

Education Diplomacy is an evolving and thought-provoking new concept in the education community and a critical component of international work (ACEI, 2012). Research in the area of diplomacy generally has focused on governments, nations, communities, and businesses and their ability to foster communication, mediation, inclusion, and action (Rana, 2011; Stacy, 2009). However, education diplomacy plays a significant and integral role in academic settings where relationships and mentoring matter. However, frequently in academia, there are many distinct cultural and linguistic differences. It is through meaningful and sustainability human interactions of trust, rapport, and cross communication, that chairs can deepen their understanding and work more effectively with faculty. It is through sustained communication and technology, where faculty can examine research questions, method, and analysis.

Within and across cultures, academic chairs and faculty have opportunities to negotiate conflict through shared and collaborative projects, committees, teaching, and research. In all departments, linguistic and cultural differences emerge and afford opportunities for intensive inquiry and diverse perspectives. It is due to these differences and even conflict that many innovations emerge as new ideas. As a chair modeling and mentoring these education diplomacy skills, faculty have more meaningful short and long-term opportunities for collaboration, diverse communication skills, and opportunities to engage in self-reflection, appreciative inquiry, and negotiation. The proposed session will focus on education diplomacy as an essential component of mentoring and partnering with faculty in meaningful ways. The session will explore the diverse dimensions of education diplomacy as it contributes to effective and sustainable relationship building and department effectiveness. These diplomacy skills include 1) human rights and global objectives, 2) appreciative inquiry and faculty collaboration, 3) Education Diplomacy and negotiation in international settings, 4) cross-cultural communication among educators, 5) global ethics in education endeavors, 6) intellectual flexibility, 7) building trust in international partnerships, 8) international mediation, 9) humor in action, 10) reflective practices in action, and 11) inclusivity of partnerships. These skill areas in mentoring are intentional, systemic, and reflective. A “diplomatic” individual is responsive, open, sensitive, and flexible to the changing demographics of communities and through research these characteristics are important attributes.