THE SCHOLARSHIP OF TEACHING: INTER-CULTURAL AND INTER-DISCIPLINARY COMMUNICATION FOR ACADEMIC GLOBALIZATION

PLENARY KEYNOTE ADDRESS

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ABSTRACT

Inspired by the intersection of teaching for passion, learning as the goal, and culture as the final barrier, this paper explores the scholarship of teaching in the milieu of disciplinary and cultural diversity, i.e. the globe. We are students of the world, yet scholars in our own area of expertise. This distinction underscores the difference between good teaching and scholarly teaching.

Good teaching promotes student learning as reflected in student satisfaction surveys and learning outcomes [3], [8] & [22], while scholarship of teaching integrates the teaching and learning literature reflecting on the theory and practice of teaching, resulting in new paradigms shared through publications [6], [23] & [7]. Just as teaching and research complement one another so do good teaching and scholarly teaching.

Keywords: Globalization, International Business, Culture, Strategic Management, Communication, Decision-making, Inter-Cultural, Interdisciplinary

LITERATURE REVIEW

Boyer [7] argued that teaching and research are not separate entities, but rather should be considered as interdependent professoriate functions, and that all four components should be recognized and rewarded:

- Scholarship of **discovery**
- Scholarship of **integration**
- Scholarship of **application**
- Scholarship of **teaching**

The scholarship of teaching as framed by Martin, Benjamin, Prosser, and Trigwell [19], relates to three activities:

- Discipline-specific **exploration** of the teaching and learning body of knowledge
- Discipline-specific **reflection** on teaching and learning
- Discipline-specific **publications** on teaching and learning

Please see Exhibit 1 in the Appendix.

INTER-CULTURAL AND INTER-DISCIPLINARY CONSIDERATIONS

Considering the **Inter-Cultural and Inter-Disciplinary Communication for Academic Globalization**, it is the communication that becomes both an enabler and disabler between individuals and across nations. Cross-cultural barriers remain the final frontier for global communication. This paper proposes that

CultureActive or InterCultural Edge [ICE], cross-cultural instruments, serve as vehicles to explore the Inter-Cultural and Inter-Disciplinary Communication commonalities and differences in pursuit of academic globalization.

Few things are as heterogeneous as cultural differences. The 1980s had propelled an acute demand for cross-cultural instruction. For years, cross-culturalists grappled with the problem of summarizing national characteristics. Prior theoretical frameworks for studying cultural differences have included the Kluckhohn-Strodtbeck [13], Trompenaars and Hampden-Turner [27], and most notably, Hofstede [14]. Grounded in his forty-plus years of cross-cultural consulting, Richard Lewis, authored *When Cultures Collide* [17] and *The Cultural Imperative* [18], and was challenged to explain national, international and transnational business cultures. Poignantly, Lewis conceived of the LMR [Linear-active, Multi-active, and Reactive] framework, which gave rise to Cultureactive and subsequently ICE. Lewis proposed that cultures be classified simply and more comprehensively according to the three categories, comprising the LMR framework [17] & [18].

The strength of the LMR model is that it transcends previous works by focusing on the individual as the unit of analysis, rather than the nation-state. As such, there is no assumption of within-nation homogeneity. ICE emerged from Cultureactive when strictly from a research perspective, validity and reliability issues became paramount. The conceptual reconfiguration to ICE was spearheaded by the ABC research team, Adair, Buchan and Chen [1] & [2], who capitalized upon both Hall's [12] low context/high context communication tool and Triandis' [26] model of subjective culture to result in the theoretical underpinnings for ICE. They leveraged the works of Trompenaars [27], Holtgraves [15], Hampden-Turner [27], Thomas and Kilman [24], Yamagishi [29], and Bearden, Money and Nevins [4] in creating ICE.

Cultureactive and ICE are web-based products that teach cross-cultural awareness in business settings by focusing on individual cultural profiles which are then compared to national profiles using the LMR constructs. ICE is a collaborative initiative between the Fuqua School of Business, Duke CIBER, Richard Lewis Communications, and Cultureactive.com. Participants analyze personal assessments, team results and national cultural profiles. Commensurate with exploring, expanding and energizing academic globalization, such cross-cultural assessment tools equip academicians and practitioners with **Inter-Cultural and Inter-Disciplinary Communication tools**.

Just as discovery and dissemination, scientists and engineers, managers and technicians, scholarly teaching and good teaching, CultureActive and ICE, reinforce each other- each is pivotal to the other, yet each is different from its pair- in creating a systematic body of knowledge. The evolution from the experientially-based Cultureactive to the theoretically-based ICE is more iterative than it is linear, just as is the relationship between good and scholarly teaching. Communication is key to both good and scholarly teaching, thus when integrating the scholarship of teaching with inter-Cultural and Inter-

Disciplinary variables, the following analogies emerge:

Please see Exhibit 2 in the Appendix.

Academic globalization requires the systematic creation of a knowledge base that is rigorous, reliable and valid. In pursuit of this, CultureActive facilitates a better understanding of culture and communication, employing the LMR framework to analyze individual results.
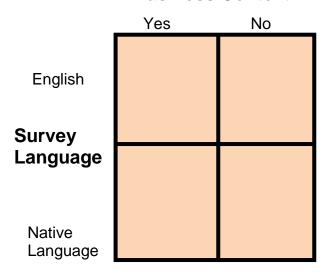
The cross-continent implementation of Cultureactive resulted in two seminal questions: First, whether one's business profession vs. cultural mindset has a more direct effect on individual cultural profiles and leadership/communication/cultural styles. The samples for this work came from several multi-cultural sources: European Fulbright students, Sub-Saharan African entrepreneurs, Duke and Georgia State University MBA and undergraduate business students. It was demonstrated that the universal dichotomy across cultures and disciplines, as measured by the business vs. non-business variable is a more powerful indicator of work habits, negotiating styles, cognitive processes, etc., than is cultural orientation [28].

Regardless of national culture, persons with a predisposition for business were characterized primarily by linear-active modes of leadership/communication/cultural mindsets, and persons with a non-business tendency typically employed less linear-active and more hybrid or linear/multi-active modes of leadership/communication/cultural mindsets. Thus, a business context vs. a non-business context reveals within-

professional similarities and fewer cross-cultural differences.

Second, whether *English* makes a difference. Are participants primed differently when they are surveyed in English vs. their native language? Cross-national studies examine the following two variables and four conditions for cross-cultural similarities and differences:

Business Context

	Yes	No
English		
Native Language		

(Survey Language)

Source: InterCultural Edge (ICE) Research Progress Report
http://www.fuqua.duke.edu/ciber/programs/we_organize/ice/

CONCLUSION

How does this relate to the scholarship of teaching? Having established the dominant within-business similarities and fewer cross-cultural differences, the non-business model resulted in a different yet equally powerful leadership/ communication/ cultural framework. Thus business or non-business predisposition

has a more direct impact on one's individual cultural profile than does nationality, and yet both are important in a world where culture is the final barrier.

Extrapolating from this, to understand that both professions and cultures communicate differently is an experiential, good teaching component. To integrate, apply and publish this knowledge is a theoretical, scholarship of teaching component. Taken together, this enables **Inter-Cultural and Inter-Disciplinary Communication for Academic Globalization.**

Please see Exhibit 3 in the Appendix.

Inspired by the intersection of teaching for passion, learning as the goal, and culture as the final barrier, this paper has explored the scholarship of teaching in the milieu of disciplinary and cultural diversity.
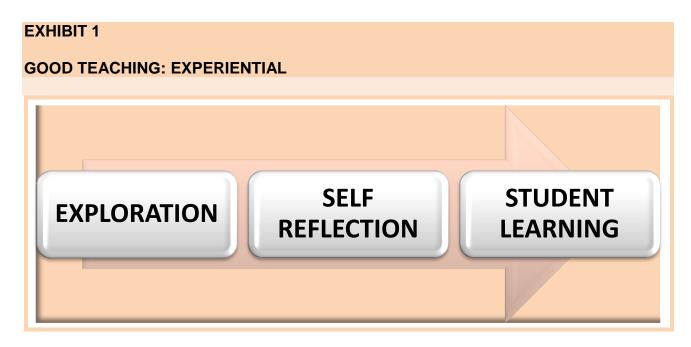
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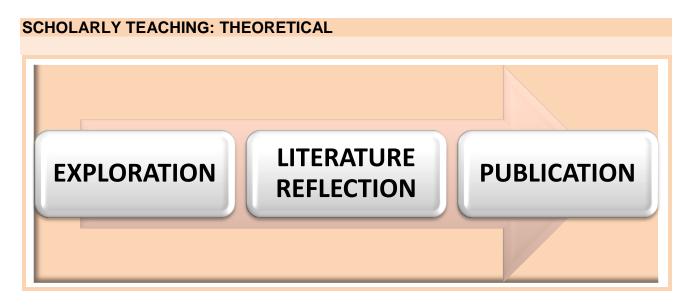
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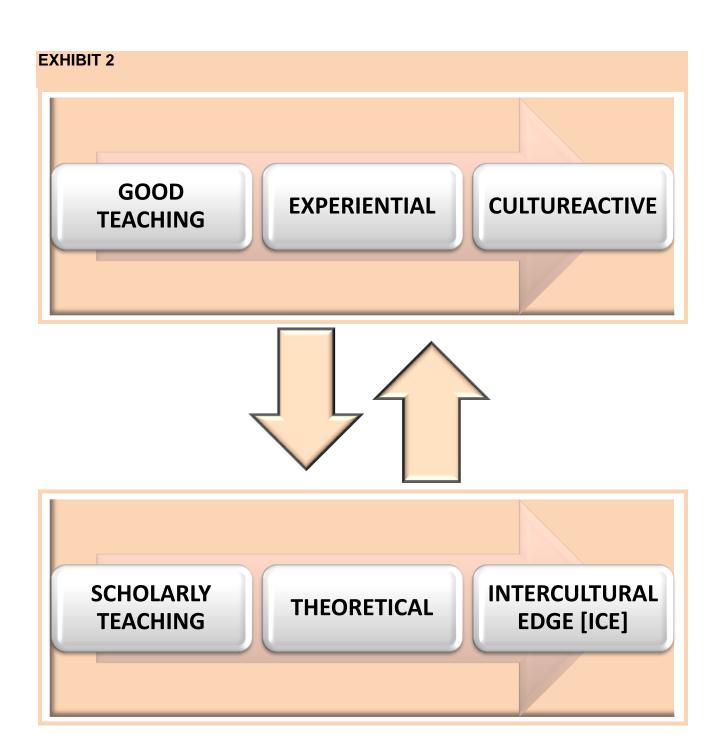
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APPENDIX

GOOD TEACHING: EXPERIENTIAL

| EXPLORATION | SELF REFLECTION | STUDENT LEARNING |

SCHOLARLY TEACHING: THEORETICAL

| EXPLORATION | LITERATURE REFLECTION | PUBLICATION |

EXHIBIT 2

| GOOD TEACHING | EXPERIENTIAL | CULTUREACTIVE |

| SCHOLARLY TEACHING | THEORETICAL | INTERCULTURAL EDGE [ICE] |

EXHIBIT 3
SUMMARY

Scholarship of **DISCOVERY**	• Different Communication Paradigms for Inter-Cultural and Inter-Disciplinary Mindsets
Scholarship of **INTEGRATION**	• Creating a systematic and rigorous body of knowledge from the CultureActive and ICE results
Scholarship of **APPLICATION**	• Application of these results to a diversity of Cultural and Discipline-based groups
Scholarship of **TEACHING**	• Publication of teaching-based research to enable Cross-Cultural and Cross-Disciplinary groups to capitalize upon the collective body of knowledge... and start the cycle anew.