

THE IEPS INTERNATIONAL EDUCATION FORUM

FOSTERING CONNECTION, COLLABORATION, AND CREATIVE IDEAS

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

PROGRAM AND ORGANIZATION SUMMARIES

African Studies Center, Boston University

For 30 years the Outreach Program of Boston University's African Studies Center has worked to improve public understanding of Africa. The Outreach Program offers intensive services to K-16 education both locally and nationally through a) leading professional development programs, b) creating curriculum materials, c) consulting for educational publishers, and d) building a comprehensive website and a teachers' resource library. We also work with the media, museums and business.

The American Council on Education (ACE)

The American Council on Education (ACE) is the major coordinating body for higher education, representing all sectors, including public, private, two-year, and four-year institutions.

http://www.acenet.edu/AM/Template.cfm?Section=About_ACE.

Members include over 1600 accredited degree-granting colleges and universities and also 200 higher education-related associations, organizations, foundations and corporations. ACE seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives.

ACE recognizes that global perspectives are critical to solving contemporary problems, ensuring academic excellence, and preparing a world-class workforce. Through its Center for International Initiatives, ACE offers programs and services that enhance internationalization on U.S. campuses and situate U.S. higher education in a global context.

<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/International/index11.htm>.

In addition, ACE works with international partners on higher education issues that have a global impact. The Commission on International Initiatives, an advisory body of ACE member presidents, guides ACE on its work in this area.

ACE's programs and projects identify and disseminate good practices in internationalization and help institutions develop innovative practices to enhance campus internationalization.

<http://www.acenet.edu/AM/Template.cfm?Section=goodPractice>.

ACE works with universities and colleges in a variety of programs to assist them in reviewing and analyzing their existing internationalization initiatives, articulating global learning outcomes and aligning them with international courses and programs, and developing an internationalization plan. ACE also provides consultations and workshops to individual institutions and consortia, and engages colleges and universities in this work through the

Internationalization Collaborative

(<http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/HTMLDisplay.cfm&ContentID=19249>) and the Internationalization Laboratory

(<http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CMHTMLDisplay.cfm&ContentID=17733>), as well as through other projects.

Lessons Learned in Assessing International Learning is an effort that involved six institutions agreeing on international learning outcomes, and developing and using assessment instruments to measure student learning.

http://www.acenet.edu/AM/Template.cfm?Section=inst_networks&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=22820.

This project was made possible by a grant from the US Department of Education's Fund for the Improvement of Postsecondary Education.

The American Council on Education (ACE)

The American Council on Education (ACE) is the major coordinating body for all the nation's higher education institutions. ACE seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives. Counted among its members are approximately 1,800 accredited, degree-granting colleges and universities and higher education-related associations, organizations, and corporations. Founded in 1918, ACE aims to foster greater collaboration and new partnerships within and outside the higher education community to help colleges and universities anticipate and address the challenges of the 21st century and contribute to a stronger nation and a better world. Three key strategic priorities drive ACE's activities: representation as advocate and voice for all of higher education, leadership development to enhance the diversity and capacity of American higher education leaders, and service to colleges, universities, and other higher education and adult learner organizations. ACE's areas of focus include access, success, equity, and diversity; institutional effectiveness; lifelong learning; and internationalization.

American Council on the Teaching of Foreign Languages (ACTFL)

With its mission, *"To provide vision, leadership and support for quality teaching and learning of languages,"* ACTFL is the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction throughout the U.S. ACTFL and its affiliated organizations represent the educators who are committed to building language proficiency from kindergarten students through adult learners. ACTFL provides advocacy, professional development opportunities, resources and opportunities for members to interact and share ideas and experiences.

ACTFL bridges languages and educational levels, convening an assembly of national, regional, and state professional organizations that support language learning. ACTFL strives to provide effective leadership for the improvement of teaching and learning at all levels of instruction in all languages. Its membership includes elementary, secondary, and post-secondary teachers, administrators, specialists, supervisors, researchers, and others concerned with foreign language education. ACTFL accomplishes its mission through programs and projects that range from those influencing educational policies at the national level to those furnishing practical assistance to classroom teachers.

ACTFL is governed by a fifteen-member Executive Council, ten of whom are elected by the membership and five appointed by affiliated regional organizations. Over eighty state, provincial, regional, and national language associations participate in ACTFL's governance and activities through the ACTFL Assembly. The ACTFL staff and permanent consultants provide a wide range of experience and expertise, including teaching experience at all instructional levels in both academic and corporate settings, authoring textbooks and other instructional materials, widely publishing in professional journals and international public speaking.

ACTFL has undertaken numerous projects of national significance and has had considerable impact on the teaching and learning of foreign languages in the United States, including:

- ACTFL Proficiency Guidelines and the ACTFL Oral Proficiency Interview (1986)
- Standards for Foreign Language Learning: Preparing for the 21st Century (1996)
- ACTFL Performance Guidelines for K-12 Learners (1999)
- ACTFL Integrated Performance Assessments (IPA)
- Computer Assisted Screening Tool (CAST) Collaborative
- Foreign Language National Assessment of Educational Progress (NAEP) Collaborative
- Oral Proficiency Interview via computer or OPIc

More information can be found at the ACTFL website www.actfl.org or for language promotion, go to www.DiscoverLanguages.org.

Association of International Education Administrators (AIEA)

The Association of International Education Administrators (AIEA), a membership organization formed in November 1982, is composed of senior-level leaders engaged in advancing the international dimensions of higher education. The purposes of the Association are to:

1. improve and promote international education programming and administration within institutions of higher education,
2. establish and maintain a professional network among senior-level leaders in international education,
3. provide an effective voice on significant issues within international education at all levels,
4. cooperate in appropriate ways with other national and international groups having similar interests.

Seeking Solutions to Common Problems

AIEA gives members opportunities to join forces, exchange ideas, share institutional strategies, and provide an effective voice on matters of public policy. Avenues for addressing common problems and mutual interests include:

- Opportunities for dialogue with colleagues
- A unified voice on specific international legislative issues
- New approaches to international education on campus
- An informed perspective on the development of policy on international education
- Workshops on topics of interest to members
- Professional meetings
- A scholarly journal
- A membership directory
- Consultant referrals
- Other timely publications (print and electronic)

To learn more about AIEA or to become a member, please go to www.aieaworld.org.

Binghamton University, State University of New York

H. Stephen Straight, professor of anthropology and of linguistics and vice provost for undergraduate education and international affairs at Binghamton University, State University of New York, is co-ordinator, with Ellen H. Badger, Director of Binghamton's Office of International Student & Scholar Services, and founding director (1991-99) of Binghamton's FIPSE-supported, award-winning *Languages Across the Curriculum* (LxC) program. Students meet an hour a week in small LxC-supported groups to study materials in multiple languages of relevance to the subject matter of a course that would otherwise include materials only in English. Since 1990, when he published the first-ever piece on languages across the curriculum (LAC) in *The Chronicle of Higher Education*, Straight has worked extensively as an LAC consultant and as a campus proponent of the meaningful use of languages and the inclusion of multilingual and global perspectives throughout the university. His 1998 **ERIC Digest** on LAC (<http://www.ericdigests.org/1999-3/languages.htm>) is the single most reproduced statement on the topic. Straight was the invited keynote speaker for the inaugural Cultures and *Languages Across the Curriculum* conference at the University of Iowa in Fall 2005 and served on the program committee for the Fall 2006 CLAC conference at Portland State University. Straight serves on the advisory board for the Graduate Certificate Program in Languages Across the Curriculum at the University of North Carolina-Chapel Hill, where the third CLAC conference is scheduled to take place in Fall 2008.

During Straight's tenure as Binghamton's vice provost for undergraduate education (since 1999) and international affairs (the first such title at Binghamton, since 2004), the campus has received widespread recognition for its success in "comprehensive internationalization". Most notable among the many citations are participation in the American Council on Education's national *Promising Practices* project, two appearances among the Heiskell Awardees from the Institute of International Education, receipt of the inaugural Senator Paul Simon Award from NAFSA: Association of International Educators, and an award from NASPA for Binghamton's dual-diploma programs with partner universities in Turkey. Most recently, Binghamton's president, Lois B. DeFleur, received the Michael P. Malone Award in International Education from the National Association of State Universities and Land Grant Colleges and the Harold R. McGraw Jr. Prize in Education, which this year specially recognized accomplishments in international education.

Center for Advanced Language Proficiency Education and Research (CALPER), The Pennsylvania State University

As a Title VI Language Resource Center CALPER [Center for Advanced Language Proficiency Education and Research] at Penn State University conducts research to inform foreign language pedagogy, develops language teaching and learning materials and assessment procedures and provides an array of educational opportunities for language professionals.

CALPER's particular focus is to improve the environment of advanced-level foreign language teaching and learning, and assessment. Its specific projects include: *Learning Through Listening Towards Advanced Japanese Proficiency, A Discourse-pragmatic Approach to Advanced Korean, Narrative and Conceptual Proficiency in Advanced Russian, Teaching Advanced Chinese with Authentic Materials, Advanced Language Development and Study Abroad, L2 Pragmatics in Computer-mediated Intercultural Interactions, Project-based Learning and Advanced Proficiency, Technologies for Advanced Foreign Language Proficiency, Dynamic Assessment, Teaching Heritage and Domestic Language Learners in LCTL Courses, Assessing Development of Advanced Proficiency through Learner Corpora.*

Center for Advanced Study of International Development (CASID), Michigan State University

Since 1981, CASID has been designated by the U.S. Department of Education as a comprehensive National Resource Center for Foreign Language and International Studies. Programs and research are focused on a variety of international development topics, including development assistance policy, food and hunger, environment, health, and poverty. CASID's administrative activities cut across the traditional college-department organization by building relationships among social sciences and liberal arts departments, and the applied arts and sciences.

Over 200 MSU faculty members are affiliated with CASID as "core" or "consulting" faculty, linking the Center with more than 50 departments and schools. The Center administrators are guided and supported by the elected CASID Advisory Committee. CASID works with academic units to assure continued availability and quality of curriculum offerings and programs for both undergraduate and graduate students interested in international development. More than 225 courses that contribute to the study of international development are taught throughout the academic year.

CASID provides support for the development and promotion of undergraduate and graduate programs related to international development including the Global and Area Studies undergraduate degree, the International Development Specialization for undergraduates and the Graduate Specialization in International Development.

As part of our mission, CASID assists College of Social Science and other faculty in seeking external funding for cross-unit, cross-disciplinary international development research and project activities for priority areas and themes. CASID also administers the Humphrey Fellowship Program at MSU and the campus Peace Corps recruiting office.

The Center for Language Acquisition (CLA), The Pennsylvania State University

The Center for Language Acquisition (CLA) is a research unit in the College of Liberal Arts at The Pennsylvania State University. It is charged with carrying out and supporting broad-based research on the teaching, learning, and assessment of foreign and second languages. In collaboration with the various foreign and second language-teaching components of the College the Center also develops and implements pedagogies grounded in the most recent advances in technology. For information see: <http://language.la.psu.edu/index.php/>

CLA research activities include establishment and direction of The Center for Advanced Language Proficiency Education and Research (CALPER), one of fifteen Title VI Language Resource Centers (LRCs) in the United States which are funded by the U.S. Department of Education. Congruent with the charge of the LRCs, CALPER conducts research to inform foreign language pedagogy, it develops language teaching and learning materials and assessment procedures and it provides an array of educational opportunities for language professionals. CALPER's particular focus is to improve the environment of advanced-level foreign language teaching, learning, and assessment. For information see: <http://calper.la.psu.edu/index.php>

The Center for Southeast Asian Studies (CSEAS), School of Pacific and Asian Studies (SPAS), The University of Hawai‘i at MAnoa

The University of Hawai‘i (UH) is a state land-grant institution located in Honolulu, a major city with a population nearing one million. The University's commitment to Asian studies in Hawai‘i is evident in the institution's status as the only Minority Serving Institution (MSI) with a focus on Asia and the Pacific in the US. The Center for Southeast Asian Studies (CSEAS) is situated in the Asian Studies Program in the School of Pacific and Asian Studies (SPAS). It serves as a coordinating unit for many of the system-wide programs focusing on Southeast Asia, while directing a substantial portion of its resources to the development of language and area studies educational materials.

The CSEAS outreach program oversees conferences, public lectures, visiting scholar/researcher visits, and special course development. The CSEAS also supports a growing film studies program, including the first Southeast Asian film subtitling course in the country. Since 1997, the outreach program has emphasized mentoring faculties from other minority-serving colleges and universities in issues related to Southeast Asian studies.

The Center for the Study of Global Change, Indiana University

The Center for the Study of Global Change has embraced three major challenges: to contribute to the comprehensive internationalization of Indiana University; to promote wider analysis and innovative thinking about global issues by extending the intellectual reach of Indiana University regionally, nationally, and internationally; and to create a supportive environment for innovations in teaching and research in global studies.

The Center for the Study of Global Change maintains a strong commitment to interdisciplinary study and research, as it has consciously followed a policy of encouraging the crossing of academic disciplinary boundaries. Our educational programs and research encompass various topics of global importance, including the effects of fundamental societal transformation, the impact of power on social and political life, human rights, sustainable development, and the growing influence of nationalism and social movements on cultural identity.

The Global Center is also engaged in a systematic and sustained effort at infusing global perspectives in undergraduate, graduate, and K-12 teaching. As a U.S. Department of Education International Studies Title VI National Resource Center, the Center for the Study of Global Change has aptly demonstrated the benefits of collaboration through our successful curricular, research, and outreach programs, including the *Global Studies Ph.D. Minor*, the annual *International Studies Summer Institute*, *Faculty Study Groups*, *Visiting Scholars-in-Residence*, *Faculty Curriculum Development Grants* and *Technological Innovation in International Studies* projects, as well as a wide range of conferences, exhibits, and other events that explore and provide education on issues of global significance.

Cornell Abroad, Cornell University

Cornell University was founded in 1865 in Ithaca, New York by Ezra Cornell with the motto, “I would found an institution where any person can find instruction in any study.” Cornell is unique in that it contains both private and state-supported colleges at the undergraduate and graduate level. Cornell is the land-grant institution of New York State, a private endowed university, a member of the Ivy League/Ancient Eight, and a partner of the State University of New York. Seven undergraduate colleges enroll a total of about 13,500 students; graduate and professional enrollment totals 7,000 students.

Cornell Abroad is the undergraduate study abroad office for the university, sending about 500 students abroad each year for a semester or academic year of study in other countries. Although about 700 additional Cornell undergraduate and graduate students study abroad under the auspices of other units across the campus, Cornell Abroad remains the university's largest single administrative office for international study.

The Council on International Educational Exchange (CIEE)

CIEE: The Council on International Educational Exchange is the leading U.S. non-governmental international education organization. CIEE creates and administers programs that allow university and high school students and educators to study and teach abroad. Into the chilly postwar world of 1947, CIEE launched the next generation of study abroad programs, the first since they had been suspended during World War II. Senators and scholars worried about how to increase international understanding and establish trust between nations. As soon as there was enough capacity aboard trans-Atlantic ships to carry students, CIEE programs began teaching.

Today, CIEE is composed of three interrelated but operationally independent entities based in Portland, Maine; Boston, Massachusetts; and Tokyo, Japan. CIEE's Academic Consortium consists of nearly 200 colleges and universities, and membership continues to grow. CIEE administers 108 study abroad programs in over 33 host countries and teaching programs in Chile, China, Spain, and Thailand. Educators can participate in 26 summer seminars in 29 countries.

The *Trainee Program* – a category of the J-1 Visa – constitutes one of CIEE's core areas of competency. During its nearly 20 years as administrator of this program, CIEE has supported more than 50,000 participants in their endeavor to expand their knowledge and skills and to enhance their professional qualifications. The knowledge and experience accumulated over this time, along with an enduring commitment to quality, has allowed CIEE to remain the largest sponsor in this category and an overall leader in program administration.

CIEE's *Work & Travel USA Program* makes it possible for international students to explore life in the United States. The program is designed so that overseas students can become more than tourists, experiencing life in the U.S. firsthand by working alongside U.S. citizens in temporary employment. CIEE has been designated by the U.S. State Department to administer this J-1 visa program since 1969.

The Defense Language Institute-Washington Office (DLI-W)

The Defense Language Institute Washington Office is located in Crystal City, Arlington, Virginia.

DLI-Washington has three primary functions:

1. Administer the *Contract Foreign Language Training Program (CFLTP)*, providing full-time resident instruction for military linguists in low enrollment languages, for all Defense Attaché System (DAS) personnel, and for other language training requirements which cannot be met through regularly scheduled courses at the Defense Language Institute Foreign Language Center (DLIFLC) at the Presidio of Monterey, California.
2. Represent the Commandant, DLIFLC in the National Capital Region, acting as his liaison to DoD and other government agencies, as well as to academic organizations.
3. Provide training and certification for presidential translators who serve the Washington-Moscow Direct Communications Link (MOLINK).

Training is conducted through the Foreign Service Institute (FSI) of the Department of State, and at five commercial foreign language schools in the metropolitan Washington, DC area.

East Asia Programs, University of Hawai'i at MAnoa

The *East Asia* (EA) programs at UHM are coordinated through the Centers for Chinese (CCS), Japanese (CJS) and Korean (CKS) Studies in the School of Pacific and Asian Studies which oversees interdisciplinary certificate and degree programs in Asian Studies. The three EA Centers form the East Asia Council (EAC), whose mission is to 1) direct the EA component of university-wide degree programs, 2) coordinate the acquisition and use of resources, and 3) develop transnational EA projects and proposals. The EAC administers the NRCEA. The EA resources include 133 faculty and 420 EA courses across 25 academic units and 7 professional schools. Of those courses, 168 are language courses (Chinese, Taiwanese, Cantonese, Japanese, and Korean), and enroll approximately 3,900 students each year. The Asia Library Collection is one of the nation's strongest in EA material, particularly in SE China, Taiwan, the Ryukyus, and 20th century Korea. UHM's location in a state with a population of 47% Asian

ancestry (the highest in the nation) makes outreach a priority. The NRCEA magnifies its effectiveness by working in cooperation with other units, such as UHM's Curriculum Research and Development Group to sponsor workshops for teachers, produce textbooks, and present in-school programs for K-12. The NRCEA also collaborates with the East-West Center and the Department of Defense's Asia-Pacific Security Center for Security Studies (APCSS) on conferences and symposia.

Fairfax County Public Schools

Paula Patrick has spent a remarkable 26 years as an educator in northern Virginia. She taught all levels of German for Fairfax County Public Schools (FCPS) before becoming an administrator. Over her career, she participated in numerous curriculum writing projects, served on advisory committees as well as task forces, and presented at numerous conference workshops and seminars. Ms. Patrick recently authored a handbook entitled, **The Keys to the Classroom ... A basic manual to help new language teachers find their way**, which has been published by American Council on the Teaching of Foreign Languages (ACTFL). This 96-page book is designed to provide new teachers and those preparing to enter the profession with the guidance and confidence they need to launch their careers successfully.

As foreign language coordinator for Fairfax County Public Schools, the thirteenth largest school system in the U.S., Ms. Patrick oversees K-12 foreign language programs in 11 languages which include two-way immersion kindergarten programs, an extensive elementary partial-immersion program in four languages at 13 sites, *Foreign Language in the Elementary School* (FLES) programs at 25 sites, and 50 middle and high school programs that offer over 100 course offerings, including AP and IB courses. Ms. Patrick was instrumental in guiding the FCPS School Board to adopt a strategic goal of having *all* of its students to graduate with proficiency in one or more languages in addition to English in order to ensure that they have an advantage in today's society. To achieve this lofty goal, the Board has approved implementing foreign language in all 137 elementary schools over the next seven years.

Fairfax County is also a recipient of a three year *Foreign Language Assistance Program* (FLAP) grant which totals around \$622,000. The FLAP grant will address the need of studying the critical needs languages of Chinese and Arabic to ensure the students are even better prepared to "understand the people who will help define the 21st Century." FCPS is using the grant funds for the following projects:

- Continue developing the virtual Chinese course in levels 2-AP, to give more students the opportunity to learn Chinese, not just in Fairfax County but throughout the Commonwealth of Virginia.
- Develop an electronic classroom to broadcast Arabic courses for middle and high school students at schools that do not offer these languages.
- Continue expanding Chinese and Arabic programs at the elementary, middle and high school levels.
- Partner with Georgetown University and George Mason University for student mentoring, seminars, guest speakers, and summer language camps and workshops.
- Develop an electronic portfolio for students in grades 1-12.
- Give teachers of Arabic and Chinese the opportunity to study abroad to enhance instruction in grades 1-12.

Effective communication is one important component of preparing FCPS students with the twenty-first century skills they need to be successful members of today's global society. To prepare students to become competitive in the global economy and to better understand perspectives of diverse societies around the world, effective communication includes being able to communicate in more than one language. Ms. Patrick is fortunate to have a School Board with vision and a Division Superintendent that understand what it takes to have a world class school system.

The Forum on Education Abroad

Located on the campus of Dickinson College in Carlisle, Pennsylvania, The Forum on Education Abroad is the only organization whose exclusive purpose it is to serve the field of education abroad. Recognized by the US Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for education abroad, the Forum's Standards of Good Practice are recognized as the definitive means by which the quality of education abroad programs may be judged. The Forum's Quality Improvement Program for Education Abroad (QUIP) uses the Standards as part of a rigorous self-study and peer review quality assurance program that is available to all Forum institutional members.

Forum members include US colleges and universities, overseas institutions, consortia, agencies, and provider organizations. The Forum focuses on developing and implementing standards of good practice, encouraging and supporting research initiatives, and offering educational programs and resources to its members. Its mission is to help to improve education abroad programs to benefit the students that participate in them. It is achieving this goal by establishing standards of good practice, improving study abroad curricula, and by developing effective data collection and outcomes assessment methodologies, all to advocate for high quality education abroad programs.

The Forum's web site contains many resources for both the public and its membership: www.forumea.org

The Glastonbury School District

Using a K-12 foreign language sequence to promote excellence. The Glastonbury School District in Connecticut has long promoted language study, beginning with a 1-8 language requirement and is celebrating its 50th Anniversary of FLES this year. Ninety-three percent of students study at least one foreign language, and 30 percent study more than one. The foreign language curriculum is thematic and interdisciplinary, integrating both foreign language and world history standards.

All high school students take a one semester history course on a non-Western geographic/cultural region and a civics/current issues course that includes international content. The school district's reputation for languages and international studies is a major draw for families moving to the area.

Governing in the Global Age (1999-2006), Elliott School of International Affairs, The George Washington University

The George Washington University Elliott School of International Affairs' *Governing in the Global Age* educational fellowship program brought over 400 state, city, and county elected and senior government officials from 48 states to Washington, D.C., to learn about globalization and its implications for states and cities. State bi-partisan delegations to the program included state legislators, cabinet-level officials, mayors, education policy leaders, and teachers.

Topics taught included how legal and policy issues related to the WTO and trade agreements affect states, the constitutionality of state "foreign policies," trends in the international financial system, outsourcing and international competitiveness, state international economic strategies, and education for a competitive and interdependent world. Speakers included academics from The George Washington University and other universities, scholars from think tanks and associations, state and local practitioners, and previous attendees to *Governing in the Global Age*. In addition to formal learning experiences, state leaders also had the opportunity to engage in exchange regarding their challenges and successes in trade and investment promotion, international education, and other state and local programs to confront challenges and opportunities of globalization. *Governing in the Global Age*, which ran from 1999-2006 and educated delegations from 48 states, was funded by a grant from the U.S. Department of Education and corporate sponsorships.

The Elliott School of International Affairs at The George Washington University is one of America's leading professional schools of international affairs. Located four blocks from the White House, The George Washington University is the largest institution of higher education in the nation's capital, with a diverse population of 20,000 undergraduate, graduate and professional students from all 50 states, the District of Columbia, and 120 countries.

Institute for International Public Policy (IIPP) Fellowship Program, United Negro College Fund Special Programs Corporation (UNCFSP)

The *Institute for International Public Policy* (IIPP) Fellowship Program, a program of the UNCF Special Programs Corporation (UNCFSP), seeks to enhance U.S. national security and global competitiveness by promoting excellence, international service, and awareness among a representative cross-section of the American citizenry. Now entering its 14th year, the IIPP Fellowship Program provides students from underrepresented minority groups with education and training experiences critical to entry and advancement in international affairs careers. IIPP is a comprehensive integrated program of summer policy institutes, study abroad, intensive language training, internships, graduate study and student services, including, mentoring and career development. Additionally, the program provides students with the education and training needed to enter successfully, advance within, and lead international affairs careers. IIPP was established in 1994 with a multi-year grant from the U.S. Department of Education, awarded pursuant to Title VI, Part C, section 621 of the Higher Education Act. The grant represented a direct response to the identified national need to create a more diverse talent pool of well-trained, language-proficient professionals from which U.S. international affairs agencies and organizations could draw highly qualified personnel.

The Interagency Language Roundtable

The Interagency Language Roundtable (ILR) is an unfunded federal organization. It is where government employees interested in foreign languages can come together with counterparts inside and outside government to discuss and share information and address concerns. The ILR meets monthly from September to June each year, and its members also communicate with each other through the ILR email list. In addition, the ILR has sponsored full-day Showcases in 2003, 2005 and 2007.

The mission of the ILR is as follows:

The Interagency Language Roundtable is an unfunded Federal interagency organization established for the coordination and sharing of information about foreign language-related activities at the Federal level. It serves as the premier way for departments and agencies of the Federal government to keep abreast of the progress and implementation of techniques and technology for language learning, language use, language testing and other language-related activities. Participation in the ILR provides organizations and individuals with: (1) an assured channel of communication and cooperation among agencies that have common interests in foreign language use, training and testing; (2) a centralized forum for the dissemination of language-related information across the government; and (3) a working network for the mutual sharing of ideas, information and materials among organizations in government, the academic community, and the private sector.

The International Career Advancement Program (ICAP)

The *International Career Advancement Program* (ICAP) is a leadership program for mid-career professionals from groups underrepresented in US leadership positions in international affairs. ICAP was established in 1997 and is sponsored by the Graduate School of International Studies, University of Denver, and the Aspen Institute.

The purpose of ICAP is to help bring higher quality and greater diversity to the staffing of senior management and policy-making positions in international careers in the US, both governmental and private. The aim is to assist highly promising mid-career professionals advance to more senior positions in international affairs.

About twenty-five participants are selected each year from applicants normally numbering over 120. They are to:

- Be US citizens or permanent residents
- Be professionals with 3 to 15 years of working experience
- Have demonstrated accomplishments in international affairs
- Have credentials and achievements that indicate potential for the highest levels of administration and policy-making
- Have demonstrated a commitment to diversity and to mentoring others

ICAP brings together these highly promising professionals with senior officials and policy-makers, faculty, career advisors and staff to spend one week in Aspen, Colorado, discussing:

- Major international issues to be faced during the next decade
- The credentials and experiences normally sought for senior appointments
- Common career patterns of those achieving senior positions
- The importance of diversity if US interest are to be served adequately
- Career issues or problems and how they can be addressed
- Programs and policies designed to increase diversity at senior levels
- Their own career objectives and how to achieve them

The week in Aspen is then followed by a series of additional activities designed to ensure that the bonds established there continue, that ICAP alumni provide a strong and informative mutual support group, that the alumni mentor those junior to them in international careers and that the mentoring relationships with senior officials continue.

The International Center for Journalists (ICFJ)

The International Center for Journalists, a non-profit, professional organization, promotes quality journalism worldwide in the belief that independent, vigorous media are crucial in improving the human condition.

Since 1984, the International Center for Journalists has worked directly with more than 40,000 journalists from 176 countries. Aiming to raise the standards of journalism, ICFJ offers hands-on training, workshops, seminars, fellowships and international exchanges to reporters and media managers around the globe.

Our Goals:

Make an Impact

Our practical, hands-on programs guide reporters and editors around the world to produce reliable, high-quality coverage that enriches the lives of the people these journalists serve. We empower journalists to do their jobs more effectively. We help build professionalism and lay the foundation for independent media, encouraging positive systemic change that resonates long after the training has ended.

Lead in digital training

ICFJ works across the media spectrum - print, radio, television and, increasingly, online - incorporating digital news into every possible program. Our IJNet.org Web site, published in five languages, is the go-to resource for international journalists to learn about training and networking opportunities. We are launching distance-learning courses for journalists we cannot reach in person. We are providing online educational tools, including a blogger's guide. And we are launching digital training centers around the world to meet a growing demand.

Focus on specialty journalism

ICFJ believes that better journalism can improve people's lives. We are training health journalists to provide accurate and balanced information that will help the public and policymakers stop the spread of killer disease. We are giving journalists the scientific know-how and resources to cover environmental issues, so that they can help their countries achieve sustainable economic growth without sacrificing natural resources and beauty. And we are providing in-depth training to business reporters, who can make markets more transparent and public officials and corporate executives more accountable.

Above all, ICFJ stands for advancing quality journalism worldwide.

International Engineering Program (IEP), University of Rhode Island

The *International Engineering Program (IEP)* at the University of Rhode Island is a five-year undergraduate curriculum through which students simultaneously complete degrees in both German, French, Spanish, or Chinese (Bachelor of Arts), and one of the engineering disciplines (Bachelor of Science). IEP students spend the fourth year of their program abroad, completing one semester of engineering and language/culture study at a partner university and a six-month professional engineering internship with a partner company. The IEP has been welcomed by global business and industry as highly appropriate training for the global workplace, and the program has grown in numbers, with a current enrollment of approximately 225 students, or 20% of the undergraduate engineering enrollment at URI. The IEP has also expanded to the graduate level, enabling both German and American students to complete simultaneous masters-level and/or doctoral degrees at URI and the Technische Universität Braunschweig. The IEP is a firmly rooted program at the University of Rhode Island, having just celebrated its 20th anniversary.

International Studies Schools Association (ISSA), University of Denver Graduate School of International Studies

The ISSA is a national organization of elementary and secondary school educators from across the U.S., as well as from Mexico, and Canada. The ISSA is part of the University of Denver Graduate School of International Studies. The purpose of the ISSA is to promote international studies at the K-12 level by providing a hub of information exchange on K-12 global studies programs.

The ISSA is an open organization that encompasses the wide range of schools and other groups dedicated to increasing global awareness in the curriculum. Our diverse membership is made up of public and independent schools, non-profit and for-profit organizations, university centers and government agencies. Through this diversity of membership comes our strength of bringing our members together to share ideas, practices and resources that have a high practical value to district superintendents, curriculum supervisors, and teachers in the classroom. Our current focus is on guiding schools in utilizing technology to connect students to peers around the world.

The first ISSA conference was held in 2001. Over the years the ISSA Conference has grown significantly as educators acknowledge the need to prepare students for a global economy. These conferences are an opportunity for educators to:

- Learn from academic experts about history, culture, and contemporary issues in each region of the world
- Explore themes in global and international studies (e.g., global health, clean water, democracy, terrorism, the global marketplace, climate change, human rights, etc.)
- Share problems and solutions to creating/supporting a global studies program with colleagues from across the country
- Focus on ways to include international perspectives in every school discipline, including math, science, language arts, and more
- Observe local schools with strong global studies programs
- Network and share information about innovative programs in their schools
- Learn about great resources and organizations that can assist in their goals of globalizing the curriculum

Underlying the ISSA is the basic notion that by providing teachers with a depth of knowledge about a world region, a global issue, and best practices for teaching about these international issues, the educators in turn are better able to pass on that knowledge and curiosity to their students. For more information on the ISSA, see www.intlschools.org.

International Studies Schools Network, Asia Society

Since 2003, Asia Society has worked in partnership with school districts and charter authorities to create the International Studies School Network (ISSN), a national network of design-driven schools that are achieving success in attaining their core mission: to develop college ready, globally competent high school graduates. The ISSN was launched in 2003 with the help of an initial grant from the Bill & Melinda Gated Foundation of \$7.5 million. Since then, Asia Society has partnered with school districts and charter authorities in New York City, Los Angeles, Houston,

Charlotte, and Denver to bring its innovative curriculum to over two thousand students in underserved urban communities.

ISSN schools seek to prepare students in diverse, low-income communities for success in the global economy with a rigorous education steeped in international studies and world languages. ISSN schools instill these values in highly supportive learning environments that help promote educational excellence for every student. Some ISSN schools start in grades 6, others in grade 9. They share a curriculum that incorporates a global focus across all subject areas. Students study one or more world language (including Asian languages) and make connections with schools and students around the world through technology link-ups in the classroom. The experience extends beyond the classroom to internships and community service at internationally oriented organizations, as well as international travel and exchanges, giving students an education that is highly relevant to their real-world interests and career goals.

ISSN schools have already shown results in raising academic achievement in traditionally disadvantaged communities. For example, in this past school year, 10th graders at the Vaughn International Studies Academy in Los Angeles, scored 92 percent proficient in English/Language Arts compared with 59 percent in a comparison local school; and 82 percent proficient in math compared with 60 percent in the comparison school on California's high school exit exam. Between 2004 and 2006, ISSN schools outperformed local schools with similar demographic profiles in the vast majority of comparisons across core subject areas, according to the Consortium for Education Policy Research.

K-12 Chinese Flagship Program, The Ohio State University

The Ohio State University (OSU) K-12 Chinese Flagship Program is a part of the OSU Chinese Flagship funded by the *National Security Education Program*. The program goal is to build the infrastructure for Ohio schools to establish successful language programs leading to solid communication skills in Mandarin Chinese. The program is developing partnerships in Ohio and beyond to achieve objectives that include the following:

- Developing performance-based curriculum;
- Providing teacher support and ongoing professional development; and
- Creating a technology support system with effective Chinese language programs.

The *OSU K-12 Chinese Flagship Program* works closely with the Ohio Department of Education (ODE) in many areas, including co-hosting two statewide conferences on K-12 Chinese in December 2006 and 2007. Because of the joint efforts of schools/districts, the *OSU K-12 Chinese Flagship Program* and ODE, Ohio schools have witnessed a phenomenal growth in Chinese language programs. According to an OSU survey, the number of Ohio schools/districts offering Chinese language has increased from 17 in 2006-07 to 48 in this school year. Meanwhile, the number of students enrolled in Chinese increased from 777 in 2006-07 to more than 2,000 in the current school year (not including those in exploration programs).

The *OSU K-12 Chinese Flagship Program* is interested in supporting any Ohio school that is operating or plans to start a Chinese language program. It is building partnerships with selected schools in the 2007-08 school year to create model programs in Ohio, and then expanding to more schools in the following years. The ultimate goal of the program is to help more Ohio students to be proficient in Chinese language and knowledgeable about the Chinese culture. This will not only broaden the students' career possibilities and benefit Ohio's economy, but also improve our national security and international relations. For more information about the program and K-12 Chinese in Ohio, please visit <http://k12chineseflagship.osu.edu>.

Le Moyne College Center for Peace and Global Studies

The Le Moyne College Center for Peace and Global Studies was established in 2002 with a US Department of Education, Undergraduate International Studies and Foreign Language (UISFL) grant. The Center's primary purpose is to link the educational process at Le Moyne with discussions of ethics, values and global issues. By developing a major in Peace and Global Studies, expanding study abroad opportunities for students, enhancing language study and organizing a speakers' program, the center aims to improve the understanding of the complex issues of today's global environment. The center hosts community and faculty forums throughout the year to discuss and debate international political and social issues.

Middle East Research and Information Project (MERIP)

MERIP is a non-profit, non-governmental organization based in Washington, DC that aims to provide news and perspectives about the Middle East not available from mainstream news sources.

Understanding of the Middle East in the United States and Europe is limited and plagued by stereotypes and misconceptions. MERIP successfully addresses these limitations by addressing a broad range of social, political and cultural issues, and by soliciting writings and views from authors from the Middle East not often read in the West.

MERIP's main activities are the publication of the award-winning quarterly, *Middle East Report* and outreach to news media.

Middle East Report provides news and perspectives about the Middle East not available from mainstream news sources. The magazine has developed a reputation for independent analysis of events and developments in the Middle East.

MERIP's *Media Outreach Program* works with journalists and scholars to make more widely accessible an informed and nuanced perspective on the countries of the Middle East. Since 2006, in cooperation with the Hagop Kevorkian Center for Near Eastern Studies at New York University, MERIP has maintained Middle East Desk, an online gateway for journalists to progressive analysis and commentary on important Middle East stories. MERIP and its network of associates provide the print and electronic media with interviews on a wide range of topics.

Nance College of Business Administration, Cleveland State University

In this era of globalization, the marketplace demands a business community with a global mindset, a continuous stream of qualified workers entering the job market, and easily assessable resources to assist businesses in making sound global business decisions. Recognizing this, the Nance College of Business has committed itself to creating a global business program that will provide innovative educational programs, research and business services. With more than 3,200 current students and over 16,000 alumni, the Nance College of Business Administration ranks among the largest in Ohio. The College is accredited by AACSB International.

Nance Mission Statement

Driving the global significance, economic vitality, and sustainability of the Northeast Ohio region through business education, research innovation, leadership, and collaboration.

NASBITE International

NASBITE International is a non-profit association of colleges, universities, Small Business Development Centers, and International Trade Centers with a mission to advance the practice of global business. Founded over 20 years ago, the organization is best known for its annual conference offering professional development for international trade educators. In 2001, the organization began a five-year effort to create a nationally recognized credential (professional qualification) in international trade. With funding from the U.S. Dept. of Education Title VIB program, the project was completed in 2005. Subsequently nearly 300 individuals, including students, have been certified. Institutions of higher education are currently aligning their curricula to the CGBP standard, many with funding from USDOE. As part of this forum, we will discuss the impact the CGBP is having on college curricula, faculty and student needs, and business involvement.

National Association for Equal Opportunity in Higher Education (NAFEO)

NAFEO was founded in 1969 by a group of HBCU presidents as the professional association of the presidents and chancellors of the nation's historically and predominantly black colleges and universities. NAFEO represents approximately 500,000 students and their families. NAFEO member institutions are public and private, 2- and 4-year, community, regional, national and international comprehensive research institutions, located in twenty-five states, the District of Columbia, the Virgin Islands and Brazil.

The mission of NAFEO is as follows: to champion the interests of historically black colleges and universities (HBCUs) and predominantly black institutions (PBIs) with the executive, legislative, regulatory and judicial branches of federal and state government and with corporations, foundations, associations and non-governmental organizations; to provide services to NAFEO members; to build the capacity of HBCUs, their executives, administrators, faculty, staff and students; and to serve as an international voice and advocate for the preservation and enhancement of historically and predominantly black colleges and universities and for blacks in higher education.

National Defense University (NDU)

Under the direction of the Chairman of the Joint Chiefs of Staff, the National Defense University is the country's premier center for joint professional military education, providing an educational and research environment to prepare future leaders of the armed services, State Department, other U.S. government agencies, and other nations for high-level policy, command, and staff responsibilities.

NDU is an internationally recognized and accredited graduate-level university with four colleges, one school, and 15 centers of excellence focused on education, research, and outreach in national security matters. With campuses in Washington, D.C., and Norfolk, VA, the University's reach and influence extends to U.S. and international constituents with students from more than 60 countries worldwide attending annually.

The four colleges and one school are the Industrial College of the Armed Forces (ICAF), Information Resources Management College (IRMC), Joint Forces Staff College (JFSC), National War College (NWC), and the School for National Security Executive Education (SNSEE). The research centers are the Institute for National Strategic Studies, Center for Technology and National Security Policy, and Center for the Study of Weapons of Mass Destruction. Other programs are the National Security Gaming Center; Interagency Transformation, Education, and Analyses Program; and Secretary of Defense Strategic Policy Forum for Members of Congress and Senior Executive Branch officials. Special components are Capstone/Pinnacle/Keystone, Center for Strategic Communications, Joint Reserve Affairs Office, NATO Staff Officer Orientation Course, International Student Management Office, National Security Education Program, and the Secretary of Defense Corporate Fellows Program. Masters degrees are awarded to students who complete studies at ICAF, NWC, JFSC, or SNSEE.

The National Foreign Language Center (NFLC), University of Maryland

The National Foreign Language Center (NFLC) is a research institute of the University of Maryland that works to define current and future language needs of the nation and helps build capacity to meet those needs. The mission of the Center is to be of service to:

- Policy makers at the federal, state, and local levels
- Foundations and NGOs with interest in language issues
- Educational leaders and teachers in our schools, colleges, and universities
- Language program managers in academe as well as in federal agencies
- Federal offices and agencies with language responsibilities
- The ethnic heritage communities in the United States, their leaders, school principals, and teachers
- Private sector enterprises needing and providing language personnel, services, and tools
- Foreign government language offices working in the United States

Founded in the mid-1980s, the NFLC published a paper in 1993, entitled "National Strategic Planning in the Less Commonly Taught Languages" by Richard Brecht and Ronald Walton about the need for a revolution in foreign language learning in the United States. The paper called for a shift away from the almost exclusive focus on Western European languages in the nation's schools to a new policy emphasizing the development of substantive capacity in languages less commonly taught in the U.S., such as Arabic, Chinese, African languages, and other Asian languages, among others. Less than five years after the fall of the Berlin Wall and almost a decade before the horrific attacks of 9/11, the authors called for the construction of a foreign language "architecture" in the United States that reflected new

non-Eurocentric geopolitical exigencies: exigencies which the United States, the authors argued, could ill afford to ignore.

By the fall of 2001, events brought heightened urgency to the need for a new focus on the teaching of languages long neglected in the U.S. These events had a direct impact on the trajectory of certain NFLC projects. Specifically, about this time NFLC received a federal grant to provide direct on-line instruction in the form of "[LangNet](#)", a massive web-based foreign language training system which provides students with increasingly sophisticated lessons, or "learning objects," based on original, foreign language materials (articles, addresses, reports, and audio clips). [LangNet](#) has since grown to include 4,500 instructional hours in some 33 languages. In the relatively brief period of its existence, LangNet has become one of the U.S. government's premier resources for foreign language training and maintenance.

Through research, collaborations, consultations, and projects, the staff and the fellows of NFLC are dedicated to improving the nation's ability to understand and communicate with people around the world and to manage the unprecedented flow of information resulting from globalization.

The National Heritage Language Resource Center

The National Heritage Language Resource Center was established in 2006 by the U.S. Department of Education.

The Center's work focuses on developing effective pedagogical approaches to teaching heritage language learners, first by creating a research base and then by pursuing curriculum design, materials development, and teacher education. The Center offered the first heritage research institute in 2007; the next one is scheduled for June 2008. A workshop on heritage language communities will take place in May 2008.

The National K-12 Foreign Language Resource Center (NFLRC), Iowa State University

The mission of the National K-12 Foreign Language Resource Center (NFLRC) at Iowa State University (ISU) is to improve the nation's capacity for teaching and learning languages at all levels by building a strong foundation in elementary and secondary schools. Empowering the NFLRC's work are collaborative efforts among the Departments of Curriculum and Instruction and World Languages and Cultures at ISU; the Center for Applied Linguistics (CAL) in Washington, DC; leaders of national language organizations and state departments of education; and teachers from kindergarten through grade twelve (K-12).

Spanish Two-Way Immersion Curriculum and Program Development: The goal of this project is to improve and expand the teaching of Spanish in two-way immersion programs at the K-5 level by designing and implementing a standards-based and proficiency-focused model as the basis for articulating a K-12 sequence of instruction.

Chinese K-5 Curriculum and Program Development: The goal of this project (led by CAL) is to improve and expand the teaching of Chinese at the kindergarten through grade 5 level by establishing an articulated long-sequence model of instruction.

Longitudinal Research on New and Improved Methods for Teaching Foreign Languages: The NFLRC researches, in the K-5 Spanish two-way immersion program, the K-5 Chinese program, and control schools, student progress in language proficiency, student (and others') attitudes toward the language(s) and culture(s), and student achievement in English language arts and mathematics. The materials and research results will be disseminated broadly in the profession.

Reaching Out to K-8 Teachers: Ñanduti Web site and Ñandu Listserv: The goal of this project (led by CAL) is to continue to make available to educators two early foreign language resources: Ñanduti, the leading national Web site on early foreign language learning; and Ñandu, an active listserv for preK-8 language teachers.

The National Middle East Language Resource Center (NMELRC), Brigham Young University

The National Middle East Language Resource Center (NMELRC) works to increase and improve opportunities for Americans to learn the languages of the Middle East. With headquarters at Brigham Young University, it represents a consortium of language experts from more than twenty universities. Building on its previous extensive study of the needs of students, teachers, and program administrators, NMELRC 2006-10 projects are designed to: 1) help teachers better understand and address their students' needs; 2) develop and disseminate reliable, efficient, and cost-effective online language proficiency assessment tools that will help to track student progress and program effectiveness; 3) encourage the development of key infrastructure, especially advanced-level abroad and domestic intensive study opportunities.

Two NMELRC projects hold particular promise for significantly expanding opportunities for high school students to get a solid foundation in Arabic, which will enable them to attain higher levels of language proficiency as undergraduates: NMELRC's Summer 2006 STARTALK intensive Arabic summer camp demonstrated that students can learn a lot of Arabic in just a few weeks. All of these students were offered the opportunity to continue building on this experience through Arabic without Walls, a hybrid distance-learning program NMELRC has developed with the University of California Consortium on Language Learning & Teaching. We are now scaling up in order to assist significant numbers of high school students to get a headstart with Arabic and hope to duplicate this model with other languages. More information on NMELRC projects and activities can be found at <http://www.nmelrc.org/>.

The National Virtual Translation Center (NVTC)

The National Virtual Translation Center (NVTC) was established by Congress in February, 2003, as an element of the Intelligence Community "for the purpose of providing timely and accurate translations of foreign intelligence for all elements of the Intelligence Community."

The NVTC goal is to augment existing government translation capabilities by:

- Acting as a clearinghouse for facilitating interagency use of translators;
- Partnering with elements of the U.S. Government, academia, and private industry to identify translator resources and engage their services;
- Building a nationwide team of highly qualified, motivated linguists and translators, connected virtually to our Program Office in Washington, D.C.;
- Applying state-of-the-art technology to maximize translator efficiency.

The NVTC is an interagency element with a small but diverse office staff that comes from government agencies, academia, and industry and provides expertise and experience in a variety of fields and organizations. The team connects virtually to active duty military personnel, reservists, active and retired government employees, academia, and private industry.

The NVTC is a virtual workplace, which means that our personnel and linguists are located throughout the United States and connect via various networks into and out of our Program Office in Washington, D.C. to perform their work. Linguists live and work throughout the United States and those who work on classified materials receive their assignments via secure channels through arrangements with other government facilities. Linguists who work on unclassified projects can work from many different work sites (including home), provided the linguist has sufficient connectivity and the necessary hardware and software to complete the job. Utilization of communication technology removes geographic boundaries and makes the NVTC a virtually capable translation center.

We offer our linguists and translators challenging and varied work assignments, and access to a significant volume of tasks in a variety of languages and topics. The NVTC provides language tools to facilitate translation efforts.

The majority of the NVTC's linguists are drawn from the private sector as Independent Contract Linguists (ICLs) and linguists who work for vendors under contract to the NVTC. Career linguists from Federal agencies and military linguists also provide services to the NVTC as authorized through agreements facilitating interagency assistance.

NVTC linguists primarily perform document-to-document or audio-to-document translation services. Linguists translate documents and/or speeches from the target language into English and, on occasion, translate from English into the target language.

Linguists must possess a professional level language proficiency in a foreign language needed by the NVTC. Since our language needs are constantly changing, all languages are considered.

NVTC linguists are expected to possess fundamental computer literacy skills which include; word processing, updating virus definitions/protection, zipping/unzipping files, a sound knowledge of the procedures for sending/receiving e-mail including e-mail with attached files, a sound knowledge of navigating within the World Wide Web, and general familiarity with their own hardware, software, and operating system environment.

The NVTC relies on the expertise and dedication of its linguist team to produce the best possible translations of documents vital to national security. We are always looking for talented linguists in a variety of languages. If you have translation skills and share our passion for excellence, we encourage you to apply for the NVTC. The NVTC welcomes OWF participants and is eager to utilize your professional language skills.

Please visit our website for more information: www.nvtc.gov

Open World Program, Open World Leadership Center

The *Open World Program* enables emerging leaders from Russia and other Eurasian countries to experience American democracy and civil society in action. It is the first and only exchange program in the U.S. legislative branch. Congress established the program in 1999 following discussions among Librarian of Congress James H. Billington and members of Congress led by Senator Ted Stevens, of Alaska, on ways to increase U.S.-Russian understanding and to expose Russian leaders to American democratic and economic institutions.

Open World has introduced more than 12,000 current and future decision makers, from Russia and other countries of the former Soviet Union, to American political and civic life, and to their American counterparts. *Open World* delegates range from first-time mayors to veteran journalists, from nonprofit directors to small-business advocates, and from political activists to high-court judges.

In addition to Russia, *Open World* also operates a vigorous program in Ukraine and has expanded to Azerbaijan, Georgia, Kyrgyzstan, Moldova and Tajikistan.

Each U.S. visit focuses on a set theme that relates to the delegates' professional or civic work, exposing them to ideas and practices they can adapt to their own situations. Typical activities include watching jury selection, sitting in on newspaper editorial meetings, and observing political candidates on the campaign trail. Most participants stay in private homes.

Open World is managed by the Open World Leadership Center, an independent legislative branch entity headquartered at the Library of Congress in Washington, D.C.

Oregon Chinese Flagship Program, University of Oregon Center for Applied and second Language Studies (CASLS) and Portland Public Schools

The *Oregon K-16 Chinese Flagship* was chosen by the *National Security Education Program* (NSEP) to develop a national model of K-16 language education to produce Superior -level speakers of Chinese.

The UO Center for Applied Second Language Studies (CASLS) and Portland Public Schools form a partnership to provide high-quality language learning beginning in kindergarten and continuing through college. CASLS expertise in language acquisition, proficiency assessment, and data-driven approaches to education combined with PPS' leadership in immersion education will be brought to bear on the challenge of meeting the nation's need for highly proficient Chinese language users able to function effectively in professional settings.

The Oregon K-16 Flagship integrates content-based learning, experiential learning, and explicit instruction to ensure that learners can communicate effectively on academic and professional topics. PPS students in both the World Languages Institute (WLI) for heritage speakers or the *Mandarin Immersion Program* will learn regular curricular content in Chinese accompanied by explicit instruction to sharpen accuracy, and apply what they learn to real-life situations. The lessons learned in implementing this approach will inform future K-16 Flagships envisioned in the *National Security Language Initiative*. (See <http://www.thelanguageflagship.org> for more info.)

The Partnership for Public Service

Our Mission and Vision

The Partnership for Public Service works to revitalize the federal government by inspiring a new generation to serve and by transforming the way government works. The Partnership envisions a dynamic and efficient federal government that effectively serves the American people.

Our Strategy for Change

Building, energizing and maintaining a high-quality workforce is the key to success for any organization — and the federal government is no different. To revitalize public service and improve government performance, the Partnership pursues three strategic goals.

- *Building Communities of Support.* The challenge of revitalizing government service is so large in scope that the Partnership cannot do it alone. Through outreach campaigns and legislative advocacy, we work to increase public support for government and mobilize stakeholders who can drive change
- *Securing the Right Talent.* To meet the country's most pressing challenges, our government will need the right talent with the right skills in the right jobs. To aid in this effort, the Partnership conducts outreach to inspire and educate young people and other key pools of talent needed by government. We also work directly with federal agencies to increase their capacity to recruit and retain the nation's top talent.
- *Fueling Innovation.* Improving government performance will require changing the culture at many agencies from an environment guided by the status quo to one that constantly strives to innovate. The Partnership drives change in government by providing hands-on assistance to federal agencies from both in-house experts and private sector partners to create models of reform, conducting research to measure government performance in ways that promote transparency and accountability, and growing and training a new class of change agents within our government.

The Phelps Stokes Fund

Mission

The mission of the Phelps Stokes Fund is to address the educational needs of the urban and rural poor of Africa, the African Diaspora, and the United States with particular attention to the needs of people of color and Indians of the Americas. The Fund's activity is founded on the conviction that true education depends on a fundamental respect for human dignity, the development of the full capacities inherent in each human being, and the cultivation of social harmony.

History

The Phelps Stokes Fund is America's oldest continuously operating foundation serving the needs of Africa, the African Diaspora in the Americas, and Native America. The Phelps Stokes Fund is a 501(c)(3), nonprofit organization whose guiding motto is *Education for Human Development*. The Fund was established in 1911 by the will of Caroline Phelps Stokes, one of the first female philanthropists in the United States, based on her lifelong concern for the educational needs of the underprivileged. The Fund seeks to build bridges of intercultural, interracial, and international understanding and uses its modest endowment to finance core staff and the operations of its central office in Washington, DC. Through the generosity of private donors, foundations, and corporations and through grants from local, state, and federal government agencies, the Fund is able to address a variety of educational needs.

Perhaps the Fund's most notable achievement is its capacity to anticipate needs and offer a variety of shifting services and programs to meet the challenges of successive generations into the twenty-first century. Over its 96-year history, the

Phelps Stokes Fund has initiated, conducted, and sponsored hallmark educational surveys and research studies that were fundamental in shaping the improvement of education for African Americans, Native Americans, and Africans. The Fund has been particularly active in Liberia by supporting the growth of Liberian civil society through the creation of the Booker Washington Institute (BWI), Liberia's first and largest vocational/technical training school. For over 75 years BWI has produced a master class of artisans, technicians and technologists who become teachers, community leaders and overall catalysts of development.

Along with its policy-shaping studies and scores of human services programs, the Phelps Stokes Fund has provided seed funding and served as an incubator to many nationally- and internationally-known programs and institutions. This support has attracted other investments and contributions, enabling those programs to survive and thrive. The following organizations and programs can trace their beginnings to the Fund and are part of its great legacy.

African Student Aid Fund
Archbishop Tutu Southern African
Scholarship Fund
Booker Washington Institute of Liberia
Franklin H. Williams Caribbean
Cultural Center
South African Institute of Race Relations

American Indian College Fund
Association of Black American Ambassadors
Boys Choir of Harlem
Cooperative College Development Fund
Native American Science Association
Jackie Robinson Foundation
United Negro College Fund

San Diego State University Center for International Business Education and Research (SDSU CIBER)

San Diego State University Center for International Business Education and Research (SDSU CIBER) is a national center of excellence funded, in part, by a grant from the U.S. Department of Education. One of thirty-one centers nationwide, SDSU CIBER was one of the first five established in 1989 and assists in linking the manpower and information needs of U.S. business with the international education, language training and research capacities of universities across the U.S.

SDSU CIBER serves as a catalyst to further integrate and advance a number of diverse activities relating to international business education, international business research, language training, student and faculty international exchanges, and executive education outreach programs for our various constituents. The overall mission of the national CIBER program is to help ensure the United States' long-term international competitiveness by supporting research, education, and outreach activities.

Activities of SDSU CIBER include funding faculty research; international business curricular initiatives; outreach and development programs for the business community; training programs for language and business faculty; supporting conferences, workshops, and seminars related to global business; developing a variety of innovative activities which impact interdisciplinary education in the United States and further the Congressional mandate to enhance U.S. competitiveness abroad. SDSU CIBER is located at San Diego State University's College of Business Administration, and collaborates with colleges across the university, including the College of Arts and Letters.

The School of Media and Public Affairs (SMPA)

The School of Media and Public Affairs is a dynamic, interdisciplinary program based in the heart of Washington, D.C., where media, public affairs and politics intersect. At SMPA our undergraduate and graduate programs combine elements of strategic communication, journalism and political communication with contemporary issues in domestic and international politics. The School of Media and Public Affairs offers a variety of academic options including two undergraduate majors, a Master's program in media studies, and a joint Five Year BA/MA program with the Graduate School of Political Management. Courses in the *Journalism and Mass Communication* undergraduate program address writing, research and critical thinking skills while analyzing the ever-changing nature of media technology and production. *Political Communication* courses in the undergraduate major examine the nexus of communication, journalism and political science. The *Master of Arts* degree in Media and Public Affairs offers students the opportunity to study current research on the interactions among media, domestic and international politics, strategic and political

communication, globalization and economics. A new Master of Arts degree in Global Communications is planned to begin upon approval in the fall of 2008. Jointly offered by the Elliott School of International Affairs and the School of Media and Public Affairs, the new program is planned to prepare students to understand the complex interactions between communication and international affairs as well as how the interests of global organizations can be advanced through strategic communication.

The South Asia Language Resource Center (SALRC)

The South Asia Language Resource Center (SALRC) was formed in 2002 by the South Asia National Resource Centers and several other concerned universities. Our goal is to meet the critical need for human and material resources supporting the teaching and learning of the languages of more than 25% of the world's population. All of these languages are less commonly taught languages (LCTLs).

The SALRC has as its major themes 1) creation and dissemination of new resources for teaching and research on South Asian languages, primarily via the World Wide Web; 2) support of a joint South Asia summer intensive language institute; 3) pedagogical support for faculty through workshops and on-line materials; 4) development of competency based testing.

Pursuing a process of distributed development to take advantage of faculty skills and interests nationwide, the SALRC started operations with a policy of grant competitions to encourage U.S. faculty to participate in the SALRC's work and to develop teaching materials themselves. Please see

<http://salrc.uchicago.edu/grants/awards/index.shtml>

At the SALRC supported South Asia Summer Language Institute (SASLI), hundreds of students have studied 12 languages over the past 5 summers. See

<http://sasli.wisc.edu/>

SALRC workshops have been attended by faculty participants from more than 50 American institutions. Considerable material from each workshop is available on the web <http://salrc.uchicago.edu/workshops/sponsored/index.shtml>

Stone Center for Latin American Studies, Tulane University

Tulane's Stone Center for Latin American Studies is one of the world's premier programs for the study of Latin America and the Caribbean. From its foundation in 1834, Tulane University has pursued a mission of advancing progressive and cutting-edge study and research in Latin America. Our core faculty of seventy Latin Americanists represents the largest contingent of faculty associated with any department or program at the University. Students, faculty, and visitors benefit from the holdings of the Latin American library and a network of contacts with public officials, non-governmental organizations and academic leaders in Latin America. Our interdisciplinary B.A., M.A., and Ph.D. programs provide basic education and training for both academic and professional careers. As part of its designation as a National Resource Center on Latin America by the U.S. Department of Education's Title VI Program, the Center provides a multitude of services to the educational, business and local community. Many of these services, especially for K-12, community college and university instructors, are provided through its Latin American Resource Center.

Participants in our programs gain comprehensive knowledge about Latin America through a mixture of academic study, specialized training and research abroad. We embrace linguistic fluency, fieldwork, and direct engagement in Latin America and the Caribbean as essential to critical consciousness and encourage comparative studies that provide a more profound understanding of differences among socio-cultural systems developed within Latin America.

UC Consortium for Language Learning & Teaching

The UC Consortium for Language Learning & Teaching was established by the UC Office of the President in 2000. The Consortium fosters collaboration among the language programs at the ten UC campuses. With the support of a FIPSE grant, it developed an online course in beginning Arabic. An IRS grant is currently funding the development of a distance course in Punjabi.

Undergraduate National Resource Center for Asian Studies, University of Colorado at Boulder

With more than 80 faculty members engaged in teaching and research about Asia across 20 departments and 5 professional schools, the University of Colorado is a leader in Asian area studies in the Rocky Mountain region. Our traditional strength has been in East Asian studies, and BA and MA degrees are offered in Chinese, Japanese, as well as interdisciplinary Asian Studies. Plans to add an M.A. in Asian Studies and a Ph.D. in Chinese and Japanese are under way, and we are moving toward BA programs in other languages. Three years of Korean, Arabic, Sanskrit, Hindi, Farsi, Indonesian, and Tibetan are offered. UCB cooperates with the CIBER Center at the University of Colorado at Denver and the Leeds School of Business in Boulder to offer a B.A (Chinese or Japanese) /Master of Science in International Business track, as well as to engage UCB faculty with the business community. International Engineering certificates are offered in Chinese and Japanese. Secondary teaching certification in Japanese is available in the School of Education. Dual M.A. degrees are offered in East Asian languages and history and East Asian languages and religious studies.

During the past decade, there has been substantial growth in Asian area resources on campus, with special focus on Southeast, South, and West Asian languages and area studies. Two recent UISFL grants supported new faculty lines in Korean, Hindi, South Asian history, and West Asian human geography, while a Freeman Foundation East Asia grant has supported expansion in anthropology, women's studies, fine arts, and history. To further strengthen our focus on *Social Movements and the Public Sphere, Global Responses to Environmental Change, The Politics of Islam, and Asian Arts and Popular Culture*, we utilize Title VI support to: a) Initiate three years of language instruction in Indonesian and Farsi; b) Add new faculty in Southeast Asian Politics and East Asian Art History; c) Develop new courses on Southeast, South, and West Asia; d) Expand Asian library holdings and improve cataloguing of Asian materials; e) Offer a wider array of speakers and cultural events; f) Expand K-12 outreach to address South, Southeast, and West Asia in addition to our strong East Asia program; g) Provide FLAS graduate fellowships in the languages of Asia.

The University of Colorado Denver Center for International Business Education and Research (UCD CIBER)

The University of Colorado Denver's (UCD) Institute for International Business has maintained its designation as a CIBER since 1993 and serves as the center for the advanced study and teaching of international business at the University of Colorado. Its current research, teaching, and outreach programs focus on three key initiatives: international entrepreneurship, the globalization of services, and conducting business with and in China, India, and the Gulf countries. The UCD CIBER is known by its CIBER colleagues as the Business Outreach CIBER. The UCD CIBER works closely with the U.S. and international business community in organizing and offering global competitiveness conferences, field study abroad programs, program and curriculum development, and sponsored research. Its highly successful programs include a China-focused FDIB, the Faculty Development in International Entrepreneurship, the Faculty Development in International Human Resource Management, and the Rocky Mountain CIBER consortia (co-sponsored with Brigham Young University CIBER).

The University of Kansas Center for International Business Education and Research (KU CIBER)

The KU CIBER is one of 31 CIBERs designated by the U.S. Department of Education as national resources in international business. CIBERs strengthen the nation's competitiveness through innovative education, training and research in international business. Established in 1999, the KU CIBER promotes and provides education and research on international aspects of business, as well as outreach programs for business in our region.

KU CIBER supports the development of integrated learning opportunities at the University of Kansas on Brazil, China, the Middle East, and Russia, as well as intensive graduate courses that develop first-hand business knowledge of several U.S. trading partners in Latin American and Asia. CIBER support enables language departments at KU to offer specialized courses on the vocabulary of business, with Business Arabic the latest addition. In addition, the KU CIBER supports scholarly research on issues important to international business. Projects have included development of cutting-

edge international auditing tools, studies of brand loyalty across cultures, research on international human resource management, and analysis of investor decisions in Asia and Latin America.

In collaboration with other CIBERs nationwide, KU CIBER supports conferences and workshops on cutting-edge topics. CIBER outreach programs focus on such topics as international negotiations, international business ethics, international trade policy, national security and competitiveness, and country-specific business practice programs.

UPS

UPS is the world's largest package delivery company and a global leader in supply chain services, offering an extensive range of options for synchronizing the movement of goods, information and funds. Headquartered in Atlanta, Ga., UPS serves more than 200 countries and territories worldwide. UPS's stock trades on the New York Stock Exchange (UPS) and the company can be found on the Web at www.ups.com.

U.S. Arabic Distance Learning Network, Montana State University

The U.S. Arabic Distance Learning Network, founded and administered by Montana State University, offers higher education institutions a comprehensive set of services through which to provide a high quality Arabic language program at an affordable cost based on a unique instructional model. USADLN's program provides Network campuses with instruction from highly qualified faculty via interactive video classrooms. Coupled with this instruction, USADLN faculty provide training and supervision for a native-speaker Teaching Assistant resident at each participating campus who offer supplementary instruction and individual attention for students. An asynchronous communication network based on WebCT connects faculty, teaching assistants, and students. In addition, USADLN offers students the opportunity to continue their Arabic language studies through education abroad options in Morocco and Egypt. Currently the USADLN program is offered by 11 colleges and universities across the U.S.

Washington Program, The University of Missouri School of Journalism

The University of Missouri School of Journalism, the oldest j-school in the world, began its Washington Program nearly 40 years ago. In the program, students come to Washington to work at a professional level for a semester, as well as hear seminars conducted by leading journalists, lobbyists and government officials.

Initially, the Program was limited to second-year master's students who were aiming for a career with newspapers. Now it has been expanded to include top-notch undergraduate seniors. And they do their professional projects at newspapers, magazines, broadcast stations, lobbyists, advertisers – and self-designed projects.

Typically, a third of the students are from other countries.

Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction works with government, business, education, and community leaders to create pathways to global literacy for students, teachers, administrators, and school districts. The development of global literacy in all areas of the curriculum is integrated in several initiatives, including the *Partnership for the 21st Century Skills* and the *American Diploma Project*, through specific activities such as high school redesign, revision of teacher licensing guidelines, and review of Wisconsin's model academic standards. The Department of Public Instruction is currently concentrating its efforts in advocacy, sister state partnerships connecting educators, students, and schools in four countries; teacher and student exchange seminars; and showcasing best practices.

Resources: Available at <http://www.dpi.wi.gov/pubsales/language.html>

- Planning Curriculum for International Education
- Planning Curriculum for Learning World Languages
- Japanese for Communication

The Statewide International Education Council recommends and advocates policies to make global studies more accessible to PK-16 educators and students. The Council advocates internationalizing teacher training; sister school connections; heritage and world language learning; community participation in international arts, sports, and sister city exchanges; and business-school partnerships to support international projects.

- International Education Recommendations (<http://www.dpi.wi.gov/cal/pdf/ie-recom.pdf>)
- Pathways to Global Literacy (<http://www.dpi.wi.gov/cal/pdf/global-litbrochure.pdf>)

Contact our International Team:

- Gerhard Fischer, International Education (gerhard.fischer@dpi.wi.gov)
- Pamela Delfosse, World Languages Education (pamela.delfosse@dpi.wi.gov)
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Worcester Polytechnic Institute (WPI)

WPI is the third oldest engineering and science university in the country. Founded in 1865, it annually prepares nearly 3000 undergraduates and 1000 graduate students to undertake careers in a variety of fields in science and technology and engineering.

In the early 1970s, it converted from a traditional lecture-based curriculum with practical experience to a project based curriculum. As a result, more than 60 percent of its third year class leaves campus each year for a degree-required socio-technical project. Accompanied by faculty, they go to WPI's mostly overseas "project centers" (in Africa, Europe, Australia, Latin America) to engage in sponsored applied research that addresses both technical issues and societal impacts. Working with local NGOs, industry, and government, students investigate real world problems and develop real world solutions and earn credit for four courses.