Concurrent Sessions A: Thursday, 10:45am – 12:00pm

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

Cultivating Intercultural Leaders: From Assessment to Action Plans at the Global Leadership Advancement Center
Lead Presenter: Joyce Osland, San Jose State University
Global leadership is “the process of influencing the thinking, attitudes, and behaviors of a global community to work together synergistically toward a common vision and common goals” (definition from Adler, 2001 & Festing, 2001). This session addresses intercultural or global leadership development by presenting research findings, the Pyramid Model of Global Leadership (Osland, 2008), assessment models, and development lessons from an innovative Global Leadership Lab.

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

Increasing International Service Learning Participation Among African American Students at HBCUs and PWIs
Lead Presenter: Shameka Johnson, Howard University
Co-Presenter: Quentin Tyler, University of Kentucky
This presentation will address the discussion of increasing international service learning opportunities for African American students enrolled at both Historically Black Colleges andPredominantly White Institutions. Participants of this presentation will be able to recognize the needs and challenges of developing and providing an international service learning experience for African American students.
Building a Foundation with the DMIS, IDI, and the IDC
Lead Presenter: Nell Pynes, University of North Carolina-Greensboro
The Developmental Model of Intercultural Sensitivity (DMIS) is a well-established, theoretical model for intercultural competence. Understanding this model and the Intercultural Development Inventory (IDI), which is based on the DMIS, is critical to building a solid foundation. This session will review the DMIS, the IDI, and the more recently developed Intercultural Development Continuum (IDC).

Concurrent Sessions B: Thursday, 1:30pm – 2:45pm
Putting Together the Puzzle Pieces of Faculty-Led Programming
Lead Presenter: Michael Tyson, Wake Forest University
Co-presenter: Anne Curtis, IES Abroad
This session will examine the various lifecycle pieces that make up a successful short-term faculty program by giving attendees a model of best practices to integrate into their own program planning. Key elements to be covered include Program Design, Program Approval, Course/Faculty Preparation, Marketing and Recruitment, Selection, Pre-Departure, Program Launch, and Return. A general timeline, sample handbook, and order of processes will also be shared that can be adapted to attendees' institutional calendar and protocol.

Demystifying Intercultural Outcomes Assessment and the Changing Assessment Paradigm
Lead Presenter: Darla Deardorff, AIEA and Duke University
Assessing intercultural learning outcomes can often seem daunting, especially since the changing assessment paradigm calls for more than a pre-post measure. Join in this interactive session as we debunk prevalent myths, explore guiding assessment principles, and learn about concrete ways to approach learning outcomes assessment through a changing assessment paradigm.

Assessment as a Re-Entry Tool: Utilizing Program Evaluations to Foster Global Competence
Lead Presenter: Sarah LaRosa, Marymount University
The benefits of study abroad are enhanced when deliberate and quality interventions are used to promote student development. This interactive session will examine the use of post-program evaluations as an effective intervention tool to encourage students to reflect on and learn from their overseas experience. Through participation in a group activity and review of three case studies from Marymount University, participants will learn how to develop qualitative evaluations that effectively promote global competence.

Social Justice and Global Education: Investigating Best Practices
Lead Presenter: Anne Hornak, Central Michigan University
Co-presenter: Elizabeth Kirby, Central Michigan University
A study abroad program for graduate students embedded within a social justice framework is the focus of this session. Participants will have the opportunity to think about the study abroad curricular design, how sites are selected within the social justice frame, how to connect readings to locations, and how culture influences the notion of equity and injustice. Constructive dialogue and critique is embedded throughout the session.
Arabic in Context and Intercultural Development: Study Abroad in Morocco  
*Lead Presenter: Mounia Mnouer, Northern Arizona University*

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

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**Concurrent Sessions C: Thursday, 3:15pm – 4:30pm**

**Improving Learning by Design: Logic Models for Study Abroad Program Design**  
*Lead Presenter: Paige Butler, Middlebury Institute of International Studies*

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

**Badges, Seals, and Endorsements: Digital Documentation of International Competency, Capacity, and Accomplishment**  
*Lead Presenter: Ann Cunningham, Wake Forest University*

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

This panel presents a strategy for communicating details of intercultural accomplishments through the use of digital badges. It will focus on four main areas: the concept of badging and the value of electronic seals and endorsements; developments in the area of overseas experiential learning in classrooms for future teachers; a model for improving intercultural learning experiences & international engagement; the development of a global mindset.

**Systematically Evaluating and Focusing Study Abroad Activities to Best Promote Intercultural Learning**  
*Lead Presenter: Emily Maeckelbergh, Katholieke Universiteit Leuven, Belgium*

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

**Meet Me at the Fair: A Collaborative, Multidisciplinary First-Year Seminar Model**  
*Lead Presenter: Christina Soriano, Wake Forest University*

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

Wake Forest faculty will discuss the creation of a new intercultural course about World’s Fairs, taught through the lenses of seven disparate disciplines. As part of an initiative from the Wake Forest Provost’s Office, faculty from the first F.O.C.U.S. cohort (Faculty Overseas Collaborating on
Undergraduate Seminars) will share teaching and learning strategies from their collaborative, international course planning.

**International Education Experiences – Why Do Students Take Them, and More Importantly, Why Do They Choose Not to Take Them?**
*Lead Presenter: Iris Berdrow, Bentley University*

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

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**Concurrent Sessions D: Friday, 9:00am – 10:15am**

**Student Contact with Local Peers Abroad**
*Lead Presenter: David Limburg, Guilford College*

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

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

**Interactive Methods for Teaching about Cultural Differences**
*Lead Presenter: Janet Bennett, Intercultural Communication Institute*

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

**Climbing the Summit: Collaborative and Comprehensive Global Learning in a Liberal Arts Setting**
*Lead Presenter: Janelle Peifer, Agnes Scott College*

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

Three members of the academic team who helped design and implement Summit describe the collaborative and iterative process of developing this global curricular and co-curricular initiative. Summit is a unique and comprehensive global learning initiative at a small private women’s college in the Southeast. It includes a focus on domestic and international travel, understanding of global issues, and leadership. Summit required a re-engineered curriculum featuring two signature courses that address cultural competence: Gateways and Journeys.
Planning International Service Programs
Lead Presenter: Mary Gerardy, Wake Forest University
This session will provide information about the steps needed to establish and run short-term international service programs. The workshop will involve ideas for creating learning outcomes, effective preparation, on-site reflection, re-entry activities, and assessment. Participants will have the opportunity to participate in sample exercises.

“Mirror, Mirror on the Wall”, How Do We Make Meaning of it All? Going Beyond Surface Reflection in Short-Term Study Abroad
Lead Presenter: Prudence Layne, Elon University
How can faculty craft reflection activities that allow students and their learning networks to think and act more deliberately throughout the unique incubator process that is short-term study abroad? In this interactive workshop, participants create frameworks for dynamic reflection activities grounded in some of Kolb’s key experiential learning theory concepts.

Concurrent Sessions E: Friday, 10:45am – 12:00pm
Embedding Undergraduate Research into Faculty-Led Programs
Lead Presenter: Sarah Mullen, The College of William & Mary
Co-presenters: Francie Cate-Arries, The College of William & Mary; Chantal Houglan, The College of William & Mary; Stephanie Heredia, The College of William & Mary
This session will draw upon the experiences of the William & Mary faculty-led study abroad program in Cádiz, Spain, which has been running successfully for more than a decade. It will address the benefits and challenges of incorporating for-credit undergraduate research projects into a faculty-led program from the perspective of an administrator, a faculty member, and two student participants. The session will include opportunities for Q&A, sharing best practices, and brainstorming possibilities for programs at attendees’ home institutions.

Assessing and Addressing Student Readiness for Intercultural Learning
Lead Presenter: Patti Brown, IFSA/Butler
Co-presenters: Loren Intolubbe-Chmil, Johnson & Wales University; Jennifer Wiley, CoreCollaborative International
Using one program provider’s experience of developing its approach to student engagement and skill development abroad, this session will include discussion of goal setting around intercultural competence, outcomes and concepts that are complementary and integral to intercultural competence, and how to use assessment data to modify program components.

Mentoring for International Student Support
Lead Presenter: Ananda Mitra, Wake Forest University
International students, their families, and communities often need more support than might be obvious on first glance. This session will explore efforts to mentor international students and their families.
Study Abroad 101  
*Lead Presenter: Marie Henry, University of North Carolina-Greensboro*  
*Co-presenter: Jessica Francis, Wake Forest University*  
This session is geared for those who are new to planning or leading study abroad programs. Presenters will cover some of the basics of new program development, including academic objectives, logistics, advising and selecting students, and orientations.

Language Matters, Even in Non-Language Programs  
*Lead Presenter: Rebecca Thomas, Wake Forest University*  
Many students travel abroad with limited knowledge of the local language. How can you help your students appreciate the many ways in which even a small amount of language knowledge and use is important? This session will explore some strategies and activities that help students understand the role of language in cross-cultural engagement.

**Concurrent Sessions F: Friday, 1:30pm – 2:45pm**

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

Independent Research as Conduit to Cross-Cultural Engagement  
*Lead Presenter: Tom Phillips, Wake Forest University*  
*Co-presenters: Harsh Patolia, Wake Forest University; Amy Xie, Wake Forest University*  
For two recent overseas semester programs, Dr. Phillips included an independent research component for each participant. Students were required in advance to devise and refine a topic of research related to the host environment (respectively, London and Vienna). Students from the Vienna 2014 semester will present brief summaries and impressions of their research topics: how these projects were conceived, adapted, evolved, written, and reported. We will also discuss as a group the structural or other potential pitfalls to such focal independent engagement.

Profiles that Expand Global Citizenship: Approaches that Develop Intercultural Competencies in Higher Education  
*Lead Presenter: Martha Petrone, Miami University of Ohio and CISV International*  
*Co-presenters: Jesse Rowell, Aperian Global*  
Global competencies are in high demand in the current marketplace. We as international educators should be pleased, as this validates our work. But can our students learn these competencies? Will they become the globally agile, resilient souls we believe they are capable of becoming? In this session, we
delineate the role and value of employing the dual lenses of culturally-specific behavioral styles and cultural general competency assessments in identifying and cultivating global competent learners.

**Are They Picking Up What We’re Putting Down? Efficacy and Impact of a Cultural Transition Course For First-Year International Students.**  
*Lead Presenter: Nelson Brunsting, Wake Forest University*  
Join the discussion of findings from a longitudinal study of the efficacy of a one-credit course designed to help first-year international students develop or improve skills and concepts for academic and social adjustment to US universities. We seek input and discussion of ways to better facilitate the international student transition to US universities.

**Friends Beyond Borders: Cultural Variations in Close Friendship**  
*Lead Presenter: Roger Baumgarte, Winthrop University*  
Different cultures make very different assumptions about what it means to be a close friend. This session will present research and a model describing these cultural variations. Participants will leave this session with insights and understanding regarding six cultural styles of close friendship and be prepared to present a short segment on this topic as part of any orientation program for international or study abroad students.