



November 18, 2013

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

In January, we wrote to express concern with the noted absence of Title VI from the Department's 2012-2016 International Education Strategy Report. We continue to agree that global competencies for a diverse student population must be part of the core mission of the Department's international education agenda. Additionally, we believe the professionals who are a product of the Title VI programs are critical to educating and inspiring the next generation of linguists and regional experts. A crucial component of global competency is developing a deep knowledge and expertise in foreign language and culture. The Title VI/Fulbright Hays programs are the federal government's most comprehensive efforts to support instruction in less-commonly taught languages, particularly from regions of national strategic importance; to research issues of importance to our national security; and to provide global learning experiences valuable in the workplace for American students.

In order to provide the Department with evidence of success in these areas, the Association of Public and Land-grant Universities, the Association of American Universities, and the American Council on Education conducted a survey of universities with Title VI programs. While it is clear that under current, diminished Title VI funding levels, universities are not able to accomplish as much as they would otherwise, university Title VI programs are reaching beyond campus boundaries to produce globally competent graduates.

We offer below some examples of the work universities are managing in the constrained budgetary environment for Title VI. The more detailed survey results are enclosed and will help guide the Department in implementing the 2012-2016 international education strategy with a strong focus on strengthening the core mission of the Title VI programs.

These survey results represent submissions from 38 U.S. universities, with 14 private universities and 24 public universities participating. Each of the four regions of the U.S. has at least one private and one public university participating. The following universities contributed to this survey:

Boston University
Brigham Young University
Cornell University

Duke University
Harvard University
Indiana University

Michigan State University
New York University
The Ohio State University

Pennsylvania State University	University of Florida	University of South Carolina
Princeton University	University of Hawaii at Manoa	University of Utah
San Diego State University	University of Illinois at Urbana-Champaign	University of Virginia
Temple University	University of Kansas	University of Washington
Texas A&M University	University of Memphis	University of Wisconsin-Madison
Tulane University	University of Michigan	University of Wisconsin-Milwaukee
University of California Berkeley	University of Minnesota	Vanderbilt University
University of California Los Angeles	University of New Mexico	Yale University
University of Chicago	University of North Carolina at Chapel Hill	
University of Colorado Boulder	University of Oregon	
	University of Pittsburgh	

Center for International Business Education and Research

Centers for International Business Education and Research (CIBERs) are located at 33 universities nationwide and provide critical services to regional businesses and future business leaders to enable them to understand and maneuver the global commercial environment. CIBERs send undergraduate and graduate business students abroad to improve their language skills and cultural understanding, train and support teachers from the primary to post-secondary level, and host cultural events, thereby establishing connections among students and faculty and the communities abroad. CIBERs serve as national resources to both students and established organizations in international business and trade, enabling students to attain global competencies that prepare them to compete in the global marketplace.

- Faculty Development in International Business programs, like the one at the University of South Carolina, have enabled over 1,100 faculty and professionals (one-third of whom were from community colleges, Historically Black Colleges and Universities, or other Minority Serving Institutions) to participate in overseas study opportunities. Participants gain awareness of the economic, political, business, and cultural environments which exist in the global business world and then the knowledge generated is integrated into curriculum.
- Michigan State University's CIBER program used Title VI support to develop globalEDGE.msu.edu into a leading online resource for international business and trade. This free site is used by millions of people and companies in the United States each year to engage in the global marketplace. MSU-CIBER has also trained community college instructors from all 50 states and has offered pro bono international trade assistance to over 12,000 companies.
- Indiana University produced guides for K-12 teachers to incorporate international content into the teaching of the four core subjects (English, mathematics, science, and social studies) and provided these booklets to every school in Indiana. Teachers will be able to infuse their coursework with global texts and issues, improving their students' understanding and appreciation of other parts of the world.
- The Export University Program at the University of Hawaii offers workshops to train small and medium enterprises on entering international markets. The program began with \$39,000 and total export sales have neared \$700,000, more than 17 times the initial investment.

- High school and community college faculty use the University of Florida's Network of Business Language Educators (NOBLE) to exchange ideas and enhance students' business-language education experience, contributing toward raising student global competencies.
- The Business is Global Summer Program hosted by Indiana University is a two-week program for high school students interested in experiencing the intersection of business, language, and culture. Students investigate the world and recognize perspectives by focusing on less-commonly taught foreign languages spoken in the emerging economies of the Middle East and North Africa (Arabic), South America (Portuguese), and East Africa (Swahili). Throughout the two-week program, students learn about other countries' cultures and communication styles.

Undergraduate International Studies and Foreign Language Programs

Undergraduate International Studies and Foreign Language programs provide a wide array of culture and language services to K-12 teachers and students, community college students, and undergraduates. Programs nationwide have developed over 1,000 language and international programs, with a focus on strategically important languages and regions. These initiatives help students develop global competencies by encouraging them to investigate the world, recognize others' perspectives, and communicate their ideas.

- The University of Wisconsin-Milwaukee used Title VI grants to host workshops on democracy and human rights in the Middle East for over 150 K-12 teachers, most of whom work with underserved youth in urban Milwaukee or rural Wisconsin communities. Participating teachers had little background knowledge of the Middle East or North Africa beforehand. The workshops enabled them to better engage students on current events and cultural differences in this critical region of the world.
- The Indonesia Initiative at Cornell University created a new multidisciplinary undergraduate course on Indonesia and taught introductory Indonesian language and culture courses to elementary and high school students. These programs helped students understand and appreciate the arts, history, and language of the world's fourth most populous nation.
- Ivy Tech College, the largest community college in the nation, partnered with Indiana University to develop a system-wide Global Learning Certificate and begin offering Arabic courses. These community college students will gain an interdisciplinary understanding of the world and opportunity to begin exploring a language crucial to U.S. diplomatic and security interests.
- Indiana University offers African language instruction outreach programs that enable K-12 students to communicate in and learn about a variety of African languages (Akan, Bamana, Swahili, Zulu, Wolof). With the introduction to African languages and culture, students recognize multiple perspectives, learn to communicate ideas, and are able to use these languages to investigate the world and conduct research.

Language Resource Centers

Language Resource Centers (LRCs) are located at 15 universities nationwide and improve the nation's capacity to teach and learn languages by developing teaching and learning materials, offering continuing education and professional development workshops for teachers, and conducting research on foreign language learning. LRCs reach far beyond the campuses on which they are located, providing materials and training for approximately 2,000 teachers nationwide each year. They seek to integrate cultural

understanding into the study of language, which improves the ability of students to communicate effectively and collaborate with others in an interdependent world.

- The Ohio State University created and distributed 10,000 copies of “Chinese: Communicating in the Culture” and 400 sets of “Chinese Out of the Box” instruction materials. Both products are designed for true beginners who want to learn to communicate effectively with others in Mandarin Chinese. Instead of merely providing direct English translations, the materials help students understand the culture, enabling them to communicate more effectively and translate their ideas into culturally appropriate actions.
- The National Heritage Language Resource Center (NHLRC) at the University of California, Los Angeles develops curriculum guidelines and materials for heritage language learners, those Americans exposed to a language other than English at home. These students have a unique opportunity to become bilingual but often do not fare well in traditional foreign language courses. NHLRC developed specialized curriculum guidelines and materials which are available freely online and conducts an annual teacher training workshop for K-16 teachers from across the country. These initiatives instill an appreciation of language and culture in students, allowing them to connect and communicate with their heritage.
- Michigan State University’s Center for Language Education and Research (CLEAR) promotes and supports the teaching and learning of foreign languages in the United States. Through workshops, training, and lectures, K-12 teachers are able to better serve their students with the latest developments in foreign language teaching through CLEAR. Web-based materials and assessments have been developed for both teachers and students to better assess proficiencies. These initiatives combine to increase students’ learning of languages and cultures and their global competency.
- More than 4,000 K-16 teachers have participated in summer institute programs hosted by the Center for Advanced Research Language Acquisition (CARLA) at the University of Minnesota, Twin Cities. This program develops teachers’ skills for proficiency-oriented language instruction to help students learn how to use a language in culturally appropriate ways as well as the increasingly popular K-12 language immersion education which begins students’ language learning in kindergarten. CARLA educates students on how to communicate their ideas effectively with a diverse audience.

National Resource Centers

National Resource Centers provide funding to strengthen and operate language and area or international studies centers that serve as national resources for teaching modern foreign languages. National Resource Centers support deep expertise in critical languages and regions while also providing instruction to undergraduate and graduate students. They also conduct outreach activities to spark interest in global studies in younger students, conduct workshops for K-12 teachers and community college instructors, and develop innovative programs to improve the global competency of elementary through post-secondary students.

- The Intermountain Consortium for Asian and Pacific Studies at the University of Utah and Brigham Young University provides teacher training and curricular materials for K-12 Chinese programs in Utah. Over 4,000 elementary school children are enrolled in Chinese dual immersion programs which integrate language learning with math and language arts. As these students continue to advance in school there will be an increased need for curricular materials, summer study programs, and cultural enrichment opportunities.

- Over 25,000 people benefit each year from outreach initiatives by the Center for European Studies (CES) at the University of North Carolina at Chapel Hill. CES conducts training workshops and online courses for K-12 teachers on the European Union and facilitates the Global Webfriends program, which links UNC students living abroad with North Carolina elementary school students for regular Skype sessions. In addition, undergraduates in the Carolina Navigators program volunteer in local classrooms, teaching students about an aspect of a country and facilitating the exploration of complex ideas and perspectives.
- Students and faculty at Cornell University volunteer to teach foreign languages in local afterschool programs. Since 2009, they have taught over 20 different languages in 13 different schools in sessions that range from six weeks to a full year long. Cornell students have an opportunity to practice their language skills while inspiring elementary school students to investigate the world.
- The Latin American and Iberian Institute at the University of New Mexico produces curriculum guides, conducts K-12 professional development workshops and sponsors events in which students can directly engage in Latin American material, including both language and cultural lessons.
- The University of Pittsburgh's Student Ambassador Program provides a comprehensive global education experience for middle school students. The program consists of a teacher workshop for middle school educators, a school visit on cultural competency, an international speaker school visit, all of which culminates in a student ambassador conference.
- The University of Wisconsin-Madison offers a 3-4 day, thematic summer teacher institute for K-16 educators. K-16 teacher training contributes to the professional global competencies of educators and of their students, particularly those defined by the Department of Education in the realm of communication skills, investigation, and perspectives.

These are just some of the ways Title VI funding allows universities to contribute to a broader national mission of instilling global competencies in U.S. students and inspiring the next generation of language experts. The enclosed flash drive provides the complete results of the survey undertaken by APLU, AAU, and ACE. We hope this information is helpful and we look forward to continuing to work with you in support of the Department's mission to enhance the global competencies of U.S. students.

Sincerely,



Peter McPherson
President
Association of Public and
Land-grant Universities



Hunter R. Rawlings III
President
Association of American
Universities



Molly Corbett Broad
President
American Council on
Education

CC:

Maureen McLaughlin
Senior Advisor to the
Secretary and Director of
International Affairs

Lenore Garcia
Acting Senior Director
International and Foreign
Language Education