



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Discourse

NEWSLETTER OF THE LANGUAGE FLAGSHIP

SPRING 2012

Notes from The Language Flagship National Student Meeting 2012

On March 5 and 6, an enthusiastic group of 50 Flagship students and alumni gathered for the inaugural Language Flagship National Student Meeting hosted by the Arabic and Persian Flagship Programs at the University of Maryland (UMD), College Park. Students representing Flagship's 26 programs on 22 U.S. campuses had been invited to share research on topics of global importance, network with students specializing in other critical languages and regions, and learn about future job opportunities for graduates with professional-level proficiency in critical languages.

On the morning of the first day, Michael Nugent, director of the National Security Education Program (NSEP) and the new Defense Language and National Security Education Office (DLNSEO—a merger of NSEP and the Defense Language Office effected in February 2012), commended students on their commitment to language learning and its importance as related to national security; Sam Eisen, director of The Language Flagship, spoke to students about the efforts of Flagship programs across nine languages. Eisen emphasized the role of The Language Flagship in leading a national movement to raise the standards for language learning across the United States while creating a steady flow of global professionals.

After the directors' introductory remarks, four Flagship students presented on a panel entitled Global Connections: Language, Media, and Cross-Cultural Communication. The topics included navigating multiple dialects during an overseas internship in India, how the holistic approach of Traditional Chinese Medicine can be applied to economic development, the influence of hip-hop music on Muslim identities, and how Chinese citizens are beginning to monitor the government through the Internet.

Students were particularly interested in Ramu Kharel's account of his internship in Uttar Pradesh, India, at the *Bharitiya Muslim Mahila Aandolan* (Indian Muslim Women's Reformist Movement),



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Four students participate in a panel on the importance of critical language skills to national security (from left to right): Christopher Gray, a junior in the Arizona State University Chinese Flagship Program; Milad Ajalli, a senior in the UMD Arabic Flagship Program; Inna Makheddinova, a senior in the UCLA Russian Flagship Program; and James Stovall, a junior in the Western Kentucky University Chinese Flagship Program.

an organization dedicated to empowering women and children. While there, Kharel hosted workshops for teens on the dangers of tobacco use and found people speaking an undocumented, untranscribed language different from what he had mastered in Hindi and Urdu. Back at the Hindi Urdu Flagship at the University of Texas, Austin, Kharel founded Health Awareness Programs in South Asia (HAPSA), a collaborative educational campaign between Hindi Urdu Flagship students in Austin and India, and also began to catalog the dialects that other students might encounter on internships in rural India. These practical applications of lessons learned overseas exemplify the many benefits of the Flagship capstone year.

Next, attendees had an opportunity to view and vote for favorites in the Student Video Competition. Student groups had submitted video responses to the questions "What makes your Flagship program special, in and out of the classroom?" and "What does it mean to you to be a Flagship student?" Submissions included a piece about the future careers of students in Hunter College's Chinese Flagship Program, a recruiting piece for the Indiana University Swahili Flagship Program, a flash-forward

Merger Aligns Strategic Language Missions

As of February 6, 2012, the National Security Education Program (NSEP), a statutory organization founded in 1991 and overseen by the National Security Education Board, merged with the Defense Language Office (DLO) to create the Defense Language and National Security Education Office (DLNSEO). Michael Nugent, former director of The Language Flagship and current NSEP director, was named director of the new office and also will continue as the director of NSEP. Within DLNSEO, NSEP will benefit from close coordination with DLO on policy and program initiatives.

DLNSEO evolved as part of a strategic attempt to coordinate NSEP's national mission with efforts of the U.S. Department of Defense (DOD), through DLO, to create a well-trained workforce that is highly proficient in foreign languages and cultures. Known for its signature programs including the Boren Awards, The Language Flagship, the English for Heritage Language Speakers program, and the African Languages Initiative, NSEP now coordinates many efforts closely with other programs that support language training, assessment, and curriculum development. DLO and NSEP already had collaborated successfully with one another



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NSEP Director and former Flagship Director Michael Nugent was recently named director of the Defense Language and National Security Education Office (DLNSEO).

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RAMU KHAREL

Ramu Kharel (center), a senior in the Hindi Urdu Flagship at the University of Texas, Austin, interacts with local children during his internship at the Bharitiya Muslim Mahila Aandolan (Indian Muslim Women's Reformist Movement) in Uttar Pradesh, India.

to the lives of future graduates of the University of Hawai'i's Korean Flagship Program, a day in the life of a student in the UMD Arabic Flagship Program, and a look inside the University of Oklahoma's Arabic Flagship Program. The Hunter College video, entitled *The Future*, garnered the most votes. Viewers described *The Future* as capturing the Chinese Flagship students' hopes and career ambitions as future global professionals.

Students split up into working groups to give program feedback, which is invaluable for the growth of Flagship programs. The students then met with the leader of the Boren Forum (an alumni group organized by and for NSEP award recipients) to brainstorm ideas for creating a Flagship alumni association and alumni networking opportunities for future career searches.

At the end of an intense-yet-productive first day, students had an opportunity to unwind at a cultural reception hosted by the UMD Persian and Arabic Flagship Programs. An Arabic poetry reading and a Persian band were featured attractions.

Day two opened with two alumni panels speaking about their Flagship experiences and how those experiences prepared them for federal government careers. Both voiced that they had felt connected, well prepared, and sought after as Flagship alumni. "Leaving Flagship, I felt very confident in my Arabic skills; I had a mastery of the language and in-depth knowledge of Arabic culture that was impressive to employers," said Mohini Madgavkar, faculty research assistant at the Center for Advanced Study of Language at UMD—College Park.

Next, four Flagship students presented on health reform in Brazil, educational development in Tanzania, jazz diplomacy in Russia, and the scarcity of clean drinking water in China to an audience of peers and hiring managers from the federal government. Each student gave a two-

minute introduction in his or her target language, then completed the presentation in English. Federal recruiters were impressed with the students' target language proficiency as well as the timely global content of the presentations.

Inna Makheddinova, a senior in the Russian Flagship Program at the University of California, Los Angeles (UCLA), impressed the audience with her experience traveling with Portland State University's Jazz Bridge to Russia project. In the tradition of "jazz ambassadors" like Dizzy Gillespie and Louis Armstrong, this group of musicians, music students, and Russian language students traveled to Khabarovsk, Russia, where they met with several government offices in their modern take on Cold War jazz diplomacy. They also hosted music-based cultural exchanges on both sides of the Pacific. The group was able to connect with students of different ages, gain insight into Russian educational



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Peter Busher (left), a junior in the UMD Persian Flagship Program, and Dylan Clement (right), a senior in the Arabic Flagship Program at the University of Texas, Austin, work with group members during a discussion on the importance of critical languages to university students' future careers.

institutions, and set up future cultural exchanges between Portland, Oregon, and Khabarovsk, Russia.

The two-day meeting concluded with a networking session that featured hiring managers from the Office of the Director of National Intelligence, the U.S. Department of Homeland Security, the U.S. Department of Defense, the U.S. Agency for International Development, and the Defense Language Institute Foreign Language Center. Students were able to learn about federal service, ask questions about the federal hiring process, and receive valuable career advice.

Consensus is that The Language Flagship National Student Meeting 2012 was a great success. One student said, "This was a wonderful and inspiring event. I cannot tell you how much these two days have changed me and inspired me to not only work harder in my studies but also push to do more for Flagship and to give back."

Word from Flagship

Sam Eisen
Director
The Language Flagship



INSTITUTE OF INTERNATIONAL EDUCATION

The Language Flagship is realizing the results of five years of intensive effort by Flagship campuses in building the undergraduate model. Early enrollment projections for next year's Flagship capstone year overseas programs show approximately 130 undergraduate students qualifying for the overseas study, as demonstrated by their achievement of the Advanced proficiency level or higher on the American Council on the Teaching of Foreign Languages (ACTFL) scale.

In March 2012, Flagship students and alumni gathered from across the United States to network at the first-ever Language Flagship National Student Meeting hosted by the Arabic and Persian Flagship Programs at the University of Maryland, College Park. As detailed in the cover story of this issue of *Discourse*, several Flagship students gave remarkable presentations that showcased their language proficiency, cultural knowledge, and professionalism attained through Flagship experiences. In one session, four Flagship students presented individually on topics as varied as water scarcity in China, health policy in Brazil, educational development in Tanzania, and jazz diplomacy in Russia to an audience of peers and federal recruiters. Each student began his or her presentation with an introduction in his or her target language, then continued in English. The students' advanced level of skill and knowledge about their topics was apparent to all in attendance. I was particularly impressed by a student who was part of a panel on Global Connections: Language, Media, and Cross-Cultural Communication; he had used his knowledge of Chinese social networking sites to obtain insight into the Chinese use of the Internet to monitor local government.

Flagship students and alumni will continue to make inroads into agencies that rely on both international cooperation and technical skills for mission success, such as the National Aeronautics and Space Administration, agencies and organizations represented by federal recruiters at The Language Flagship National Student Meeting (U.S. Department of Defense, the U.S. Agency for International Development, the U.S. Department of Homeland Security, and others), and the U.S. Department of State.

Merger Aligns ... (from page 1)

and with the Institute of International Education on the Reserve Officers Training Corps (ROTC) Global Officers Initiative (known as Project GO) and the Language Training Centers. Both of these projects expanded the framework that the Flagship program has built in U.S. higher education institutions over the past decade. In addition, the success of Project GO spurred the Pilot Flagship/ROTC Initiative to customize a Flagship-style education to ROTC undergraduates in U.S. colleges and universities. Within DLNSEO, The Language Flagship plays an important role in setting the highest standard for language teaching in the United States and leading the way to the future of language learning.

DLNSEO brings together DOD's strategic direction for policy, planning, and programs with NSEP's national mission regarding personnel who have expertise in foreign language and culture as well as experience in the associated regions. In this unique alliance, DLNSEO oversees more than \$2 billion of programming, including the Defense Language Institute Foreign Language Center and English Language Center, Joint Foreign Area Officer programs, and DOD's language testing program and cross-cultural competence initiatives. DLNSEO also coordinates planning and oversight across the nine critical national security initiatives under the NSEP umbrella that are designed to attract, recruit, and train a linguistically and culturally prepared federal workforce to work across all agencies involved in U.S. national security.

The merger of DLO and NSEP provides great potential for increased collaboration on training, teaching, assessment, and lessons learned. The combined DLNSEO missions provide a holistic, integrated approach to language, regional expertise, and culture for DOD, other federal stakeholders, and academia in sustaining programs that develop the linguistic, cultural, and regional expertise that are so critical to U.S. national security.



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Two directors, one direction: With the creation of DLNSEO, NSEP and DLNSEO Director Michael Nugent (Flagship director 2008–2010; left) and Sam Eisen (Flagship director 2011–present; right) will collaborate even more closely on U.S. Department of Defense initiatives to improve critical language learning and capacity.

Op-ed: Global Professionals at NASA

Rebecca Spyke Keiser
Associate Deputy Administrator for Policy Integration, National Aeronautics and Space Administration



NASABILL INGALLS

At the National Aeronautics and Space Administration (NASA), I meet many students and recent graduates who are interested in working for NASA or another federal agency. Not surprisingly, they ask how best to pursue such a career. I always advise them to get practical experience to distinguish themselves from other candidates—science or engineering majors should gain hands-on experience in a technical area, and international relations majors should gain proficiency in language and culture.

The National Security Education Program (NSEP) is well known for providing the linguistic and cultural proficiency that many federal hiring managers seek. When I joined NASA in 1999, I was the first NSEP award recipient to be hired by the agency. I had studied Japanese in Japan as a Boren Fellow, and the in-depth knowledge of language and culture that I gained from that experience set me apart from my peers in a pool of highly qualified candidates.

NASA has demonstrated the clear value of—and accumulated significant lessons learned from—developing and maintaining excellent international relations and cooperation over many years of successful missions. NASA cooperates with more than 100 countries and currently is working on 119 projects with international partners. Global professionals (like those who have developed advanced linguistic and cultural skills in an NSEP program) are essential in the initial development of international partnerships and greatly assist NASA technical staff at every phase of program implementation. Their profound understanding of cultural dynamics allows them to set realistic expectations with international partners and prevent potential misunderstandings. In my tenure at NASA, I have negotiated several international agreements in which my efforts to establish a close relationship with Japanese colleagues, understanding of Japanese language and culture, and communication about the Japanese perspective back to American colleagues have contributed to the overall success of these agreements.

Clearly, global professionals are essential to the success of NASA's collaborative missions. At agencies like NASA, global professionals can see the tangible benefits of their efforts on international projects—a wonderful reason to consider working for such an agency.

Editor's Note: Alumni of The Language Flagship currently work in NASA's Office of External Relations.

Coming in October: Results 2012

The Hunter College Chinese Flagship Center will host Results 2012 in New York City on October 26, 2012. The meeting will focus on results of the first decade of The Language Flagship, which has grown markedly and has developed a cadre of talented, knowledgeable global professionals who move into careers in business, international relations, government, and nongovernmental organizations. Speakers at Results 2012 will represent Flagship programs as well as other educational institutions, private associations, and the federal government. Meeting sessions will focus on current best practices in language teaching and learning, developments that break new ground in achieving professional language proficiency, how best to disseminate replicable models, and future directions for language education. Panel discussions will include the following:

- Applied Linguistics and Linguistic Application in Language Teaching
- Best Practices in Advanced Language Pedagogy
- Best Practices in Assessing Language Learning
- Collaboration with K–12
- Developments in Government Language Training
- Language in Professional Contexts
- Language in the Disciplines
- The Role of Culture in Language Teaching and Learning

For details about the meeting as they become available, visit the Results 2012 website: <http://chineseflagship.hunter.cuny.edu/results2012>

Flagship Student Educates About Water Pollution Issues in China

"Fresh water has always been a precious commodity," Charlie Campbell explained to an audience of Flagship students, Flagship alumni, and federal recruiters at The Language Flagship National Student Meeting in March 2012. "Water, like oil, is critical to the global economy. However, unlike oil, there is no substitute." What's more, its value increases daily in regions where clean water is scarce.

A junior in the University of Oregon (UO) Chinese Flagship Program, Campbell and peers at UO created the Chinese Philanthropic Leadership Association (CPLA) in 2011 to educate about water pollution and potable water options in China, where clean water supplies are scarce. CPLA launched its first initiative, Transforming Waste into Empowerment, in 2011. Educational materials were collected from urban areas, where outreach programs are common, and rerouted to rural areas, where people usually don't have access to such information—thereby keeping materials out of the waste stream while educating the wider community. In summer 2012, CPLA will launch the Healthy Home, Healthy Planet initiative in collaboration with Hunan University to raise awareness about and take action toward preserving China's scarce water resources.

Without the knowledge and experience gained through The Language Flagship, Campbell would not have had the requisite skills to start CPLA. "The Language Flagship has opened many doors," he said. "It provides an unparalleled path to language mastery and will set me apart in the future." Campbell previously completed a six-month internship with a medical equipment manufacturer in China and plans to return to China in 2013 for his Flagship capstone year.



Chinese Flagship student
Charlie Campbell

CHARLIE CAMPBELL

Flagship Centers

Arabic

Michigan State University
University of Maryland,
College Park
University of Michigan,
Ann Arbor
University of Oklahoma
University of Texas, Austin
Alexandria University, Egypt*

Chinese

Arizona State University**
Brigham Young University
Hunter College
Indiana University, Bloomington
San Francisco State University
University of Mississippi
University of Oregon
University of Rhode Island
Western Kentucky University
Nanjing University, China*

Hindi Urdu

University of Texas, Austin
Jaipur Hindi Center, India***
Lucknow Urdu Center, India***

Korean

University of Hawai'i, Mānoa
Korea University, South Korea***

Persian

University of Maryland,
College Park
Tajik State National University,
Tajikistan*

Portuguese

University of Georgia, Athens
São Paulo State University,
Brazil***

Russian

Bryn Mawr College
Portland State University
University of California,
Los Angeles
University of Wisconsin, Madison
Saint Petersburg State University,
Russia*

Swahili

Indiana University, Bloomington
State University of Zanzibar,
Tanzania*

Turkish

Indiana University, Bloomington

Pilot Flagship/ROTC Centers

Arizona State University
Georgia Institute of Technology
North Georgia State College
and University

The Flagship Mission

The Language Flagship leads the nation in designing, supporting, and implementing a new paradigm for advanced language education. Through an innovative partnership among the federal government, education, and business, The Language Flagship graduates students who will take their place among the next generation of global professionals, commanding a superior level of proficiency in one of many languages critical to U.S. competitiveness and security.

What Do We Do?

Flagship Centers offer students intensive language instruction to enhance their academic degrees, graduating students with professional-level language proficiency. Programs include periods of rigorous language and cultural immersion at Overseas Flagship Centers. The Language Flagship also funds a select number of pilot K–12 programs designed to provide an articulated path of language instruction for students from elementary school through college.

Flagship graduates leverage their superior language and cultural skills in various careers, offering an intercultural perspective to employers in the federal and state governments, global businesses, and nongovernmental organizations.



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