

U.S. Global Competence:
The Role of International and Foreign Language Education

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PRESENTATIONS

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**Brig. Gen. Kevin Ryan, USA (Ret.)
Director, Defense and Intelligence Project
Belfer Center for Science and International Affairs
John F. Kennedy School of Government
Harvard University**

National Security Overview

In June 1999, the Kosovo war was winding down when Russia ordered its forces in Bosnia to make a dash to the Kosovo capitol, Pristina, before NATO troops could get there. It wasn't the eve of a third world war, but it was a tense and dangerous moment. Presidents Clinton and Yeltsin told their Defense leaders to meet in Helsinki to work out a solution.

I was in the Pentagon as Senior Regional Director for Slavic States and was ordered to Helsinki to prepare for the defense meetings. From the moment I got there, it was my training in Russian language that turned out to be the most valuable asset I had. I was the only US representative who could immediately meet with our Russian counterparts, since the normal contingent of interpreters had not arrived. As we worked out the details of our agreement, I was the only defense team member that could listen to the Russians deliberate among themselves and hear what they were saying.

Sponsored by the Coalition for International Education and the National Council for Languages and International Studies in cooperation with Rep. Rush Holt (D-NJ) and Rep. Tom Petri (R-WI). Also sponsored by the American Council on Education, Association of American Universities and Association of Public and Land-grant Universities

When it came time to break into work groups, there were not enough interpreters to cover the groups so I took on that duty as well. And when the two sides began hammering out the exact words of an agreement, I was the only defense member, who was not a professional interpreter, who could proofread the text and check that what the US wanted was actually in the agreement. In fact, I was the only member of the US team who had a laptop that could even type in the Russian and English alphabets. The entire agreement was stored on my personal computer.

None of this would have been possible without the years of training I received in Russian language thru U.S. Army Foreign Area Officer (FAO) Program. Since its inception more than three decades ago, that program has sent officers to Title VI National Resource Centers for their Masters Degree in language and area studies and continues to do so. My abilities in Russian were particularly helped by an overseas eight-week summer training program I had received 17 years earlier through the American Council of Teachers of Russian (now American Councils), and funded by the Fulbright-Hays program. Most of my Russian language training was done at a time when westerners did not have access to the country or people whose language we were studying. American Councils provided a unique opportunity for me and others to experience and learn a language in the country where it was native.

Today language and international expertise continue to be of vital interest to our defense, intelligence, and diplomatic communities. In addition, our nation's understanding of "security" has expanded to include concerns such as global health, environment, food production, economic security, and law enforcement. This means that more federal agencies and employment sectors increasingly depend on language and cultural expertise. The list of languages and cultures where Americans must be prepared to work has grown: like Pashto and Dari (Afghanistan), Urdu (Pakistan and India), Somali (Africa), etc.

Title VI and Fulbright-Hays support U.S. colleges and universities to develop and maintain knowledge and teaching capacity in over 200 languages (most of which are the less commonly taught languages). For example, right after 9/11, the military reached out to the Title VI community for any teaching materials in Pashto language. Two Title VI research grants in the 1990s had funded the Title VI National Capital Language Resource Center (LRC), to develop Pashto curriculum materials that were sitting on a shelf. An LRC then developed a free iPad app that provided tutorials in Pashto for U.S. soldiers in Afghanistan. In another example, US commanders asked for any books available on the Soviet experience in Afghanistan. The only English language examination of the Soviet experience turned out to be a little known book called "The Bear Went over the Mountain" written by an Army Foreign Area Officer, LTC Lester Grau. Les had translated from Russian a compilation of Soviet after-action reports published by Frunze Academy on tactical operations in Afghanistan. His book, almost unnoticed when he published it in 1996, became a vital resource early in the American war. These things would not have happened without the support of Title VI and Fulbright-Hays programs.

Today I work at Harvard Kennedy School's Belfer Center for Science and International Affairs where among other things, I created and run the "Elbe Group," retired US and Russian generals from the military and intelligence services. Throughout our many meetings and discussions, one thing consistently is clear - on many issues the biggest problem is not that we might disagree. The biggest problem is that we don't understand each other. Whether we are talking to our allies or our adversaries, the key to understanding and solving our most important problems remains language. Title VI and Fulbright Hays programs are sometimes the only reason that successful study programs exist to meet this need. Thank you.

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Dr. Michele Dunne
Vice President
Director, Rafik Hariri Center for the Middle East
Atlantic Council

U.S. Global Competence

Thank you. I am delighted to be part of this briefing because I benefited from both Title VI and Fulbright-Hays during my academic training at Georgetown University, where I obtained a PhD in Arabic language, and during my study abroad in Cairo as an undergraduate Arabic student. I also taught Arabic for several years at Georgetown after my PhD.

Learning Arabic has meant everything to my career, whether during my nearly 20 years with the US Department of State or in the academic and think tank career I have had in the 10 years since I left government. Achieving a level of strong competency in Arabic has given me the ability to carry out diplomacy, to do research, and to engage in debate directly in the Middle East, without the filter of translation or the need to skew my contacts toward those who spoke English.

I still use Arabic for all those purposes now in my work as the director of a center doing research on the Middle East, but I have also in that capacity become an employer of young American researchers and scholars on the region.

In recent years I have been stunned by the much higher level of competence in Arabic that American university and graduate students have achieved compared to the past, which is clearly because these students benefitted from increased scholarship and study abroad possibilities over the last decade.

Their Arabic is better because instructors and teaching materials have improved, but also because they began Arabic earlier in their careers: many more universities have come to offer four or more years of instruction in Arabic—which is really necessary to develop the ability to use the language—as opposed to one or two.

I only wish more students could have the opportunity to study languages like Arabic in secondary school. But actually all foreign language study is useful. My study of French in middle and high school led directly to Arabic; it was my high school French teacher, M. Lucien Boisvert, who told me that I had language aptitude and encouraged me to “study a hard language like Arabic or Chinese in college, and see where it takes you.” Perhaps the most important piece of career advice I ever received.

The foreign language skills that young scholars, research assistants, and interns bring to my Center (and others like it) allows us to produce deep research, quick analysis, and news updates that draw extensively on Arabic language sources. We provide all of this information at no cost to a large and eager audience of executive branch officials, members of Congress and their staffs, academics, journalists, and businesspeople.

The Middle East is only one of several regions of the world that are undergoing cataclysmic change, which can affect the security and economic interests of the United States profoundly. We will need a supply of Americans who can understand and interpret that part of the world for many years to come, and therefore we need to keep supporting those willing to undertake the hard work of learning Middle East languages in order to access these societies directly.

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Dr. Stephen E. Hanson
Vice Provost for International Affairs
Director, Reves Center for International Studies
College of William & Mary

HEA-Title VI and Fulbright-Hays
International and Foreign Language Studies

What are Title VI/Fulbright-Hays?

Title VI and Fulbright-Hays are Department of Education programs. They are single most comprehensive and impactful set of federal programs for producing international and foreign language expertise in the US educational system.

Title VI of the National Defense Education Act was launched in 1958 under President Eisenhower in response to Sputnik. NDEA stimulated partnerships between the federal government and academic institutions to establish interdisciplinary centers and programs, all for developing foreign language and area studies in U.S. higher education.

Title VI has been adapted continuously for over five decades to respond to the changing international environment, and to contemporary needs for global competence. Title VI now includes a wide variety of programs ranging from centers for excellence in regional studies and languages, student fellowships for area studies and foreign language acquisition (especially less-commonly taught languages), fellowships for overseas study and research, centers for foreign language pedagogy and training, overseas research centers, international business education centers, outreach to K-12 and so on. Title VI serves the educational pipeline.

The Department of Education's Fulbright-Hays program was created in 1961, under a small paragraph in the Mutual Educational and Cultural Exchange Act (not to be confused with the State Dept. programs also authorized under this act). Given its similarity in purpose to Title VI, it supports complementary overseas programs that are necessary for reaching higher levels of language proficiency and area knowledge.

The bottom line: Title VI/Fulbright-Hays serve as the foundation for a large percentage of the global expertise we currently possess in the United States.

Personal Experience

Title VI has truly changed my own life. As an undergraduate at Harvard in the 1980s, I became fascinated by the Soviet Union and learned the Russian language in courses and lectures sponsored by the Russian Research Center—funded by Title VI at the time. I decided to devote myself to the field at a time when President Reagan was warning about the dearth of experts in Soviet Studies.

As a graduate student at Berkeley, I was able to travel to St. Petersburg (now Leningrad) on a FLAS fellowship for summer language study—my first trip behind the Iron Curtain. The overseas study was essential to enhancing my proficiency.

As Director of the Ellison Center for Russian, East European and Central Asian Studies at the University of Washington, I saw the impact of Title VI in countless ways—in supporting our best graduate students, many of whom are now in prominent positions in government, business, and academia; in reaching out to K-12 schools, community colleges, and civic organizations across the State of Washington; in funding our LCTL classes such as Uzbek, Uighur, and Tajik; in promoting the study of Eurasia and Eastern Europe at a time when the lack of public attention to this region might have pushed the university to focus elsewhere.

As Vice Provost at William & Mary, I can see how even at an institution that has NOT directly received Title VI funding, our international programs are built around faculty who were themselves trained largely at Title VI-receiving institutions (many of whom had Title VI foreign language and areas studies fellowship support).

The Federal Role

The truth is, there's just no substitute for the very small investment the USG makes in Title VI/Fulbright Hays (less than 0.1% of the Department of Education's budget!)

The Department of Education carries out a *catalytic* function in partnership with institutions of higher education. State and local governments and the private sector, including foundations, do not focus on long-term national needs for international expertise. While they will support short-term projects from time to time, they do not provide the long-term, sustained support for the decade-long study and research needed to produce an expert on the Middle East highly proficient in Arabic, for example.

Although universities invest significant resources beyond federal support, the outside resources are the lynchpin for developing and sustaining high cost programs in the less commonly taught languages and world regions, providing fellowships to undergraduate and graduate students, and conducting extensive educational outreach and collaboration between and among education institutions, government agencies, and businesses. Most of these programs would not exist without federal support.

Title VI/Fulbright-Hays therefore ensure the federal education goals of *access to and delivery of* international and foreign language studies critical to the national interest. Based on standards of excellence, Title VI fellowships and education abroad opportunities encourage both *accessibility* for students and *completion* of their studies.

Conclusion: Why This Matters

The \$55.7 million (44%) cuts to these programs over the last two years have already had a deeply negative impact, forcing universities to cut back less commonly taught language and area courses, outreach to K-12, community colleges, and minority-serving institutions, library holdings, vital staff, and more. These cuts have been devastating to an infrastructure that cannot be easily replaced.

Such cuts, moreover, would be penny-wise and pound-foolish in today's globally interconnected and ever-more uncertain world.

A few examples of outcomes from the Title VI (Part A) international and foreign language studies programs:

- Title VI National Resource Center institutions annually graduate on average 67,000 BAs with international content, 5,500 graduate or professional master's degrees and 2,200 PhDs with language and area expertise. Many graduates staff a high proportion of language and area specialist positions in academia, business, and government agencies.
- Title VI universities account for 49% of undergraduate and 78% of graduate enrollments in the least commonly taught languages (such as Pashto and Urdu).

- After 9/11, with enhancements from Congress over an eight-year period, Title VI increased language offerings in areas of national need by 85%, and increased enrollments in these languages by 92%. These are now being rolled back due to budget cuts.
- The US military relies heavily on Title VI programs. For example, they use materials on Chinese, Korean, Indonesian, Thai, and Persian developed by Title VI Language Resource Centers, and have sent thousands of Foreign Area Officers over five decades to National Resource Centers for their MA training.
- Over 90% of the undergraduate programs in international studies funded by the Title VI undergraduate (UISFL) program were still running five years after receiving grant support.
- Overseas research centers in the Middle East funded by Title VI have provided timely and objective information about that volatile region in the midst of our current international crisis.

Graduates of Title VI/Fulbright-Hays—including Brig. Gen. Kevin Ryan, Gen. John Abizaid, Dr. Michele Dunne, W&M Chancellor and Former Secretary of Defense Robert Gates, and myself—are in important leadership positions all over this country. Where will our future international experts come from if Title VI/FH is not restored or even cut further?

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Dr. Tomas Hult
Byington Endowed Chair and Professor of International Business
Director, Title VI Center for International Business Education
Michigan State University

HEA-Title VI, International Business Education and Research

Personal connection to Title VI

I am a current CIBER grantee and Past President of AIBER (organization of all CIBER business schools). I also have been a BIE grantee. Our CIBER at Michigan State University houses the CIBER web (ciberweb.msu.edu) and BIE web (bieweb.msu.edu).

Title VI-Part B has two international business programs

The Centers for International Education and Research (CIBERs) were established under the Omnibus Trade and Competitiveness Act of 1988. CIBERs link human resources and information needs of U.S. business with the international education, language training, and research capacities of universities across the country. CIBERs provide the country with capacity, capability, and knowledge. Today there are 33 CIBERs across the nation that have 4-year CIBER grants. Funding for each CIBER has been cut 57% from \$12.8 million to \$5.5 million since FY 2011.

The Business and International Education (BIE) program is a small program (\$4.5 million), although funding has been eliminated by budget cuts. BIE is intended as seed funding supporting 2-year grants to colleges to strengthen international programs in business schools, with a requirement to promote linkages with the international business community. Typically there are between 25 and 50 BIE grantees. The BIE grants have generally been targeted, project-specific grants to both 2-year and 4-year schools. For example, BIE grantees were part of infusing the NASBITE (North American Small Business International Trade Educators Association) *International Certified Global Business Professional credential (NASBITE CGBP)*, which has been embraced by the Small Business Administration (SBA), U.S. Department of Commerce, and universities as a standard of international business competency.

Select Performance Metrics of Title VI–Part B CIBERs: Outcomes that would not exist without Title VI-Part B

Broad Outcomes

Two million students in the U.S. have taken courses with international business emphasis offered by CIBER-funded universities since 1989 and more than 290,000 business executives attended CIBER training programs.

More than 7,000 international business courses have been created and upgraded, with more than 800 international business programs being initiated or revised. These programs graduate some 28,000 students annually at this time.

Need for the Country

CIBER research show that U.S. businesses need to be 43 percent more global in 10 years (by 2023) than they are today to maintain their edge in the marketplace, with strong pressure on small and medium-sized firms (and 25 percent more global in the next five years by 2018).

Outreach Oriented

CIBERs work extensively with community colleges in all 50 states. This includes faculty development programs, joint study abroad programs with 4-year schools, program development, and benchmarking of needs. Since 2008, CIBERs have assisted community colleges increase the teaching of international business as a core course from 51 percent to 87 percent at the nation's some 1,200 community colleges.

CIBERs have been instrumental in working with the business schools at the nation's some 115 Historically Black Colleges and Universities (HBCU). This includes faculty development, program development, faculty study abroad, and program development. CIBERs have assisted HBCUs with the infusion of international business into more than a third of all HBCU. Similar focus is placed on other minority-serving institutions (e.g., Hispanic, Native American).

With the leadership of Michigan State University, we have developed and maintain the Google #1 ranked site for "international business resources" (globalEDGE.msu.edu) – countries, trade areas, topics, training material, and community of trade specialists.

Responsive

CIBERs that are funded effectively provide the country with some 4 times the funding since funded CIBER universities typically match at about 3-to-1. Universities want to be part of the CIBER network and are willing to match Federal funds to achieve this network inclusion.

CIBERs are also great collaborators and very synergistic in behavior. They work with the U.S. Department of Commerce and with the local District Export Councils on export development (partially as a response to the President's 2010 National Export Initiative). For example, more than 23,000 small and medium sized firms have been served since 2006 to help them export and achieve greater international competitiveness (roughly 90 percent of U.S. firms going international are small and medium sized businesses, SMEs).

CIBERs are also very nimble in tackling the country's needs. For example, CIBERs were among the first to form a consortium after 9/11 that conducted research and programs on the impact of homeland security measures and risk factors on U.S. business and competitiveness. CIBERs also ramped up their business language and culture curricula and courses on critical world markets. Over 11,000 languages courses have been taught at CIBER universities with some 272,000 students enrolled.

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Mr. Todd Bowen
Chairman, Department for Modern and Classical Languages
New Trier High School
Winnetka, Illinois

K-12 Foreign Language Education

How does the son of a farmer and first grade teacher who grew up in rural Indiana end up before you speaking out on the importance of a long sequence of study of another language? Education opportunity is the answer.

My secondary language study focused on communicating in a cultural context, not as an intellectual study of rules. My small, liberal arts Christian college required me to study abroad to develop my fluency and cultural understanding. As a French teacher, I led educational exchanges with my students to foster their excellence. This

combination of requirements, influences, and models created a master teacher of French and an advocate for the power of language learning.

Much of my career has been in wealthier school districts where about 80% of students are enrolled in language studies. Unfortunately, in the United States, only approximately 32% of students are enrolled in language programs grades 7-12 with only 18% enrolled in K-12 programs. Contrast those statistics with the 20 out of 25 industrialized nations who begin language studies in grades K-5 and the members of the European Union who require nine years study of at least one foreign language. The United States cannot compete on a global playing field when our students begin in a linguistic and cultural deficit. This fact is highlighted with every foreign exchange student that my school hosts.

Multiple studies demonstrate that dual language or immersion students outperform their monolingual peers even when those students come from limited English or disadvantaged backgrounds. Immersion and dual language programs have the distinct advantage of learning some content subjects in one language and other content in the second language with no increase in the number of instructors. This model is used successfully in programs across the country. Under the State of Utah's 2009 Language Roadmap, there are currently 98 immersion programs in place because this cost effective model results in outstanding linguistic and cognitive benefits for all students. A small investment through the Language Flagship provided the seed money. The State of Delaware has followed suit with its World Language Immersion Program as a means to prepare their students for the linguistic needs of the 21st Century.

In my previous school district, Barrington Community Unit School District 220, part of Illinois' 8th Congressional District, in 2010, I conceived and implemented a Chinese Immersion program, Barrington's Bridge to Chinese, funded through the Department of Education's Foreign Language Assistance Program (FLAP) grant. This 50% matching grant developed a K-16 program in conjunction with the University of Illinois to develop students who possessed Intermediate High -Advanced Low language skills or what we commonly called, professionally proficient skills. The plan is for students to be ready to enter 3rd year university Chinese courses. After FLAP was zero-funded, the district continued the program because they became so vested in this Chinese Immersion program. The model and seed money was a game-changer for the Board of Education and the community. 90% of the 3rd grade students who began the program are already performing better than their peers on standardized tests. These results follow the historical trend data of the district's Spanish Dual Language program as well as other research models. The district even began a consortium for other districts with Chinese immersion in the Chicago area. FLAP grants provide a model of a research-based, results-driven, cost effective, sustainable, and replicable program. These are the very criteria that Deputy Assistant Secretary for International and Foreign Language Education Clay Pell cited in remarks in May 2013 to a group of language educators here in Washington, D.C.

As the only federal language program for K-12, the impact of FLAP as a catalyst for preparing students for the 21st century cannot be ignored. Significant improvements in professional development for language teachers have come from FLAP, Title VI Language Resource Centers, Fulbright-Hays and STARTALK grants. For example, the Memphis City Schools leveraged FLAP funds to create a protocol for its administration and teachers to use, the TELL project – Teacher Effectiveness for Language Learning, which is now receiving national attention from language educators. The loss of FLAP funding has significantly impacted this important work. Other districts, such as Anchorage, Alaska, Seattle, Washington, Portland, Oregon, Columbus, Ohio, and Oxford, Mississippi, created substantial changes in the types and quality of their programs due to FLAP grants. Once again, these grants provide seed money, research-based models, and develop a pipeline for other programs so that their influence extends far beyond the participants.

In this past year’s legislation session, Illinois unanimously passed its Seal of Biliteracy, which recognizes students who demonstrate proficiency in two languages with a notation on their transcripts. Legislators in Illinois recognize that proficiency in multiple languages is critical for Illinois to participate effectively in the local, regional and global context. Illinois legislators recognize that developing language proficiency in more than one language is an economic issue. New York and California currently have this Seal. Actions like these by individual states confirm the importance of language study. In fact, Representative Julia Brownley of California’s 26th Congressional District has proposed the Biliteracy Education Seal and Teaching Act (BEST act) to encourage development of proficiency in more than one language across the United States. A national standard for a Seal of Biliteracy engages the Department of Education in its role as the policy standard bearer for language education.

Education in the United States has always centered on developing informed citizens. In the 21st century, global citizens must be able to communicate and understand their counterparts at home and throughout the world. Language and cultural studies are necessary components in the K-12 sector of education as part of the preparation for advanced studies or world of work. The federal government must not abandon its influential role as a policy maker or developer of model K-16 programs if we are to prepare our citizens for their place in the world.

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SPEAKER BIOS

Brigadier General Kevin Ryan USA (Ret.) is Director of the Defense and Intelligence Project, Belfer Center for Science and International Affairs at Harvard's John F. Kennedy School of Government. Brig. Gen. Ryan is the founding director of the center's U.S.-Russia Initiative to Prevent Nuclear Terrorism. A career military officer for nearly three decades, Brig. Gen. Ryan has commanded at every level from platoon to brigade. Brig. Gen. Ryan served as Senior Regional Director for Slavic States in the Office of Secretary of Defense and as Defense Attaché to Russia. Brig Gen Ryan is also a member of the Board of Trustees of the American Councils for International Education. Brig. Gen. Ryan holds a B.S. from the U.S. Military Academy and masters degrees from Syracuse University and the National War College, and is fluent in Russian.

Dr. Michele Dunne is an Atlantic Council vice president and director of the Council's Rafik Hariri Center for the Middle East. Dr. Dunne has served in the White House on the National Security Council staff, on the State Department's Policy Planning Staff and in its Bureau of Intelligence and Research, and as a diplomat in Cairo and Jerusalem. Dr. Dunne co-chairs the Working Group on Egypt, a bipartisan group of experts established in 2010 to mobilize US government attention to the forces of change in that country. Dr. Dunne holds a doctorate in Arabic language and linguistics from Georgetown University.

Dr. Stephen E. Hanson is Vice Provost for International Affairs and Director of the Reves Center for International Studies at William & Mary. A specialist on Russian and post-Soviet politics, Dr. Hanson received his Ph.D. from the University of California at Berkeley in 1991 and his BA from Harvard in 1985. From 2000-2008, Dr. Hanson served as Director of the Title VI-supported Center for Russian, East European and Central Asian Studies at the University of Washington. Dr. Hanson currently serves as President-Elect of the Association for Slavic, Eurasian, and East European Studies.

Dr. Tomas Hult is Professor of International Business, holds the Byington Endowed Chair, and has been Director of the Title VI funded Center for International Business Education at Michigan State University for 13 years. Dr. Hult is also the Executive Director of the Academy of International Business, with members in 90 countries. Dr. Hult's Title VI grants have facilitated thousands of small and medium-sized U.S. companies going international. Dr. Hult has also been recognized as one of the most cited international business scholars in the world.

Todd Bowen is in his 29th year of language education, currently serving at the Department Chair for Modern and Classical Languages at New Trier High School in Winnetka, Illinois. Mr. Bowen is active in leadership positions at state and national levels on foreign language education, including as a member of the Board of Directors of the American Council on the Teaching of Foreign Languages. In his previous district, Mr. Bowen secured a U.S. Department of Education Foreign Language Assistance Program (FLAP) grant for a K-16 Chinese program in 2010. Mr. Bowen holds degrees from Anderson University, the University of California at Santa Barbara and Northeastern Illinois University.