

THE IEPS INTERNATIONAL EDUCATION FORUM

FOSTERING CONNECTION, COLLABORATION, AND CREATIVE IDEAS

Hyatt Regency Washington on Capitol Hill
February 22-23, 2008

AGENDA

FRIDAY, FEBRUARY 22, 2008

7:00 am – 5:00 pm

REGISTRATION

Please register upon arrival to pick up your conference materials.

Columbia Wall

7:00 am – 6:00 pm

EXHIBIT HALL

View exhibits from institutions and organizations highlighting international education successes and resources.

**Columbia AB and
Columbia Foyer**

7:00 am – 8:00 am

CONTINENTAL BREAKFAST

Enjoy a complimentary continental breakfast and network with colleagues.

Columbia Wall

8:00 am – 8:30 am

WELCOME

U.S. Department of Education

Regency A

8:30 am – 9:30 am

PLENARY SESSION

Ambassador Francis J. Ricciardone, Jr.
Embassy of the United States, Egypt

Regency A

9:30 am – 9:45 am

BREAK

9:45 am – 11:45 am

FRIDAY AM PANEL SESSIONS

International Expertise for U.S. Security Needs

Congressional A

Betsi Shays	U.S. Department of Education
Robert Glew	Michigan State University
Lenora Peters Gant	Office of the Director of National Intelligence
Ambassador Michael Lemmon	National War College
Patrick O'Meara	Indiana University
Robert Slater	National Security Education Program

Moderator
Rapporteur
Panelist
Panelist
Panelist
Panelist

Language Capacity in All Disciplines: Models for Excellence

Yorktown

Kathleen Dillon	University of California - Davis	<i>Moderator</i>
Colette Taddy Hart	Cleveland State University	<i>Rapporteur</i>
John Grandin	University of Rhode Island	<i>Panelist</i>
Scott Koerwer	University of South Carolina	<i>Panelist</i>
Norman Peterson	Montana State University	<i>Panelist</i>
H. Stephen Straight	Binghamton University, SUNY	<i>Panelist</i>
Galal Walker	Ohio State University	<i>Panelist</i>

State – University Partnerships to Enhance International Education in the Schools

Ticonderoga

Vivien Stewart	Asia Society	<i>Moderator</i>
Barbara Brown	Boston University	<i>Rapporteur</i>
Adrienne Edisis	The George Washington University	<i>Panelist</i>
Brenda Welburn	National Association for State Boards of Education	<i>Panelist</i>
Suzanne Wilson	Michigan State University	<i>Panelist</i>

Study Abroad: Measuring Learning Outcomes

Concord / Lexington

Michael Vande Berg	The Council on International Educational Exchange	<i>Moderator</i>
Richard Gaulton	Cornell University	<i>Rapporteur</i>
Darla Deardorff	Association of International Education Administrators	<i>Panelist</i>
Jonathan Gordon	Georgia Institute of Technology	<i>Panelist</i>
Celeste Kinginger	Penn State University	<i>Panelist</i>
Susan Vernon-Gerstenfeld	Worcester Polytechnic Institute	<i>Panelist</i>
Brian Whalen	Forum on Education Abroad	<i>Panelist</i>

Noon – 1:30 pm

KEYNOTE ADDRESS AND LUNCH

David Abney

Chief Operating Officer, UPS and President, UPS Airlines

Regency A

1:45 pm – 3:45 pm

FRIDAY PM PANEL SESSIONS

Assessment of Foreign Language and Area Studies Programs

Congressional A

Madeleine Green	American Council on Education	<i>Moderator</i>
J. Barron Boyd	Le Moyne College	<i>Rapporteur</i>
Caryn McTighe Musil	American Association of Colleges and Universities	<i>Panelist</i>
Christa Olson	American Council on Education	<i>Panelist</i>
Steven Poulos	University of Chicago	<i>Panelist</i>
Michael Vande Berg	The Council on International Educational Exchange	<i>Panelist</i>

Business Needs for Globalization: Responses to National Needs

Yorktown

James Kahn	Washington and Lee University
Melissa Birch	University of Kansas
Mark Ballam	San Diego State University
James Foley	Bradley University
Manuel Serapio	University of Colorado at Denver
Jeffrey Strauss	Northwestern University

Moderator
Rapporteur
Panelist
Panelist
Panelist
Panelist

International Education in K-12 Schools: Effective University – School Partnerships

Ticonderoga

Mark Montgomery	Montgomery Educational Consulting
Deborah Hutton	Indiana University
Anthony Jackson	Asia Society
Valerie McGinley Marshall	Tulane University
Kun Shi	The Ohio State University
Caroline Starbird	University of Denver

Moderator
Rapporteur
Panelist
Panelist
Panelist
Panelist

Title VI and Government Service: Creating a National Pipeline

Concord / Lexington

Scott McGinnis	Defense Language Institute – Washington Office
Frederick Jackson	National Foreign Language Center
Laurel Rasplia Rodd	University of Colorado at Boulder
Tim McManus	Partnership for Public Service
Glenn Nordin	U.S. Department of Defense
Ambassador John O’Keefe	Open World
Jeffrey Robinson	National Virtual Translation Center

Moderator
Rapporteur
Panelist
Panelist
Panelist
Panelist
Panelist

3:45 pm – 4:00 pm

BREAK

4:00 pm – 5:00 pm

PLENARY SESSION

Charles Kolb
 President, Committee for Economic Development

Regency A

SATURDAY, FEBRUARY 23, 2008

8:00 am – 9:00 am

REGISTRATION

If you did not register on Friday, please register upon arrival to pick up your conference materials.

Columbia Wall

8:00 am – 1:00 pm

EXHIBIT HALL

View exhibits from institutions and organizations highlighting international education successes and resources.

Columbia AB and Columbia Foyer

Creating Seamless Articulation K-16: Models of Language Instruction and Best Practice

Regency A

Martha Abbott	American Council on the Teaching of Foreign Languages	<i>Moderator</i>
Catherine Keatley	The George Washington University	<i>Rapporteur</i>
Michael Bacon	Portland Public Schools	<i>Panelist</i>
Kirk Belnap	Brigham Young University	<i>Panelist</i>
Robert Davis, Jr.	Confucius Institute in Chicago	<i>Panelist</i>
Paul Sandrock	Wisconsin Department of Public Instruction	<i>Panelist</i>

Educating the Public: Partnerships Between International Journalists and Educators

Yorktown

Shiva Balaghi	New York University	<i>Moderator</i>
Bayann Hamid	Middle East Research and Information Project	<i>Rapporteur</i>
Patrick Butler	International Center for Journalists	<i>Panelist</i>
Wesley Pippert	University of Missouri	<i>Panelist</i>
Janet Steele	The George Washington University	<i>Panelist</i>

Ensuring High Quality Language Teachers in K-12 Classrooms

Capitol Room A

James Lantolf	Penn State University	<i>Moderator</i>
Gay Satsuma	The University of Hawai'i - Manoa	<i>Rapporteur</i>
Rita Oleksak	Glastonbury School District	<i>Panelist</i>
Paula Patrick	Fairfax County Public Schools	<i>Panelist</i>
Marcia Rosenbusch	Iowa State University	<i>Panelist</i>
Jacque Bott Van Houten	Kentucky Department of Education	<i>Panelist</i>

Increasing Minority Access to International Education and International Careers

Concord / Lexington

David Levin	U.S. Department of State	<i>Moderator</i>
Paul Rausch	The University of Hawai'i	<i>Rapporteur</i>
LaNitra Walker Berger	National Association for Equal Opportunity in Higher Education (NAFEO)	<i>Panelist</i>
Darryl Crompton	United Negro College Fund Special Programs Corporation	<i>Panelist</i>
Badi Foster	Phelps-Stokes Fund	<i>Panelist</i>
Edward Thomas Rowe	University of Denver	<i>Panelist</i>

10:30 am – 10:45 am

BREAK

10:45 am – 12:15 pm

SUMMARY AND WRAP UP

U.S. Department of Education

Regency A

PANEL DESCRIPTIONS

FRIDAY, FEBRUARY 22, 2008: AM PANEL SESSIONS

International Expertise for U.S. Security Needs

This panel provides a forum for government officials and others to discuss useful models for linkages between university centers and government on national security topics. How can universities, and the Title VI/FH programs provide training and expertise to fill security needs? The discussion will move beyond a statement of need, and focus more upon building stronger ties between the Title VI community and security-related government agencies. This will be a practical discussion of effective ways to develop university-government linkages.

Language Capacity in All Disciplines: Models of Excellence

In language education, our goal is to build linguistic proficiency. We also encourage the development of foreign language skills among students in a wide range of academic and professional fields by advancing the concept of teaching “languages across the curriculum”. Yet making language education a priority in some fields, including applied and pure sciences, still proves difficult in some colleges and universities. This panel will identify several models of excellence that foster language proficiency and interdepartmental collaboration in ways that help reach shared goals of linguistic competence, professional preparation, and academic rigor.

State – University Partnerships to Enhance International Education in the Schools

A decade ago, most outreach to schools was a “bottom up” affair, in which teachers and principals sought ways to globalize their classrooms, and called upon university colleagues to assist their efforts. More recently, however, the drive to globalize our public schools has come from state governors, legislatures, and departments of education. This “top-down” influence has a significant impact on how universities develop educational K-20 partnerships. This panel will explore the needs and interests of state departments of education with regard to international education, the reasons for which states are making international education a priority, and the positive and negative impact of No Child Left Behind on international education. Further, the panel will provide suggestions for how to achieve greater university-state collaboration in enhancing international education.

Study Abroad: Measuring Learning Outcomes

International educators find intrinsic value in studying abroad, as do an increasing number of undergraduate and graduate students. There are numerous programs which promote both short- and long-term study abroad experiences. Recently, these programs have come under greater public scrutiny, and more international educators are calling for improved mechanisms for accountability. By what metric may we measure the quality of study abroad programs? What have students learned through their experience abroad? How do we know they have learned it, and to what degree? This panel will move beyond describing the need to evaluate study abroad programs, and will discuss successful evaluation models that focus on learning outcomes.

FRIDAY, FEBRUARY 22, 2008: PM PANEL SESSIONS

Assessment of Foreign Language and Area Studies Programs

One of the most difficult aspects of program management in any field is measuring successes and failures. Program evaluation and assessment of student performance have become much more important aspects of philanthropic giving in the United States, and of course the U.S. Department of Education requires that its IEPS programs evaluate their impact. As noted in the National Academies of Science report on the Title VI/Fulbright-Hays programs, “in determining the effectiveness of a program, one should aim to assess impacts and outcomes or the accomplishment of program or social objectives that can be attributed to the program.” While we might agree upon the goal, we also know that measuring outcomes and impacts is difficult. This panel brings together evaluation experts who discuss models and best practices in evaluation and assessment of our programs.

Business Needs for Globalization: Responses to National Needs

American businesses have excelled at putting creativity and innovation to work. With stiffer competition coming from emerging powerhouses overseas (such as China and India), remaining innovative and creative is critical to keeping the U.S. globally competitive in the coming decades. Our nation's colleges and universities play an integral role in helping maintain our competitiveness by providing an educated workforce trained in understanding the global marketplace. This panel will highlight several successful models in linking international education with the business community. One model focuses on changes in the undergraduate curriculum; another focuses on the needs of local international businesses; and, another focuses on measuring learning outcomes. The goal of the panel is to explore new avenues for cooperation and collaboration between business and academia in ways that will benefit both sides of the partnership.

International Education in K-12 Schools: Effective University – School Partnerships

Effective outreach to schools ought to be measured in terms of its depth and impact on teaching and learning. Interestingly, more and more individual schools around the country are bringing an international focus to curriculum development. This panel will explore the opportunities for university outreach programs to partner with individual schools or groups of schools to bring substantive depth, academic and cultural resources, and programmatic support to teachers, administrators, and students in these schools. Panelists will identify successful school-university partnerships, and point to opportunities for universities to expand these accomplishments.

Title VI and Government Service: Creating a National Pipeline

Senior government officials will discuss current or potential pathways to government service among students who receive direct or indirect benefits from the Title VI and Fulbright-Hays programs. This panel will explore possible incentives or inducements for students who benefit from these programs to provide service to the Federal government in return for specialized training. Suggestions for altering the structure of IEPS grant programs also may be discussed.

SATURDAY, FEBRUARY 23, 2008: AM PANEL SESSIONS

Creating Seamless Articulation K-16: Models of Language Instruction and Best Practice

Why is it that a student may take four years of a foreign language in high school, only to start at the beginning level during their first year of college? This panel will discuss successful models of language instruction that enjoy seamless articulation between our primary, secondary, and tertiary educational systems. The problems of articulation are clear enough. They include the scope and sequencing of courses and learning objectives, awarding of credits, measuring proficiency, and the difficulty of helping students achieve the highest levels of proficiency. The goal of this panel is less to describe the problems than to point toward solutions. In presenting successful models, panelists will show how institutional and bureaucratic obstacles may be overcome, how to implement articulation programs and measure their success, and how to maintain a sharp focus on language proficiency.

Educating the Public: Partnerships Between International Journalists and Educators

Journalists and international educators working cooperatively can enhance the public's understanding of and knowledge about globalization. How can international educators better serve the needs of journalists and, in turn, how can journalists help inform the citizenry better about international programs such as those administered by the U.S. Department of Education's International Education Programs Service? How can international journalists and educators work together to fulfill their social role in a global society? Panel participants will provide answers to these questions and examine creative ways in which journalists and international educators, working side-by-side, can expand programmatic impact, bring a more global perspective to local reporting, and inform the American public about critical international issues.

Ensuring High Quality Language Teachers in K-12 Classrooms

"How do we ensure quality language teachers in our classrooms? Teacher preparedness and content expertise are keys to building language proficiency. And yet school districts find a shortage of high quality language teachers, particularly in the LCTLs. Our panelists, all experts in language teacher education, certification, and professional development, will highlight initiatives that are shaping how language teachers are being prepared for the classroom. These initiatives include teacher training programs at schools of education, changes in state licensing procedures to support K-12 teachers of LCTLs, support for new language teachers to encourage them to stay in the profession, and efforts to recruit qualified teachers from other countries. Panelists will highlight the ways in which language and area studies programs can collaborate and cooperate with state and local education agencies to promote higher quality language teaching in primary and secondary schools.

Increasing Minority Access to International Education and International Careers

Title VI programs share the goal of increasing minority participation in international education. They also aim to ensure that those involved in international careers in the private, public, and non-profit sectors represent the full spectrum of the American people. And yet, minority participation in international education and careers is lower than it might be. What can be done? How can our programs improve access? What are the elements or best practices that are more likely to lead to institutional—and individual—success? Panelists will focus upon successes in recruiting and supporting minorities in international education and career development programs, and point to ways in which higher educational institutions can continue to improve.