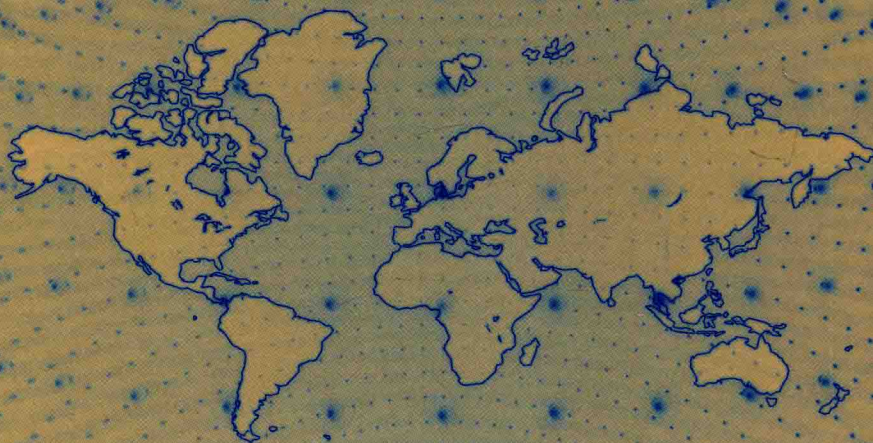


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International Education and Foreign Languages

KEYS TO SECURING AMERICA'S FUTURE



NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

International Education and Foreign Languages

KEYS TO SECURING AMERICA'S FUTURE

Committee to Review the Title VI and Fulbright-Hays
International Education Programs

Mary Ellen O'Connell and Janet L. Norwood, *Editors*

Center for Education
Division of Behavioral and Social Sciences and Education

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The committee gained tremendous insight through site visits conducted at eight universities throughout the country. The committee met with university administrators, Title VI program directors and staff, and faculty, students, and librarians affiliated with the Title VI programs. We would like to thank all of them for the time they spent preparing materials for and meeting with committee members. In particular, we would like to thank Gilles Bousquet and Cynthia Williams from the University of Wisconsin-Madison; Kathy Bellows, Scott Fleming, and James O'Donnell from Georgetown University; Carol Sigelman from the George Washington University; Amanda Ciccarelli and Patrick O'Meara from Indiana University; Pierre C. Hohenberg, David McLaughlin, and Amber Min-Lee from New York University; Joanna Kukielka-Blaser and Jerry Ladman from Ohio State University; Makayla Branscomb, Nancy A. Marlin, and Alan Sweedler from San Diego State University; and German Esparza and Ronald Rogowski from the University of California, Los Angeles, for their help facilitating the meetings.

This report has been reviewed in draft form by individuals chosen for their diverse perspectives and technical expertise, in accordance with procedures approved by the Report Review Committee of the NRC. The purpose of this independent review is to provide candid and critical comments that will assist the institution in making its published report as sound as possible and to ensure that the report meets institutional standards for objectivity, evidence, and responsiveness to the study charge. The review comments and draft manuscript remain confidential to protect the integrity of the deliberative process.

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Although the reviewers listed above have provided many constructive comments and suggestions, they were not asked to endorse the conclu-

sions or recommendations nor did they see the final draft of the report before its release. The review of this report was overseen by Kenji Hakuta, School of Education, Stanford University, and Elena Nightingale, Scholar-in-Residence, Institute of Medicine. Appointed by the NRC, they were responsible for making certain that an independent examination of this report was carried out in accordance with institutional procedures and that all review comments were carefully considered. Responsibility for the final content of this report rests entirely with the authoring committee and the institution.

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Finally, I especially thank the members of the committee for their willingness and dedication in wrestling with an important and complicated issue.

Janet L. Norwood, *Chair*
Committee to Review the Title VI and Fulbright-Hays
International Education Programs

Acronyms

TITLE VI PROGRAMS

AORC	American Overseas Research Centers
BIE	Business and International Education
CIBER	(also CIBE) Centers for International Business Education and Research
FLAS	Foreign Language and Area Studies Fellowships
IIPP	Institute for International Public Policy
IRS	International Research and Studies
LRC	Language Resource Centers
NRC	National Resource Centers
TICFIA	Technological Innovation and Cooperation for Foreign Information Access
UISFL	Undergraduate International Studies and Foreign Language

FULBRIGHT-HAYS PROGRAMS

DDRA	Doctoral Dissertation Research Abroad
FRA	Faculty Research Abroad
GPA	Group Projects Abroad
SA	Seminars Abroad

OTHER ACRONYMS RELATED TO COMMITTEE WORK

AAU	Association of American Universities
ACE	American Council on Education
ACIE	American Councils for International Education
ACLS	American Council of Learned Societies
ACTFL	American Council on the Teaching of Foreign Languages
ADFL	Association of Department of Foreign Languages
AIBER	Association for International Business Education and Research
CAORC	Council of American Overseas Research Centers
CAST	computer-assisted screening tool
CED	Committee for Economic Development
CIE	Coalition for International Education
CIES	Council for International Exchange of Scholars
CLRC	Civilian Linguist Reserve Corps
COPI	Computerized Oral Proficiency Instrument
CNRC	Council of National Research Centers
CPI	Consumer Price Index
CRS	Congressional Research Service
DARPA	Defense Advanced Research Projects Agency, formerly known as the Advanced Research Project Agency, U.S. Department of Defense
DIA	Defense Intelligence Agency
DLI	Defense Language Institute
DoD	U.S. Department of Defense
ED	U.S. Department of Education
EELIAS	Evaluation of Exchange, Language, International and Area Studies database
FAO	U.S. Army Foreign Area Officer Program
FH	Fulbright-Hays International Education Act (Section 102(b)(6)), formally known as the Mutual Educational and Cultural Exchange Act
FIPSE	Fund for the Improvement of Postsecondary Education
FLAP	Foreign Language Assistance Program
FSI	Foreign Service Institute
GAO	Government Accountability Office, formerly known as General Accounting Office
GPRA	Government Performance and Results Act
HBCUs	historically black colleges and universities
HEA	Higher Education Act
IB	International Business Education (also IBE)
IEPS	International Education Programs Service

ILR	Interagency Language Roundtable
IPS	International Programs and Studies
IRIS	International Resource Information System
JNCL	Joint National Committee for Languages
LCTLs	less commonly taught languages (e.g., Arabic, Chinese, Korean, Pashto)
MLA	Modern Language Association
NCASA	National Council of Area Studies Association
NCOLCTL	National Council of Organizations of Less Commonly Taught Languages
NDEA	National Defense Education Act
NFLP	National Flagship Language Program
NSA	National Security Agency
NSEP	National Security Education Program
NSLI	National Security Language Initiative
OPE	Office of Postsecondary Education, U.S. Department of Education
OPEPD	Office of Planning, Evaluation and Policy Development, U.S. Department of Education
OPI	oral proficiency interview
PART	Program Assessment Rating Tool
PPIA	Public Policy and International Affairs Fellowship Program, formerly known as Woodrow Wilson Fellowships in Public Policy and International Affairs
RFA	request for applications
SMART	Science and Mathematics Access to Retain Talent
SOFLO	Special Operations Forces Command Foreign Language Office
SOPI	simulated oral proficiency interview
SSRC	Social Science Research Council
Title VI	Title VI of the Higher Education Act

International Education and Foreign Languages

KEYS TO SECURING AMERICA'S FUTURE

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*Attachment A-1 (Current Title VI Statute, pp. 284-308) of Appendix A, as well as Appendix C (pp. 350-359) and Appendix E (pp. 365-371), are not printed in this volume but are available online. Go to <http://www.nap.edu> and search for *International Education and Foreign Languages*.

Executive Summary

A pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry. The U.S. education system has, in recent years, placed little value on speaking languages other than English or on understanding cultures other than one's own. Although there have been times in the country's history when foreign languages were considered as important as mathematics and science, they have reemerged as a significant concern primarily after major events that presented immediate and direct threats to the country's future. Most recently, the events of September 11, 2001, compelled the federal government to reflect on the expertise of its personnel and to focus attention on the need for more and better language skills, particularly in certain languages considered critical.

It would be shortsighted, however, to limit national attention to the needs of government alone. Language skills and cultural expertise are also urgently needed to address economic challenges and the strength of American businesses in an increasingly global marketplace. Professions such as law, health care, social work, and education call out for an international dimension that reflects the changed world environment and increasingly diverse U.S. population. The U.S. education system—from elementary and secondary school to higher education—needs the capacity to provide the requisite training. Higher education needs the capacity to serve as a resource on the politics, economics, religions, and cultures of countries across the globe, countries whose positions on the world stage change over time, often in unpredictable ways. The Title VI and Fulbright-Hays (Title VI/FH)