



Making the Case for the Language Enterprise in 2015: Forging New Connections

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Joint National Committee for Languages

SCOLA Users' Meeting

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Overview

- Advocacy Strategy: Raising the profile of language in the US
- Language and STEM
- Global Talent
- The American Academy of Arts and Sciences



Advocacy Strategy

- Focus on programs funded by security agencies, as national security funding is likely to increase after FY16
 - STARTALK
 - Flagship/NSEP
 - DLIFLC
- Maintain pressure on USED: FLAP, Title VI/F-H, DLIFLC
- Continue developing strong relationships in the White House and business sector
- Continue to make the case for language as a vital component of responsible 21st Century citizenship
 - FL & STEM
 - FL & Educational, cognitive benefits
 - FL & jobs
 - White papers on all of these issues available at www.languagepolicy.org



The impact of world language instruction

- Achievement:
 - Dual language immersion can reverse literacy achievement gaps, regardless of SES of immersion students: NC, OR
- Attainment
 - Bilingual and biliterate individuals enter and finish college and earn more (Callahan & Gándara, 2014)
- Cognition:
 - Easier to learn additional languages (Rivers & Golonka, 2009, for an overview), regardless of when/how 2nd language acquired
 - Better financial decisions (Boaz et al., 2012)
 - Delays onset of dementia (Alladi et al., 2013)
 - Caveats:
 - Must USE the language
 - Higher proficiency = more effect
- <http://www.languagepolicy.org/wp-content/uploads/2013/11/K-12-dual-language-one-page-report-Final.pdf>



Language & STEM

- FL is already part of STEM!
 - FL Research and Development in the US Gov't comes almost exclusively from STEM accounts (DARPA, IARPA, NSF, NIH, DDRE)
 - FL work is highly technologized – teaching, translation, interpreting
 - The language industry is vital to the US STEM industry, leveraging \$1.5 trillion in trade
- White House Office of Science & Technology Policy requested a position paper from JNCL-NCLIS (May 2013)
- languagepolicy.org/wp-content/uploads/2013/11/LSTEM.pdf



Global Talent: Requirements

- US hi-tech industry faces a Global Talent Gap
- Survey of US and Global Fortune 2000 companies and their language suppliers (Fall 2014, pilot Spring 2014) :
 - Language competency at a variety of levels for a wide range of jobs
 - Language proficiency entails cultural sophistication and intercultural ability
 - Global skills = (Language, Culture, Professional Skills)
 - GLOBAL SKILLS ENTAIL ADDITIONAL PROFESSIONAL DOMAINS
 - critical tool for interactions with customers, employers, peers, social communities, and governments.
 - Companies need workers who can engage comfortably within and between cultures and languages,
 - using language skills to amplify and extend their job performance.
 - Language is no longer a “soft” skill;
 - intertwined with the STEM (Science, Technology, Engineering, Mathematics)



The Global Talent Program

- Globalization & Localization Association Task Force on Global Talent (GTP):
 - *Google, Cisco, eBay, Twitter, Microsoft, Marriott, ManPower, JNCL-NCLIS*
 - *Chair – Bill Rivers*
- Invitation to participate in Michigan State University's annual Recruiting Trends Survey: <http://www.ceri.msu.edu/chatter/2014-recruiting-trends/>
- Pilot survey in March 2014 with GALA GTP
- Module on cultural & linguistic capital in Summer, 2014 survey
 - mid (100-500 workers) and large (>500 workers) size businesses
 - Their hiring plans for spring 2015 semester
 - Focus on entry level positions, requirements, perceived gaps
- $n = 2101$ (2008: 90,386 mid-size and 18,469 large businesses in the US. US Census Bureau, 2010)



Global Talent Survey: Preliminary Results

- 33% of US mid and large size companies have international operations and/or serve multilingual/multicultural clientele
- 11% actively seek recruits for jobs requiring FL skills
- 93% seek “employees who can show they are able to work effectively with customers, clients, and businesses from a range of different countries and cultures.”
- 64% seek employees with multicultural experience
- 49% seek employees with overseas experience
- 55% track employee FL skills
- 35% give advantage to multilingual candidates
- 21% report difficulty in managing and integrating diverse teams due to a lack of global talent
- 14% report a loss of business opportunities due to a lack of FL skills
- Top business skills in demand for initial hires with Global Talent: sales, customer service, project management
- 69% of respondents believe that higher education must do more to prepare students with Global Talent

American Academy of Arts and Sciences & Language

- AAAS – founded in 1780 by John Adams and others
- Oldest US Academy
- 2013: *The Heart of the Matter* – Commission on the Humanities and Social Sciences;
 - Requested by Congress in 2012
- 2013 – participant in the *Languages for All* summit
- 2014 – pending request from Congress to AAAS to assess the impact of language on the national interest
 - First broad based, Congressionally requested study since 1979 (Perkins Commission)
- New commission will work for a year to assess the impact of FL on education, global security, economic growth, and social justice
- JNCL-NCLIS, ACTFL, CAL, American Councils, CASL, and others have been working on this project for a year
- Stay Tuned for More!
 - PR opportunities throughout the commission’s work; public hearings
 - Senior commissioners who will speak out on language
 - Coherent agenda for 2016 and beyond
 - Congressional interest after the publishing of the report in 2016



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