### Thursday Sessions | February 8, 2018

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<td>Diversity &amp; Inclusion Specialist and Intercultural Trainer</td>
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**Thursday Concurrent Sessions A 10:45am - 12:00pm**

**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-Presenters: 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.

An Intervention to Improve International and Domestic Student Integration and to 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, Embassy Suites

Thursday Concurrent Sessions B 1:30pm - 2:45pm

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: Elsa Maxwell, Council on International Educational Exchange; Sean McIntyre, 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 help students 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.

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
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 Bray, Elon University
Co-Presenter: Katherine Hill, Elon University Alumna
We know students returning from a study abroad experience can struggle to re-orient 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.

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
Sponsored by Wake Forest University
Provost’s Office of Global Affairs
WISE Conference Schedule
Friday Sessions | February 9, 2018

8:00am - 1:00pm  Registration  Hearn Foyer

8:00am - 9:00am  Continental Breakfast  Hearn Foyer

**Friday Concurrent Sessions D**  9:00am - 10:15am

**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. Leaning 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.

**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

Friday Concurrent Sessions E 10:45am - 12:00pm

Toward a Critique of Ethically Guiding Students to Produce Knowledge of Cultural “Others” in Study Abroad [HEARN A]

Lead Presenter: Sean McIntyre, Council on International Educational Exchange
Co-Presenter: Elsa Maxwell, Council on International Educational Exchange

The emerging trend to internationalize curriculum and produce “global citizens” at U.S. universities demands that international educators think critically about the privileged position we hold in guiding students to produce knowledge about cultural “others.” In this session, we explore how the field of intercultural learning might better align itself
with critical pedagogy and provide teaching methods for addressing asymmetrical power relations in the context of student encounters in peripheral contexts and with cultures of resistance.

**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; Rebecca Cruise, University of Oklahoma*

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-Presenter: 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.
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, Kathryn W. Davis Foundation

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, Embassy Suites

Friday Concurrent Sessions F 1:30pm - 2:45pm

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.

**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-Presenters: 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