



INTERCULTURAL COMMUNICATION SKILL BUILDING AND THE
CRITICAL ROLE OF FACULTY IN TODAY'S WORLD



2016 WISE KEYNOTE | DR. JAMES PELLOW

WELCOME!



AGENDA

- CIEE mission & history
- WISE focus on practitioners
- Trends in study abroad
- Faculty matter more than ever
- Practitioner: Embracing trends and engaging faculty

CIEE MISSION AND HISTORY

CIEE
1947



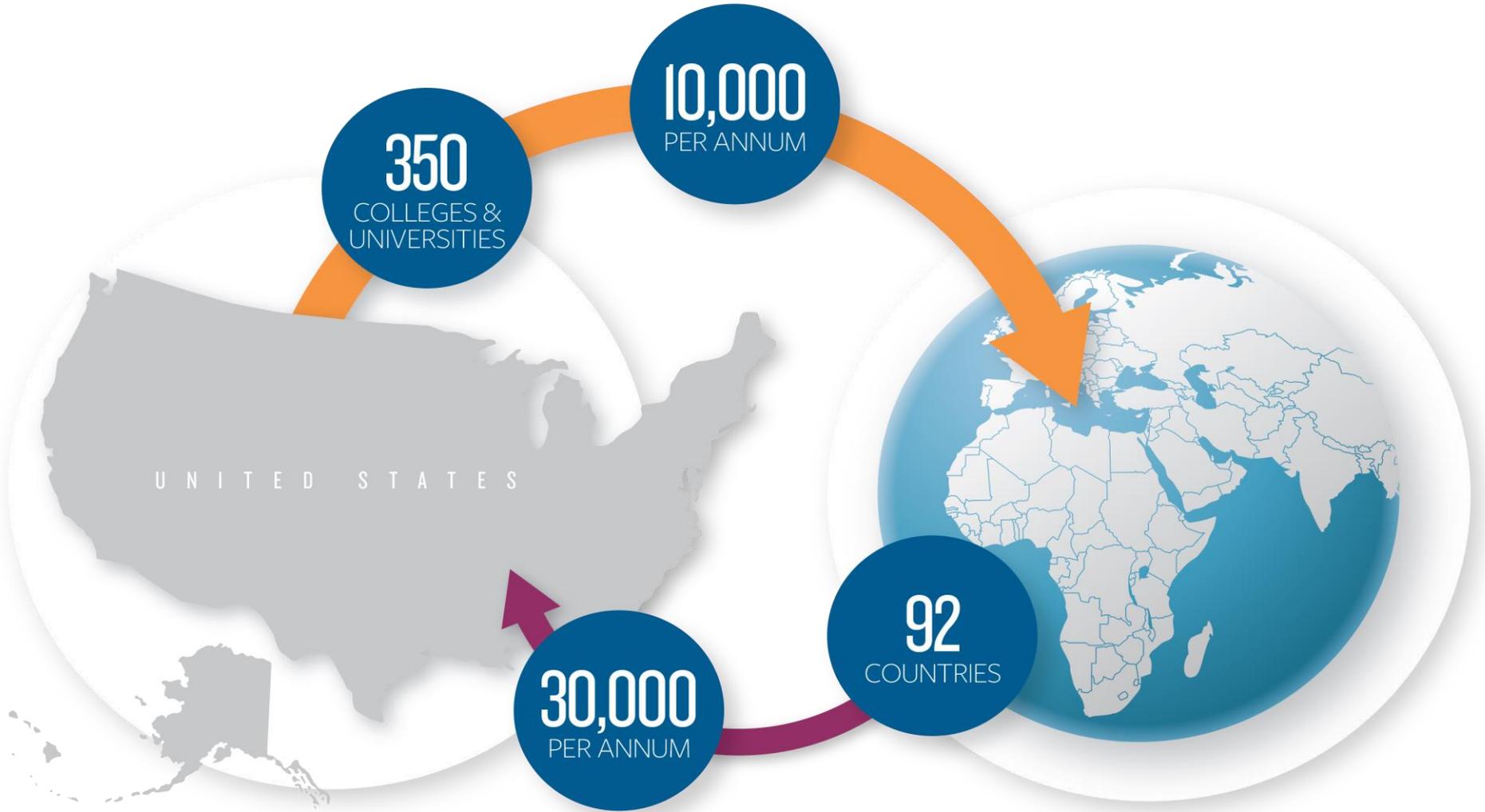
CIEE

1961

Educational exchange can turn nations into people, contributing as no other form of communication can to the humanizing of international relations. To this purpose I believe the Council of International Education Exchange is dedicated.

– SENATOR J. WILLIAM FULBRIGHT

CIEE Today





Spelman College: Going Global!



Department of State & CIEE Access Scholars

Boston Latin School & Global Navigator Scholars



**WISE
CONFERENCE
FOCUS ON
PRACTITIONERS**

Previous WISE keynote speakers



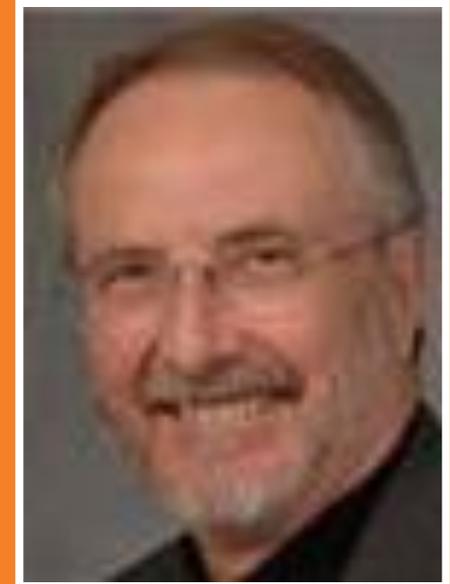
Dr. Penelope Pynes
2013



Dr. Mick Vande Berg
2014



Dr. Janet Bennett
2015



Dr. Mark Scheid
2015

Previous WISE Keynote Messages

Dr. Penelope Pynes - 2013

- Milton Bennett's Development Model of Intercultural Sensitivity (DMIS)
- Michael Hammer's Intercultural Development Continuum (IDC) & IDI Profiles

Dr. Mick Vande Berg - 2014

- "Three stories we tell" framework
 - Humans learn by being exposed, immersed & (immersed + reflecting + re-framing)
 - Positivist & hierarchical, collectivists, cultural relativism, theories of immersion
 - Georgetown study – little evidence that immersion tactics had student impact
 - Need for educators to facilitate learning – “immerse, reflect, reframe”

Dr. Janet Bennett - 2015

- The Transformative Educator
 - Definition of intercultural competence; goals for student learning
 - Importance of integrating diversity and inclusion and intercultural learning
 - Importance of focusing/training on both domestic and global diversity

Dr. Mark Scheid - 2015

- Transformation in practice

TRENDS IN STUDY ABROAD

Benefits of Study Abroad

- Improvement in student performance
- Improvement in job prospects and placement
- Rapidly becoming seen as a core university experience



CULTURE AT WORK: THE VALUE OF INTERCULTURAL SKILLS IN THE WORKPLACE - British Council Report - 2012



Employers define intercultural skills:

- Understand different cultural contexts and viewpoints
- Demonstrate respect for others
- Accept different cultural contexts and viewpoints
- Being open to new ideas

Intercultural skills promote:

- Smooth international business transactions
- Develop long term relationships with customers and suppliers
- Enhance team work
- Foster creativity
- Improve communication
- Reduce conflict

Employers most valued skills?

- Respect and teamwork rated higher than qualifications related to the job and expertise.

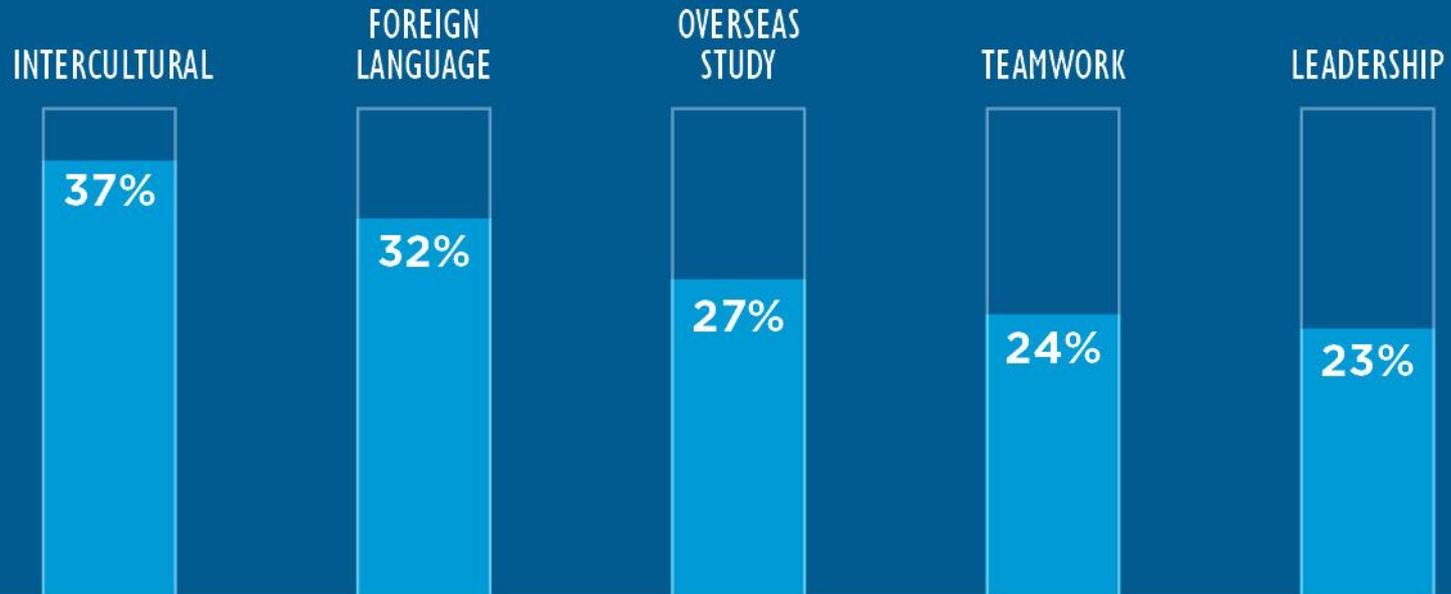
CULTURE AT WORK: THE VALUE OF INTERCULTURAL SKILLS IN THE WORKPLACE - British Council Report - 2012

Organizations with workforces that possess strong intercultural skills experience:

- Greater efficiency
- Stronger brand identity
- Enhanced reputations
- Improved bottom lines



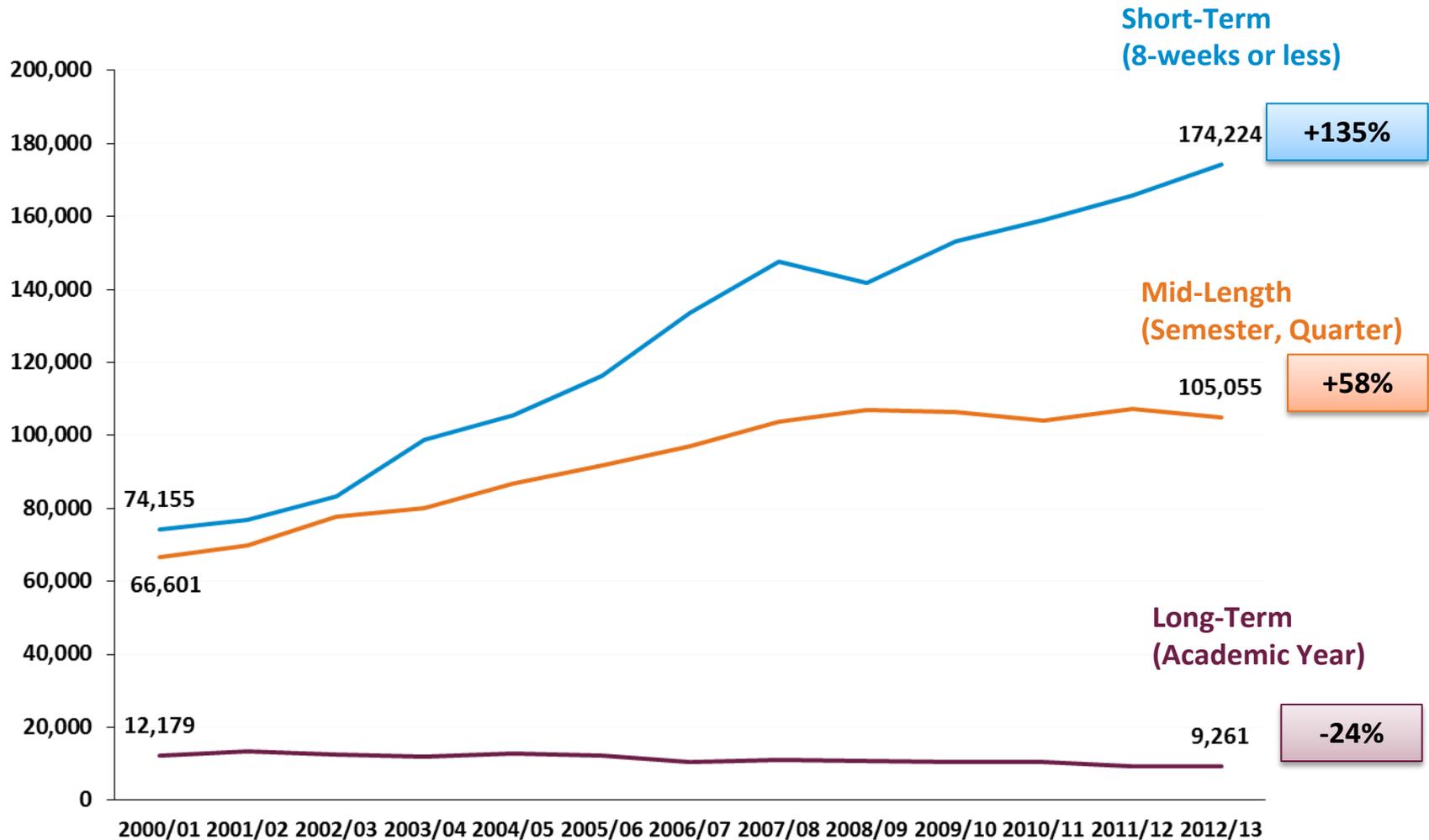
GLOBAL EMPLOYERS TOP 5 SKILLS



Booz | Allen | Hamilton

Source: Culture at Work, Booz | Allen | Hamilton, British Council

Open Doors- Trends in Program Duration



*Percent change since 2000/2001

Open Doors – Trends in Academic and Socio-economic profiles

Student Trends

1. More short term
2. More faculty-led
3. More diverse population, (but still wide gap in non-traditional groups):
 - Academic diversity – business, STEM, health science
 - Socio-economic diversity – income, ethnic background, gender



Calls for more US-style learning approaches & more students

Presidents, Provosts, Deans, Chairs want more US higher education elements in international programs:

1. Internships /experiential learning
2. u/g research
3. community service and academic service learning

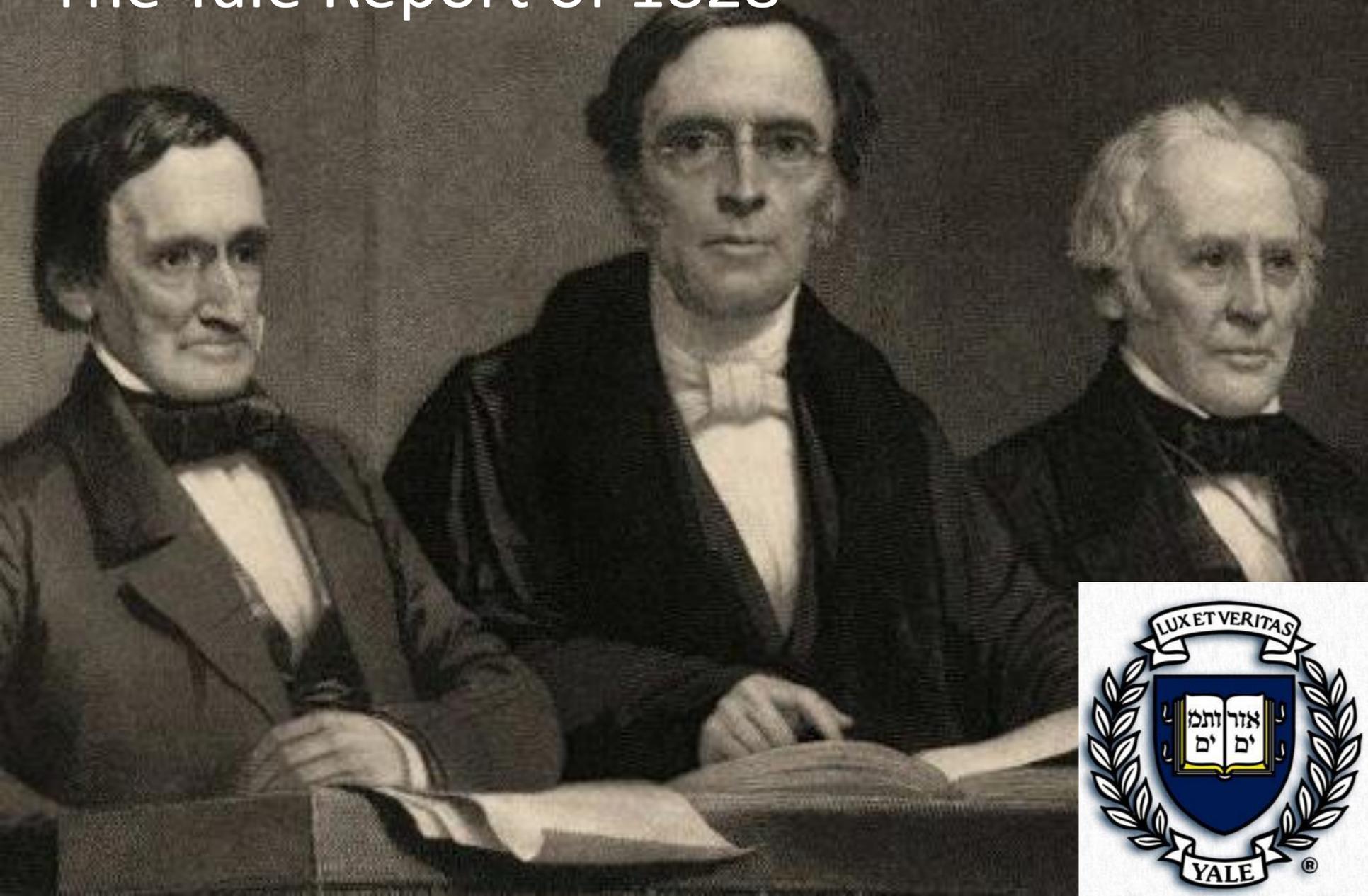
Industry Challenge – Generation Study Abroad

1. Double study abroad by 2020
2. Requires 14% annual growth (vs. 2-3% historical)
3. Fastest growing area is short-term and faculty-led



**FACULTY
MATTER MORE
THAN EVER**

The Yale Report of 1828



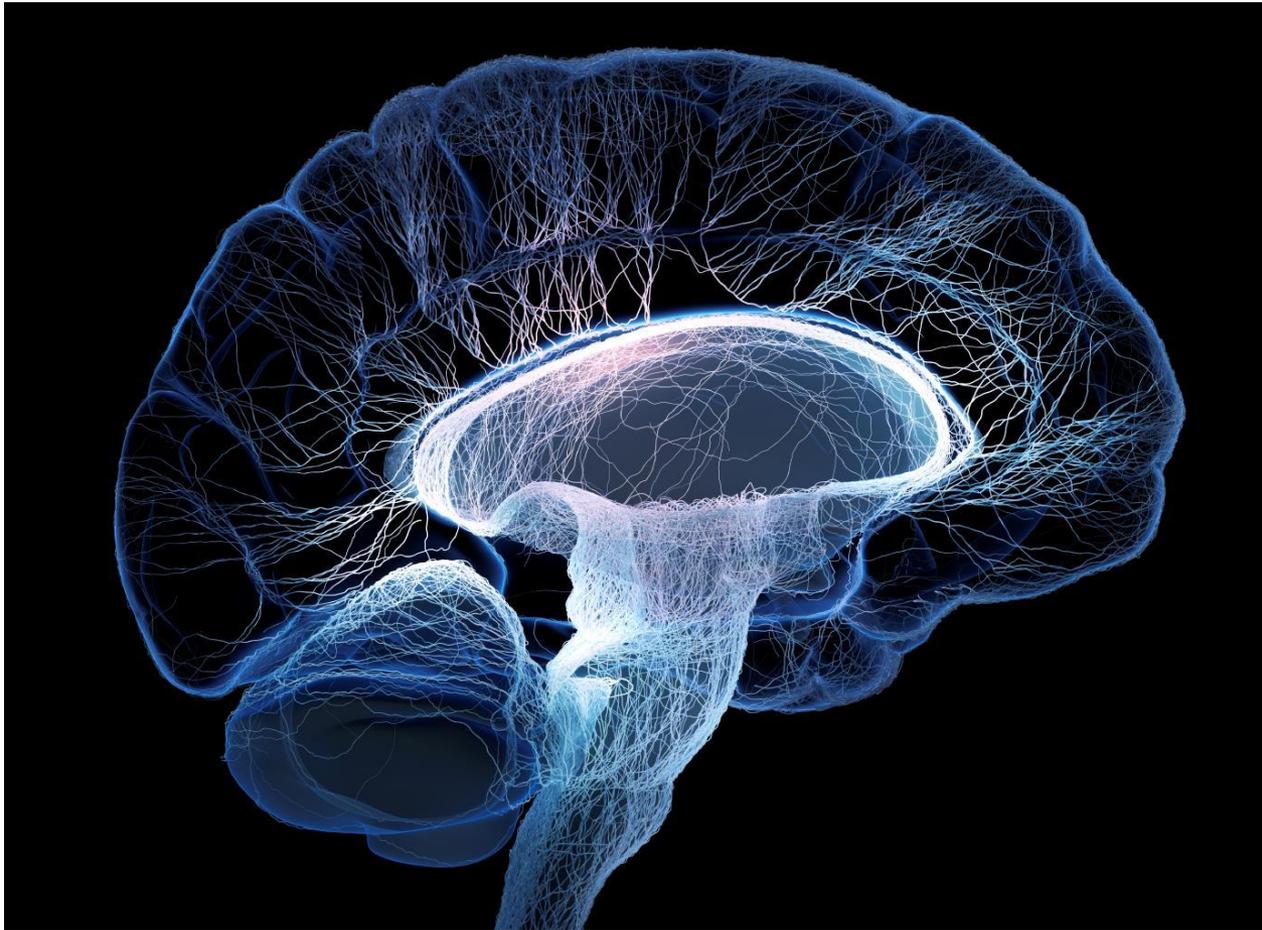
Faculty and curriculum development



NSSE & High Impact Experiences



Emerging neuro-science on biology and culture





Intercultural Skill Building: 101



Intercultural Communications: 201



Global Intercultural Skills: 301









**CIEE: PRACTITIONER'S
STRATEGY TO
EMBRACE TRENDS
AND ENGAGE
FACULTY/MENTORS**

Organization-wide Commitment to Intercultural Communication and Skill-building

- Revise and expand the program for college students – immersion, reflection and re-framing (Dr. Vande Berg WISE 2014)
- Add intercultural communication and skill building elements to all CIEE programs - domestic & international, integrating diversity and intercultural learning (Dr. Bennett WISE 2015)
- Train all CIEE worldwide staff on basic intercultural communication theory, skill-building and practice
 - Train-the-trainer approach: 25 international CIEE staff
 - 30 month plan to train entire global workforce of 700 ee
 - Currently at 56% trained; cohort 13
 - Using DMIS, IDC and IDI (Dr. Pynes WISE 2013)

STUDENT LEARNING

Abroad

What Our Students
Are Learning,
What They're Not,
and What We
Can Do About It

EDITED BY
MICHAEL VANDE BERG
R. MICHAEL PAIGE
KRIS HEMMING LOU

- common immersion practice,
- Maximize duration of experience
- Small students in large institutions
- Intensive second language proficiency
- Maximize contact with host culture
- Link with "experiential" learning. Part of what...
- Minimize students with...



Foundations of Intercultural Learning at CIEE - 2007

- **“Seminar on Living and Learning Abroad”** launched 2007:
 - Two-credit, semester-long intercultural course
 - Curriculum developed by CIEE (led by Dr. Mick Vande Berg)
 - Taught on-site by resident staff
 - Developmental, experiential, holistic
 - Listed as Cultural Studies
- Growing realization in the international education field and at CIEE that a **physical experience in another culture does not automatically lead to intercultural competence.**
- **Need to actively facilitate** students’ intercultural learning.

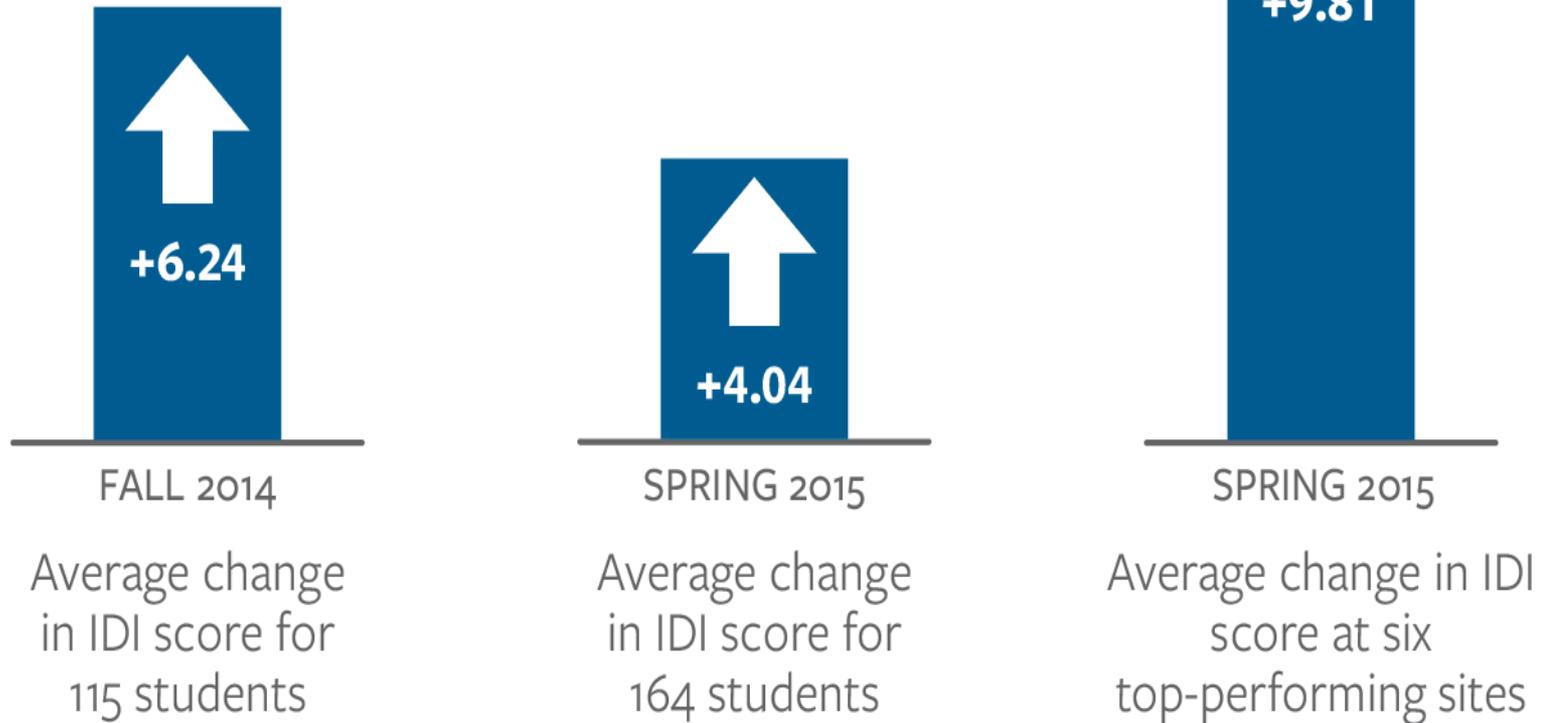
Revising CIEE's Intercultural Learning - 2013

- Realization well-designed curriculum is a necessary but insufficient condition for success in student learning
- The faculty/ instructor's own intercultural development is **key** to facilitating students' intercultural learning
- Students and home institutions need more clarity on course equivalents, mapping to majors/minors, to increase participation

UPDATED Intercultural Learning at CIEE - 2014

Embedded Intercultural Learning	Intercultural Communication and Leadership course	Faculty Training and Support
<ul style="list-style-type: none">• Intercultural learning framework embedded into each CIEE program• Intended to reach all students on a CIEE program• Approximately 12 hours over semester• Not-for-credit	<ul style="list-style-type: none">• Advanced three-credit (45 contact hours) intercultural elective course• Curriculum builds on the embedded component• Listed as Communication course• Emphasis on leadership, especially leadership of self• Increased academic rigor	<ul style="list-style-type: none">• Online development course for faculty• Emphasis on developing instructors' own intercultural leadership practice• Builds an intercultural teaching & learning community and a shared language about intercultural development• Continued one-on-one coaching and support

ASSESSMENT - INTERCULTURAL DEVELOPMENT INVENTORY



Compared to 1.32 average change in IDI score for U.S. students who did not take an intercultural course while abroad, as found in the Georgetown Study (Vande Berg, Paige & Lou, 2012)





CIVIC LEADERSHIP SUMMIT

PRESENTED BY CIEE

AUGUST 1ST - 4TH 2016

OPEN TO	1,000 APPLICANTS
18,000 PARTICIPANTS	70 ATTENDEES



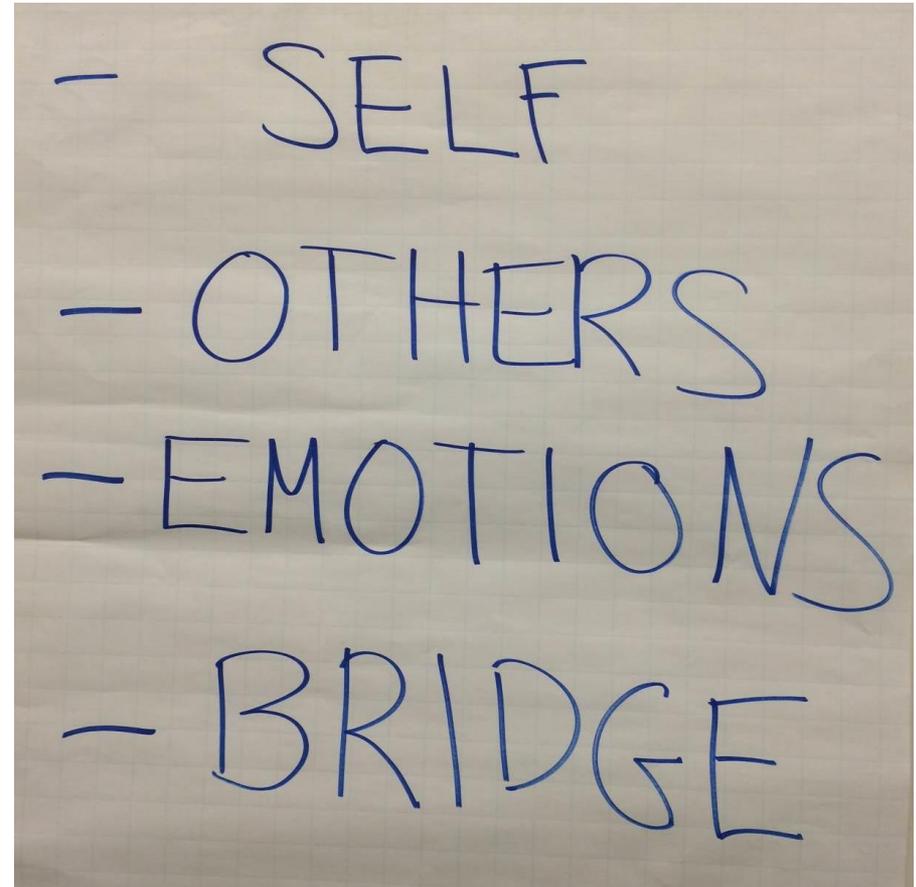


Higher percentage of young males in J1 Visa programs



Four Core Intercultural Competencies

- Increasing cultural and personal **self awareness** through reflecting on our own experiences, past and present;
- Increasing **awareness of others** within their own cultural and personal contexts;
- Learning to **manage emotions** in the face of ambiguity, change, and challenging circumstances & people; and
- Learning to bridge cultural gaps – learning to **shift frames and adapt behaviors** to other cultural contexts.



Michael Vande Berg, ©2014



James Pellow



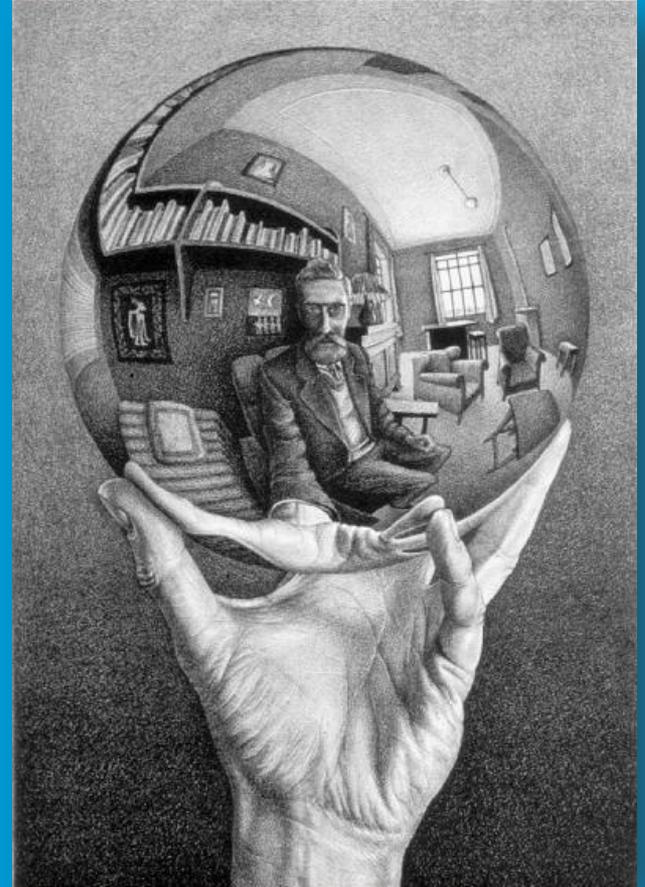
cíee

The world is our classroom.



**“WE DON'T
SEE THINGS
AS THEY ARE,
WE SEE THEM
AS WE ARE.”**

Anais Nin



**“I walk ahead of
myself in
perpetual
expectancy of
miracles.”**

Anais Nin





Faculty are the key...





Thank you! Questions?