

Special points of interest:

- IAIR is an interdisciplinary organization.
- There are currently 261 members.
- The next IAIR conference will be in Bergen, Norway, June 28-July 2, 2015.

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Series Editor's Letter

As the 2015 IAIR conference in Bergen, Norway draws near, Academy membership is growing and plans are taking shape for another ambitious and stimulating conference program.

In this issue of WWA, you are introduced to seven new Academy members, as well as to three long-time members of our organization. Their profiles provide further illustration of the breadth of the Academy's interdisciplinarity and the depth of our members' expertise.

This interdisciplinarity and expertise is also on display in the presentation of the abstracts for the IAIR-Bergen invited symposia in this issue (pp. 7-10). The topics and presenters are



wide-ranging, yet each reflects our shared interest in advancing the study and practice of improving intercultural relations. Academy Board Member Shuang Liu further highlights the benefits of interdisciplinarity and multi-methodological approaches in the study of intercultural relations in this month's member reflection.

There are also important

deadlines approaching. Links to more information are available in the bulleted list below. In overview, some conference travel funds are available to members in low-income countries. Travel assistance applications are due **March 29th**. The Gudykunst Outstanding Book Award nomination deadline has been extended to **April 10th**, and the early conference registration deadline is approaching **April 15th**.

Wishing you all pleasant and productive weeks to come!

Kelly McKay-Semmler, IAIR secretary and WWA series editor

IAIR-BERGEN NEWS AND DEADLINES

- ◆ Conference travel assistance applications due March 29, 2015 (<http://www.uib.no/en/iair2015/86793/travel-award>)
- ◆ W. Gudykunst Outstanding Book Award deadline EXTENDED to April 10, 2015 (<http://www.intercultural-academy.net/awards/intercultural-book-award.html>)
- ◆ Early registration deadline for the IAIR Bergen conference: April 15, 2015
- ◆ For more information and to register for the IAIR-Bergen conference go to: <http://www.uib.no/en/iair2015>
- ◆ See pp. 7-10 in this issue of WWA for information about the invited symposia scheduled for the Bergen conference

IAIR Members

Jeffrey C. Ady



Jeffrey C. Ady,
IAIR Fellow

While finishing my MA in communication studies at Washington State University, I met my then-future wife, an exchange student from Japan, and my interculturalism began in full force. After I earned my MA and married my fiancé, Robert Klopf, veteran researcher in cross-cultural communication and psychology, urged me to study intercultural communication at the doctoral level. So I went to the University of Kansas and studied that along with organizational communication. From there I went to the University of Hawaii at Manoa.

After 23 years there, I now am with the Public Administration program and teach graduate courses in communication, leadership, and intercultural challenges in public service.

Marrying interculturally and living in Hawaii is a far cry from my growing up on my family's cattle ranches in the Sierra Nevada mountains of California. But there are analogs. Where once I helped haul hay to cattle in very rough country, I now bring the intercultural perspective to students who truly appreciate it. What once were spring brandings are now getting my masters students ready to graduate

each May. I call myself an interculturalist, and am constantly attempting to bring the intercultural perspective into the disciplines of political science, public policy studies, comparative public administration, and public administration itself. It's a significant challenge. But interculturalism is so worth the challenge that I'll always be an indefatigable proponent of global effectiveness.

The Academy is without question my favorite academic association, and I have been a Founding Fellow since 1998.

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Rosita Albert



Rosita Albert,
IAIR Fellow

I grew up in Brazil, of European parents. I came to the U.S. as an exchange student in high school and became fascinated with the cultural differences between Brazil and the U.S. Thus, the world lost a terrible chemist when my Oberlin College advisor told me to focus on the subjects of psychology, sociology, and anthropology (since intercultural courses did not exist yet).

I received my PhD in social psychology from the University of Michigan. I then worked at the Center for Policy Research and taught at New York University and at Rutgers University. In 1974 I met Harry Triandis at the first SIETAR conference, and collaborated on a State of Illinois grant to conduct research on cultural differences between Latin Americans and North Americans. Although my husband had a job in Pennsylvania, I moved to Champaign/Urbana, Illinois to

direct the project on interactions between Latino pupils and their North American teachers, and then became as an assistant professor of educational psychology at Illinois. I published articles on Latino/Anglo American interactions in IJIR, contributed to two editions of the Landis et al. *Handbook of Intercultural Training*, and consulted for the World Bank and other organizations. Later I moved to the Department of Communication Studies at the University of Minnesota,

Rosita Albert, cont.

where I continued to research Latino/Anglo communication and the Intercultural Sensitizer (Cultural Assimilator).

I am a founding member of IAIR, have attended all of its meetings, served on the editorial board of the IJIR for many

years, and have been a member or chair of IAIR's Membership Committee since the beginning of the Academy. I also served on the Board of Directors of the Academy until 2011. In 2013, a book I co-edited with Dan Landis titled

the *Handbook of Ethnic Conflicts: International Perspectives* won the Academy's Gudykunst Outstanding Book Award.

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Ruobing Chi

Born in an autonomous region in Inner Mongolia, growing up in a typical communist factory community, and migrating to the metropolis of Shanghai for a college education, I am shaped by each of these unique cultural contexts along the way. When entering graduate school, I did not hesitate to choose intercultural communication as the direction to specialize on, and it has since been a keyword in my life. My MA supervisor and mentor Prof. Steve Kulich showed me, in person and his teaching, how much difference intercultural experiences and education can make, which keeps motivating me today. It is through his introduction and with his encouragement that I

became a member of IAIR and attended my first IAIR conference in 2005 at Kent State University.

Recently I completed the interdisciplinary PhD program in communication and information sciences at the University of Hawai'i at Manoa. I was lucky to have lived and completed my dissertation research at the East West Center. Many friends there shared their cultural stories with me, and through them I learned the true meaning of aloha (love and compassion) and o'hana (family).

Now, working as a full-time fellow at the intercultural institute of Shanghai International Studies University, I am committed to developing myself

professionally as a researcher and teacher. I hope that my research on social relational networks as both means and ends for multicultural integration can be helpful for an increasingly diverse world and especially for those being studied. I also hope that I can make my academic experience useful to my students through teaching and mentoring.

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**Ruobing Chi,
IAIR Student Member**

New IAIR Members

Philip Auter

I've always been interested in travel and the diversity and excitement of our big wide world, but I've only had the opportunity to travel and work with friends and colleagues around the world for about 15 years. Working with friends, I

began to develop research, teaching, and consulting opportunities—slowly at first—but bit by bit I was given the opportunity to attend conferences, work with colleagues and students, and make new friends all over the world. My

colleagues and I were fortunate to be awarded a USAID Middle East Partnership Initiative grant that partnered ULL with Qatar University for 5 years of joint research, teaching, and service. Over the years, I've had the opportunity to visit

Philip Auter, cont.



Philip Auter,
IAIR New Full Member

Japan, Saudi Arabia, Qatar, Lebanon, the Turkish Republic of Northern Cyprus, Kazakhstan, and the United Arab Emirates, to name a few.

I am a professor of international, intercultural, and mass communication. My experience is both at the undergraduate and gradu-

ate level in traditional, hybrid, and online courses—some of which I've co-taught with international colleagues. One of my new passions is distance learning.

I love international communication research, service, teaching, and consulting. With advances in the Internet and mobile communication over the last decade or so, it has become easier to connect with colleagues and make friends around the world. I look

forward to meeting, making friends with, and working with many of you on a variety of research, teaching, service, and consulting projects.

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Ida Castiglioni



Ida Castiglioni,
IAIR New Full Member

I'm a professor of sociology (cultural processes and communication) in the Department of Sociology and Social Research, University of Milano-Bicocca. At UMB I designed and teach the graduate specialization of intercultural relations in the Programming and Management of Social Services and Public Policies program. I'm responsible for the internationalization

of the program and for the Erasmus+ EU exchange program. I graduated summa cum laude with a laurea in political science from the University of Milano, and I hold a PhD in intercultural communication

from the University of Jyväskylä (Finland). In addition to my work at the university, I'm a therapist with a master's degree in somatic psychology and a certificate in clinical counseling.

I have conducted programs for both corporations and public institutions in Europe, Africa, the Russian Federation, NIS countries, and the United States, and I am a founding director of the Intercultural Development Research Institute (IDRI), whose mission is to sponsor new theory and research in intercultural development, to formalize a developmental approach to intercultural adaptation, and to inform public discourse with scientific study of intercultural relations.

My most recent book is

Constructing Intercultural Competence in Italian Social Service and Healthcare Organizations (University of Jyväskylä Press, 2013), and my earlier book, *La Comunicazione Interculturale: Competenze e Pratiche (Intercultural Communication: Competences and Practices)*, is a best-seller in Italy.

I spend time both in Italy and in Oregon, USA with my husband Milton J. Bennett and our 8 years old bilingual and bicultural son. After a lot of travelling, I still like doing it, while I practice meditation and body work.

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Richard Evanoff

I am originally from the United States, where I studied philosophy at Milligan College in Tennessee as an undergrad and the University of Chicago as a graduate student. While at Milligan I met my future wife, Echo, who was an exchange student from Japan. After getting married and putting each other through graduate school, we came to Japan in 1981. I joined the faculty of the School of International Politics, Economics, and Communication at Aoyama Gakuin University in Tokyo in 1989. Later I had the opportunity to attend various workshops conducted by Milton Bennett and Janet Bennett, which first stimulated my interest in trying to find ways to bring a philosophical perspective to the field of intercultural relations, particularly with regard to ethics. In 2002 I was able



Richard Evanoff,
IAIR New Full Member

to finish a PhD at Lancaster University in the UK, with an emphasis on environmental and development ethics. Currently I teach courses in intercultural communication and international ethics (including global and intercultural

ethics). My book, *Bioregionalism and Global Ethics*, published by Routledge in 2011, argues that decisions about how cultures interact with their natural environments and pursue their development goals are better made at the local (bioregional) level, rather than by global institutions. Despite my “localist” leanings, I have been involved with the United Nations Year of Dialogue Among Civilizations and the UNESCO Workshop on Ethical Approaches to Climate Change Policies. I am also active with various environmental groups, and volunteer as a hike leader for the NGO, Friends of the Earth-Japan.

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Aurora Gómez

My name is Aurora Gómez from Costa Rica. I love traveling, learning languages, and meeting people from different cultures. When I was a university student I did several exchange programs in the United States and Canada. After I graduated in English teaching as a Second language (TESOL), I decided to start a second master’s degree in international relations and diplomacy with emphasis in international cooperation, which I concluded a couple of years ago. Then I moved to Switzerland and did several internships in United Nation agencies: United Nations Development program (UNDP), United Nations Volunteering Program (UNV), and the International Labor Organization (ILO). I have also participated as a volunteer



Aurora Gómez,
IAIR New Full Member

with street children in India, leatherback turtles in Costa Rica, and informal workers in El Salvador. Currently, I am a professor at National University (UNA) in the

faculty of philosophy and literature in Costa Rica.

I am currently working on research projects about developing intercultural competence. I am very pleased to be part of this organization, and I expect to participate in an interactive and enriching community to exchange ideas and experiences. I believe it is essential to develop intercultural competence among individuals to be better prepared while interacting with people from different backgrounds. This intercultural competence will definitely allow cultures to come together and develop an environment of friendship, respect, peace, and understanding.

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Jaimee Stuart



**Jaimee Stuart,
IAIR New Full Member**

I am a research fellow working at Victoria University of Wellington, New Zealand, in the Roy McKenzie Centre for the Study of Families and the Centre for Applied Cross-cultural Research. I consider myself to be a cultural/developmental psychologist and with a focus on the ecological contexts of positive youth development within multicultural environments. I am particularly interested in identity formation and how individuals and groups become psychologically resilient. I am also a keen methodologist who utilises mixed methods including both qualitative analysis and

complex statistical modelling. Some of my diverse projects that examine elements of culture and human development include perceptions of multiculturalism, intergenerational cultural transmission, as well as bullying and victimisation. Outside of my academic work I am a consultant who develops and delivers evidence based training in the areas of intercultural communication, leadership, and well-being.

I became a member of the Academy as a doctoral student (supervised by Professor Colleen Ward). Through my interactions with members of the Academy during my studies I came to realise the extent of the global community of researchers working in the intercultural space. Unlike other associa-

tions, I found that many people affiliated with IAIR were engaged in applied research that was making a difference both locally and internationally. This encouraged me to extend the boundaries of my research and seek new and different ways of engaging in questions related to intercultural relations. I am looking forward to rekindling my international relationships in Norway this year and contributing to the broader community in IAIR.

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Benjamin G. Voyer



**Benjamin G. Voyer,
IAIR New Full Member**

Dr. Benjamin Voyer is an associate professor of marketing at ESCP Europe and a visiting fellow in psychology at the London School of Economics. He received a PhD in social psychology from the London School of Economics (LSE), and a doctorate of science in management (DSc / Habilitation à Diriger des Recherches) from the Sorbonne University in Par-

is. Before this, he studied marketing at HEC Paris and the London Business School. He is also a chartered psychologist in the UK (CPsychol), a chartered scientist (CSci), and Associate Fellow of the British Psychological Society (AFBPsS).

Dr Voyer's research focuses on self-perception, and the way it affects consumption and behaviours in organisations. He has authored or co-authored more than 70 scientific contributions to the field of applied psychology (e.g., journal articles, confer-

ence presentations, case studies). Beyond academic research, he also collaborates with the media (TV, radio, press) as a scientific consultant (e.g., CNN International, *The Washington Post*, Sky News, CNBC, BBC 2, BBC Radio 4, *Financial Times*). He worked for several years as a marketing practitioner in different industries, including FMCGs, banks, and public institutions and remains a freelance consultant in the area of marketing and organisational psychology.

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Anastassia Zabrodskaja

I am a professor of Estonian as a Second Language at the Institute of Estonian Language and Culture in Tallinn University, Tallinn, Estonia and a senior research fellow in socio-linguistics at the Institute of Estonian and General Linguistics at the University of Tartu, Tartu, Estonia

The metaphor “Life with three languages” became a part of my life in 1999 when I began my studies at the university. Using Russian, Estonian, and English was suddenly my everyday reality. Choosing languages for different purposes and code-switching have all been part of my daily language practice. Therefore, the issues of multilingualism and intercultural communication are very close to my heart and I wish to learn more about them being a part of IAIR.

I received my PhD in linguistics from Tallinn University in

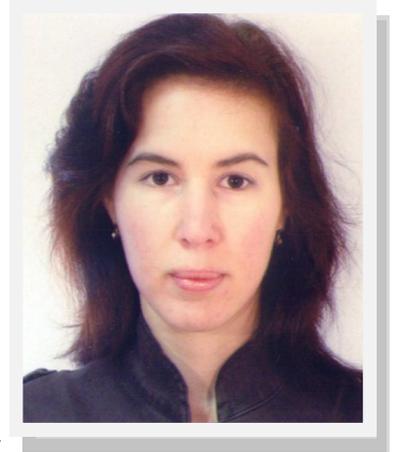
2009. Since 2003 I have been involved in research projects on the development of the Estonian linguistic landscapes, bilingual speech and aspects of ethnolinguistic vitality, where my roles as a (main) project participant have included supervisory work with students and scientific research to analyse language dynamics and change in Estonia.

Currently I study language usage and orientation patterns amongst the Russians in Estonia in the project “Sustainability of Estonian in the Era of Globalisation.” I am also involved with the COST project “New Speakers in Multilingual Europe: Opportunities and Challenges” as a management committee member in representation of Estonia. The issues of new speakers are relevant to the Estonian context as the multilingual setting in Estonia involves speakers of

different linguistic competence, both native, relatively integrated old groups of speakers, as well as new speakers.

To broaden the mind, I travel as “it is better to see something once than hear about it hundred times.” I like to play the piano and read the classics.

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*Anastassia Zabrodskaja,
IAIR New Full Member*

IAIR-Bergen Conference 2015

Abstracts for Invited Symposia

Invited Symposium 1: Advancing Acculturation Theory through Longitudinal and Multi-Group Comparative Research

Convener and discussant: Colleen Ward (Victoria University of Wellington, New Zealand)

When people relocate to a new country do they experience a typical pattern of adjustment? If so, do sojourners experience acculturative stress on arrival or do sojourners typically go through an initial “honeymoon” phase? There is in fact little support in the literature for a “one-size fits all” pattern for the so-called acculturation curve. While this problem has been studied for over half a century, the development of new research methods and statistical software in recent years means that this old question can be revisited and examined in a more rigorous manner. In the present study we were able to follow approximately 2,500 intercultural exchange students situated in over 50 different countries worldwide over time, both before and during their travel, using online surveys. Advanced statistical analyses were employed to examine the course of sojourners stress over time, i.e., the acculturation curve. Latent Class Growth Analysis was used to examine the temporal pattern of stress experienced by sojourners. This analysis revealed five distinct patterns of change in stress: a J-curve, a U-curve, a mild stress, a minor relief, and a resilience pattern. In addition, we examined the antecedents and consequences of acculturative stress through both variable-

Invited Symposium 1 (continued)

centered (i.e., Multi-Level Modelling) and person-centered analyses (i.e., individual stress trajectories). For the antecedents, we found evidence for the role of personality, empathy, cultural adaptation, and coping strategies as explanatory variables for variability in sojourner stress. Finally, the relationship between sojourner stress and behavioral indicators of (mal)adjustment was examined. Stress was positively associated with the number of host family changes and early termination of the sojourn.

Presentations:

“The Acculturation Curve Revisited: Re-examining an Old Problem with New Methods”
by *Nicolas Geeraert and Kali Demes (University of Essex, Colchester, England)*

“Trajectories of Cultural Stressors and Effects on Mental Health and Substance Use among Recently Arrived Hispanic Immigrant Adolescents” by *Seth Schwartz (University of Miami, Florida, USA); Jennifer Unger and Lourdes Baezconde-Garbanati (University of Southern California, Los Angeles, USA); Byron Zamboanga (Smith College, USA); Elma Lorenzo-Blanco (University of South Carolina, USA); Sabrina Des Rosiers (Barry University, USA), et al.*

“Secondary-School Educational Achievement of Turks: A Comparative Perspective” by *Fons van de Vijver, Serkan Arikan, and Kutlay Yağmur (Tilburg University, the Netherlands)*

“Ethnic Homophily Among Diaspora and Minority Groups in Germany and Israel” by *Peter Titzmann and Olivia Serwata (University of Zurich, Switzerland); Rainer Silberstein (Friedrich-Schiller-University, Germany); and Eldad Davidov (University of Zurich, Switzerland)*

Invited Symposium 2: The Fundamental Forms of Intergroup Relational Orientations (Between-group Communion, Dominance, Equality, and Proportionality): Two Novel Measures of Them and Their Effects on Intergroup Attitudes and Behavior

Convener: Lotte Thomsen (University of Oslo, Norway)

Discussants: Alan Fiske (UCLA, USA) and Jim Sidanius (Harvard, USA)

Here, we present new work integrating the basic insights of Social Dominance Theory (Sidanius & Pratto, 1999) with those of Relational Models Theory (Fiske, 1991). Much work demonstrates that Social Dominance Orientation (SDO)—the motivation to create and maintain hierarchies between groups—undergirds intergroup attitudes and behavior at large, maintaining and interacting with the societal status quo. On the other hand, the ethnographic record indicates that the four universal forms of social relationships are Communal Sharing (CS), Authority Ranking (AR), Equality Matching (EM), and Market Pricing (MP), and that their core forms and motives of Unity, Hierarchy, Balance, and Proportionality are invoked in similar ways across culture and cultural rituals. Applied to intercultural and intergroup relations, this suggests that their ideological space may not be exhausted by motives for between-group dominance and equality, as measured by SDO, but also underpinned by distinct motives for between-group communion and proportionality.

Importantly, the specific implementations of basic kinds of social relations vary across culture and context (i.e., between-group hierarchies may be primarily implemented based on race, culture of origin, caste, class, or religion), but the underlying core relational concepts and motives are based on the same fundamental structural forms. Hence, it should be possible to indicate these relational structures in general or abstract and then measure people’s motivated preferences for them. Here, we present

Invited Symposium 2 (continued)

two novel instruments to do so. The Between-group Relational Orientations (BRO) scale complements SDO's linguistic items capturing endorsement of between-group dominance (i.e., "it's probably a good thing that certain groups are at the top and other groups are at the bottom") and equality (i.e., "All groups should be given an equal chance in life") with items that capture endorsement of intergroup communion (i.e., "All groups should stand united"; "If a specific group is in need, all groups in society should take care of it") and proportionality (i.e., "How much a specific group gets from society should depend on how much it contributes to it"). The Circles In Relational Configuration Arrays (CIRCA) measure instead captures the abstract structural forms of unity, hierarchy, and equality image-schematically by arranging two colors of circles in overlapping, pyramidal, and level spatial arrays, respectively, and asks people to indicate "how much do you like groups like this" (i.e., a pyramid with one color on top and another at the bottom).

These intergroup relational orientations should, in turn, predict the intergroup attitudes and behaviors that follow from them. For instance, an orientation towards between-group communal sharing should relate to empathic concern for marginalized groups and increased willingness to share resources with them. Conversely, an orientation towards intergroup proportionality should decrease resource-sharing with members of groups, such as the Roma, that are not stereotypically seen as contributing to society. Here, we demonstrate such is the case, using both the BRO and CIRCA with attitudinal and behavioral outcomes across several cultures.

Presentations:

"The Fundamental Forms of Intergroup Relations" *by Lotte Thomsen (University of Oslo, Norway)*

"The Effects of Between-group Relational Orientations (BRO) on Altruistic Intergroup Behavior" *by Jonas Kunst (University of Oslo, Norway)*

"From Domination to Exclusion: Introducing the Between-group Relational Orientations (BRO) Scale as a Measure of Core Relational Measures for Both Women and Men" *by Jennifer Sheehy-Skeffington (Brunel University)*

Invited Symposium 3: Intercultural Competence in Teaching and Learning: Toward Promoting and Assessing Intercultural Competence of In-Service and Pre-Service Teachers

Conveners and presenters: Kenneth Cushner (Kent State University, USA), Jenny Mahon (University of Nevada-Reno, USA), and David M. Moss (University of Connecticut, USA)

Presenters: Katie Roller (Whittier College, USA); Jane Jackson (Chinese University of Hong Kong); Darla Deardorff (Duke University, USA); Milton Bennett and Ida Castiglioni (IDRIstitute, USA and Italy); Ripley Smith (Bethel University, USA); Steve Kulich and Wang Yi'an, (Shanghai International Studies Institute, China); Karen van Oudenhoven-van der Zee (University of Amsterdam, the Netherlands); and Holly Emert (Global Teachers program, Institute of International Education, USA)

Worldwide, an increasing number of primary and secondary schools, as well as institutions of higher education, have committed themselves to enhancing the intercultural competence (IC) of students and teachers. Considerable variability exists across the education community in how this concept is understood, articulated, actualized, and assessed. This two-part symposium, followed by open discussion of next steps, is designed to bring together an interdisciplinary group of researchers and practitioners from a variety of institutional and national perspectives who are currently working to enhance the intercultural competence of their students (primary, secondary, and tertiary) to discuss a range of initiatives, questions, research, and related topics. The specific areas of focus in each of the sessions include:

Day 1: Current Practices and Issues in Addressing and Assessing Intercultural Competence in the Field of Education

Key issues and questions to be considered include:

A review and critique of instruments currently being used across education.

How are constructs underpinning intercultural sensitivity currently being addressed in K-12 schools and in teacher education?

Invited Symposium 3 (continued)

Day 2: Reaching across Disciplines, Methods, & Concepts: Transferring Best Practices in the Assessment of Intercultural Competence from other Contexts to K-16 Education

Key issues and questions to be considered include:

What can teacher educators learn from the ways in which intercultural researchers and practitioners are working across disciplines?

What does interculturally effective practice look like across the disciplines, and what might it mean for teachers?

What we need to know about Interculturally Competent Pre-service Teachers? (What comprises teachers' intercultural clinical skills?)

An Open Discussion to Consider Next Steps in Moving toward the Assessment of Intercultural Competence among Teachers and in Teacher Education. Facilitated by J. Mahon, D. Moss, K. Cushner, focusing on the questions: "What skillsets need to be developed and then assessed in teacher education programs to enhance the intercultural competence of teachers?" All presenters and other interested attendees invited to this discussion.

Invited Symposium 4: Intercultural Communication in the Construction of an Inclusive Global Order

Convener: Wenshan Jia (Chapman University, USA)

Discussant: Michael H. Prosser (University of Virginia, USA and Shanghai International Studies University, China)

This invited symposium aims to fulfill both the gap of intercultural communication and intercultural relations in Henry Kissinger's newest book *World Order* and his hope for creating a real world order selectively drawing upon views on world order by various civilizations and nation-states. Sampling and featuring a divergent range of non-Western views of world order such as Brazilian, Russian, Indian, Chinese, and African, this invited symposium first juxtaposes Brazil's multi-polarism and multi-lateralism, the Russian view of Cosmism mixed with the American pragmatism, the Indian concept of the planet as my family, the Chinese all-under-heaven system, and the suggested African notion of "human intercultural power" against one another only to find potentials for commonality and consensus. Then, the symposium explores the possibility of making the currently existing world order more inclusive of such views from non-Western countries such as the BRICS. It is concluded that intercultural communication could be used to create a new transcultural civilization called "dialogic civilization," which is the flesh and blood of a genuine world order.

Presentations:

"Brazil's Current Position Regarding the World Order" by *Rosita Albert (University of Minnesota, USA)*

"Toward a Paradigmatic Approach to Global Communication: Russian Perspectives" by *Igor E. Klyukanov (East Washington University, USA)*

"*Vasudhaiva kutumbakam* or the Planet is My Family: Some Indian Perspectives on an Inclusive Global Order" by *Dharm P. S. Bhawuk (University of Hawaii at Manoa, USA)*

"Traditional Chinese Concept of 'Tianxia' and its Implications for the Construction of an Inclusive Global Order" by *Binlan Huang (Guangxi University, China) and Wenshan Jia (Chapman University, USA)*

"Global Intercultural Citizenship: African Perspectives on the Global Order" by *David Balosa (University of Maryland, USA)*

"Intercultural Communication, Dialogic Civilization and the Creation of an Inclusive Global Order" by *Wenshan Jia (Chapman University, USA)*

Reflection: “Integrating Intercultural Communication with Cross-Cultural Psychology”

Shuang Liu, IAIR Board Member

I research at the interface of intercultural communication and cross-cultural psychology; in particular, I'm interested in how migrants search for a sense of belonging when “culture” is not in one place. Cross-cultural psychologists acknowledge that cultural similarities and differences influence how we see ourselves, how we perceive others and how we relate to culturally different others through communication – an area of particular interest to intercultural communication researchers. Common to both disciplines is the assumption that change occurs as a result of contact between cultures, and this change process is inevitably stressful. Surprisingly, there is very little cross-field citation by researchers. While a plethora of literature seeks to capture the extent to which migrants perceive their home and national cultural identities as integrated versus separate, we have limited knowledge of the process through which distinctive identities can be reconciled. Identity is not static; neither are individuals' attitudes and behaviours across contexts and life stages. My research on first, second, and 1.5 generation Chinese



Shuang Liu
Full Member Representative,
IAIR Board of Directors

migrants in Australia shows that integration is an ongoing process and identification with two cultures does not necessarily mean an equal sense of belonging to those two cultures. Methodologically, research in cross-cultural psychology is mainly quantitative, using correlational or experimental designs, or mixed

methods combining qualitative with quantitative methods. However, qualitative methods, such as observational research, case studies, ethnographies, qualitative interviews, and textual analyses tend to characterize communication research. Integrating the two related but distinct disciplines is mutually beneficial: communication benefits from a psychological focus on causation whereas psychology benefits from the process focus and diverse methods of communication. A multi-method approach can capture the complex relationships among acculturating conditions, bicultural identities, acculturation attitudes, and outcomes.

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Visit the IAIR Website for More Information

Thanks to our webmaster, Anand Chandrasekar, the Academy website has a page dedicated to archiving the Who We Are series issues (available at: <http://www.intercultural-academy.net/about-iair/who-we-are.html#download-pdf>).

In addition, as members' profiles are featured in the WWA series, they are added to a growing collection of individual-

ly clickable profiles listed by member name. Individuals looking for information about specific IAIR members can now easily browse and click on member profiles, while the Who We Are issues are archived for those interested in viewing the profiles as a periodic compilation. The clickable list of member profiles is available at:

[\[academy.net/about-iair/who-we-are.html\]\(http://www.intercultural-academy.net/about-iair/who-we-are.html\).](http://www.intercultural-</p></div><div data-bbox=)

It is our goal to have all of our members featured in the series and on the website by the 2015 biennial conference in Bergen, Norway.



IAIR 2015

Biennial Conference in Bergen, Norway

For more information visit: <http://www.uib.no/en/iair2015>

International Academy for Intercultural Research



The primary purpose of the Academy is to promote intercultural understanding. Accordingly, it promotes and encourages research, theory, and practice in the field of intercultural relations. The Academy also strives to disseminate to the public information regarding intercultural relations and it encourages interchanges between people with an interest in intercultural relations. The ultimate goal of the Academy is to promote world peace and prosperity through applications of academic principles and research findings to the betterment of human realities.

In furtherance of the goals, the Academy is an explicitly interdisciplinary forum which promotes and facilitates intercultural research in the areas of Psychology, Sociology, Communication, Education, Anthropology, Management, Political Science, and other areas of specialization in the social sciences and practice.

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It is our mission to encourage the highest quality empirical research and practice aimed at understanding the ways in which cultures interact and the results, for good or ill, of those interactions. We invite all serious scholars of intercultural relations to join with us in this important enterprise—for we can have no greater purpose as scientists than reducing and, hopefully, eliminating intercultural conflict at all levels from individuals and groups to whole societies and nations. Please encourage your colleagues who are doing work in these areas to consider joining IAIR.

Benefits of Membership

- Subscription to the *International Journal of Intercultural Relations*, the official journal of the Academy either on-line or hard copy.



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- Access to past issues of the Journal through Science Direct, a service of

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- Access to the member directory.
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Three levels of membership are available: fellow, full member, and student member. Criteria and application procedures are available on the website at <http://www.intercultural-academy.net/membership/levels-of-membership.html>