

COALITION FOR INTERNATIONAL EDUCATION

Submission to Senate Subcommittee on Labor, HHS, and Education and Related Appropriations
U.S. Department of Education: International Education and Foreign Language Studies FY 2012 Funding

Mr. Chairman and Members of the Subcommittee:

We are pleased to submit the views of the Coalition for International Education on FY 2012 funding for the Higher Education Act, Title VI and the Mutual Educational and Cultural Exchange Act, Section 102(b)(6), commonly known as Fulbright-Hays. The Coalition for International Education consists of over 30 national higher education organizations with interest in the U.S. Department of Education's international and foreign language education programs. The Coalition represents the nation's 3,300 colleges and universities, and organizations encompassing various academic disciplines, as well as the international exchange and foreign language communities.

We express our deep appreciation for the Subcommittee's long-time support for the U.S. Department of Education's premier international and foreign language education programs noted above. We recognize the difficult decisions Congress and the Administration faced on education spending cuts for the remainder of FY 2011, and now face for FY 2012. However, we are deeply concerned over the severe and disproportionate \$50 million or 40% cut to the Title VI/Fulbright-Hays programs under H.R. 1473, the final FY 2011 Continuing Resolution agreement. Title VI/Fulbright-Hays contain fourteen small "pipeline" programs, twelve of which are under \$20 million. A cut of this magnitude will seriously weaken our nation's world-class international education capacity, which has taken decades to build and would be impossible to easily recapture. Among the first casualties likely will be the high-cost, low-enrollment critical language programs needed for national security, such as Pashto or Urdu.

Today we strongly urge the Appropriations Committee to safeguard these programs by providing funding for them that is equal to their FY 2010 funding levels in the FY 2012 appropriations bill. **For the International and Foreign Language Studies account, we urge a total of \$125.881 million, which includes \$108.360 million for Title VI-A&B; \$15.576 million for Fulbright-Hays 102(b)(6); and \$1.945 million for the Institute for International Public Policy, Title VI-C.**

After 9/11, Congress began a decade of enhancements to Title VI/Fulbright because of the sudden awareness of an urgent need to improve the nation's in-depth knowledge of world areas and transnational issues, and fluency of U.S. citizens in foreign languages. Unfortunately these gains and many program enhancements on strategic world areas will be eliminated unless funding is restored to FY 2010 levels.

We believe maintaining a strong federal role in these programs is critical to supporting our nation's long-term national security, global leadership, economic competitiveness capabilities, as well as mutual understanding and collaboration around the world. Successful U.S. engagement in these areas, at home or abroad, relies on Americans with global competence, including foreign language skills and the ability to understand and function in different cultural and business environments.

Background and Federal Role

In 1958 at the height of the Cold War, Congress created NDEA-Title VI out of a sense of crisis about U.S. ignorance of other countries and cultures. Fulbright 102(b)(6) was created in 1961 and placed with Title VI to provide complementary overseas training. These programs have served as the lynchpin for producing international specialists for more than five decades, and continue to do so. Improving over time to address new global challenges and expanded needs across the nation's workforce, fourteen Title VI/Fulbright-Hays programs support activities to improve capabilities and knowledge throughout the educational pipeline, from K-12 through the graduate levels and advanced research, with emphasis on the less commonly-taught languages and areas, such as China, Russia, India and the Muslim world. Today

they are the federal government's most comprehensive programs supporting the development of high quality *national capacity* in international, foreign language and business education and research. A March 2007 report by the National Academies of Sciences (NAS) concluded, "***Title VI/Fulbright-Hays serve as our nation's foundational programs for building U.S. global competence.***"

This federal-university partnership ensures resources and knowledge are available to meet national needs that are not priorities of individual states or universities. Federal resources are essential incentives to develop and sustain high-cost programs in the less commonly-taught languages and world areas, and provide extensive outreach and collaboration among educational institutions, government agencies, and corporations. Most of these programs would not exist without federal support, especially at a time when state/local governments and institutions of higher education are financially strapped.

Why Investing in Title VI/Fulbright-Hays Is Important

The NAS reported in 2007: "*A pervasive lack of knowledge about foreign cultures and foreign languages in this country threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry.*"

Government Needs. The quantity, level of expertise, and availability of U.S. personnel with high-level expertise in foreign languages, cultures, and political, economic and social systems throughout the world do not match our national strategic needs at home or abroad. Some 80 federal agencies depend in part on proficiency in more than 100 foreign languages; in 1985, only 19 agencies identified such requirements.

- "Foreign language skills are vital to effectively communicate and overcome language barriers encountered during critical operations and are an increasingly key element to the success of diplomatic efforts, military operations, counterterrorism, law enforcement and intelligence missions, as well as to ensure access to federal programs and services to Limited English Proficient (LEP) populations within the United States." *David Maurer Testimony on Foreign Language Capabilities. Departments of Homeland Security, Defense, and State Could Better Assess their Foreign Language Needs and Capabilities and Address Shortfalls, GAO, July 2010*
- "As of October 31, 2008, 31 percent of Foreign Service officers in overseas language-designated positions (LDP) did not meet both the foreign languages speaking and reading proficiency requirements for their positions. State continues to face foreign language shortfalls in regions of strategic interest—such as the Near East and South and Central Asia, where about 40 percent of officers in LDPs did not meet requirements. Past reports by GAO, State's Office of the Inspector General, and others have concluded that foreign language shortfalls could be negatively affecting U.S. activities overseas." *Comprehensive Plan Needed to Address Persistent Foreign language Shortfalls, GAO, September 2009.*

Workforce Needs. National security is increasingly linked to commerce, and U.S. business is widely engaged around the world with joint ventures, partnerships, and economic linkages that require its employees to have international expertise both at home and abroad.

- "Most of the growth potential for U.S. businesses lies in overseas markets. Already, one in five U.S. manufacturing jobs is tied to exports. Foreign consumers, the majority of whom primarily speak languages other than English, represent significant business opportunities for American producers, as the United States is home to less than five percent of the world's population. American companies lose an estimated \$2 billion a year due to inadequate cross-cultural guidance for their employees in multicultural situations." *Education for Global Leadership, Committee for Economic Development, 2006.*

Education Needs. Education institutions at all levels are challenged to keep up with rapidly expanding 21st century needs for global competence.

- Although higher education foreign language enrollments have increased and diversified over the past decade, according to the Modern Language Association's 2010 survey, enrollments are only 8.7% of total student enrollments, well behind the 1960 high point of 16%.
- Only 5% of all higher education students taking foreign languages study non-European languages spoken by roughly 85% of the world's population.
- Less than 2 percent of students in U.S. postsecondary education study abroad, and only about half studied outside Western Europe. Yet, an educational experience abroad is an essential element for achieving foreign language fluency, learning how to function in other cultures, and developing mutual understanding with others beyond our borders.
- U.S. educational institutions from K-16 face a shortage of teachers and faculty with international knowledge and expertise across the professions and across types of higher education institutions. This problem is especially acute for foreign language teachers of the less commonly taught languages.

What Title VI/Fulbright-Hays Programs Do

Title VI/Fulbright programs produce U.S. experts, prepare Americans for the global workplace, and generate knowledge on the foreign languages and business, economic, political, social, cultural and regional affairs of other countries and world areas. Grantees also engage in extensive outreach and collaboration across the educational spectrum, and with business, government, the media and the general public. Title VI-funded centers are relied upon for their expertise by federal agencies, corporations, and local school districts. Their many accomplishments include the following:

Language and Culture

- Through several pipeline programs, Title VI institutions provide the major, and often the only, source of national expertise and research on non-European countries and their languages.
- Title VI institutions account for 21% of undergraduate enrollment and 56% of graduate enrollment in the less commonly taught languages (LCTLs) such as Arabic and Chinese. For the least commonly taught languages such as Pashto and Urdu, Title VI institutions account for 49% of undergraduate and 78% of graduate enrollments.
- Title VI institutions provide instruction and R&D in over 130 languages and in all world areas, and have the capacity to teach over 200 languages. Because of the high cost per student, many of these languages would not be taught on a regular basis but for Title VI/Fulbright support. In contrast, the Defense Language Institute (DLI) and the Foreign Service Institute (FSI) together offer instruction in only 75 LCTLs.
- Title VI/Fulbright programs support advanced research abroad in international, area and language studies—such as through the Fulbright programs and overseas research centers—that otherwise would have few or no other funding sources.
- Title VI programs support the development and maintenance of world class digital information resources in international, area and foreign language studies—using modern technologies for accessibility—that exist no where else in the world.
- Title VI/Fulbright programs provide opportunity and access to all types of institutions of higher education, including minority-serving institutions, community colleges, and small and medium-sized 4-year institutions. With seed funding from the Undergraduate International Studies and Foreign Language, Institute for International Public Policy and Fulbright programs, training, fellowship, scholarship and study abroad opportunities are provided to students, faculty and administrators.
- With enhancements provided by Congress between 2000-08, Title VI National Resource Centers increased annual job placements in key sectors. 2008 placements and % increase over 2000: federal government 1,515 (+32%), U.S. military 552 (+20%), international organizations 1,567 (+22%), and higher education 3,414 (+51%).

- During this same period, the NRCs have seen triple digit increases in courses and enrollments in critical languages. Between 2000 and 2008, enrollments in Arabic increased from 5,218 to 16,721, in Chinese from 9,637 to 23,724, in Persian from 1,231 to 3,878, in Turkish from 594 to 1,602, and in Urdu from 221 to 904.
- Examples of renowned graduates include Secretary of Defense Robert Gates, General John Abizaid, former Ambassador to Russia James Collins, advisor to six Secretaries of State Aaron David Miller, and *NYTimes* Pulitzer prize-winning journalist Anthony Shadid.

International Business

- Title VI supports two important programs that internationalize business education, train Americans for the global workplace, and help U.S. small and mid-size businesses engage emerging markets: Centers for International Business Education and Research (CIBERs) and Business and International Education (BIE).
- CIBERs offer training at all levels of education in all 50 states, including training for managers already active in the workforce, and research on cutting edge issues affecting the U.S. business environment, the nation's global economic competitiveness and homeland security.
- Before these programs were established, few business education programs in the U.S. incorporated a global dimension. Over 2 million students have taken international business courses through CIBER programs and over 160,000 faculty have gained international business and cultural expertise through faculty programs, domestically and abroad.
- Over 42,000 language faculty have participated in over 900 international business language workshops, and 4.5 million students across the U.S. have benefited from enhanced commercial foreign language instruction.

Outreach

- Title VI/Fulbright grantees provide access to international knowledge to other institutions of higher education, government, business, K-12 and the public through web resources, seminars, training and other means. Many educators, government agencies, nonprofit groups and corporations depend on these resources. **Without Title VI/Fulbright funding, this outreach would disappear.**
- Title VI National Resource Centers provide training and consultation for foreign language and area staff in many government agencies. For example, the U.S. Army Foreign Area Officer (FAO) Program sends its officers to Title VI centers for their M.A. in language and area studies training and has done so since the inception of the FAO program three decades ago.
- Title VI Language Resource Centers (LRC) train an estimated 2,000 teachers annually, and develop resources in critical languages used by educators and government agencies. For example, an LRC recently developed a free iPad app that provides tutorials in Pashto for U.S. soldiers in Afghanistan.
- CIBER and BIE grantees work closely with the U.S. Department of Commerce and with the local District Export Councils on export development. In response to President Obama's 2010 National Export Initiative (NEI), the CIBERs continue to expand the global knowledge base of U.S. companies, enabling and assisting them to export their goods and services especially to the BRIC and other emerging markets. By enabling small and mid-sized U.S. business to increase exports, CIBER/BIE activities support job creation in America and reduction of the trade deficit.
- Title VI grantees also work extensively with minority-serving institutions of higher education, community colleges and K-12 on language and culture programs, as well as with the media to promote citizen understanding of complex global issues.

Clearly, this federal-higher education partnership pays dividends that vastly outweigh the small 0.2% investment within the Department of Education's budget.

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