

**INTERNATIONAL EDUCATION
AND FOREIGN LANGUAGE
STUDIES IN HIGHER EDU-
CATION**

FIELD HEARING
BEFORE THE
SUBCOMMITTEE ON SELECT EDUCATION
OF THE
COMMITTEE ON EDUCATION
AND THE WORKFORCE
U.S. HOUSE OF REPRESENTATIVES
ONE HUNDRED NINTH CONGRESS
FIRST SESSION

April 22, 2005 in Columbus, Ohio

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INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE STUDIES IN HIGHER EDUCATION

Friday, April 22, 2005
U.S. House of Representatives
Subcommittee on Select Education
Committee on Education and the Workforce
Columbus, OH

The Subcommittee met, pursuant to call, at 2 p.m., in the Assembly Hall Auditorium, Fawcett Center, 2400 Olentangy River Road, Columbus, Ohio, Hon. Patrick J. Tiberi [Chairman of the Subcommittee] presiding.

Present: Representatives Tiberi and Hinojosa.

Staff Present: Alison Griffin.

STATEMENT OF HON. PATRICK J. TIBERI, CHAIRMAN, SUB- COMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDU- CATION AND THE WORKFORCE

Chairman TIBERI. A quorum being present, the Subcommittee on Select Education of the Committee on Education and the Workforce will come to order. We are meeting today to hear testimony on international education and foreign language studies in higher education. I would like to formally thank Dr. Karen Holbrook and Ohio State University for hosting this hearing today. I appreciate the hospitality. I am really pleased to be here.

I want to again thank Barbara Synder for her opening remarks and her officially welcoming us today. I know that her leadership is a critical factor in this university's success and as an alum I certainly appreciate that.

I know we are both eager to hear our witnesses but, before I begin, I ask that unanimous consent for the hearing record remain open for 14 days to allow member statements and other extraneous material referenced during the hearing to be submitted in the official hearing record. Without objection, so ordered.

Good afternoon and welcome. On behalf of the House of Representatives, Committee on Education and the Workforce, it is my honor to welcome everyone to my alma mater, Ohio State University, for today's hearing entitled "International Education and Foreign Language Studies in Higher Education."

I would like to especially welcome and thank my friend and colleague, Mr. Hinojosa, for his participation in this field hearing today, and to our witnesses as well and thank them. I would also like to

recognize The Ohio State University for hosting this first field hearing that this Subcommittee will have this year. We will be in Texas in a couple weeks in Mr. Hinojosa's district and we are looking forward to that.

I have prepared a formal opening statement that I will submit for the record but just let me say in preparation for the authorization of Title VI of the Higher Education Act, we are here today to learn more about a variety of programs authorized and funded by and under Title VI.

Continued Federal support for these programs reflects the significance and growing relevance of language and area studies, diplomacy, national security, and business competitiveness. I believe international studies are a national priority and we must encourage institutions of higher learning and higher education to be more responsive to this reality today.

The reauthorization of Title VI presents the immediate opportunity to set an agenda for these programs as a strategic necessity that will appeal to congressional interest and congressional support.

Today I would like to use this opportunity to gain more information about the various programs that are authorized under Title VI and learn about how institutions of higher learning and the general public benefit from the programs within Title VI. The Federal investment in these programs is significant and that is why we must ensure that the programs are fulfilling the purpose for which they were originally created.

Thanks again to our distinguished panel of witnesses for their participation. I look forward to your testimony. One of the unique things about our Subcommittee is that both the ranking member and myself have very good experience with the international community. Mine having been my parents who immigrated from Italy, me being the first person in my family to graduate from not only high school but college, this being the college.

The combination makes this experience of chairing this Committee and being on the Subcommittee very important, very relevant. I will say that my distinguished colleague has a wonderful story to tell of his own as well.

At this time I would like to yield to my colleague from Texas, Ranking Member of the Subcommittee, my friend, Congressman Hinojosa, for any comments he may have.

[The prepared statement of Chairman Tiberi follows:]

Statement of Hon. Patrick J. Tiberi, Chairman, Subcommittee on Select Education, Committee on Education and the Workforce

Good afternoon, and welcome. On behalf of the House of Representatives Committee on Education and the Workforce, it is my honor to welcome everyone to my alma mater, The Ohio State University, for today's hearing entitled, "International Education and Foreign Language Studies in Higher Education." I would like to especially welcome and thank my friend and colleague, Mr. Hinojosa, for his participation in this field hearing, and to our witnesses as well. I would also like to recognize The Ohio State University for hosting the hearing today.

This subcommittee has jurisdiction over Title VI in the Higher Education Act, which provides federal funds to colleges and universities to support area studies, international education, and foreign language studies. Congress created Title VI in the National Defense Education Act of 1958 to address a sense of crisis caused by U.S. citizens' lack of knowledge of other countries and cultures. This program remains the federal government's leading mechanism for supporting programs that

produce Americans with expertise in foreign languages and international studies, including international business.

In preparation for reauthorization, we are here today to learn more about a variety of programs authorized and funded under Title VI. Continued federal support for these programs reflects the significance and growing relevance of language and area studies, diplomacy, national security, and business competitiveness. There is a great need for institutions of higher education to provide American citizens of all ages the opportunity to learn more about world languages, cultures, and international business. Today's integrated world and global marketplace underscores the importance of training these specialists who can provide assistance to the government, the private sector, and who can communicate across cultures on our behalf. In addition, we are more aware than ever that America's security needs require advanced international knowledge and effective foreign language skills.

I believe international studies are a national priority and we must encourage institutions of higher education to be more responsive to this reality. Ignorance, misconceptions and miscommunications between cultures are serious concerns for our nation. The perception of Western culture in the Muslim world, for instance, is a great obstacle to intercultural understanding. Conflicts are sometimes ignited by insensitivity to local cultures and a lack of respect to national identities and customs. For these reasons, among others, we need colleges and universities to effectively provide students with a broader and deeper knowledge of foreign languages and cultures.

Today, we want to gain more information about the various programs that are authorized under Title VI. I would like to use this opportunity to learn more about how institutions of higher education and the general public benefit from the programs within Title VI.

Our success in heightening the interest of the federal government and encouraging private partnerships will require that we address the issue of outcomes. The federal investment in these programs is significant, and that is why we must ensure the programs are fulfilling the purpose for which they were created. The reauthorization of Title VI presents the immediate opportunity to set an agenda for these programs that encourages effective programs and innovative ideas. Our challenge is to frame these critical programs as a strategic necessity that will appeal to congressional interest and support.

Thanks again to our distinguished panel of witnesses for their participation. I look forward to your testimony.

At this time I would like to yield to my colleague, Ranking Member of the subcommittee, Mr. Hinojosa, for any comments he may have.

**STATEMENT OF HON. RUBEN HINOJOSA, RANKING MEMBER,
SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON
EDUCATION AND THE WORKFORCE**

Mr. HINOJOSA. Thank you very much, Mr. Chairman. I want to thank you for calling this hearing today in the great state of Ohio. I am delighted to have the opportunity to visit Chairman Tiberi's alma mater and would like to thank him and the university for the warm and cordial hospitality that they have shown me and my staff during this visit.

I would like to commend The Ohio State University for its commitment to international education. The witnesses' written testimony paints a vivid picture of an institution of higher learning fully engaged in the international arena.

I would like to take a moment of personal privilege and say that I, too, like the Chairman, come from Mexican immigrant parents who had 11 children and I happen to be No. 8 and we learned about the importance of education. We learned good working ethics and we both enjoy the work that we do in Congress as a result of that.

I would also like to commend the university for its participation in the College Assistance Migrant Program known as CAMP.

CAMP is a college program that supports the students of migrant and seasonable farm workers during their first year of college.

The fact that The Ohio State University has sought to host a CAMP program speaks volumes to its commitment to expanding access to higher education. It is my understanding that further congratulations are in order. This year there are 20 new CAMP program students here at the university. Next year that number will grow to 27 as a result of those who have already signed up.

The National Migrant Student of the Year recognized that the National Migrant Education Conference in San Francisco, California, is part of The Ohio State University CAMP program. That student, Jamie Gwahatival also hails from Texas in my congressional district and I tip my hat to the Buckeyes of Ohio for having such a wonderful student on your campus.

As we know from world events, international education will continue to grow in importance for our economy, for our security, and our relationship with and understanding of the rest of the world.

The New York Times columnist, Thomas Friedman, has just written a book titled "The World is Flat." His thesis is that globalization is creating a world level playing field and that all of us are competing and interacting on a global level.

Living on the U.S. Mexican border I have seen firsthand that what I am talking about is of great importance to us in Texas as it is to Ohio and the rest of our nation. Our area exploded with opportunities for the signing of the North American Free Trade Agreement. Today many of those border industries are facing stiff competition from China, from India, and other Pacific rim nations, as well as Central America and South America.

I am pleased that we have this opportunity today to focus on international education programs funded under Title VI of the Higher Education Act. Our Subcommittee will take the lead in developing the reauthorization of the key international education programs.

These programs include the International and Foreign Language Studies Programs that funds centers for area and language studies, the business and international education program that funds centers to promote the nation's capacity for international understanding and economic enterprise. It also funds the International Institute for Public Policy that is designed to prepare students from minority-serving institutions for careers in foreign affairs.

I am particularly interested in ways that we can leverage the expertise of Title VI programs to inspire a new generation of internationalists. It is my hope that we can spark interest in foreign languages and international studies starting with our elementary and secondary school students and sustain it through their college careers.

In closing, Mr. Chairman, I want to say that I am looking forward to hearing the testimony of the presenters and I thank them for being with us today. You have a great Congressman in Congressman Tiberi, an individual who is highly respected in Washington for the commitment and passion that he has for education in the workforce and the many Committees that he serves on.

He talks about Ohio State University as the best in the world. I tell him that the University of Texas at Austin is not far behind.

We have 50,000 students compared to your 60,000 and we will soon catch up with you.

I look forward to the continued hearing that we are going to have and see what I can learn so that we can catch up with you.

I yield back, Mr. Chairman.

[The prepared statement of Mr. Hinojosa follows:]

Statement of Hon. Ruben Hinojosa, Ranking Member, Subcommittee on Select Education, Committee on Education and the Workforce

I would like to thank the Chairman for calling this hearing today. I am delighted to have the opportunity to visit Chairman Tiberi's alma mater and would like to thank him and the university for the warm hospitality they have shown me and my staff during this visit.

I would like to commend the university for its commitment to international education. The witnesses' testimony paints a vivid picture of an institution fully engaged in the international arena.

I would also like to take a moment of personal privilege and applaud the university for its participation in the College Assistance Migrant Program (CAMP). CAMP is a program that supports the children of migrant and seasonal farm workers during their first year of college. The fact that The Ohio State University has sought to host a CAMP program speaks volumes to its commitment to expanding access to higher education. It is my understanding that further congratulations are in order. The national migrant student of the year, recognized at the National Migrant Education Conference in San Francisco, is part of the Ohio State University CAMP program. That student, Jaime Guajardo, also hails from San Juan, Texas—in my congressional district. I tip my hat to the Buckeyes!

As we know from world events, international education will continue to grow in importance for our economy, our security, and our relationships with and understanding of the rest of the world. New York Times Columnist Thomas Friedman has just written a book, titled *The World is Flat*. His thesis is that globalization is creating a world-level playing field and that all of us are competing and interacting on a global level. Living on the U.S. Mexican Border, I have seen this first hand. Our area exploded with opportunities with the signing of NAFTA. Today, many of those border industries are facing stiff competition from China and other nations.

I am pleased that we have this opportunity today to focus on the International Education Programs, funded under Title VI of the Higher Education Act. Our subcommittee will take the lead in developing the reauthorization of the key international education programs.

These programs include the International and Foreign Language Studies Program that funds centers for area and language studies, The Business and International Education Program that funds centers to promote the Nation's capacity for international understanding and economic enterprise, and the International Institute for Public Policy that is designed to prepare students from minority-serving institutions for careers in foreign affairs.

I am particularly interested in ways that we can leverage the expertise of the Title VI programs to inspire a new generation of internationalists. It is my hope that we can spark interest in foreign languages and international studies starting with our elementary and secondary school students and sustain it through their college careers.

I am looking forward to hearing your testimony and thank you for being with us today.

Chairman TIBERI. Thank you, Mr. Hinojosa. Now you can see why he gets elected with wide margins in his district.

We are really pleased to have the distinguished panel that we have with us today, witnesses. I, again, thank each of them for coming. What I will do is introduce all of you and then I will call on each of you to begin your testimony.

Our first panelist, Dr. Jerry Ladman, is the Associate Provost for International Affairs and Professor in the Department of Agriculture, Environmental, and Development Economics at The Ohio State University. During his career Dr. Ladman has been involved

in academic projects in the Dominican Republic, Bolivia, El Salvador, Ecuador, and Mexico.

He has served as a consultant to the World Bank and the United States Agency for International Development, and currently sits on the Executive Committee of the National Association of State Universities and Land Grant Colleges Commission on International Programs. Thanks, Dr. Ladman, for being here today.

Dr. Fernando Unzueta. Dr. Unzueta is the Director of the Center for Latin American Studies at The Ohio State University and Associate Professor and Department Chair in the university's Department of Spanish and Portuguese. His primary research interest includes 19th Century Latin American literature and culture and Spanish American literature and history. He is the author of numerous publications.

He also is the Director of the Center for Latin American Studies. He administers the Latin American Studies Undergraduate National Resources Center and Foreign Language in area studies fellowships, a Title VI grant from the U.S. Department of Education. Thank you for being here, sir.

Dr. Stephen Hills. Dr. Hills is the Academic Director for International Programs in the Fisher College of Business at The Ohio State University. In his position he administers Ohio State's Center for International Business and Research grant from the Department of Education.

He is the author and co-author of numerous books and articles on international business, the labor market, and public policy, and has lectured at universities in Russia and China. Thank you for being here.

Ms. Donna Nesbitt. Ms. Nesbitt currently serves as the Executive Director of the Center of Curriculum and Assessment at the Ohio Department of Education. In this position she coordinates the Department's international projects including agreements with sister states in China and Japan.

Over the course of her career she has cultivated an expertise in Social Studies, been involved in projects in Russia, South Africa, Germany, and Japan, and served as Director of the Ohio Global Institute. Prior to joining the Department Ms. Nesbitt taught school in Ohio for 24 years.

Before the panel begins I would ask that each of our witnesses today please remember that they limit their statements to around 5 minutes and just a reminder that your entire written statement will be included in the official hearing record.

With that, I would like to recognize Dr. Ladman to begin the testimony. Dr. Ladman.

**STATEMENT OF DR. JERRY R. LADMAN, ASSOCIATE PROVOST,
OFFICE OF INTERNATIONAL AFFAIRS, THE OHIO STATE UNIVERSITY, COLUMBUS, OH**

Dr. LADMAN. Thank you, Mr. Chairman. Welcome, Mr. Chairman and the Ranking Member, to The Ohio State University. My task today is directed to talking about the importance and impact of the legislation. My written testimony covers considerable material dealing with need which is a very important reason for the impor-

tance. Both of you have indicated that quite well. I don't think I will go over that.

But I would like to focus my comments more on what was suggested by you. That is to say, we can see what the impact of this legislation has been on a university like The Ohio State University which, I think, is somewhat typical of many of the land grant universities in the United States.

Before I say that, the legislation that you mentioned before for the area studies programs, the foreign language programs, the CIBER programs, and so forth, is spread over the whole United States.

For example, in the National Resource Centers there was 121 National Resource Centers dealing with area studies and 23 more that had the opportunity to offer the foreign language and area studies fellowships. These are spread on 27 different states plus the District of Columbia. There are 30 CIBERs in 22 different states and we have 14 National Foreign Language Resource Centers.

Ohio State has been very fortunate in having each of these different units represented on the campus with Title VI support. To begin, I would like to talk about the impact perhaps measured in terms of numbers and then I would like to continue with what I consider to be probably even a more important impact in terms of what it does for the university in our capacity to train the students that you are so interested in training and to carry out our outreach programs to the community.

My colleagues will follow up with some of the details and the larger picture at Ohio State. We have three centers right now with Title VI funding, Latin America, Middle East, and Slavic and Eastern European.

Of these three centers, which are three of the five we have in the period of 203, 204, 193 different faculty members that were affiliated with those three centers, 169 different events that took place in the academic year on the campus that year. We offered 633 language and area study courses that serve some 32,000 students, and we contributed to 31 different study abroad programs which served 353 students.

One of the most important parts of the programs is the ability to train graduate students more intensely in language and we offered 59 fellowships that year and many of these students were taking what you call less commonly taught languages, lectals as they are commonly referred to. This is very important because at Ohio State University we have a wide variety of these less commonly taught languages to offer and they are very popular among our students.

I mentioned our outreach program as being very important. We are very proud in particular of our P-12 outreach program reaching in this particular year these three centers alone over 4,000 students and over 1,000 teachers through 38 different training workshops and seminars for the teachers.

In addition to that we held some 12 events for the communities, seven for the business community, and also to our local and state government several different events that helped them become bet-

ter informed about international activities. That's the area studies. Dr. Hills will tell you more about the CIBER program.

Let me tell you about another very important program that is not included as a witness today but is very important to our campus and that's the National East Asian Languages Resource Center. This center was established in 1997 under the Title VI and it has quickly been recognized as a leading program in the United States in pedagogy dealing with teaching and learning of East Asian languages.

They have published during this period of time nearly 300 books. I just learned this morning that yesterday Dupont ordered 18 copies of the book of "How to Deal with Language and Culture in China" that was published by the center which tells you the type of reach it has to the business community.

Last year at an international competition in Beijing 80 people from 63 countries came to Beijing to compete in language proficiency competition. I am proud to say that an Ohio State student won first prize. A second student was in the top seven so we feel we are doing quite well in this particular area. This is a very important part of our program in terms of our language capacity particularly in that part of the world.

Now I want to address the concept of the leveraging or the capacity building because I think one of the most important things that Title VI does it allows us to take the funds that are provided by the Federal Government not only to put on these programs that we do during the year which, by the way, I should say we do in combination with other units on the campus. We take \$500, they contribute another \$500 and we get \$1,000 worth of programming. That is what I mean by leveraging on an annual basis.

But even on the longer run we do this from the point of view of building capacity. For example, speaking from the point of view of a campus, if a center gets Title VI status, it immediately gives it legitimacy and presence on the campus which means that other units on the campus call us around that to bring their resources and talents to that. That is very important.

One of the things that we most importantly do is develop new courses. We see those courses being with Title VI money but then, after that, the particular department picks up the course and carries it on into the future. This is the way we get going.

Now, when Title VI first came to our campus in 1964 with the Slavic and Eastern European Center, there were six language courses taught on our campus. Now we offer 38. Most of those courses were developed because of the presence of Title VI centers that encouraged that development over time.

The same could be said about bringing faculty to the campus. We need faculty to teach the courses. We develop the expertise. One of the reasons they come to our campus, new hires, is because of the presence of Title VI.

We had on the campus a very large number of faculty who contribute to the international mission. In addition to that in this leveraging thing, there's a lot in terms of program development. We had a Title VI Center for International Studies.

That center no longer exists but there is a very important remnant of that center and that's our International Studies Under-

graduate Program. We have over 500 majors in that program and Angela is one of them we are very proud to say. But, anyway, that program is expanding and growing and we get some of the best freshmen enrolled in that particular program.

In addition, the presence of the East Asian Study Center that I mentioned was very important in helping us bring to the campus another important language program by the Department of Defense under the NESP program for Chinese languages and so forth.

I could go on, the library capacity, etc., but, anyway, it has made a very important contribution.

[The prepared statement of Dr. Ladman follows:]

**Statement of Dr. Jerry R. Ladman, Associate Provost, Office of
International Affairs, The Ohio State University, Columbus, OH**

Chairman Tiberi and other members of the Subcommittee, I want to express my appreciation to you for holding this hearing dealing with the importance of international education. It is especially pleasing to have the opportunity to discuss this not only in a national context but also to tell you how important international education and foreign language training is for institutions of higher education, such as The Ohio State University, in fulfilling our international mission. To begin I would like to put the need for international education into the current context, then to show the role of federal support, and finally to indicate the importance and impact of these federal programs on campuses, such as at Ohio State, in fulfilling our international mission.

The phenomena of commerce and immigration across international boundaries have been on-going ever since those boundaries were established. There is no question, however, that the pace quickened rapidly in the last half of the 20th Century and especially in the last few decades with the diffusion of satellite technology and high-speed information technology, such that there is almost instantaneous dissemination around the globe of all manner of information, whether it be personal, newsworthy events, cultural, financial markets or business production or inventories. Indeed, the term multi-national corporation, which was in such vogue some forty years ago, is almost archaic, as it is generally understood that businesses around the world have become inextricably linked in production, marketing and finance. As a result of the technological advancement the peoples, countries and cultures of world are increasingly and rapidly become much more close knit. Such a world requires that societies be much more aware and understanding of each other, their similarities and their differences. This need is brought home to us almost daily as we assimilate the news about internal ethnic or political conflicts within countries and try to understand them in the context of their local cultures. We now know that national security is not just about armed forces and military hardware, but also it depends on an intimate understanding of other societies, their cultures and their languages. International relations have become more complex and there is increasing recognition that nations must work together to deal with issues, such as pandemic diseases and climate change, that do not recognize borders. These phenomena require that our country train more professionals who have the in-depth knowledge of the different foreign countries, their societies and cultures as well as the ability to function well using their languages. Moreover, there is another pressing and broader need to expand and enhance the understanding of international matters and other countries among the general population.

There is no doubt that our nation's colleges and universities have the moral responsibility to prepare their graduates to be able to function well in this increasingly globalized world, both as professionals and as informed citizens. As stated above, on the one hand there is a need to train specialists who have in-depth knowledge of other countries in terms of their culture, history, economy, political systems and international relations. These persons must also be competent in the languages of these countries, which in many cases are the less commonly taught languages that are not offered regularly or widely among our institutions. On the other hand, it is important that the colleges and universities provide all of their students with sufficient international content coursework and experiences so that they, too, even though they are not trained as specialists, can function effectively in their chosen careers and as citizens in the globalized world. For both of these groups of students, the Federal Government's Title VI Program plays such an important and invaluable role.

As is often the case it is specific events that drive the federal agenda. After fighting two World Wars and returning to a desire for isolationism, the rise of the Cold War caused us to become acutely aware of the need to have professionals and our citizenry trained in understanding of other countries, their languages and their cultures. In 1958 and after the Soviet launching of Sputnik, Title VI was created through the National Defense Education Act and was administered by the Department of Defense. At that time the emphasis was on foreign language training, and special funding was made available for fellowships for this purpose. In 1961 with the passing of the Mutual Education and Cultural Exchange Act (Fulbright-Hays Act) the scope was expanded to include cultural, educational and technical exchange activities as well as to strengthen education in the fields of foreign languages and area studies in the American educational system. That same year Title VI was transferred to the Department of Education. In 1986 a new section to the act was added to provide funding for a small number of national language and resource centers to improve the capacity for learning and teaching foreign languages. In 1988 the Centers for International Business Education Program (CIBER Program) was added to better prepare business students with international business skills and foreign language training. Now, with 57 years under its belt Title VI has been a most successful mechanism for training specialists with strong language capabilities in area and international studies.

As was Sputnik and the Cold War, the events of September 11, 2001 were another milestone event. Probably nothing in our nation's history has indicated to the population at large how important it is to have numerous professionals within the public and private sectors who are trained in area studies and foreign languages, especially less-commonly taught languages, such as Arabic, Urdu, Hindi, Pashto, and Tajik. Whereas it is obvious that this is important for matters of national security, it is also generally recognized as important for the United States in business and other matters. Following this tragic event the Federal Government has responded in several concrete ways. There have been annual joint declarations by the Secretaries of Education and State for the celebration of a National International Education Week, which underlines the importance of this component of the curriculum across our schools and in higher education. There were increases in appropriations in Title VI for area studies and business, especially in providing for more Foreign Language and Area Studies (FLAS) Fellowships, which are designed to increase the foreign language skills of graduate students. Just this year both the House and the Senate passed Resolutions for the Year of Foreign Languages, for which we are most pleased that Representative Tiberi was a co-sponsor. Only recently the Department of Defense announced a Plan to Improve Foreign Language Expertise among its military and civilian employees. On another front, Senator Christopher Dodd and others have introduced legislation for The International and Foreign Language Studies Act of 2005 for the purpose "To increase study abroad and foreign language study opportunities for undergraduate and graduate students." Based on findings that show the short fall of undergraduate and graduate students with international and foreign language training, the proposed legislation would provide considerable more funding for the Title VI Programs in area studies and languages, CIBER and National Language Centers.

It is unfortunate that there was an issue in most recent proposed legislation for the Reauthorization of the Higher Education Act that became controversial because of concerns of a small minority of persons, inside and outside of academia, who did not believe that in a few instances that instruction on international matters at all universities presented an unbiased view of some world events and U.S. foreign policy. The proposed solution was to recommend the appointment of an Advisory Committee with oversight over the Title VI Program. It is not the purpose of this testimony to enter into this discussion, except to say that we must be very careful about establishing a system for Title VI that is restrictive of open discussion of all points of view.

The spread of Title VI across the United States is vast. For the area studies programs there are currently 121 national resource centers and another 23 that offer FLAS Fellowships located in 27 states and the District of Columbia. Combined these programs offer more than 1,600 FLAS Fellowships per year for language training for graduate and professional school students. In the case of CIBER the numbers are 30 universities in 22 states. In addition there are 14 National Foreign Language Centers dealing with foreign language pedagogy and learning. Each of the above listed centers carries out the mission of the legislation and has a significant impact on training not only our own students, but also those of our school systems, communities and businesses through outreach programs. It is also recognized that these programs contribute to important research on international topics by means of fa-

cilitating faculty and graduate student research and by helping build the international collections of our university libraries.

I would like to indicate to you the importance and impact of these programs by telling you about Ohio State, which I believe is quite typical of these programs at most other universities. I will be concentrating on the bigger picture and several of my colleagues will follow up with more details about the specifics of area studies, CIBER and our K-12 outreach activities.

Ohio State currently has five area studies centers. The Slavic and Eastern European Center was the first one established, and in 1964 received its first Title VI grant. Since then it has been followed with Centers for East Asian Studies, Latin American Studies Middle East Studies and African Studies. Each of these centers has or has had Title VI support. Currently there are three: Latin America, Middle East and Slavic and Eastern Europe. Our CIBER Program in the Fisher College of Business has had continuous Title VI support since 1995. In 1997 our National East Asian Language Resource Center was established with Title VI support, and quickly became recognized as a leader in development of pedagogy for these languages. Previously, there was an International Studies Center that had a Title VI, but this has transitioned into an Undergraduate International Studies Program, which is now one of our most popular undergraduate majors. Therefore, we have a total of five centers with current Title VI support and eight that have had it at one time or another.

With respect to the importance and impact of Title VI support for these programs, I would first like to share some facts that will indicate the scope and depth of the program activities. I will limit my remarks to some macro figures, since my colleagues will provide more in depth detail and analysis. Second, and perhaps even more important, I want to emphasize the impact that the Title VI Programs have had on the University by "leveraging" the commitment of more resources, faculty, programs and facilities that enable Ohio State to be much expansive and successful in accomplishing both Ohio State's international mission and that of Title VI.

In 2003-2005 our three funded National Resource Centers for area studies had 193 affiliated faculty members; sponsored 169 academic and cultural events at the University attracting over 6,000 participants; contributed to 31 study abroad programs serving 353 students; offered 630 language and area studies courses with a total enrollment of some 32,000 graduate and undergraduate students; and awarded 59 FLAS Fellowships, many for the study of less-commonly taught languages. Outreach for the Ohio Community was very important. The P-12 programs served over 4,000 lower, middle and upper school students by means of classroom presentations; and the 38 teacher training workshops and seminars reached more than 1,000 educators. The community program featured 12 events serving 1,261 participants. Seven programs hosting nearly 700 persons were held for the business community, seven programs were mounted for the state and local government, which were attended by 242 participants. Professor Fernando Unzueta, director of the Center for Latin American Studies, will provide more detail about a typical center's activities and educator Donna Nesbitt will testify about the importance and impact of the P-12 outreach programs.

The National East Asian Languages Resource Center is a national leader in the development of pedagogy for teaching Chinese, Japanese and Korean, which are considered among the languages that require the longest time and most resources for Americans to learn. The Center's approach is to teach the languages in a cultural context so that students can function well in these countries, understand the media, and use the languages to effectively delve deep into the understanding of the cultures. A key component of the instruction is to spend time in these countries through study abroad and internships. The Center publishes widely circulated pedagogical books and other materials and has an on-line site for exploring study abroad opportunities in East Asia. From 1997-2004 it distributed more than 32,000 items to 49 states and 140 countries. Its staff published 259 professional articles or books. It has an extensive teacher training program, highlighted by an intensive summer program. The Center was a catalyst in the development of Ohio State's unique and state-of-the-art World Media and Culture Center, which just opened this year incorporating the latest technology for our teaching of foreign languages. A prominent feature is that language students can watch real time television in many foreign languages transmitted by satellite from the countries of origin.

The CIBER Program in the Fisher College of Business is another example of international excellence. In 2004 it was ranked by the Financial Times as 6th in the United States for international experience and exposure within the MBA program. My colleague Professor Stephen Hills, Academic Director of International Programs in the Fisher College, will provide more information and detail about these expansive and exciting activities. Suffice it for me to emphasize that this program

offers a wide range of programs serving the MBA and undergraduate students and the business community.

As I stated above, it is not only the annual activities that our centers carry out with Title VI support to train students in area studies, business and foreign languages that are important, but also it is the “leveraging” role which this support provides that enables the University to build considerably even more our capacity to carry out this mission. The fact that any one of the above centers was successful in obtaining Title VI support immediately gave the program legitimacy and a presence that was recognized on campus and opened the doors to additional support from within the overall budget or with funds made available by other academic units who partnered with the center. It is best to illustrate by examples.

At the level of the individual event or activity, it is rare that the sponsoring center uses only Title VI resources. In most cases, it partners with other campus or off-campus units and receives support from them, thus spreading the resource base and extending the scope of persons served by the activity.

At the macro level the funding from Title VI is regularly used to seed the development of new courses that bring additional area studies or international content to the curriculum. Once these courses are seeded and successful, then in the future the University picks them up. It is no small stretch of the imagination to say over time, that Title VI has been responsible for progressively adding a large portion of the new international content and language courses to the curriculum. When the first Title VI funds came to Ohio State there were only six foreign languages taught, now we offer 38, including many of the most important less-commonly taught languages from the Middle East, Asia and Eastern Europe. At that time the international content course offerings were sparse, now we have over 840. Certainly some of this would have happened without Title VI, but it is clear that funding provided by Title VI was a principal catalyst to bring it about. The recent awarding of a National Education Security Program (NESP) grant by the Department of Defense to the National East Asian Language Resource Center is another example. If the foundation established by Title VI had not been in place, it is very unlikely that this grant would have come to Ohio State. The role of this Center in leveraging the development of the World Media and Cultural Center is another case in point.

The same can be said for study abroad. Each of our area studies centers, CIBER and the National East Asian Language Resource Center are active in promoting and developing new study abroad programs. For example, each summer we now offer three to five language-focused study abroad programs in China. Other centers offer similar programs. This past year the Slavic and East European Center began a new Russian language program in Tomsk, Siberia and the Latin American Center instituted an intensive Portuguese course in Parana, Brazil. As part of our P-12 outreach the centers have developed programs to take teachers abroad in the summer. These are not only for language and culture, this last year there was a program in Costa Rica for science and math teachers and one is planned to study the ecology of the Amazon River basin.

The funding from Title VI spawned the development of our Undergraduate International Studies Program, which offers tracks for each of the area studies programs as well on several thematic topics. It is one of the most popular programs with over 500 majors and takes pride in recruiting students whose SAT scores are considerably above the average of the freshman class. There is now a proposal that students following an area studies track can get a double major by adding a second track, for example Homeland Security and Middle East Studies, which will provide depth in both a region and a language as well as the theme.

The area studies centers also contribute immensely to the International Affairs Scholars Program, which is designed for a select number of incoming freshmen across all disciplines but who have a passion for international matters. Each of the centers presents programming throughout the year for this group. Without the area centers, this program would not have been established.

As the international and language curricula have expanded, it has been necessary to add faculty to teach the subject matter. A presence of a robust center that fosters an expanded curriculum creates incentives for academic departments to hire additional faculty with specializations that serve the center's need for instruction but also increases the research capacity in international subject matter. More than two-thirds of Ohio State faculty members have significant professional experience overseas and they bring this knowledge into the classroom. It should be noted that the presence of a center, especially one with Title VI funding, is very attractive to bring outstanding faculty who are being courted. For example, the Title VI status of Latin America was essential in recruiting a new faculty member in Geography several years ago. Just last week she received the outstanding teaching award. The same center can take credit in helping recruit a prominent senior faculty member in Latin

American History. There is no doubt that the centers can take credit for bringing some of our best internationally-oriented faculty members to the campus and helping to retain them and others.

The area studies centers play a key role in promoting interdisciplinary research, not only within their respective regions, but also across regions. Each year the centers collaborate, by bringing the expertise of their region, to do scholarly activities on the theme. For example, after September 11, there was a series of programs that analyzed terrorism around the world. This past two years they have examined Americanism and Anti-Americanism in different parts of the world. Each center contributes to our major interdisciplinary research programs on Climate Change and on Identities in a Changing World.

The University Library provides another example. Using Title VI funds the centers contribute to the building of the collection. To support area studies the library has hired bibliographers to help build the collection and maintain reading rooms. The Library will undergo a major renovation beginning next year. It should be noted that it will devote one floor to the international collections and reading rooms, which makes a major statement about the commitment of the Library for the international collection.

Finally, I want to stress the importance of our outreach programs, especially to the P-12 Community. Ohio State's Academic Plan lists P-12 outreach as one of our key objectives. The area studies centers, CIBER and the National Resource Center for East Asian Languages all have outreach to schools and educators in their mission. The University takes great pride in using the vast resource base of expertise provided by these centers to carry out this component of outreach. Without the centers, and the Title VI support therein, it would not be possible to be nearly as effective.

In closing, I hope that I have demonstrated the ever increasing need for international education for our nation and its citizenry and the role of the universities in the training of specialists with in-depth skills in languages, area studies and business. The programs offered by Title VI have been and continue to be critical to providing this training to students in the classroom, through special events and activities, and by offering the FLAS fellowships for language training. It is important to realize that impact of this support goes much further than this group of students. Many other students also take advantage of the courses, languages, and programs offered by the centers to become better informed and prepared for understanding international matters. Moreover, the funds are leveraged to build greater international capacity. In the short run we leverage the funds with partners on campus and on-campus to carry out these activities. In the long run the funds are leveraged to build curricula and facilities and to attract faculty to our respective campuses.

There is much more to be accomplished within and across our institutions of higher learning in properly preparing our students for understanding and functioning well in our rapidly changing and globalized world. Title VI has come a long way, but it is clear that more resources could be most effectively used to help meet our nation's needs for strengthening our national security and in preparing our citizenry. I encourage the Congress to strongly consider the possible means to bring this to reality.

Chairman TIBERI. Thank you for your testimony.

STATEMENT OF DR. FERNANDO UNZUETA, DIRECTOR, CENTER FOR LATIN AMERICAN STUDIES, THE OHIO STATE UNIVERSITY, COLUMBUS, OH

Dr. UNZUETA. Thank you, Mr. Chairman Tiberi, Ranking Member Hinojosa. It is a pleasure to testify before you. The mission of our Center for Latin American Studies (CLAS) is to promote the teaching, research, and intellectual interests of faculty and students in all matters dealing with Latin America including its languages and cultures.

In addition, we carry out meaningful outreach programs to enhance the public's knowledge and understanding of the region's politics, business, economics, culture, languages, literatures, and arts.

Title VI funding has been crucial to help CLAS accomplish its lofty mission in the four basic areas of curriculum, programming, support services, and outreach.

In recent years, curricular contributions include new courses such as Business Culture in Latin America, Globalization in the region, and Brazilian Politics, to give a few examples. To support language studies, we are developing a new computer-based program in Portuguese individualized instruction. Enrollments have jumped by 50 percent in the first quarter this program has been implemented.

In all cases we use grant funds to seed courses which are later fully supported and regularly taught by the departments. About 20 percent of our grant funds in all go to enhance the Latin American Studies curriculum.

Thanks to the FLAS fellowships, besides advanced Spanish and Portuguese, several students learn Amerindian languages. These fellowships account for about 50 percent of a typical Centers' funding (about 30 percent in the case of our Center).

In an era with shortages of language specialists, the contributions of universities with National Area Studies and Foreign Language Resource Centers to meeting national needs can not be underestimated.

Nationwide we provide 80 percent of all instruction in the less commonly taught languages. Many of these languages would simply not be available to U.S. students without Title VI funding. Ohio State alone offers close to 40 languages and all of those considered critical by several Government reports including Arabic, Korean, Chinese, Persian, Russian, and Portuguese to name a few.

But our contributions go way beyond the teaching of languages. Our colleagues write textbooks, prepare teaching resources, and conduct research on language acquisition that are used for different teachers around the country. Plus enriches students' educational experience and provides them and the faculty with additional scholarly opportunities by programming lectures, conferences, and other activities.

These events are free and open to the public and they are usually the result of collaborations with multiple units across campus. In other words, grant funds are used to leverage resources from Departments and the university at large. About 10 percent of the grant funds this type of programming.

CLAS also supports the development of new study abroad opportunities, fosters research in language and area studies, and contributes to the library to improve its Latin American holdings. About 300 OSU students and teachers go to Latin America every year choosing from a range of different programs. Approximately 20 percent of grant funds enhance the library collection and research and study abroad opportunities.

The centers are fully engaged in outreach activities for all of our constituencies. For preschool and elementary children and their care givers, CLAS sponsors a Spanish story times program in five public library systems in Central Ohio and provides a traveling museum exhibit about the art and times of Diego Rivera which is shipped to schools around the state and as far as Alaska.

For the community at large we offer a book club, and film series and other cultural events about Latin America. Much of our out-

reach is directed to K-12 teachers who, in turn, will take their experiences back to their students.

In the Global Hotspots program, CLAS collaborates with the other Area Study Centers to run workshops for teachers that provide background information and expert analysis about countries presently in the news.

We have also been offering a Summer Seminar Abroad for Spanish Teachers for the last 14 years. Last year this very successful program was adapted to other disciplines and the Mesoamerica for Teaching Math and Science program was launched in collaboration with the College of Education. These are but a sample of our outreach activities.

We aim both for breadth to reach a large number of participants, and for depth, to allow smaller groups, teachers in particular, to have a more thorough contact with a specific aspect of Latin America or its languages and to help them produce high-quality materials that they can use in their classrooms. About 20 percent of grant funds are invested in outreach activities.

In sum, I am convinced that the programs under Title VI of the Higher Education Act are running well and that it is doing great things through the Centers at Ohio State and around the nation. We are meeting our mandated goals of enhancing the quality of post-secondary education as well as the teacher training priority of the program.

In particular, we are training language and area studies specialists and our graduates are servicing the strategic needs of the U.S. in private organizations, nonprofits, and public agencies. Since many of our graduates go on to teach in schools, colleges, and universities across the country, we are also producing the next generation of teachers who will continue expanding the field.

We are here for the long term. Training international and language specialists takes years. I know this is our shared goal and I hope you continue to let us help you achieve this goal. Thus, I urge you to reauthorize and to enhance this program. Thank you for giving me the opportunity to testify.

[The prepared statement of Dr. Unzueta follows:]

Statement of Dr. Fernando Unzueta, Director, Center for Latin American Studies, The Ohio State University, Columbus, OH

Thank you, Mr. Chairman and Ranking Member, for the opportunity to testify. My name is Fernando Unzueta, and I am the Director of the Center for Latin American Studies (CLAS), a National Resource Center with Foreign Language and Area Studies Fellowships at Ohio State. I am also Chair of the Department of Spanish and Portuguese.

The mission of our Center is to serve, facilitate, and stimulate the teaching, research, and intellectual interests of faculty and students in all matters dealing with Latin America. In addition, we carry out meaningful outreach programs to enhance the public's knowledge and understanding of the region's politics, business, economics, culture, languages, literatures, and arts.

Over two dozen OSU Departments and other units teach and/or conduct research on Latin America and Spanish and Portuguese languages. Title VI funding has been crucial to help CLAS accomplish its lofty mission in the four basic areas of curriculum, programming, support services, and outreach.

CLAS supports the development of Latin American-content courses. In recent years, CLAS⁵ curricular contributions include new courses such as Business Culture, Globalization in the region, and Brazilian Politics. To support language studies, we are co-sponsoring the development of a new computer-based program in Portuguese individualized instruction. This was launched in Spring of 2005 and enroll-

ments in that language have jumped by 50%. In all cases, we use grant funds to seed courses which are later fully supported and regularly taught by the Departments. We use about 20% of our grant funds to enhance the Latin American Studies curriculum.

Thanks to the FLAS fellowships, besides advanced Spanish and Portuguese, several students learn Amerindian languages in summer programs with other Centers from around the country. These fellowships account for about 50% of a typical Centers' funding (about 30% in our Center). In an era of growing global competitiveness and with increasing shortages of language specialists, the contributions of Universities with National Area Studies and Foreign Language Resource Centers to meeting national needs can not be underestimated. It is safe to say that many of the less commonly taught languages would wither or simply not be offered to U.S. students without Title VI funding. Ohio State offers over 30 languages and all six "critical" languages according to the 2002 GAO report of the United States Army (Arabic, Korean, Mandarin Chinese, Persian, and Russian) as well as other languages considered critical in different recent reports (such as Portuguese, Urdu, and Pashto).

But our contributions go way beyond the teaching of languages. Our colleagues write textbooks, prepare teaching resources, and conduct research on language acquisition. Here in Columbus, we don't only put our Spanish majors in contact with heritage speakers to develop their skills, but a colleague is publishing on how best to use heritage speakers as language resources. Similarly, at the same time Portuguese individualized instruction is being developed, colleagues and a graduate student working in computational linguistics are assessing how students can best learn the language using technology.

CLAS enriches students' educational experiences and provides them and the faculty with additional scholarly opportunities by programming lectures, conferences, and other activities on Latin American topics. These events are free and open to the public, and they are usually the result of collaborations with multiple units across campus. In other words, grant funds are used to leverage resources from Departments and the University at large. In the past two years, all of the Area Studies Centers have collaborated with the Mershon Center to organize conferences on Violence and Conflict, and on Cultural Americanization and Anti-Americanism. This year we held our Fourth Annual Ohio Latinamericanist Conference, with 70 presenters (and 130 participants), primarily from across the state. We feel it is incumbent on the only Latin American National Resource Center in the state to provide a forum to foster collaborations and the exchange of ideas among scholars from the area. CLAS uses about 10% of its grant funds to support these types of programming.

CLAS supports several other Latin America-related activities as well, including the development of new study abroad opportunities, fostering research in language and area studies, and contributing to the Library. CLAS provides close to 10% of its grant monies to the Library alone to improve its Latin American holdings. These resources, in turn, are available to over 80 colleges and universities throughout the state through the Ohio Link service, which ships books among academic libraries within 72 hours. It is also worth mentioning that about 300 OSU students and teachers go to Latin America every year choosing from 40 different programs. These include language programs in Cuernavaca or Quito, a NAFTA program outside Mexico City, others in development and nutrition in the Dominican Republic, a service learning experience in Nicaragua, teaching opportunities in Chile, and medical rotations in several countries. Approximately 20% of grant funds support contributions to the Library, research opportunities, and study abroad activities.

Like all area study centers, CLAS is fully engaged in outreach activities for all of our constituencies. For preschool and elementary children and their caregivers, CLAS cosponsors a Spanish story times program in five public library systems in Central Ohio, aiming to promote the language and literacy at an early age. This program has received corporate funding and a grant from the State Library of Ohio, which also selected it as one of five "exemplary programs" in the state. It reached over 3,000 participants last year, and Title VI funding accounts for less than 15% of this program's expenses, which has grown to \$40,000 per year. Another successful initiative for schools, reaching about 4,000 participants, is our Traveling Museum: an exhibit about the art and times of Diego Rivera which is shipped to schools around the state and as far as Alaska. CLAS also sends international students to speak at schools and community events, either as a function of its Speakers Bureau or in collaboration with the Office of International Affairs' similar Global School Bus program. For the community at large, we offer a Book Club of Latin American literature in translation as well as a film series and other arts events.

Much of our outreach is directed to K–12 teachers who, in turn, will take their experiences back to their students. In the Global Hotspots program, CLAS collaborates with the other ASCs to provide background information about any of the regions' crises that is in the news. This past year 45 teachers participated in the 5 session workshop to receive support producing lesson plans for their courses. We have also been offering a Summer Seminar Abroad for Spanish Teachers for the last 14 years, where teachers can take graduate courses in a Latin American country. This past summer, this program was adapted to other disciplines and the Mesoamerica for Teaching Math and Science program was launched in collaboration with the College of Education. Participants took two graduate courses in Mexico and studied the advancements of pre-Columbian civilizations and developed teaching materials as a result of their experiences. These are but a sample of our outreach activities. We aim both for breadth to reach a large number of participants, and for depth, to allow smaller groups, teachers in particular, to have a more thorough contact with a specific aspect of Latin America or its languages and to help them out produce high-quality materials that they can use in their classrooms. About 20% of grant funds are invested in outreach activities.

I have also been asked to include recommendations as you consider the reauthorization of Title VI of the Higher Education Act. I do so with some hesitation, since I know this is a politically charged topic.

First of all, I am convinced the program is running well and that it is doing great things through the Centers at Ohio State and around the nation. We are meeting our mandated goals of enhancing the quality of and access to postsecondary education as well as the teacher training priority of the program. In particular, we are training language and area studies specialists. And since many of our graduates go on to teach in schools, colleges, and universities across the country, we are also producing the next generation of teachers who will continue expanding the field. We're here for the long-term. And that's the way it has to be: training international and language specialists takes years. I know this is our shared goal, and I hope you continue to let us help you achieve this goal.

Since you are considering changes to the program, and an international advisory board in particular, I will stick out my neck to suggest that this board, with broad investigative powers, may not be the best solution. It is expensive, its origins and composition invite politization, it hints at federalizing education, and it is ultimately unnecessary. We welcome accountability, and the programs and Centers we run are extensively and regularly evaluated. The personnel of the US Department of Education provide appropriate oversight and receive our detailed reports. At Ohio State, each Center has its own advisory board or committee and prepares annual reports for the Office of International Affairs. The OSU Research Foundation, which handles our budget, makes sure all of our grant expenditures meet the award's guidelines and requirements as well as the University's. As it is common in all academic institutions, at Ohio State every course is evaluated by students; several are assessed by peers, and you don't really want to know how many internal and external evaluators examine everything you have written and your students' comments of your classes when you come up for promotion.

If you want to implement changes in the program, I would suggest the best and most reasonable way to go about it might be by changing the priorities (both absolute and invitational) and guidelines of the grant competition. The grant proposals are what shape our programming, activities, and our expenditures. Those proposals, as you probably know, are evaluated by a team of area and language specialists, under US Department of Education supervision. If we receive the award, our revised budgets have to be approved by the able staff of the US DE before the beginning of the funding cycle. In addition, before each annual renewal, we have to submit, as mentioned, reports detailing our activities and justifying any departures from the original proposal, as well as another revised budget for the following year.

In closing, I would like to state that I deeply appreciate the Congressional leadership in support of these programs and respectfully urge you to continue this valuable and widely-supported investment in the nation's future. Thank you for giving me the opportunity to testify.

Chairman TIBERI. Thank you, sir.

STATEMENT OF DR. STEPHEN M. HILLS, ACADEMIC DIRECTOR, OFFICE OF INTERNATIONAL PROGRAMS, FISHER COLLEGE OF BUSINESS, THE OHIO STATE UNIVERSITY, COLUMBUS, OH

Dr. HILLS. Thank you, Mr. Chairman and Mr. Hinojosa. I am pleased to provide this testimony about the OSU CIBER funded by the U.S. Department of Education funded by the U.S. Department of Education through Title VI. The OSU CIBER currently receives about \$370,000 in funding per year and is in its 10th year of continuous support.

Since 1995 9,600 students, faculty, or business professionals benefited directly from the OSU CIBER. Those benefiting indirectly (i.e., students in classes taught by faculty who have received curriculum development support or joint partnerships with other CIBERs) are difficult to count but no doubt number in the many thousands.

Seven totally new and ongoing courses have been developed from the initiative of the CIBER and many more have been globally enhanced. More than 100 faculty members from OSU and other Ohio institutions have received teaching and/or research grants.

The OSU CIBER is known nationally for its focus on assisting foreign language faculty from across the country in understanding more about the language of business. An annual summer development workshop hosted at the OSU CIBER has trained more than 150 foreign language professionals.

The OSU CIBER has also introduced a series of language tutorials for MBA students in 1997. These tutorials have been taught in nine languages. The objective of this program is not to impart language proficiency but rather to reduce the hesitations that students often have when they begin to acquire language skills.

For more advanced proficiency, these students are encouraged to continue their study through Title VI funded Foreign Languages and Area Studies (FLAS) fellowships. OSU also offers individualized instruction, as Fernando and Dr. Ladman have mentioned, in several languages, including those less commonly taught. Development of the Japanese individualized instruction program was funded directly by the CIBER.

Projects co-sponsored with other CIBERs, other Title VI centers at OSU, other Ohio higher educational institutions or businesses increased and leverage the impact of the OSU CIBER. Since the CIBER initiated its activities in 1995, collaboration with government agencies, including the U.S. Department of Commerce and The Ohio Department of Development's International Trade Division, have increased significantly.

As evidence, the OSU CIBER received the Ohio Governor's E Award for Excellence in Exporting award in 2002. There are currently 30 National CIBER centers in the United States. Each of the CIBER centers has as its goal to increase international competitiveness of American business.

CIBER programs at The Ohio State University have been built around the broad theme stated in each proposal. In its first 3 years, CIBER activities emphasized the emerging markets of the world and their critical importance to the U.S. During its second 4-year grant, the CIBER promoted a wide set of activities designed

to benefit and learn more about the globalization of Small and Medium-Sized Enterprises (SMEs). The current grant for 2002 to 2006 is focused on managing global strategic alliances.

Prior to the mid 1990's, no one person in Fisher College was solely responsible for the college's international program development. CIBER has facilitated the appointment of a faculty director and a full time professional staff director.

The Office of International Programs at Fisher College is now supported by four other part or full-time staff members and several student assistants. Such growth in support of global programming is directly attributable to the CIBER.

The OSU CIBER has supported significant research projects within the Fisher College, at OSU, and across the region. Fisher College's faculty are now ranked #1 in the U.S. for management research on China and are also highly regarded in terms of managerial research on Eastern Europe.

This represents a very significant change from the mid 1990's. Fourteen of the Fisher College faculty now have predominant global research interests. The presence of the CIBER at OSU has helped attract internationally oriented researchers to the college.

Title VI funds have been used effectively through their support of the OSU CIBER. Its impact on the university, the state, and throughout the region has been significant and cannot be underestimated. We strongly encourage the U. S. Committee on Education and the Workforce to continue its support of Title VI programming, and in particular that which funds the national Centers for International Business Education and Research, the CIBER.

We strongly endorse the Title VI reauthorization recommendation sent to your Committee by the Coalition for International Education, a group of 35 national higher education associations.

I might add that I have been at Ohio State for 30 years now and I have seen all this happen. I also have been the co-principal investigator for the CIBER since its initiation so I am very proud of the progress we've made and we have done that very much in collaboration with you. Thank you.

[The prepared statement of Dr. Hills follows:]

Statement of Dr. Stephen M. Hills, Academic Director, Office of International Programs, Fisher College of Business, The Ohio State University, Columbus, OH

Mr. Chairman and Members of the Subcommittee:

My name is Stephen M. Hills. I am Academic Director for International Programs at the Fisher College of Business and Co-Principal Investigator for the OSU CIBER.

Thank you for your presence here today at The Ohio State University. We are pleased to provide this testimony about the Center for International Business Education & Research (OSU CIBER), funded by the U.S. Department of Education through Title VI. The OSU CIBER currently receives \$370,850 in funding (September 2004 to October 2005) and is in its 10th year of continuous support.

IMPACT

The OSU CIBER, funded since 1995, has had a critical impact on the internationalization of The Fisher College of Business. Its impact, in addition, has been felt across the OSU campus, among the many institutions of higher education in Ohio, and through the business community in Ohio. Also, through its partnership and affiliation with other national CIBER centers, its programmatic efforts have had national impact.

Since 1995, individuals (students, faculty, or business professionals), directly participating or benefiting from the OSU CIBER number more than 9,600 (see Appen-

dix 1). Those benefiting indirectly (i.e., students in classes taught by faculty who have received curriculum development support or joint partnerships with other CIBER) are difficult to count but no doubt number in the many thousands. Totally new (ongoing) courses developed from the initiative of the CIBER are seven, and many more have been globally enhanced. More than 100 faculty members from OSU and other Ohio institutions have received teaching and/or research grants.

One of the things for which the OSU CIBER is particularly known (among national CIBERs) is its focus on assisting foreign language faculty from across the country in understanding more about “the language of business”. An annual summer development workshop hosted at the OSU CIBER has trained more than 150 foreign language professionals. Understanding that business students need more training in foreign language, the OSU CIBER introduced a series of language tutorials for MBA students in 1997. These tutorials have been taught in nine languages. The objective of this program is not to impart language proficiency but rather to reduce the hesitation and challenges these students often have to begin to acquire language skills. For more advanced proficiency, these students are encouraged to continue their study through Title VI funded Foreign Languages and Area Studies (FLAS) fellowships. OSU also offers individualized instruction in several languages, including those less commonly taught, and the Japanese program’s development was funded directly by the CIBER. Projects co-sponsored with other CIBERs, other Title VI centers at OSU, other Ohio higher educational institutions or businesses within Central Ohio greatly increase and leverage the impact and reach of the OSU CIBER. Since the CIBER initiated its activities in 1995, collaboration with government agencies including the U.S. Department of Commerce and the Ohio Department of Development’s International Trade Division, have increased significantly, thereby increasing the efficacy of the CIBER and increasing the economic benefit to students and the business community. As evidence, the OSU CIBER received the Ohio Governor’s “E” Award for Excellence in Exporting award in 2002.

BACKGROUND

The Center for International Business Education & Research (CIBER) at OSU’s Fisher College of Business was established in late 1995. Its home is The Ohio State University, a university with a long and rich history in areas of international learning and understanding. Following rounds of competitive evaluation, it was refunded in 1998 and in 2002. The OSU CIBER will compete for this national center of excellence designation again in 2006.

There are currently 30 national CIBER centers in the United States, each committed to enlarging the sphere of teaching, research, and outreach undertaken on their campuses and in their communities in the area of international business development. Each of the CIBER centers has at its core the goal of increasing international competitiveness, business language acumen, global trade expertise, and area studies competency. Programs are directed to undergraduate, graduate and Ph.D. students within colleges of business as well as elsewhere on campus; to faculty from throughout the university, and to executives and professionals within business communities.

CIBER programs at The Ohio State University have been part of an envelope of activities encompassing a broad theme stated in each proposal. In its first three years, CIBER activities were connected to an overarching theme of “Emerging Markets”, and the OSU CIBER was one of the first to propose a broad set of programs targeted to gaining knowledge and expertise about these dynamic and expanding economies of the world. During its second four-year grant, the CIBER promoted a wide set of activities designed to benefit and learn more about the globalization of Small and Medium-Sized Enterprises (SMEs). With a majority of Ohio’s businesses classified as SMEs, understanding more about how these organizations become active within the global trade community was meaningful and important. The proposal written for 2002–2006, while continuing to promote learning in each of the first two areas renewed its commitment to international activity under the theme of “global strategic alliances”. This was and is an area that was broad enough to bring all facets of the business school and university area studies expertise together, and one that would leverage some of the distinct competencies of the Fisher College of Business.

KEY PROGRAMS

Several “hallmark” programs have been developed in the area of curriculum, research, and outreach at the OSU CIBER, including some collaboration with other CIBERs around the country. A few of these include:

Outreach and Collaboration

Summer Development Program for Foreign Language Faculty. The OSU CIBER has been host for the past six years for a program called, "Inside the MBA Classroom: Business Concepts and Pedagogy for Foreign Language Faculty and Professionals". This program seeks to assist foreign language professionals in gaining further understanding of the ways in which professional and business students are used to learning, so that they can be more effective in the classroom with these students. Many foreign language faculty have never taken business or professional classes themselves; they understand that the "language of business" is different. This program seeks to bridge the gap between foreign language and business classrooms. This program is co-sponsored with six other national CIBER centers.

University of Illinois National Security Conference. The OSU CIBER was a key co-sponsor of the IU CIBER National Security Conference in 2003. The two-day conference included panels and speakers addressing both applied and academic topics. Attendees numbered more than one hundred. The OSU CIBER continues to develop its own agenda in the area of national security as well as partners with other national CIBERs in national security initiatives.

National Trade Policy Forum. The OSU CIBER is one of several that sponsor the CIBER National Trade Policy Forum. First held at UNC-Chapel Hill in 2003, the National Trade Policy Forum brings together state government officials to discuss new international trade patterns and how to implement adjustments in local markets to maintain and increase national competitiveness. The National Trade Policy Forum is scheduled to be hosted in Columbus by the OSU CIBER in 2008.

National CIBER Language Conference. This national conference has been hosted and financially supported by nearly every CIBER for the past several years. Bringing together foreign language faculty from across the country, the conference seeks to develop new ways to make language, especially less commonly taught languages, accessible to business and professional students across the country. The conference is attended by faculty from throughout the U.S. Many faculty from institutions that do not have CIBERs are sponsored by CIBERs within their regions to attend. The National CIBER Language Conference is slated for Columbus at the OSU CIBER in 2007.

TARGET. Begun in 1998, TARGET is a business networking group for executives representing small and medium sized companies wanting to grow their international revenues. TARGET groups meet every two months to discuss challenges in the global marketplace and to hear from experts about ways to make the most of international opportunities. In 2003 the OSU CIBER partnered with Wright State University to launch a TARGET group in Dayton and with OSU's Mansfield campus to launch a group there. This year, TARGET will begin in Cleveland, in partnership with Cleveland State University. TARGET, which stands for "To Aim and Realize Global Expansion Together" has involved more than 75 Ohio companies as participants or as guest speakers.

Mid-Ohio Faculty International Network (MOFIN). MOFIN is a group of nine Ohio colleges and universities formed by the OSU CIBER to provide impetus for increased global program development. The MOFIN group creates a vehicle for the OSU CIBER to push its resources out to college students throughout the state of Ohio. The CIBER awards MOFIN institutions small grants at least once during the CIBER funding cycle to create new curriculum or outreach projects on their campuses. Current MOFIN members, who meet once each year as a group at OSU to discuss their programs and progress, include Ohio Northern University, Hocking College, Cleveland State University, Columbus State Community College, Wright State University, Ashland University, Ohio Dominican University, and Otterbein College.

Curriculum

The MBA Emerging Markets Field Study (EMFS) course. This course began in 1995, and proposed to teach students about the historic, political, business, and economic environment of one of the world's Big Emerging Markets. As students were learning, they would also be charged with the responsibility of communicating with a business operating in that market for purposes of establishing a site visit for the class. Following the winter quarter offering, students would travel to that market over spring break, spending one day in each of the site visit companies, talking with managers and executives about the opportunities and challenges of doing business in that market, with particular emphasis on its global trade and competitiveness positions. To date, nearly 400 Fisher College MBA students have participated in EMFS courses, traveling to more than 20 countries around the world including China (three times), Thailand, Malaysia, Singapore, South Africa (twice), Namibia, Argentina (twice), Brazil, Mexico, Peru, Chile (twice), Panama, Costa Rica, Poland,

Hungary (twice), Czech Republic, Greece, Cyprus, Egypt, and Turkey. Many of the companies visited on the EMFS trips are ones that commonly recruit Fisher College students for permanent positions (i.e., Ford, P&G, Coca-Cola) while others have been much smaller, local businesses striving to become part of the global economy.

The EMFS course expanded from one to two sections in 1998 in order to better meet student demand, and a section for undergraduate students was added in 1999.

The Export/Import Management course, for undergraduate honors students, was begun in 2000. The course “matches” a class of Fisher College students at OSU with a similar class of students at an international partner school. The class is team-taught between Fisher College faculty member and one at the partner school. Local companies are recruited to participate as case studies. The students at OSU then work on behalf of the local companies to learn about the intricacies of exporting and to act as “export agents” for the local companies, all of whom have expressed interest in learning more about the market of study. Students at the partner school act as “import agents” helping the companies find local distributors, suppliers, or customers for their products and learning first-hand about the challenges associated with doing international business. Students meet and learn to work with one another through regular video conferences. The Export/Import Management class has been taught using partner classes in both South Africa and Mexico.

The Distinguished International Speaker Series offers a wide variety of options for MBA students to hear from individuals whose primary vocation is global business, or who represents a foreign company or government. The informal, lunchtime CIBER-sponsored series has brought more than 60 presentations to Fisher College. Presentations and speakers are often co-sponsored with one or more of OSU’s area studies centers, in order to leverage costs and widen the scope students who are able to participate.

Fisher College Faculty Seminar in South Africa. In June 2005 a group of 10 Fisher faculty, including the CIBER faculty director and Dean Joseph Alutto, will travel to Cape Town and Johannesburg, South Africa. The purpose of the trip is to continue to provide international exposure for faculty from several different departments to areas of the world with which they are less familiar. The University of Cape Town and its business school faculty will be prominent partners in this agenda, and discussions will center on ways to deepen and extend collaboration between the two institutions.

MBA Foreign Language Tutorials. Recognizing that an exposure to foreign language and culture is critical for future business leaders, the CIBER introduced foreign language tutorials for MBA students in 1997. Offered to groups as small as four students and utilizing instructors from OSU’s many and diverse foreign language departments, the tutorials are offered every quarter. The one-quarter, non-credit tutorials offer students an opportunity to gain initial exposure to a new language and culture, and also to highlight the rich capabilities at OSU in language and area studies. Foreign language tutorials have been offered in Spanish, French, German, Italian, Russian, Chinese, Japanese, Polish, and (new this year) Hindi.

Research

The Global Competence Awards, established for Fisher College of Business faculty, are offered by the CIBER on an annual basis. Faculty and Ph.D. students in business are invited to submit proposals for new research in the area of international trade and competitiveness; research that could lead to publication within peer-reviewed journals. Since the inception of the GCA awards, more than 30 research awards have been distributed leading to 15 publications and many more academic presentations. Projects have included the support of design and trial of a global logistics simulation, and the support of a new textbook written by Professor Oded Shenkar, “The Chinese Century.”

Faculty Research Conferences. A Global Strategy Conference and a Conference on Organizational Learning, among others, have been sponsored by CIBER. In the Global Strategy Conference, twenty of the world’s leading researchers in the area of global strategy were invited to OSU for a two-day academic seminar. New research was debuted and discussed, and an official proceedings was distributed. Several of the papers presented at the Global Strategy Conference (2002) have been published in top-tier journals in that field. Similarly, the Organizational Learning conference brought more than a dozen faculty from multi-disciplinary areas together to discuss organizational learning in an international context. Papers were selected, presented, and published in a proceedings and the conference provided faculty from across the area to meet and discuss this shared research interest.

Academy of International Business Global Frontiers Conference. The OSU CIBER is an active participant and sponsor of the AIB Global Frontiers Conference, which is held every year and develops new directions for research in international busi-

ness. Faculty from Fisher College, including Professor Mona Makhija and Professor Mike Peng, have been among the key presenters at these research conferences.

Cross-Cultural Language and Negotiation Simulations have been sponsored by the OSU CIBER, allowing faculty and students at all levels to learn more about international business and negotiating in different cultural settings. Simulations are written so that participants can learn through role play. The OSU CIBER has funded a Chinese simulation, while other national CIBER have funded others in different languages and/or cultural settings.

New Programs in 2004–2005

Several new initiatives are taking place in the 2004–2005 academic year. These include:

Learning the ABC's: Argentina, Brazil, and Chile. This day-long seminar in September 2004 brought 75 business executives and experts together to discuss the dynamic business markets in Argentina, Brazil, and Chile. The program was held at Fisher College in collaboration with the Ohio Department of Development's International Trade Division and the U.S. Department of Commerce Export Assistance Center in Columbus. Department of Commerce officials in each of these three countries "ATTENDED" the seminar via live video conference and participated in panel and other discussions with executives interested in learning more about the export opportunities in these countries.

The First Annual CIBER Case Challenge. Twelve teams of undergraduate students from throughout the U.S. and the world came to Fisher College to compete in this first annual event. Executives and alumni from OSU served as judges WHILE teams of students analyzed and presented TO THEM a new business research case. The event offered an opportunity for business students to apply classroom learning in a very real sense and to receive feedback from corporate executives about the accuracy of their perceptions and conclusions. The event, taking place in November 2004, was won by the team from Brigham Young University. The next CIBER Case Challenge will take place in October 2005.

You Can Go Global! A Program for OSU Minority Students. On April 22, 2005 a morning panel discussion and luncheon keynote will offer minority students from across campus the opportunity to learn more about the advantages of having an international experience while a student at OSU. A morning panel of executives will offer students a snapshot of the advantages of having a second language, undertaking study abroad, participating in a short term global study project, or doing an international internship. The panel will be followed by a keynote luncheon speaker, Ms. Donna Alvarado, former U.S. Deputy Assistant Secretary of Defense and current member of the Ohio Board of Regents. The program is sponsored by the CIBER, the Office of Minority Affairs, the Office of International Education, the Center for Latin American Studies, the Center for Middle Eastern Studies, the Center for Slavic and East European Studies, and the Fisher College Minority Student Services office. A small grant for the program was provided by NAFSA.

Additional CIBER Impact

Study Abroad. In the first few years following OSU's CIBER designation, an effort was undertaken to provide MBA and Undergraduate Fisher College students with high quality options to study abroad around the world. As of 1999, no MBA students from the Fisher College engaged in study abroad activity and the college had no ongoing global partners with international ranking. Now, 18 MBA partners and 13 undergraduate partners, all considered among the best business schools in the world, are actively engaged with Fisher College. Between 10 and 20 percent of all full time MBA students now complete a study abroad within their two year programs, and nearly 75 MBA students have lived and studied abroad since 2000.

Prior to the mid 1990s, no one person in Fisher College was solely responsible for the college's international program development. CIBER has facilitated the appointment of a faculty director and a full time professional staff director. The Office of International Programs at Fisher College is now supported by four other part or full time staff members and several student assistants. Such growth in demand and supply of global programming is directly attributable to the CIBER. Its long term impact on the college and across the OSU campus should not be underestimated.

As mentioned above, CIBER has supported significant research projects within the Fisher College, at OSU, and across the region. Supporting faculty as the work and travel abroad in global business arenas is an important function of the center. Fisher College's faculty are now ranked 1 in the US for management research on China and are also highly regarded in terms of research on Eastern Europe. This represents a very significant change from the mid 1990s. We now count among the Fisher College faculty 14 members as having predominant or strong global research

interests. The presence of the CIBER at OSU has helped attract internationally oriented researchers to the college.

Student demand for new programming in international areas continues to exceed supply and pushes the OSU CIBER to new heights. Working together with other OSU Title VI centers; nationally with other CIBERS; and within the US with other higher educational institutions, the OSU CIBER looks forward to creating and implementing significant projects to assist US business in maintaining competitiveness across the world.

In Conclusion

Title VI funds have been used effectively through their support of the OSU CIBER. Its impact on the university, the state, and throughout the region has been significant and cannot be underestimated.

We strongly encourage the U. S. Committee on Education and the Workforce to continue its support of Title VI programming, and in particular that which funds the national Centers for International Business Education & Research.

APPENDIX 1

STATISTICS USED TO CALCULATE DIRECT IMPACT OF THE OSU CIBER:

(DOES NOT INCLUDE CO-SPONSORED PROGRAMS)

Students:

MBA Foreign Language Tutorials, 135
 EMFS MBA Students since 1995, 400
 EMFS UG Students since 1998, 144
 DISS Students since 1996, 2,880
 Export/Import Management Class, since 2000, 150
 Study Abroad MBA students since 2000, 90
 CIBER Case Challenge 2004, 80

Faculty:

Global Competence Awards, 80
 Foreign Language Faculty Development Program, 150
 Faculty Research Seminars, 100
 MOFIN Seminars, 15 faculty grantees

Business Community:

Ohio Global Trade Conference 1998, 150
 Asian Financial Crisis Conference, 1997, 75
 Argentina, Brazil, Chile 2004, 75
 Second Generation China 2003, 75
 Africa Trade Conference 2002, 50
 Latin American Studies Center/CIBER Conference, 30
 Ohio Governor's Trade Mission Briefing, 50
 East Asian China Conference, 50
 Ohio Governors Trade Mission Briefing, 50
 TARGET Columbus, Dayton, Mansfield, 200 business professionals
 Fisher Council on Global Trade and Technology (Bush, Sr.; Gorbachev; Ford,)
 4,500
 Cullman Symposium 1997, 250

Total: 9,669

Chairman TIBERI. Thank you. So you were here when I was here.
 Dr. HILLS. Yes, I was.
 Chairman TIBERI. Thanks for your testimony.

STATEMENT OF DONNA NESBITT, EXECUTIVE DIRECTOR, CENTER OF CURRICULUM AND ASSESSMENT, OHIO DEPARTMENT OF EDUCATION, COLUMBUS, OH

Ms. NESBITT. Good afternoon, Chairman Tiberi and Ranking Member Hinojosa. On behalf of State Superintendent Susan Zelman, I am pleased to have the opportunity to testify before this

Committee on the importance of international education in the K-12 arena. K-12 also recognizes how international education is critical to the United States.

Our economy, our security and our survival depend on interactions with citizens of other countries. It is estimated that one-sixth of the jobs in this country are tied to international trade. Globalization, with both its positive and negative impacts, is a reality.

Global competence of students in classrooms today is vital if the United States is going to maintain its status in the world of the 21st century. Within the last 4 years the State Board of Education in Ohio has adopted academic content standards in seven areas:

English, Language Arts, Mathematics, Social Studies, Science, Foreign Language, the Arts and Technology. These standards contain significant opportunities for making international connections in the K-12 classroom and for highlighting global issues.

Each content area also has model curricula which helps educators gain a deeper understanding of the standards. Many of the exemplar lessons in the model curricula which are available electronically on our Instructional Management System have an international focus.

In addition to that we have an assessment system in the State of Ohio that measures student progress on the standards. Our new Ohio Graduation Test in Social Studies contains world history, something that was never measured by our former Ninth Grade Proficiency Test.

Teachers currently in the workforce must maintain and expand their expertise on international issues through continuing education. Imagine the case of a teacher who graduated from college just fifteen years ago. At that time the Berlin Wall had just fallen and the Soviet Union was intact.

The world map at the time that this teacher attended college is very different than the world map in classrooms today. Not only has the map changed but the alignment of world powers and our national security concerns.

This teacher needs opportunities to update content knowledge in order to teach students about world events today. As a teacher in a rural school district with few available resources, I took advantage of opportunities provided through Title VI centers to update my content knowledge because I wanted to make sure that my rural students were aware of the world beyond their county.

Language instruction has taken on a new importance in recent years as the United States develops more social and economic ties to the global community and deals with heightened national security concerns. We are presented with new opportunities to collaborate on matters related to health and the environment as well.

All of these opportunities also include the challenge of communicating across cultures in different languages. One fourth of the world's population has competence in English. Students who are proficient in more than one language have an increased opportunity for exciting careers and they allow the United States to be competitive in the world market.

In order to achieve high levels of competency in a language, students must begin studying language earlier and continue to study

longer with qualified teachers who can be trained through the work of the Title VI centers.

The Ohio Department of Education has a vision that every school in Ohio will have a partner in another country in order to broaden the experience of educators and students. In the past year Ohio has initiated educational partnerships with Hungary and with Saitama, our sister-state in Japan, and we have recently signed a memorandum of understanding to encourage partnerships between Ohio schools and schools in Hubei, our sister-state in China.

There is also an effort to increase the number of courses being offered in Chinese language. By helping schools to make these connections we are underscoring the need for students to learn about the world beyond our borders.

The Title VI centers provide resources and programs for teachers updating their content knowledge and skills. In the past the Ohio Department of Education has collaborated with the Title VI centers to offer a summer Global Institute for teachers in K-12. The personnel in the Title VI centers have also made presentations for K-12 teachers at the Conference for the Ohio Council for Social Studies.

These types of efforts reach a small but receptive audience. In international education we have several challenges and one is helping others to understand and be aware of the importance of international education and also being able to reach enough teachers in order to make a significant impact.

One project in the planning stages is a website that will showcase international education in Ohio. There are many initiatives that may not be widely known beyond those with direct involvement such as the Federal program for the Fulbright Hayes Summer Seminars Abroad or connections with individual schools in Ohio have made with schools in other countries.

We would like to use the website as a tool to provide information about these programs and links to assistance for educators who are interested in putting more emphasis on international education. Plans include linking this website to both The Ohio State University website and the Ohio Department of Education Instructional Management System.

Teachers and students in Ohio benefit from programs of the Title VI centers and the Ohio Department of Education supports the continued funding of these centers.

Thank you, Chairman Tiberi, for this opportunity to talk about some of the initiatives and benefits of international education as it affects Ohio's students and teachers. I will be happy to answer any questions.

[The prepared statement of Ms. Nesbitt follows:]

Statement of Donna Nesbitt, Executive Director, Center of Curriculum and Assessment, Ohio Department of Education, Columbus, OH

Good morning, Chairman Tiberi and Members of the Subcommittee on Select Education. My name is Donna Nesbitt, Executive Director of Curriculum and Assessment at the Ohio Department of Education. On behalf of State Superintendent Susan Zelman, I am pleased to have the opportunity to testify before this committee on the importance of international education.

International education is critical to the United States. Our economy, our security and our survival depend on interactions with citizens of other countries. Students in our schools today will have even more connections to the world beyond the United

States than earlier generations. It is estimated that one-sixth of the jobs in this country are tied to international trade. Globalization, with both its positive and negative impacts, is a reality.

Global competence of students in classrooms today is vital if the United States is going to maintain its status in the world of the 21st century. International education includes the knowledge of world regions, cultures and issues as well as skills in language and the ability to interact successfully with people of different cultural traditions both inside and outside the United States.

Within the last four years the State Board of Education in Ohio has adopted academic content standards in seven areas: English language arts, mathematics, social studies, science, foreign language, the arts and technology. These content standards which detail what students should know and be able to do contain significant opportunities for making international connections and highlighting global issues. Each content area also has a model curriculum, which helps educators gain a deeper understanding of the standards. Many of the exemplar lessons in the model curriculum which are available electronically through the Ohio Department of Education's Instructional Management System (IMS) focus on international content. Student achievement of the standards is assessed through our statewide assessment system. The new Ohio Graduation Test contains world history which was not a part of the Ninth Grade Proficiency Test.

Teachers currently in the workforce must maintain and expand their expertise on international issues through continuing education. Imagine the case of a teacher who graduated from college just fifteen years ago. The Berlin Wall had just fallen and the Soviet Union was still intact. The world map at the time that this teacher attended college is very different than the world map in classrooms today. Not only has the map changed but the alignment of world powers and our national security concerns. This teacher needs opportunities to update content knowledge in order to teach students about world events today. As a teacher in a rural school with few available resources I took advantage of opportunities provided by higher education to update my content knowledge because I wanted to make sure that my rural students were aware of the world beyond their county.

Language instruction has taken on a new importance in recent years as the United States develops more social and economic ties to the global community and deals with heightened national security concerns. We are presented with new opportunities to collaborate on matters related to health and the environment as well. All of these opportunities also include the challenge of communicating across cultures in different languages. One fourth of the world's population has competence in English. Studying other languages helps students develop cognitive skills and improve their academic achievement. Students who are proficient in more than one language increase their career opportunities and allow the United States to be competitive in the global market and provide for our national security. In order to achieve high levels of competency in a language, students must begin studying earlier and continue to study longer with qualified teachers. Ohio's new content standards in foreign language help schools to understand the need for early language instruction.

The Ohio Department of Education has a vision that every school in Ohio will have a partner in another country in order to broaden the experience of educators and students. In the past year Ohio has initiated educational partnerships with Hungary and with Saitama, our sister-state in Japan and signed a memorandum of understanding to encourage partnerships between Ohio schools and schools in Hubei, our sister-state in China. There is also an effort to increase the number of courses being offered in Chinese language. By helping schools to make these connections we are underscoring the need for students to learn about the world beyond our borders.

The Title VI Centers in Ohio provide resources and programs for teachers interested in updating their content knowledge and skills. In the past the Ohio Department of Education has collaborated with the Title VI centers to offer a summer Global Institute for teachers in K-12. The Title VI centers have also made presentation at the Ohio Council for the Social Studies Conference. These types of efforts reach a small but receptive audience. There are several challenges that programs in international education face: elevating awareness of the importance of international education and reaching enough teachers to make a significant impact.

One project in the planning stages is a Web site that will showcase international education in Ohio. There are many initiatives that may not be widely known beyond those with direct involvement such as the Fulbright Hayes Summer Seminars Abroad or partnerships that individual schools may have developed with schools in other countries. We would like to use the Web site as a tool to provide information about those programs and links to assistance for educators who are interested in

putting more emphasis on international education. Plans include linking this Web page both to The Ohio State University Web page and the Ohio Department of Education Instructional Management System.

Teachers and students in Ohio benefit from programs of the Title VI centers and the Ohio Department of Education supports the continued funding of these centers.

Thank you, Chairman Tiberi, for this opportunity to talk about some of the initiatives and benefits of international education as it affects Ohio's students and teachers. I will be happy to answer any questions.

Chairman TIBERI. Thank you. Thank you all again for testifying. Let me just get into the questioning by asking Dr. Ladman, who mentioned leveraging.

Dr. LADMAN. Yes.

Chairman TIBERI. Can you expand upon that a little bit in answering a question that I pose to you based upon not only your written testimony but a little bit about what you talked about? Do you think there should be a portion of Title VI funds that are made available only for the purposes of trying to partner or, I think you would agree, leverage additional funding in the area of international education initiatives? You think we should look at that?

Dr. LADMAN. Yes, I think actually we did quite a bit of that already because I think, as I indicated before, not only on our campus we do that but by working at other units on the campus and sponsoring different activities.

Chairman TIBERI. Excuse me. But do you think that we should earmark solely for that purpose within Title VI?

Dr. LADMAN. Are you speaking about leveraging with organizations off the campus?

Chairman TIBERI. Yes. Yes.

Dr. LADMAN. OK. I see possibilities for doing that. One might be to work with, say, organizations like the Ohio Department of Education because clearly as we are working with them right there we are collaborating with them. They are using their money and we are using our money to carry something out.

We also are able to work with other foundations or Government programs for Federal grants to bring programs in that we can use. I think really the real concept of leveraging is what the presence of the Title VI program on the campus does in helping us to work on the campus of the academic departments in developing courses, attracting faculty, building our capacity to do a better job of what you want us to do. By doing that I think this is where the funds really get leverage.

In other words, for every million dollars you put in you are getting a lot more out, several million dollars out in terms of the output and so forth. I think that's important. It might be a little difficult if you were to put a certain amount of money into a program for purposes of going out and getting additional money and getting matching aid and only using it for that purpose.

Chairman TIBERI. OK.

Dr. LADMAN. But we're the Title VI presence and when we have the capacity we use that capacity to go out and get funds to do additional things.

Chairman TIBERI. Dr. Unzueta, you in your written testimony mentioned this concept as well. Can you give us your thoughts?

Dr. UNZUETA. My response to that is that I think it is a good idea but I don't know how it would be practically because the grant proposal is to be written at the beginning of the three or 4-year cycle and when would the leveraging occur?

I think as Dr. Ladman already mentioned, the leveraging occurs anyways but it does in an indirect fashion. One way in which the grant competition does encourage some sort of leveraging is by targeting priority or competition priorities, invitational priorities they are called, for a specific project.

That could be, for instance, and we would welcome that at Ohio State, specific collaborations between area study centers and CIBER, area study centers and the language resource centers or area study centers and other specific units. I think that would be a good idea and a welcome idea.

Chairman TIBERI. Just a follow-up on another area. You mentioned in your written testimony that Ohio State offers over 30 languages and all six critical languages identified by the General Accountability Office and which types of professions are graduates employed? What are they doing using language skills that they gained here at Ohio State? Have you tracked that at all?

Dr. UNZUETA. One indicator would be a call I received from a colleague, the chair of the Station Department. She also alludes to the sense of globalization many of you were referring to at the beginning. The Monterrey Institute of Technology in Mexico has called Ohio State looking for Chinese and Japanese instructors. Our graduates with MA degrees in particular so that's the one way of tracking how our graduates are doing.

My experience in the Department of Spanish and Portuguese and for Latin American Studies is that, indeed, our graduates are being placed at very competitive institutions as well as in high schools and smaller colleges around the country.

Chairman TIBERI. That's great. Thank you.

Dr. Hills, you talked a little bit about OSU's CIBER program. Can you expand on that? Can you talk a little bit about some of the initiatives that you are dealing with today?

Dr. HILLS. Um-hum.

Chairman TIBERI. And how that ties into the international education area.

Dr. HILLS. Some of these things we do in collaboration with other CIBERs. That's one way to leverage the funds. The funds when you think about it in the larger scheme of things are fairly modest so if you needed to do some big projects like national conference, you really need to do that in collaboration with others.

Some of the things that we've done, the University of Illinois we have co-sponsored with a number of other CIBERs the National Security Conference last year which was very interesting. It was both an academic and applied conference. The National Trade Policy Forum is moving about the country.

It started in North Carolina. I attended that conference. It is a conference for state officials preparing them for the challenges they face when changes in tariffs and free trade agreements affect the workforce and the state. That's a very interesting thing. We do some things on our own.

I mentioned the small or medium-size business outreach program. We have initiated a program here called TARGET. I don't remember what that stands for now but it is an outreach program for small and medium-size businesses to learn from each other and take the resources from the university by meeting here once every month or once every 2 months. We've now expanded that program to Dayton, the OSU Mansfield campus. Now we're going to have a program like that in Cleveland so it is becoming statewide.

On the curriculum side I've just come back with my students from China with an emerging markets class. I take 18 students every year and have for the last 10 years to a different emerging market. They are in the process of writing cases as we speak based on the firms that we visited.

This has created an entirely different sort of character to their MBA training at Ohio State. We have now expanded that to an undergraduate course also in emerging markets. Without the CIBER funds we would not be able to support those very expensive kinds of experiences that are extremely enriching for students.

In June I'll be taking some of my faculty colleagues to South Africa and we will have a seminar, a 10-day seminar there. None of these five faculty members have ever been to that part of the world or have had the possibility of thinking about Africa so that's going to be a very fine opportunity for them.

Chairman TIBERI. Thank you, Dr. Hills.

Ms. Nesbitt, can you speak a little bit about real life experiences that children have who are exposed to international education, foreign language both from the perspective as a teacher, from your perspective as a teacher, and now a state administrator?

Ms. NESBITT. Well, I think that the research clearly shows that students who are instructed in learning foreign languages at early ages that it has a positive impact on their overall academic achievement. Their knowledge of international issues is just so critical in broadening their perspective. Even if they never were to travel abroad or engage in that way, it also helps them to understand the people that are going to meet right here in Ohio as we become a more and more diverse state.

Chairman TIBERI. Very good. I am going to yield for some questioning to my colleague, Mr. Hinojosa.

Mr. HINOJOSA. Thank you, Mr. Chairman. I am pleased that in the first round you asked such good questions that allowed the panelists to expand on what they wrote in the materials that I read prior to the hearing. I want to start with Donna Nesbitt.

I am glad to hear that Title VI centers here in Ohio are working with the Ohio Department of Education to offer summer global institutes for teachers in kindergarten through the 12th grade. How effective are they and are the results available to other states of education throughout the country?

Ms. NESBITT. The global institute that I spoke about was a program that we did several years ago. It is not currently an annual program but our work with the Title VI centers has been on a number of things over the years. I was using that as one particular example. I believe the last one of those was several years ago.

As the Department entered into the development of academic content standards and some of our other initiatives, we didn't have

the staffing to continue that but we certainly would like to move back in that direction.

Mr. HINOJOSA. At what grade are you recommending that they have foreign language to start a second language? If they are English speakers at what grade do you all recommend that they start a foreign language?

Ms. NESBITT. In our academic content standards for teaching foreign language we have written them so that they can be accessed at a number of grades. We would recommend that it happens as early as possible, as early as kindergarten. We know that the reality in school districts with short funding and resources is that is not always possible.

The standards are written so that if a student begins foreign language instruction in the early grades, the standards are there to show how they need to develop throughout their academic career so that we are identifying more than the usual 2 years that maybe students would have gotten traditionally at the high school level. We certainly want to encourage that.

Mr. HINOJOSA. Let me tell you that earlier this week we had a hearing in Washington on Head Start because Head Start will be reauthorized. We saw the listing of the monies invested in early childhood education in Ohio is at the very top in the amount of money that is being spent in early education. They put No. 2 and No. 3 to shame because they are head and shoulders higher than the other states.

I think I saw a list of 25 states out of the 50 and I was so impressed. So if that's the case, you need to help us get other states to encourage that a foreign language be available in the primary grades. I'll give you a specific example. I have two young children. I have five all together but the two youngest are 9 and 11 years old, third grade and 5th grade.

We moved them from the Catholic School where they were attending in Washington to the Dual Language Program at Oyster Bilingual Elementary School. When we arrived on that campus they both crossed their arms and they asked, "Daddy, what in the world are we doing here? We don't understand the words they are saying here."

Within 2 years they have exceeded grade level of 3 and 5 in reading in Spanish and writing and poetry and declamation and all of that. As a result of some move that we made, we have just moved to Virginia in Fairfax County which is one of the best in Virginia, but they don't offer foreign language until they get to middle school so there is a lack in grade programs throughout the country where what you all are doing here is not being implemented and we need it in order for this international program. Every one of you have, in my opinion, shown the importance of languages.

If you teach 30 languages, as Dr. Hill mentioned earlier, there's no doubt that if we could just teach the top five that are spoken the most which is Mandarin Chinese, English, Spanish, and I don't know fourth and fifth, but for sure I know those three rank as No. 1, two, and three. We need your help so that Departments of Education throughout the country can start talking about this and adding it to the program.

Dr. Hill, I was so impressed to hear that you have been with Ohio State 30 years and have seen the improvements that you all have made. Taking students to emerging markets such as you did in China and maybe next year to South Africa I'm impressed.

On our education Committee we've had opportunities to go with Chairman Buck McKeon to China a month ago and we visited seven universities while there. We were there for 8 days. We were so impressed with the growth of China with a 9 percent GDP.

With that 9 percent they are wanting to send their graduate students all over the world but they complained about not being able to send as many as they used to to the United States. They said that the numbers have dropped 38 percent that used to come to the United States to do masters and Ph.D. programs. Since 9/11 we really tightened up on immigration and it has been very, very difficult.

I was very pleased to hear your comments and your programs. I wish that you could come to Washington and testify in one of our Committees. I know that Chairman Tiberi and the Select Education Committee would consider a request if some of us make that so that we can get into the record what is being done here at Ohio State with taking our students abroad as you seem to be doing so well.

Dr. HILLS. I would be happy to do that if you would like. I would be very happy.

Mr. HINOJOSA. Do you have any programs that seek to develop expertise on the North American Free Trade Agreement or other treaties that we just signed with the Pacific rim countries?

Dr. HILLS. At the current time there are CIBERs who have specialized in that but our collaboration has been largely with the effects of the trade through the North Carolina conference that I mentioned. We will host that conference here in 2008. That conference will be hosted here. We will be ramping up for that and a good bit of what we will be doing is examining the effects of those international trade agreements on Ohio in this region.

Mr. HINOJOSA. When you do, look at the impact that NAFTA has had on the winners and losers because there are winners and losers under our agreements of trade. South Texas is a good case study so that you can see what has happened there with the movement of the agriculture laborious products that we use to grow and third biggest in the nation. We have wiped that industry out. And the textile that affected North Carolina affected us. We lost 10,000 jobs in South Texas and 10,000 jobs in El Paso because textiles just disappeared.

Dr. HILLS. Yes. We heard a good bit about that in North Carolina.

Mr. HINOJOSA. That would be a good case study for some of your graduate students. I enjoyed your presentation.

Dr. Fernando Unzueta, I want to say that your moving to Ohio here the last 15 years, as I understand, is a big loss to the State of Texas because I understand that you were running Latin Studies at the University of Texas at Austin where I graduated. I have a BBA and an MBA from UT Austin and that's why I was kidding my Chairman that we are running and running trying to catch up

with Ohio State so we can buildup the 60,000. I see that we got behind when we lost you to Ohio.

Dr. UNZUETA. I was a student there but I would like to consider myself a bridge between Texas and Ohio and feel proud for it.

Mr. HINOJOSA. I would like to ask you, Dr. Unzueta, would you please briefly describe some of the course work that your students would take in Cuernavaca, Mexico, as it regards NAFTA and are those courses offered both in Spanish and English?

Dr. UNZUETA. The study abroad program in Cuernavaca is really basic and intermediate language program. However, in response to your question to Professor Hills, the Center for Latin American Studies does offer a NAFTA program outside Mexico City and Professor Ladman is actually the one who started and implemented and directed that program for several years. Since then he's moved on but the program continues very strong.

In Cuernavaca the instruction is in Spanish for basic and intermediate language courses. In the NAFTA in Mexico City, or outside Mexico City, instruction is mostly in English for a broad range of international study students and students from the College of Agriculture.

Mr. HINOJOSA. Let me see if I understand what you said. In Cuernavaca it's in Spanish but in Mexico City it's in English.

Dr. UNZUETA. Yes, because they are different programs. We have basic Spanish programs where we send large number of students. I'm talking about 100 every year to both Cuernavaca, Mexico, and to Quito, Ecuador. We have the NAFTA program that send about 15, 20 students every year and that course of instruction is mainly in English.

We have over two dozen study abroad programs through Latin America and some of them are more specialized than others. Most of them are in Spanish. A few are in English.

Mr. HINOJOSA. If you would give us after this forum is completed, this hearing, the names of the universities that you'll have collaborated with in Cuernavaca and Mexico City, I would be interested because we have a lot of Congressmen and even some senators for going into Mexico to study a week or 2 weeks in emersion Spanish trying to improve their command of the Spanish language.

I was pleased to hear that there are programs in Mexico City that Ohio State is collaborating with. I would like Dr. Ladman, if both of you would give us those names. I'll share them with our Members of Congress.

I also want to say to you that 2 years ago when my wife and I decided to send our children to a dual language program we went to Cuernavaca for 3 weeks in August of 2003. They began to build a vocabulary in Spanish. They found it to be very difficult but they enjoyed living in the home of a family in Cuernavaca and it was just a wonderful experience and they want to go back this year in 2005 now that they have such a good command of Spanish. I was very interested in reading your materials.

My last question to you, Dr. Unzueta, elaborate how your summer language programs collaborate with the college of education for the teaching of Math and Science which is very important to us in Congress in our Education Committee.

Dr. UNZUETA. This is a unique program in a sense. The core of the program is that summer seminar abroad for Spanish teachers that a colleague has been conducting for 14 years now. He takes about 20 teachers from the State of Ohio and around the country really to different Latin American countries. That program is oriented toward Spanish instruction, Spanish teachers.

However, since this was run through the senator and the colleague who had been running and developed this program was our outreach coordinator or Director of Outreach of the Center for Latin American Studies we thought about the idea that it would be good to promote the same type of model for teachers in other disciplines.

We started that program for teachers of Math and Sciences from the same basic population in coordination with a couple professors from the College of Education who prepared packages, instructional materials, designed the course, take the group of 15, 20 students to Central America or to Mexico and they studied there the traditional ways of doing math by Mesoamerican civilizations. They bring those into the present on how to communicate that information to teachers across the state.

The next step is another program we have designed on environmental issues in the Amazon. Hopefully this summer, if not this coming summer the following summer, we'll be sending a similar group of social science and environmental studies teachers on a trip to the Amazon with a faculty member from the School of Natural Resources who specializes in soil preservation and other ecological issues.

The model is the same. They take graduate level courses, the high school teachers or elementary school or middle school teachers do. Not only that but they also ask to produce lesson plans. That's their homework. Instead of turning in a research paper or essay they have to produce lesson plans that they can then use in the classroom.

Mr. HINOJOSA. I want to say that I'm very interested in inviting Ohio State to collaborate with a program called HESTA, Hispanic Engineering Science Technology which is by one of the branches of the University of Texas at Edinburgh and they have their fifth year of this program and they have been collaborating with the La El Tecnologico de Mexico because they produce so many engineers.

This particular program I'm looking for some—I'll find it. I brought a copy of that 2005 program. From just listening to what I just heard here, I think you would probably—the people who make that decision would find it an enrichment to some of what you all are doing to collaborate with somebody like UT Edinburgh because that one has about 20,000 GEAR UP students and you all have them here in Ohio, the GEAR UP program in public schools, 7th and 8th graders.

They direct a lot of the students to look at that as a career path at the 7th and 8th grade where they start taking their algebra. We have found that there are more girls now in it. We completed 4 years with HESTA and the fifth year we now have more girls than boys getting started in that program because they have found that it's interesting, challenging, and it pays very well. We would like to invite Ohio to take a look at that.

Dr. UNZUETA. We would be happy to explore that possibility. We just signed an agreement with East Tech which is an engineering science and technology program out of the University of New Mexico, another Title VI center, for collaboration on technology across the Americas basically.

Mr. HINOJOSA. The last thing I'll say to this and move on to the next question with Dr. Ladman is that the students in my area are 80 percent Hispanic so you can see why we are so interested in the Math and Science because they find that to be easier than almost any of the other fields even though they do, of course, like other careers.

Dr. Ladman, I saved you for the end because I have some very difficult questions for you. I congratulate you and the university for developing such a broad and high-quality effort using Title VI funding.

However, our national investments in these programs seem to be, in my opinion, highly inadequate for our status as the world's superpower and we have difficulty in getting the appropriators to leapfrog those numbers so that we can get more students into these programs. How can you and your colleagues help us in bringing attention to the need for additional financial resources from Congress?

Dr. LADMAN. OK. I fully agree with you in the sense there is a shortage of resources relative to the national need. I think there are several ways. One of the most effective, perhaps, is the coalition that was referred to earlier, 35 different organizations that are very interested in this.

One of the objectives is to try to promote that agenda, as a matter of fact, to increase the amount of funding available. I think by working with them and so forth we are able to try to influence our legislators to move in this direction. Of course, it's very difficult and times of short funds and how to spread those funds around.

I really think what's happening, and this is something that I think is very important, you know, first of all, it was Sputnik and it was the cold war that got the Government really interested in international education by sponsoring the Defense Education Act of '58. Title VI came out of that.

Then it went into the 1961 Fulbright Hayes Act where area studies got added. Then we had the language centers and the business program later on. I think since 9/11 there has been an awareness in this country about the importance of international education and the importance of language education and the importance of our people learning these less commonly taught languages.

I think it's the ground swell of opinion out there whether it be from people like us or people who are experts or business people are demanding this that will cause the request to come to Congress to help make this happen. And I am delighted that we can say at Ohio State University that we are really participating in this because of the fact that we've got all these less commonly taught languages.

We are teaching people Uzbek, Hindi, Urdu, Arabic, a number of languages that are very important in the Middle East and Central Asia. Some of the people, for example, we have in our Slavic and Eastern European Studies Center Program an MA program and we

are training each year officers of the United States military who are coming here to get that degree.

One of them right now is serving as military attache' in one of those countries in that region. If we can show this is the sort of thing we're doing, I think this will help our cause.

Mr. HINOJOSA. You mentioned that we should use the 30 colleges that are making that group are moving this international studies forward. Are they prepared to support the recommendation and re-authorization of international studies that there be an advisory group that would probably put in some type of accountability so that the appropriators can justify, what I'm saying is leapfrog the funding to keep up with the demand and the need that we have in our country to be the super power?

Dr. LADMAN. As you may know, this is somewhat a contentious issue.

Mr. HINOJOSA. That's why I gave you the last question.

Dr. LADMAN. Anyway, yes. I think basically we understand the reason why in principle that they are Government-funded programs, there can be a Government-appointed advisory group. I think our biggest concern is the sense of how those people are appointed, what their mandate is and so forth, and who they report to because, you know, we are very concerned that this be an advisory committee that keeps us on track and doing the right things for international education and so forth.

I guess, as you know, initially there was considerable reaction against it. We understand the reason why there should be an advisory committee and we're just concerned that it have the right sort of composition, the right reporting lines and so forth.

Mr. HINOJOSA. Thank you, Dr. Ladman. Mr. Chairman, thank you for being so generous in allowing me a little extra time to ask questions. I had 3 hours at the airport in Washington. That's why I got here so late so I had time to read all their papers and ask a lot of questions. I've got in the second round one question equally difficult as this last one that I asked. I yield back, Mr. Chairman.

Chairman TIBERI. Thank you. Just to follow up on Mr. Hinojosa's last question, Dr. Ladman. Off the top of your head, if we desire legislation, and I don't need all the specifics, but let's say the Board would report to the Secretary of Education, would that be something that you would support?

Dr. LADMAN. Definitely.

Chairman TIBERI. Yes, as opposed to the way it's been drafted?

Dr. LADMAN. Um-hum.

Chairman TIBERI. OK. Let me ask a question to all four of you just to get your thoughts. It kind of relates a little bit to a question that my colleague asked. It's going a little beyond that looking at the big picture. You all are exposed to this in one way, shape, or form. Let me just answer part of it.

Money is part of the answer so let's take that off the table. The other part I'm trying to get your insights on is how can we engage all disciplines out there on the campus of Ohio State University at all levels in gaining a greater global awareness and realization of the world's culture and societies beyond our own through the different disciplines whether it's medicine or technology.

You mentioned technology before. How can we do a greater job through Title VI if that's the way? Then the second part of that question is how do we as policymakers and you as academics do a better job of selling the importance of what we're talking about today to the general public?

If you go out five miles from here into a neighborhood and talk to people about this subject, their eyes glaze over at the very best. How do we get more disciplines involved, No. 1, through Title VI and how do we get the general public to understand the importance of what we're talking about here today? Let's just go down the line. Dr. Ladman.

Dr. LADMAN. I might start with the first question and that is the way we view our international education programs at Ohio State University are that we are targeted through Title VI centers to train specialists and we currently put focus on that. But I should add that we are very concerned about internationalizing the whole campus and that includes students from all across the campus having the proper exposure.

One of the ways in which we are really putting a tremendous amount of emphasis is study abroad programs because we feel that this is one of the ways in which you get the most bang for the buck in having someone have a realization of how different other countries are and understand their own country much better so we've put in a major effort there.

We are also working on ways in which we can integrate the international education more effectively into the curriculum. There's a study going on right now and the faculty committee that's doing this and this is part of the agenda that we're working there.

It's a tough agenda but one of the things I think is important, you know, we think we see this as different clients. There are a lot of these specialists in international like Angela was for example. You've got the clients, for example, people in law school that should know something about international.

We've got the engineers. We've got to create programs that allow each one of those groups to be able to relate to international in a context which is meaningful to them. That plus our general studies curriculum which allows them to do that.

Another concept that I think is very important that offers a lot of possibility is offering double majors where students could major in a degree program, say, in history plus international studies, engineering plus international studies. That forces them into the language and so forth. I think there's a lot of potential for doing things like that, too. In answer to your first question, I think those are some ideas that I would have to share with you on that.

Chairman TIBERI. How about the second question?

Mr. HINOJOSA. How to sell the program.

Dr. LADMAN. How to sell the program. OK. That is a tough one because, you're right, the many people out there—I think everybody, as I said before, after 9/11 has awareness. The problem is they ask how to do it and should the Federal Government be doing it is the question that they're asking compared to other needs.

I think probably the most effective way is for us as a nation from our leadership on down in representation to just be talking about

the importance of us in a global world and how we interact with that global world and the importance of education occurring.

You can see, for example, within the Department of Education that Donna Nesbitt represents, they are wanting to incorporate international at that point. We're going through our outreach program and I should indicate to you that Ohio State in its strategic plan, which we call our academic plan, has P-12 education as a key point.

The Title VI centers, even the centers without Title VI have the mandate within the university to do the international part of that in combination with our language departments and so forth. We are real proud of what we do in that area. As a matter of fact, leveraging, I've got two people in my office that aren't paid by Title VI funds that work with the Title VI centers to carry out Title VI activities, plus each of the centers have someone in their office, too. That's an example of how important it is and how we believe in it.

Sorry, Donna. I must correct you on one thing. Even though the Department of Education helped us get this program going, when it wasn't possible for the Department to continue, we picked it up and are doing it so we continue to do it every summer and it's very successful.

Dr. UNZUETA. On the first point I would say, at least at Ohio State, the program as it is structured right now already has a push toward doing languages and internationalize education across the disciplines.

Let me give you an example. The CLAS fellowships tend to go toward very advanced language specialists or toward intermediate language specialists or in the professions, future lawyers, future doctors, future veterinarians. That happens perhaps a lot better at an institution so diverse and so large as Ohio State as any professional school you can think of.

Priorities within the grant competition often in the past have also tried to target nontraditional disciplines. Not the language programs or not international studies programs. It's not that we are going to abandon those but let's bring other disciplines on board.

Engineering, for instance, has signed several study abroad agreements with Latin American institutions over the last year or two at Ohio State which is sort of unusual.

Two or 3 years ago there was not much going on, at least nothing recorded or coordinated but the engineering school named a new associate provost in their college precisely to promote international issues.

I guess what I'm trying to say is that the university as a whole is also aware of the need to internationalize all education and not just the traditional language in area study programs.

As to how to see the programs, I will also acknowledge that is the tough job. I think continuity of programs certainly helps. Once we have the continuity and you have the numbers that we do year after year after year in, say, outreach activities that go to the community and you see this is a Title VI program funded by the U.S. Department of Education, that, I think, should help. It's not something you get the next day but it's a long-term process.

Dr. HILLS. I think the legislation for the CIBER program has been very well crafted by the Congress because it includes a number of mandates that require each CIBER to collaborate with other parts of the university.

In my testimony I constantly refer to the CIBER as the OSU CIBER, not the Fisher College CIBER. The OSU CIBER is mandated by Congress to do work with area studies, to do work with other professional schools, and as a consequence in order to receive the funding we have to demonstrate that we are doing that and that we plan to do that. So congratulations.

The second, how do you sell the program? I came to this testimony directly from a program this morning that we were doing called, "You Can Go Global." It was a program for minority students at Ohio State who often feel that it's very difficult to get outside the United States.

We found in today's program that there is absolutely no substitute for experience. Getting the experience changes people. We had a panel of businessmen and women today who gave testimony to the fact that their experience had changed them dramatically, permanently, and long-term by doing business outside the United States, by having experiences with the Peace Corps, by the Fulbright Program which I will take advantage of next year actually.

All of these kinds of experiential types of things are necessary to get people outside this very large and sometimes a bit insular country to see that the world out there is quite different than we might imagine.

Chairman TIBERI. Thank you.

Ms. NESBITT. Chairman Tiberi, I would like to address that from the K-12 perspective. As you know, we have competing priorities trying to meet the requirements of No Child Left Behind and educate our students in reading and mathematics. I think that we can see international education and present it to educators in a way that they see it not as an add-on but as something that can be integrated in what they are doing on a daily basis. When they are reading stories in the classroom that they are reading stories about children in other countries and, as we mentioned before, the early education in other languages.

There is also a national effort to promote international education that involves the National School Board Association and others. One of the things that I think is really effective is to have program models that show people instances of where this is being done and how it can be done effectively.

I know that the Goldman Sachs Awards each year are highlighting programs in international education at every level from the early elementary, middle school, high school, and at the college level. We are starting to build sort of a body of what works in this arena.

I think as Dr. Hill said, those experiences are so important and to hear about Math and Science teachers being able to have those experiences that I had as a Social Studies teacher to go abroad just hearing the media in another country and knowing how events may be reported on differently. I happened to be in Japan during the hand over of Hong Kong and watched it on Japanese television.

That's a very profound experience seeing that from an Asian perspective.

As far as selling to the general public, I think that really is a challenge but there has always been that challenge with new ideas. A small but dedicated group of voices that are continually heard over and over eventually becomes what people are starting to refer to as the tipping point when at some point it's going to be a more widely espoused sort of attitude that I think we will look back and realize and think that maybe there was never a time that we didn't think that way.

Chairman TIBERI. Thank you. That completes my questioning. Now for the really tough questions I'll turn it over to my colleague.

Mr. HINOJOSA. Well, Dr. Ladman, being that you are the highest ranking here for Ohio State University. My concern as we have been going through the process of reauthorization of higher education is that there is a question of some legislation that would combine the definition of an institution of higher learning into one.

Presently we have two definitions. One for the for-profit colleges and universities, what you know as proprietary schools. Then we have another definition for nonprofits such as Ohio State University, our community colleges. Those are the others.

The idea is to have one definition for all colleges of higher ed. If that were the case then, of course, there would be competition in the existing monies that were available for Ohio State and all nonprofit colleges and universities.

What are you and others of your colleagues in colleges and universities saying in talking about this legislation? What is the feeling out there? What is the pulse?

Dr. LADMAN. I will have to plead that I really haven't thought about that particular issue so I'm not in a position to respond because I've been thinking of it in terms of the universities like our own. We do compete, obviously, with private colleges, the Ivy League colleges and so forth, for the competition.

One of the things about the competition is that the Title VI program is purely competitive so you compete on your merits and your capacity to deliver. I think if the program were opened to schools other than the ones that are presently in there, I think they would have to compete on their merits. I'm guessing that would be the way it would work out.

Now, fortunately some of the universities like ours and a number of others who built this capacity clearly have an advantage but we would really have to work very hard to maintain that advantage because for everyone of us that wants this program, there's another two out there that are applying that aren't getting it so it's a very competitive process. That means that our universities have to make special commitments and counterparts and so forth to do what we need to do to make this happen.

Mr. HINOJOSA. I appreciate your honesty that you haven't thought about it but I want you to think about it because last year the funding was \$107 million for this particular program that we are discussing today. This year in 2005 the funding went up \$1 million to \$108 million.

In the proposed budget for 2006 the administration wants to level fund it at \$108 million so it doesn't even take care of inflation

rate. So as we understand it, should the definition change? It's not just going to be the colleges and universities who have competed based on abilities. You are going to bring in about some thousand proprietary schools and colleges that also will have the right to compete for whatever Federal money is available that they have not been able to compete in the past. They simply operate their colleges and universities for a profit and they have been growing by leaps and bounds. Give that consideration.

I think my other question, Mr. Chairman, would go to Ms. Nesbitt. You have also been talking about the idea that high schools are antiquated, that they are not keeping up with the changes that have occurred in globalization, international studies, international competition, etc.

As a result of that, the graduation rate of our Hispanic high school students and African American students has dropped to about 50 percent based on studies made by Harvard and other groups.

The idea is, I think it was Bill Gates and Melinda Gates, gave New York City \$50 million to do a pilot test and see if they could take those very large high schools and have schools within high school. If you had 2,000 students, possibly have four with 500 students. How do you all feel about that here at Ohio Education Agency?

Ms. NESBITT. Were there are several issues related to that. The State Board of Education in Ohio during the last year convened a group which included representatives from the business community, higher education, and others to study high schools in Ohio. That group issued a report. I believe the title is, "Report on High Quality High School."

They did identify that issue of smaller schools as one of those issues and they laid out a plan for high school reform that the State Board of Education has embraced and we will be implementing over the course of the next few years.

In addition to that, I believe, and I would have to provide for you at a later time, information about some of that money from the Gates Foundation that is being implemented for the same purpose here in Ohio in some of our urban settings where they are looking at the smaller schools within a school.

I believe they are also collecting data as that is implemented to see what effective that has on issues such as dropout rate. We would be able to provide for you the current status of that and where you might get further information at a later date.

Mr. HINOJOSA. I thank you for your response and we would love to have your information. I would be indebted to you if we could see that in writing.

Mr. Chairman, I yield back the balance of my time.

[The information referred to has been retained in the Committee's official files.]

Chairman TIBERI. Thank you, Mr. Hinojosa. Before we wrap up, I just want to make a few introductions, a couple of Ohio State introductions. Dick Stier with the Government Relations Program has been here—how many years have you been here, Dick?—has been wonderful to work with as a member of this Committee.

Dick and Stacy Rastauskas who is somewhere. I'm not sure where she went. I want to thank you for helping put this together today, getting the witnesses and the room and all the other details. We really appreciate that.

Another gentleman who has played an important role in my life and I think he's back in the back. He was a professor of mine. Yeah, that is. I thought that was you back there. A professor of mine in the Foreign Languages Department, Dr. Luciano Forena. Please stand. A professor of mine. You can imagine what he taught me. He also gave me my first communion back here in Columbus more years than I will care to remember. A long time ago. He has played a couple of important roles in my life. Dr. Forena, very nice to see you here today as well. Very distinguished man.

Again, thank you to the witnesses who are taking time out of their busy schedules to be with us today. We really appreciate your willingness to be part of this. We expect that the higher ed reauthorization will be with us some time in the fall and your testimony today, your written testimony, your comments, your answers to the questions will help us formulate what I believe will be a bipartisan bill that will hopefully strengthen what you do on a day-to-day basis.

Thank you again to my colleague for coming to Columbus, Ohio, Mr. Hinojosa, for your participation and your staff's participation. We certainly appreciate your willingness and your busy time away from your family and your constituents as well.

Mr. HINOJOSA. Thank you, Mr. Chairman. It's been very enjoyable. I look forward to hosting you and the staff in Texas in about 2 weeks, or maybe less. Just as we are going to break bread this evening at an Italian restaurant, I invite you to break bread with us in South Texas with some of the finest Mexican food you have ever eaten. We look forward to it.

Chairman TIBERI. I'll take you up on that. If there is no further business before us today, with that this Subcommittee stands adjourned. Thank you.

[Whereupon, at 3:51 p.m. the Subcommittee was adjourned.]

