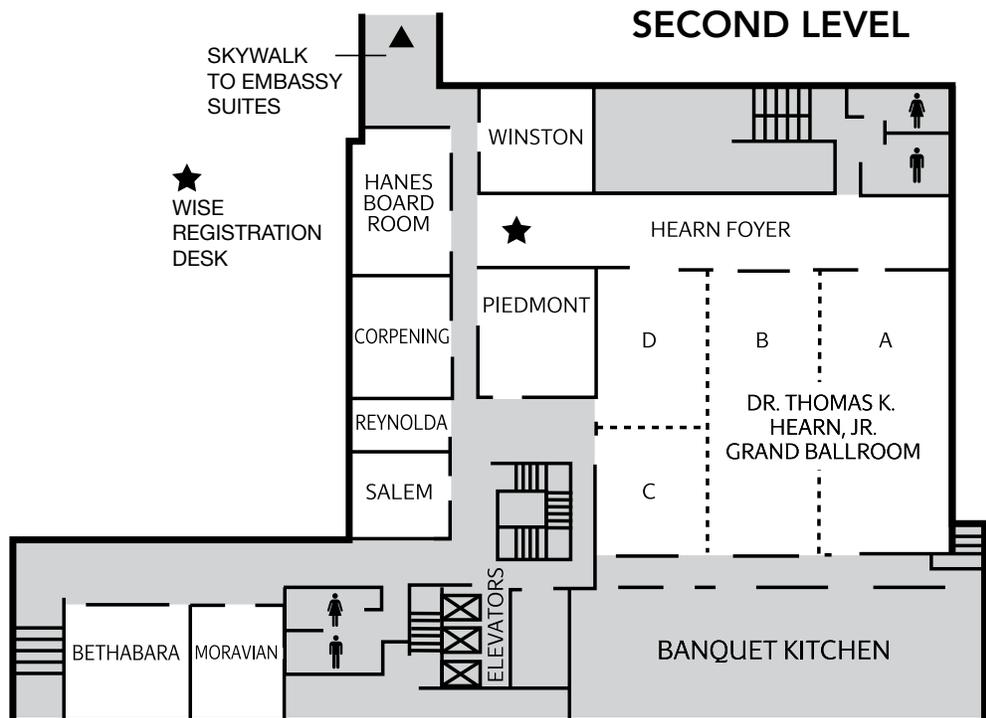
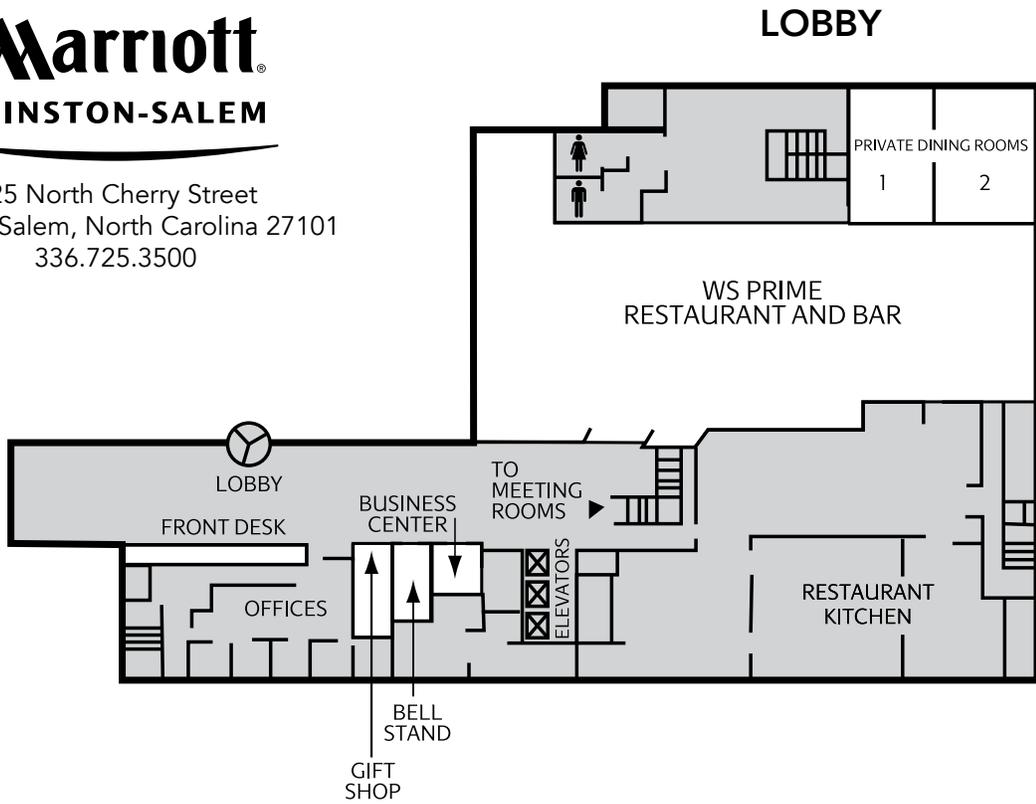
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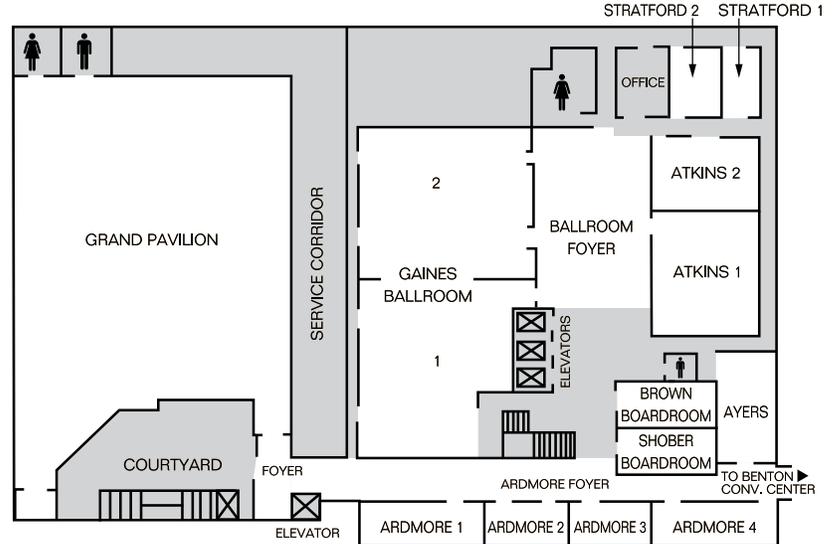


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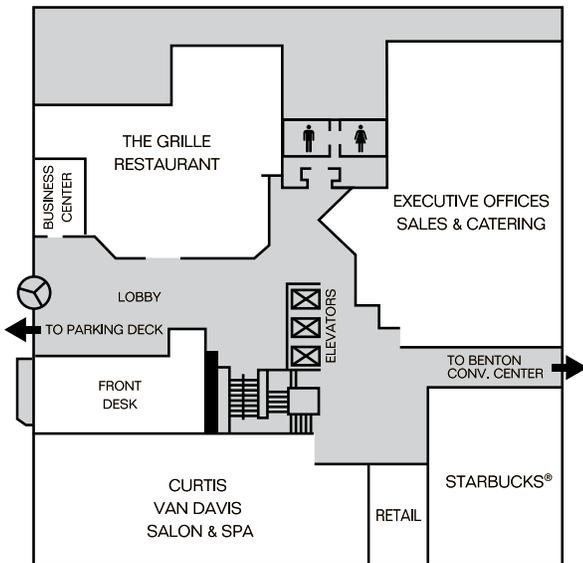
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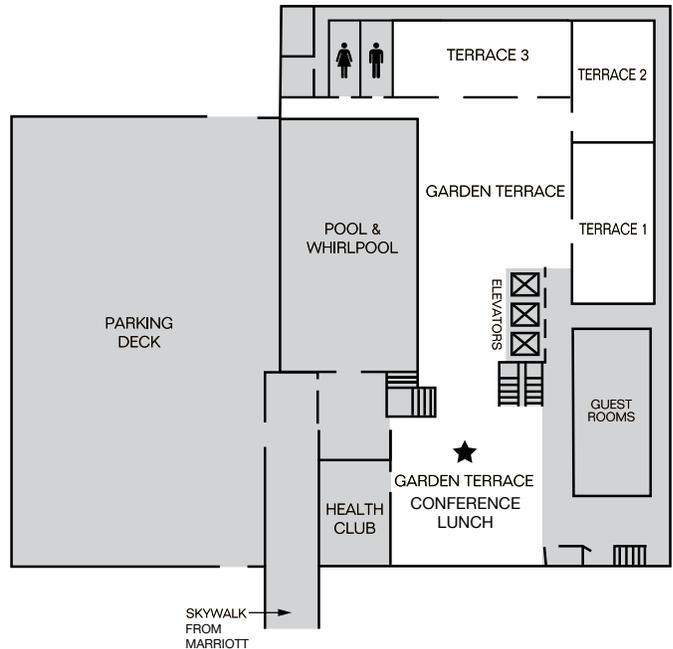
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