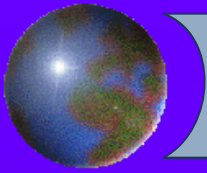




Title VI and Internationalization Challenges

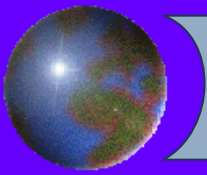
Sam Eisen, Branch Chief
Advanced Training and Research Team
International Education Programs Service
Office of Postsecondary Education
U.S. Department of Education



U.S. Department of Education

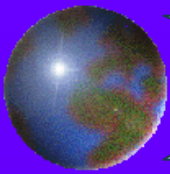
Goals for Higher Education

- ❖ Produce a higher percentage of college graduates than any other country in the world by the end of the next decade.
- ❖ Increase Pell Grants
- ❖ Support community colleges to increase access, quality, and student achievement, using best practices and evidence-based innovations.



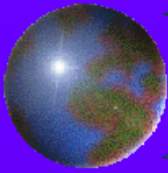
International Education Programs Service (IEPS)

- Improve U.S. capacity for teaching and learning foreign languages, area studies and international studies
- 10 Title VI programs and 4 Fulbright-Hays programs with annual budget of approximately \$125 million



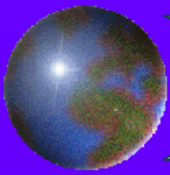
Challenges for Title VI Mission: Overall Context

- ◆ Effects of Recession on IHE's
 - ▣ Endowment decreases and state budget cuts
 - ▣ Institutional ability to cost-share fellowships, instructors, faculty lines
- ◆ K-12 Foreign Language Pipeline (Title VI funded ACTFL and CAL studies)
 - ▣ Overall decrease for Elementary, Middle School. Increases in Chinese and Arabic language teaching, drop off in French, German, Russian and Japanese.

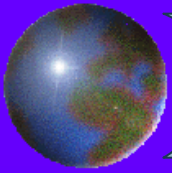


Challenges for Title VI Mission

- ❖ Wide Range of National Needs for Foreign Language and Area Expertise
 - ❖ Completed Interagency consultations on national need for languages and area expertise
 - ❖ In FY 2009 introduced priority language list of 78 LCTL's that includes sub-Saharan Africa, Indonesia, Southeast Asia in line with global engagement priorities

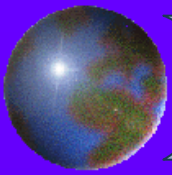


| Middle East | Africa | South Asia | East Asia / SE Asia | E. Eur Russia | Central Asia | Latin Am. |
|----------------------|----------|------------|----------------------|---------------|--------------|------------|
| Arabic | Akan | Balochi | Burmese | Albanian | Kazakh | Portuguese |
| Berber | Amharic | Bengali | Cebuano | Armenian | Kirghiz | Quechua |
| Hebrew | Bamankan | Dari | Chinese (5 dialects) | Azeri | Tajik | |
| Kurdish (2 dialects) | Dinka | Gujarati | Indonesian | Belarusian | Turkmen | |
| Persian | Hausa | Hindi | Japanese | Bosnian | Uzbek | |
| Turkish | Igbo | Kannada | Javanese | Bulgarian | | |
| | Oromo | Kashmiri | Khmer | Chechen | | |
| | Somali | Malayalam | Korean | Croatian | | |
| | Swahili | Marathi | Lao | Georgian | | |
| | Tigrigna | Nepali | Malay | Polish | | |
| | Wolof | Panjabi | Mongolian | Romanian | | |
| | Xhosa | Pashto | Tagalog | Russian | | |
| | Yoruba | Sinhala | Thai | Serbian | | |
| | Zulu | Tamil | Tibetan | Ukrainian | | |
| | | Telugu | Uyghur | | | |
| | | Urdu | Vietnamese | | | |



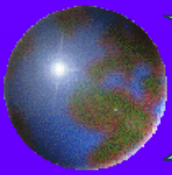
Departmental Initiatives

- ✦ Cairo Initiative: Helping U.S. to Reach Out to Muslim World
- ✦ Expanding Access: Reaching out to Diverse Populations



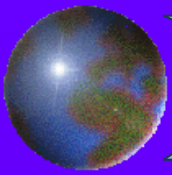
Scope of NRC and FLAS Programs (FY 2008 funds)

- NRC's offered courses in 122 languages
- Title VI provided funding for over 800 area studies courses at NRCs
- FLAS fellowships supported study of 113 languages with FY 2008 support
- 1041 Academic Year Fellowships, 958 Summer Fellowships



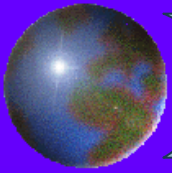
Leading FLAS Summer Study Destinations (FY 2008)

| Country | Summer Fellowships | Country | Summer Fellowships |
|----------------------------------|---------------------------|----------------|---------------------------|
| China | 42 | Morocco | 22 |
| Japan | 42 | Egypt | 20 |
| India | 41 | Turkey | 17 |
| Brazil | 40 | Syria | 16 |
| Russia | 39 | Taiwan | 16 |
| Mexico | 35 | Indonesia | 10 |
| Sub-Saharan Africa (combined) | 29 | | |



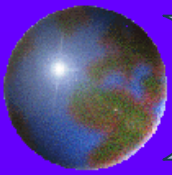
Top 10 Languages for IRS Instructional Materials Projects (FY 2005-2009)

| Language | Number of Projects |
|-----------------|---------------------------|
| Arabic | 20 |
| Chinese | 17 |
| Russian | 9 |
| Japanese | 9 |
| Thai | 5 |
| Turkish | 4 |
| Persian | 4 |
| Swahili | 4 |
| Korean | 3 |
| Uzbek | 3 |



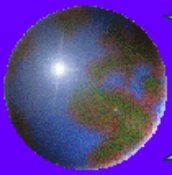
NRC and FLAS Funding Trend

| | FY 2009 | FY 2010 | FY 2011 (Request) |
|---------------------------|----------------|----------------|------------------------------|
| National Resource Centers | \$32,583,000 | \$34,041,000 | \$34,041,000 |
| FLAS Fellowships | \$33,097,000 | \$35,400,000 | \$35,400,000 |



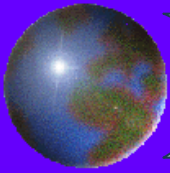
NRC Program Challenges / Opportunities

- ✦ Maintain and develop U.S. capacity in wide range of foreign language and area studies training
- ✦ Ever wider scope of activities and outreach
- ✦ New activity this cycle: Advanced Foreign Language for STEM students



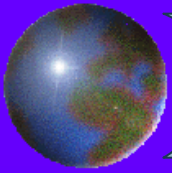
FLAS Program Challenges / Opportunities

- ✚ New: Undergraduate Eligibility
- ✚ Tuition Increases (Institutional Payment for Graduate Students up from \$12,000 to \$18,000)
- ✚ Increased Demands for Accountability and Performance Results
 - ▣ FLAS Biennial Survey and Instructor Language Assessments (new)



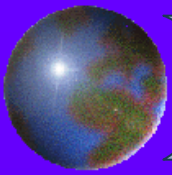
Addressing the Challenges

- ❖ IEPS is addressing these challenges by integrating priorities into this round of Title VI competitions
- ❖ IEPS grantees already make strong contributions in many of these areas



Title VI Competitions in FY 2010

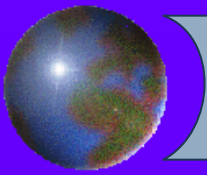
- ❖ Center programs on a 4-year grant cycle have their competitions this year:
 - ❖ National Resource Centers
 - ❖ Foreign Language and Area Studies
 - ❖ Centers for International Business Education
 - ❖ Language Resource Centers



Priorities for FY 2010-2013

Competition Cycle: NRC

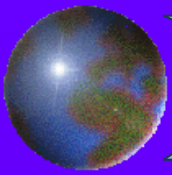
- ✿ Teacher Training at all levels (Includes K-12 Outreach)
- ✿ Global Engagement Initiative: Linkages with institutions in areas with substantial Muslim Population
- ✿ Collaborative Activities with Community Colleges and MSI's to promote internationalization



Priorities for FY 2010-2013

Competition Cycle: NRC

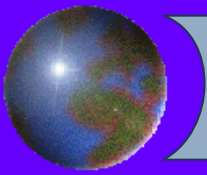
- Collaborative Activities with Professional Schools to strengthen international components in those schools
- Coordination with other Title VI centers



Priorities for FY 2010-2013

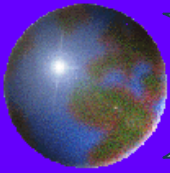
Competition Cycle: FLAS

- ✦ Awarding Fellowships for study in the 78 priority languages listed
- ✦ Improved recruitment for advanced level language study by students in professional fields



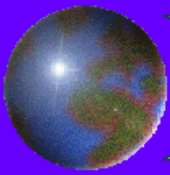
Making the Case: Why so Many LCTLs?

- ✦ Higher Ed is broadest source for training teachers and practitioners with combination of foreign language, area, and professional expertise
- ✦ Broad Global Engagement Strategy
- ✦ Global Competitiveness
- ✦ Development, Finance and Health Fields



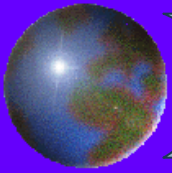
LCTL Instructors

- ❖ HEOA: Specifically emphasized support for LCTL instructors
- ❖ On site visits: have consistently noted need for stable positions for Senior Lecturers or Professors of the Practice for stability of language offerings



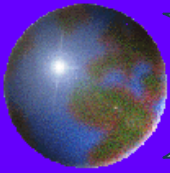
Distance Learning

- ❖ DL should be performance based instruction with real time interaction and student support
- ❖ Cooperative efforts on DL for LCTLs
 - ❖ CIC CourseShare LCTLs include: Hindi, Japanese, Pashto, Uzbek, Kazakh, Bamana, Mongolian, Wolof (and expanding)
 - ❖ UC cooperation on Indonesian, Zulu, Khmer, Czech, Danish
 - ❖ Columbia, Chicago and Yale working with other partners on Nahuatl (DL linked with Study Abroad)



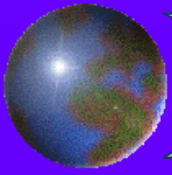
Heritage Communities

- ❁ Heritage communities correspond to high priority language needs
- ❁ UCLA National Heritage Language Resource Center
 - ❁ Sponsoring 1st International Conference on Heritage Language Learning
 - ❁ Sessions on Spanish, Chinese, Japanese, Korean, Vietnamese, Russian, Arabic, Hindi-Urdu



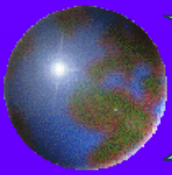
Community Colleges

- ✦ Increases in federal support.
- ✦ Potentially growing student population.
- ✦ Area to Consider: Articulation agreements to bring transfer students into international programs.



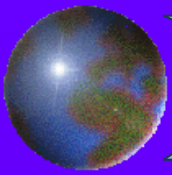
Professional Studies: Challenges for Title VI

- IEPS priority on improving FLAS recruitment for advanced language



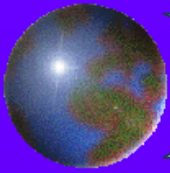
Professional School FLAS Awards (FY 2008)

| Professional Field | # of FLAS Institutions Granting Awards (out of 44 total institutions) |
|---------------------------|--|
| Health | 16 |
| Education | 16 |
| Law | 12 |
| Ecological Sciences | 11 |
| Business | 9 |
| | |



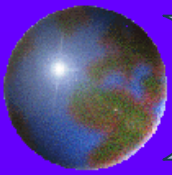
NRC work with Professional Schools

- ❖ Duke Global Health Institute (MS in Global Health)
 - ❖ Exploring Medicine in Other Cultures: Clinical work in Honduras plus training in Medical Spanish
 - ❖ 10th year (see YouTube video)
<http://www.youtube.com/watch?v=5ErAEkKQiVM>
- ❖ IU Bloomington East Asia NRC – Work with Education School and Indiana DOE on Chinese language pipeline in Indiana
 - ❖ Clarified certification requirements for Chinese language instructors working with Indiana DOE
 - ❖ Established Bloomington's first Chinese language secondary school program at New Tech High School



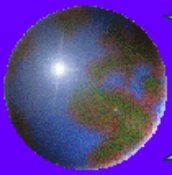
Area Studies: Social Sciences

- ✦ Wave of retirements still coming
- ✦ Title VI – able to seed or leverage positions in cooperation with social science departments
- ✦ Need more dialogue to increase connections between area studies and social studies fields other than History and Anthropology (Title VI funded SSRC study)



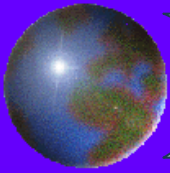
FLAS Leading Disciplines FY 2008

| Discipline | Fellowships |
|---|--------------------|
| Area Studies | 458 |
| Foreign Language / Linguistics / Literature | 283 |
| History | 227 |
| Anthropology | 206 |
| Political Science | 106 |
| International Studies | 82 |
| Religion | 57 |



DDRA by Discipline FY 2009

| Discipline | Fellows |
|--|----------------|
| History | 45 |
| Anthropology | 43 |
| Arts | 15 |
| Language / Literature/ Linguistics | 10 |
| Area Studies | 9 |
| Political Science | 7 |
| Religion | 7 |
| Geography | 5 |
| Sociology | 2 |
| Education | 2 |



ADVERTISEMENT

- ✿ We need peer reviewers for our Title VI and Fulbright-Hays programs
- ✿ Please see our OPE Field Reader System flyer and encourage colleagues
- ✿ <http://opeweb.ed.gov/frs/frsHome.cfm>