

COALITION FOR INTERNATIONAL EDUCATION

Promoting U.S. Global Competence

American Leadership in the 21st Century *The Importance of International and Foreign Language Education At the U.S. Department of Education*

Higher Education Act –Title VI, International Education Programs
Fulbright-Hays 102(b)(6) Overseas Programs

**–INFORMATION PACKET–
July 1, 2025**

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HEA-TITLE VI & FULBRIGHT-HAYS OVERVIEW

–AMERICA’S FOUNDATIONAL PROGRAMS FOR INTERNATIONAL EDUCATION–

Most Comprehensive and Multifaceted Federal Programs for International Education and Foreign Language Studies

- ♦ Develop and maintain a steady supply of graduates with deep expertise and high-quality research, as well as graduates with basic understanding of foreign languages and cultures, international markets, world regions and global issues.
- ♦ Prepare our next generation of global business managers, support our export initiatives and stimulate U.S. jobs and economic growth.
- ♦ Support our commercial, defense, diplomatic, and educational interests, among an expanding range of other sectors such as cyber security, health (including global pandemics), food safety, environment, law, engineering and more.
- ♦ Sustain instruction, curricula and research on over 200 less-commonly taught languages and all world regions of U.S. strategic interest. Most of these languages and cultures would not be taught in U.S. higher education if not for Title VI.

Broad Access to International and Foreign Language Education

- ♦ Regularly conduct outreach activities to K-16 educational institutions, business, government, the media, and between four-year postsecondary institutions and community colleges.
- ♦ Enhance public understanding of international events that affect U.S. national interests with diverse perspectives and a wide range of views.

Cooperation with Other Federal Agency Programs

- ♦ Other federal agencies with complementary programs are not duplicative, and depend on Title VI and Fulbright-Hays infrastructure and resources for their targeted strategic goals.
- ♦ Examples: the U.S. Army’s Foreign Area Officer Program (FAO), DOD Language Flagship Programs, the U.S. National Guard, and the Department of Commerce Export Initiative.

21st Century Educational Challenges

As national security and global competitiveness expand to include numerous global threats and issue areas, support is needed to address well-documented growing demands for U.S. graduates with international knowledge and skills across employment sectors, including government. The interdisciplinary infrastructure Title VI and Fulbright-Hays supports should be strengthened and built upon to incentivize innovative educational strategies to address the challenge. Graduates entering the 21st century global workforce must have professional and technical skills, as well as cultural competence, foreign language ability and international experience. These skills will enable graduates to succeed in fields vital to our national security and economic competitiveness around the world.

HEA-TITLE VI & FULBRIGHT-HAYS GRADUATE EMPLOYMENT EXAMPLES

FEDERAL GOVERNMENT

PhD, Russian and Soviet History, 1974: U.S. Secretary of Defense, Director of CIA, President of Texas A&M, currently Chancellor of the College of William & Mary.

MA, African Languages and Literature, 2002: Task Force Officer, Joint Terrorism Task Force, FBI. Language: Arabic (FLAS). FBI Director's Award for Counterterrorism, 2022; NCIS Global War on Terrorism Medal, 2009.

MA, Near Eastern Studies, 2007: Lead Analyst, US Department of Defense, England. Language: Arabic.

MA, Slavic and East European Studies, 2011: Flag Briefer, US Naval Intelligence. Language: Russian and Serbo-Croatian/Bosnian/Montenegrin.

MBA 2012: Business Development Director, Cybersecurity Collaboration Center, U.S. Department of Defense

MA, East Asian Studies, 2016: Economist, US Department of Agriculture. Role: analyze macroeconomic trends in East Asian markets and emerging economies in Southeast Asia. Language: Japanese (FLAS).

MA, East Asian Studies, 2018: Analyst on Korean issues, Central Intelligence Agency. Language: Korean.

MA, Public and International Affairs, 2018: Public Safety Analyst, Statewide Terrorism Analysis and Crime Center, Ohio's State Fusion Center. Language: Turkish (FLAS).

MA, East Asian Studies, 2023: Policy Advisor, Committee on Foreign Investment, US Department of Commerce. Language: Japanese (FLAS).

Master of Laws, Contract and Fiscal Law, 2024; JD, International and Comparative Law, 2013: Judge Advocate, US Army. Languages: Kazakh, Turkish (FLAS).

FOREIGN AREA OFFICERS

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

MA, Slavic and East European Studies 2000: Faculty Instructor, US Army War College. Language: Russian.

MA, Latin American Studies, 2011: Professor of Operational Studies, Joint Special Operations University, USSOCOM. Role: teach special operations planning and applied research methods. Language: Spanish.

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

MA, Latin American Studies, 2017: Foreign Area Officer - Western Hemisphere, US Army. Language: Portuguese.

MA, Slavic and East European Studies 2019: Faculty, George C. Marshall European Center for International Security Studies, an intergovernmental instrument of German-American defense cooperation on regional and transnational security issues. Language: Romanian.

MBA, Global Business Certificate & MA, Japan Studies, 2019: Foreign Service Officer, US Army Reserve. Languages: Japanese (FLAS). Role: assess on geopolitical, security & economic developments in the Asia-Pacific and coordinate with Security Cooperation & Defense Attache Offices and other national security stakeholders to enable senior-level decision-making at federal agencies and information-sharing with allies.

BA, East Asian Studies, 2015: Foreign Service Officer, US Department of State. Language: Chinese.

BA, Political Science, 2018: Foreign Service Officer, US Department of State. Language: Thai.

BAs in Political Science-Foreign Affairs and Middle Eastern & North African Studies, 2022: Senior Passport Specialist, Bureau of Consular Affairs, US Department of State. Language: Arabic.

BUSINESS

PhD, Cognitive Psychology and Cognitive Neuroscience, 2019: Senior Language Engineer, Amazon.

Languages: Russian (FLAS), Serbo-Croatian/Bosnian/Montenegrin (FLAS). Psycholinguist analyzing and modeling linguistic data and expertise in bilingual language learning; designs and implements conversational natural language products, including AI voice assistants.

MA in Public and International Affairs, Security and Intelligence Studies & Russian, East European, and Eurasian Studies, 2022: Blockchain Intelligence Analyst, Transaction Risk Monitoring/TRM Labs. Languages: Russian (FLAS), Ukrainian (FLAS). Combines background in security and intelligence studies with foreign language expertise to conduct dark web research; Russian-English translation; open-source, IP and domain analysis; threat actor & cryptocurrency tracing; fraud analysis; intelligence reporting; and investigations.

MBA and Certificate in Global Studies, 2017: Foreign Military Sales Developer, Alliance Global Group, a veteran-owned company supporting the U.S. Government's program for transferring defense articles, services, and training to international partners and international organizations. Language: Arabic (FLAS).

MBA, International Business, 2013: General Electric Global Marketing & Sales Consulting Team. *"The CIBER Global Business Program experience has continued to be a differentiator for me in my career. In fact, the frameworks and structure are now being considered for my group in GE, an internal consulting team and leadership development program for global sales and marketing leaders."*

MBA, 2009: Marketing Manager for Asia, Cook Medical, among the 48 world's largest medical device companies (2019).

MBA, 2004: Corporate Vice President and Chief Human Resources Officer, Northrop Grumman

BA, International Relations, East Asian Languages and Civilizations, 2024: Country Risk Management Analyst at JP Morgan. Languages: Korean.

BS, Economics and BA, Chinese, 2022: Global Capital Markets Analyst at Morgan Stanley. Language: Chinese.

PRIVATE NONPROFIT

PhD, Medical Anthropology and MPH, Behavioral and Community Health Sciences, 2018: Senior Anthropologist, Henry M. Jackson Foundation for the Advancement of Military Medicine. Language: Portuguese (FLAS). Designs, evaluates and conducts community-based research to develop culturally centered systems that meet the health, performance, and resiliency-based needs of military personnel.

PhD, History, 2021: Deputy Director of the Japan Chair, Hudson Institute, DC. Language: Japanese (FLAS). His work focuses on US-Japan relations and the Indo-Pacific, with an emphasis on regional partnerships, defense innovation, trade, and technology.

MA, East Asian Languages and Cultures, 2021: Research Associate on Global Public Health, Center for China Analysis, Asia Society.

MA, Southeast Asian Studies, 2022: Associate Manager, Southeast Asia, US Chamber of Commerce. Role: manage the Chamber's advocacy & research efforts for Chamber members and Fortune 500 companies in Southeast Asia, Australia and New Zealand. Language: Bahasa.

MPA, Public & Nonprofit Management, 2011: President & CEO, World Affairs Council, Pittsburgh. Languages: Portuguese (FLAS).

BA, Asian Studies, 2014: Research Analyst, Henry L. Stimson Center, a leading DC-based foreign affairs think tank promoting international security and shared prosperity through research. Language: Korean. Conducts research on North Korean human rights.

Education

PhD, History of Latin America and the Caribbean, 2009: Professor of International Studies, US Naval Academy. Language: Portuguese (FLAS).

PhD, Slavic Languages and Literatures, 2006: Associate Professor of Russian, Defense Language Institute. Languages: Russian (FLAS Fellow).

MA, Near Eastern Studies 2007: Associate Director, Institute for Future Conflict, US Air Force Academy. Language: Arabic.

BA, East Asian Studies and Japanese, 2004: Assistant Professor of Strategy, Air War College, US Air Force. Language: Japanese.

WHAT STAKEHOLDERS SAY ABOUT HEA-TITLE VI OUTREACH

Air Force ROTC, Pennsylvania

“Over the last 12 years, we have worked closely with the University of Pittsburgh’s Center for Russian, East European, and Eurasian Studies on implementing the Pitt Project GO program to provide intensive foreign language training to ROTC students. Pitt has a strong reputation for delivering high-quality language and cultural training, greatly enhanced by the availability of Title VI funding to expand the University’s foreign language and area studies. Thanks to the capacity-building impact of Title VI, the scholarship, training, and travel opportunities available through Project GO provide incentives for talented cadets and midshipmen to learn Russian and other challenging languages critical to U.S. national security needs.” – **Lt. Col. Robert Chance, Commander, AFROTC Detachment 730**

U.S. Army, D.C.-Baltimore

“The Title VI-funded Graduate Certificate in Russian Studies provided a critical foundation for my career as a U.S. Army Eurasian Foreign Area Officer. Whether leading security cooperation programs in Kazakhstan, coordinating NATO and partner land forces engagement across Europe, or managing global operations for the Defense Threat Reduction Agency, the education I received at Pitt consistently enabled me to advance complex arms control, foreign military sales, and multinational cooperation initiatives. This education has remained a cornerstone of my ability to contribute to U.S. foreign policy and national defense, and I continue to rely on the analytical, linguistic, and regional expertise fostered through the Russian Studies program.” – **Robert E. Brewer, Lieutenant Colonel (Retired)**

National Association of District Export Councils (NADEC), Washington D.C.

“NADEC, representing thousands of trade professionals and exporters nationwide, recognizes the direct impact of the Title VI-funded CIBER program in fostering international trade education and workforce development. Many of our members—business leaders, educators, and trade experts—have directly benefited from collaborations with CIBER institutions, and we see firsthand how these programs effectively bridge academia and industry to drive U.S. export growth. Your work extends beyond education—it fuels economic growth, job creation, and expanded opportunities for U.S. businesses to thrive internationally, particularly small and medium-sized enterprises (SMEs).” – **Anne Burkett, Chair**

Indiana District Export Council (DEC)

“Indiana University’s Title VI-funded CIBER has been integral to the success of the Indiana District Export Council. CIBER’s financial support for our annual spring conferences has allowed us to host top-tier, content-rich programs, and it was that funding that made our first annual conference years ago possible. Most recently, IU CIBER partnered with the Indiana DEC to create professionally made video recordings of how and why companies engage in export development. The outcome has encouraged countless other Indiana businesses to pursue export development as a best practice to grow revenue and create jobs.” – **Andrew Reinke, Chair**

Chesapeake Specialty Products, Maryland

“Since its inception in 2006, the University of Maryland’s Title VI-funded Center for International Business Education (CIBE) has equipped 41,201 students with critical global business skills, trained 8,413 industry professionals, enabled 6,499 students to study abroad in global business programs, supported 4,685 faculty members, produced 415 global business resources, and placed 2,702 students into international business careers. These achievements represent a pipeline of talent and expertise that Maryland companies rely on to thrive. As a member of the MD/DC District Export Council, I am certain that, without this Title VI funding, fewer Maryland students will gain the international experience

necessary to compete and fewer faculty will have resources to teach and research global business topics, undermining our ability to prepare students for a world where economic and security challenges are deeply intertwined. A less globally competent workforce will leave the US at a competitive disadvantage globally, threaten our national GDP, and exacerbate trade imbalances at a time when economic resilience is more critical than ever. The Title VI program is an investment in our future—one that pays dividends in economic growth, innovation, and national security. I urge you to recognize its profound impact and advocate for its continued funding.” – **Ken Sanchez, President**

College of Business, University of Tennessee-Knoxville

“My language education directly contributed to my getting a job in international risk management and eventually entering the field of supply chain management. I can draw a straight line from my international studies, funded by the FLAS, to my current work as a faculty member in supply chain. The FLAS Fellowship enabled me to provide contextualized analysis to clients operating in southeastern Europe. It also enabled a deep understanding of the political, social, and economic factors impacting supply chains. I bring these perspectives to my work with students and corporate partners today. — **Daniel Pellathy, Assistant Professor of Practice; Director of Operations, Advanced Supply Chain Collaborative, U. of Tennessee**

West Michigan Teacher Collaborative

Partnership between Intermediate School Districts (ISDs) and the Grand Valley State University, offering high-quality K-12 teacher preparation to ensure educator retention and student excellence in 40 school districts.

In March 2025, the University of Michigan’s International Institute provided a slate of expert presenters for our West Michigan Teacher Collaborative, launched in 2023 to offer a deep dive into world history topics aligned with Michigan’s social studies standards. This type of rigorous, content-rich professional learning is essential at a time when fewer social studies teachers have a strong background in the content taught, are not pursuing graduate degrees in their discipline, and are not offered district-provided professional development opportunities specific to their certification areas. The International Institute’s Title VI programming fills a critical gap in our current professional learning landscape, ensuring that school-district educators teaching social studies in grades 5 through 12 have access to meaningful learning that strengthens their ability to teach complex global histories. — **Kristen Renes, Social Studies Consultant, Muskegon ISD**

Midwest Institute for International-Intercultural Education (MIIE), Illinois

Consortium of 39 two-year colleges in 13 US states, offering faculty curriculum and professional development to enhance student career-readiness through international and intercultural education.

The Midwest Institute for International-Intercultural Education (MIIE) was created with Title VI funding in 1992 to promote international-intercultural education at two-year colleges. Its primary mission has been to provide curriculum and professional development for community college faculty. The Title VI program has been of critical importance for community colleges in our consortium to promote international education, and foreign languages to enhance our national security, US trade, US entrepreneurship, and global skills for our community college graduates. — **Theo Sypris, Executive Director, MIIE**

International Studies Consortium of Georgia

Consortium of 19 two-year and four-year teaching colleges and universities in the Southeast, providing faculty professional development in international and area studies to ensure student success.

Due to the 2008 financial crisis, organizations like ours turned to Title VI National Resource Centers for a lifeline. There is a deficit of knowledge about non-Western and developing countries among the citizens of the United States. As a result, we have a continuing decline in our “soft power” to influence events to our advantage. Thanks to funding from the NRCs, we have been able to organize more than five dozen conferences for teachers and students with a positive impact on their learning and attitudes towards the non-Western countries.

– **Raj Sashti, Founding Executive Director, International Studies Consortium of Georgia**

U.S. DEPARTMENT of EDUCATION FY 2022 CONSULTATION WITH FEDERAL AGENCIES ON AREAS OF NATIONAL NEED

*Section 601(c)(1) of the Higher Education Act of 1965 (HEA) requires that the Secretary of Education consult with Federal agency heads in order to receive recommendations regarding areas of national need for expertise in foreign languages and world regions. The Secretary may take these recommendations into account when identifying areas of national need for the International Education Programs in HEA-Title VI. The following is the results of the most recent survey finding **over 160 languages and all World Regions**.¹ Title VI grantees support most if not all of these languages. The FLAS scholarship program alone supported 146 in the last ten years (FY 2014-2024) according to the Department's IRIS (International Resource and Information) System.*

PRIORITY LANGUAGES

- | | | |
|----------------------|------------------------------------|---------------------|
| • Acholi | • Cachiquel/Cakchiguel/Kaqchikel | • Ga |
| • Afrikaans | • Cebuano/Visayan | • Gaelic |
| • Akan (Twi-Fante) | • Chechen | • Georgian |
| • Albanian | • Chewa | • Greek |
| • Amharic | • Chinese (Cantonese and Mandarin) | • Guarani |
| • Anufo | • Ciluba | • Gujarati |
| • Arabic (all forms) | • Comorian/Shinzwani | • Haitian Creole |
| • Armenian | • Creole (Martinique) | • Hausa |
| • Aymara | • Crioulo | • Hebrew (Modern) |
| • Azerbaijani | • Czech | • Hindi |
| • Balochi | • Djerma-Songhai/ Zarma-Songhay | • Hungarian |
| • Bambara | • Estonian | • Icelandic |
| • Basaa | • Ewe | • Ife |
| • Basaar | • Ewondo | • Igbo |
| • Baule/Bawule | • Fang | • Ikposso/Kposo |
| • Belarusian | • Fijian | • Ilokano |
| • Bemba/Cibemba | • Finnish | • Ilonggo |
| • Bengali/Bangla | • Flemish/Dutch (Flemish) | • Indonesian/Bahasa |
| • Bikol | • Fon | • Italian |
| • Bislama | • Fula | • Ivatan |
| • Bulgarian | • Kikamba | • Jahanka |
| • Bulu | • Kinyarwanda/Rwanda/Ruanda | • Jola |
| • Burmese | • Kirundi/Rundi | • Japanese |
| • Kabiye | • Kituba/Manukataba | • Konkomba |
| • Kanuri | | • Korean |
| • Kazakh | | • Kreol |
| • Khmer (Cambodian) | | • Krio |
| • Khoekhoegowab | | • Kriolu |

¹ U.S. Department of Education FY 2022 Survey

- Kurdish
- Kwangali
- Kwanyama
- Kyrgyz/Kirghiz
- Lamba
- Lao
- Latvian
- Lingala
- Lithuanian
- Luganda
- Lunyoro
- Maasai
- Macedonian
- Madi
- Malay (Bahasa Melayu and Malaysian)
- Malagasy
- Maltese
- Mandinka/Mandingo
- Maninka
- Marathi
- Marshallese
- Mende
- Moba
- More/Mooré/Mossi
- Moldovan
- Mongolian
- Motu
- Ndonga
- Nepali/Nepalese
- Norwegian
- Ormo
- Panjabi/Punjabi
- Papaimento
- Pashto/Pushtu
- Persian-Afghan/Dari
- Persian-Iranian/Farsi
- Persian-Tajiki /Tadjik
- Pilipino/Tagalog
- Polish
- Portuguese
- Pulaar (Gambia, General, and Mauritania)
- Quechua
- Romanian
- Russian
- Samoan
- Sango
- Serbo-Croatian (All variants)
- Sinhala/Sinhalese
- Slovak
- Slovene/Slovenian
- Somali
- Soninke
- Sotho/Sesutho/ Sesotho
- Sranan/Taki-taki
- Susu
- Swahili/-Kiswahili
- Swati/Siswati
- Swedish
- Tamazight/Berber
- Tachelhit/Shilha
- Tamil
- Telegu
- Tem
- Temne
- Tetum/Tetun
- Thai
- Tibetan
- Tok Pisin
- Tsonga
- Tswana/Setswana
- Turkish
- Turkmen
- Twi
- Ukrainian
- Urdu
- Uzbek
- Venda
- Vietnamese
- Wescos
- Wolof
- Yoruba

ALL WORLD REGIONS

- Africa
- Central Asia/Inner Asia
- East Asia
- Middle East
- South Asia
- Southeast Asia and the Pacific Islands
- Russia/East Europe
- Western Hemisphere (Canada, Mexico, Caribbean, Central/South America)

U.S. Companies Rely on International Markets Now and in the Future

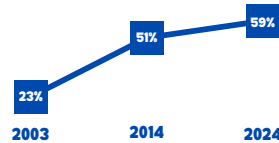


International Skills Crucial in the U.S. Workforce

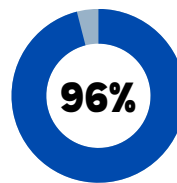
US companies are relying on international markets for growth and will continue to do so in the future, which in turn drives up the demand for international skills in the US talent pool. The Title VI-FH programs meet this demand; without them, there will be less availability of highly trained individuals to hire. If the US cannot compete globally, we put our economic stability and national security at risk.

Global Sales

INTERNATIONAL SALES ACCOUNT FOR MORE THAN 30% OF THEIR TOTAL SALES.

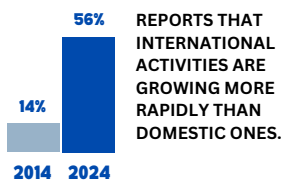


Driver for Growth



96% OF RESPONDENTS AGREED THAT HAVING MORE INTERNATIONAL EXPERTISE ON THEIR STAFF IN GENERAL WOULD LEAD TO INCREASED BUSINESS.

Rapid Growth



REPORTS THAT INTERNATIONAL ACTIVITIES ARE GROWING MORE RAPIDLY THAN DOMESTIC ONES.

Missed Opportunities



MISSED BUSINESS OPPORTUNITIES BECAUSE OF INSUFFICIENT INTERNATIONAL COMPETENCE IN THEIR WORKFORCE.

Global Skill Needs

84%

84% OF RESPONDENTS SAID THAT OVER THE NEXT 10 YEARS, THEIR COMPANY WILL PLACE A GREATER EMPHASIS ON INTERNATIONAL COMPETENCE AMONG EMPLOYEES.

Hiring and Promotion

HOW IMPORTANT IS INTERNATIONAL EXPERIENCE IN THE HIRING AND PROMOTION OF YOUR SENIOR EXECUTIVES?

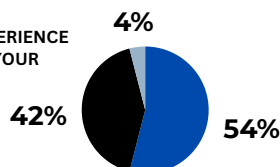
■ NOT IMPORTANT ■ IMPORTANT



Improve the Bottom Line

IF YOU HAD MORE INTERNATIONAL EXPERIENCE AMONG YOUR STAFF, DO YOU BELIEVE YOUR OVERALL BUSINESS WOULD IMPROVE?

■ A GREAT DEAL ■ SOME ■ NOT AT ALL



Language and Cross-Cultural Knowledge

NEEDED IN PROFESSIONAL STAFF

CROSS-CULTURAL DIFFERENCES

97%

FOREIGN LANGUAGE SKILLS

93%

NEEDED IN LINE MANAGER

CROSS-CULTURAL DIFFERENCES

95%

FOREIGN LANGUAGE SKILLS

92%

**This data was collected in 2024 through a national survey of over 1,200 U.S. companies doing business internationally to assess employer needs for employees with international business skills.*