



# WISE Conference

on Intercultural Skills Enhancement

**FEBRUARY 19-21**

*Enhancing Intercultural Learning  
at Home and Abroad*



Hosted by

Wake Forest University Center for Global Programs & Studies

Winston-Salem, NC USA

[global.wfu.edu/wise](http://global.wfu.edu/wise)



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# Schedule at a Glance

<b>Thursday, Feb. 19, 2026</b>	
10:00 am - 3:00 pm	Pre-Conference Workshops   WFU Brookstown Campus
4:00 pm	General Conference Check-In   Farrell Hall, WFU School of Business
4:30 pm	Opening Plenary
5:45 pm - 7:00 pm	WISE Conference Reception
	Dinner on your own
<b>Friday, Feb. 20, 2026   Concurrent Sessions Day 1   WFU Farrell Hall</b>	
8:30 am - 4:45 pm	Check-In   Information Desk   Breakfast until 9:30 am
9:30 - 10:45 am	Concurrent Sessions A
10:45 - 11:15 am	Coffee Break
11:15 - 12:30 pm	Concurrent Sessions B
12:30 pm - 1:45 pm	Lunch (included)
1:45 - 3:00 pm	Concurrent Sessions C
3:00 - 3:30 pm	Coffee Break
3:30 - 4:45 pm	Concurrent Sessions D
	Dinner on your own
<b>Saturday, Feb. 21, 2026   Concurrent Sessions Day 2   WFU Farrell Hall</b>	
8:30 am - 12:30 pm	Check-In   Information Desk   <i>Continental breakfast until 9:30 am</i>
9:30 - 10:45 am	Concurrent Sessions E
10:45 - 11:15 am	Coffee Break
11:15 - 12:30 pm	Concurrent Sessions F
12:30 pm - 1:30 pm	Lunch (included)
1:30 pm	WISE Conference concludes

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## Thursday Schedule | 2.19.26

9:30am	Check-In for Pre-Conference Workshops WFU Brookstown Campus   200 Brookstown Avenue
10:00am	Pre-Conference Workshops begin   advance registration required <ul style="list-style-type: none"><li>● <b>A) Intentional by Design: Pedagogical Strategies for Meaningful Intercultural Learning</b> with <i>Melanie Robbins, PhD and Jami Leibowitz, PhD, East Carolina University</i></li><li>● <b>B) Universal Access to Study Abroad: Practical Approaches to Supporting Students with Disabilities</b> with <i>Shane Sanders and Anna Ogunnaike, Susquehanna University</i></li></ul>
12 noon	Lunch   Main floor of Brookstown Inn near WISE info desk
1:00pm	Workshops resume
3:00pm	Workshops conclude
4:00pm	General Conference Check In   Broyhill Auditorium, Farrell Hall   1834 Wake Forest Rd Building 60
4:30pm	Opening Plenary "From Going Abroad to Growing Abroad: Shaping Future-Ready Global Graduates" with <i>Paula Caligiuri, PhD, Northeastern University</i>
Following Plenary	Conference Reception until 7:00pm



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## Opening Plenary



# From Going Abroad to Growing Abroad: Shaping Future-Ready Global Graduates

with

**Paula Caligiuri, PhD**

DMSB Distinguished Professor of International Business,  
Northeastern University and Co-Founder/President of Skillify



**THURSDAY, FEBRUARY 19  
4:30PM**

Broyhill Auditorium  
WFU Farrell Hall



*WISE Welcome Reception Immediately Following*  
Hosted by WFU Center for Global Programs & Studies



*As technology accelerates and AI reshapes work, the human edge comes from skills that no machine can master, such as adaptability, curiosity, resilience and perspective-taking. Well-designed study abroad isn't just cultural exposure; it's one of the most powerful ways to develop these capabilities and prepare students for complex, unpredictable careers and lives. Paula's keynote explores how global program leaders can design experiences that translate into lifelong professional advantage, making study abroad not only transformative but indispensable for an AI-driven future.*



*Paula Caligiuri is a leading voice on the future of work, helping professionals at all career stages thrive in a world defined by complexity, change, and cultural diversity. She is the Co-Founder and CEO of Skillify, a public benefit corporation advancing soft skills development at scale through myGiide, a free online platform used by universities and companies worldwide. Paula is also a DMSB Distinguished Professor of International Business at Northeastern University and co-host of the International Business Today podcast.*

*Her work focuses on contextual agility, the ability to adapt and lead effectively across shifting cultural, organizational, and technological contexts. With AI, globalization, and demographic change reshaping careers, Paula shows why durable soft skills, including resilience, humility, curiosity, tolerance of ambiguity, perspective-taking, and relationship-building, are the real differentiators for future-ready professionals.*

*Paula has authored several award-winning books, including [Build Your Cultural Agility](#) and [Live for a Living](#). She also teaches two widely viewed LinkedIn Learning courses: [Managing Globally](#) and Six Skills to Build Cultural Agility. Her research has appeared in top journals such as [Journal of Applied Psychology](#), [Journal of International Business Studies](#), [Journal of World Business](#), and [Personnel Psychology](#). She is a Fellow of both the Society for Industrial and Organizational Psychology and the Academy of International Business. A frequent expert guest on CNN and CNN International, Paula is recognized globally for her insights on careers, leadership, and workforce trends.*

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## Friday Concurrent Sessions | 2.20.26

**Farrell Hall | WFU School of Business | 1834 Wake Forest Rd Building 60**

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

Room	Title	Description	Presenter(s)
A17	Mitigating Sociocultural Challenges through Global Skills Training	Is it possible to leverage international and domestic student engagement for enhanced student outcomes in both groups? This session will share results of a case study in mitigating sociocultural challenges via joint global skills training workshops. Positive feedback from study participants has encouraged development of a model program for use across a variety of campuses. Session attendees will participate in a mini-training and discuss possible implementation on their campuses.	Adrienne Shank, North Carolina State University; Laura Call, North Carolina State University
A23	Best Practices for Virtual Reality in Inter-Cultural Learning	Step into the future of global education and explore how virtual reality (VR) is revolutionizing intercultural learning through three faculty-developed case studies. Gain insights into designing culturally-authentic learning environments through immersive experiences such as fostering co-creation across cultures (TalkTech), developing platforms for professional Italian language skills, virtually visiting coffee shops in three countries and interacting with native speakers. Discover key considerations for integrating VR into your curriculum, empowering students to build meaningful connections in a virtual world.	Mark Frydenberg, Bentley University; Alessia Dalsant, Bentley University; Rahul Divekar, Bentley University
A27/ 28	Diplomacy as a Pedagogical Tool: Cultivating Global Career Readiness Skills through the Carolina Diplomacy Fellows Program	This session highlights how international diplomacy-themed experiential learning fosters skills including intercultural competence. Through UNC-Chapel Hill's Carolina Diplomacy Fellows program, students engage in global issues through writing policy briefs, hands-on simulations, mentorship from international affairs professionals, and peer-to-peer networking. These experiences build skills in negotiation, global awareness and collaboration. Session presenters will share strategies for integrating diplomacy into program design and offer an adaptable toolkit for institutions seeking to enhance intercultural learning through cocurricular programming.	Sharmila Udyavar, University of North Carolina Chapel Hill; Emmy Grace, University of North Carolina Chapel Hill

A48	Co-Creating Kindness & Actualizing Justice in an Unkind Global Moment	Rooted in notions of compassion and friendship across meaningful differences, intercultural education is typically embedded within societal systems that trend toward preserving differences thus nurturing elitism and discrimination. In this session presenters will facilitate a conversation to challenge and offer support in thinking about the spaces where a “Muscular Kindness” of advocacy for justice can be baked into our international education and intercultural learning professional lives.	Katherine Yngve, Yngve Associates; Jennifer Ramos, Purdue University
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**Coffee Break | 10:45 - 11:15 am**

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

Room	Title	Description	Presenter(s)
A17	Bridging Classroom and Career: Integrating CPT with Academic and Professional Competencies	This session describes the multi-step Curricular Practical Training (CPT) process at Davidson College through collaboration with the international office, career office, and registrar's office as a repeatable, non-credit bearing course to demonstrate the training opportunity as an "integral part of the school's established curriculum." Cases of typical and unusual situations will be examined, and participants will identify their own campus partners while considering the adaptability of the model at their institution.	Sara Nobles, Davidson College; Tynisha Brice, Davidson College
A23	Internships Abroad as a Catalyst for Intercultural and Professional Development	Presenters will share a pedagogy around internships abroad as a catalyst for intercultural learning and developing global professional competence. By exploring student experiences and internship supervisor feedback from local organizations involved with the UNC Chapel Hill Honors Semester Program in Cape Town, attendees will gain an understanding of the impact of internships abroad as powerful tool for intercultural and professional development, as well as the pedagogy needed to ensure intercultural learning and translational skills development.	Mona-Lisa Bango, EDU Africa; Gina Difino, UNC-Chapel Hill
A27/28	Embracing & Leading Change to Promote Global Learning	Change is essential for global learning, yet change is something most humans resist and most organizations find incredibly challenging. This session focuses on how to move change from the role of an overlooked assumption to an explicit component of global learning that can be harnessed to improve global learning engagement and outcomes. Further, it addresses ways to combat resistance to change and proposes ways in which participants can reframe their communication about change from a deficit mindset to a growth mindset.	Todd Lee Goen, Global Puzzles

A43	Towards a Complex Tapestry: Weaving Intercultural Learning into Different Global Learning Programs	Intercultural skills are crucial in today's interconnected yet divided world. This session will explore four different global learning opportunities at UC Davis and how intercultural learning is woven into them to support student growth. Attendees will have opportunities to discuss, make connections and reflect on ways to develop -- or continue developing -- intercultural learning as a priority within their institution's programming.	Kimberly Bellows, University of California Davis
A48	Increasing Globally-Engaged Faculty and Staff: An HBCU's Strategies to Improve Access	This session explores the strategies, experiences, and examples of growing global programming at Bennett College (an all women's HBCU) and shares approaches to increase access to global education through a focus on faculty's professional development abroad. Attendees will learn about strategies Bennett used to galvanize faculty and staff participation as well as innovative partnerships with faculty to increase global perspectives in their courses. Presenters will also discuss ideas for how to capitalize on and promote faculty experiences abroad to increase excitement for students' global journeys.	Anne Hayes, Bennett College; Shenna Shearin, Bennett College; Sarah Akiwumi, Bennett College

**Lunch | 12:30 - 1:45 pm | Main Floor Founders Living Room**

*Help yourself to one of the two identical buffets on either side of the Founders Living Room. Drinks are available by the glass windows between the entry doors. Seating is available throughout the space.*

**Concurrent Sessions C | 1:45 - 3:00 pm**

Room	Title	Description	Presenter(s)
A17	Lessons from Five Weeks of Student-Led Research in Valencia, Spain: Cross-Cultural Engagement as a Path to Personal and Intellectual Growth	Rooted in a five-week immersive research project in Valencia, Spain, following the 2024 floods, the student presenter will reflect on how research abroad can transcend data collection to become a transformative personal and intellectual experience. Her work highlights the importance of integrating personal narratives into disaster response, cultivating empathy through active listening and recognizing how mentorship shapes meaningful intercultural engagement.	Sophia Sanders, Wake Forest University; Encarna Turner, Wake Forest University
A23	On-Site Readiness for Intercultural Interaction: Preparing Students for Immersive Study Abroad Experiences	This session introduces an On-Site Readiness model for Intercultural Interaction, based on the presenter's personal experience as Faculty Director of study abroad programs to Costa Rica and Peru. Participants will explore practical, adaptable strategies — such as pre-departure preparation, real-world scenarios, and using student reflections — to help students engage meaningfully with host communities. Attendees will leave with tools to foster intercultural competence and strengthen global engagement both abroad and on their home campuses.	Autumn River Gallegos, University of North Carolina Greensboro

A27/ 28	Parlors, K-Pop, and Creative Practices: New Adventures in Intercultural Engagement	Examining best practices for enriching student learning and staff/faculty development with a focus on intercultural competence is the focus of this session. Presenters will share how intercultural exploration has revitalized Valparaiso's language center, recently relaunched as the Language and Intercultural Learning Center (LINC). Innovation has transformed cultural programming, like our Circle Studio series; enhanced professional development, including faculty/staff reading and discussion groups; and deepened student learning in class and in pre-departure study abroad orientations.	Carol Goss, Valparaiso University; Stacy Hoult, Valparaiso University; Rachel Beard, Valparaiso University
A43	Long-term Impacts of Virtual Exchange on Teacher Perspectives, Practices and Approaches to Intercultural Learning	Exploring the long-term impacts of a virtual exchange which brought U.S.-based teachers together with Afghan adults through synchronous interactions is the focus of this session. The presenters will share how participants -- who took part in the exchange five to eight years ago -- feel the collaboration continues to impact their current teaching practices, uses of technology, understandings of culture, intercultural learning and their interactions with students from diverse backgrounds, particularly with those who experienced trauma or were from conflict zones.	Sarah Dietrich, Southeast Missouri State University; Shahadur Rahman, University of Memphis
A48	From Awareness to Action: Guiding Intercultural Growth through Service-Learning	This session showcases a best-practice model for cultivating intercultural competence through a service-learning course that integrates the IDI, faculty coaching, and community engagement. Co-presented by faculty members and a former student turned teaching assistant, the session offers practical tools and interactive strategies to foster reflection, cultural humility, and student leadership — providing a replicable framework for intercultural learning on campus.	Hécmir Torres-Cuevas, Gisela González-Elías, Ana Medina-Andújar, Kiara A. Martínez Maldonado, Albizu University

**Coffee Break | 3:00 - 3:30 pm**

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

Room	Title	Description	Presenter(s)
A17	Together Abroad: Connecting Study Abroad and International Students Through a Shared Online Intercultural Learning Course	In Spring 2025 the University of Minnesota's Learning Abroad Center and International Student and Scholar Services (ISSS) team piloted an asynchronous course connecting study abroad and international students, which resulted in fostering cross-cultural dialogue and reflection. This session will share course design, outcomes and feedback, and offer adaptable assignments, prompts and strategies for developing this type of global learning environment.	Clara Arent, University of Minnesota; Adriana Castelo, University of Minnesota

A23	"It Was Twenty Years Ago Today": Evaluating the Impact of Study Abroad Twenty Years Later	The impact of study abroad on Elon University alums twenty years after their global experiences is the focus of this session. In examining the findings the Presenter will share important takeaways from their responses, interpret how this information influences our understanding of the long-term impact of study abroad and share ideas on how this understanding might shape future study abroad learning.	Stephen Braye, Elon University
A27/ 28	Supporting Faculty in Integrating Intercultural Learning into their Teaching	Since 2023 East Carolina University has been implementing a Quality Enhancement Program (QEP) called Go Intercultural!, which focuses on supporting faculty in integrating intercultural learning into their courses. Presenters will share how the project has evolved, the impacts and what they've learned in the process. A faculty participant will discuss how the experience has impacted her teaching in Special Ed. Attendees will leave with practical ideas about how to help faculty integrate intercultural learning into their teaching.	Purificación Martínez, East Carolina University (ECU); Laura Levi Altstaedter, ECU; Tara Harvey, True North Intercultural; Danielle Dietz, ECU
A43	Coincidiendo: A High-Impact Model for Community College Intercultural Service-Learning in Mexico	This presentation details a successful short-term, faculty-led service-learning program in a low-income community in Guadalajara, Mexico, designed specifically for Spanish students at our community college. Presenters will share the program's structure which combines pre-trip academic preparation, immersive community-based projects and structured post-trip reflection. The successful approach is based on the reciprocal relationship between students of the two countries. This session provides a framework for other institutions seeking to create transformative and affordable international experiences.	Luz Alvarez, Johnson County Community College (KS); Beth Gulley, Johnson County Community College (KS)
A48	Developing Culturally Agile Students: Competencies and a myGiide Demo	Today's employers prize skills like curiosity, relationship-building, tolerance of ambiguity, and resilience – the same competencies study abroad students develop through the micro-moments, as documented in The Talent Advantage report (Forum on Education Abroad, 2025). This session introduces these critical competencies and shows how myGiide strengthens them through self-awareness, development challenges, and personalized micro-coaching. Participants will see a live demo of myGiide and learn practical ways to integrate the tool into study abroad advising and programming.	Paula Caligiuri, Northeastern University
<b><i>Dinner on your own</i></b>			

Please complete an anonymous evaluation for each Session you attend:

<https://go.wfu.edu/WISE26-Session-Evaluations>

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# Saturday Concurrent Sessions | 2.21.26

Farrell Hall   WFU School of Business   1834 Wake Forest Rd Building 60			
Concurrent Sessions E   9:30 - 10:45 am			
Room	Title	Description	Presenter(s)
A17	Deliberate Design of Faculty Awards to Advance Global Learning	Promoting global learning requires faculty engagement, yet too few institutions fully incentivize faculty to engage in global activities. This session focuses on strategies for developing robust faculty awards to promote global learning. Presenters will share multiple elements of award design – strategy, definitions, collaboration, processes, outcomes, revision – and provide examples from multiple awards programs designed to reward faculty for their global engagement. Participants will leave with tangible considerations for creating and supporting such programs.	Todd Lee Goen, Global Puzzles; Stephanie Tignor, Virginia Commonwealth University
A23	Developing Collaborative Online International Learning (COIL) Courses	Collaborative Online International Learning (COIL) courses offer students an opportunity to develop their global awareness and cultural intelligence by working with peers at a foreign university on a class project. Working in virtual teams offers all students the opportunity to engage with peers across cultures regardless of their financial ability to travel. COIL courses have been demonstrated to be an effective tool in university efforts to boost graduating students' cultural intelligence and global awareness. COIL course design is versatile and can be used across disciplines and in different formats.	Rachel Shinnar, Appalachian State University
A27/28	Using the IDI to Assess & Develop Intercultural Competency Among Students, Faculty & Staff	This session explores the Intercultural Development Inventory (IDI), a leading, research-based tool for assessing and developing intercultural competence. Presenters will discuss the developmental model behind the IDI and what it measures, then share practical examples of how the IDI can be used to support intercultural growth among students, faculty, and staff. No matter your level of familiarity with the IDI, you'll leave with actionable insights and deeper understanding of how the tool could benefit your context.	Tara Harvey, True North Intercultural; Michael Ehrecke, Clarkson College

A43	Interculturali-Tea: A Podcast Listening Club Promoting Intercultural Openness	Interculturali-Tea is a podcast listening club designed by Georgia Tech's Center for Teaching and Learning's ITA Program, with the goals of encouraging intercultural openness, building intercultural competence and improving belonging and inclusion for the students, staff, and faculty working in the Provost's Office and its VP reporting units. This session will describe the club's experience thus far, from the proposal creation and design of session meetings and podcast choices to reflection and assessment of the project. The presenter will share outcomes of the club and the club's metamorphosis into use by undergraduate student groups.	Sarah Kegley, Georgia Institute of Technology
A48	Short Trips, Big Impact: Essentials of Short-Term Study Abroad	This session examines Short-Term Study Abroad (STSA) from the faculty perspective as a resource for those who may be new to the process. After setting the stage with a brief overview of data trends and scholarly literature on STSA, the presenter will share his experience designing and managing STSA programs at Bentley University, a private business school in Greater Boston. This session highlights the basics of choosing a course theme and location, travel planning, partnerships, marketing, implementation, risk management, and feedback. By sharing insights and discussing best and worst practices, participants will be better prepared to design and implement successful international field studies.	Joel Deichmann, Bentley University

**Coffee Break | 10:45 - 11:15 am**

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

Room	Title	Description	Presenter(s)
A17	Designing for Growth: An Assessment-Info rmed Approach to Enhancing Intercultural Development in the Classroom and Beyond	Facilitating students' intercultural development is a key avenue through which education abroad prepares students for successful careers and meaningful lives. This interactive session will introduce the new Global Preparedness Scale for assessing intercultural development and present findings from two years of utilization. Further, presenters will discuss results of a subsequent targeted pedagogical intervention for intercultural communication. Participants will be invited to share best practices and brainstorm ideas for similar projects tailored to their institutions.	Christy Brady, University of Kentucky; Brendan O'Farrell, University of Kentucky; Liz Combs, University of Kentucky

A23	We Saved a Seat for You: Faculty Prioritizing Reflection, Mutual Vulnerability and Collective Action in Education Abroad	What happens when faculty step off the podium and reflect alongside their students? Drawing on a qualitative case study of community-engaged education abroad teaching, this session repositions reflection as the starting point for teaching, learning and action rather than the final step. Participants will explore collective, creative and mutually vulnerable forms of reflection – informed by Megan Boler’s pedagogy of discomfort, Marshall Ganz’s public narrative and arts-based practices – to enhance intercultural learning and reciprocal global engagement.	William Pryor, University of North Carolina Chapel Hill
A27/28	Education Abroad Through the Lens of Social Media	Social media usage among college students has increased dramatically over the last two decades. Generation Z, or “digital natives,” are part of the first generation to use social media for everyday learning. This session will explore the implications of social media for international and study abroad students, including the benefits and potential deficits. Presenters will discuss themes from research conducted for a systematic literature review, explore case studies and share similar stories through the lens of advisors in the field.	Freddie Wood, Wake Forest University; Jana Soto, Wake Forest University; Kylie Holloway, Wake Forest University
A48	Bridging Pre-Service Teacher Intercultural Experience to Teaching Practice	The JMU College of Education continues to grow initiatives intended to develop intercultural skills and dispositions in future teachers. This session will present the process used for translating experience on the ground into future professional practice, including student BEVI (Beliefs Events and Values Inventory) and reflection data from the past two years. Additionally, presenters will share their first year of curricular application data from practicing educators.	Kristofor Wiley, James Madison University; Chris Hass, James Madison University
<b>Lunch   12:30-1:30 pm   Main Floor Founders Living Room</b>			
<b>General WISE Conference concludes   1:30 pm</b>			



## ADDITIONAL RESOURCES

### Session & Workshop Evaluations

*We appreciate you completing an anonymous evaluation for each Session and/or Workshop you attend. This is invaluable feedback for our Presenters and Facilitators, as well as the WISE Planning Team.*

<https://go.wfu.edu/WISE26-Session-Evaluations> OR



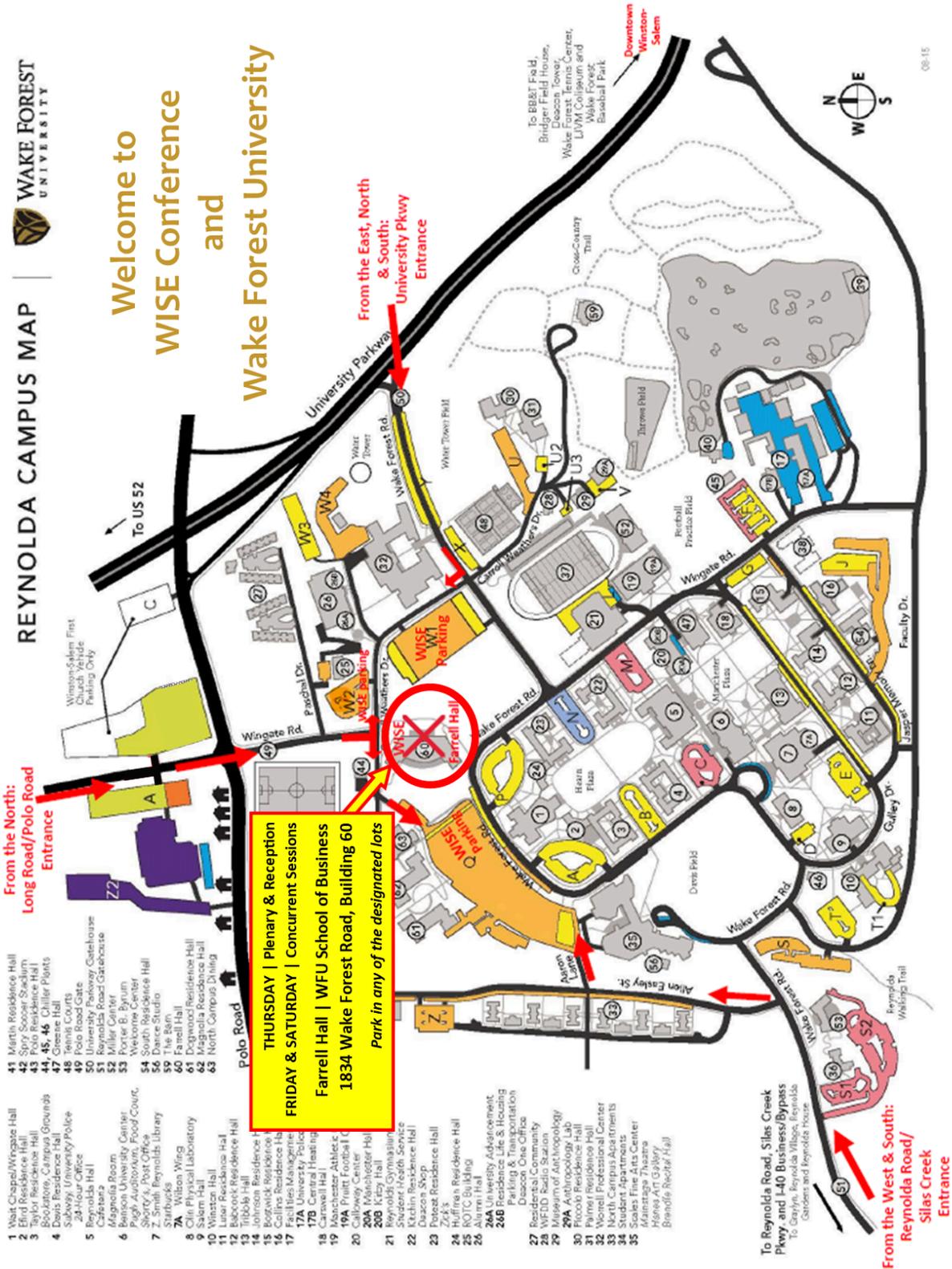
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# Hotel Shuttle Schedule

<b>WISE 2026 Shuttle Schedule</b>			
			updated 2.17.26
	<b>Departure Location</b>	<b>Departure Time</b>	<b>Arrival Location</b>
<b>Thursday, 2/19</b>			
	Brookstown Inn	3:45 PM	Farrell Hall, WFU Main Campus
	Hampton Inn & Suites	3:45 PM	Farrell Hall, WFU Main Campus
	Courtyard Marriott University Pkwy	3:50 PM	Farrell Hall, WFU Main Campus
	Farrell Hall	6:30 PM	Brookstown Inn   Hampton Inn   Courtyard
	Farrell Hall	7:00 PM	Brookstown Inn   Hampton Inn   Courtyard
<b>Friday, 2/20</b>			
	Brookstown Inn	8:15 AM	Farrell Hall, WFU Main Campus
	Hampton Inn & Suites	8:20 AM	Farrell Hall, WFU Main Campus
	Courtyard Marriott University Pkwy	8:20 AM	Farrell Hall, WFU Main Campus
	Farrell Hall, WFU Main Campus	5:00 PM	Brookstown Inn
	Farrell Hall, WFU Main Campus	5:00 PM	Hampton Inn & Suites
	Farrell Hall, WFU Main Campus	5:00 PM	Courtyard Marriott University Pkwy
<b>Saturday, 2/21</b>			
	Brookstown Inn	8:15 AM	Farrell Hall
	Hampton Inn & Suites	8:20 AM	Farrell Hall
	Courtyard Marriott University Pkwy	8:20 AM	Farrell Hall
~ All transfers take 5-15 minutes depending on traffic ~			

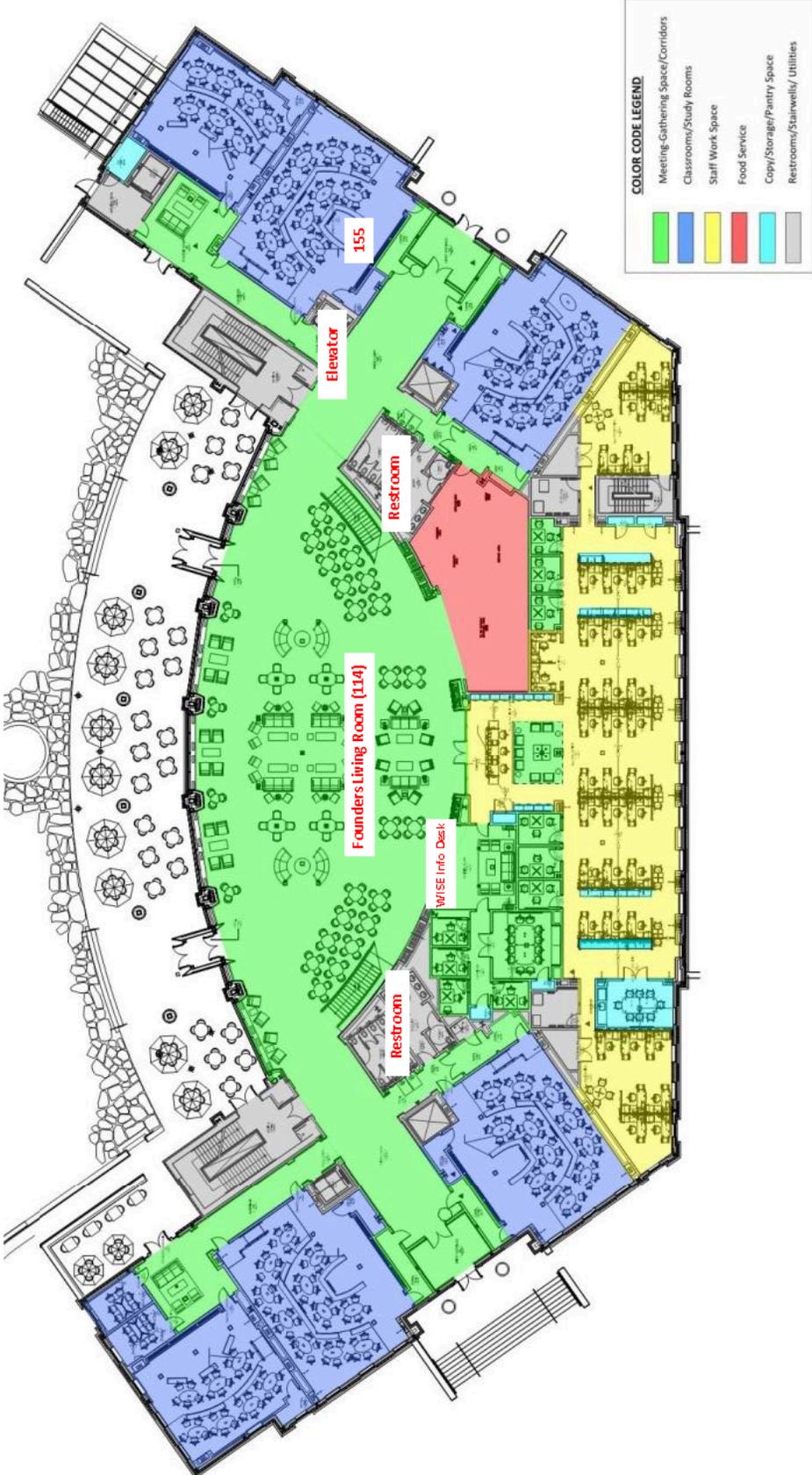
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# Map of Wake Forest Reynolda (Main) Campus



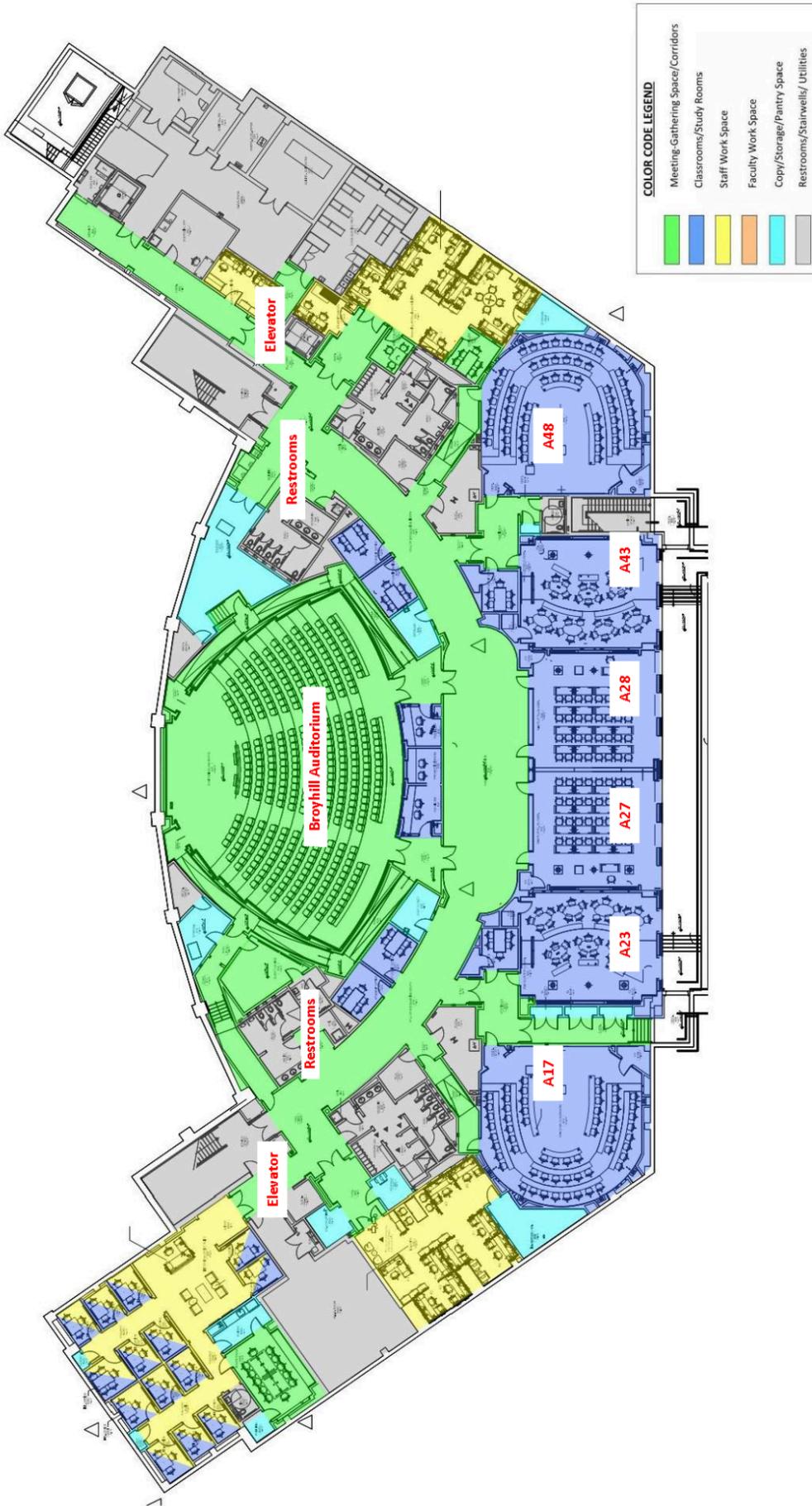
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# Floorplan of Farrell Hall



**Farrell Hall, Ground Level – Wake Forest University School of Business**  
 This floor plan was produced as a general guide and learning tool for faculty and staff. Any minor details may be approximations.

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# Farrell Hall, Auditorium Level – Wake Forest University School of Business

This floor plan was produced as a general guide and learning tool for faculty and staff. Any minor details may be approximations.





## Presenter and Facilitator Bios

**Sarah Akiwumi** serves at Bennett College, one of the nation's two all-women HBCUs. Passionate about making higher education accessible, she draws on her experiences as a global citizen to support students from underrepresented backgrounds. She is a Gilman Advisor Ambassador who strengthens ties between higher education and global scholarship opportunities. Sarah has presented at national conferences and was selected to study abroad in Costa Rica through Bennett's IDEAS Grant. She holds a BA in International Studies from NC State University.

**Luz María Álvarez** is a Spanish professor at Johnson County Community College. She co-led several service-learning trips to Mexico for the Nursing and Dental Hygiene programs. After a Covid-related break, she recently spearheaded a faculty-lead program to take Spanish students to Guadalajara to explore art, culture and language in addition to service to the community. She attributes the success and impact of the Guadalajara trip to the ideas generated at the WISE conference she has attended in the past.

**Clara Arent** has been in the field of international education for the past 12 years at four universities throughout the United States. After spending years abroad, she is continuously looking for ways to promote intercultural learning and development. She has been in the Learning Abroad Center at the University of Minnesota since 2022.

**Mona-Lisa Bango** is a Program Designer at EDU Africa, a leader in international and study abroad education. Her experience is in crafting innovative, immersive educational experiences that connect students with African cultures and communities. Her work involves designing impactful programs that go beyond the classroom, focusing on experiential learning and global citizenship. She is passionate about creating transformative journeys for students, fostering cross-cultural understanding and sustainable development.

**Rachel Beard** serves as an advisor to students for the Valparaiso Study Abroad programs. She manages student interns and the Study Abroad social media. Additionally, she conducts pre-departure orientations and events for the Study Abroad programs. Rachel also maintains and updates the Study Abroad program database. Rachel has her master's degree in Second Language Acquisition, Policy, and Culture and her B.A. in German Language Studies from the University of Southern Indiana.

**Kimberly Bellows** works in the UC Davis Global Learning Hub as Global and Intercultural Programs Manager. She is passionate about developing and facilitating programs that help students work across differences and see the world through a globally-aware lens. Prior to joining UC Davis, Kimberly coordinated faculty-led study abroad programs at another university and worked on programs at a peace and reconciliation centre in Northern Ireland. She also worked for a member of Congress in Washington, D.C. and taught English in Chile.

**Christy Freadreacea Brady** is an Associate Professor in the College of Health Sciences at the University of Kentucky. Her primary teaching areas include global health, cultural humility in healthcare, and the social determinants of health. She leads faculty-directed education abroad programs in the summer exploring international variation in health and healthcare, and researches the development of intercultural knowledge, skills and attitudes through education abroad.

A Professor of English at Elon University in North Carolina, **Steve Braye** has led experiences in Louisiana, New York, China, Costa Rica, England, Ireland, Zambia and across Europe. He has been teaching "The Impact of Study Abroad: Coming Home" for returning study abroad students every semester for the past ten years.

**Tynisha Brice**, Assistant Director for International Career Development at Davidson College. Tynisha works with international students and helps them find internships, jobs and aids in their overall career development. Tynisha also administers the East Asia Internship Program which is generously funded by the Freeman Foundation. She holds an MA in Applied Linguistics w/ TESOL certificate from the University of Pittsburgh and has been working in higher education for more than 8 years.

**Paula Caligiuri**, PhD [Plenary Speaker and Session Presenter] is a leading voice on the future of work, helping professionals at all career stages thrive in a world defined by complexity, change, and cultural diversity. She is the Co-Founder and CEO of Skillify, a public benefit corporation advancing soft skills development at scale through myGiide, a free online platform used by universities and companies worldwide. Paula is also a DMSB Distinguished Professor of International Business at Northeastern University and co-host of the International Business Today podcast. Her work focuses on contextual agility, the ability to adapt and lead effectively across shifting cultural, organizational, and technological contexts. A frequent expert guest on CNN and CNN International, Paula is recognized globally for her insights on careers, leadership, and workforce trends.

**Laura Call** designs and instructs courses in French on all levels at NC State University. In addition to teaching and mentoring undergraduate and graduate students, Laura co-directs the Summer Study Abroad Program in Paris & Lyon. In addition, she conducts research on study abroad experiences and student perceptions of AI in second language studies.

**Adriana Castelo** was an exchange student from Quito, Ecuador at the University of Minnesota in 2011, and because of her unforgettable experience as a UMN Gopher she decided to focus her career in international education to help future international students make the most out of their college experience at the University of Minnesota. Her research interests include second language speech development outside the classroom and English pronunciation for Spanish speakers.

**Liz Combs** currently serves as a Bill Gatton Foundation Assistant Professor in the College of Agriculture, Food, and Environment at the University of Kentucky. Liz's research focuses on assessing the effect of high-impact teaching practices on student learning, most notably during education abroad courses. She hopes her findings will specifically aid in the creation of novel, evidence-based pedagogical approaches that could promote student success through the development and assessment of high-impact practices.

**Alessia Dalsant** is a senior lecturer in the Modern Languages Department and directs the Center for Languages and International Collaboration at Bentley University. She holds a doctorate in Spanish language and literature and is interested in second language acquisition and the use of technology to enhance language learning.

An economic geographer, **Joel Deichmann** earned his PhD from the University at Buffalo (1999). His research focuses upon the spatial aspects of Foreign Direct (FDI) and International Tourism. He is author of "Passion for Place: Embracing Global Wanderlust" (2014) and editor/co-author of "Foreign Direct Investment in the Successor States of Yugoslavia: A Comparative Economic Geography 25 Years Later" (2021). He teaches Globalization, Global Regions, Comparative Government, Contemporary Europe, Global Transportation and Tourism, and has led more than 20 short-term study tours to Central Europe, Ghana, and Panama.

**Sarah E. Dietrich** teaches in and coordinates the Masters in TESOL at Southeast Missouri State University. Over her career, she has worked with students and teachers from over 40 countries. She is a co-author of Person to Person Peacebuilding, Intercultural Communication and English Language Teaching: Voices from the Virtual Intercultural Borderlands. Her current research focuses on developing community in online and Hyflex courses, person to person peacebuilding, and international virtual exchange as teacher education.

**Danielle Dietz** is a Teaching Assistant Professor at East Carolina University specializing in Special Education and an interest in intercultural competency. With extensive experience supporting neurodiverse learners and leading inclusive initiatives, she has presented nationally on transitions to

college. Danielle is a published course writer, Special Olympics coach, and advocate for equitable education.

**Gina Difino** has been a Director at the University of North Carolina Chapel Hill's Honors Carolina for the past ten years. She is passionate about facilitating and enhancing international educational opportunities to promote intercultural understanding and global commitment.

**Rahul Divekar** is an assistant professor of Experience Design at Bentley University. His research is at the intersection of Artificial Intelligence and Human Computer Interaction. His work on language learning with AI agents in immersive environments has been noted for its innovative approach to teaching and learning.

**Michael Ehrecke** is the People & Culture Administrator at Clarkson College in Omaha, Nebraska. In his role, Michael leads the development, implementation, and assessment of programs and initiatives that cultivate human skills for engaged, global citizenship within all Clarkson College constituents. He is a Qualified Administrator (QA) of the Intercultural Development Inventory (IDI) and leads an internal team of QAs that conduct individual and group debriefs after respondents complete their IDI assessments.

**Mark Frydenberg** is a Distinguished Lecturer of Computer Information Systems at Bentley University in Waltham, MA, and director of the CIS Sandbox, Bentley's technology social learning space. An inaugural Presidential Faculty Fellow, Mark spent the last year working with faculty across disciplines to integrate immersive learning into their courses. His research focuses on data and digital literacy and using collaborative technologies with students to co-create immersive artifacts for experiencing digital culture.

**Autumn River Gallegos** is a Spanish Lecturer at University of North Carolina Greensboro. A Spanish language educator and avid traveler, River displays a deep commitment to global learning. She studied abroad three times throughout her undergraduate and graduate studies, experiences that sparked a lasting passion for international education. This led her to direct two Faculty-Led Study Abroad Programs to Costa Rica and Peru. She is dedicated to expanding access to transformative study abroad opportunities and fostering intercultural preparedness for students and faculty.

A veteran international educator and leader, **Todd Lee Goen** is Founder & Principal of the consulting firm Global Puzzles, LLC. He previously held administrative and faculty appointments at Virginia Military Institute, Christopher Newport, Purdue Fort Wayne, and Clemson. He is active with AIEA, NAFSA, the Forum on Education Abroad, and the World Council on Intercultural and Global Competence. He is recipient of SSCA's Sisco Excellence in Teaching Award and NAFSA's Lily von Klemperer Award.

**Gisela González-Elías** is a psychologist and professor at Albizu University, Mayagüez Center, where she coordinates the Interdisciplinary Bachelor's Program in Psychology and Speech-Language Therapy. With over 20 years of professional experience, she also co-directs the Diversity, Equity, Inclusion, Justice, and Intercultural Learning (DEIJL) Laboratory. Her academic and clinical work focuses on intercultural competence, service-learning, and innovative approaches to psychological education and practice.

As Director of Valparaiso University's Language and Intercultural Learning Center, **Carol Goss** is a longstanding member of the Department of World Languages and Cultures with over two decades of classroom teaching experience, also licensed as a Qualified Administrator of the Intercultural Development Inventory. The center supports language learners through tutoring, programming, and language exploration groups. Additionally, since the recent relaunch of the learning center, Carol now facilitates intercultural learning opportunities for students and faculty/staff.

**Emmy Grace** is the program manager for global education at UNC Global Affairs. She supports opportunities for all Carolina students to pursue a global education in their coursework and outside the classroom on campus. Emmy contributes to Carolina's COIL program, offering meaningful global engagement and intercultural learning for faculty and students. She collaborates frequently with campus

partners, global affairs practitioners, faculty, staff, alumni and students to organize programs for the Diplomacy Initiative, equipping students with resources and skills to pursue careers in global affairs.

**Beth Gulley** is a professor of English at Johnson County Community College. She served as a visiting scholar to Northwestern Polytechnic University in China. For many years her students have participated in virtual exchanges with students in Russia, New Zealand, and China. She graduated from a high school in Ecuador and has extensive experience in Latin America. As a writing teacher and poet, she was instrumental in leading students through writing reflections and interviews.

**Tara Harvey**, PhD, is a highly regarded specialist in intercultural teaching and learning in higher education. She brings to her work broad experience in global education and a deep understanding of the intercultural development process. In 2016, Tara founded True North Intercultural, which provides training and professional development to higher education faculty, staff, and institutions around the world to help them better navigate cultural differences and facilitate students' intercultural learning at home and abroad.

**Chris Hass** is an Assistant Professor in the Department of Early, Elementary, and Reading Education at JMU. His teaching and scholarship focus on culturally relevant teaching, social justice education, and student activism. He serves on the Executive Board of the Early Childhood Education Assembly and is a column editor for Language Arts where his "Civic Literacy" column supports educators to promote civic engagement in K-5 classrooms. Additionally, he co-created the Equity thru Education Collaborative, a diverse group of educators, students, and advocates working together to use education as a means of addressing issues of injustice and inequity in their communities.

**Anne C. Hayes** serves as the Executive Director of Global and Interdisciplinary Studies and Sustainability Lead at Bennett College. Dr. Hayes has earned two Fulbright-Hays awards, an IDEAS Grant, and several environmental justice grants. She won the 2024 Exemplary Teacher of the Year Award from the UMC's General Board of Higher Education and Ministry. Her passion is community-engaged teaching and learning. Dr. Hayes completed her doctorate from the University of Virginia in anthropology of education.

**Kylie Holloway** is a Senior Study Advisor at Wake Forest University. She holds a BS in Sustainable Development from Appalachian State University and studied abroad in Costa Rica and the Dominican Republic. Kylie has been working in International Education since 2022.

**Stacy Hault** is a Professor of Spanish and Chair of the Department of World Languages and Cultures at Valparaiso University, where she has taught Spanish language and Latin American literatures and cultures for 25 years. As a Qualified Administrator for the Intercultural Development Inventory, she helps community members to chart their own pathways to intercultural learning. Recently, she has partnered with Valpo's Office of Intercultural Programs to create a faculty-led study trip to South Korea.

**Sarah Kegley** is the International Teaching Assistant (ITA) program manager in the Center for Teaching and Learning (CTL). Sarah designs ITA programming, which includes training in teaching skills and cultural awareness for work in the U.S. university classroom. With a background in TESOL and intercultural communication, Sarah has a wide array of experience in education and international education. She began her teaching career in Atlanta public schools, earned her Master of Applied Linguistics, moved to Spain where she worked with both undergraduate and graduate students at the International Institute in Spain and Saint Louis University's Madrid campus. Subsequently, she was a senior lecturer in the Department of Applied Linguistics & ESL at Georgia State University, teaching graduate and teacher-training courses. She also taught undergraduate composition and intercultural communication courses at GSU.

**Laura Levi Altstaedter**, PhD, is Associate Professor of Hispanic Studies at East Carolina University, where she serves as co-director of the Summer in Buenos Aires study abroad program. Her leadership roles include serving as Associate Chair and Director of Undergraduate Studies of the Department of Foreign Languages and Literatures, Thomas Harriot College of Arts and Sciences COIL Champion, as well as Associate Director of *Go Intercultural*, ECU's Quality Enhancement Plan. She has presented and

published on foreign language motivation and engagement, international virtual exchange, Digital Humanities, and intercultural learning. She has received multiple teaching awards, including the prestigious 2025 Board of Governors Excellence in Teaching Award and the 2025 Achievement in International Teaching Award.

**Jami Liebowitz**, PhD [Pre-Conference Workshop Facilitator] leads ECU's award-winning Virtual Exchange efforts in her role as Associate Director of Global Affairs/Director of Global Academic Initiatives at East Carolina University. Her primary responsibilities include working with faculty and staff to promote, help develop and support virtual exchange activities at ECU as well as leading and managing Global Partners in Education (GPE), a consortium of more than 50 international partner institutions in 30+ countries that actively participate in GAI activities each semester. She and her team also work on professional development activities designed to help faculty and staff at ECU and GPE partner institutions around the world develop intercultural skills and implement global learning strategies. Jami also serves as the Vice President of the International Virtual Exchange Consortium. She received her PhD in Anthropology from the University of Connecticut in 2003 and was faculty in the Department of Anthropology at East Carolina University from 2002 until 2013 when she left the department to take on a full-time administrative position within Global Academic Initiatives. She recently completed a Fulbright Global Scholar Award for which she worked on a project to promote virtual exchange and global learning in Namibia, Indonesia, and Kazakhstan.

**Purificación Martínez** is Associate Professor of Hispanic Studies at East Carolina University (Greenville, NC, USA). Since 2022 she has been the Director Go Intercultural!, ECU's Quality Enhancement Plan. The project, an integral component of the institution's reaccreditation process, seeks to enhance the intercultural competence of undergraduate students by designing strategic curricular interventions at all levels of the curriculum. Martínez promotes and coordinates the design of these interventions. Her research has shifted from feminist medieval and cultural studies to intercultural competence and curricular development. She has received multiple leadership awards, including ECU's James R. Talton Jr. Leadership Award.

**Kiara A. Martínez Maldonado** is a Psychology Student in Clinical Practice under the Clinical Psychology PhD Program at Albizu University (San Juan, PR). Aiming to collaborate with other students and professionals across the globe, her areas of interest include Ecopsychology, Health Psychology, Psychology of Religion and Spirituality, and Intercultural Development. As a Teaching Assistant for the Intercultural Development course, she supports reflective learning, cross-cultural communication skills, and peer mentoring, contributing to innovative curriculum initiatives.

**Ana I. Medina Andújar** is an Adjunct Professor at Albizu University, specializing in intercultural development. Her research interests include the exploration of intercultural competence and the development of a culturally adapted instrument for the Puerto Rican community. Ana has lived in Jordan and Spain, where she worked with local communities and Moroccan immigrants on adult literacy, language acquisition, and cultural adaptation.

Beginning her career at Wake Forest University as an international student advisor, **Sandra Lisle McMullen** (she/her) is now Associate Director for Global Campus Programs in the Center for Global Programs & Studies. Among her current responsibilities, she serves on the WISE Conference Planning Team, teaches and manages the Cross-Cultural Engagement program courses, advises the Third-Culture Kid student group and co-chairs the WFU International Education Week celebration. Sandra is an alumna of Up With People, an international educational cultural program.

**Sara C. Nobles**, Assistant Director in International Student Engagement at Davidson College, with nine years of experience. She primarily manages the office's experiential grant, regularly collaborating with the Center for Career Development and Center for Civic Engagement, drafts F-1-related communications, and coordinates the logistics of the college's multi-day international orientation. She holds an MS in Education from Old Dominion University, specializing in International Higher Education Leadership.

**Brendan O'Farrell** is an Assistant Professor in the College of Health Sciences at the University of Kentucky where he teaches coursework in the Clinical Leadership and Management and Human Health Sciences programs. As a scholar-practitioner, his areas of interest include the scholarship of teaching and learning and high-impact programming. He has extensive experience with international education and learning communities.

**Anna Ogunnaike [Pre-Conference Workshop Facilitator]** began her work with virtual study abroad in 2021, toward the end of the pandemic, to help students at Susquehanna University meet their intercultural development graduation requirement despite the ban on international travel. Since then, her virtual program has enabled students who have been unable to travel to develop intercultural competence while engaging in a rich, engaging virtual experience. Anna also has previous experience leading in-person programs for the University of Delaware.

**William Pryor IV** is a doctoral student in Culture, Curriculum, and Teacher Education at UNC-Chapel Hill. His research focuses on community-engaged experiential learning and reciprocal university-community partnerships. He has taught at elementary, middle, and university levels, including language immersion teaching in St. Louis with TFA and experiential education with Fulbright Taiwan.

**Shahadur Rahman** is a doctoral student in linguistics at the University of Memphis. His professional experience includes teaching English at secondary schools in Dhaka, Bangladesh and composition at Southeast Missouri State University. Among his research interests are communicative language teaching and second language methodology.

**Jennifer (Jen) Ramos** currently serves as a Senior Global Programs Specialist in the Polytechnic Institute at Purdue University with a focus on student intercultural development. Prior to her current role, she served as the Director of Study Abroad and International Student Services Specialist at a small liberal arts institution. Jen's teaching experience varies from Communication to ESL to U.S. American culture at the high school and University level in Chile and the United States. She has designed and led short term programs to various countries in Latin America as well as Spain. Jen is an Intercultural Development Inventory (IDI) Qualified Administrator (QA), Beliefs, Events Values Inventory (BEVI) Certified Administrator and holds an MA in International Education from SIT Graduate Institute.

**Melanie Robbins, PhD [Pre-Conference Workshop Facilitator]**, Coordinator of Global Understanding at East Carolina University, supports virtual exchange and intercultural learning initiatives at ECU and through Global Partners in Education (GPE). Her work focuses on providing pedagogical support and training for instructors involved in virtual exchange and GPE programming. Her professional development sessions cover topics such as intercultural competence, intercultural communication, and cross-cultural facilitation. She also teaches a Global Understanding course in ECU's Honors College on the intersections of culture with language or global citizenship. Melanie earned her Ph.D. in International Education Policy from the University of Maryland (2025) and an MA in TESOL from Seattle Pacific University (2009). Before joining ECU, she spent 14 years teaching English to international students, immigrants, and refugees in community college and university settings. She has also served as an English Language Fellow and English Language Specialist through the U.S. Department of State, supporting cultural exchange and English language teaching capacity in Georgia and Pakistan.

**Shane Sanders [Pre-Conference Workshop Facilitator]**, Assistant Director of Global Opportunities at Susquehanna University, has a particular interest in courses and international programming that focus on intercultural development. With experience creating courses and study away programs with that emphasis, she has been able to work with faculty, staff, and students to further that goal. She has managed the development of a myriad of long- and short-term traveling programs for Susquehanna University, where their cross-cultural immersion requirement has every student work towards the advancement of their intercultural skills and understanding before graduating. Without the option of a waiver, the office of Global Opportunities works consistently with students with disabilities, teaming up with students and their supporters to curate experiences that facilitate their successful immersion into another culture.

**Sophia Sanders** is currently a second-year student at Wake Forest University, majoring in Politics and International Affairs. As a 2025 Richter Scholar recipient, she conducted independent research on the lived experiences of those affected by the devastating 2024 floods in Valencia, Spain.

**Adrienne Shank** works as Program Coordinator in the Global Training Initiative (GTI) office at NC State. GTI's programs focus on global skills training in relation to career readiness for domestic and international students, scholars and professional clients. Adrienne teaches a US Culture and Business course to students studying in the U.S. for a semester or longer and enjoys helping students understand how global skills training can benefit them in both personal and professional endeavors.

**Shenna M. Shearin** is an Assistant Professor of Chemistry at Bennett College. She obtained a PhD in Computational Science and Engineering at North Carolina Agricultural and Technical State University. She currently serves as the Program Coordinator for the STEM Mentoring Program which aims to enhance STEM retention and learning through research collaborations. She traveled to Tanzania in the summer of 2023 and to Morocco in June 2025.

**Rachel S. Shinnar** is a professor in the department of Management at the Walker College of Business at Appalachian State University. Rachel has extensive international experience, having lived and worked in several countries and led faculty-led study abroad programs to France, Spain and Cuba. Since 2021, Rachel has taught four Collaborative Online International Learning (COIL) courses with universities in Taiwan, Israel and Germany.

**Kim Snipes** is Event Manager for the Center for Global Programs & Studies at Wake Forest University and serves on the WISE Conference Planning Team. Born a middle child of six, Kim's skills of being a connector and planner come naturally. She expertly manages logistical details from space contract negotiations to food to all things fun for WISE Conference, Global Wake Forest events and the department.

**Jana Soto** is an Immigration Advisor at Wake Forest University. She completed her graduate thesis research in international student perseverance while studying at universities in the U.S. Jana has been working in International Education since 2021.

**Leigh Hatchett Stanfield** (she/her) is Executive Director of Global Engagement & Administration in the Center for Global Programs & Studies at Wake Forest University. With more than 25 years of experience in international education, Leigh leads the pioneering *WISE Conference on Intercultural Skills Enhancement*. She oversees a portfolio of global programs which focus on enriching intercultural competency and global awareness within the university community, including Cross-Cultural Engagement courses and Global Alumni Events. As an alumna of WFU, Leigh is particularly proud of her role in developing Community-Based Global Learning programs to increase student engagement in non-traditional locations.

**Stephanie Tignor** is Executive Director of Global Learning at Virginia Commonwealth University, overseeing education abroad, global learning initiatives, and international student engagement. In two decades at VCU, she has expanded access to global learning opportunities and helped secure a \$2.5 million gift to support these programs. A three-time Gilman Advisor Ambassador and member of the GoAbroad Innovation Awards Academy, Stephanie is an active presenter and advocate dedicated to cross-cultural understanding and student success.

**Hécmir Torres-Cuevas** is a professor of psychology and an IDI Qualified Administrator. She coordinates the psychology program within the Interdisciplinary Bachelor Degree at Albizu University in San Juan. Her work centers on intercultural competence, community-based learning, and student development. She designed and teaches the Intercultural Development course in both in-person and online formats, and co-directs the Diversity, Equity, Inclusion, Justice, and Intercultural (DEIJI) Laboratory.

**Encarna Turner** is an Associate Professor of the Practice. She graduated with a BA in Spanish Translation and a MA in Spanish, with emphasis in Linguistics from Brigham Young University. She

worked for AT&T and Lucent Technologies as a technical translator for over five years prior to coming to teach at Wake Forest University. While at Lucent Technologies she was also able to work in the area of software localization and had experience working with overseas translation houses, in Spain and Mexico.

**Sharmila Udyavar** is Associate Director for Global Education at UNC-Chapel Hill, where she oversees initiatives that advance internationalization at home. She collaborates with faculty to integrate global learning into course curriculum, supports graduate student development and fosters career readiness skill-building through IaH programming. Sharmila also directs the Carolina Diplomacy Fellows program, equipping students with global competencies through experiential learning, mentorship, and diplomacy-focused training for careers in global affairs and beyond.

**Kristofor Wiley** is an Associate Professor in the College of Education at James Madison University. He is a Longview Global Teacher Education Fellow and has served as the Global Engagement Liaison for the College. In that role, he works to develop cultural self-awareness and facility in future educators by supporting global and international programming, faculty development, and curricular integration. He taught middle school, served in Peace Corps Ukraine, and has accompanied teacher candidates to multiple international sites.

**Freddie Wood** is the coordinator for Research on Abroad and International Student Engagement (RAISE Center) at Wake Forest University. Freddie’s research focuses on the technological impact on Study Abroad and International Student experiences.



## WISE 2026 Registrants

as of 2/09/26

First Name	Last Name	Institution/Organization
Sarah	Akiwumi	Bennett College
Luz Maria	Alvarez	Johnson County Community College
Phillip	Andreae	Meredith College
Clara	Arent	University of Minnesota
Mona-Lisa	Bango	EDU Africa
April	Baptiste Henderson	Colgate University
Betsy	Barre	Wake Forest University
Amanda	Batten	Wake Forest University
Rachel	Beard	Valparaiso University
Kimberly	Bellows	University of California Davis
Louis	Berends	CEA CAPA Education Abroad
Nelia	Binder	Wake Forest University
Patrick	Bingham	Wake Forest University
Jes	Bolduc	Wake Forest University

Christy	Brady	University of Kentucky
Stephen	Braye	Elon University
Gail	Bretan	Wake Forest University
Tynisha	Brice	Davidson College
Bill	Burress	Elon University
Brian	Calhoun	Wake Forest University
Paula	Caligiuri	Northeastern University   Skillify
Laura	Call	North Carolina State University
Christina	Canon	Wake Forest University
Alejandro	Cardenas-Avendano	Wake Forest University
Joe	Cassidy	Wake Forest University
Adriana	Castelo	University of Minnesota
Allison	Chandler	The Bolles School
Scott	Claybrook	Wake Forest University
Janice	Claybrook	Wake Forest University
Katy	Collier	Guilford College
Christa	Colyer	Wake Forest University
Liz	Combs	University of Kentucky
Kaela	Conroy	Babson College
Elizabeth	Cooper	University of South Carolina
Lori	Crouse	Wake Forest University
Tamás	Csermely	Lauder Business School
Sara	Cuenca	Wake Forest University
Sarah	Dale	Wake Forest University
Emma	Davis	University of North Carolina
Callie	DeBellis	Meredith College
Debbi	DeGennaro	Eastern Mennonite University
Joel	Deichmann	Bentley University
Tina	Deloglos	Wake Forest University
Julius	Dem	Lauder Business School
Courtney	Di Vittorio	Wake Forest University
Fernando	Díaz Gil	Wake Forest University Salamanca
Sarah	Dietrich	Southeast Missouri State University

Danielle	Dietz	East Carolina University
Gina	Difino	University of North Carolina Chapel Hill
Debbi	DiGennaro	Eastern Mennonite University
Anna	Dresnack	University of Wisconsin-Eau Claire
Timothy	Dykes	Wake Forest University
Wynne	Ebner	Wake Forest University
Michael	Ehrecke	Clarkson College
Ebony	Ellis	SIT School for International Training
Tyler	Favale	Elon University
Heidi	Fiedler	Georgia Institute of Technology
Ashlee	Flinn	Georgia Institute of Technology
Steven	Folmar	Wake Forest University
Mary	Foskett	Wake Forest University
Jessica	Francis	Wake Forest University
Mark	Frydenberg	Bentley University
Clarice	Gallagher	Wake Forest University
Autumn	Gallegos	University of North Carolina Greensboro
Todd Lee	Goen	Global Puzzles, LLC
Gisela	González-Elías	Albizu University
Carol	Goss	Valparaiso University
Emmy	Grace	University of North Carolina Chapel Hill
Jillian	Grant	University of North Carolina Charlotte
Heath	Greene	Wake Forest University
Beth	Gulley	Johnson County Community College
Elenora "Ellie"	Haag	Wake Forest University
Christi	Hardwick	Wake Forest University School of Law
Sesalee	Harris	University of Texas at Arlington
Kline	Harrison	Wake Forest University
Tara	Harvey	True North Intercultural
Naadiya	Hasan	Guilford College
Chris	Hass	James Madison University
Ashley	Hawkins Parham	Wake Forest University
Anne	Hayes	Bennett College

Michi	Heckler	Rice University
Kate	Hermesmeyer	WorldStrides
Kylie	Holloway	Wake Forest University
Stacy	Hoult	Valparaiso University
Susan	Hyman	SSA Education Abroad
Magdalena	Ibarra	University of Texas at Arlington
Jennifer	Jones	University of North Carolina Greensboro
Sarah	Kegley	Georgia Institute of Technology
Marie	Kervin	The Bolles School
Deborah	Kim	Wheaton College
Rowie	Kirby-Straker	Wake Forest University
Molly	Knight	Wake Forest University
Magali	Krosi	East Carolina University
Summer	Krstevska	Wake Forest University
Prudence	Layne	Elon University
Bethany	Leggett	Wake Forest University
Jami	Leibowitz	East Carolina University
Julie	Leitman	MADE: School of Arts and Sciences
Edoardo	Levati	Wake Forest University
Laura	Levi Altstaedter	East Carolina University
Roderick	Lewis	Wake Forest University
Sandra	Lisle McMullen	Wake Forest University
Nathaniel	Lynch	Wake Forest University
Marcy	Ma	Wake Forest University
Adrian	Maarschalk	EDU Africa
Loréal	Maguire	Wake Forest University
Yulduz	Mamedova	Wake Forest University
Maria	Mantey	University of Minnesota
Christopher	Martin	Wake Forest University
Purificación	Martínez	East Carolina University
Kiara A.	Martínez Maldonado	Albizu University
Grant	McAllister	Wake Forest University
Veronique	McNelly	Wake Forest University

Allison	McWilliams	Wake Forest University
Ana Isabel	Medina Andújar	Albizu University
Sara	Mendonca	Wake Forest University
Mia	Miller	Denison University
Lauren	Miller	Wake Forest University
Annie	Miya	Wake Forest University
Sarah	Munro	Guilford College
Victor	Muragwa	Avance International University
Shahla	Namak	Wake Forest University School of Medicine
Nina	Namaste	Elon University
Jacquiline	Ndabahekeye	Wake Forest University
Sara C.	Nobles	Davidson College
Wendy	Nugent	Colgate University
Ucheoma	Nwaozuru	Wake Forest University School of Medicine
Brendan	O'Farrell	University of Kentucky
Anna	Ogunnaike	Susquehanna University
Julie	Parenteau	Self
Andrea	Patterson-Masuka	Winston-Salem State University
Anna	Pennell	Guilford College
William	Pryor	University of North Carolina Chapel Hill
Candalyn	Rade	Meredith College
Shahadur	Rahman	University of Memphis
Robbye	Ramirez	Wake Forest University
Jennifer	Ramos	Purdue University
Meredith	Rector	Vecino Center for Language and Culture
Ryan	Ridpath	University of North Carolina Greensboro
Melanie	Robbins	East Carolina University
Jaime	Rodriguez Pombo	Academic Solutions
Pablo	Ruales	Wake Forest University
Vanessa	Rukholm	University of Tampa
Giulia	Russo	Academic Solutions
Cody	Ryberg	Wake Forest University
Sophia	Sanders	Wake Forest University

Shane	Sanders	Susquehanna University
Betsy	Schneider	Wake Forest University
Alexandria	Schnurpel	University of Colorado Boulder
Adrienne	Shank	North Carolina State University
Shenna	Shearin	Bennett College
Rachel S	Shinnar	Appalachian State University
Michael	Shuman	Wake Forest University
Jon	Smart	Wake Forest University
Susan	Smelcer	Wake Forest University
Andrew	Smith	Voice of America Learning English
Vickie	Smith	Wake Forest University
Kim	Snipes	Wake Forest University
Jana	Soto	Wake Forest University
Karen	Spira	Wake Forest University
Leigh	Stanfield	Wake Forest University
Erica	Still	Wake Forest University
Eudora	Struble	Wake Forest University
Sierra	Surin-Bullard	Wake Forest University
Brenda	Swearingin	Guilford College
David	Taylor	Wake Forest University
Silvia	Tiboni-Craft	Wake Forest University
Stephanie	Tignor	Virginia Commonwealth University
Sarah	Tomlinson	Syracuse University
Liz	Torres Melendez	University of North Carolina Greensboro
Hecmir	Torres-Cuevas	Albizu University
Lauren	Trethaway	Wake Forest University
Sofia	Trujillo	Wake Forest University
Encarna	Turner	Wake Forest University
Karl	Tyler	University of Texas at Dallas
Claire	Tynan	Wake Forest University
Sharmila	Udyavar	University of North Carolina Chapel Hill
Robert	Van Pelt	Western Carolina University
Sandra	Veronese	Lauder Business School

Jim	Vizthum	Wake Forest University
Maureen	Vandermaas-Peeler	Elon University
Alessandra	Von Burg	Wake Forest University
Ron	Von Burg	Wake Forest University
Kati	Von Lehman	University of Pittsburgh
Marybeth	Wallace	Wake Forest University
Stefan	Wedrac	Wake Forest University Vienna
Zharia	White	University of Pittsburgh
Kristofor	Wiley	James Madison University
Trey	Williams	Wake Forest University
LaKeisha	Williams	Guilford College
Maggie	Williams	Wake Forest University
Freddie	Wood	Wake Forest University
Aaron	Yerkes	CEA CAPA Education Abroad
Katherine	Yngve	Yngve Associates
Samantha	Young	Wake Forest University
Qiaona	Yu	Wake Forest University



## WISE Conference Steering Committee

### **Steve Folmar, PhD**

Associate Professor of Applied Cultural Anthropology  
Wake Forest University

### **Tara Harvey, PhD**

Founder and Chief Intercultural Educator  
True North Intercultural

### **Prudence Layne, PhD**

Associate Professor of English  
Elon University

### **Andrew Smith**

International Multimedia Journalist  
Voice of America Learning English

### **Alessandra Von Burg, PhD**

Assistant Professor of Communication  
Wake Forest University

### **Leigh Hatchett Stanfield, Chair**

Executive Director of Global Engagement & Administration  
Wake Forest University

# WISE Conference Planning Team

Leigh Hatchett Stanfield

Sandra Lisle McMullen

Kimberly Snipes

with outstanding support from the entire WFU Center for Global Programs & Studies team.

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## Link to Conference Evaluation

*We are pleased you attended WISE 2026, joining colleagues from more than 60 institutions/organizations from across the U.S. and several international locales.*

*Your anonymous evaluation and feedback is greatly appreciated, providing important insights into the attendee experience for the WISE Planning Team.*

Utilize this QR code or this link:

<https://go.wfu.edu/WISE26 Post-Conference-Eval>





*Thank  
you for  
coming*



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