

COALITION FOR INTERNATIONAL EDUCATION

Promoting U.S. Global Competence

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

A Capitol Hill Briefing
Title VI of the Higher Education Act
And Fulbright-Hays 102(b)(6)
International Education Programs

Monday, September 21, 2015
2:00 to 3:30 pm.
2261 Rayburn House Office Building

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Description of Coalition for International Education

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*In collaboration with Georgetown University, Indiana University, University of Arizona,
University of Michigan, and Vanderbilt University*

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

**Capitol Hill Briefing on
Title VI of the Higher Education Act
And Fulbright-Hays
Rayburn House Office Building, 2261
September 21, 2015
2:00 -3:30 PM**

-PROGRAM-

Welcome

Miriam A. Kazanjian, Consultant, Coalition for International Education

Introduction of Speakers and Program Moderator

[Scott Fleming](#), Associate Vice President for Federal Relations, Georgetown University

Title VI Alumnus Perspective and Overview

[Dr. Stephen Hanson](#), Vice Provost for International Affairs, and Director, Reves Center for International Studies, College of William & Mary

Title VI-Part A, International and Foreign Language Studies and Fulbright-Hays Overseas Programs

[Dr. Anne Betteridge](#), Director of the Title VI supported Center for Middle Eastern Studies at the University of Arizona, and Associate Professor in the School of Middle Eastern and North African Studies

Title VI-Part B, International Business Education Programs

[Dr. Tomas Hult](#), Professor of International Business, and Director, Title VI Center for International Business Education and Research, Eli Broad College of Business, Michigan State University

K-12 Foreign Language Title VI Outreach Recipient

[Nicole Naditz](#), Foreign Language Teacher at Bella Vista High School, Sacramento, California, and 2015 National Language Teacher of the Year

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**SEPTEMBER 21, 2015 BRIEFING ON TITLE VI & FULBRIGHT HAYS
SPEAKER BIOS**

Dr. Anne H. Betteridge is Director of the Title VI-supported Center for Middle Eastern Studies at the University of Arizona, where she is an Associate Professor. She served as Executive Director of the Middle East Studies Association of North America from 1990-2002. An anthropologist specializing in Iranian culture and society, Dr. Betteridge received her MA and PhD degrees from the University of Chicago. Dr. Betteridge currently co-chairs the Council of National Resource Center Directors and is a member of the Board of Trustees of the American Institute for Iranian Studies.

Scott S. Fleming serves as the Associate Vice President for Federal Relations at Georgetown University. He has also served on the Board of the National Association of Independent Colleges and Universities and the Public Policy Advisory Committee of the NAFSA: Association of International Educators. He served as Assistant Secretary for Legislation and Congressional Affairs at the U.S. Department of Education and in a number of professional staff positions for Members of Congress. Fleming holds a Bachelor of Science Degree in Foreign Service from Georgetown University, and a Masters Degree in Public Policy from the University of Texas-Austin.

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 15 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.

Miriam A. Kazanjian is an international education and government relations specialist. Miriam has engaged in federal education policy issues from K-12 through the professions for over four decades. She has represented the New York and California educational systems, consulted for educational institutions and foundations in the U.S. and abroad, and served in leadership positions and advisory boards of numerous international education and exchange programs. Miriam has been instrumental in forming and guiding the Coalition for International Education. She holds a BA in political science and history from the University of Rochester, and a MPA from George Washington University.

Nicole Naditz, M.Ed. has taught French to grades 3 through 12, including AP French Language and Culture since 1993. Nicole has won numerous honors including 2012 Sacramento County Teacher of the Year. Most recently, she was named the 2015 National Language Teacher of the Year by the American Council on the Teaching of Foreign Languages for bringing national attention to the importance of language education for all students. She also is a board member of the California Teachers Association. Nicole has twice benefited from Title VI teacher training outreach.

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Why Title VI & Fulbright-Hays Are Important to the National Interest

- **The ability of our nation and its citizens to engage with diverse cultures at home and around the globe has never been more critical in our history.**
 - ◆ Unlike the time of Sputnik when NDEA first created federal international education support to serve Cold War needs, the nation's economic competitiveness, along with security challenges in global health, environment, law enforcement, food production, technology, and more, today rely on language, cultural and global expertise. Language and international expertise continue to be of vital interest to our defense, intelligence and diplomatic communities with expanding threats in multiple world regions.
- **A deficit in American international knowledge places the nation behind the competition.**
 - ◆ Fewer than 20% of Americans reported speaking a language other than English in the last census, as opposed to 53% of Europeans.
 - ◆ Many other nations—such as countries within the European Union, China, and India—require their students to learn two or more languages, giving them a competitive edge in the global economy.
 - ◆ The increasing demand for proficient speakers of less-commonly taught strategic languages and regional knowledge by a wide range of federal, state and local agencies is not being met. Only 28 percent of DOD's foreign language positions were filled with personnel at the required proficiency level in FY 2011.
 - ◆ A 2014 survey of U.S. corporations found that more than 85% of firms believe their overall business would increase with international expertise on their staff, while nearly 70% said that foreign language skills and an appreciation for cross-cultural differences are the most important requirements at the entry level.
- **The federal government plays an important *catalytic* role in partnership with institutions of higher education and K-12 schools** to ensure that our educational system produces the human resource capabilities and international research that our government, business and nonprofit sectors need to keep us safe, solve our global problems, and compete successfully in the global marketplace. Federal agencies depend on the Title VI/Fulbright-Hays infrastructure to further their respective strategic goals. Examples include the U.S. Army's Foreign Area Officers program, DOD's National Security Education Program, and the Department of Commerce Export Initiative
- **International expertise must be replenished on a continuing basis.** It takes decades to develop programs and train experts, and prepare for generational turnover. Capacity must be maintained consistently on all world areas and languages, as we cannot always anticipate where the next international or global crisis will emerge. State and local governments and the private sector, including foundations, do not focus on long-term national needs for international and foreign language expertise.

Congressional Action Needed

- **Reauthorization of Title VI in HEA** should extend all currently funded programs intact, and consolidate/streamline the unfunded programs into two reformed sections that address contemporary needs. Authorization levels should be set to support future growth in funding.
- **Congress should support the House provision for funding Title VI and Fulbright-Hays at FY 2015 levels in FY 2016.** These programs have suffered disproportionate cuts of \$53.7 million or 43% since 2011 that have negatively impacted program capacity, resulting in 25% fewer nationally recognized resource centers, 18% fewer undergraduate and doctoral fellowships, fewer training opportunities for countless numbers of students and teachers, and fewer outreach activities to government and business.

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Title VI and Fulbright-Hays At-A Glance

International Education Programs: Title VI of HEA

Commonly referred to as “Title VI” programs because of their placement in the Higher Education Act (HEA), taken collectively, this suite of programs promotes international and foreign language education, and global understanding. Title VI authorizes 11 programs, 10 of which were funded as of FY 2010. Unfortunately, due to severe funding reductions since FY 2011, only six programs are currently funded. Each of the following funded programs serves a distinct purpose:

PART A, International and Foreign Language Studies—Focuses on increasing knowledge and expertise in world areas and global issues, and strives to maintain educational capacity in more than 200 foreign languages, including those of national priority and the less-commonly taught.

National Resource Centers (NRCs): These centers at institutions of higher education serve as resources for teaching over 130 foreign languages and deepening understanding of all areas and regions of the world. They train students, specialists, and other scholars; maintain important library collections; support advanced research; and conduct outreach to K-12 & higher education institutions, business, government, and the media.

Foreign Language and Area Studies (FLAS) Fellowships: The program supports academic year and summer fellowships for graduate and undergraduate-level training in critical foreign languages and area or international studies.

Language Resource Centers (LRCs): These centers improve the nation’s capacity for teaching and learning foreign languages through teacher training, research, and materials development.

Undergraduate International Studies and Foreign Language (UISFL): The program supports projects that establish and strengthen instructional programs in international, area and foreign language studies at the undergraduate level.

American Overseas Research Centers (AORCs): Consortia of colleges and universities establish and maintain centers overseas to promote international faculty and student scholarly exchanges for advanced training and research, including foreign language study.

PART B, Business and International Education Programs— Provides support to expand international business education and enhance U.S. leadership in the global economy.

Centers for International Business Education and Research (CIBER): Supports university business school centers that promote U.S. global economic competitiveness by improving international business education and research, and serving as national and regional resources for businesses, government and other U.S. educational institutions.

Recommendations for HEA-Title VI Reauthorization

1) We urge Congress to continue the historic bipartisan support for Title VI by reauthorizing its six currently funded Parts A and B programs listed above intact. These are quality programs with proven results. They must be continued in order to robustly support the production of deep expertise in international, area and global studies, international business, and foreign language education, which constitute the foundation necessary for addressing our new challenges throughout the educational pipeline.

2) We also recommend streamlining and reforming the title by converting several of the five unfunded programs into two new programs designed to address new global realities. Specifically, we propose the redesign of the currently unfunded Part A–Sec. 605 (Research and

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Studies) and Part B–Sec. 613 (Business Education and Training) to address new national needs identified and documented at a policy research conference sponsored by the Coalition for International Education and the College of William & Mary in April 2014: [Internationalization of U.S. Education in the 21st Century](#).

The two “reformed” programs are as follows:

Sec. 605 International Research and Innovation is designed to--

1. Stimulate systematic, practical research on the U.S. educational system’s capacity, structures, and effectiveness in meeting evolving national needs for both deep expertise and graduates with basic global skills and knowledge;
2. Provide incentives for innovative strategies, or to scale up proven strategies and practices to overcome systemic challenges to providing international and foreign language educational opportunities, resources and expertise across a broad spectrum of disciplines and educational institutions, and employer stakeholders.
3. Require a more sustained and systematic leadership role by the U.S. Department of Education in identifying, evaluating and documenting the strengths and assessing the gaps in our international and foreign language education capacity, so as to better align programs under Title VI with stakeholder needs.

Sec. 613 Professional and Technical Education for Global Competitiveness is designed to support seed or enhancement/scale-up projects that--

1. Establish new strategies to provide undergraduate and graduate students with the global professional competencies, perspectives and skills needed to strengthen U.S. global engagement and competitiveness, specifically focusing on a variety of professional and technical fields critical to the national interest;
2. Integrate international, area, or global education, foreign language studies, education or internships abroad, with professional academic curricula to produce globally competent graduates in their professional fields, whether for full-time, nontraditional, mid-career, or part-time students; and
3. Support collaborative projects between institutions of higher education and the corporate, government or non-profit communities to strengthen their capacity for global engagement and competitiveness, such as project and team based initiatives, internship programs, alignment of international professional education with employer needs, and promotion of global business, trade or other professional activity.

In addition, we propose **conforming/related amendments to the title of Part B and to the Part B Findings and Purposes to reflect the new Sec. 613.**

In combination with funded existing programs, these two reformed programs would help move the dial forward in U.S. international education toward ensuring that American graduates are prepared to function, collaborate and compete successfully in our increasingly interdependent and interconnected world.

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Fulbright-Hays: Mutual Educational and Cultural Exchange Act, 102(b)(6)

The U.S. Department of Education's "Fulbright-Hays" programs were created under the authority of paragraph 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961, a permanent authorization with legislative oversight by the Committee on Foreign Affairs. Though not part of HEA, they are funded by the Appropriations Subcommittee on Labor, HHS, Education and Related Agencies.

Fulbright-Hays consists of four distinct programs that provide essential, complementary overseas support for Title VI purposes and goals. Due to severe cuts since FY 2011, only two programs are currently funded. Programs listed in italics are not currently funded. We urge the Congress to begin restoring funding for these small but effective overseas programs.

Doctoral Dissertation Research Abroad (DDRA): Grants to colleges and universities to fund individual doctoral students to conduct research in other countries, on foreign languages, area and international studies, especially in world regions not generally included in U.S. curricula.

Group Projects Abroad (GPA): Supports overseas projects in training, research, and curriculum development in foreign languages and area studies for teachers, students, and faculty. Projects may include short-term seminars, curriculum development, group research or study, or advanced intensive language programs designed to increase language proficiency.

Faculty Research Abroad (FRA): Supports faculty fellowships to conduct research abroad in foreign languages, area and international studies to refresh and improve their foreign language skills and knowledge of world regions and cultures.

Seminars Abroad (SA): Funds 4-6 week study and travel seminars abroad for U.S. educators (including K-12) to improve their understanding and knowledge of the peoples and cultures of other countries and world regions.

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**HEA-TITLE VI & FULBRIGHT-HAYS BENEFICIARIES
EXAMPLES OF GRADUATE EMPLOYMENT**

Federal Government

PhD, Russian, East European & Eurasian Studies, 2013: Russian Instructor, NASA

BA, East Asian Languages & Cultures, International Relations, 2007: Data analyst for the U.S. Department of Homeland Security, U.S. citizenship and Immigration Services; Interpreter/translator, Department of Defense National Language Service Corps.

PhD, Political Science, Southeast Asian Studies, DDRA Fellowship, 2006: USAID since 2007. Based in New Delhi, working on USAID's strategic plans for programs in India and regional work in Afghanistan and Central Asia.

MA, African Languages and Literature, 2003: Fluent Arabic. Special Agent in the Naval Criminal Investigation Unit (NCIU), detailed to the Department of Defense Criminal Investigation Task Force, working on counter-terrorism. 2008 Special Agent of the Year Award by NCIU.

BA, Near East Studies, MA in Modern Middle Eastern & North African Studies, 2003: Foreign Service Officer with the US Department of State. Several postings in the Middle East, and in Washington DC, including as country officer for the Office of Maghreb Affairs in the Bureau of the Near Eastern Affairs and program officer in the Bureau of Population, Refugees, and Migration. Languages spoken: French, Spanish, Hebrew, and Arabic.

MBA, International Business, 2002: Senior Commercial Officer, US Embassy in Accra, Ghana

PhD, African Languages and Literature, 2001: Fluent in Yoruba & Portuguese. Foreign Service Officer, in recent years posted in Brasilia, Abuja, and the State Department's International Migration Office.

PhD in Russian and Soviet History, 1974: U.S. Secretary of Defense, President of Texas A&M.

DOD Foreign Area Officers:

MA, Russian, East European & Eurasian Studies, 2015: U.S. Air Force

MA, Russian & East European Area Studies, 2011: Army Major served as Presidential Translator for the Washington-Moscow Direct Communication Link (Moscow Hotline)

MA, Russian, East European & Eurasian Studies, 2011: Office of Naval Intelligence

MA, Russian, East European & Eurasian Studies, 2010: National Security Agency

MA, Latin American Studies, 2009: Chief of Operations, US Military Group in Guatemala

MA, Near Eastern Studies, 2009: Army Major, Arabic Instructor at West Point US Military Academy

MA in South Asian Studies, 2004: Lt. Colonel and Chief of Defense Cooperation, U.S. Embassy, Nepal.

MA, Latin American Studies, 1991: Director of Military Mission at the U.S. Embassy in Bogota, Colombia/Defense Security Cooperation Agency. Previous head of the SouthCom (U.S. Southern Command) headquarters in Quito, Ecuador.

Business

MBA, International Business, 2014: Portuguese language track. Interned with U.S. Commercial Service in Rio de Janeiro. Business Program Manager, Microsoft.

BS, International Business, 2013: Hewlett Packard Solutions Architect.

"My coursework and international travel gave me hands-on experience.... It expanded my curiosity and my way of thinking about the world. When you consider all the benefits, studying abroad and taking international business classes are well worth the investment. Every student should consider it."

MBA, International Business 2013: General Electric Global Marketing & Sales Consulting Team.

"The CIBER Global Business Program experience has continued to be a differentiator for me in my career. In fact, the frameworks and structure are now being considered for my group in GE, an internal consulting team and leadership development program for global sales and marketing leaders."

MBA, 2013: Manager, Supply Chain Sustainability, McDonald's Corporation. *"The hands-on consulting-abroad experience through the CIBER program played a role in obtaining my current job."*

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MBA, 2013: Experienced Commercial Leadership Program, General Electric Corporate. *"The CIBER Global Business Program gave me exposure and experience working a real consulting project for a private sector company. It was a huge advantage to me...around issues facing international companies."*

MBA, 2009: Marketing Manager-Asia Specific, Cook Medical

MBA, 2009: Marketing Manager, Switzerland, Colgate-Palmolive

MA in Southeast Asian Studies, 2008: Global strategist with the advertising agency JWT/Team Detroit supporting the firm's largest client, Ford Motor Company.

MBA in Marketing and Management, 1994: Currently Senior Vice President for Intel Security. Previous employment in management positions for Procter & Gamble, Lindt Chocolates in Switzerland, Dell and McAfee in South Africa. *"None of this would have been possible without the international study abroad program in which I participated."*

MBA, Asian Studies MA, 1990: Fluent Chinese. CEO of Dunne Automotive Ltd, a Hong Kong-based company that works in China, India and SE Asia. Helps automakers and suppliers expand their business.

Private Nonprofit

BA, International Development, FLAS fellow, Swahili, 2011: Program Associate, American International Health Alliance, a nonprofit organization working in 14 countries to advance global health by helping communities with limited resources build sustainable institutional and human resource capacity.

MA, Russian, East European & Eurasian Studies, 2010: Institute for International Finance

MA in Trans Atlantic Relations and Political Science and FLAS recipient, 2009: Director, European Affairs, U.S. Chamber of Commerce.

PhD, Micro-Biology 2003, & MD, Medicine 2007, FLAS recipient: Fluent in Kaqchikel and Spanish. Established a foundation/NGO in Guatemala that provides indigenous populations with healthcare in their own Mayan language, and uses Spanish in Boston hospitals to treat non-English speaking immigrants.

PhD, Arabic Language and Linguistics, 1992: Senior Associate, Middle East Program, Carnegie Endowment for International Peace. Former specialist on Middle East affairs at the U.S. Department of State and White House, and served in assignments including the National Security Council staff, the Secretary of State's Policy Planning Staff, the U.S. Embassy in Cairo, the U.S. Consulate General in Jerusalem, and the Department of State's Bureau of Intelligence and Research.

PhD, American Diplomatic and Middle East History, 1977: Vice President for New Initiatives and Distinguished Scholar, Woodrow Wilson international Center for Scholars. Served at the Department of State as an advisor to 6 Republican and Democratic Secretaries of State, helping to formulate U.S. policy on the Middle East the Arab-Israel peace process.

PhD, Political Science, 1990: C.V. Starr senior fellow and director for Asia studies at the Council on Foreign Relations.

Education

PhD, Russian, East European & Eurasian Studies, 2015: Assistant Professor, Eastern Carolina University

PhD, Marketing, 2014: Assistant Professor, International Business, Virginia Tech

PhD, Education and Sociology, Chinese Mandarin FLAS, 2003: Assistant Professor at Rutgers Graduate School of Education teaching courses in the sociology of education and comparative education. Research focus on education reform in contemporary China. *"The FLAS funding was completely indispensable in shaping me as a scholar of Chinese education and gave me the advanced language training I needed to be able to conduct my research in Chinese."*

MA, African Studies, 2002; PhD, Government, 2009: Assistant Professor of Political Science (African Studies), Morehouse College

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WHAT STAKEHOLDERS SAY ABOUT HEA-TITLE VI CENTER OUTREACH

Indiana National Guard:

"The three week-long intensive training programs your Summer Language Workshop (SWEEL) organized for us, far exceeded our expectations. The important language and cultural skills provided to our Soldiers enabled them to productively engage our Afghan and Slovak peers...Indiana University's ability to quickly mobilize experienced resources...is a credit to your decades'-long investment in international, area studies, and foreign language expertise." - Major General R. Martin Umbarger

High School Teacher:

"One of my most important roles as a world language teacher is to expose my students to the world outside of Everett, Washington.... it is important that I hear and learn from the foremost scholars of the day so that I can better impart that knowledge to my students." The workshops at the University of Washington have allowed me to be a much more competent and credible teacher." - Katherine Lockwood, German Teacher, Cascade High School

Arizona School Principal:

"For more than seven years, the Center for Middle East Studies (CMES) and Cholla have collaborated in a number of important ways that have benefitted our students...Our school has a strong International Baccalaureate (IB) program as well as an exceptional Arabic language/Middle East Studies program that CMES has helped us develop...the Center provided a volunteer...to co-teach our Middle East Studies class...helped the Tucson Unified School District to receive grants to support and expand the teaching of Arabic, organized professional development programs for our teachers, mentored students...and provided speakers, books, and materials to many classrooms." - Frank Armenta, Principal, Cholla High Magnet School

College of Business at Governor's State University

"Our faculty and students have benefited significantly from the various opportunities made possible by the IU CIBER funding. Your continuous support has been instrumental to our achievement of increased globalization of curriculum, faculty, and students in the College of Business at Governors State University." -- Dr. Ellen Foster Curtis, Dean and Professor of Management, College of Business at Governor's State University

Georgia Perimeter Community College

"The CIBER program has been greatly beneficial to my classroom instruction, my knowledge of international business...and it has helped my students gain experience and education they would not otherwise have received. Each year CIBER hosts various business case challenge events...bringing in local and international business people, industrial leaders, and...successful entrepreneurs. Students are able to make connections, build relationships, and present inspired solutions to real-world business challenges. CIBER is a critical resource in Georgia - and the United States overall - and I hope it will continue into the future." Mark Flowers, M.S., Instructor of Economics, Georgia Perimeter College

Ohio Development Services Agency:

The Ohio Export Internship Program, a collaboration between the Ohio Development Services Agency and the Ohio State University CIBE, "places motivated undergraduate business students from around the state with companies looking to establish and grow export capabilities...has resulted in more than \$18 million of expected export sales and 17 full-time job offers...by increasing the number of Ohio students who participate in worldwide experiences, we can ensure that their international

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competencies align with the needs of employers." - David Goodman, Director, Ohio Development Services Agency

U.S. Commercial Service:

"CS and Temple CIBER have enjoyed an ongoing trade partnership that has assisted the U.S. Commercial Service Philadelphia increase Small and Medium-sized Enterprise (SME) awareness of trade and export resources in the Philadelphia region. Our joint programming...is crucial to the success of increasing exports in our region" and "has effectively educated hundreds of business owners on how to navigate and pursue opportunities in the ever-changing international marketplace." - Tony Ceballos, Director, Philadelphia U.S. Export Assistance Center, U.S. Commercial Service

Ford Meter Box Company:

Congress should "understand how far behind the United States remains in international education and foreign languages and any further funding reductions will set our international competitiveness back even further...We maintain a multilingual staff with the knowledge and understanding of the diverse cultures in which we market our products...and recruiting such an internationally trained staff is challenging...The Indiana University CIBER is an important asset to both Indiana and the surrounding region." - Bob Mason, Vice President and International Sales Manager, The Ford Meter Box Company

Virginia/DC District Export Council:

District Export Councils (DECs) are organizations of leaders from the local business community, appointed by various U.S. Secretaries of Commerce, who support the export expansion activities of the U.S. Department of Commerce and serve as a critical link with the business community. "The cooperation between our DEC and GW-CIBER is...allowing us to work together to improve our nation's ability to compete globally. "...American firms are seeking talented people who understand foreign markets, speak foreign languages and are equipped to meet the many complex challenges of doing business with other countries and cultures. GW-CIBER is equipped to not only provide this training for our organization's members, but also to nurture highly-skilled students who will become the workforce of our member companies." John Saylor, Chairman, Virginia – Washington, DC District Export Council

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SAMPLE TITLE VI & FULBRIGHT-HAYS LANGUAGES

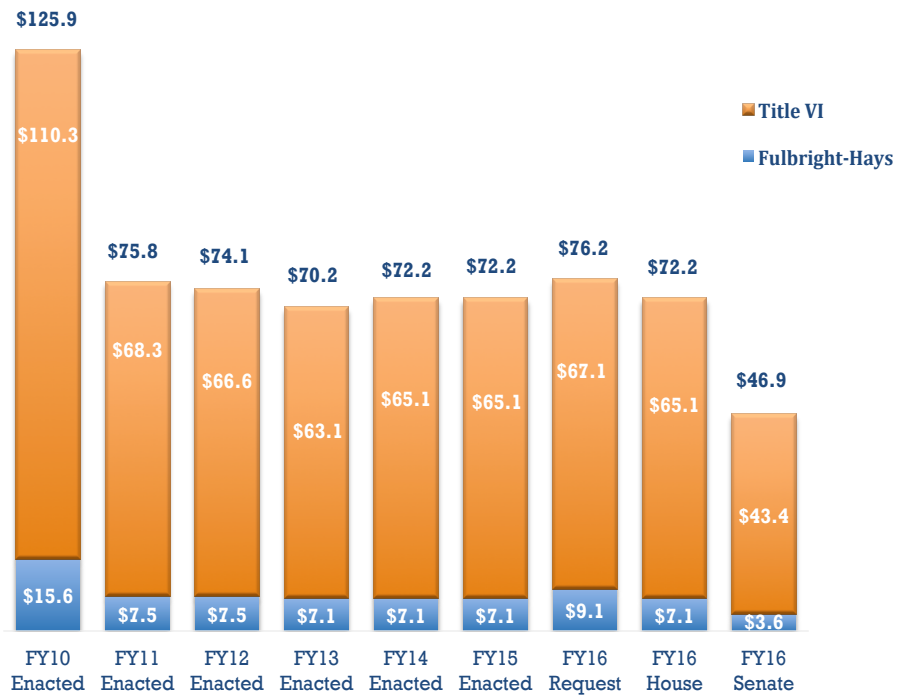
Abron	Gaelic (Irish)	Persian*
Aceh	Georgian*	Polish*
Afrikaans	German*	Pontic
Aja-Gbe	Greek	Portuguese (all varieties)
Akan*	Gujarati*	Quechua (all varieties) *
Amharic*	Haitian Creole	Romanian*
Anang	Hausa*	Rundi
Anyin	Hebrew*	Russian*
Arabic (all dialects)*	Hindi*	Samoan
Armenian*	Hmong	Santali
Aymara	Hungarian	Sanskrit
Bamana*	Igbo*	Serbian*
Bambara	Ilocano	Serbo-Croatian
Basque	Indonesian*	Shona
Bengali*	Italian	Sinhala*
Bosnian*	Japanese*	Slavic
Bulgarian*	Kannada*	Slovak
Burmese*	Kazakh*	Somali*
Catalan-Valencian-	Khmer (Cambodia)*	Spanish*
Balear	Korean*	Sukuma
Chechen*	Lao	Swahili*
Cheremis	Latvian	Swati
Chewa	Lingala	Swedish
Chinese (Cantonese)*	Lithuanian	Tagalog*
Chinese (Gan)	Macedonian	Tahitian
Chinese (Mandarin)*	Malayalam*	Tajik*
Chinese (Xiang)	Maori	Tamil*
Chinese, Min Nan	Mandinka (Mandingo)	Thai*
(Hokkie)	Marwari	Tibetan*
Croatian*	Maya (K'iche)	Tswana (Setswana)
Czech	Maya (Kaqchikel)	Turkish*
Danish	Maya (Yucatec)	Turkmen*
Dutch (Flemish)	Mixteco (Mixtec)	Ukrainian*
Estonian	Mongolian (Halh)	Urdu*
Ewe	Nahuatl	Uyghur/Uigur*
Finnish	Nandi	Uzbek*
Fon-Gbe	Nepali	Vietnamese*
French*	Norwegian	Welsh
Fula (Fulani)	Nyanja	Wolof*
Fulfulde, Adamawa	Old Church Slavonic	Xhosa*
Fulfulde, Maasina	Pali	Yiddish
Fulfulde, Pulaar	Panjabi (Eastern) *	Yoruba*
Fur	Pashto*	Zulu*

*Priority languages

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HEA-Title VI and Fulbright Hays Funding Trends, FY 2010 - FY2016

**U.S. Department of Education
 Title VI & Fulbright-Hays Budget, FY10-16
 In Millions USD**



Coalition for International Education, July 2015

COALITION FOR INTERNATIONAL EDUCATION

Promoting U.S. Global Competence

The Coalition for International Education is a group of over 30 national higher education organizations, which share an interest in programs and initiatives that promote U.S. global competence, particularly those supported by the U.S. Department of Education.

The components of “global competence” range from deep expertise in the languages and cultures of other nations and regions, to basic understanding of the rest of the world and the United States’ role. Global competencies involve, among other abilities, having cross-cultural skills, foreign language proficiency and the ability to function effectively in other legal, political, economic, social and cultural environments and value systems.

The Coalition believes that international and foreign language education is key to achieving global competence. It strives for U.S. education community consensus on policies and issues affecting international and foreign language education. The Coalition informs policy makers, education and private sector officials and the media about national needs in international and foreign language education.

African Studies Association
Alliance for International Educational and Cultural Exchange
American Association of Community Colleges
American Council on Education
American Councils for International Education: ACTR/ACCELS
Association for International Business Education and Research
Association of International Education Administrators
American Political Science Association
American University of Beirut
American University in Cairo
Asia Society
Association for Asian Studies
Association of Research Libraries
Association for Slavic, East European, and Eurasian Studies
The College Fund/UNCF Special Programs
Consortium of Social Science Associations
Council of American Overseas Research Centers
Council of Directors of National Resource Centers
Council on Graduate Schools
Council for Opportunity in Education
The Forum on Education Abroad
Joint National Committee for Languages
Lebanese American University
Latin American Studies Association
Middle East Studies Association
Modern Language Association
NAFSA: Association of International Educators
National Association of Independent Colleges and Universities
National Council for Languages and International Studies
National Humanities Alliance
Social Science Research Council