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IFLE Newsletter

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INTERNATIONAL AND FOREIGN LANGUAGE EDUCATION (IFLE) NEWS

International Education: Investing in Our Global Future

Volume 1, Issue 2, December 2012



Dear Colleagues:

It is with great pleasure that I welcome you to read the second issue of the Office of Postsecondary Education's (OPE's) International and Foreign Language Education (IFLE) online newsletter! This issue will highlight results of our FY 2012 grant competitions and present our plans for the FY 2013 competitions. We also want to use this issue to apprise you of any proposed priorities and procedures as well as webinars and other outreach efforts that relate to the FY 2013 competitions.

Today, more than ever, we are keenly aware of the need for a globally competent citizenry. OPE/IFLE is helping to meet that need through the array of Title VI, Title VII, and Fulbright-Hays grant programs that we offer. The staff and I take pride in what you and your colleges and universities have achieved through funding provided under the legislation that supports our programs.

We hope that this issue of the IFLE newsletter will have the catalytic impact of triggering ideas and thoughts from you about approaches that further improve foreign language learning and understanding of other cultures for our students, faculty, and administrators in postsecondary education.

Please enjoy and don't forget to provide us with your feedback.

Sincerely,

Sylvia W. Crowder, Acting Deputy Assistant Secretary, Senior Director, OPE/IFLE

IFLE FISCAL 2013 GRANT COMPETITIONS

Fulbright-Hays Seminars Abroad Program: China

Contact: Carly Borgmeier, Program Officer, 202/502-7691

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The U.S. Department of Education and the International and Foreign Language Education (IFLE) office announced a Fulbright-Hays Seminars Abroad Program opportunity for Summer 2013 for U.S. K-12 educators to travel and study in China.

The competition was opened on October 24, 2012 and closed on December 10, 2012. A record number of over 225 applications were received for one seminar. Sixteen participants will be selected. Awards will be announced in the Spring 2013. For more information please visit <http://www2.ed.gov/programs/iegpssap/elsecseminars.html>.

OTHER ANTICIPATED FISCAL YEAR 2013 COMPETITIONS

- **Fulbright-Hays Doctoral Dissertation Abroad Program**
<http://www2.ed.gov/programs/iegpsddrap/index.html>
- **Fulbright-Hays Group Projects Abroad Program**
<http://www2.ed.gov/programs/iegpsgpa/index.html>
- **Title VI Undergraduate International Studies and Foreign Language Program**
<http://www2.ed.gov/programs/iegpsugisf/index.html>

IFLE FISCAL YEAR 2012 GRANT AWARDS

**\$650,000 in Grants
Awarded Under the Title VI
American Overseas
Research Centers (AORC) Program**



October 3, 2012

Contact: Cheryl Gibbs, Senior Program Officer, 202/502-7634 cheryl.gibbs@ed.gov

The grants support the establishment or operation of ten overseas research centers in Africa, Central Asia, Eastern Europe, the Middle East, South Asia, Southeast Asia, West Africa, and Western

Europe. The AORC Program provides funds to eligible consortia of U.S. institutions of higher education that are incorporated as Centers for the purpose of promoting postgraduate research, area studies, and exchanges. The Centers meet this purpose via a broad range of scholarly and operational activities such as-- research and networking opportunities for scholars; outreach projects that contribute to understanding the culture, language, and history of the country or region where the Centers are located; language training programs; conferences to explore relevant topics and issues; and support services such lodging and assistance with research clearances.

These Centers serve an important and a unique role in strengthening the U.S. capacity in area studies and language training because they make it possible for American scholars and international scholars to learn from one another in a cultural immersion experience. In addition to the kinds of projects described above, the FY 2012 competition announced an invitational priority to encourage “projects that propose outreach and related activities designed to inform scholars and faculty at community colleges and minority-serving institutions (MSIs) of potential fellowship and other research and professional development opportunities at the overseas centers and that encourage and facilitate the participation of these individuals in the Centers’ programs.” The following activities are examples of how the Centers will use their new grant awards to address the invitational priority:

- Develop South Asia coursework and pedagogy methods with faculty at Huston-Tillotson University
- Increase the number of applicants and participants from community colleges and MSIs in professional development and research opportunities in Mongolia
- Target historically black colleges and universities, small colleges, and community colleges that have been underrepresented among scholars of Indonesia in the United States

It is also worth noting that the American Institute for Indonesian Studies (AIFIS), a new grantee Center, will be engaging in projects that complement the Department’s U.S. – Indonesia Higher Education Partnership initiatives. For example, AIFIS will host symposia and lectures in Jakarta for visiting American researchers and Indonesian scholars, to promote intellectual exchange and provide a place for these scholars to network

For more information about the American Overseas Research Center Program and a list for 2012 funded applicants please visit the website at <http://www2.ed.gov/programs/iegpsaorc/index.html>

\$3.2 Million in Grants Awarded for Fulbright-Hays Doctoral Dissertation Research Abroad

October 2, 2012

Contact: Amy Wilson, Senior Program Officer, 202/502-7689 amy.wilson@ed.gov

Today the U.S. Department of Education announced the award of the Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) grants, totaling more than \$3.2 million, to 34 institutions of higher education. At these institutions, 84 individual fellowships were awarded to doctoral students to conduct research in other countries, in modern foreign languages and area studies, for periods of six to 12 months. Under the Fulbright-Hays Doctoral Dissertation Research Abroad Program, research projects deepen knowledge on and help the nation develop capability in areas of the world not generally included in U.S. curricula. Visit article at <http://www.ed.gov/news/press-releases/32-million->

[grants-awarded-fulbright-hays-doctoral-dissertation-research-abroad](#)

\$2.9 Million Awarded for Fulbright-Hays International Education Projects

September 27, 2012

Contacts: Loveen Bains, Ph.D, Program Officer, 202/502-7709, loveen.bains@ed.gov Tanyelle Richardson, Senior Program Officer, 202/502-7626, tanyelle.richardson@ed.gov

The U.S. Department of Education today announced the award of 23 Fulbright-Hays international education grants totaling more than \$2.9 million to institutions and organizations in 14 states and the District of Columbia.

Under the [Fulbright-Hays Group Projects Abroad Program](#), the funds will support overseas projects in training, research, and curriculum development in modern foreign languages and area studies for teachers, students, and faculty engaged in a common endeavor. Projects may include short-term seminars, curriculum development, group research or advanced intensive language programs. Visit article at <http://www.ed.gov/news/press-releases/29-million-grants-awarded-fulbright-hays-international-education-projects>

More Than \$1.5 Million to Strengthen and Improve Undergraduate international Studies and Foreign Language Instruction

September 20, 2012

Contacts: Michelle Guilfoil, Senior Program Officer, 202/502-7625 michelle.guilfoil@ed.gov Carla White, Program Officer, 202/502-7631 carla.white@ed.gov

The U.S. Department of Education today awarded \$1,537,875 in grants to 17 higher education institutions to create, plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign language. The Undergraduate International Studies and Foreign Language Program (UISFL) grants also may be used to develop programs that focus on international health, peace or democracy, and to create innovative curricula that combine teaching of international studies with professional and pre-professional studies, such as engineering. UISFL funding also supports programs that allow students to study abroad and to incorporate different cultures into their educational experience. Visit article at <http://www.ed.gov/news/press-releases/us-department-education-awards-more-15-million-strengthen-and-improve-undergradu>



VOICES FROM THE FIELD

Carleton College Earns U.S. Dept of Education Grant for Middle Eastern Programs

Northfield, Minn.—Carleton College has received a major federal grant to advance the study of the Middle East on campus from the U.S. Department of Education. The College earned the \$172,206 grant through the Undergraduate International Studies and Foreign Language (UISFL) Program for a two-year project, “Consolidating Middle East Studies at Carleton College.”

The project will be directed by Adeeb Khalid (pictured above left), the Jane and Raphael Bernstein Professor of Asian Studies and History, and Stacy Beckwith (pictured below right), Associate Professor of Hebrew, Chair of the Department of Middle Eastern Languages and Literatures, and Director of the Program in Judaic Studies...

http://apps.carleton.edu/news/professional_news/?story_id=909249



Mercer Receives Fulbright-Hays Grant to Support Research in Malawi

ATLANTA — The U.S. Department of Education has awarded Mercer University an \$84,220 grant from the Fulbright Hays Group Projects Abroad program for an international education program in Malawi. The project’s principal investigator is Dr. Zipangani M. Vokhiwa, a native Malawian and an assistant professor of science in the College of Continuing and Professional Studies. The grant, one of only 12 short-term research grants given this year, will fund a four-week field research trip to Malawi. Visit article at

http://www2.mercer.edu/News/Articles/2012/121016_Mercer+Receives+Fulbright-Hays+Grant+to+Support+Research+in+Malawi.htm

Fulbright-Hays Seminar in Colombia

"Mexico and Colombia: exploring the culture and society beyond the headlines" is the name of Fulbright-Hays Seminar 2012, exchange and learning program that each year brings U.S. teachers of Social Sciences, Humanities, Languages to Latin America to improve their understanding of culture that will be reflected in the content of their



curricula. After taking place in countries like Brazil, Uruguay, Peru, Mexico and Argentina for two decades, this year teachers come to Colombia for the first time.

EXPLORING CULTURES

The seminar will focus on exploring the cultures and societies of Mexico and Colombia from different perspectives, [and in Colombia they] will visit Bogota, Medellin, Armenia, Santa Marta and Cartagena and participate in courses for a month to get a deeper glimpse of history and the challenges that both countries are facing. Most are teachers of schools with high populations of Colombian and Mexican immigrants, therefore, their objective is to learn more about Latin America, its educational system, its society and the roots of their students. In Colombia, the group will visit archaeological sites, museums and monuments until 28 July and will have the opportunity to interact with teachers, academics and citizens to become familiar with the dynamics of the education system. **The group comes from different U.S. regions, such as Texas, Oregon, Hawaii, New York, Nevada, and California. Leonardo Reales, a former Fulbright scholar and the Fulbright Hays Seminar Coordinator,** "given the large number of Latino students they have, these teachers are eager to know more about the region [so that they can] return and teach [their students] with stories that give them pride."

GRANTEES IN THE NEWS

Mike Hank: Comes Full Circle with the his Foreign Language and Fellow Area Studies Fellowship

The first time Mike Hank heard about the Foreign Language Area Studies Fellowship (FLAS), he was a 55-year old military veteran and graduate student who had approached National Resource Center Director Nadine Fabbi at the University of Washington to learn more about the center. Yet he states candidly that, not only did he not know about the FLAS, when Fabbi encouraged him to apply for it he almost declined. "I didn't think my capabilities would be up to snuff." He was in classes with students half his age and felt some trepidation. "But Nadine said 'there's no age limit on education'. So I decided well, what have I got to lose. I'll go for it." He applied and won. His elation was shared by UW, his friends, and his family. His 2012 Summer FLAS will send him to Canada to study French with area studies focusing on the High Arctic. He finds himself coming "full circle" with the FLAS.



A History of Hard Service

Hank served as a Marine in the Gulf War from 1990-1991. Later, he served as a Marine in the Army

and was last deployed to Iraq in 2005. Hank served through at least three different iterations of the G.I. Bill, all of which he depended on for his livelihood. He did not have an undergraduate degree and could not secure steady and gainful employment outside of the military. That same year, he returned to service with the intention of completing all G.I. Bill requirements necessary for pursuing his education as soon as possible. In 2001, however, his aspirations were once again deferred. Hank suddenly found himself serving his final years in the military in the wake of 9/11. And there came a point during his service in Iraq where "...subconsciously I realized, that's it. You've had it. Your military career is over."

Hank was in a position to pursue his dream of focusing on his own education as well as his own rehabilitation from war-related injury and trauma. It was no surprise to him that his path was often fraught with personal doubt. Everything from preparing for and taking standardized tests to writing personal and purpose statements had to become de rigeur for Hank. And his success in these endeavors was of key importance. Without hitting these new targets in life his chances of making a sustainable livelihood for himself were greatly reduced.

Never before had the connection between continuing his education, creating a viable career, and coming to terms with the past been so clear to Hank. Never one to take the easy way out and eager to maximize his educational benefits through the Post 9/11 GI Bill, Hank studied simultaneously as a matriculated and non-matriculated student, acquiring an Associate Arts degree from Western Washington University and an Environmental Policy and Planning B.A. from Huxley College of the Environment. He acquired both in less than three years.

The military offered PTSD treatment that benefitted Hank. But the best medicine for his trauma, Hank found, was to be in the classroom pursuing both his vocation and his avocation. Mike Hank was finding his calling in life. "...I came across courses that I wanted to take, topics where I wanted to delve. I was interested in Arctic melting and the ramifications of that for environmental policy. I wanted to focus on national and international policy as well as security. For example, the demarcation of new shipping pathways is very important to the national security interests of the U.S. Navy and the Coast Guard. I wanted to delve into topics relating to maritime security and policy."

A Bright Future

"I am now considering a Fulbright application," Hank states with the self-possessed certainty of a man with a mission. As he is quick to point out, the FLAS will give him the opportunity to get his French "up to par" (an expression he favored in our interview). In addition, he is well aware of the importance of the FLAS in allowing him to practice communicating effectively with government officials. In order to learn from and, later, negotiate with leaders in Quebec or with parliament representatives in Ottawa, Hank will need the practical experience gained through his FLAS studies. Most recently, he was among several students chosen to attend an NRC symposium entitled Canada and the United States in the Arctic. At that symposium Hank was honored to have the opportunity to speak with Denis Stevens (Consul General of Canada in Seattle, Washington) and Anne Callaghan (Consul General of the United States in Vancouver, British Columbia). "They told me they'd be happy to help me with all that they can." Mike Hank's plans for ongoing research include "Arctic policy and governance, human security, ice cap melting and changing demarcation".

UNIVERSITY OF CHICAGO GRADUATE STUDENTS WIN FULBRIGHT-HAYS DOCTORAL DISSERTATION RESEARCH ABROAD GRANTS

Ten graduate students at the University of Chicago were awarded Fulbright-Hays grants this year to continue their dissertation research abroad for a period of six to 12 months. UChicago graduate students lead the nation in the number of Fulbright-Hays awards and in total funding, with a combined grant total of \$448,899. Visit article at;

<http://news.uchicago.edu/article/2012/11/14/uchicago-graduate-students-win-most-fulbright-grants-wide-margin>

PROGRAM HIGHLIGHTS

IFLE grantee institutions on top ten list of "Most Innovative College for Foreign Study".

<http://www.thebestcolleges.org/10-most-innovative-colleges-for-foreign-language-study/>

Each of the institutions listed in the article have received Title VI and/or Fulbright-Hays grants in recent years.

IFLE OUTREACH ACTIVITIES BY PROGRAM STAFF IN 2012

IFLE Leadership & Program staff have presented, networked and outreached to a diverse audience of higher education communities through participation in these events throughout 2012:

- Academy of International Business (AIB) annual meeting, Washington, DC
- Accreditation Council of Trinidad and Tobago (ACTT)
- African Studies Association (ASA) 55th Annual Meeting, Philadelphia, PA
- American Council on Education (ACE), AIEA Conference, Washington, DC
- American Council on the Teaching of Foreign Languages (ACTFL), Philadelphia, PA
- Asia Society Partnership for Global Learning annual conference, New York, NY
- Association of African Studies Programs (AASP), Washington, DC
- Building International Education Networks and Exchanges symposium, Washington, DC
- Community Colleges for International Development (CCID), Washington, DC
- Council for Resource Development (CRD) Federal Funding Task Force, Washington, DC
- Council for Resource Development (CRD)'s annual conference, Washington, DC
- Field representatives from Title VI and Fulbright-Hays institutional grantees, Washington, DC
- Interagency Language Roundtable (ILR), Washington, DC
- Intercultural Horizons 2012: Intercultural Strategies in Civic Engagement Conference, New York, NY
- International Women's Leadership Conference, New York, NY
- Interagency Working Group Forum on Alumni Development, Washington, DC
- Interagency Working Group Forum on Public/Private Partnerships, Washington, DC
- Hosted Ministry of Education delegation of Chinese administrators and educators, Washington, DC
- NAFSA national meeting, Houston, TX
- NAFSA Region I meeting, Tacoma, WA
- NAFSA Region VIII meeting, Alexandria, VA
- National Academies Fellowship Roundtable, Washington, DC
- National Association of Small Business International Trade Educators (NASBITE), Portland, OR
- National Chinese Language Conference, Washington, DC

- National Security Language Initiative (NSLI) interagency meeting, Washington, DC
- Secretary Duncan's Civic Learning and Engagement kick-off meeting, Washington, DC
- STARTALK Spring 2012 conference, Atlanta, GA
- U.S.-India Higher Education Dialogue, Washington, DC
- United States-Mexico Commission for Educational and Cultural Exchange (COMEXUS), Washington, DC



IFLE Staff

Members of the IFLE Staff participated in the 2012 Combined Federal Campaign (CFC) wear your favorite sports team shirt event. (From left to right: Carla White, Monet Peterson-Cox, Michelle Guilfoil, Cynthia Dudzinski, Loveen Bains).

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