



WISE
CONFERENCE

Workshop on Intercultural
Skills Enhancement

Enhancing Intercultural Learning at Home and Abroad



February 7-9, 2018

WINSTON-SALEM, NC

Dear Colleagues,

More than a decade ago a small group of Wake Forest University faculty involved with study abroad identified the need for a forum focused on enhancing the intercultural knowledge necessary to better prepare students for international experiences. Today, the Workshop on Intercultural Skills Enhancement has grown into a global network of professionals and practitioners seeking to expand global understanding in our diverse society.

Wake Forest is currently engaged in a theme year focused on Rethinking Community. In the words of Provost Rogan Kersh, *"University graduates enter a society that is more virtual, diverse, polarized, and global than ever before. At a time when meaningful communal bonds are both desperately needed and increasingly frayed, rethinking what it means to be in community is essential."*

Our plenary speaker is co-sponsored by the Rethinking Community initiative. Farzana Nayani will set the stage for reframing how we navigate diversity in our own environments. I cannot imagine a better place than WISE to discuss the multiple dimensions of culture and community.

Two groups of people make this conference a reality and make it outstanding. Join me in thanking the Steering Committee for their leadership and keen selection of sessions, as well as the Conference Planning Team for their countless hours overseeing and organizing every single detail.

Wake Forest University is honored to have hosted ten years of WISE, and we are dedicated to offering a viable and relevant assembly focused on intercultural learning for decades to come.

On behalf of the Conference Committee and the Center for Global Programs & Studies, I welcome you to our 10th annual WISE event!



Leigh Hatchett Stanfield, WISE Conference Chairperson
Executive Director for Global Engagement & Administration
Center for Global Programs & Studies, Wake Forest University



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Schedule at a Glance [FEBRUARY 7-9, 2018]

WEDNESDAY, FEBRUARY 7	PRE-CONFERENCE WORKSHOPS	LOCATION
8:00am – 5:00pm	Registration <i>Separate registration required for workshops</i>	Hearn Foyer
8:00am – 9:00am	Continental Breakfast <i>(included)</i>	Hearn Foyer
9:00am – 12:30pm	Workshops	Hearn B & D
12:30pm – 1:30pm	Lunch <i>(included)</i>	Hearn A
1:30pm – 5:00pm	Workshops	
THURSDAY, FEBRUARY 8	CONFERENCE DAY 1	LOCATION
8:00am – 5:00pm	Registration	Hearn Foyer
8:00am – 9:00am	Continental Breakfast <i>(included)</i>	Hearn Foyer
9:00am – 10:15am	Opening Plenary	Hearn Ballroom
10:15am – 10:45am	Coffee Break	Hearn Foyer
10:45am – 12:00pm	Concurrent Sessions A	
12:00pm – 1:15pm	Lunch <i>(included)</i>	Garden Terrace in Embassy Suites
1:30pm – 2:45pm	Concurrent Sessions B	
2:45pm – 3:15pm	Coffee Break	Hearn Foyer
3:15pm – 4:30pm	Concurrent Sessions C	
4:30pm – 6:00pm	Conference Reception	Hearn Foyer
FRIDAY, FEBRUARY 9	CONFERENCE DAY 2	LOCATION
8:00am – 1:00pm	Registration	Hearn Foyer
8:00am – 9:00am	Continental Breakfast <i>(included)</i>	Hearn Foyer
9:00am – 10:15am	Concurrent Sessions D	
10:15am – 10:45am	Coffee Break	Hearn Foyer
10:45am – 12:00pm	Concurrent Sessions E	
12:00pm – 1:15pm	Lunch <i>(included)</i>	Garden Terrace in Embassy Suites
1:30pm – 2:45pm	Concurrent Sessions F	
2:45pm	Conference Concludes	

All sessions take place on the Marriott Second Level: Hearn A, C, D, Bethabara, Winston and Salem rooms.

Pre-Conference Workshops [WEDNESDAY, FEBRUARY 7]

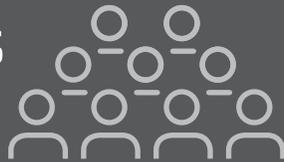


WEDNESDAY, FEBRUARY 7	PRE-CONFERENCE WORKSHOPS	LOCATION
8:00am - 5:00pm	Registration	Hearn Foyer
8:00am - 9:00am	Continental Breakfast	Hearn Foyer
9:00am - 12:30pm	Workshops	
	<ul style="list-style-type: none"> • Mindfulness & Intercultural Teaching and Learning • Global Service-Learning Pedagogy 	Hearn B Hearn D
10:30am - 10:45am	Coffee Break	Hearn Foyer
12:30pm - 1:30pm	Lunch	Hearn A
1:30pm - 5:00pm	<ul style="list-style-type: none"> • Mindfulness & Intercultural Teaching and Learning (continued) 	Hearn B
	<ul style="list-style-type: none"> • Global Service-Learning Partnerships 	Hearn D
3:30pm - 3:45pm	Coffee Break	Hearn Foyer
5:00pm	Workshops Conclude	

CELEBRATING 10 YEARS OF WISE CONFERENCE

1750+

attendees



institutions &
organizations
represented

284

266



sessions

390



presenters



Pre-Conference Workshops [WEDNESDAY, FEBRUARY 7]

Mindfulness & Intercultural Teaching and Learning

FACILITATOR: Tara Harvey, Ph.D.

FULL DAY, 9:00am – 5:00pm



Intercultural education has advanced significantly over the years: initially focusing primarily on immersion, then teaching *about* cultural differences, to helping participants develop the skills needed to act in intercultural ways. While mindfulness has been recognized as an important *concept* in intercultural communication for some time, until recently few educators incorporated mindfulness *practices* into their work. However, as mindfulness programs become more prevalent and research heralds their impact, more intercultural educators are recognizing the value of both practicing and teaching mindfulness to enhance their own and others' intercultural competence.

In this interactive workshop, we will explore what mindfulness is, how it relates to intercultural learning and how practicing mindfulness can benefit you as an intercultural educator as well as your students. You will participate in several activities you can use to start or further your own and your learners' mindfulness practice.

Dr. Tara Harvey is passionate about helping people learn and grow through international and intercultural experiences. She has been in the international/intercultural education field for more than 15 years — teaching English abroad, advising international students, researching international education, facilitating intercultural training, teaching experience-based intercultural courses, designing curriculum and training fellow educators. Tara has worked at Texas A&M, University of Wisconsin-Madison, University of Minnesota-Twin Cities and as Academic Director of Intercultural Learning at the Council on International Educational Exchange (CIEE). As founder of True North Intercultural, Tara provides intercultural consulting, training and coaching services to help educators and institutions of higher education facilitate transformative intercultural learning.

GLOBAL SERVICE-LEARNING PEDAGOGY AND GLOBAL SERVICE-LEARNING PARTNERSHIPS

FACILITATOR: Eric Hartman, Ph.D.

These two half-day workshops are designed to support development or enhancement of community-engaged global learning, domestically and internationally. While these workshops are designed to build on one another, participants may choose to take one or both.



Global Service-Learning Pedagogy

HALF DAY, 9:00am – 12:30pm

How should community engagement be woven into the fabric of course design? How do community-based learning experiences support development of intercultural learning and global civic learning? How can reflection be targeted and systematic? What are the relevant course design principles and processes, and how can they be effectively leveraged across any content area? This workshop will offer structured responses to each of these queries and facilitate integration of global service-learning pedagogy with existing courses and disciplines. Participants are encouraged to bring an existing or draft syllabus.

Global Service-Learning Partnerships

HALF DAY 1:30pm – 5:00pm

Quality community-engaged programming assumes the existence of ethical partnerships between the campus and off-campus networks and organizations. Developing and nurturing such partnerships can be challenging, whether those relationships are close to campus or halfway around the world. This workshop will draw on Fair Trade Learning ethical guidelines to frame discussion and co-planning in respect to campus-community partnerships. Because partnership typically involves multiple campus and community stakeholders, partnership teams are encouraged to participate together. Individuals enrolling alone will also benefit from shared tools and frameworks designed to systematically develop ethical partnerships.

Dr. Eric Hartman is the Executive Director of the Center for Peace and Global Citizenship at Haverford College. Eric advances a critical understanding of global citizenship through research and practice with global learning and community development. He has written for several peer-reviewed and popular publications including The Stanford Social Innovation Review, International Educator, Tourism and Hospitality Research, and The Michigan Journal of Community Service-Learning. Eric has served as executive director of a community-driven global nonprofit organization, Amizade Global Service-Learning, and taught on human rights, transdisciplinary research methods and globalization in global studies programs at Arizona State University and Providence College. He co-founded both globalsl.org and the global engagement survey, initiatives that advance best practices in global learning and cooperative development within community-campus partnerships.



PLAN YOUR DAY

SCHEDULE	THURSDAY, FEBRUARY 8	LOCATION
8:00am – 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 by Farzana Nayani 	Hearn Ballroom
10:15am – 10:45am	Coffee Break	Hearn Foyer
10:45am – 12:00pm	CONCURRENT SESSIONS A <ul style="list-style-type: none"> • Inclusive Excellence: Including the On-Site Team • Study Away Requirements and the Liberal Arts: Experiences at Agnes Scott College and Susquehanna University • An Intervention to Improve International and Domestic Student Integration and Build Students’ Cultural Agility • Innovative Applications of Attribution Theory: How Perceptions of Cultural Controllability Impact Intercultural Competence and its Development • Expand Your Intercultural Development Toolkit • Engaging Students Through Photovoice to Enhance Study Abroad 	Hearn A
		Bethabara
		Hearn C
		Hearn D
		Winston
		Salem
12:00pm – 1:15pm	Lunch	Garden Terrace in Embassy Suites
1:30pm – 2:45pm	CONCURRENT SESSIONS B <ul style="list-style-type: none"> • Unpacking Before Packing: Exploring Expectations, Disposition, and Intercultural Self-Awareness in the Pre-Departure Stage • Teaching Cross-Cultural Leadership in Overseas Programs • Intercultural Learning and Assessment in Healthcare Education: Are We Achieving Our Goals? • Co-Curricular Intercultural Programs: Connecting Classrooms with the World • The Framing of Diasporic Histories in Cuba and the United States: Experiential, Pedagogical, and Theoretical Approaches to Transitional Race Relations • Supporting International Student Identity Development Through Campus Engagement 	Hearn A
		Bethabara
		Hearn C
		Hearn D
		Winston
		Salem
2:45pm – 3:15pm	Coffee Break	Hearn Foyer
3:15pm – 4:30pm	CONCURRENT SESSIONS C <ul style="list-style-type: none"> • Cultivating Intercultural Competence in MBA Programs • The Impact of Reverse Narnia on Student Re-entry: Helping Students Prepare for Reverse Culture Shock • Building Interculturality: Link Language and Culture with Can-Do Statements • Digital Storytelling: A Pathway to Intercultural Reflection • International Student Adjustment to U.S. Universities: The Role of Intercultural Skills • Motivating Students to Participate in Intercultural Activities While Abroad: An Introduction to the Echelon Intercultural Program 	Hearn A
		Bethabara
		Hearn C
		Hearn D
		Winston
		Salem
4:30pm – 6:00pm	Conference Reception <i>Hosted by Wake Forest University Provost’s Office of Global Affairs</i>	Hearn Foyer



Conference Day 1 [THURSDAY, FEBRUARY 8]

8:00am – 5:00pm **REGISTRATION** [HEARN FOYER]

8:00am – 9:00am **CONTINENTAL BREAKFAST** [HEARN FOYER]

9:00am – 10:15am **OPENING PLENARY** [HEARN BALLROOM]

- **Welcome and Introductions**
- **Keynote: Farzana Nayani, Diversity & Inclusion Specialist and Intercultural Trainer**
Being Inclusive: Creating an Environment Where Authentic Selves Thrive



What do startups in Silicon Valley, K-12 schools, multinational corporations, and study abroad programs have in common? In each instance, we are faced with the challenge of cultivating positive spaces where individuals feel a sense of belonging. How can this be done with the multitude of different layers to identity and communities that each of us belong to? What are the ways to create a sense of “home” for participants to be authentic, engaged, and productive? Implementing purposeful strategy around diversity and inclusion is a must for international programs in any setting. This keynote explores the issues, pitfalls, and best practices that schools, higher education institutions, non-profit organizations, and corporations face in navigating diversity in their own environments. Learning from these examples, what approaches can be implemented at your study abroad program to successfully include all constituents? We will also explore what can happen when your institution doesn’t create inclusive spaces, witnessing what talent, potential, and innovation could be lost.

Hear from the firsthand experiences of our keynote speaker who has crossed borders, cultures, industries, and career paths, bringing us an intersectional analysis to help us deeply understand and imagine inclusion for ourselves.

Sponsored by *Rethinking Community*, an initiative of Wake Forest University.

10:15am – 10:45am **MORNING COFFEE BREAK** [HEARN FOYER]

10:45am – 12:00pm **CONCURRENT SESSIONS A**

Inclusive Excellence: Including the On-Site Team [HEARN A]

Lead Presenter: Jessica Francis, Wake Forest University

Co-Presenter: Shayla Herndon-Edmonds, Wake Forest University

As we strive to address inclusive excellence in international education through recruitment, program development, and access, it is limiting if we are not also addressing inclusive excellence with our on-site faculty and staff. This session will discuss training of on-site staff, taking a critical eye to handbooks and orientations, and review procedures through the lens of empathic listening and identity exploration.

Study Away Requirements and the Liberal Arts: Experiences at Agnes Scott College and Susquehanna University [BETHABARA]

Lead Presenter: David Imhoof, Susquehanna University

Co-Presenter: Gundolf Graml, Agnes Scott College; Mary Lou Klotz, Susquehanna University; Tracey Laird, Agnes Scott College

This panel will show how two residential liberal arts colleges have incorporated study away experiences into their liberal arts curricula. While these two institutions outline requirements differently and with various kinds of programs, both schools emphasize study away as part of a general education curriculum and broader internationalization efforts. This panel will explore the work of these two institutions and engage audience members about their own study away efforts.



10:45am – 12:00pm **An Intervention to Improve International and Domestic Student Integration and Build Students’ Cultural Agility** [HEARN C]

Lead Presenter: Paula Caligiuri, Northeastern University and TASCA Global

This session will present a research study implemented to test a freshman intervention designed to help cultivate friendships between international and domestic students and, in turn, facilitate the development of students’ cultural agility. The intervention, based on the psychological factors affecting relationship formation, was designed for and tested in a First Year Experience (FYE) course. The study employed a fully controlled, experimental design with results suggesting an important role of relationships in forming students’ cultural agility.

Innovative Applications of Attribution Theory: How Perceptions of Cultural Controllability Impact Intercultural Competence and its Development [HEARN D]

Lead Presenter: Louis Hickman, Purdue University

Co-Presenter: Kris Acheson-Clair, Purdue University

In attribution theory, judgments regarding causes impact our affective and behavioral responses. This session will explore how perceptions of the controllability of culture predict empathy and intercultural competence, and how education about the cultural forces that shape individuals can help reverse biases and develop more positive attitudes toward diversity. Evidence from attribution theory and application to intercultural experiences will be presented. Attendees will also take a formative assessment and participate in an experiential activity.

Expand Your Intercultural Development Toolkit [WINSTON]

Lead Presenter: Alyson Hyman, The University of North Carolina at Chapel Hill

Co-Presenter: Julia Kruse, The University of North Carolina at Chapel Hill

This interactive session will guide learners through experiential exercises and practices beyond the commonly used intercultural activities. Facilitators from the Global Business Center, Kenan-Flagler Business School will spark creativity and inspire innovation for using these exercises in various professional programs that teach global competencies and learning. Enhance your toolkit for developing intercultural skills in students, faculty and staff with fresh, engaging participatory techniques.

Engaging Students Through Photovoice to Enhance Study Abroad

[SALEM]

Lead Presenter: Debbie O’Connell, Winston-Salem State University

Co-Presenters: Will Boone, Winston-Salem State University; Michele Lewis, Winston-Salem State University

In an attempt to create a more meaningful short-term study abroad program, Winston-Salem State University faculty and students completed a photovoice project following a two-week program in Salvador, Brazil. For this project, participants had to submit photos with reflective captions about Bahian life, race, identity, and culture. Presenters will discuss their experiences creating and leading students through this project, including challenges and successes.

12:00pm – 1:15pm **LUNCH** [GARDEN TERRACE IN EMBASSY SUITES]



1:30pm – 2:45pm

CONCURRENT SESSIONS B

Unpacking Before Packing: Exploring Expectations, Disposition, and Intercultural Self-Awareness in the Pre-Departure Stage [HEARN A]

Lead Presenter: Brianna Dostie, Council on International Educational Exchange

Co-Presenters: Sean McIntyre, Council on International Educational Exchange; Ryan Richards, Council on International Educational Exchange

The way students envision the host country is often drastically different from what they encounter on site. Working with students in the pre-departure stage is critical to helping them cultivate a positive disposition toward material and cultural difference. In this session, we share the results of an online pre-departure co-curricular course developed to help students unpack their expectations and assumptions in a supportive and learner-centered environment. Drawing on activities designed to cultivate key intercultural skills, we explore ways to facilitate an attitude shift before students arrive.

Teaching Cross-Cultural Leadership in Overseas Programs [BETHABARA]

Lead Presenter: Michael Steinberg, IES Abroad

Co-Presenters: Gemma McGrath, IES Abroad London; Jay Moran, IES Abroad Barcelona

Leadership in the contemporary world involves working across national and cultural boundaries, managing culturally diverse staff, and interacting with representatives of different cultures. International education offers an opportunity for students interested in leadership to grow in cross-cultural understanding and to develop cross-cultural leadership skills. This session focuses on the leadership program at IES Abroad and how faculty members from London and Barcelona approach cross-cultural leadership.

Intercultural Learning and Assessment in Healthcare Education: Are We Achieving Our Goals? [HEARN C]

Lead Presenter: Paula DiBiasio, Elon University

Co-Presenter: Heidi Eigsti, Regis University

The integration of Global Learning Experiences (GLEs) in healthcare education is increasing. Are programs meeting administrative goals and achieving predetermined learning outcomes? This session will introduce findings from three multi-site studies examining faculty practices and student outcomes related to GLEs in healthcare education. Information provided may inform faculty practices, future programming, allocation of resources, and engage students in their own learning process.

Co-Curricular Intercultural Programs: Connecting Classrooms with the World [HEARN D]

Lead Presenter: Kris Acheson-Clair, Purdue University

Co-Presenter: Sarah Speir, Purdue University

The term co-curricular has come to mean everything other than coursework. To promote co-curricular engagement in its ideal form, this session presents two examples of truly co-curricular intercultural programs designed to intentionally connect what students learn in their coursework with learning opportunities outside the classroom. Organized around the Association of American Colleges & Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) Rubric for Intercultural Knowledge and Competence, these programs include a mandatory series of cultural events and an intercultural teamwork certificate partially integrated into required courses.

1:30pm – 2:45pm

The Framing of Diasporic Histories in Cuba and the United States: Experiential, Pedagogical, and Theoretical Approaches to Transnational Race Relations [WINSTON]

Lead Presenter: Geoffroy de Laforcade, Norfolk State University

Co-Presenters: Bre'Yon Brown, Mott Hall IV Intermediate School, Brooklyn, NY; James Brownsmith III, Black Line Promotions and Advertising; George Williams, Diversity Global

This session will present the pedagogical outcomes of successive study abroad and service-learning programs developed by Virginia's largest public HBCU, Norfolk State University, in Cuba. It focuses on the ways in which understandings of diaspora history, race and discrimination by participants in both countries altered their shared approaches to societal transformation. The panel will explore the experiential learning of African-American and Latinx youths and their Cuban hosts, and its practical outcomes for civic engagement in both countries, as well as its significance for curricular transformation and new research opportunities in History and Interdisciplinary Studies.

Supporting International Student Identity Development Through Campus Engagement [SALEM]

Lead Presenter: Lesley Robinson, St. Edward's University

As international students arrive on campus, their adjustment often includes unique stressors not experienced by U.S. students. Highlighting how international students can make meaning of their identity, participants will learn best practices to build collaborations with campus partners to support international student identity development through engagement.

2:45pm – 3:15pm

AFTERNOON COFFEE BREAK [HEARN FOYER]

3:15pm – 4:30pm

CONCURRENT SESSIONS C

Cultivating Intercultural Competence in MBA Programs

[HEARN A]

Lead Presenter: Janet Bennett, Intercultural Communication Institute

Co-Presenters: Iris Berdrow, Bentley University; Amy Wallis, Wake Forest University School of Business

Intercultural competence is an essential learning outcome of MBA programs around the world. Exploring the full breadth of the spectrum – from assessment to program development to increased competency to relevancy in the workforce – this presentation digs into the links and gaps between best practices and practical applications of intercultural competency initiatives.

The Impact of Reverse Narnia on Student Re-entry: Helping Students Prepare for Reverse Culture Shock [BETHABARA]

Lead Presenter: Stephen Braye, Elon University

Co-Presenter: Katherine Hill, Elon University Alumna

We know students returning from a study abroad experience can struggle to reorient themselves upon returning to their home culture. In this session, we will discuss why students struggle and provide a new way of understanding this struggle, what we call Reverse Narnia. Participants will leave with concrete ideas for helping students both before and after departure, and a richer understanding of how students conceive of their return.



3:15pm – 4:30pm

Building Interculturality: Link Language and Culture with Can-Do Statements [HEARN C]

Lead Presenter: Ali Moeller, University of Nebraska-Lincoln & American Council on the Teaching of Foreign Languages (ACTFL)

What is the proof that learners can use their new language to build intercultural competence? Can-Do Statements clarify what it takes to move from one proficiency level to the next, ideal for guiding educators' instruction and assessment and learners' focus on how to reach their language and intercultural communication goals. Participants will experience tasks that develop and assess learners' intercultural communication as they demonstrate interacting in conversations; understanding what is heard, read, or viewed; and creating written and spoken messages.

Digital Storytelling: A Pathway to Intercultural Reflection [HEARN D]

Lead Presenter: Heather Gregg Reed, Institute for Study Abroad – Butler University

Digital Storytelling uses participatory media for reflection, education, and social change. This session will explore the uses of Digital Storytelling as part of the intercultural learning process. Examples of student engagement and completed stories will be shared, and participants will leave the session with an understanding of how to implement Digital Storytelling for their own purposes.

International Student Adjustment to U.S. Universities: The Role of Intercultural Skills [WINSTON]

Lead Presenter: Nelson Brunsting, Wake Forest University

Co-Presenters: Megan Mischinski, Wake Forest University; Frank Fang, Wake Forest University; Wenjin Wu, Wake Forest University

Join international students at Wake Forest University as they present their research on international student academic, cultural, social, and emotional adjustment to U.S. universities. This session will explore the current research through the lens of first-year international students and draw on audience knowledge as well.

Motivating Students to Participate in Intercultural Activities While Abroad: An Introduction to the Echelon Intercultural Program [SALEM]

Lead Presenter: Seth Fisher, IES Abroad Paris French Studies Center

This interactive session will present a program developed for short-term, faculty-led, and semester-long study abroad programs that uses social theories to build a community of students motivated to participate together in language immersion, activities facilitated by staff and professors, and independent intercultural activities to increase students' intercultural competencies. Attendees will discuss methods to motivate students to participate in intercultural activities and ways to encourage them to escape the American bubble.



4:30pm – 6:00pm

CONFERENCE RECEPTION [HEARN FOYER]

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



PLAN YOUR DAY

SCHEDULE	FRIDAY, FEBRUARY 9	LOCATION
8:00am - 1:00pm	Registration	Hearn Foyer
8:00am - 9:00am	Continental Breakfast	Hearn Foyer
9:00am - 10:15am	CONCURRENT SESSIONS D	
	• An Ubuntu-Integrationist Approach to Undergraduate Research and Intercultural Learning in a Short-Term Study Abroad Program	Hearn A
	• Turning Resistance into Engagement: Training Design for Transformative Learning	Bethabara
	• Bridging the Communication Gap: Script-Based Language and Culture for Non-Language Programs	Hearn C
	• Best Practices for Developing International Service-Learning Programs	Hearn D
	• Overcoming Institutional Resistance to Intentional Intercultural Skills Enhancement	Winston
	• The Influence of Internship Abroad Experiential Design on Cultural Intelligence	Salem
10:15am - 10:45am	Coffee Break	Hearn Foyer
10:45am - 12:00pm	CONCURRENT SESSIONS E	
	• Understanding Student Resistance to Cross-Cultural Engagement	Hearn A
	• Effects of Institutional Structures and Student Characteristics on Patterns of Student Global Learning Choices: A Multi-Institutional Analysis	Bethabara
	• Dismantling the "U.S. Versus International" Dichotomy: Creating Synergy between Intercultural and Diversity/Social Justice Approaches	Hearn C
	• Virtually Effective: Immersive Technologies for Intercultural Leadership Development	Hearn D
	• Beyond Study Abroad: Developing Global Competencies from Orientation to Graduation	Winston
	• Uncovering Value in Fostering Intercultural Friendships During Orientation	Salem
12:00pm - 1:15pm	Lunch	Garden Terrace in Embassy Suites
1:30pm - 2:45pm	CONCURRENT SESSIONS F	
	• Best Practices for Intercultural Training of On-Site Staff and Program Leaders	Hearn A
	• Make a Lasting Mark by Crossing Borders with First-Year Students	Bethabara
	• It Takes a Village: Developing and Maintaining Effective International Education Study Abroad Programs	Hearn C
	• Activities for Facilitating Intercultural Learning	Hearn D
	• The Ethics of Study Away and Study Abroad	Winston
	• The Intercultural Workshop for 350 Engineering Students, 24 Nationalities, 15 Languages	Salem
2:45pm	Conference Concludes	



8:00am - 1:00pm **REGISTRATION** [HEARN FOYER]

8:00am - 9:00am **CONTINENTAL BREAKFAST** [HEARN FOYER]

9:00am - 10:15am **CONCURRENT SESSIONS D**

An Ubuntu-Integrationist Approach to Undergraduate Research and Intercultural Learning in a Short-Term Study Abroad Program [HEARN A]

Lead Presenter: Prudence Layne, Elon University

This interactive session explores ways of incorporating meaningful research into an undergraduate, short-term study abroad program. Learning on an Ubuntu philosophical approach, participants will examine strategies for integrating research into every stage of the study abroad process, from application to reentry, to foster intercultural learning.

Turning Resistance into Engagement: Training Design for Transformative Learning [BETHABARA]

Lead Presenter: Janet Bennett, Intercultural Communication Institute

Whether our programs are directed at domestic (glocal) or international (global) engagement, we often face participants who express resistance to various intercultural topics. This resistance may relate to either the subject matter or to the methods we use. By learning to recognize the many patterns of resistance, and their reasons, we can learn to finesse our learners' reticence into a more full engagement with intercultural learning.





9:00am – 10:15am

Bridging the Communication Gap: Script-Based Language and Culture for Non-Language Programs [HEARN C]

Lead Presenter: Rebecca Thomas, Wake Forest University

This session is aimed primarily at leaders of non-language intensive programs traveling to non-English speaking countries. The presentation demonstrates the value of acquiring even minimal linguistic knowledge with locally specific cultural scaffolding in situations where higher levels of proficiency cannot practically be attained or expected. Participants will be exposed to a mini-course in “survival language and culture” designed for students and facilitators with little to no prior experience with the target language. Presenter will share ongoing research supporting the efficacy of the method on cultural adaptation.

Best Practices for Developing International Service-Learning Programs [HEARN D]

Lead Presenter: Evan Small, Elon University

Co-Presenter: Elizabeth Coder, Carnegie Mellon University Qatar

This presentation will introduce participants to best practices used in service-learning. An overview to service-learning will be presented with special attention paid to developing sustainable and mutually beneficial partnerships with community organizations. Participants will leave with tools to assist them in developing, maintaining, and assessing effective community partnerships.

Overcoming Institutional Resistance to Intentional Intercultural Skills Enhancement [WINSTON]

Lead Presenter: Katherine Yngve, Purdue University

Co-Presenters: Michael Brzezinski, Purdue University; Linda Stuart, AFS Intercultural Programs

Facilitators will guide a pair-share discussion using a five-stage model to shed light on resistance to organizational change, for institutions struggling to identify the reasons to invest in intentional intercultural learning interventions (for study abroad or on-campus contexts). They will present models of successful institutional change; then guide the group in co-creation of action plans through shared experiences, brainstorming, and debrief.

The Influence of Internship Abroad Experiential Design on Cultural Intelligence [SALEM]

Lead Presenter: Lisa Lambert Snodgrass, Purdue University

A recent study that examined the influence of internship abroad experiential design on cultural intelligence will be presented. The research examined whether participants experienced growth in cultural intelligence after the implementation of the critical culture program design and implementation of the Live-Learn-Work model. This interactive session will incorporate praxis (dialogue, reflection, action) and offer attendees curricular and program design strategies as well as actionable items for grounding that design in theory.

10:15am – 10:45am MORNING COFFEE BREAK [HEARN FOYER]



10:45am – 12:00pm **CONCURRENT SESSIONS E**

Understanding Student Resistance to Cross-Cultural Engagement

[HEARN A]

Lead Presenter: Porshè Chiles, Wake Forest University

Co-Presenter: Carla Fullwood, University of North Carolina at Greensboro

As institutions make strides to create more inclusive campuses and prepare students to be global citizens, there are challenges with supporting the needs of all students across cultures, identities, and experiences. As universities continue to incorporate cross-cultural and inclusive initiatives, they are often met with student resistance. This interactive session will explore cross-cultural engagement initiatives and literature to unpack why students are resistant to these approaches. The presenters will share tools and strategies to understand and address resistance on our campuses.

Effects of Institutional Structures and Student Characteristics on Patterns of Student Global Learning Choices: A Multi-Institutional Analysis [BETHABARA]

Lead Presenter: Iris Berdrow, Bentley University

Co-Presenters: Laura Boudon, Florida International University

How do student choice patterns of global learning experiences vary by institutional characteristics? We will present results of our research across six institutions on global learning experiences, institutional structures, and student choices. We have two hypotheses: global learning is a cumulative process wherein students who engage in one type of activity will then be more likely to engage in additional learning opportunities indicating global learning integration, and institutional processes and structures impact student choice patterns.

Dismantling the “U.S. Versus International” Dichotomy: Creating Synergy between Intercultural and Diversity/Social Justice Approaches [HEARN C]

Lead Presenter: Amer F. Ahmed, University of Massachusetts at Amherst

Intercultural approaches often engage international and global efforts while diversity and social justice tend to be applied in U.S. contexts. As the trends of globalization accelerate, there are missed opportunities due to the lack of synthesis of these approaches. This dichotomy often prevents us from understanding the relationship between local and global factors that impact our efforts. In this session, participants will learn a synergistic approach adapted to 21st Century challenges in order to address inequity and intercultural issues in a variety of contexts.

Virtually Effective: Immersive Technologies for Intercultural Leadership Development [HEARN D]

Lead Presenter: Mesut Akdere, Purdue University

Co-Presenters: Kris Acheson-Clair, Purdue University

Join us as we explore the relatively uncharted territory of virtual and mixed reality in developing non-linguistic intercultural leadership competencies—empathy, openness, and curiosity. Participants will experience intercultural interventions that use immersive technologies. They will see how we combine traditional evaluation methods with cutting-edge biometric techniques that use non-invasive devices to monitor involuntary biological indicators of emotion and engagement.



10:45am – 12:00pm

Beyond Study Abroad: Developing Global Competencies from Orientation to Graduation

[WINSTON]

Lead Presenter: Julia Kruse, The University of North Carolina at Chapel Hill

Co-Presenter: Alyson Hyman, The University of North Carolina at Chapel Hill

UNC Kenan-Flagler Business School's Global Education Model and Inclusive Global Leadership curriculum represent a strategic approach to global competency training that can be replicated at other institutions. Presenters from the Global Business Center share the model that identifies global and intercultural competencies as learning outcomes, the systematic curriculum that starts with orientation and ends with graduation, and examples of innovative intercultural training topics and techniques. Participants are asked to discuss their best practices in advancing intercultural skills and draft a mini-action plan to apply the new insights at their institutions.

Uncovering Value in Fostering Intercultural Friendships During Orientation [SALEM]

Lead Presenter: Sophie Delfeus, Augsburg University

This session presents research on the ways co-curricular programming can help increase intercultural skills in study abroad students during orientation within a host country. How can innovative program design enhance intercultural learning? Join us for an engaging discussion based on the presentation of a recent case study.

12:00pm – 1:15pm

LUNCH [GARDEN TERRACE IN EMBASSY SUITES]

1:30pm – 2:45pm

CONCURRENT SESSIONS F

Best Practices for Intercultural Training of On-Site Staff and Program Leaders [HEARN A]

Co-Presenters: Amy Garwood-Díaz, University of Minnesota; Lindsey Lahr, University of Minnesota

It is important that on-site staff and instructors are able to articulate the importance of intercultural competency to their students. The University of Minnesota Learning Abroad Center has developed specific training modules that tackle this endeavor. This session will demonstrate successful intercultural learning and training for on-site staff and leaders of instructor-led programs abroad. Participants will take away methods and resources to facilitate conversations on intercultural learning in their context

Make a Lasting Mark by Crossing Borders with First-Year Students

[BETHABARA]

Lead Presenter: Susie Duke, Grinnell College

Co-Presenters: Tara Grischow, Wake Forest University; Kelia Hubbard, Wake Forest University; Jon Smart, Wake Forest University

First-year students are primed for intercultural learning when it is infused into the curriculum in a broad and cohesive way. This session will present two first-year student programs: the Global Learning Program at Grinnell College and Global Connections at Wake Forest University. These are two distinct first-year student experiences that can influence the way young learners navigate their academic, professional, and social paths, leaving them with a lasting sensitivity to cultural diversity.



1:30pm – 2:45pm

It Takes a Village: Developing and Maintaining Effective International Education Study Abroad Programs [HEARN C]

Lead Presenter: Michael Putman, University of North Carolina at Charlotte
Co-Presenter: Erik Byker, University of North Carolina at Charlotte; Adriana Medina, University of North Carolina at Charlotte

This session will describe development and outcomes of two study abroad programs (South Africa and Germany). Presenters will share information and facilitate a discussion of the organizational facets necessary for study abroad programs, including: student experiences, partnerships with other universities, the internal and external support systems, and the alignment of the study abroad experience with programmatic goals.

Activities for Facilitating Intercultural Learning [HEARN D]

Lead Presenter: Evan Small, Elon University
Co-Presenter: Elizabeth Coder, Carnegie Mellon University Qatar

This interactive session will present a variety of activities designed to introduce and discuss various topics and skills for intercultural learning. Participants experience the activity, then reflect on how they might implement it in a variety of learning environments. Activities will include reflective writing prompts and group processing activities. Participants will leave with tools to incorporate intercultural learning in an experiential context and to help students reflect on and make meaning of their experiences.

The Ethics of Study Away and Study Abroad [WINSTON]

Lead Presenter: Nina Namaste, Elon University

Participants will review Mick Vande Berg's three core narratives for study abroad, then actively discuss the multi-layered and intertwined ethical dimensions related to study away. Participants will strategize small, feasible changes to be a part of a larger cultural shift toward more intentional, integrated, scaffolded intercultural learning for all international and domestic off-campus experiences.

The Intercultural Workshop for 350 Engineering Students, 24 Nationalities, 15 Languages [SALEM]

Lead Presenter: Anne O'Mahoney, The Institut Supérieur de l'Aéronautique et de l'Espace (ISAE) Supaero

Learn how the Humanities Department implemented a compulsory intercultural workshop for Graduate Aerospace Engineering students through a unique program design. We will share creative classroom content and gather ideas from participants on how we can all go further and be more daring in the teaching and learning of intercultural awareness.

2:45pm

CONFERENCE CONCLUDES



Kris Acheson-Clair, Ph.D. is Associate Director of Intercultural Pedagogy & Scholarship at Purdue University. With nearly two decades of teaching experience and extensive publications related to intercultural communication, she has brought many innovations and the capacity to scale up impact to CILMAR, Purdue's new Center for Intercultural Learning, Mentorship, Assessment, and Research.

Amer F. Ahmed, Ed.D. serves as Director of Intercultural Teaching and Faculty Development at University of Massachusetts Amherst, Faculty at the Summer and Winter Institutes for Intercultural Communication, and member of SpeakOut: Institute for Democratic Leadership and Culture. An individual with eclectic personal and professional experience, he is a social justice educator, Hip Hop activist, diversity consultant, and college administrator, channeling his diverse experiences into work geared towards facilitating effective intercultural development.

Mesut Akdere, Ph.D. is an Associate Professor in the Department of Technology Leadership & Innovation at Purdue University. He is the founding director of Purdue Polytechnic Leadership Academy and the inaugural faculty research fellow at Purdue's Center for Intercultural Learning, Mentorship, Assessment, and Research. Dr. Akdere's research focuses on workforce development in STEM and leadership development through immersive learning technologies including augmented reality and virtual reality, quality management, and performance improvement through training and organization development.

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

Iris Berdrow, Ph.D. is a tenured Associate Professor of Management at Bentley University (Waltham, MA, USA) and has taught at Harvard University Summer School, as well as internationally in France, Germany, Austria, Scotland, and Morocco. She holds an MBA and doctorate 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, employee competencies and competency-based education. Dr. Berdrow has also served as Assurance of Learning Director at Bentley.



Will Boone, Ph.D. is an associate professor of English and African American Studies, as well as chair of the English Department at Winston-Salem State University. He teaches courses on hip-hop, gender, black expressive culture, and African American literature. Originally from Orange, New Jersey, Will received his Ph.D. in African American Studies from Temple University. His research interests include black expressive culture, study abroad, new media, African American Literary Theory, and African American masculinity. He has also facilitated numerous workshops and delivered talks on academic success and hip hop.

Laura Boudon, Ph.D. is Director of Study Abroad at Florida International University where she leads FIU's efforts to double the number of students who study abroad by 2020 and increase study abroad offerings. Laura participated in a multi-institutional research project with Elon University's Center for Engaged Learning on Study Abroad and Global Learning. She holds her Ph.D. in International Relations from FIU. She has eighteen years of professional experience in higher education administration and has worked for Georgetown University, American University, and the University of South Carolina before joining FIU in July 2009. Her professional interests include international education, scholarship advocacy, student affairs, cultural competency, diversity, and global health.

Stephen Braye, Ph.D. has been teaching at Elon University for the past 28 years. He has been consistently leading study away and study abroad programs since 1991. Braye teaches for the Elon in NYC program and also teaches a Junior/Senior seminar for students who have completed a study abroad or away experience called "Coming Home," where students process their experiences through their own research.

Bre'Yon Brown is a Middle School teacher at Mott Hall IV Intermediate School in Brooklyn, NY. He studied at Norfolk State University, where he took an interdisciplinary approach to music and history and studied African Diaspora culture in Cuba. He now develops programs focused on highlighting underrepresented historical narratives in United States and World history, and is an advocate for service-learning and study abroad experiences in secondary education.

James Brownsmith III is a Field Consultant for Ford Motor Company in New York City and CEO of Black Line Promotions and Advertising in Atlanta. He holds a B.A. in History from Norfolk State University, where he studied abroad in Cuba, and holds a Master's degree from Clark Atlanta University.

Nelson Brunsting, Ph.D. is Director of Global Research and Assessment in the Center for Global Programs & Studies at Wake Forest University, where he also teaches Introduction to American Culture and U.S. University Life for first-year international students. He is fascinated by human development and adjustment in times of transition, especially within an intercultural context.

Michael Brzezinski, Ph.D. began his Purdue University career in 1993. In addition to directing the International Students and Scholars office for 16 years, Brzezinski has led International Programs as Dean since 2009. In 2016 Brzezinski spearheaded the effort to found CILMAR, the Center for Intercultural Learning, Mentorship, Assessment, Research. CILMAR is charting new territory in higher education in its work to embed evidence-based intercultural learning into the curriculum and co-curriculum.

Erik Byker, Ph.D. is an Assistant Professor at the University of North Carolina at Charlotte. He teaches courses in social studies methods and global education, and his fields of specialization are educational technology and curriculum foundations. Byker's research is comparative and international in scope, as he has conducted research on the uses for computer technology in Cuba, India, South Korea, and the United States. Other research interests include global education and increasing teacher professionalism via web-based tools.

Paula Caligiuri, Ph.D. is a Distinguished Professor of International Business and Strategy at Northeastern University and the Director of the Cultural Agility Leadership Lab, a joint venture with the National Peace Corps Association. Paula has authored or co-authored several articles and books, including *Cultural Agility: Building a Pipeline of Successful Global Professionals*. Paula works extensively with leading organizations and universities on the selection and development of culturally agile students and professionals.

Porshè Chiles is the Assistant Director for Cross-Cultural Engagement in the Center for Global Programs and Studies at Wake Forest University. Her experience includes more than eight years in higher education and five years in multicultural/intercultural affairs. Her work has focused on fostering meaningful cross-cultural/intercultural relationships and understanding through a global lens, Student Identity Development, and supporting underrepresented student populations. Porshè earned her master's degree from the University of North Texas where she also served as an instructor and Study Abroad Exchange Coordinator. She is pursuing a Post-Baccalaureate Certificate in Peace & Conflict Studies from University of North Carolina at Greensboro.

Elizabeth Coder is the International Student Services Coordinator at Carnegie Mellon University's campus in Doha, Qatar, where she oversees international student services, campus exchange, and intercultural learning initiatives. She is a doctoral student in Comparative and International Development Education at the University of Minnesota. Elizabeth is interested in researching the intersection between the intercultural learning that happens in study abroad and the multicultural learning that happens in diversity education programs on college campuses.

Geoffroy de Laforcade, Ph.D. is Professor of Latin and Caribbean History at Norfolk State University and the former director (2012-2016) of NSU's International Studies and Service-Learning Program. He organized and led 15 study abroad programs in 11 countries on five continents. Dr. de Laforcade is a member of the Latin American Council of Social Sciences (CLACSO) working group on "Afro-descendants and Counter-Hegemonic Strategies," which recently completed its first post-graduate seminar in Cuba, and is the international representative of the independent Cuban "Neighborhood Afro-descendant Network." He has written and spoken widely on the island nation and participated in community education projects.





Speaker Biographies

Sophie Delfeus is a young professional within the field of international education, committed to finding new ways to promote authentic engagement for U.S. study abroad students in their Latin American host countries. She is the International Resident Assistant for Augsburg University's Center for Global Education and Experience (CGEE) in Cuernavaca, Mexico. In this role, she is charged with supporting semester students and short-term educational seminar participants in responding to the challenges that arise in a new host culture and developing intercultural and global competence. Her passion for this work stems from her academic year abroad in Mendoza, Argentina in 2015.

Paula DiBiasio, PT, DPT, M.S. is an associate professor at Elon University in the Department of Physical Therapy (DPT). She developed a successful global education program for DPT and Physician's Assistant students. Paula works to establish high quality global learning experiences within reciprocating community partnerships. She is leading a multi-site study examining intercultural competence and a study assessing the concurrent validity of two measures. Paula has presented nationally on topics related to outcomes in global education and facilitating faculty development in the scholarship of global engagement.

Brianna Dostie is Manager of Faculty-Led & Custom Programs at Council on International Education Exchange. Bri collaborates with international staff and U.S. institutional partners to develop faculty-led and customized study abroad program options, focusing on partnerships within North Carolina, South Carolina, Florida, Michigan, Maine, and Connecticut. Bri has worked with the Council on International Educational Exchange for five years and is passionate about integrating intercultural competency-building opportunities within short-term programming.

Susie Duke, M.Ed., coordinates Grinnell College's Global Learning Program, an interdisciplinary course for first-year students coupled with multi-destination travel. She manages logistics, implements intercultural training and program assessment, along with advising students toward other strategic global experiences. More broadly, she works to advance the short-term international opportunities available to students, faculty, and staff. Prior to Grinnell, Duke taught French for seven years and facilitated numerous international and intercultural exchanges for student groups, domestic and abroad.



WISE CONFERENCE STEERING COMMITTEE

Steve Folmar

Associate Professor of Applied Cultural Anthropology
Wake Forest University

Ann Cunningham

Associate Professor of Education
Wake Forest University

Prudence Layne

Associate Professor of English
Elon University

Andrew Smith

Adjunct Instructor
Wake Forest University

Leigh Hatchett Stanfield (Chair)

Executive Director for Global Engagement and Administration
Wake Forest University

WISE CONFERENCE PLANNING COMMITTEE

Sandra Lisle McMullen

Kimberly Snipes

Kara Rothberg

Taylor Burdette

Leigh Hatchett Stanfield

Heidi Eigsti, PT, DPT, Ph.D., PCS, is an associate professor at Regis University School of Physical Therapy. Heidi has presented at national conferences on topics related to healthcare education research for leadership and intercultural sensitivity training. Her research interests are in the efficacy of leadership and intercultural competency-based curricula in healthcare higher education. Heidi is a Qualified Administrator of the Intercultural Development Inventory Assessment and has worked collaboratively with physical therapists internationally in community-based rehabilitation programs.

Xuanyu (Frank) Fang is a first-year undergraduate student at Wake Forest University from Shanghai, China. He is interested in understanding how cultural differences influence development and education. Frank plans to major in cognitive psychology and gain research experience while at WFU.

Seth Fisher is the Student Services Coordinator and Customized Programs Specialist at the IES Paris French Studies Center in France. In the past, Seth worked with incoming and outgoing exchange students at the University of North Carolina Kenan-Flagler MBA Program and the UNC Center for Global Initiatives. During his time with the University of North Carolina at Greensboro International Programs Center, he co-founded the North Carolina Study Abroad Reentry Conference. Seth enjoys helping students become immersed and engaged in local communities while abroad.

Jessica Francis, M.A. is the Director for Global Abroad Programs at Wake Forest University where she is responsible for developing Wake Forest semester programs and continued review of current programming. Jessica has focused on inclusive excellence and increasing participation in study abroad among first-generation college students, including serving as chair of the Diversity Abroad Task Force on First Generation Students. She has been active in presenting at national and international conferences.

Carla Fullwood is Assistant Director for Intercultural Engagement at the University of North Carolina at Greensboro. She has diverse experiences in higher education that include roles in new student orientation, admissions, housing and residence life, campus programming, student development, and more than nine years in multicultural affairs. Carla's professional interests include developing and facilitating anti-bias and social justice trainings, intercultural competency development, intergroup dialogues, supporting students of color, and supporting first-generation and low-income college students. She holds a Master of Arts Student Affairs Administration in Higher Education from Ball State University, and is pursuing a Ph.D. in Educational Leadership and Cultural Foundations at University of North Carolina at Greensboro.

Amy Garwood-Díaz is an Associate Program Director at the University of Minnesota (UMN)- Learning Abroad Center (LAC) and works with multiple instructor-led programs. She has worked at the LAC for more than three years and is involved with the LAC's intercultural training initiatives. Amy has a Master of Science in College Counseling & Student Development from St. Cloud State University and is an Intercultural Development Inventory Qualified Administrator. She teaches the LAC's Global Identity course, fostering student's intercultural development while abroad.

Gundolf Graml is Director of German Studies at Agnes Scott College, where he teaches German language as well as a range of courses on film and literature in German-speaking culture. As faculty coordinator of Agnes Scott's global learning curriculum, he oversees the curricular design and teaching of Global Journeys, a course for all first-year students that includes a one-week immersion segment away from campus.



Speaker Biographies

Heather Gregg Reed joined the Institute for Study Abroad, Butler University in 2009 and serves as the Field Director for the Southeast and as Alumni Relations Manager. In addition to connecting with U.S. institutions, Heather oversees alumni outreach and programming at IFSA-Butler and loves working with returned students to continue the learning process post-study abroad. Hosting Digital Storytelling workshops has become a favorite part of her job during the last five years.

Tara Grischow, M.S.Ed. is an International Student Advisor in the Center for Global Programs & Studies at Wake Forest University, where she assists international students and scholars with immigration matters and helps develop programs to assure campus internationalization and sense of belonging. She has worked with international students and scholars in higher education for five years.

Shayla Herndon-Edmunds (she/her/hers/Shayla) is Director of Diversity Education at Wake Forest University where she develops and facilitates workshops and interventions that enhance the cultural competence of faculty, staff, and students. As a personal wellness and development professional, Edmunds helps individuals and organizations identify their goals and strategies for moving forward toward inclusive excellence. Edmunds is a first-generation college student who has received training and certifications in emotional intelligence, unconscious bias, mindfulness, and intercultural development.

Louis Hickman is a doctoral student in technology at Purdue University's Polytechnic Institute. Louis earned a Master of Science in Computer and Information Technology with specialization in Natural Language Processing from Purdue University. His research in human resource development focuses on the intersection of technology and people, including research on information systems, leadership development, quality management, and intercultural competence development.

Katherine Hill participated in a Gap Year and two semesters abroad before graduating in 2015 from Elon University. She completed a research project on her study abroad experiences, entitled "The 'Reverse Narnia Effect': The Impacts of Reverse Culture Shock." Today Katherine teaches English in Barcelona.

Kelia Hubbard, M.P.A. is the director of the International Student & Scholar Services (ISSS) division of Wake Forest University's Center for Global Programs & Studies. The ISSS office provides immigration advice, support, and cultural programming to WFU's international



students, faculty, and staff. Kelia has been in the field of international education for 14 years and values the diverse perspectives that the international population brings to the higher education environment.

Alyson Hyman, M.P.H. is Associate Director of the Global Business Center at the Kenan-Flagler Business School, University of North Carolina at Chapel Hill. For more than twenty years she has been a fervent intercultural professional. She oversees the on-campus activities that develop students' intercultural skills and attitudes, a critical component of the school-wide Global Education Initiative. She designs and facilitates disruptive and experiential sessions that help students, faculty, and staff ignite their intercultural capacity.

David Imhoof is Professor of History and Faculty Coordinator for Global Opportunities at Susquehanna University. He is the author of *Becoming a Nazi Town: Culture and Politics in Göttingen between the World Wars* (Michigan 2013) and numerous pieces on interwar German culture. He edited and contributed to *The Total Work of Art: Foundations, Articulations, Explorations* (Berghahn 2016) and a 2016 *Colloquia Germanica* issue on Sound Studies. He leads a student trip to Austria each summer.

Mary Lou Klotz, Ph.D. is Associate Professor of Psychology at Susquehanna University. She earned a Ph.D. in social psychology from the University of North Carolina at Chapel Hill, and her research interests include interpersonal relationships and communication. She has led short-term student trips to Australia since 1999 and recently led trips to New Zealand.

Julia Kruse, Ph.D. is Executive Director of the Global Business Center and Adjunct Assistant Professor at the Kenan-Flagler Business School, University of North Carolina at Chapel Hill. With over twenty years of experience, she is an innovator in global education and strategy. Apart from designing and conducting intercultural and global leadership training, she shapes and oversees the school's strategic Dean's Global Education Initiative to increase the global competencies of all students, faculty, and staff.

Lindsey Lahr is a Program Director at the University of Minnesota (UMN)-Learning Abroad Center (LAC), and oversees the LAC's Instructor-led programs. She has worked at the LAC for more than six years and is involved with the LAC's intercultural training initiatives. Lindsey has a Master of Arts in Comparative & International Development from UMN and is an Intercultural Development Inventory Qualified Administrator. She has taught the LAC's Global Identity course and within the UMN Leadership Minor.

Tracey Laird, Professor of Music at Agnes Scott College, is an author or editor of four books, chiefly on country and folk music, including two on "Austin City Limits." She teaches on American popular music, jazz, and ethnomusicology and has supervised projects on topics like music's relationship to neuroscience, politics, the experience of meaning, and identity, as well as contemporary film music.

Lisa Lambert Snodgrass, Ph.D. is a Postdoctoral Research Associate in Youth Development and Agriculture Education as well as in the Office of Multicultural Programs at Purdue University. Research interests include culturally responsive pedagogy, intercultural learning, and experiential teaching methods. Lisa designed and led a Live-Learn-Work internship abroad program in Colombia, partnering with Purdue alumni, Colombian businesses, and community leaders to offer project-based internships. The model is now used in five study abroad programs at the university.

Prudence Layne began her international education experience as a year-long American Field Scholar in the Faroe Islands. She has more than a decade of experience developing and leading short-term study abroad programs, teaching in a variety of international contexts, directing a semester program, and serving as a curriculum development administrator for faculty-led education abroad programs. Dr. Layne is Associate Professor of English and Literature Coordinator at Elon University.

Michele K. Lewis, Ph.D. has been a member of the Winston-Salem State University faculty since Fall 2007. She was trained as a biopsychologist while completing her doctoral studies at Howard University. Dr. Lewis writes, researches, and teaches in psychology with attention to liberation psychologies, and advocates for the application of psychology to serve public interests. She uses

intersectional, interdisciplinary, and cultural approaches to understand human thoughts, behaviors, and emotions.

Sean McIntyre, Ph.D. is Academic Director and Center Director for the Council on International Educational Exchange's Global Institute in Rio de Janeiro, Brazil. Since obtaining his doctorate in German Studies from Stanford University in 2003, Dr. McIntyre has taught undergraduate humanities courses, German, and Brazilian Portuguese at several universities in the United States. Sean's favorite role with CIEE is designing and teaching courses that encourage students to discover and explore Brazilian culture.

Adriana Medina is an Associate Professor at the University of North Carolina at Charlotte. She teaches courses in content area literacy, reading comprehension, reading assessment and intervention, and teaching reading to English language learners. Adriana's research interests include adolescents who struggle with literacy, teacher education, and educational program evaluation. She has published research on the impact of study abroad experiences on pre-service teachers.

Gemma Mills McGrath has served as a Senior Lecturer in Tourism, Business Management at a range of UK higher and further education institutions (Birkbeck College, Open University, Canterbury Christ Church, and University of the Arts London). She has worked for the UK Department of Trade & Industry, World Tourism Organisation, the Costa Rica Tourist Board, The National Institute of Culture in Peru, Deutsche Bank, and UBS in the City of London. McGrath holds a Ph.D. from the University of Surrey's School of Management. She also writes plays, poems, short stories, and films.

Megan Mischinski is pursuing a Master of Arts in Psychology at Wake Forest University and is a Research Assistant for the University's Center for Global Programs and Studies. She has a bachelor's degree in Global Justice Studies and has spent time studying abroad in Peru, South Africa, and Scandinavia. Megan is interested in cultural psychology and how it applies to international student adjustment.

Aleidine (Ali) J. Moeller is the Edith S. Greer Professor of Foreign Language Education at the University of Nebraska-Lincoln. Her areas of scholarly interests include foreign language teacher education, professional teacher development, language assessment, and intercultural communicative competence. She served on the ACTFL Intercultural Communicative Competence Task Force and now serves as the President of ACTFL.

Jay Moran is an Instructor of International Business at IES Abroad Barcelona, where for the past 10 years he has taught courses in leadership, strategy and marketing.



Speaker Biographies

His book, *Why Are We Bad at Picking Good Leaders?*, was selected by *The Globe and Mail* as one of the Top 10 business books of the year, and he has written for *Corporate Board*, *Leadership Excellence*, *The Financial Times*, and numerous other periodicals and journals. He has an MBA, J.D., and a Master of Public Administration, the latter from Harvard University, where the focus of his study was leadership.

Nina Namaste is Associate Professor of Spanish in the Department of World Languages and Cultures at Elon University. Her core disciplinary research focuses on food-related imagery as a means to express issues of race, class, and gender identity formation. In addition, her Scholarship of Teaching and Learning research on transformative learning experiences for students and faculty, have led her towards her role as co-director of a three-year research seminar on global learning sponsored by Elon's Center for Engaged Learning.

Anne O'Mahoney is Head of the Humanities Department in a leading French Graduate Aerospace Engineering School in Toulouse, France, ISAE-Supaero. She earned her Bachelor of Arts and Higher Diploma in Education from University College Cork, Ireland and went on to do a Master of Political Science and International Studies in Nice, France. She works on a multicultural and multilingual team, and her professional interests include English as a Foreign Language debating, intercultural communication, diversity, and working with the school's reach-out program.

S. Michael Putman is a professor and the department chair in the Department of Reading and Elementary Education at the University of North Carolina at Charlotte. His research interests are focused on the development of teacher self-efficacy and intercultural competencies through field experiences and the relationship of affective variables on literacy outcomes, including those associated with online inquiry. Dr. Putman has directed study abroad programs in South Africa and guided the creation of the Applied Understandings in Global Education minor.

Ryan Richards is Academic Director of Online Learning for the Council on International Education Exchange (CIEE). In this role, Ryan develops and facilitates the delivery of high-impact online learning for CIEE's students, faculty, and support teams across the globe. After serving as Executive Director of Nourish International, Ryan founded and led Serve Smart, an online training company. Ryan is a Humanity in Action Senior Fellow and holds a Master of Public Administration from New York University.

Lesley Robinson is the Director of the Global Engagement Office at St. Edward's University in Austin, Texas. Motivated by her passion to encourage students to engage in opportunities abroad, Lesley earned a Master

of Science in Global and International Education with an emphasis in Peace Education from Drexel University. While a graduate student, Lesley spent a year in Gunma, Japan teaching English with the Japan Exchange and Teaching (JET) Program. As an undergraduate student at The University of Tulsa, Lesley studied abroad in Quebec, France, and Spain. Lesley is currently pursuing a Ph.D. in Higher Education Leadership from Colorado State University.

Debbie Seykora O'Connell, Ph.D. is an Associate Professor of Music Education at Winston-Salem State University. She holds a Master of Music in Music Education from East Carolina University and a Ph.D. in Music Education from The University of North Carolina at Greensboro. Additionally, Dr. O'Connell has taught elementary, middle, and high school band, orchestra, and general music in North Carolina. Since joining the faculty at WSSU, she has been involved with the International Programs Committee and assisted with study abroad.

Evan Small serves at the Assistant Director of Experiential Learning and Outdoor Adventures at Elon University, where he oversees outdoor education programming and teaches in the School of Education. Evan's background includes a strong focus on social justice, service-learning, and experiential education. Evan holds a Master of Education in Adventure-Based Learning and is currently pursuing a Ph.D. in Educational Leadership with a focus in experiential education. Evan is interested in researching the intersections of experiential education and intercultural learning.

Jon Smart, Ph.D. is an assistant teaching professor at Wake Forest University in the Writing Program and a collaborative partner on Global Connections with the Center for Global Programs & Studies. His doctorate is in applied linguistics from Northern Arizona University. Jon's work is in developing language and academic skills of international students transitioning to American universities. Previously Jon managed the for-credit English as a Second Language program at the University of Pittsburgh.

Sarah Speir, previously senior international officer at Georgia Southwestern University, recently joined Purdue University's Center for Intercultural Learning, Mentorship, Assessment, Research (CILMAR) as Associate Director for Co-Curricular Programming and Engagement. In CILMAR she collaborates with colleagues to design and implement co-curricular experiences with intercultural learning outcomes for domestic and international students, faculty, staff, and community members. Sarah holds a doctorate in Educational Foundations and Cultural Studies from the University of North Carolina at Greensboro.

Michael Steinberg, Ph.D. is Executive Vice President for IES Abroad Academic Programs and manages their overseas

programs. He is a frequent panelist at the NAFSA national conference and has given presentations related to study abroad at the Stetson Law Conference, the National Society for Experiential Education, CIEE, Hispanic Association of Colleges and Universities, and the Modern Language Association. He has contributed articles to *Frontiers* and the *Forum Guide for Assessment in Study Abroad* as well as several NAFSA guides.

Linda Stuart is the Education and Training Specialist for Sentio Global Education Network, a subsidiary of AFS Intercultural, Inc., where she manages the Global Competence Certificate. She is President of Alma, Inc. and previously was Global Citizens Network's Executive Director. Linda is a Qualified Administrator of the Intercultural Development Inventory, Global Competencies Inventory, Intercultural Effectiveness Scale, and holds an executive coaching certificate from the University of Minnesota. Linda earned a Master of Arts from the University of Chile.

Rebecca Thomas, Ph.D. has been Professor of German Language, Literature, and Culture at Wake Forest University since 1993. She has specializations in 20th century Germany, modern Austrian studies, and foreign language acquisition. Professor Thomas has led multiple semester and summer study abroad programs in Austria and central Europe. Since 1988 she has been on the language faculty of the American Institute of Musical Studies in Graz, Austria, where she has also designed and regularly offers a specialized "survival" language and culture curriculum. She is currently collaborating on an interdisciplinary project

researching the impact of the survival language skills model on the cultural adaptation of sojourners abroad in non-language-intensive programs.

Amy Wallis is a Full Professor of Practice in Organizational Behavior at the Wake Forest University School of Business and is also the Academic Director for WFU Business Abroad Programs, where her focus is on enhancing global awareness and cultural sensitivity in the business environment. Since joining the School of Business in 2012, Amy has been instrumental in advancing global immersion courses, and is the faculty leader for WFU's MBA global immersion course in Nicaragua.

George Williams is the founder and Managing Director of Diversity Global Study Abroad, which provides access to impactful, immersive study abroad programs designed for underrepresented and nontraditional students. He studied Political Science and Simultaneous Interpretation at Howard University, and studied in Cuba with Norfolk State University. He also studied abroad in the Dominican Republic and Brazil as an undergraduate.

Wenjin (Wendy) Wu is a Junior at Wake Forest University, majoring in psychology. She has a multicultural background from her experience in different countries and she is interested in human psychological mechanisms.

Katherine Yngve, a "recovering" Senior International Officer, joined Purdue's Office of Institutional Research, Assessment and Effectiveness in 2014 to support the Dean of International Programs in creating a culture of evidence-based best-practice in intercultural learning, in on-campus and off-campus contexts. Since then she has institutionalized intercultural mentoring courses for semester-abroad participants, trained more than one hundred faculty study abroad leaders in intercultural pedagogy, and mentored multiple STEM professors in the art of making sense of qualitative data.





Downtown Dining Options



4th Street Filling Station

871 West Fourth Street
336.724.7600
www.theoldfourthstreetfillingstation.com
0.6 mile | 15 minute walk

6th & Vine

209 West Sixth Street
336.725.5577
www.6thandvine.com
0.2 mile | 4 minute walk

Bib's Downtown

675 West Fifth Street
336.722.0007
www.bibsdowntown.com
0.4 mile | 7 minute walk

Burke Street Pizza

1140 Burke Street
336.721.0011
www.burkestreetpizza.com
0.8 mile | 5 minute drive

Camino Bakery

310B West Fourth Street
336.721.9990
www.caminobakery.com
0.1 mile | 2 minute walk

Camel City BBQ Factory

701 N. Liberty Street
336.306.9999
www.camelcitybbq.com
0.4 mile | 3 minute drive

Crafted

527 N. Liberty Street
336.955.2458
www.eatcrafted.com
0.3 mile | 6 minute walk

Di Lisio's

301 Brookstown Avenue
336.546.7202
www.dilisos.com
0.6 mile | 5 minute drive

Downtown Thai & Sushi

271 West Fourth Street
336.777.1422
www.downtownthai.com
0.3 mile | 6 minute walk

Finnigan's Wake

620 Trade Street
336-723-0322
www.finniganswake.net
0.3 mile | 5 minute walk

Foothills Brewing

638 West Fourth Street
336.777.3348
www.foothillsbrewing.com
0.3 mile | 5 minute walk

Hutch & Harris Pub

424 West Fourth Street
336.721.1336
www.hutchandharris.com
0.2 mile | 3 minute walk

Jeffrey Adams

321 West Fourth Street
336.448.1714
www.jeffreyadamsws.com
0.2 mile | 2 minute walk

Jimmy John's

227 West Fourth Street
336.723.7244
www.jimmyjohns.com
0.1 mile | 2 minute walk

King's Crab Shack & Oyster Bar

239 West Fourth Street
336.306.9567
www.kingscrabshack.com
0.1 mile | 2 minute walk

Krankies

211 East Third Street
336.722.3016
www.krankiescoffee.com
0.4 mile | 8 minute walk

Lighthouse Restaurant

905 Burke Street
336.724.9619
0.6 mile | 5 minute drive

Local 27101

310A West Fourth Street
336.725.3900
www.thelocal.ws
0.1 mile | 2 minute walk

Mary's Gourmet Diner

723 Trade Street
336.723.7239
www.breakfastofcourse.com
0.4 mile | 8 minute walk

Mellow Mushroom

314 West Fourth Street
336.245.2820
www.mellowmushroom.com
0.2 mile | 2 minute walk

Meridian Restaurant

411 South Marshall Street
336.722.8889
www.meridianws.com
0.6 mile | 4 minute drive

Mission Pizza

707 Trade Street NW
336.893.8217
www.missionpizzanapoletana.com
0.4 mile | 7 minute walk

Mooney's Mediterranean Café

101 West Fourth Street
336.722.4222
www.mooneysmedcafe.com
0.2 mile | 3 minute walk

Mozelle's Southern Bistro

878 West Fourth Street
336.703.5400
www.mozelles.com
0.6 mile | 15 minute walk

O'Brien's Deli

285 West Fourth Street
336.893.9715
www.mozelles.com
0.1 mile | 2 minute walk

Quanto Basta

680 West Fourth Street
336.893.6144
springhouseenc.com/quanto-basta
0.4 mile | 7 minute walk

Skippy's Hot Dog Restaurant

624 West Fourth Street
336.893.8208
0.3 mile | 5 minute walk

Small Batch Beer Co. and Burger Batch

241 W. Fifth Street
336.893.6395
www.smallbatchws.com
0.1 mile | 2 minute walk

Spring House

450 N. Spring Street
336.293.4797
springhouseenc.com
0.4 mile | 7 minute walk

Sweet Potatoes

607 Trade Street NW
336.727.4844
www.sweetpotatoes-arestaurant.com
0.2 mile | 4 minute walk



The Tavern in Old Salem

736 Main Street
336.722.1227
www.taverninoldsalem.ws
1.1 miles | 6 minute drive

Tropical Smoothie Café

216 West Fourth Street
336.722.1300
www.tropicalsmoothie.com/w-s
0.1 mile | 2 minute walk

Twin City Slice Pizza

214 West Fourth Street
336.306.9285
0.1 mile | 2 minute walk

West End Cafe

926 West Fourth Street
336.723.4774
www.westendcafe.com
0.6 mile | 15 minute walk

Willow's Bistro

300 South Liberty Street, Suite 125
336.293.4601
www.willowsbistro.net
0.6 mile | 5 minute drive

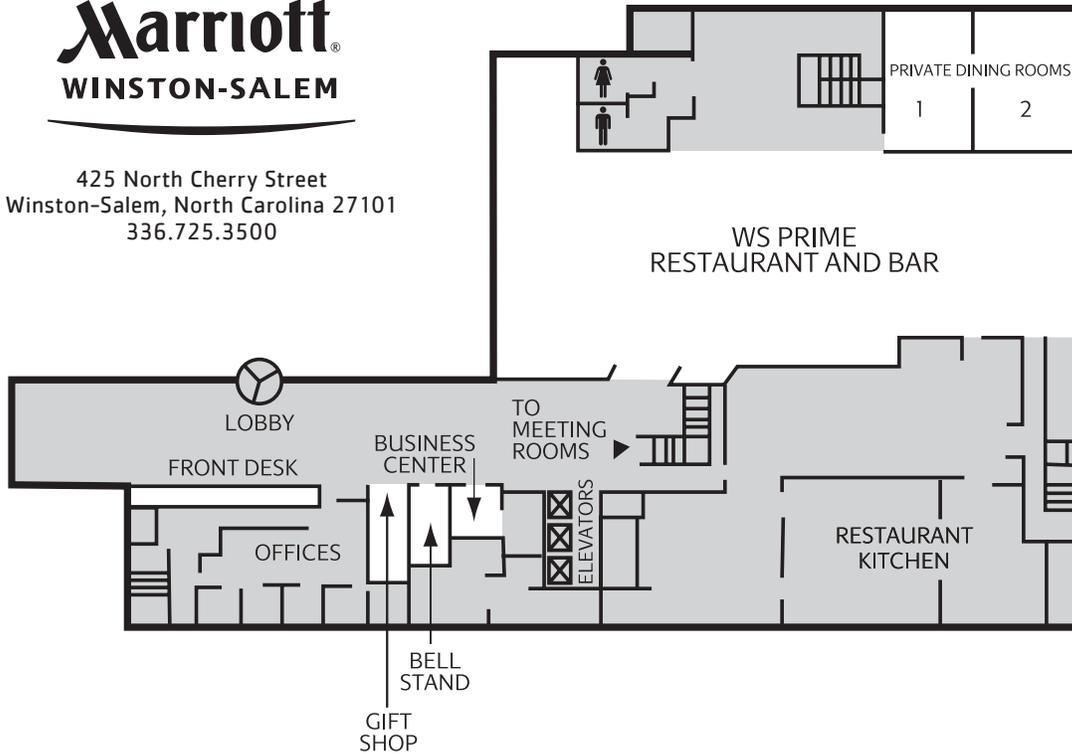


Marriott Floor Plan

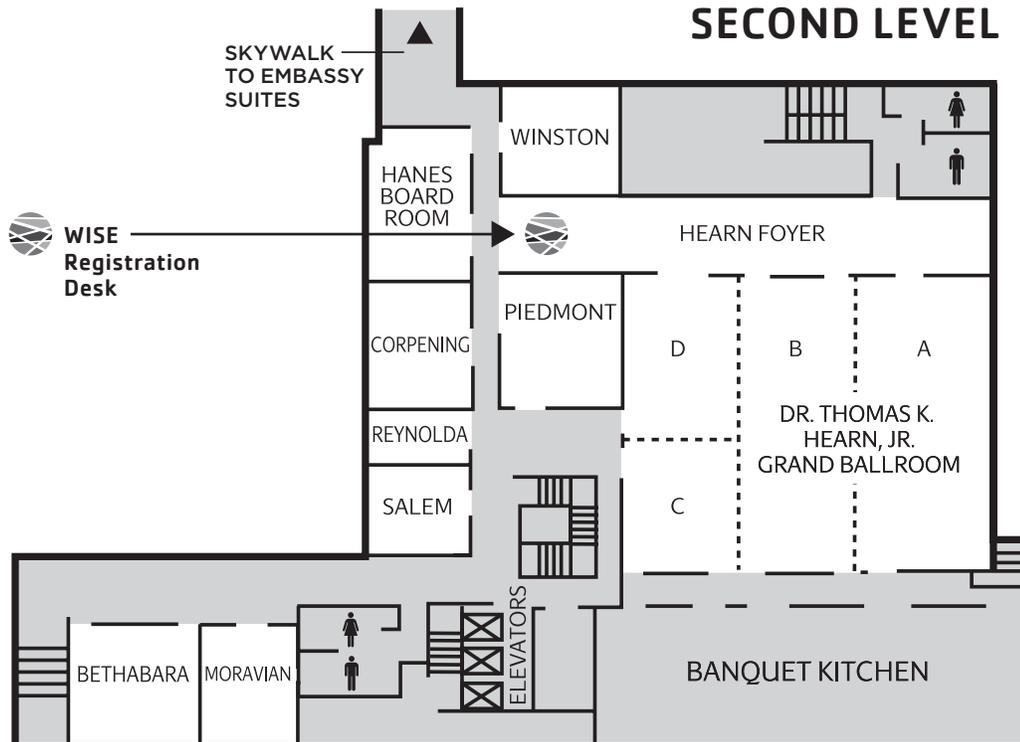
Marriott
WINSTON-SALEM

425 North Cherry Street
Winston-Salem, North Carolina 27101
336.725.3500

LOBBY LEVEL



SECOND LEVEL



Embassy Suites Floor Plan

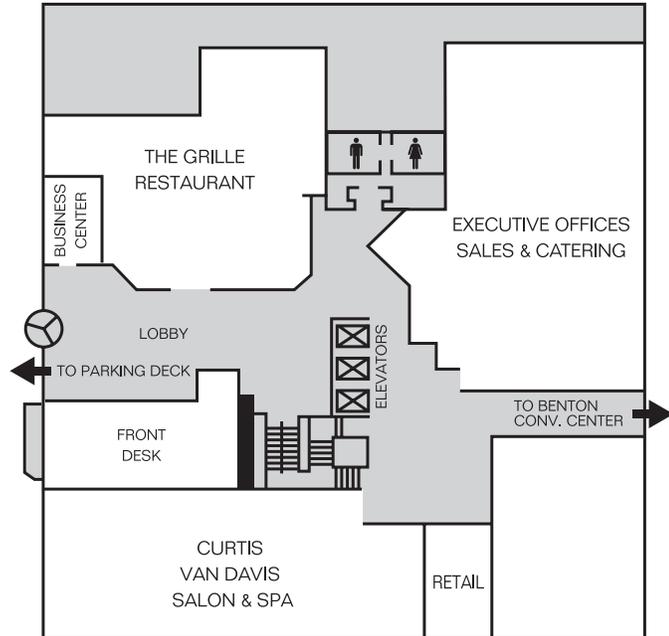


**EMBASSY SUITES
HOTEL®**

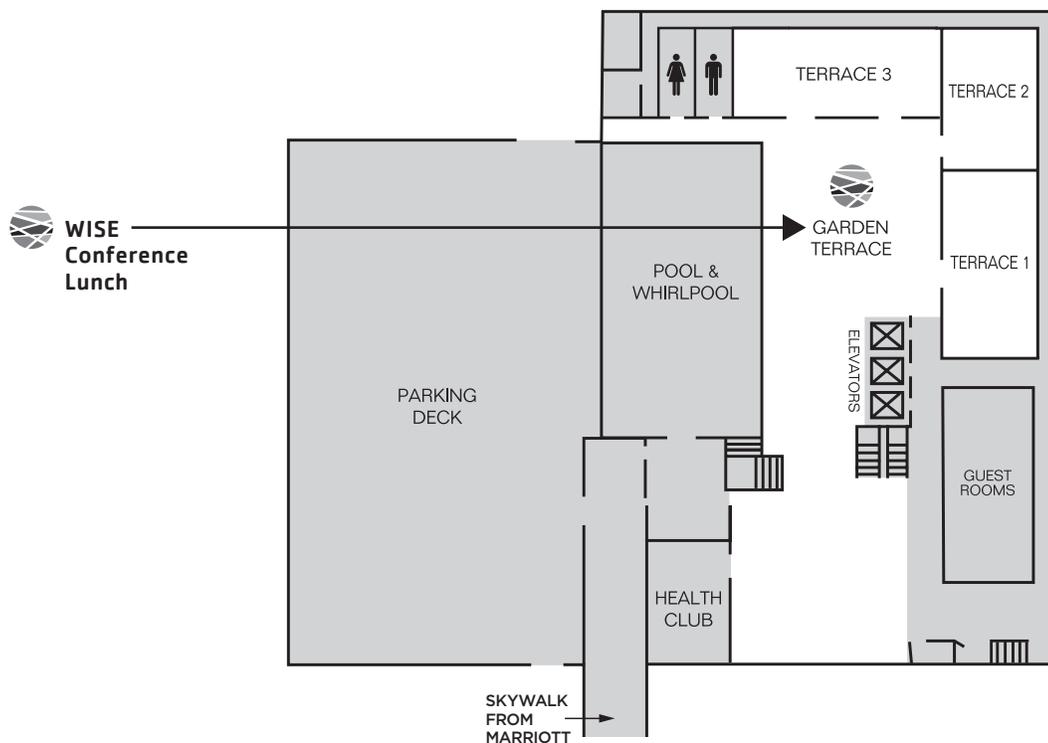
Winston-Salem

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Winston-Salem, North Carolina 27101
336.724.2300

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SECOND LEVEL





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WISE EVALUATION INFORMATION

The WISE Conference is designed by educators for educators. 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 WISE Conference 2018!

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Notes

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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.



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