

# CELEBRATING 50 YEARS

March 19 – 21, 2009  
Washington, D.C.



ORGANIZED BY MICHIGAN STATE UNIVERSITY WITH SUPPORT FROM THE  
INTERNATIONAL EDUCATION PROGRAMS SERVICE, U.S. DEPARTMENT OF EDUCATION

MICHIGAN STATE  
UNIVERSITY





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# Letter from the U.S. Department of Education



## UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF POSTSECONDARY EDUCATION

Warm greetings to all gathered here in Washington, DC, for this international education conference organized by Michigan State University with support from the Department of Education. This is an extraordinary occasion as we celebrate the 50<sup>th</sup> anniversary of Title VI of the Higher Education Act.

Fifty years ago, Congress and the President recognized the pressing need for programs to train Americans in fields that comprise international education, including foreign languages, cultural studies, international affairs, and research. As a result, the National Defense Education Act of 1958 was passed and with its passage, programs were initiated to address this urgent need. During the following decades, with each reauthorization of the Higher Education Act, additional programs were created to meet growing needs and today the Title VI portfolio contains ten programs that address undergraduate training, graduate fellowships, research, global economic competitiveness, national security, library and technology development, and outreach. These programs foster an extensive network that includes the federal government, colleges and universities, nonprofits, and individuals that develops human and material resources in the field of international education.

Today, Title VI continues to play a vital role in promoting international education and global understanding with its encouragement of the free exchange of ideas, knowledge, and differing viewpoints. With economic competitiveness becoming ever more international and global relationships more critical than ever, international education has an even greater and more important role to play now than at any time in history.

Please accept our best wishes for a successful and productive conference. As you not only reflect on the impact of the Title VI programs over the past 50 years, but also discuss and debate future directions for the programs, your continued dedication will ensure that future leaders will be well prepared for new global challenges.

International Education Programs Service  
Staff

1990 K ST. N.W., WASHINGTON, DC 20006  
[www.ed.gov](http://www.ed.gov)

Our mission is to ensure equal access to education and to promote educational excellence throughout the nation.



## Letter from the Convener of the National Advisory Committee

Dear Colleagues,

I am pleased to welcome you to the Title VI 50<sup>th</sup> Anniversary Conference. I am honored to have had the opportunity to convene the National Advisory Committee to assist with the planning of this celebration of Title VI programs. This conference is an arena to share the successes of these programs, create new collaborations, exchange ideas, and map out possible future directions for Title VI programming.

I would like to express my personal gratitude to the National Advisory Committee for their ideas and feedback during the planning process. The Committee provided the intellectual leadership necessary to develop and promote an understanding of the international education programs and conference content.

As you can see, the conference program was made possible by a strong response to the open call for presentations. Thank you to all who took the time and made the effort to participate in this milestone event.

And finally, thank you also to the conference organizers, Robert S. Glew and Tomas Hult, for the exceptional effort they put into organizing this event and designing a program that reflects the breadth and depth of Title VI programs.

I wish you all a pleasant and productive stay.

A handwritten signature in black ink, reading "Jeffrey Riedinger". The signature is fluid and cursive, with a long horizontal stroke at the end.

Jeffrey Riedinger, Dean  
International Studies and Programs  
Michigan State University

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## Letter from Conference Organizers



Dear Title VI 50th Anniversary Conference Attendees,

After a long but gratifying planning process, we are pleased to welcome you to the Title VI 50th Anniversary Conference.

The conference program reflects the efforts of many people who worked to organize the activities that will unfold over the next three days. A special “thank you” to the National Advisory Committee members. The strength of the program is a direct reflection of their invaluable impact during the planning of this important event.

We also wish to acknowledge all the conference panelists who responded to the open call for presentation submissions. These submissions form the core of the conference program and reflect the range of impacts Title VI programs have had in internationalizing education in the United States.

We also would like to express our sincere gratitude to the invited speakers who are participating in the conference as well as the conference keynote speaker, The Honorable Madeleine K. Albright. Brief biographies of the keynote speaker and invited speakers can be found in this program.

Finally, we recognize the contributions of our assistant conference organizer, Marita Eibl, who tirelessly attended to every detail of the planning process with support from our financial officer, Lynn Lee.

We are confident that the conference will meet or exceed your expectations and highlight the significant impacts that Title VI programs have made over the past 50 years.

Robert S. Glew  
Conference Organizer  
Director and Associate Professor  
Center for Advanced Study of International Development  
Michigan State University



Tomas Hult  
Conference Organizer  
Director and Professor  
Center for International Business Education  
and Research  
Michigan State University

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# Title VI 50<sup>th</sup> Anniversary Conference Acknowledgements

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## National Advisory Committee

**Melissa Birch**  
*University of Kansas*

**Craig Calhoun**  
*Social Science Research Council*  
*New York University*

**Darryl Crompton**  
*Institute for International Public Policy*

**Gilbert Merx**  
*Duke University*

**Patrick O'Meara**  
*Indiana University*

**Jeffrey Riedinger, Convener**  
*Michigan State University*

**Richard Schmidt**  
*University of Hawai'i*

**Sara Tully**  
*University of Wisconsin — Milwaukee*

**Elizabeth Welles**  
*The Council of American Overseas Research Centers*

**Anand Yang**  
*University of Washington*

**Karla Ver Bryck Block, ex officio**  
*International Education Programs Service*  
*U.S. Department of Education*

## Conference Organizers

**Robert S. Glew**  
*Michigan State University*

**G. Tomas M. Hult**  
*Michigan State University*

## Conference Planning Team

**Ronda Bunnell**  
*Michigan State University*

**Marita Eibl**  
*Michigan State University*

**Irem Kiyak**  
*Michigan State University*

**Tunga Kiyak**  
*Michigan State University*

**Lynn Lee**  
*Michigan State University*

**Michael Reed**  
*Michigan State University*

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# Conference Announcement

## MICHIGAN STATE UNIVERSITY

### **50<sup>th</sup> Anniversary of Title VI and Fulbright-Hays Programs**

**March 19-21, 2009**

The Office of the Dean of International Studies and Programs at Michigan State University (MSU) is pleased to announce a national conference to commemorate the 50<sup>th</sup> anniversary of Title VI programs to be held March 19-21, 2009, in Washington, D.C. Planning for the conference was constituency led and drew upon the expertise of a ten-member National Advisory Committee. The National Advisory Committee consisted of experts who provided the intellectual leadership necessary to develop and promote an understanding of the international education programs and conference content.

The International Education Programs Service (IEPS), located in the U.S. Department of Education's (ED) Office of Postsecondary Education, manages fourteen international education programs. Ten of the programs are authorized under Title VI of the Higher Education Act of 1965, as amended, and four are authorized under the Mutual Educational and Cultural Exchange Act (Fulbright-Hays Act) of 1961. Title VI was originally authorized as Title VI of the National Defense Education Act of 1958 as a response to the launch of Sputnik and the U.S. government's recognition that a stronger and broader capacity in foreign language and area studies was needed. It was later incorporated into the Higher Education Act of 1965.

Three programs that were included in the original 1958 legislation continue today as the National Resource Centers (NRC) program, the Foreign Language and Area Studies Fellowship (FLAS) program, and the International Research and Studies (IRS) program. Over time, additional programs have been added to Title VI in order to address the nation's growing interest in international education. Title VI programs now address business needs for international expertise, strengthening undergraduate education, international as well as area studies, advancement of technology use, and overall improvement of foreign language training and assessment.

In consultation with the National Advisory Committee, the conference program was developed to: 1) highlight the significant impacts of Title VI programs in the United States over the past 50 years, 2) demonstrate the pressing need for Title VI programs given future and current needs, and 3) address future directions of Title VI programs. Presenters at the conference include invited speakers selected in consultation with the National Advisory Committee. In addition, concurrent breakout session panels include speakers solicited in a "Call for Proposals."

The email address for correspondence related to conference planning is: [titlevi50th@msu.edu](mailto:titlevi50th@msu.edu).



Office of the Dean  
International Studies and Programs  
209 Delia Koo International  
Academic Center  
Michigan State University  
East Lansing, MI 48824-1035  
Telephone: 517/355-2350  
Fax: 517/353-7254

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## Keynote Speaker

### The Honorable Madeleine K. Albright

Madeleine K. Albright was the 64th Secretary of State of the United States. In 1997, she was named the first woman Secretary of State and became, at that time, the highest ranking woman in the history of the U.S. government. As Secretary of State, Dr. Albright reinforced America's alliances, advocated democracy and human rights, and promoted American trade and business, labor, and environmental standards abroad.

Accomplishments during former Secretary Albright's tenure include expanding and modernizing NATO and inspiring NATO's successful campaign to reverse ethnic cleansing in Kosovo; promoting peace in the Balkans; reducing the nuclear threat from Russia; strengthening democracy in Europe, Africa, Asia, and Latin America; skillfully managing the multifaceted relationship with China, including trade as well as human rights; encouraging the growth of trade between the Americas and Africa through the African Growth Opportunity Act; and successfully concluded hundreds of other agreements that facilitated American business overseas.

From 1993 to 1997, Dr. Albright served as the U.S. Permanent Representative to the United Nations and as a member of the President's Cabinet. In 1995, she led the U.S. delegation to the United Nation's Fourth World Conference on Women in Beijing, China.

During the decade prior to her return to public service, she was the Director of Women in Foreign Service Programs and a Research Professor of International Affairs at Georgetown University. As a professor, Dr. Albright wrote extensively on change in communist systems, concentrating on the role of the media. From 1989 to 1992, she served as President of the Center for National Policy, a non-profit public policy organization based in Washington, D.C.

Dr. Albright was a member of President Jimmy Carter's National Security Council and White House staff from 1978 to 1981, and from 1976 to 1978, she served as Chief Legislative Assistant to U.S. Senator Edmund S. Muskie.

Dr. Albright earned a B.A. with Honors from Wellesley College, and Master's and Doctorate degrees from Columbia University's Department of Public Law and Government, as well as a Certificate from its Russian Institute.

Dr. Albright is the first Michael and Virginia Mortara Endowed Distinguished Professor in the Practice of Diplomacy at the Georgetown University School of Foreign Service. She chairs both the National Democratic Institute for International Affairs, and the Pew Global Attitudes Project and serves as president of the Truman Scholarship Foundation. Dr. Albright co-chairs the UNDP's Commission on Legal Empowerment of the Poor, serves on the Board of Directors of the Council on Foreign Relations, the Board of Trustees for the Aspen Institute and the Board of Directors of the Center for a New American Security.

Dr. Albright is author of three New York Times best-sellers. Her autobiography, *Madam Secretary: A Memoir*, was published in 2003. In 2006, Dr. Albright published *The Mighty and the Almighty: Reflections on America, God, and World Affairs*. Her latest book, *Memo to the President: How We Can Restore America's Reputation and Leadership* was published in 2008.

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# Plenary Panelists: Current Issues and Future Directions for International Education

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## **Gene Block, Chancellor, University of California, Los Angeles (UCLA)**

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Gene Block became chancellor of UCLA in 2007. In addition to his position as chancellor, he holds UCLA faculty appointments in psychiatry and bio-behavioral sciences in the David Geffen School of Medicine and in physiological science in the College of Letters and Science. Dr. Block is a fellow of the American Association for the Advancement of Science and heads a research laboratory that is funded by the National Institutes of Health (NIH). Before becoming chancellor, Dr. Block served as vice president and provost of the University of Virginia, where he held the Alumni Council Thomas Jefferson Professorship in Biology and directed the National Science Foundation's Science and Technology Center for Biological Timing. He also headed an NIH graduate training program aimed at increasing the number of scientists from underrepresented groups. He has served on scientific advisory boards at the University of Pennsylvania, University of Pittsburgh, Emory University, Morehouse School of Medicine, University of Maryland and University of Alaska, Fairbanks.

## **Mark D. Gearan, President, Hobart and William Smith Colleges (HWS)**

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Mark D. Gearan was appointed as president of Hobart and William Smith Colleges in 1999. He also serves on the boards of the National Association of Independent Colleges and Universities, the Corporation for National and Community Service, The Partnership of Public Service and as Chair of the Annapolis Group. He is also a member of the Leadership Council of ServiceNation. He is the past chair of the National Campus Compact. Outside of the education and service arenas, President Gearan has been active on the advisory board of The Presidential Appointee Initiative, a project of the Brookings Institution that has worked to revamp the process through which U.S. Presidential appointees are chosen. Prior to his work as HWS president, Gearan was the director of the Peace Corps in Washington, D.C., Assistant to the President and Director of Communications at the White House, and Deputy Chief of Staff during the Clinton administration. He earned his B.A. in government cum laude at Harvard University and his law degree at Georgetown University. He is also the recipient of 12 honorary degrees.

## **Kim A. Wilcox, Provost and Vice President for Academic Affairs, Michigan State University (MSU)**

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Kim A. Wilcox is the chief academic officer of Michigan State University's campus of over 46,000 students and approximately 4,800 faculty and academic staff. He provides leadership for the 17 degree-granting colleges of MSU, one of the top 100 world universities and a member of both the Association of American Universities (AAU) and National Association of State Universities and Land-Grant Colleges (NASULGC). Dr. Wilcox became provost and vice president for academic affairs in 2005. Prior to his arrival at MSU, Dr. Wilcox served as dean of the College of Liberal Arts & Sciences and vice provost for general education coordination at the University of Kansas. Before that he served for three years as president and CEO of the Kansas Board of Regents, providing leadership to a system of more than 150,000 students. He spent one year as interim director of academic affairs for the Board of Regents before being appointed president and CEO. Dr. Wilcox has published extensively in the area of developmental speech acoustics, is the recipient of several teaching awards, and has directed teaching, research, and service projects funded by the National Science Foundation and the U.S. Department of Education.

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# Plenary Panelists: Advancing the Internationalization of Higher Education

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## **Robert M. Berdahl, President, Association of American Universities (AAU)**

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Robert M. Berdahl is the president of the Association of American Universities (AAU), a nonprofit organization of leading public and private research universities in the United States and Canada. Prior to coming to the AAU, Dr. Berdahl served as chancellor of the University of California, Berkeley, as president of the University of Texas at Austin, as vice chancellor for Academic Affairs at the University of Illinois at Urbana-Champaign, and as a member of the history faculty and dean of the College of Arts and Sciences at the University of Oregon. He is a recipient of a Fulbright Research Fellowship, and an NEH Independent Study and Research Fellowship. He has been a research associate at the Institute for Advanced Study in Princeton and at the Max Planck Institute for History in Goettingen, Germany. Berdahl was elected to the American Academy of Arts and Sciences in 2001.

## **Molly Corbett Broad, President, American Council on Education (ACE)**

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Molly Corbett Broad is the president of the American Council on Education (ACE), which represents 1,600 universities and 200 related associations nationwide. She currently holds seats on the boards of the Public Broadcasting Service and the Parsons Corporation. Prior to her work at ACE, Ms. Broad was the president of University of North Carolina (UNC), the executive vice chancellor for the California State University system, and the chief executive officer for Arizona's three-campus university system. She also served as past chair of the National Association of State Universities and Land-Grant Colleges (NASULGC), past chair of the Internet 2 board of trustees and past president of the International Council for Distance Education. Ms. Broad is the first woman to lead the ACE.

## **Maureen Budetti, Director of Student Aid Policy, National Association of Independent Colleges and Universities (NAICU)**

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Maureen Budetti is director of Student Aid Policy at the National Association of Independent Colleges and Universities (NAICU), a network of 1,000 traditional liberal arts colleges, major research universities, church- and faith-related institutions, historically black colleges and universities, women's colleges, performing and visual arts institutions, two-year colleges, and schools of law, medicine, engineering, business, and other professions. Prior to joining NAICU, Ms. Budetti spent more than 10 years working with federal student aid programs and serving as a liaison with the Department of Education. Her past experience includes working as the principal legislative analyst with the University of California's Office of Federal Governmental Relations, where she monitored such national higher education issues as federal student aid and institutional accountability. She also served as the assistant director of the Association Liaison Office for University Cooperation in Development at the American Council on Education (ACE), and designed conceptual servicing models for the Department of Education's Income Contingent Repayment Plan (part of the William D. Ford Direct Loan Program) while at a private corporation.

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### **Constantine W. Curris, President, American Association of State Colleges and Universities (AASCU)**

Constantine W. Curris is president of the American Association of State Colleges and Universities (AASCU), a national association of over 400 public colleges and universities. Dr. Curris has also worked as president of three universities: Murray State University (KY) for ten years, the University of Northern Iowa for twelve years, and Clemson University for over four years until his selection as AASCU president. He has served on the 1998 Commission on the Future of the South, the Kellogg Commission on the Future of State and Land-Grant Universities, the Education Commission of the States, the Iowa Board of Economic Development, the South Carolina Research Authority, The Sigma Chi Foundation, and the chairmanships of American Humanics and the Iowa Task Force on Teacher Education and Certification.

### **James F. McKenney, Vice President of Workforce and Economic Development and International Programs, American Association of Community Colleges (AACC)**

James F. McKenney is currently the vice president of Workforce and Economic Development and International Programs of the American Association of Community Colleges (AACC), which represents 1,200 two-year, associate degree-granting institutions and more than 11 million students, as well as a growing number of international members in Puerto Rico, Japan, Great Britain, Korea, and the United Arab Emirates. He is the primary point of interface between AACC and other public/private organizations, agencies and trade associations that focus on economic and workforce development. Also, Dr. McKenney oversees the development of partnerships and collaborative projects with international organizations/agencies as well as U.S. organizations. He serves on the boards of the American Youth Policy Forum, the Home Builders Institute, SkillsUSA, and the National Commission on Cooperative Education, is the vice chair of CompTIA's Workforce Commission, is an advisory committee member of the Associated Liaison Office, and serves on numerous ad hoc advisory committees. Additionally, he staffs the AACC Workforce Commission and serves as staff liaison to the following AACC affiliated councils: the National Coalition of Advanced Technology Centers, the National Council for Continuing Education and Training, and the National Council for Workforce Education.

### **Peter McPherson, President, National Association of State Universities and Land-Grant Colleges (NASULGC)**

Peter McPherson is president of the National Association of State Universities and Land-Grant Colleges (NASULGC), an association of public research universities. Mr. McPherson is the former president of Michigan State University and former chair of the Board of Directors of Dow Jones and Company. He was the Administrator of USAID and the Deputy Secretary of the U.S. Treasury. He is the founding co-chair of the Partnership to Cut Hunger and Poverty in Africa as well as chair of the boards of IFDC and Harvest Plus, organizations dealing with international food production issues. Mr. McPherson also recently completed the chairmanship of a commission created by Congress to consider ways to greatly increase the number of students who study abroad.

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## Invited Speakers

### **LaNitra Walker Berger, Senior Manager of Research and Policy, National Association for Equal Opportunity in Higher Education (NAFEO)**

LaNitra Walker Berger's areas of research include increasing minority student access to higher education, diversifying academia, and improving international education programs at historically black colleges and universities. She is currently completing NAFEO's survey of international education at historically black colleges and universities and is the managing editor of NAFEO's signature publication, *The State of America's Black Colleges*. In 2008, she served as a delegate for the Nordic-American Young Leaders Dialogue in Helsinki, Finland, where she worked to establish exchange partnerships for minority students. In 2007, Ms. Walker Berger worked on behalf of NAFEO with the Phelps Stokes Fund and Bardoli Global to found the Collaborative for Diversity in Education Abroad (CDEA), an advocacy initiative to increase minority student participation in international education. She currently serves on the advisory board for DiversityAbroad.com and is a student mentor for the AllAbroad.us study abroad project. Ms. Walker Berger has lived abroad in Berlin, Germany, and Cape Town, South Africa, and is passionate about encouraging students to participate in international education. She received her B.A. in international relations and art history from Stanford University, an M.A. in art history from Duke University, and will complete her Ph.D. in South African art history at Duke in March 2009.

### **Anne H. Betteridge, Director of the Center for Middle Eastern Studies, University of Arizona**

Anne H. Betteridge's research interests focus on Iranian culture, particularly women and ritual. She is currently a member of the Academic Steering Committee of the Fares Center for Eastern Mediterranean Studies, Tufts University, and on the Editorial Board of the *Journal of Persianate Studies*. Dr. Betteridge served as executive director of the Middle East Studies Association of North America (MESA) from 1990 into 2002. An anthropologist, she lived and conducted research in Iran from late 1974 until early 1979, and subsequently visited Iran in 2000, 2006, and 2007.

### **Melissa H. Birch, Associate Professor; Director, CIBER, University of Kansas**

Melissa H. Birch has been director of the KU CIBER since it was established in 1999 and has directed other grant projects from the U.S. Department of Education and U.S. State Department. In 2004 Birch was awarded a Fulbright Fellowship for teaching and research in Paraguay. She is past president of the Business Association of Latin American Studies, a member of the LASA Task Force on Scholarly Relations with Paraguay, and contributing editor for Brazil to the Handbook of Latin American Studies. Her research focuses on the challenges of management in the developing economies of Latin America, and she has published in both the U.S. and Latin America. She was the recipient of the 2002 Provost's Award for Leadership in International Education at the University of Kansas.

### **William I. Brustein, Associate Provost for International Affairs; Director of International Programs and Studies; Professor of Sociology, Political Science, and History; and Alumni Professor of International Studies, University of Illinois-Urbana Champaign**

William I. Brustein became the president of the Association of International Education Administrators (AIEA) in 2007. He serves on the board of directors of the Association for Studies in International Education, the editorial advisory boards of the Journal of Studies in International Education and the International Education Report. He also serves on the executive committee of the Commission on International Programs of the National Association of State Universities and Land-Grant Colleges (NASULGC). He is chair of the Academic Affairs Committee of NASULGC's Commission on International Programs. In 2003 he was appointed

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to NASULGC's Task Force on International Education and helped draft the published report entitled *A Call to Leadership: The Presidential Role in Internationalizing the University*. Dr. Brustein is also the former director of the University of Minnesota Title VI National Resource Center for European Studies.

### **Craig Calhoun, President, Social Science Research Council (SSRC); University Professor of the Social Sciences, New York University (NYU)**

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Craig Calhoun is president of the Social Science Research Council, which has played a leading role in interdisciplinary, international research since 1923. He is also University Professor of Social Sciences at NYU. Calhoun received his doctorate from Oxford University and taught at UNC Chapel Hill for many years. There he headed a Title VI Center and the University Center for International Studies. Dr. Calhoun's most recent book is *Nations Matter: Culture, History, and the Cosmopolitan Dream* (Routledge 2007). He has also edited *Lessons of Empire: Historical Contexts for Understanding America's Global Power* (with F. Cooper and K. Moore, New Press 2006), *Sociology in America* (Chicago 2007), and *The Public Mission of the Research University* (with Diana Rhoten, Columbia University Press forthcoming). Among his best known earlier books are *Critical Social Theory: Culture, History and the Problem of Specificity* (Blackwell, 1995) and *Neither Gods Nor Emperors: Students and the Struggle for Democracy in China* (California, 1994).

### **Catherine Doughty, Area Director for Second Language Acquisition, Center for Advanced Study of Languages; Affiliate Professor of Second Language Acquisition, School of Languages, Literatures and Cultures, University of Maryland**

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Catherine Doughty is the area director for Second Language Acquisition Research (Center for Advanced Study of Language) and affiliate professor of second language acquisition (School of Languages, Literatures and Cultures) at the University of Maryland. Before moving to Maryland in 2003, she was an associate professor of linguistics at Georgetown University (1992–1999), and an associate professor of second language studies at the University of Hawai'i (1999–2003). From 2003–2006, she was the program director for the National Language Flagship Program. Her primary research interests are instructed SLA, aptitude for high-level language, and technology-mediated language learning. Dr. Doughty has received international researcher grant awards from Nagoya University in Japan (2002), and the University of Barcelona in Spain (2009).

### **Carl Falsgraf, Director of the Center for Applied Second Language Studies (CASLS), University of Oregon**

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Carl Falsgraf is director of the Center for Applied Second Language Studies (CASLS), a National Foreign Language Resource Center. He is also the director of the Oregon Chinese Flagship which develops global professionals, defined as superior-level speakers of Mandarin Chinese with strong academic or professional training. Dr. Falsgraf received his doctorate in linguistics and has been teaching and conducting research on language education for over twenty years. His classroom experience includes teaching ESL, Japanese, and a variety of graduate courses in pedagogy and methodology. Particular interests include proficiency assessment, standards-based approaches to language education, and data-driven professional development.

### **Michael Hitt, Distinguished Professor; Joe B. Foster Chair in Business Leadership, Lowry Mays School of Business, Texas A&M University**

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Michael Hitt is the current past president and a member of the board of directors for the Strategic Management Society and is a past president of the Academy of Management, an international organization dedicated to the advancement of management knowledge and practice. He is a former editor of the *Academy of Management Journal* and the

*continued on page 14*

current co-editor of the *Strategic Entrepreneurship Journal*. He received the 1996 Award for Outstanding Academic Contributions to Competitiveness and the 1999 Award for Outstanding Intellectual Contributions to Competitiveness Research from the American Society for Competitiveness. He has also received the Irwin Outstanding Educator Award and the Distinguished Service Award from the Academy of Management. His recent publications include five books, *Mergers and Acquisitions: A Guide to Creating Value for Stakeholders*, *Competing for Advantage*, *Strategic Management: Competitiveness and Globalization*, 8th Edition, *Understanding Business Strategy*, and *Organizational Behavior: A Strategic Approach*.

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**Michael D. Kennedy, Weiser Professor of European and Eurasian Studies, Professor of Sociology; Director, Weiser Center for Emerging Democracies, Weiser Center for Europe and Eurasia, University of Michigan**

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Michael D. Kennedy's recent scholarship addresses the relationship between cultural and global transformations through social movements and knowledge systems and practice, evident in these two co-edited volumes--*Globalizations and Social Movements: Culture, Power, and the Transnational Public Sphere* and *Responsibility in Crisis: Knowledge Politics and Global Publics*. Professor Kennedy's current empirical work focuses on the cultural articulation of democracy, peace, and energy security in Europe and Eurasia. He previously served as director of the Program for the Comparative Study of Social Transformations, Center for Russian and East European Studies, Center for European Studies-European Union Center of Excellence, and International Institute and as vice provost for international affairs at the University of Michigan.

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**Gilbert W. Merkx, Vice Provost for International Affairs, Duke University**

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Gilbert W. Merkx is professor of the practice of sociology and director of the Center for International Studies at Duke University. Professor Merkx's research has focused on the social causes and consequences of public policy. He has been a Fulbright scholar in Peru; a visiting scholar at the Instituto Torcuato Di Tella, Argentina; and a visiting scholar at Stockholms Universit t. Dr. Merkx has taught on the faculties of Yale University, G teborgs Universit t and the University of New Mexico, where he was professor of sociology and director of the Latin American and Iberian Institute. He is president of the Association of International Education Administrators, co-chairman of the Council of Directors of Title VI National Resource Centers for Foreign Language and Area Studies, and a member of the board of the OAS Institute for Advanced Study of the Americas and of the board of the Scholars at Risk Network.

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**Patrick O'Meara, Vice President for International Affairs, Indiana University**

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Before becoming vice president for international affairs, Patrick O'Meara was director for Indiana's African Studies Program. His main research interests are comparative politics and development in Southern Africa. Dr. O'Meara's recently edited books include: *Globalization and the Challenges of a New Century* and *Changing Perspectives on International Education*. Dr. O'Meara is also the recipient of numerous international awards, including the Cross of Saint George awarded in Spain; the Warsaw University Medal; the Amicus Poloniae from the Embassy of Poland; an honorary doctorate from National Institute of Development (NIDA) University in Thailand; and just recently, the Gold Cross of Merit of the Republic of Hungary.

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**Sandra Russo, Director for Program Development and Federal Relations, University of Florida**

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Sandra Russo was the associate director of the Transnational and Global Studies Center at the University of Florida. She is affiliated with the Interdisciplinary Ecology program in the School of Natural Resources and the Environment. She continues to work in Africa, most recently in southern Africa as co-principal investigator on an NSF IGERT on Adaptive Management: Water, Wetlands, and Watersheds. As program director and co-principal investigator for an NSF Innovations in Institutional Integration grant, her work on professional development for graduate students seamlessly integrates with her work with higher education internationally.

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### **Elaine Tarone, Professor in Second Languages and Cultures; Director, Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota**

Elaine Tarone is the coordinator of the Title VI Language Resource Center (LRC) Steering Committee, and director of CARLA, one of the 15 LRCs. CARLA develops and disseminates a wide range of resources to support learners and teachers of multiple languages and cultures through its website, conferences, institutes, workshops and working papers. Dr. Tarone has published research and scholarship on the psychology and sociolinguistics of second language acquisition since 1972. Past editor of the journal *Applied Linguistics*, and a past president of the American Association for Applied Linguistics, she is a member of the University of Minnesota's Academy of Distinguished Teachers.

### **Mark Tessler, Samuel J. Eldersveld Collegiate Professor of Political Science; Director, International Institute; Vice Provost for International Affairs; Research Professor, Center for Political Studies, University of Michigan**

Mark Tessler has written extensively on Middle East politics and international relations. He is the author of *A History of the Israeli-Palestinian Conflict*, which won national honors and was named a "Notable Book of 1994" by *The New York Times* when it first appeared. An updated edition is being published this year. Professor Tessler has also published widely on public opinion in the Arab world and is co-director of the seven-country Arab Barometer survey project. Professor Tessler is general editor of the Indiana University Press series in Middle East Studies, a leading scholarly book series in the field. He directed two Title VI National Resource Centers before coming to the University of Michigan in 2001: the University of Wisconsin Joint Center for International Studies at Milwaukee and Madison, and the Center for Middle Eastern Studies of the University of Arizona.

### **David Wiley, Professor of Sociology, Michigan State University**

David Wiley served as Michigan State University's African Studies director from 1977-2008. He specializes in social inequality, social ecology of Africa and its environment (rural and urban), social movements, social stratification and religion, and internationalization of higher education. Prior to coming to Michigan State University, Dr. Wiley was chairperson of the African National Resource Center at the University of Wisconsin-Madison. He has been president of the African Studies Association; chairperson of international committees of the National Science Foundation, American Association for the Advancement of Science, and the American Sociological Association; and a member of the U.S./South Africa Bi-National Commission. He has been vice-chair of the U.S. National Commission for UNESCO and the co-chair of the Association of Concerned Africa Scholars. Dr. Wiley has served for almost two decades as co-chairperson of the Council of Directors of Title VI National Resource Centers. He was co-editor of *International Education in the New Global Era: Proceedings of a National Policy Conference on the Higher Education Act, Title VI, and Fulbright-Hays Programs*, (1998).

### **Anand A. Yang, Director of the Henry M. Jackson School of International Studies and Golub Chair of International Studies, University of Washington**

Anand Yang is a historian who specializes on South Asia and world history. His books include *The Limited Raj: Agrarian Relations in Colonial India*; *Bazaar India: Peasants, Traders, Markets and the Colonial State in Gangetic Bihar*; and an edited collection on *Interactions: Transregional Perspectives on World History*. A former president of the Association for Asian Studies and editor of *The Journal of Asian Studies*, he is currently serving as president of the World History Association and a member of the board of directors of the American Council of Learned Societies. His forthcoming book on "Empire of Convicts" examines Indian coerced labor in Southeast Asia.

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# Conference Themes

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The Title VI 50th Anniversary Conference was organized to highlight the following thematic tracks:

## Title VI and National and Global Security

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Global conditions continue to fuel the underlying causes of geopolitical insecurity which fifty years later come in new and less readily identified forms. The "...security, stability, and economic vitality of the United States in a complex global era depend upon American experts in and citizens knowledgeable about world regions, foreign languages, and international affairs, as well as upon a strong research base in these areas" (Title VI, Sec 601). With the U.S. increasingly linked to the economic, political, and military security of a diverse set of nations and peoples, expertise in foreign languages and area studies are even more central to our national security and well-being. The National and Global Security track seeks submissions that will highlight how Title VI programs have evolved to respond to emerging economic, political, environmental, and other security challenges. In addition, submissions will address the question: How will Title VI programs evolve over the next 50 years as national and global security are more inextricably intertwined?

## Language Competence: Performance, Proficiency and Certification

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From its inception in 1958, Title VI programs have emphasized the critical importance and value of second language competence to our national interests. Title VI programs continue to play a leading role in the United States in initiating, supporting, and negotiating the expansion of foreign language instruction, particularly in the less commonly taught languages. Yet in the age of "globalizing English," many colleges and universities continue to struggle to sustain foreign language programs. The Language Competence track seeks submissions that demonstrate innovative approaches to language instruction and language policy for K-12 and post-secondary instruction, the expansion and strengthening of high quality foreign language programs nationally, and issues concerning language competence, performance, acquisition, and assessment.

## Area Studies and the Disciplines

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Area studies have been critical in internationalizing both academic disciplines and professional fields and in developing global perspectives on the world. Today, however, area studies increasingly is being re-conceptualized from within and without - from within because earlier new understandings of our interconnected world have required academic communities engage issues with inter- and multi-disciplinary approaches; and, from without because the disciplines most concerned with area studies are changing their scholarly trajectories and pedagogy. As a result, area studies have a different relationship with the social sciences and humanities than it once did. At the same time, it also is developing new connections to professional disciplines such as business, education, law, criminal justice, public administration, and public health. The Area Studies and the Disciplines track seeks submissions that will take stock of the changing intellectual and institutional foundations and practices of area studies and discuss the new scholarship and pedagogy emerging in the field. Submissions also may focus on innovations in area studies that have led it to forge links with the professional fields.

## Crossing Boundaries

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As the Ford Foundation noted in the late 1990s in its call for the revitalization of area studies, there is a need to develop "innovative approaches to the field's intellectual foundations and practices in light of a dramatically changed and increasingly interconnected world." Area studies scholars now range widely in their coverage, from looking at single countries and single regions to entire continents. They also recognize that many of the problems and processes they study are transnational and

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trans-regional in nature. The Crossing Boundaries track seeks submissions that will highlight the new architecture of area studies that integrates community and national-level knowledge with better understanding of global issues that transcend geographic and disciplinary boundaries. They will thus address the question: How are regions configured in area studies and how have these been transformed by changing geo-political realities and trans-border issues such as economies, trade, migration, environment, and health?

## **Global Competitiveness**

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Fifty years later, does distance still matter? Information technologies and global communications have changed our sense of geographic distance. A worldwide trend toward more open markets has changed our understanding of boundaries. But as U.S. firms strive for global competitiveness, cultural, political, social, and economic distance and differences still create complexity. The Global Competitiveness track seeks submissions that address the question: What is the role of Title VI programs in helping Americans to develop education, training, and research activities that promote the nation's "international understanding and economic enterprise" and "contribute to the ability of U.S. business to prosper in an international economy" (Title VI, Sec 611)?

## **Internationalizing Higher Education**

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The Title VI program is tasked with enhancing "the capacity of institutions of higher education in the U.S. for producing graduates with international and foreign language expertise and knowledge and research regarding such expertise and knowledge" (Title VI, Sec 601). Internationalization represents a multifaceted and important trend in higher education that includes a significant increase in the numbers of students engaged in international learning, study abroad, increased off-shore campuses, and development of technology-based international collaborations in research and teaching. Internationalizing higher education pertains to all disciplines and education levels and is important at the two- and four-year undergraduate, masters, and doctoral levels as well as in professional schools, language programs, area studies, and multidisciplinary international studies. The Internationalizing Higher Education track seeks submissions that demonstrate innovative approaches to the development and implementation of internationalization efforts at institutions of higher education through Title VI programs.

## **Benchmarking and Assessment**

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The establishment of assessments to gauge the effectiveness and efficiency of internationalization programs has long concerned educators, policymakers, and accrediting agencies. Assessments take various forms such as ranging from micro to macro levels and using quantitative and qualitative data for input in a formative and summative evaluation. These evaluations are conducted both internally and by using external experts. A key is linking benchmarking and assessments to goals, accreditation, and the implementation of future programs and activities. The Benchmarking and Assessment track seeks submissions that demonstrate innovative ways to approach measuring internationalization efforts.

## **Future Directions for Title VI and Fulbright-Hays Programs**

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The Title VI and Fulbright-Hays programs have expanded and evolved since their inception in order to meet national needs in key areas related to international education. The Future Directions track seeks submissions that demonstrate ways to increase the effectiveness and strengthen the impact of these programs, including via new technologies, or to envision new programmatic directions. Of particular interest are submissions that demonstrate new approaches to facilitating collaboration with government, media, business, K-12 and post-secondary education, and others to further U.S. global and national interests.

# Conference Program Agenda

Registration and conference packets will be available for pick up 2:00 p.m. – 5:00 p.m. on Wednesday, March 18 on the Ballroom Level. Registration and conference packet pick up will be available from 8:00 a.m. to 5:00 p.m. on Thursday, March 19 and from 8:00 a.m. to 12:00 p.m. on Friday, March 20. The exhibit hall will be open Thursday, March 19 and Friday, March 20 from 8:30 a.m. to 4:30 p.m. and Saturday, March 21 from 8:30 a.m. to 11:30 a.m.

## WEDNESDAY, MARCH 18, 2009

**6:00 p.m. – 8:00 p.m.**      **Welcome Reception**  
**Room: Columbia A, B, C**

## THURSDAY, MARCH 19, 2009

**8:30 a.m. – 9:50 a.m.**      **Session I**  
**9:50 a.m. – 10:20 a.m.**      **Break**  
**10:20 a.m. – 11:40 a.m.**      **Session II**  
**11:40 a.m. – 1:10 p.m.**      **Lunch**  
**Room: Columbia A, B, C**  
**1:10 p.m. – 1:30 p.m.**      **Welcome Remarks**  
**Room: Regency A**  
**1:30 p.m. – 3:00 p.m.**      **Plenary I**  
**Room: Regency A**  
**3:30 p.m. – 4:50 p.m.**      **Session III**  
**5:15 p.m.**      **Doors to Regency Ballroom open**  
**5:45 p.m.**      **Keynote Dinner Begins**  
**7:00 p.m.**      **Keynote Address by The Honorable Madeleine K. Albright**

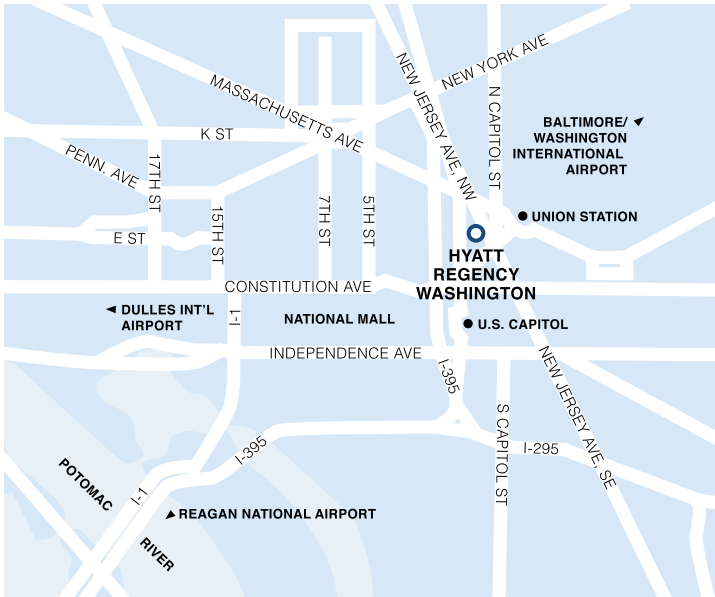
## FRIDAY, MARCH 20, 2009

**8:30 a.m. – 9:50 a.m.**      **Session IV**  
**9:50 a.m. – 10:20 a.m.**      **Break**  
**10:20 a.m. – 11:40 a.m.**      **Session V**  
**11:40 a.m. – 1:10 p.m.**      **Lunch**  
**Room: Columbia A, B, C**  
**1:10 p.m. – 2:30 p.m.**      **Session VI**  
**2:30 p.m. – 3:00 p.m.**      **Break**  
**3:00 p.m. – 4:50 p.m.**      **Plenary II**  
**Room: Regency A**

## SATURDAY, MARCH 21, 2009

**8:30 a.m. – 9:50 a.m.**      **Session VII**  
**9:50 a.m. – 10:10 a.m.**      **Break**  
**10:10 a.m. – 11:30 a.m.**      **Session VIII**

# Hotel Map



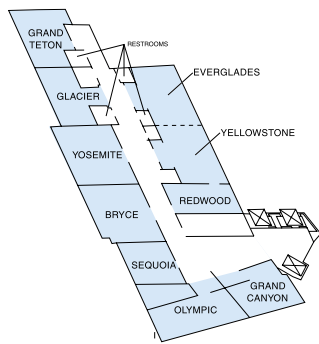
## Hyatt Regency Washington, D.C. On Capitol Hill

### DIRECTIONS

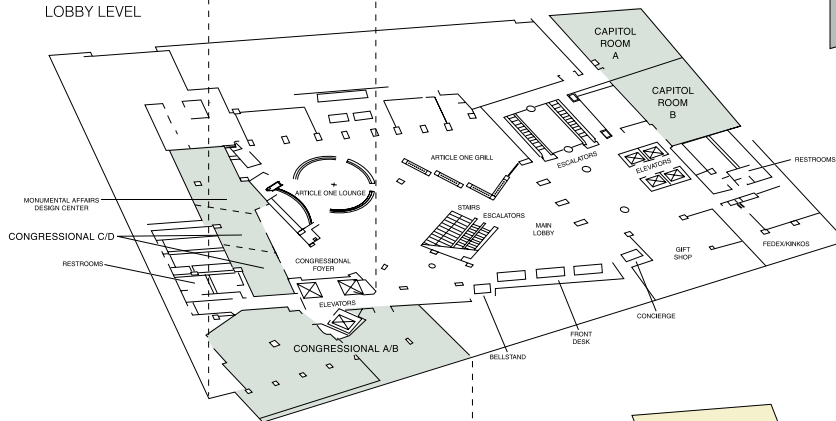
From National Airport: Take the George Washington North to I-395 North "To Washington." Cross the bridge in the two center lanes, veering right at the end of the bridge on I-395 North. Exit right to US Senate/D Street/I-395 exit. Stay in the right lane as you go through two tunnels. In the second tunnel, take exit for "D Street." Make a right at the end of the tunnel. Turn left at 2nd light onto New Jersey Avenue. The hotel is on the left.

From Dulles International Airport: Take the Dulles Toll Road to I-66 East "To Washington". Exit onto Constitution Avenue. Follow Constitution Avenue East towards the US Capitol. A few blocks before the Capitol make a left on to Louisiana Avenue. Proceed for two blocks. Make a left on to New Jersey Avenue. The hotel is one block further on the left.

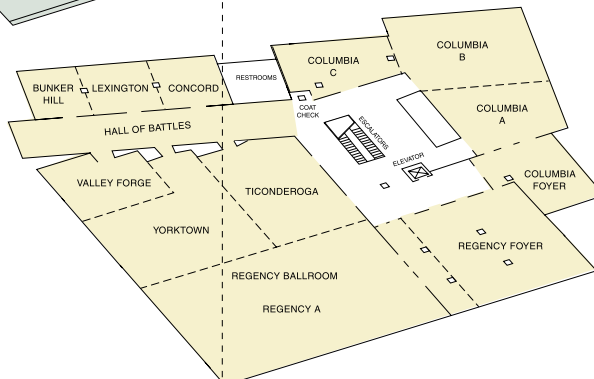
CONFERENCE LEVEL 2ND FLOOR



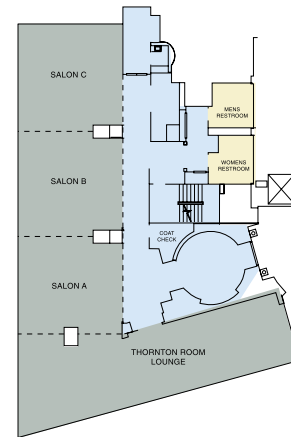
LOBBY LEVEL



BALLROOM LEVEL



11TH FLOOR THORNTON ROOM



# Title VI 50<sup>th</sup> Anniversary Conference Program

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**Session I: 8:30 a.m. – 9:50 a.m.**

### Session I-A: Title VI and National and Global Security

Room: Capitol Room A

History and Impacts of Title VI (with focus on area studies)

Patrick O'Meara, Indiana University

History and Impacts of Title VI (with focus on less commonly taught languages)

David Wiley, Michigan State University

### Session I-B: Business Language Assessment and Cultural Competence

Room: Valley Forge

Fifteen Years on the Pathways to Advanced Skills

Galal Walker, The Ohio State University

Minru Li, The Ohio State University

European Language Portfolios and Global Language Portfolios

Patricia Cummins, Virginia Commonwealth University

Assessing Student Learning in International Environments

Bradley Farnsworth, University of Michigan\*

### Session I-C: U.S. Policy in Asia: The Intersection of Area Studies and the Disciplines

Room: Yorktown

U.S. Policy in Asia: The Intersection of Area Studies and the Disciplines

Richard J. Ellings, The National Bureau of Asian Research\*

Robert Hathaway, Woodrow Wilson International Center for Scholars, Asia Program

China's Rise

TBA

Tabitha Mallory, Johns Hopkins University

Japan's Resurgence

TBA

**\*Panel Chair**

### Session I-D: Digital Resources and Technology

Room: Bunker Hill

Digital Resources in Title VI: Planning the Next 50 Years  
Doug Cooper, Center for Research in Computational Linguistics

Internationalizing the University of North Carolina at Chapel Hill through Multi and Mixed Media Sharing  
Tripp Tuttle, University of North Carolina, Chapel Hill

The Collaborative global-e <http://global-ejournal.org/>  
Niklaus Steiner, University of North Carolina, Chapel Hill\*

Steve Witt, University of Illinois, Urbana-Champaign

### Session I-E: Innovative Approaches to Interdisciplinary Research and Graduate Training in Latin American Studies

Room: Congressional A

Panel Chair

Carmen Diana Deere, University of Florida\*

A Graduate Education Framework for Tropical Conservation and Development  
Jon Dain, University of Florida

Interdisciplinary Graduate Training in Latin American Business

Mary Risner, University of Florida

Finding Solutions to Crime, Law and Governance in the Americas

Tim Clark, University of Florida

### Session I-F: Title VI and Community Colleges: Lessons of the Past and Directions for the Future

Room: Ticonderoga

Internationalizing the Curriculum: Lessons of the Past and Directions for the Future

Theo Sypris, Midwest Institute for International/Intercultural Education\*

Fulbrights: A Medium for Transformational Change and Professional Engagement

Joanna Sabo, Monroe County Community College

Study Abroad: Lessons of the Past and Directions for the Future

Cindy Epperson, St. Louis Community College

Overseas Projects: Vehicles for Positive and Meaningful Change

Robert Keener, Sinclair Community College

International Students: A Promising Direction for Community Colleges

Annouska Remmert, Lorain Community College\*

### **Session I-G: Programs in International Educational Resources (PIER): the MacMillan Center's Integrated Outreach Program**

Room: Lexington

PIER: Its Rationale and K-12 Professional Development  
Maxwell Amoh, Yale University

PIER: Programs for K-12 Students  
Elena Serapiglia, Yale University

PIER: Higher Education and the High School Co-op  
Language Program (HSCLP)  
Brian Carter, Yale University\*

PIER: Community and Business Outreach  
Molly Moran, Yale University

### **Session I-H: The Disciplines and Area Studies**

Room: Capitol Room B

Global Realignments and the Geopolitics of Transatlantic  
Studies  
Abril Trigo, The Ohio State University

The Contribution of Area Studies to Political Science:  
Reassessing the Controversy  
Stephen E. Hanson, University of Washington

The United States-Mexico Border as a Window to  
International Understanding, Research and Outreach  
Colin M. Deeds, University of Arizona

Area Studies Course Coverage: Then and Now  
Ann Imlah Schneider, Independent International  
Education Consultant\*

### **Session II-C: Extending Global Security to Human Security: Pedagogical Challenges and Opportunities**

Room: Valley Forge

Studies in Human Security  
Sara R. Curran, University of Washington\*

Studies in Religion and Human Security  
James Wellman, University of Washington

Human Rights and Security  
Angelina Godoy, University of Washington

Environmental Security  
Patrick Christie, University of Washington

### **Session II-D: Middle East Language Learning in U.S. Higher Education**

Room: Yorktown

Overview of Middle East Language Learning in U.S.  
Higher Education  
R. Kirk Belnap, Brigham Young University\*

Unfortunate Implications of Unhappy Language  
Teachers  
Erika Gilson, Princeton University

Increasing Access to Quality Intensive Study  
TBD

Measuring Success in Language Learning  
TBD

Extending our Reach into K-12 and further out into  
Higher Education Campuses  
Maggie Nassif, Brigham Young University

### **Session II-E: Peace Studies and International Education**

Room: Capitol Room B

Building Capacity in Teaching about Global Peace and  
Security in U.S. Higher Education  
David Smith, U.S. Institute of Peace

Toward a Meaningful Understanding of "Diverse  
Perspectives" in Middle East Educational Outreach  
Zeina Azzam Seikaly, Georgetown University

Creating Peace: Creating Effective Teachers of Arabic at  
SDSU and Bahrain Teachers' College  
Hanada Taha-Thomure, San Diego State University

Finding a Common Ground: A Dialogue between  
Military, Non-profit, Academia, and Muslim  
Organizations in the Delaware Valley  
Firoozeh Kashani-Sabet, University of Pennsylvania  
Zeynab Turan, University of Pennsylvania\*

**Break: 9:50 a.m. – 10:20 a.m.**

**Session II: 10:20 a.m. – 11:40 a.m.**

### **Session II-A: Internationalizing Higher Education**

Room: Capitol Room A

History and Impacts of Title VI  
Gilbert Merckx, Duke University

Current Status and New Directions  
Sandra Russo, University of Florida

### **Session II-B: Learning in the K-12 Community**

Room: Bunker Hill

Mapping and Enhancing Language Learning in  
Washington State  
Tamara Leonard, University of Washington

World Language Teaching in U.S. Schools: Results of a  
National Survey  
Nancy Rhodes, Center for Applied Linguistics  
Ingrid Pufahl, Center for Applied Linguistics

K-12 Gateway to the Less-Commonly-Taught Languages  
Thomas Hinnebusch, University of California, Los  
Angeles\*  
Barbara Blankenship, University of California, Los Angeles

\*Panel Chair

**Session II-F: Technology and Language Studies**

Room: Congressional A

Innovative Technology-Based Pedagogies for the Foreign Language Classroom

Linda R. Waugh, University of Arizona

Beatrice Dupuy, University of Arizona

Creating Learner Corpora from the Computer Assisted Screening Tool for Advanced Level Proficiency (CAST)

Michael Trevor Shanklin, San Diego State University

Mongolian Language Learning in a Virtual Classroom

Curt Madison, University of Alaska, Fairbanks

Brian White, American Center for Mongolian Studies

Language-Learning in Cyberspace: Hindi-Urdu on the Web

Afroz Taj, University of North Carolina, Chapel Hill\*

**Session II-G: Title VI and Research Progress in the Disciplines: African History, African Politics, and African Languages and Literature at Wisconsin**

Room: Ticonderoga

Regionalism and Progress in the Disciplines

James Delehanty, University of Wisconsin – Madison\*

Title VI and Research on African History at Wisconsin

Thomas Spear, University of Wisconsin – Madison

Title VI and Research on African Politics at Wisconsin

Crawford Young, University of Wisconsin – Madison

Title VI and Research on African Languages and Literature at Wisconsin

Edris Makward, University of Wisconsin – Madison

**II-H: Internationalizing Higher Education: The Neglected Link between Area Studies and Study Abroad**

Room: Lexington

Study Abroad, Area Studies, and Cultural Learning: The Conceptual Map

Richard Michael Paige, University of Minnesota\*

Study Abroad, Area Studies, and Cultural Learning: A

Meta Synthesis of University of Oregon and University of Minnesota Title VI Programs

Gerald Fry, University of Minnesota

**Lunch: 11:40 a.m. – 1:10 p.m.**

Please note a lunch buffet is available in Exhibition Rooms Columbia A, B, C

**Welcome Remarks: 1:10 p.m.–1:30 p.m.**

U.S. Department of Education

Room: Regency A

**Plenary I: 1:30 p.m. – 3:00 p.m.**

**Moderated Plenary Panel Discussion: Current Issues and Future Directions for International Education**

Room: Regency A

Gene Block, Chancellor, University of California, Los Angeles

Mark D. Gearan, President, Hobart and William Smith Colleges

Kim A. Wilcox, Provost and Vice President for Academic Affairs, Michigan State University

Craig Calhoun, President, Social Science Research Council and University Professor of the Social Sciences, New York University – Moderator

**Break: 3:00 p.m. – 3:30 p.m.**

**Session III: 3:30 p.m. – 4:50 p.m.**

**Session III-A: Area Studies and the Disciplines**

Room: Capitol Room A

History and Impacts of Title VI

Michael D. Kennedy, University of Michigan

Current Status and New Directions

Craig Calhoun, Social Science Research Council, New York University

**Session III-B: International Business, U.S. Competitiveness, and Global Security**

Room: Capitol Room B

No Man is an Island: Title VI, the CIBERs and National/Global Security

Rochelle A. McArthur, University of Hawai'i, Manoa

The Global Business Project Course: An Innovative Multi-school, Multilanguage Approach to Promoting Global Competitive Students and Corporations

M. Lynne Gerber, University of North Carolina, Chapel Hill

Public-Private Partnerships to Develop Programs to Promote the Competitiveness of U.S. Business: The Case of Hawaii

Shirley J. Daniel, University of Hawai'i, Manoa

Defining Global Competence and the Metrics of Global Leadership Group Process

Kim Cahill, Temple University\*

Arvind V. Phatak, Temple University

Julie Fesenmaier, Temple University

**Session III-C: Building Language Competence, Programming, and Assessment**

Room: Congressional B

Building a Khmer Language Program with Title VI Funding

Frank Smith, University of California, Berkeley

Investment in Assessment: The South Asian Example

Steven M. Poulos, University of Chicago

\*Panel Chair

Critical Language Competence through Immersion and Outreach to Secondary Education  
Hui Wu, University of Central Arkansas\*

### **Session III-D: Who in the World is Coming to National Council for the Social Studies (NCSS)?: Future Directions for Title VI Outreach**

Room: Lexington

NCSS and its Outreach Potential for International NRC Partners  
Susan Griffin, National Council for the Social Studies

Canada is Coming to NCSS! A Model for Conference Outreach and Beyond  
Tina Storer, Western Washington University\*

Complementary On-Site Outreach at the Annual NCSS Conference  
Amy Sotherden, State University of New York College, Plattsburgh

NCSS Conference and Surrounding Area Outreach  
Betsy Arntzen, University of Maine

### **Session III-E: Teacher Training and Language Competency**

Room: Yellowstone / Everglades

Meeting the Need for Critical Language Teachers  
Johanna Watzinger-Tharp, University of Utah

Methods Preparation for Instructors of Less Commonly Taught Languages  
Dianna L. Murphy, University of Wisconsin – Madison  
Antonia Schleicher, University of Wisconsin – Madison

Examining Approaches to Advanced-Level Foreign Language Competence in Less Commonly Taught Languages  
Kimi Kondo-Brown, University of Hawai'i, Manoa

The Impact of Undergraduate Language Requirements on Less-Commonly-Taught Language Enrollment and Instruction: The Cornell Story  
Sydney Van Morgan, Cornell University\*

### **Session III-F: Assessing the Impacts of Title VI Programs**

Room: Congressional C/D

Competing Views of Assessment and Accountability in Higher Education: The New Public Management Versus National Resource Centers as "Public Goods"  
Davydd J. Greenwood, Cornell University

Impact of Title VI on the U.S. Higher Education System: Lessons from the First Thirty Years  
Nancy L. Ruther, Yale University

The Value of National Resource Centers for Enrollments in Critical Languages  
Elizabeth Welles, Council of American Overseas Research Centers\*

### **Session III-G: International Education and Research in the Digital Age: A Critical Look at Promises, Challenges, and Future of Technological Innovation and Cooperation for Foreign Information Access (TICFIA)**

Room: Congressional A

The Digital Revolution and TICFIA  
Mark Lawrence Kornbluh, Michigan State University\*

TICFIA: South Asia: Overseas Resources for Understanding the Subcontinent  
James Nye, University of Chicago  
James Simon, Center for Research Libraries

The Tibetan and Himalayan Library  
David Germano, University of Virginia

The African Digital Library Projects  
Stephen Backman, Michigan State University

TICFIA: The View from Washington  
Susanna Easton, U.S. Department of Education

### **Session III-H: On the Future of Outreach: Approaches for More Effective Programs**

Room: Bunker Hill

Professionalization of Outreach: A Continuing Challenge for Title VI Centers  
Valerie McGinley Marshall, Tulane University

"Is this Covered in the Standards?" Outreach in the Era of Standardized Testing  
Christopher Rose, University of Texas, Austin

Title VI and Fulbright-Hays: Toward a Closer Partnership and Enhanced Resources  
Natalie Arsenault, University of Texas, Austin\*

On the Air  
Randi Hacker, University of Kansas

Outreach and K-12 Teachers: A View from the Classroom  
Lorelei Clark, Thurgood Marshall High School

## **Keynote Dinner and Address by The Honorable Madeleine K. Albright**

**Introduction by James O'Donnell, Provost, Georgetown University**

**Room: Regency Ballroom  
Seating begins at 5:15 p.m.  
Dinner begins at 5:45 p.m.  
Address begins at 7:00 p.m.**

\*Panel Chair

**Session IV: 8:30 a.m. – 9:50 a.m.**

**Session IV-A: Crossing Boundaries**

Room: Capitol Room A

History and Impacts of Title VI  
Anne Betteridge, University of Arizona

Current Status and New Directions  
Anand A. Yang, University of Washington

**Session IV-B: Online Resources for International Business**

Room: Ticonderoga

Online International Business Modules: A Title VI Project  
Sarah Singer, Michigan State University

Toward the Creation of an International Business  
Measurement Repository  
Gangaram Singh, San Diego State University

Building Entrepreneurial Skills in Niger: Expanding  
Community Service Learning Abroad  
Lauren Eder, Rider University  
Sigfredo Hernandez, Rider University

On the globalEDGE  
Irem Kiyak, Michigan State University\*

**Session IV-C: The NRC Web Portal**

Room: Yorktown

The Role of the NRCs in the Operation of the Web Portal  
Edna Andrews, Duke University\*

Format and Capabilities of the NRC Web Portal  
Mark Garbrick, Duke University

**Session IV-D: Latin American Language and Outreach Innovations**

Room: Lexington

Report on the First Biennial Symposium on Teaching  
Indigenous Languages of Latin America (STILLA)  
Serafin Coronel-Molina, Indiana University  
Daniel Suslak, Indiana University

Global Service-Learning in Latin America: Putting  
Learning Before Service?  
Hannah E. Gill, University of North Carolina, Chapel  
Hill  
Jenny Huq, University of North Carolina, Chapel Hill

The Indiana Project on Latin American Cultural  
Competency: Triumphs and Pitfalls  
Bradley A. Levinson, Indiana University

Title VI / Fulbright-Hays Outreach Collaboration to  
Enhance Latin American Studies  
Rosalind Santavicca, University of Pittsburgh\*

**Session IV-E: Enhancing Outreach Models for the Future**

Room: Valley Forge

Great World Texts in Wisconsin: A Partnership between  
the UW-Madison's Center for the Humanities and Title  
VI Centers  
Lara Kain, University of Wisconsin — Madison  
Nancy Heingartner, University of Wisconsin — Madison

21st century K-12 outreach programs  
Tara Flanigan Muller, University of North Carolina,  
Chapel Hill

Expanding Boundaries Beyond Traditional Limits:  
Outreach Programs with Museums and Public  
Libraries  
Anastasia Marie Shown, University of Pennsylvania

Taking the Lead with Institutional Alliances:  
Collaborations and Educational Outreach at Pitt  
Dennis Michael Hart, University of Pittsburgh\*

**Session IV-F: Group Projects Abroad in Southeast Asia**

Room: Bunker Hill

Filipino  
Ruth E. Mabanglo, University of Hawai'i, Manoa

Indonesian  
Marmo Soemarmo, Ohio University

Khmer  
Chhany Sak-Humphry, University of Hawai'i, Manoa

Thai  
Thomas W. Gething, University of Washington\*

Vietnamese  
Bac Hoai Tran, University of California, Berkeley

**Session IV-G: Languages Across the Curriculum (LAC) Programs and Title VI: Current Initiatives and Future Possibilities**

Room: Capitol Room B

Languages Across the Curriculum: Lessons Learned and  
New Possibilities  
Carol A. Klee, University of Minnesota\*

Preparing Future LAC Faculty: UNC's Graduate  
Certificate in Languages across the Curriculum  
Instruction  
Tanya E. Kinsella, University of North Carolina, Chapel  
Hill

Student Advances in Spanish and Intercultural  
Proficiency through a Title VI Interdisciplinary Study  
Abroad Course  
Isabel Moreno-Lopez, Goucher College  
Tami Kopischke, Goucher College

Technology as the Essential Basis for LAC/LSP  
Nina Garrett, Yale University

**\*Panel Chair**

#### **Session IV-H: Realizing Title VI Goals for International Education through Quality Study Abroad Programs**

Room: Congressional A

Historical Overview of NRCs and Undergraduate Study Abroad Programming  
John Metzler, Michigan State University\*

Promoting International Competency Through Study Abroad Programming: Case Study MSU's Programming in Africa  
Cindy Chalou, Michigan State University

Promoting International Competency Through Study Abroad Programming: Case Study of University of Minnesota's Programming in Africa and Asia  
Martha Johnson, University of Minnesota  
Nanette Hanks, University of Minnesota

**Break: 9:50 a.m. – 10:20 a.m.**

**Session V: 10:20 a.m. – 11:40 a.m.**

#### **Session V-A: Global Competitiveness**

Room: Capitol Room A

History and Impacts of Title VI  
Michael Hitt, Texas A&M University

Current Status and New Directions  
Melissa H. Birch, University of Kansas

#### **Session V-B: Technology and Chinese Language Studies**

Room: Valley Forge

Evaluating Reading Proficiency Gain and Reading Program Effectiveness: A Three-Tiered Web-Based Assessment Approach  
Helen Shen, The University of Iowa  
Chen-Hui Tsai, The University of Iowa

The Virtues of Virtual Chinese  
Xiaoliang Li, Georgia Institute of Technology

Infusing New Technologies in Elementary English as a Foreign Language (EFL) Instruction in China: Design of a Blended E-Learning Curriculum TALENT  
Guofang Li, Michigan State University

Innovative Approaches to Chinese Language Teaching and Learning in America  
Christy Lao, San Francisco State University\*

#### **Session V-C: Heritage Language Education: The Intersection of Linguistics, Demography, Language Policy, and Pedagogy**

Room: Bunker Hill

The National Survey of Heritage Language Learners: From Survey Data to Pedagogical Implications  
Olga E. Kagan, University of California, Los Angeles\*

What do Heritage Speakers Know and How Can They (Re-)learn?  
Maria Polinsky, Harvard University

More Speakers, More Places: Heritage Language Vitality Across Suburban Networks  
Gerda de Klerk, Arizona State University  
Terrence Wiley, Arizona State University

A Task Force for the Preservation of Heritage Language Skills: Findings and Observations  
Catherine W. Ingold, University of Maryland

#### **Session V-D: Social Science Research Council - The Production of Knowledge on World Regions**

Room: Ticonderoga

Panel Chair  
Holly Danzeisen, Social Science Research Council\*

A Reluctant Internationalism: Area Studies and the Social Sciences at U.S. Universities  
Mitchell Stevens, Stanford University  
Cynthia Miller-Idriss, New York University

Trends in Arabic Language Learning on U.S. Campuses: Needs and Challenges  
Elizabeth A. Anderson, American University  
Jeremy Browne, State University of New York

Middle East Studies — Exploring the Factors Shaping Post 9/11 Knowledge Production  
Jennifer Olmsted, Drew University

#### **Session V-E: Building Professional, Local and National Partnerships: Challenges and Strategies Adopted in Outreach to Non-Traditional Communities (Africa)**

Room: Capitol Room B

Engaging Media and Business Constituencies through Partnerships and Technology: Challenges and Successes  
Agnes Ngoma Leslie, University of Florida\*

Reflection or Information? Providing Professional Development to Biomedical and Public Health Constituencies  
Barbara S. Anderson, University of North Carolina, Chapel Hill

Working with Publishers: Challenges and Opportunities for Making Maximum Impact  
Barbara B. Brown, Boston University

Title VI Centers and Media Coverage of Crises  
Ali B. Dinar, University of Pennsylvania

#### **Session V-F: Crossing Boundaries: New Directions in Title VI - International Studies from a Circumpolar Perspective**

Room: Lexington

Circumpolar Studies  
Nadine C. Fabbi, University of Washington\*

The Indigenous World  
Daniel Hart, University of Washington

\*Panel Chair

Circumpolar Cooperation  
Duane Smith, Inuit Circumpolar Council

Circumpolar Health  
Mark Oberle, University of Washington

**Session V-G: Coordinating Strategic and Thematic Directions for International Education at U.S. Universities: The Role of the International National Resource Center**

Room: Congressional A

The Center for Advanced Study of International Development, Michigan State University  
Robert S. Glew, Michigan State University\*

The Women and International Development Program, Michigan State University  
Anne Ferguson, Michigan State University

Global Studies, University of Wisconsin – Madison  
Amy Stambach, University of Wisconsin – Madison

The Center for the Study of Global Change, Indiana University  
Brian Winchester, Indiana University

**Session V-H: National Foreign Language Capacity and Language Competence**

Room: Yorktown

Collaboration and Innovation: Pathways to Increased Language Competence  
Gilles Bousquet, University of Wisconsin – Madison

Future Federal Investments in Language: The Role of Title VI and Fulbright-Hays  
Richard Brecht, University of Maryland

The Need to Build National Foreign Language Capacity: A Comprehensive National Strategy  
Frederick Jackson, University of Maryland\*  
Margaret Malone, Center for Applied Linguistics

**Lunch: 11:40 a.m. – 1:10 p.m.**

**Please note a lunch buffet is available in Exhibition Rooms Columbia A, B, C**

**Session VI: 1:10 p.m. – 2:30 p.m.**

**Session VI-A: Language Competence: Performance, Proficiency, and Certification**

Room: Capitol Room A

History and Impacts of Title VI  
Elaine Tarone, University of Minnesota

Current Status and New Directions  
Catherine Doughty, University of Maryland

**Session VI-B: Centers for International Business Education (CIBEs) and Internationalizing Education**

Room: Yorktown

San Diego State University CIBER: Engaging Corporate Partners in the Development of a New Global Entrepreneurship MBA Program  
Mark J. Ballam, San Diego State University

Global Minds, Not Global Buildings: An Internationalization Agenda for 4000 Business Students  
David Platt, University of Texas, Austin

Internationalizing Higher Education: Overseas Faculty Development in International Business (FDIB) Programs  
Michael Shealy, University of South Carolina

Benchmarking International Business Education in U.S. Community Colleges  
Tomas Hult, Michigan State University  
William Motz, Lansing Community College\*

**Session VI-C: American Overseas Research Centers (AORC) and Title VI - Supporting Higher Education Internationally**

Room: Ticonderoga

Panel Chair  
Mary Ellen Lane, Council of American Overseas Research Centers\*

Building from Title VI: The Experience of the American Center for Mongolian Studies  
Charles Krusekopf, Royal Roads University

Collaborative Programs and Leveraging Funding: The Contribution of American Overseas Research Centers to International Education and Diplomacy  
Irene B. Romano, American School of Classical Studies, Athens

Increasing Diversity in Participation – A Case Study in Outreach  
Robin Presta, Council of American Overseas Research Centers

Using New Technology to Increase Access to AORC and Other Host-Country Resources  
Maria Ellis, American Institute for Yemeni Studies

Study Abroad as an Entry Point to Global Issues and a Training Ground for Research  
Ousmane Sène, West African Research Center

**Session VI-D: NRC Contributions to Teacher Education Programs and International Outreach**

Room: Bunker Hill

Preparing for a Global Future: Best Practices for Connecting NRCs to Teacher Education and Preparation  
Katharine Douglass, Michigan State University

**\*Panel Chair**

International Outreach: Best Practices and Future Directions (Africa, Russia, Eurasia, East Asia, and Latin America)  
Tatyana Wilds, University of Kansas  
Jane Irungu, University of Kansas

International Education and Engagement  
Deborah Gonzales, University of Georgia

Bridging the Divide: Collaboration between Title VI Area Studies and Thematic Centers and the College of Education at Michigan State University  
Cheryl Bartz, Michigan State University\*

### **Session VI-E: Title VI Grants: Laying the Groundwork for Improved Language Skills Assessment**

Room: Lexington

The Past: A History of Title VI Funded Language Assessment Initiatives  
Elvira Swender, American Council on the Teaching of Foreign Languages

The Present: A National Look at Language Assessment Capabilities  
Helen Hamlyn, Language Testing International

The Research: A Review of Research Related to Title VI Funded Language Assessment Initiatives  
Eric Surface, SWA Consulting

The Future: Title VI Future Initiatives  
Ray T. Clifford, Brigham Young University\*

### **Session VI-F: Internationalizing Teacher Education and the Undergraduate Curriculum**

Room: Capitol Room B

NRC, Teacher Education Collaboration: Future Directions  
Margo Glew, Michigan State University

Title VI and Teacher Education: International Internships  
Stefanie Kendall, Michigan State University

Internationalizing European Studies: at Home and Abroad  
Philip Ross Shekleton, University of Washington\*

### **Session VI-G: Historical Perspectives on the Development of Latin American Studies Programs at U.S. Universities**

Room: Valley Forge

Panel Chair  
Hannah Covert, University of Florida\*

The Development of Latin American Studies at the University of Florida, 1930-2009  
Paul Losch, University of Florida

Looking Back, Looking Forward: 25 Years of Latin American Studies at the University of Notre Dame  
Sharon Schierling, University of Notre Dame

From a Shared Border to Western Hemisphere Concerns: The History of Latin American Studies at the University of Texas at Austin  
Carolyn Palaima, University of Texas, Austin

Latin American and Caribbean Studies at the University of Wisconsin  
Alberto Vargas, University of Wisconsin – Madison

### **Session VI-H: Crossing Boundaries: Middle Eastern-American Intersections**

Room: Congressional A

Panel Chair  
Jonathan Friedlander, University of California, Los Angeles\*

Crossing Boundaries in Action: The Middle East and Middle Eastern American Center  
Mehdi Bozorgmehr, City University of New York

Linguistic Crossings: Teaching Persian as a Foreign and Heritage Language  
Kathryn Paul, University of California, Los Angeles

The Politics of Language: Teaching Arabic and More in U.S. High Schools  
Greta Scharnweber, New York University

Literature in the Classroom: Bridging Middle Eastern and American Cultures  
Barbara Petzen, Middle East Policy Council, Education

## **Break: 2:30 p.m. – 3:00 p.m.**

## **Plenary II: 3:00 p.m. – 4:50 p.m.**

### **Moderated Plenary Panel Discussion: Advancing the Internationalization of Higher Education**

Room: Regency A

Robert M. Berdahl, President, Association of American Universities

Molly Corbett Broad, President, American Council on Education

Maureen Budetti, Director of Student Aid Policy, National Association of Independent Colleges and Universities

Constantine W. Curris, President, American Association of State Colleges and Universities

James F. McKenney, Vice President of Workforce and Economic Development and International Programs, American Association of Community Colleges

Peter McPherson, President, National Association of State Universities and Land-Grant Colleges

Jeffrey Riedinger, Dean, International Studies and Programs, Michigan State University – Moderator

**Session VII: 8:30 a.m. – 9:50 a.m.**

**Session VII-A: Benchmarking and Assessment**

Room: Capitol Room A

Current Status and New Directions  
Carl Falsgraf, University of Oregon

Current Status and New Directions  
LaNitra Walker Berger, National Association for Equal  
Opportunity in Higher Education

**Session VII-B: Round Table Discussion on Fulbright-Hays Group Projects Abroad: Lessons Learned, Innovative Approaches and Future Directions**

Room: Congressional A

Panel Chairs  
Kristin Janka Millar, Michigan State University\*  
Michelle Guilfoil, U.S. Department of Education

Budget and Recruitment: Issues and Challenges  
Joseph Adjaye, University of Pittsburgh  
John Caldwell, Duke University

Beyond Tourism: Preparation and Planning  
Diane Ruonavaara, Michigan State University  
(continues at 10:10 a.m. – Session VIII-B)

**Session VII-C: Title VI and the University Library**

Room: Lexington

Panel Chair  
Lynne Rudasill, University of Illinois, Urbana-Champaign\*

Strategic Approaches to Title VI Centers at the University Library  
Paula Kaufman, University of Illinois, Urbana-Champaign

The Slavic Reference Service - Past and Future  
Helen F. Sullivan, University of Illinois, Urbana-Champaign

Interdisciplinarity and Multi-disciplinarity in the Global Studies Library – Changing Services and Outlook  
Paula Carns, University of Illinois, Urbana-Champaign

**Session VII-D: Technology and Arabic Language Studies**

Room: Capitol Room B

The Marhaba! Curriculum and Strategies that Work  
Steven Berbeco, Charlestown High School

CultureTalk Islamic Worlds: Seeing the World through the Eyes of the Other  
Elizabeth Mazzocco, Five Colleges, Incorporated

Regarding TICFIA: International Collaborations and Technological Innovations  
Elizabeth Beaudin, Yale University\*

**\*Panel Chair**

**Session VII-E: Fashioning Global Competitiveness: Title VI's Impact on the U.S. Apparel Industry**

Room: Ticonderoga

Apparel and Textile Education in the U.S. – Is it International Enough?  
Marsha Dickson, University of Delaware\*

Business Education Needs in the U.S. Apparel and Footwear Industry  
Kevin M. Burke, American Apparel & Footwear Association

UD's FIBER Grant – A Title VI Grant in Action for the Industry  
Hye-Shin Kim, University of Delaware

**Session VII-F: The Southeast Asian Studies Summer Institute (SEASSI) and South Asia Summer Language Institute (SASLI): National Summer Intensive Language Programs for Less Commonly Taught Languages (LCTLs)**

Room: Yorktown

SEASSI's 25-Year Legacy: Building National Capacity for Research, Business, and International Cooperation with Southeast Asia  
Mary Jo Wilson, University of Wisconsin – Madison\*

SASLI: Meeting the Critical National Need for South Asian Language Acquisition and Leading the Way in South Asian Language Assessment and Pedagogy  
Laura Hammond, University of Wisconsin – Madison

**Session VII-G: Crossing the Geographical Boundary: Contextualizing Disciplinary Studies and International Communities through Outreach Programming**

Room: Bunker Hill

Paul David Beran, Harvard University\*  
Cris Martin, Harvard University

**Break 9:50 a.m. – 10:10 a.m.**

**Session VIII: 10:10 a.m. – 11:30 a.m.**

**Session VIII-A:**

Room: Capitol Room A

Title VI and National and Global Security:  
Current Status and New Directions  
Mark Tessler, University of Michigan

Future Directions for Title VI and Fulbright-Hays Programs  
William Brustein, University of Illinois, Urbana-Champaign

**Session VIII-B: Round Table Discussion on Fulbright-Hays Group Projects Abroad: Lessons Learned, Innovative Approaches and Future Directions (continued)**

Room: Congressional A

“Implementation and Follow-up”

Rachel Weiss, University of Wisconsin — Madison

Kate Mackay, University of Arizona

Fostering Collaboration with Colleges of Education

Elaine Linn, University of Pittsburgh

**Session VIII-C: The Partnership for Global Learning**

Room: Ticonderoga

Excellence and Equity in International Education

Shari Albright, Asia Society

Teacher Preparation for the Global Age: The Imperative for Change

Betsy Devlin-Foltz, Longview Foundation

Going Global: Preparing Our Students for an Interconnected World

Vivien Stewart, Asia Society\*

The Growth of Chinese in K-12 Schools

Shuhan Wang, Asia Society

**Session VIII-D: Digitalizing the Archives**

Room: Yorktown

Title VI and Academic Library Support: Traditional Opportunities and the Potential Future

Gayle A. Williams, Florida International University

Digital Library of the Caribbean: Crossing Borders to Improve International Research and Education

Brooke Wooldridge, Florida International University

Highlights of Materials and Curriculum Development for Less Commonly Taught Critical Languages: The Evolution of the Digital Media Archive

Mary Ann Lyman-Hagar, San Diego State University\*

Christopher Brown, San Diego State University

John Vitaglione, San Diego State University

**Session VIII-E: The Art of Subtitling: Expanding the Range of Southeast Asian Film**

Room: Bunker Hill

Paul Rausch, University of Hawai'i\*

Rohayati Paseng, University of Hawai'i

\*Panel Chair

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## NOTES



## TITLE VI PROGRAMS: ACCESS TO THE WORLD AND ITS LANGUAGES

The International Education Programs Service (IEPS) located in the U.S. Department of Education's (ED) Office of Postsecondary Education, manages fourteen international education programs. Ten of the programs are authorized under Title VI of the Higher Education Act of 1965, as amended, and four are authorized under the Mutual Educational and Cultural Exchange Act (Fulbright-Hays Act) of 1961. Title VI was originally authorized as Title VI of the National Defense Education Act of 1958 as a response to the launch of Sputnik and the U.S. government's recognition that a stronger and broader capacity in foreign language and area studies was needed. It was later incorporated into the Higher Education Act of 1965.

Three programs that were included in the original 1958 legislation continue today as the National Resource Centers (NRC) program, the Foreign Language and Area Studies Fellowship (FLAS) program, and the International Research and Studies (IRS) program. Over time, additional programs have been added to Title VI in order to address the nation's growing interest in international education. Title VI programs now address business needs for international expertise, strengthening undergraduate education, international as well as area studies, advancement of technology use, and overall improvement of foreign language training and assessment.



The U.S. Department of Education  
International Education Programs Service

1990 K Street, NW  
Washington, D.C. 20006-8521  
[www.ed.gov/ope/iegps](http://www.ed.gov/ope/iegps)

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