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The Changing Relationship between Foreign Language Studies and International Studies at Cornell University

Heike Michelsen and Sydney van Morgan
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The Changing Relationship between Foreign Language Studies and International Studies at Cornell University

Heike Michelsen and Sydney van Morgan

Abstract

Foreign language study has long been a critical component of international studies in higher education in the United States, and there is evidence that the popularity of language study is on the rise again. Recently, this rising demand for second-language instruction was confronted with unprecedented cuts in public and private funding for higher education. This study analyzes how the reduced resources have impacted the fields of language and international studies at Cornell and how reconfigurations in university priorities and strategies have affected the nature of foreign language instruction. The study is based on a series of interviews, faculty surveys, and secondary sources. This paper describes the current state of and trends in language and international studies instruction addressing issues of policy, organization and structure, resources, and performance. It also compares language studies at Cornell to eight other comparable universities and identifies key challenges at Cornell.

About the Authors

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The Changing Relationship between Foreign Language Studies and International Studies at Cornell University

By Heike Michelsen and Sydney van Morgan^{1,2}

"The [New American University] ...will be international in its orientation and cosmopolitan in its character; its graduates will pursue their careers within an increasingly global economy and an increasingly diverse workforce... Study abroad will become the norm; both the students and faculty bodies will become conspicuously international in their membership, and productivity in a diverse community will increasingly come to be regarded as a 'job skill'. (...)

The great research universities will become ever more international in their membership and outlook."

Frank Rhodes, president emeritus, Cornell University (1999)

Introduction

Foreign language study has long been a critical component of international studies in higher education in the United States, and there is evidence that the popularity of language study is on the rise. According to the latest report released by the Modern Language Association, enrollments in languages other than English at American universities rose by 42 percent between 1998 and 2009 and modern language course enrollments per 100 U.S. college students increased from 7.9 percent to 8.6 percent during the same time period (Modern Language Association, 2010). During this time increases occurred in all of the most commonly taught languages, while Arabic and Chinese witnessed dramatic spikes in popularity and enrollments.³ More recently, this rising demand for second-language instruction was confronted with unprecedented cuts in public and private funding for higher education due to the worldwide economic crisis that has forced, and continues to force, universities to respond by making both short-term tactical and long-term strategic adjustments. The prospects for a quick financial recovery are not good. Many states, including New York, will provide less money for higher education in 2011 even after aid from the federal stimulus bill is included (Center for the Study of Education Policy, Illinois State University, 2011). Federal programs that support foreign language study such as Title VI funding for National Resource Centers and FLAS fellowships of the Department of Education are under considerable threat.⁴ And although endowment returns climbed 12.6 percent in 2010, they still failed to erase recession losses and most endowments in 2010 remained below their 2007 levels (Chronicle of Higher Education, 2009 and 2010).

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² The authors would like to thank all key actors and stakeholders at Cornell that contributed to this study and particularly Tamara Loos, Ding Xiang Warner, Gil Levine, Debra Castillo, and Anne Blackburn who commented on an earlier draft of this paper.

³ These figures signal a reversal in enrollment trends. On a national basis, language enrollments had been declining since the 1960s in all languages but Spanish, which grew during this period at a tremendous rate. Spanish enrollments continue to increase but, since 1998, at a slower rate than other languages.

⁴ The U.S. Department of Education announced in June 2011 that it is reducing all FY 2011 NRC grant awards by 46.53%. Cornell University provided emergency funding to cover this federal cut for AY 2011-12.

In light of these significant changes, the authors conducted a study to analyze the state of foreign language studies and instruction at Cornell University. The two questions that are addressed in the study are:

- 1) **How have reduced resources impacted the fields of language and international studies at Cornell?** and
- 2) **How have reconfigurations in university priorities and strategies affected the nature of foreign language instruction?**

To answer these questions, we conducted a series of interviews and faculty surveys. The primary data collected included:

- Interviews with 13 key actors in international studies at Cornell, including members of the university leadership, leaders of the College of Arts and Sciences, chairs of departments that offer language course, current and former directors of the Mario Einaudi Center for International Studies (Einaudi Center), directors of Cornell Abroad, and the director of the Language Resource Center (LRC).
- An e-mail survey of key stakeholders (17 respondents out of 23 recipients), including members of the International Studies Advisory Committee (ISAC⁵) and the Directors of International Programs.⁶
- An on-line survey of Cornell language instructors that was responded to anonymously by 35 of 68 language faculty (52 percent response rate; see Appendix 3). Respondents represented all language programs in terms of departmental affiliation, professional title, years of experience, and language.

In addition, we consulted secondary data provided by relevant units on campus and reviewed literature and documents including strategic planning documents and presidential speeches published on the Cornell website. We limited the timeframe of the study to the last five years but included organizational changes in previous years if these had major implications for the outcome of the study.

⁵ Members of ISAC as of June 2011 include the Vice Provost for International Relations, representatives of S.C. Johnson Graduate School of Management, Law School, School of Hotel Administration, School of Industrial and Labor Relations, College of Architecture, Art, and Planning, College of Agriculture & Life Sciences, College of Human Ecology, College of Veterinary Medicine, as well as the Directors of the Cornell International Institute for Food, Agriculture, and Development and the Mario Einaudi Center for International Studies. Unrepresented are the College of Arts and Sciences and the College of Engineering.

⁶ International programs under the umbrella of the Mario Einaudi Center for International Studies as of June 2011 include: Cornell Institute for European Studies (CIES); East Asia Program (EAP); Institute for African Development (IAD); Latin American Studies Program (LASP); South Asia Program (SAP); Southeast Asia Program (SEAP); Cornell Food and Nutrition Policy Program (CFNPP); Cornell International Institute for Food, Agriculture, and Development (CIIFAD); Global Health Program (GHP); International Programs in the College of Agriculture and Life Sciences (IP/CALS); Population and Development Program (PDP); Program for Comparative Economic Development (PCED); Comparative Muslim Societies Program (CMS); Comparative Societal Analysis Program (CSA); Global Business Education Program (GBE); International Political Economy Program (IPE); International Programs at the Law School; International Studies in Planning Program (ISP); and the Judith Reppy Institute for Peace and Conflict Studies.

The results of our review of the relationship between language and international studies at Cornell will be presented in four sections. The first section describes the current state of and trends in language and international studies instruction addressing issues of policy, organization and structure, resources, and performance. The second section compares language studies at Cornell to eight other comparable universities, which, together with Cornell, comprise the Consortium for Language Teaching and Learning.⁷ The third section identifies key challenges facing language studies at Cornell. Concluding remarks are presented in the fourth and final section.

1. Language Study at Cornell

Background

From its founding in 1865, Cornell has offered a wide array of foreign languages, which included not only the major romance and classical languages, but also Russian, Persian, Turkish, Mandarin, Japanese, Swahili, Hindi, and even Welsh. For several of these programs Cornell was the first American university to offer regular instruction in the language, for example Mandarin starting in 1870 and Japanese in 1874. During the decades following World War II, Cornell played a pioneering role in the teaching of modern foreign languages in addition to the ancient languages of classical civilizations and played a significant part in the expansion of modern foreign languages serving American strategic interests.

According to the 2005 Report of the Committee for Language Instruction at Cornell (Van de Walle, Gunn, 2005): “This expansion in language instruction was accompanied by support for major library collections and faculty offering teaching and research in a variety of disciplines, as well as developing teaching materials for foreign languages. Thus, while perceived academic and strategic needs and the commitment of various disciplines to scholarship in a particular language have varied over time, a long term set of resources has been developed to support the most informed scholarship, with some measure of autonomy from the immediate and changeable priorities and perceptions of public and private constituencies. These resources enable Cornell to uphold its goals of providing academic leadership for an international community, steadily providing the opportunities for scholarship and the recognition of cultural achievement and complexity that a university claiming an international vision should offer both its students and the public around the globe.”

⁷ This study is part of a broader study that analyses recent trends and developments at four universities with strong traditions of foreign language and international studies: Brown University, the University of Chicago, Cornell University, and Yale University. All four belong to the Consortium for Language Teaching and Learning, an association of eight private universities (the Ivy League colleges and universities, Massachusetts Institute of Technology, and the University of Chicago) established in 1986 to promote the study and instruction of second-language instruction at the postsecondary level (see <http://www.languageconsortium.org/>). A comparable methodology was applied in each of these case studies but the focus of each case was slightly different and determined by specific circumstances and the availability of data. While this paper focuses on the Cornell case, a separate paper will focus on the recent trends and developments at all four universities, lessons learned, and recommendations.

During the 2010-11 academic year, Cornell offered programs in 36 modern foreign languages (and as many as eleven distinct ancient languages⁸): **Arabic, Bosnian/Croatian/Serbian** (previously Serbo-Croatian), **Bengali, Burmese, Cantonese, Dutch, French, German, Greek (Modern), Hebrew, Hindi, Indonesian, Italian, Japanese, Khmer, Korean, Mandarin, Nepali, Persian, Polish, Portuguese, Russian, Scottish Gaelic, Sinhala, Spanish, Swahili, Swedish, Tagalog, Tamil, Thai, Turkish, Urdu, Vietnamese, Welsh, Yoruba, and Zulu.**

The number of language programs was down slightly from the period 2007-08 to 2009-10 when Cornell offered instruction in 38 distinct languages each year (see Chart 1). The difference arises from the termination of the **Catalan, Hungarian, and Quechua** programs and the addition of **Tamil**. It is important to note, however, that, due to projected reductions, only 33 modern language programs will continue in AY 2011-12. The additional language programs to be cut are **Dutch, Modern Greek, and Swedish**.⁹ Thus, if we compare the projected roster of language programming during AY 2011-12 to the peak period of 2007-10, the difference represents a significant decrease and a return to the level of language instruction offered during the early years of the last decade.

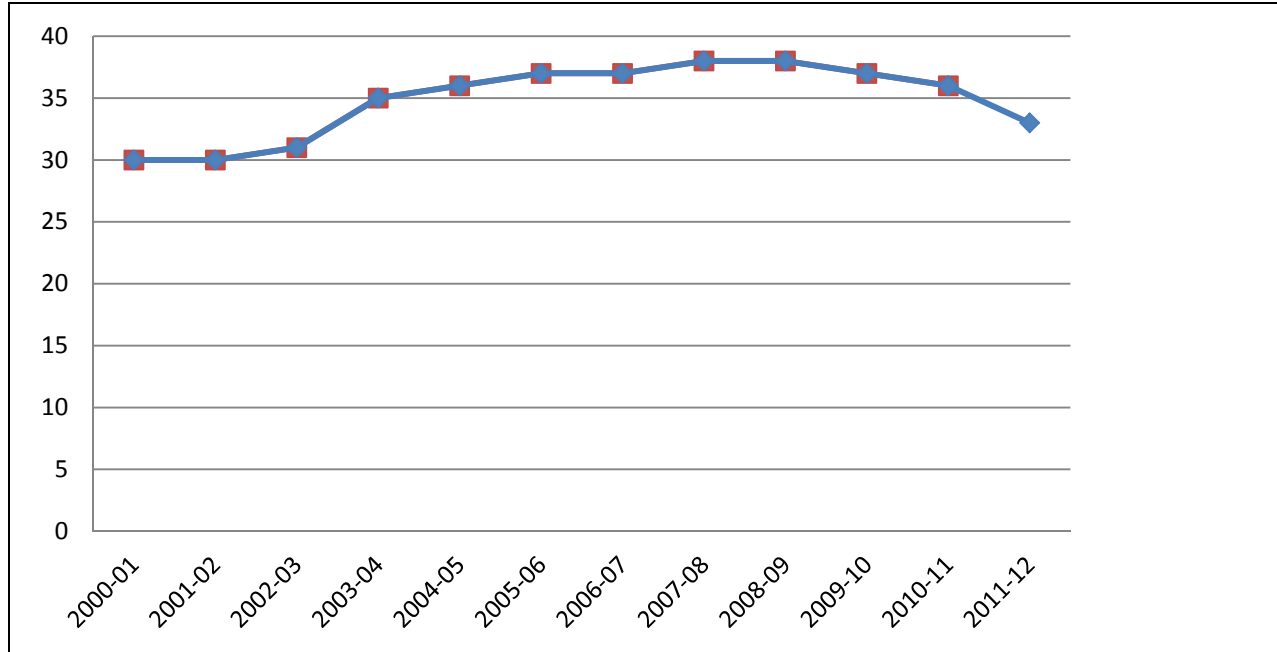
Altogether, it is estimated that more than 300 language courses are offered every semester.¹⁰ According to the Modern Language Association (2010), Cornell was ranked 9th university in the country in 2009 in terms of the breadth of language offerings (i.e., number of programs), behind the University of California Berkeley, University of Pennsylvania, University of California Los Angeles, Harvard University, Columbia University, University of Michigan, Stanford University, and the University of Chicago. We cannot say where Cornell ranked in 2010, or will rank in the coming academic year, since we do not know what changes in language offerings have occurred at other universities.

⁸ These include Latin, Ancient Greek, Old Norse, Sanskrit, Akkadian, Aramaic, Biblical Hebrew, Hieroglyphic, Egyptian, Sumerian, Ugaritic, Old Welsh, Pali, and Prakrit. Note that for some of these programs instruction is not offered every year.

⁹ Negotiations are currently underway to offer Dutch and Modern Greek to Cornell students via distance learning from Yale University.

¹⁰ The exact number of language courses is difficult to identify because of the different standards employed by departments and programs to identify language courses. Other languages are occasionally offered through independent/directed study, such as Czech, but we have not included these in our data. In addition, there is no unit on campus that systematically tracks language programs and courses on campus, so the data must be compiled from different sources.

Chart 1: Number of language programs offered at Cornell (2000-2011)



Source: University Registrar with additional data supplied by the departments listed as well as CIES, EAP, SAP and SEAP.

The breadth of foreign language study at Cornell has assisted area studies programs in being awarded repeated National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) Fellowship grants under the Title VI grant program of the U.S. Department of Education. Currently, the East Asia Program (EAP), South Asia Program (SAP), and the South East Asia Program (SEAP) hold Title VI NRC grants. SEAP has won NRC designation during every funding cycle since the Title VI program began more than fifty years ago. SEAP remains the top SEA area studies program in the United States based largely on the comprehensiveness of language teaching, offering courses in Burmese, Indonesian, Khmer, Tagalog, Thai, and Vietnamese. The FLAS Fellowships, which enable students to undertake concentrated training in less commonly taught modern foreign languages (i.e., any language other than English, Spanish, German, or French) and related area or international studies, contribute approximately \$1.5 million of financial aid and tuition funding to Cornell every year. FLAS fellowships are administered by the three Asian NRC area studies programs and the Cornell Institute for European Studies.

Statements, Policies and Requirements

In many documents and speeches, Cornell's leadership promotes and endorses the concept of a "Global Cornell." However, recent Presidential addresses and other published talks do not address the role of internationalization, international studies, and languages studies; nor do current university vision and mission statements (Cornell University, 2006-2011).

Following the recent financial crisis, the university engaged in a major strategic planning endeavor redefining Cornell's vision, mission, goals and aspirations. The resulting Strategic Plan of the Strategic Planning Advisory Council for 2010 to 2015 recognizes the importance of "international opportunities and experiences" (Cornell University, 2010a): It is the only one objective with an explicit international dimension out of a total of 31 objectives. According to the document, "international education and experiences could be a distinguishing feature of a Cornell education, especially when combined with field-based (service) learning and other ways that Cornell students can and do engage the world and encounter students from other cultures. Cultural awareness and sensitivity are important core competencies that international programs and experiences help to develop. We need to be clear about what we want students to gain from these experiences, and the development of learning outcomes (...) will make this more feasible. International opportunities also are a way to increase the involvement of undergraduates in research." (Cornell University, 2010a)

However, the strategic plan does not identify language study as a specific feature of multicultural competence or a learning outcome of international opportunities and experiences. Based on the interviews and surveys with key actors from different colleges, it is clear that international studies faculty across the university highly value foreign language competence. We have summarized in Box 1 (see next page) their views on the role of language learning in international studies and internationalization efforts at Cornell.

The respondents' statements echo the position of the College of Arts and Sciences with respect to language study: "The faculty considers competence in a foreign language essential for an educated person. Studying a language other than one's own helps students understand the dynamics of language, our fundamental intellectual tool, and enables students to understand another culture. The sooner a student acquires competence, the sooner it will be useful..." (Cornell University, 2010b)

In fact, the College of Arts and Sciences has the most demanding language requirement for undergraduate education at Cornell. (There is no university-wide core curriculum for undergraduates and therefore no universal language requirement.) The current requirement, which was adopted in 2003, offers students two options:

- Option 1: Passing (a) a non-introductory foreign language course of 3 or more credits at Cornell at the 2000 level or above or (b) any other non-introductory course at the 2000 level or above conducted in a foreign language at Cornell.
- Option 2: Passing at least 11 credits of study in a single foreign language (taken in the appropriate sequence) at Cornell.

The only other of the seven undergraduate colleges at Cornell to require language study is the Hotel School; however, its requirement is less rigorous than the one of A&S.¹¹

¹¹ The Hotel School's language requirement offers four options: (a) three years of high school study of one foreign language; (b) a score of 560 on the Cornell Placement Test; (c) passing language courses at level 1210 and 1220 (8 credits) or the equivalent, and attaining a minimum grade of at least C- or "Satisfactory" in each (C or above for transfer credit from other institutions); or (d) passing a language course level 1230 or the equivalent. (Cornell University, 2010b)

Box 1: Statements on the Role of Language Learning in International Studies and Internationalization Efforts at Cornell^{12,13}

“You cannot have an internationalization effort, and you cannot teach international studies, without having a well-developed language program. It is meaningless to say that we will be a global university, and that we will be providing our students with a global perspective on their education, without providing students with an opportunity to study languages that will be necessary for their future careers, but also their future roles as citizens of a new global order.” (ILR)

“Language training is essential for more in depth education in the international arena, and a must in facilitating student experiences in foreign settings. I believe that the experience of a foreign country is an increasingly essential part of the education experience for students in a globalizing world. Without some facility in foreign languages, the possibility of effectively internationalizing the educational experience will be stymied.” (CALS)

“Language study is essential for international studies at Cornell. Students (especially) and also faculty need to be able to acquire or strengthen foreign language skills to access international literature and also interact effectively in international collaborations.” (HE)

“I think that language training is a critical element of international studies at the undergraduate level. It gives students the opportunity to understand the culture and history as well as learning the language. It prepares them to more effectively operate in a global environment. It will be more important in the future for graduate ... students. It is a plus today but will become more important as businesses continue to expand globally.” (JGSM)

“Language training is an essential connection between campus and the international community. Is it possible to have a world class university without language training?” (CALS)

“Languages are essential for cultural, conceptual, and theoretical understanding. We cannot understand things we cannot name. Therefore, language training is a key, if not the key, ingredient in successful high quality training in international studies, at Cornell and elsewhere. Currently, language training and education about international affairs do not seem to be very well integrated at Cornell, certainly not beyond the Arts College.” (A&S, Government)

“Language learning is absolutely crucial if we are going to internationalize the curriculum and support our graduate and undergraduate students' desires to study abroad and conduct internships in sites outside the United States. Language studies at Cornell currently play an important role in preparing graduate students to conduct research using Less and Least Commonly Taught Languages...” (A&S, History)

“With the exception of CAPS, which has a built-in and very rigorous component of language training as part of its curriculum, it is my sense that language training at Cornell otherwise does not seem to be valued as an indispensable part of international studies.... [T]he foreign language requirement in the Arts College ... is embarrassingly minimal for a university that touts itself as a 'global university'.” (A&S, Asian Studies)

“We can't hope to train students to become effective educators and researchers unless they have the languages to carry out the research that will make them genuine specialists, and not arm-chair academics. Language training makes smart students prepared students; there is a difference between the two.” (A&S, History)

“I think language studies are a critical part of any Cornell education, but are particularly crucial for students in international studies. ... I have seen literally countless students undergo language training and then use that training to study abroad in another part of the world. There is no way they would be able to study in places like Egypt, France, Argentina, etc. without language training, and for many the opportunity to study abroad at a foreign university, with native students, was one of the defining features of their Cornell educations. In that way, language training is one of the foundations of international studies at Cornell.” (A&S, Government)

¹² These statements were received from key actors of different colleges and units surveyed as part of this study. Unless otherwise stated these views do not represent those of their units.

¹³ Abbreviations: ILR = School of Industrial and Labor Relations; CALS = College of Agriculture and Life Sciences; HE = College of Human Ecology; JGSM = S.C. Johnson Graduate School of Management; AAD = College of Architecture, Art, and Planning; A&S = College of Arts and Sciences.

In addition to these college-level language requirements, some undergraduate degree programs impose additional language requirements. Others merely urge students to study languages as part of their coursework and internship preparation (“competency in the language of the country in which the student interns is strongly recommended”). On the graduate level, for many doctoral programs (e.g., linguistics, history, etc.) foreign language skills are either required (with competency determined by exam) or strongly encouraged but standards vary considerably from field to field.

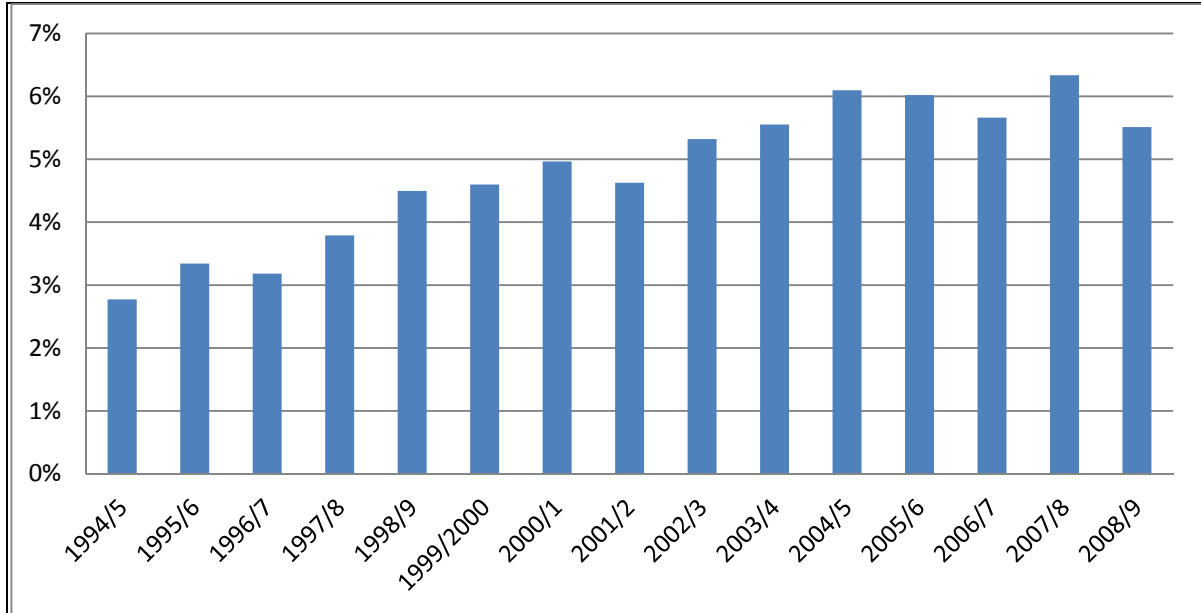
Study Abroad and International Service Learning

Since 2002, the number of Cornell students studying abroad has remained basically unchanged in absolute and relative numbers. In 2008, 5.7 percent of all Cornell students received credits for their studies abroad compared to 5.5 percent in 2002 (see Chart 2). Most of these students travel to destinations where English is not a primary language; about 20 percent travel to English-speaking countries. So Cornell seems to send fewer students to English-speaking countries than the national average, as the number of all U.S. students traveling to English-speaking leading destinations is around 25 percent (IIE, 2010). At the same time, the Institute of International Education reports that Cornell has fallen off the list of Study Abroad for top 40 research universities (IIE, 2010).

The majority of Cornell undergraduates wishing to study abroad work primarily with the International Programs office of the College of Agriculture and Life Sciences (IP CALS) or Cornell Abroad (CA). CA in particular understands itself as a key promoter of language learning particularly for students who are required to study languages as part of their degree programs. In most cases, A&S students need to meet a minimum language qualification for study abroad that is beyond the college requirement and, while abroad, will complete all of their coursework in the language of the host country and enroll in regular courses alongside native degree-seeking students.¹⁴ According to one interviewee, “A&S sends students abroad not to learn languages but to use the languages they have learned at Cornell.”

¹⁴ “The A&S College advocates study abroad that enables students to become competent in another language so that they can engage fully in daily life in another culture, develop social relationships, and complete formal course work in that language. To study abroad in a country where the host language is not English, the student must demonstrate competence in the language as a prerequisite. For study abroad in Europe and Latin America, students must complete at least two semesters of the appropriate foreign language at the 2000 level at Cornell; additional course work is strongly encouraged and will increase students’ chances for acceptance into the most highly competitive programs... For study abroad in Asia, the Middle East, and parts of Africa, course work entirely in the host language is not always practical, even after several semesters of language preparation at Cornell. Students should still plan to complete as much language preparation as possible within the Cornell curriculum, at least one to two years of study, and may be approved for language-intensive programs (at least half of the permitted 15 credits) with appropriate course work in English.” (Cornell University, 2010b)

Chart 2: Study abroad enrollments at Cornell (% of total enrollment, 1994-2009)



Source: Open Doors (2010)

About 75 percent of all language faculty indicated that they have several interactions with study abroad programs during the year. The frequency of interaction has basically remained unchanged over the last several years (see Appendix 3).

In recent years, the number of students taking part in international service learning projects has increased but no official statistics are available. In many cases, students organize and implement their own service learning programs abroad.

Structure and organization

As noted above, during the 2010-11 academic year, 36 modern languages were taught at Cornell as part of stable, routinely staffed instructional programs. Thirty-three of these languages are classified as less commonly taught by the Department of Education.¹⁵ The College of Arts and Science offers all but one or two specialized language classes. Introducing language classes in other colleges has not been successful.

¹⁵ The U.S. Department of Education classifies language instruction into two broad categories: the “commonly taught” languages (English, French, German, and Spanish) and the “less commonly taught” languages (all others). In addition, the National Strategic Language Initiative (NSLI) targets Arabic, Chinese, Japanese, Korean, and Russian and the Indic, Persian, and Turkic language families.

Since 1999, when the Department of Modern Languages was dismantled, the various language programs have been integrated into literature, culture, and area studies departments or units. The eight A&S departments that offered language instruction in 2010-11 in the modern spoken languages were:¹⁶

1. Department of Classics (Modern Greek)
2. Department of Romance Studies (French; Italian; Portuguese; Spanish)
3. Africana Studies and Research Center (Swahili; Yoruba; Zulu)
4. Department of Linguistics (BCS; Polish; Scottish Gaelic; Welsh)
5. Department of German Studies (Dutch; German; Swedish)
6. Russian Literature (Russian)
7. Department of Asian Studies (Bengali; Burmese; Cantonese; Hindi; Indonesian; Japanese; Khmer; Korean; Mandarin; Nepali; Sinhalese; Tagalog; Thai; Urdu; Vietnamese)
8. Department of Near Eastern Studies (Arabic; Hebrew; Persian; Turkish)

Departments within the College of Arts and Sciences offer a wide range of academic programs in international studies. Some of these minors and majors programs have additional language requirements (Cornell University, 2010b).

The Language Research Center (LRC) supports teaching and learning across the departments and units. It provides technology-supported facilities for language learning, collaborates with language teachers in material development, and initiates events of interest to language teachers. The Center also houses distance learning and audio-video-production facilities. On our survey of language instructors, all but one language faculty member indicated that they have frequent interactions with the LRC and most of these on a regular basis (more than 7 times a year). A quarter of all language teachers increased their interaction with the LRC over the last year indicating that they are using more of the services offered (see Appendix 3).

The integration of language programs into the disciplinary and area studies departments varies significantly. While language learning is well integrated into the academic programming of some departments (e.g., Asian Studies, Near Eastern Studies), in other departments language instruction is treated as separate from the area or cultural studies program. At the same time, some language programs are poorly suited to their home departments (Polish in Linguistics, for example).

Language instructors who responded to our survey indicated that they have varying degrees of participation in the design, administration, and/or implementation of degree programs related to their primary language program. Forty-three percent of all language instructors serve on curriculum committees, take part in discussions at faculty meetings, are consulted on questions of the role of languages in the degree programs of the department, advice students, set the methodology for language learning, and/or write standards for undergraduate curriculum. However, most language instructors are not involved in these types of tasks (see Appendix 3).

¹⁶Note that BCS and Polish are split between two departments.

The relationship of the language programs to international studies programs is particularly strong with regard to the area studies programs particularly the Asian programs. Directors of Cornell's three Asian Studies Programs have traditionally come from the Asian Studies Department or have joint appointments within that department. For the other area studies programs (Latin American Studies Program, Institute for African Development and the Cornell Institute for European Studies), the relationship to a single department is less pronounced or non-existent. Seventy-five percent of the language faculty indicated that they have interactions with the area study programs between one and three times per year. The frequency of interaction remained basically unchanged over the last several years (see Appendix 3).

Resources

A financial crisis hit Cornell in 2008 with significant decreases in endowment income and state funding. Endowment income, a key source of support for area studies programs, was cut for three years in a row in addition to a 5 percent cut in general university allocations for two years. In the absence of detailed budget figures the overall trends can be summarized as follows:

- The implications of the budget crisis were significant across the board and particularly affected those units that depended on endowment income, such as the areas studies programs.
- College or university level guidance on how to deal with language programs was limited with decision-making mostly left to individual departments.
- The opportunities to cut within departments is limited given high percentage of fixed costs, such as those for tenured faculty positions; language programs and their staff are more vulnerable (“soft targets”) relative to other programs.

The majority of language programs are staffed by trained foreign language instructors employed at the Lecturer or Senior Lecturer level. In the larger language programs, such as Spanish and Mandarin, much of the sectional instruction is provided by teaching assistants or teaching associates. In the very small programs, instruction might be provided by adjuncts or post-docs. One program, Turkish, relies fully on Fulbright Language Teaching Assistants (<http://flta.fulbrightonline.org/>).

Although several language programs were discontinued during the last years (see above), most language faculty indicated no significant change in the staffing of language courses, professional development and training opportunities, and teaching facilities over the last several years. Only a third of the language instructors indicated a decrease and 14 percent of LCTL language program instructors indicated an increase in staffing of their language program (see Appendix 3).

Many key actors perceive additional pressures on language instructors through staff reductions, expanded class sizes, and less support for Teaching Assistants (TAs). They argue that language instructors have less time and energy to assist students or to focus on professional development (i.e., keeping abreast of new pedagogical approaches, technologies, and resources). While in the short term the implications might be small, there is concern that placing unrealistic demands on the language instructors over too long a period risks increasing turnover.

Although university support for language facilities such as the LRC was reduced during the last three years, all language instructors indicated that supporting technologies and platforms have improved or remained unchanged. This is particularly true for the LCTL faculty. Over 60 percent of LCTL instructors indicated an improvement compared to 30 percent of CTL instructors. This could be explained by the fact that major investments for language facilities were made before the budget crisis (see Appendix 3).

Program and Planning

According to the Arts and Sciences leadership, three criteria are used to set priorities among the language programs. These are:

- 1) Core languages that “every self-respecting research university should teach”;
- 2) Languages that are “critical” to graduate and faculty research;
- 3) Languages where it is important for Cornell to “show the flag because there aren’t many other flags” (i.e., Cornell offers 10 percent or more of instruction nation-wide).

These criteria leave room for interpretation and there is no mechanism for enforcing them at the department level.¹⁷ In fact, the final decisions regarding language program funding during the recent budget crises were made at the department level. As confirmed by many key actors, the college leadership determines the budget for the departments, but the departments provide the rationale and priorities for the future of their language programs. Given the inflexibility of departmental finances, language programs and language staff become vulnerable to elimination. Area and international studies programs located outside the College that care deeply and support specific languages have little power to effect department decision-making or criteria-setting for prioritizing languages.

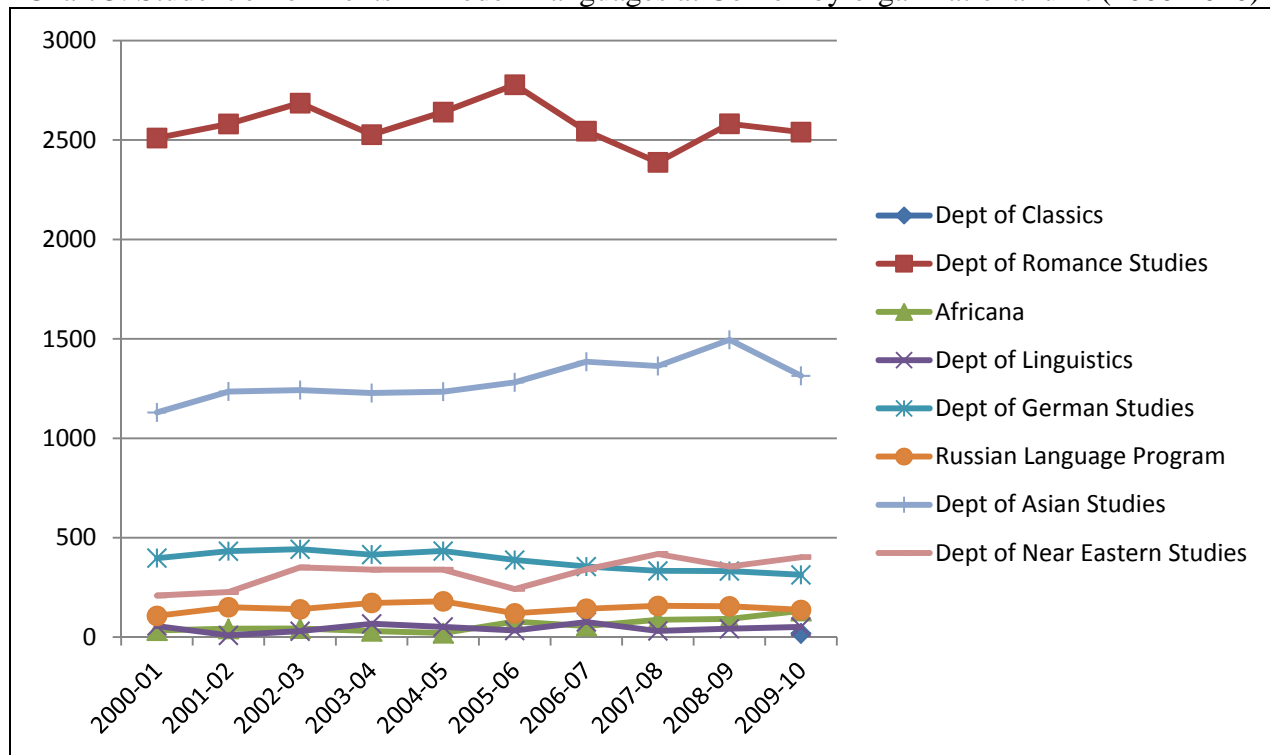
At the departmental level there seems to be no unifying criteria for setting priorities for language programs. In fact, most departments reacted differently to the budget cuts. An important factor in decision making was how close language training is linked and integrated with the research of faculty and graduate students. While some departments protected language programs across the board, others focused on those languages closest to their disciplinary focus. While some departments cut small programs, others made cuts in the larger language programs. The rationale for not cutting a small language program was that it most likely will never come back, while cuts in a larger language program could easily recover. In addition, departments used retirements to close language programs. Most language faculty indicated that the university and department priority towards languages has not changed over the last years. However, about 30 percent of language instructors indicated that priorities decreased for language programs (see Appendix 3).

About 40 percent of the language faculty indicated that there was no change in the number of courses offered over the last several years while 32 percent indicated a decrease particularly for commonly taught languages and 25 percent an increase particularly for less commonly taught languages (see Appendix 3). Regarding the level of instruction offered, 60 percent of all

¹⁷ For example, they do not explain why language programs such as Dutch, Swedish, and Quechua were closed during the last few years, although they are highly relevant and important for current and historical research.

language instructors indicated that there was no change over the last several years, while 14 percent reported a decrease and 30 percent an increase particularly for LCTL programs (see Appendix 3).

Chart 3: Student enrollments in modern languages at Cornell by organizational unit (2000-2010)



Source: University Registrar with additional data supplied by the departments listed as well as CIES, EAP, SAP and SEAP.

The total number of students enrolled in foreign language classes per academic year has increased by 10.5 percent between 2001 and 2010 (see Appendix 1). As can be seen in Chart 3, most students are enrolled in Roman languages followed by Asian languages and Near Eastern languages representing 52 percent, 27 percent, and 8 percent respectively of all language enrollments. Over this time period there is a trend away from the European languages and towards the Asian and Near Eastern languages (especially Arabic) and to a lesser extent towards African languages. Appendix 1 provides details on enrollments for all modern languages at Cornell between 2001 and 2010.

The percentage of students who are enrolled in a language courses had not changed significantly since 2001. Enrollment increased from 23.4 to 25.2 percent in 2005 but decreased to 23.8 percent in 2010 (see Appendix 1).

Seven languages, i.e., Spanish, French, Italian, Chinese, Japanese, Arabic, and German (see Appendix 1), account for 76 percent of all language enrollments. Each of these language programs has more than 220 and up to 1,100 students enrolled. Most of the students enrolled in these classes are undergraduate students. The remaining language programs have much smaller enrollments: 4 language programs have between 101 and 200 students; 2 between 51 and 100

students; 20 between 11 and 50 students enrolled and the remaining 8 language programs have less than 10 students enrolled (see Appendix 1). Graduate students enrollment plays a more significant role in these language programs.

2. Cornell as part of the Consortium for Language Teaching and Learning

This section provides comparative data of eight private universities (the Ivy League colleges and universities, Massachusetts Institute of Technology [MIT], and the University of Chicago) that belong to the Consortium for Language Teaching and Learning. Apart from MIT, all members of the Consortium have a strong modern language program. Tables 1 to 3 summarize trends between 2001 and 2009 based on data from MLA (2010), Open Doors (2010), and the universities websites.¹⁸ Key findings are:

- With 53 and 44 languages respectively Columbia and Penn offer most languages within the consortium. Cornell and Chicago each offered 41 languages in 2009.
- Taken into account the number of students at each university, Cornell offers an average number of 2 languages per 1,000 students. This corresponds to the average of the consortium members but only MIT, Dartmouth, and Columbia offer less variety of language programs for students than Cornell.
- The percentage of students enrolled in language programs at Cornell, 15.1 percent, is low compared to other consortium members. Only Columbia and MIT have lower enrollment rates.
- The percentage of students enrolled in abroad program, 5.7 percent, is low compared to other consortium members. Only Columbia, MIT, and Chicago have lower enrollment rates in abroad programs.
- Since 2002, Yale and Cornell added most language programs; 10 and 8 additional languages programs respectively. Only Chicago and Dartmouth offered more languages in 2002 than 2009, other universities added language programs over this time period. As part of the consortium an average of 3 language programs were added over this time period which was slightly lower than the national average.
- The percentage of students enrolled in language courses at Cornell has slightly increased since 2002, from 13.4 to 15.1 percent. Yale shows a significant increase of 6 percent points during the same time period.
- The percentage of students enrolled in abroad programs at Cornell has very slightly increased since 2002, from 4.8 to 5.7 percent. Yale shows a significant increase of 5 percent points during the same time period.

Compared to this peer group, the available data suggests that thru 2010-11, Cornell offered an impressive range of language programs but it is less impressive if the number of students is taken into account.

¹⁸ There are some discrepancies between the published MLA data and actual language programs offered at Cornell in 2009-10 based on enrollments we received from the departments. MLA data also includes several ancient languages. However these datasets are the only once available from all universities that allow a comparison.

Table 1: Languages offered at Consortium member institutions (2002, 2006, 2009)

	# of language programs			# of languages changes	# languages per student
	2002	2006	2009	2002-2009	2009
Brown University	19	21	22	3	2.6
Columbia University	40	47	44	4	1.7
Cornell University	33	32	41	8	2.0
Dartmouth College	12	12	11	-1	1.9
MIT	5	5	5	0	0.5
University of Chicago	43	31	41	-2	2.7
University of Pennsylvania	50	46	53	3	2.2
Yale University	21	23	31	10	2.7
Average with MIT	27.9	27.1	31.0	3.1	2.0
Average without MIT	31.1	30.3	34.7	3.6	2.3
National average				3.4	

Table 2: Student enrolled in languages programs at Consortium member institutions (2002, 2006, 2009)

	% Students enrolled in language classes			Enrollment changes
	2002	2006	2009	2002-2009
Brown University	33.1%	27.7%	26.7%	-6.5%
Columbia University	3.9%	5.2%	6.0%	2.1%
Cornell University	13.4%	16.4%	15.1%	1.6%
Dartmouth College	31.8%	25.3%	16.2%	-15.6%
Massachusetts Institute of Technology	6.7%	6.6%	7.4%	0.7%
University of Chicago	17.1%	17.8%	15.3%	-1.8%
University of Pennsylvania	20.2%	20.0%	21.6%	1.5%
Yale University	26.5%	32.2%	32.3%	5.8%
Average with MIT	19.1%	18.9%	17.6%	-1.5%
Average without MIT	20.9%	20.7%	19.0%	-1.8%
National average	8.1%	0.0%	8.6%	0.5%

Table 3: Student enrolled in study abroad programs at Consortium member institutions (2001, 2005, 2008)

	% Students studying Abroad			Study Abroad Change
	2001	2005	2008	2001-2008
Brown University	7.3%	6.1%	5.8%	-1.6%
Columbia University	1.2%	1.8%	1.6%	0.4%
Cornell University	4.8%	6.3%	5.7%	0.9%
Dartmouth College	11.8%	10.9%	10.6%	-1.2%
Massachusetts Institute of Technology	0.3%	0.7%	0.7%	0.5%
University of Chicago	2.5%	2.4%	3.4%	0.9%
University of Pennsylvania	6.7%	7.7%	7.7%	1.0%
Yale University	1.5%	3.1%	6.4%	4.8%
Average with MIT	4.5%	4.9%	5.2%	0.7%
Average without MIT	5.1%	5.5%	5.9%	0.8%
National average	1.1%	0.0%	1.4%	0.3%

Source: MLA (2010), Open Doors (2010), and the universities websites.

Also, Cornell shows lower language enrollments and student participation in study abroad programs compared to its peers. This has only slightly changed since 2002. Yale University, in particular, has made significant efforts to internationalize its campus with more than double the percentage of students enrolled in language programs, 32 compared to 15 percent at Cornell, and more students having an international experience as well.

3. Challenges

Key actors in international studies across the university were asked to identify the three biggest challenges facing language studies at Cornell. Their responses can be divided into five clusters, curriculum, resources, institutional organization, leadership, and staffing.

Curriculum

About two-thirds of the key actors interviewed stressed the need to improve the curriculum and to create and provide enhanced incentives to encourage more students to study foreign languages, at both the undergraduate and graduate levels.

Respondents noted that “more offerings and better accessibility to all students are needed.” Similarly, several faculty responded that Cornell should offer a wider range of courses and “better scheduling so that students have a variety of options to fit the courses into their schedule.” Access to courses for all students was mentioned as well. Due to enrollment caps for some language programs, it is sometimes not possible for students outside Arts & Sciences to enroll in certain courses.

Some key actors argued that the university should strengthen or expand foreign language requirements to encourage more students to take language courses by, for example, introducing a university-wide foreign language requirement. Along with this, colleges and departments should regularly and actively advise students on the importance of language study. On the other hand, some actors argued that the university should not impose a general requirement but rather focus on increasing incentives for students to study languages.

Several interviewees mentioned the importance of “integrating foreign language instruction into the undergraduate curriculum,” arguing that all colleges should develop coherent internationalized curricula that incorporate language study as an integral component. For these respondents, foreign language study ought to be made part of general education across the university. Creating a “diversity curriculum,” introducing immersion programs, and increasing the number of Foreign Language across the Curriculum (FLAC) offerings were suggestions to achieve this integration. According to these advocates, FLAC offers students opportunities to enhance their foreign language proficiency and cultural knowledge through course work in discipline-specific areas, such as political science or history.

Only two respondents stressed the need to better understand student demand for foreign language study. Are student attitudes and interests consistent with the academic and disciplinary goals of the departments and university? In fact, the appeal of foreign languages skills might change significantly during times of economic hardship. These attitudes, their impact on student behavior, and their relationship to the socio-economic realities of the world, are not well understood.

Resources

Along with curricular concerns, the challenges posed by reduced funding and insufficient infrastructure were also noted by about two-thirds of all key actors interviewed. “Financial pressures threaten unprotected budget lines and classes with low enrollments, particularly during times of financial pressures.” Key actors worried about the university’s ability (and willingness) to fund foreign language instruction, and particularly to staff foreign language courses. Despite the university’s stated priority of “internationalizing the university” there is no central support for international studies, area studies and languages at Cornell.

Similarly, several interviewees pointed out that “there is inadequate support for the language support structure,” such a library resources in vernacular, new technologies, smaller classroom sizes, and support for professional development. One key actor noted, that “The environment [right now] does not encourage innovation [in foreign language instruction] which is anti-academic.”

Institutional organization

After the curriculum and university resources, the third most important cluster of responses focused on the role played by institutional arrangements and their effect on the provision of language instruction. Several key actors argued that the dismantlement of the Department of Modern Languages in 1999 and the placement of language programs in cultural studies and/or literature departments was counterproductive (see above). They argued that, ironically, the move produced a “disconnect between language instructors and literature and international faculty.” At least one actor stated that social scientists are “turned off” by the cultural-literary orientation of language study. Others noted that language students frequently are not interested in employing their language skills to read literary texts or study culture, so for these students the departmental affiliation of the language program is not always a good fit. At the same time, the departments sometimes resent teaching students who ultimately have little interest in the scholarly work of the literature faculty. In some cases, languages programs (e.g., Polish and Bosnian/Croatian/Serbian) did not fit naturally into an existing department making the “best match” problem even more acute.

Other respondents noted that it is problematic that all languages are situated within a single college as many believed that this creates a problem of access to students from other colleges and units. Thus, some actors, particularly those outside Arts & Sciences, perceive that the specific language learning needs of their students are not being sufficiently met.¹⁹

Another implication of the segregation of foreign language teaching into disciplinary departments, according to some, is that it led to a devaluation of the field of second language acquisition at Cornell. To address this concern, several key actors recommended that Cornell institutes a disciplinary field that encompasses language lecturers. In the words of one interviewee, “It’s important that the university sees [foreign language faculty] as integral to the academic mission by recognizing the field of applied linguistics and second-language acquisition.”

Leadership

About one third of the respondents cited a lack of university leadership as one of the key problems facing foreign language programming at Cornell. The key actors interviewed talked generally about Cornell’s “thorny” governance structure related to languages and claimed that the “level of institutional knowledge...and appreciation of [foreign language instruction] is shockingly low.” Another interviewee noted, “The university does not provide institutional leadership regarding language instruction and the relationship between languages and internationalization goals of the university is not understood.” Thus, “[t]he importance of languages for international studies should be identified by Cornell’s leadership.” These key actors believe that Cornell should align the university’s stated priority of “internationalizing the university” with actual support for international studies, area studies and languages.

More specifically, several interviewees argued that “[t]here is a need to establish policies and criteria for setting priorities among the less commonly taught languages (LCTLs) and the commonly taught languages (CTLs) as well as between the two groups.” Other simply stressed that Cornell should prioritize “preserving its highly specialized and nationally renowned LCTL programs.” In the words of another interviewee, “great universities are great because they offer what others do not.” However, the question of the mission of the LCTL programs, particularly the relationship between Department of Education Title VI and these smaller language courses, was also raised. In other words, what is Cornell’s language policy independent of Title VI funding?

Staffing

The fifth and final cluster of responses mentioned by about one third of all key actors can be labeled “staffing.” Here, some key actors noted that there is a “low profile and status” among Cornell’s foreign language instructors. For these respondents, the “Valuation and morale of

¹⁹ This is partly explained by Cornell’s current budget structure. Cornell is planning to eliminate the budgetary divide between the colleges to make it easier for students from the contract colleges to take foreign languages and other courses on the endowed side.

language instructors is low” based on a variety of issues, including the lack of a disciplinary field that encompasses foreign language faculty (see above). Others pointed to the large work and teaching loads of the foreign language instructors and an atmosphere of feeling “hemmed in” at Cornell.

For these reasons, “hiring, recruitment and retention of language instructors are main challenges.” Key actors underlined the importance of retaining qualified language instructors. This challenge is made more acute by several looming retirements. Also, the question of “what kind of instructor to hire” was raised. Furthermore, “we have to ensure qualified instructors and TAs meet the needs of the language programs in the most efficient ways.”

For tenure track faculty, there is a feeling that teaching is not highly valued at Cornell and not a key component of professional advancement. Thus, literature faculty sometimes resist teaching so-called “language” courses and this tendency further devalues the work of the lecturer corps.

In summary, the responses of key actors reflect the complexity of the issue as well as the unique organizational (and decentralized) structure of Cornell. Language studies as well as international studies do not “fit” within the traditional university structure organized in departments. Also, language programs cannot be dealt with in isolation and have to be discussed in the context of the internationalization strategies, its relationship to international studies, international experiences and education, and international relations. Cornell’s history and organizational uniqueness presents itself as a challenge but also as an opportunity to provide all of its students a unique and encompassing global education.

The responses also reflect very different perceptions on language studies. Part of these perceptions can be explained by a clear lack of transparency in decision making and in the availability of information such as language enrollments, language courses, abroad programs, and staffing.

4. Concluding Remarks

For the preparation of students for work and life in a global world, Cornell has a permissive rather than guiding environment, exemplified by graduation requirements. There is no university requirement for study of a foreign language, though there used to be. ... We have a flexible study abroad program, but there is no university requirement that students have a significant international experience. We have myriad courses that address world issues, but no core of courses from across the university that would ensure our graduates have at least the basic understanding of the world in which we live – a complex mix of cultures, economies and political systems based in a physical world of amazing variety. Should there be more guidance?

Gil Levine, Interim Director Einaudi Center, 2009

In its strategic plan, Cornell identified the following long-term aspiration and overarching goal (Cornell University, 2010a): “Cornell University will be widely recognized as a top-ten research university in the world, and a model university for the interweaving of liberal education and fundamental knowledge with practical education and impact on societal and world problems.”

This study highlights many strength and weaknesses of Cornell regarding language studies and its relationship to international studies and the internationalization of the university under conditions of fiscal constraint. If Cornell wants to remain a leading university in the world that educates the world leaders of the future then the “internationalization of the university” needs to be explicitly expressed in the institutional goals and objectives of the university. Otherwise, Cornell will not be in a position to secure the additional resources that are urgently needed to compete with our peer universities in the U.S. and worldwide. An international dimension is not an “add on” but should be an embedded component of any relevant education nowadays. There is a lack of attention towards these issues.

As this study demonstrates, Cornell is currently ranked ninth in the United States based on the breadth of language and international studies offerings. But if current cuts to programs are sustained, we risk falling behind our peers. The study team hopes that this study is a first step toward building a better understanding of the role of languages and international studies at Cornell and in identifying opportunities to move forward. The next step should involve distilling recommendations from the analysis in order to fulfill the university’s aspiration to be widely recognized as a top-ten research university.

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Appendix 1: Cornell Enrollments in Modern Languages (2000-2010)

Language	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Department of Classics										18
Greek (Modern)										18
Department of Romance Studies	2510	2581	2686	2527	2641	2778	2545	2388	2582	2540
Catalan						13	8	0	0	2
French	697	737	717	727	769	789	720	661	733	757
Italian	618	649	634	453	493	541	425	398	476	565
Portuguese	61	73	84	68	82	92	65	76	66	72
Quechua	34	36	48	48	74	55	35	36		
Spanish*	1100	1086	1203	1231	1223	1288	1292	1217	1307	1144
Africana Studies and Research Center	33	42	43	30	20	78	56	87	91	132
Swahili	33	42	43	30	20	57	48	46	66	93
Yoruba						21	8	25	20	35
Zulu								16	5	4
Department of Linguistics	56	9	30	67	51	33	76	31	42	51
Bosnian/Serbian/Croatian (Previously Serbo-Croatian)	8	0	6	10	5	3	2	6	6	6
Czech				6	2	2	1	2		
Polish	23	9	15	12	36	19	24	14	21	9
Scottish Gaelic	14		9	28	8	9	30	9	15	26
Welsh	11			11			19			10
Department of German Studies	397	432	442	415	433	388	355	333	332	313
Dutch	21	28	26	31	19	28	40	22	22	17
German	342	362	372	367	378	333	292	295	285	279
Swedish	34	42	44	17	36	27	23	16	25	17

Appendix 1: Cornell Enrollments in Modern Languages (2000-2010) continued

Language	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Russian Language Program	107	150	140	172	180	120	143	157	155	137
Hungarian					11	3	6	0	5	13
Russian	107	147	140	172	165	116	137	155	150	124
Ukrainian	0	3	0	0	4	1	0	2		
Department of Asian Studies	1130	1235	1242	1227	1234	1281	1385	1363	1495	1314
Bengali	26	13	20	17	22	26	26	31	40	34
Burmese	6	9	15	9	9	16	14	15	10	9
Cantonese									36	44
Hindi/Urdu	75	57	103	91	96	67	69	87	Separated	Separated
Hindi									173	147
Indonesian	14	24	26	17	16	17	16	15	14	20
Japanese	409	419	453	440	450	412	397	377	272	249
Khmer	8	7	4	8	8	8	13	11	17	22
Korean	129	113	109	121	131	123	127	136	133	138
Mandarin	378	474	431	404	401	517	620	599	695	560
Nepali	27	37	20	25	23	16	25	18	29	22
Sinhala	1	4	2	10	7	4	8	3	7	8
Tagalog	13	17	13	30	29	28	21	22	13	18
Tamil									9	3
Thai	19	31	24	22	20	23	24	27	21	19
Urdu									8	9
Vietnamese	25	30	22	33	22	24	25	22	18	12

Appendix 1: Cornell Enrollments in Modern Languages (2000-2010) continued

Language	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Department of Near Eastern Studies	209	226	350	339	339	242	341	418	355	402
Arabic	87	80	182	167	187	107	219	233	200	220
Hebrew	119	146	168	158	133	125	89	157	124	126
Persian					13	7	27	21	27	42
Turkish	3	0	0	14	6	3	6	7	4	14
Enrollment in all languages	4442	4675	4933	4777	4898	4920	4901	4777	5052	4907
Total Cornell students	18995	19420	19575	19620	19518	19447	19639	19800	20273	20633
Percent students enrolled in languages¹⁾	23.4%	24.1%	25.2%	24.3%	25.1%	25.3%	25.0%	24.1%	24.9%	23.8%

Source: University Registrar with additional data supplied by the departments listed as well as CIES, EAP, SAP and SEAP

Note: 1) The total number reflects total enrollment per academic year and, therefore, may double count people who took one language both semesters; as such, these numbers may not be used to extrapolate the number of students enrolled in a language course as a percentage of the total Cornell enrollment.

Appendix 2: Modern languages offered at higher education institutions (2002, 2006, and 2009)²⁰

Higher Education Institution	# of Languages			# of Languages Change 2002-2009
	2002	2006	2009	
U OF CALIFORNIA, BERKELEY	47	51	62	15
U OF PENNSYLVANIA	50	46	53	3
U OF CALIFORNIA, LOS ANGELES	38	42	48	10
HARVARD U	47	51	48	1
COLUMBIA U	40	47	44	4
U OF MICHIGAN	34	40	43	9
STANFORD U	41	46	43	2
U OF CHICAGO	43	31	41	-2
CORNELL U	33	32	41	8
U OF WISCONSIN, MADISON	42	36	40	-2
BRIGHAM YOUNG U	45	35	39	-6
U OF WASHINGTON	32	40	38	6
CAMERON U	12	22	37	25
U OF ARIZONA	19	35	37	18
U OF ILLINOIS	25	33	35	10
MICHIGAN SU	21	25	34	13
U OF TEXAS, AUSTIN	30	32	34	4
U OF KANSAS	28	32	32	4
YALE U	21	23	31	10
OHIO SU	28	28	31	3
U OF MINNESOTA, TWIN CITIES	26	30	31	5
BARNARD C	31	32	31	0
INDIANA U	39	51	31	-8
NEW YORK U	35	37	30	-5
U OF PITTSBURGH	26	25	29	3
U OF NORTH CAROLINA, CHAPEL HILL	21	23	27	6
U OF CALIFORNIA, SAN DIEGO	26	23	27	1
U OF VIRGINIA	20	23	25	5
U OF HAWAII, MANOA	23	28	25	2
U OF FLORIDA	24	28	25	1
U OF MARYLAND	15	29	25	10
DEFENSE LANGUAGE INST	22	24	23	1
SAINT JOHN'S U	18	11	22	4
OHIO U	17	16	22	5
BOSTON U	18	20	22	4
BROWN U	19	21	22	3
RUTGERS U	18	23	22	4
PORTLAND SU	20	23	22	2
SYRACUSE U	11	14	21	10
U OF UTAH	17	18	21	4
JOHNS HOPKINS U	19	19	21	2

²⁰ This table includes higher education institutions that offer more than 15 modern languages in 2009.

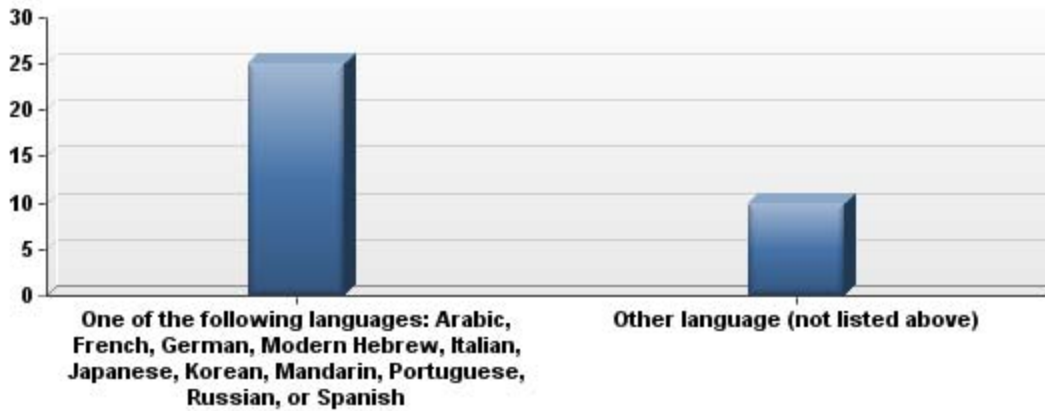
Appendix 2: Modern languages offered at higher education institutions (2002, 2006, 2009)
continued



Higher Education Institution	# of Languages			# of Languages Change 2002-2009
	2002	2006	2009	
ARIZONA SU	19	20	21	2
U OF CALIFORNIA, SANTA BARBARA	20	23	21	1
U OF OREGON	15	15	20	5
NORTHWESTERN U	17	20	20	3
PRINCETON U	17	17	19	2
GEORGETOWN U	17	18	19	2
U OF ALABAMA, TUSCALOOSA	20	21	19	-1
U OF GEORGIA	18	17	18	0
U OF IOWA	19	19	18	-1
U OF COLORADO	13	15	17	4
WHEATON C	14	15	17	3
U OF WISCONSIN, MILWAUKEE	14	15	17	3
EMORY U	14	15	17	3
WAYNE SU	12	16	17	5
GLENDALE COMM C	16	16	17	1
SU OF NEW YORK, BINGHAMTON U	13	17	17	4
BOSTON C	17	17	17	0
U OF OKLAHOMA	17	18	17	0
WASHINGTON U	16	19	17	1
VASSAR C	18	19	17	-1
HOWARD U	8	8	16	8
GEORGE WASHINGTON U	15	13	16	1
U OF SAINT THOMAS	14	14	16	2
HOFSTRA U	13	16	16	3
AUGUSTANA C	16	17	16	0
U OF MISSOURI, COLUMBIA	11	13	15	4
NORTHERN ILLINOIS U	16	14	15	-1
SAN DIEGO SU	13	15	15	2
TEMPLE U	15	16	15	0
DUKE U	20	17	15	-5
Average				3.4

Source: MLA, 2010

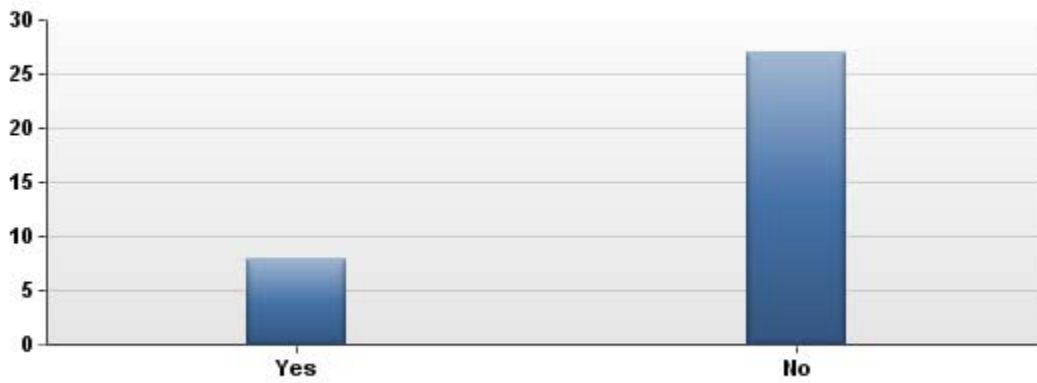
Appendix 3: Results from Survey with Language Instructors

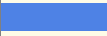

1. What foreign language do you teach? (Note: if you teach more than one language, please indicate only your primary language of instruction.)



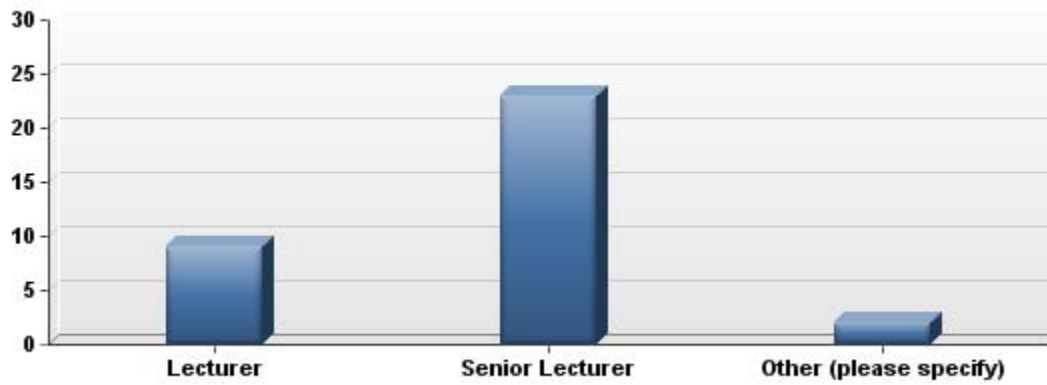
	Answer		Response	%
1	One of the following languages: Arabic, French, German, Modern Hebrew, Italian, Japanese, Korean, Mandarin, Portuguese, Russian, or Spanish		25	71%
2	Other language (not listed above)		10	29%
	Total		35	100%




2. Are you the only instructor of your primary language at Cornell?



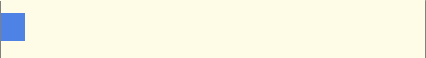

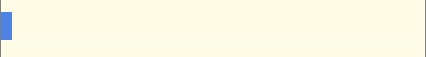



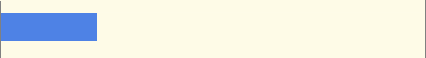

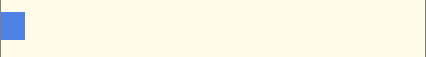
	Answer		Response	%
1	Yes		8	23%
2	No		27	77%
	Total		35	100%

3. What is your university title?

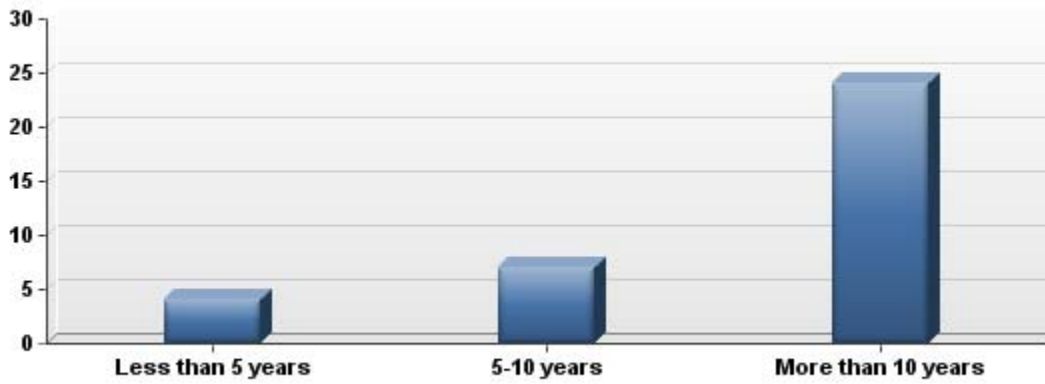


	Answer		Response	%
1	Lecturer		9	26%
2	Senior Lecturer		23	68%
3	Other (please specify)		2	6%
	Total		34	100%

4. In what unit or department do you hold your primary appointment?

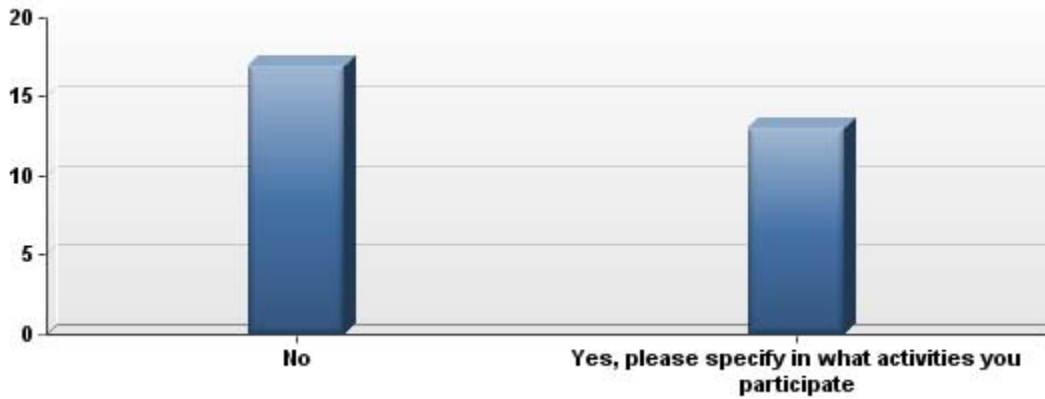
	Answer		Response	%
1	Africana Studies and Research Center		2	6%
2	Asian Studies		12	34%
3	Classics		1	3%
9	German Studies		4	11%
4	Linguistics		1	3%
5	Near Eastern Studies		3	9%
6	Romance Studies		8	23%
11	Russian Language Program		2	6%
8	Other (please specify)		2	6%
	Total		35	100%

5. How many years have you taught languages in a university setting (at Cornell or elsewhere)?



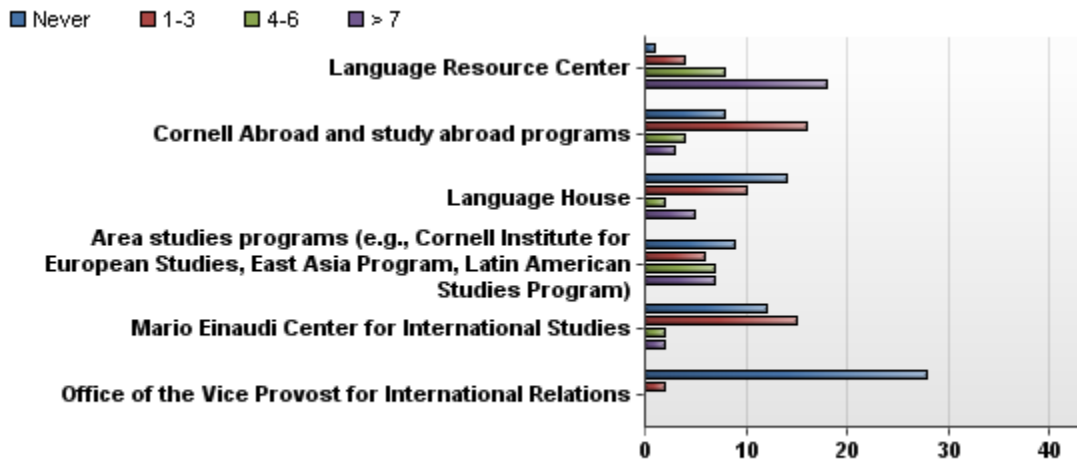
	Answer		Response	%
1	Less than 5 years		4	11%
2	5-10 years		7	20%
3	More than 10 years		24	69%
	Total		35	100%

6. Do you participate in the design, administration, and/or implementation of degree programs (i.e., majors, minors, or certificate programs) related to your primary language program (for example, serve on curriculum committees, take part in discussions at faculty meetings, advise students, etc.)? If so, in what capacity?



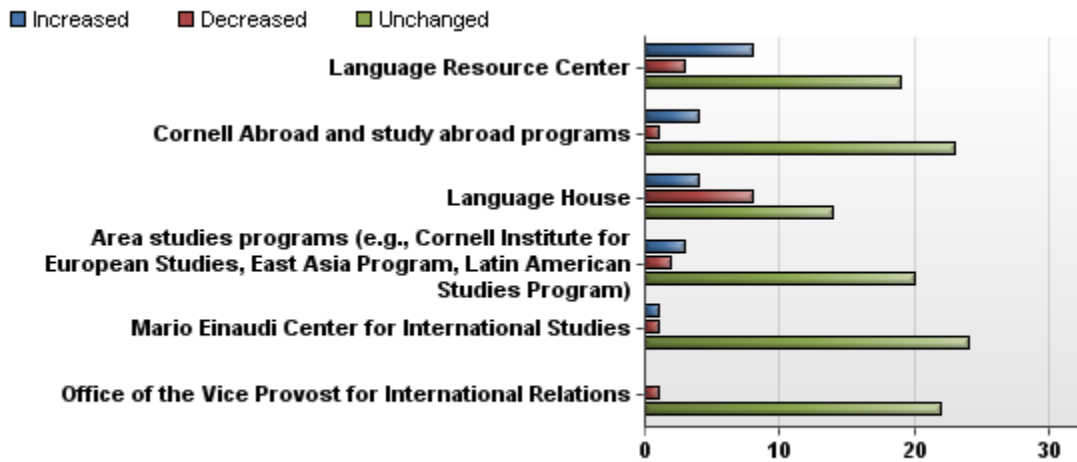
#	Answer	Response	%
1	No	17	57%
2	Yes, please specify in what activities you participate	13	43%
	Total	30	100%

7. How often in the course of an academic year do you interact with the following campus units related to language training and/or international studies?



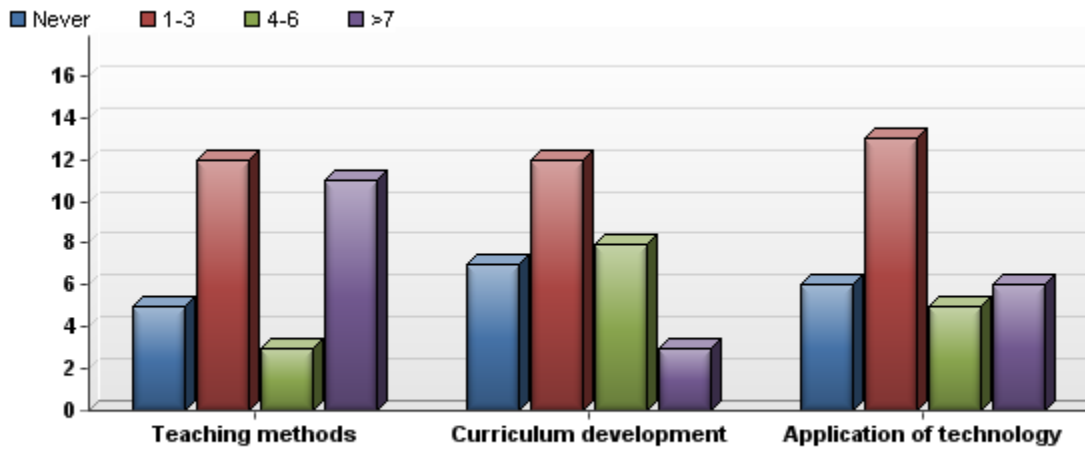
	Question	Never	1-3	4-6	> 7	Responses	Mean
1	Language Resource Center	1	4	8	18	31	3.39
2	Cornell Abroad and study abroad	8	16	4	3	31	2.06
7	Language House	14	10	2	5	31	1.94
3	Area studies programs (e.g., Cornell Institute for European Studies, East Asia Program, Latin American Studies)	9	6	7	7	29	2.41
12	Mario Einaudi Center for International Studies	12	15	2	2	31	1.81
5	Office of the Vice Provost for International Relations	28	2	0	0	30	1.07
6	Other international programs or units on campus (please specify)	14	2	2	1	19	1.47

8. Has the frequency of your interaction with the following campus units related to language training and/or international studies changed over the last 2-5 years?



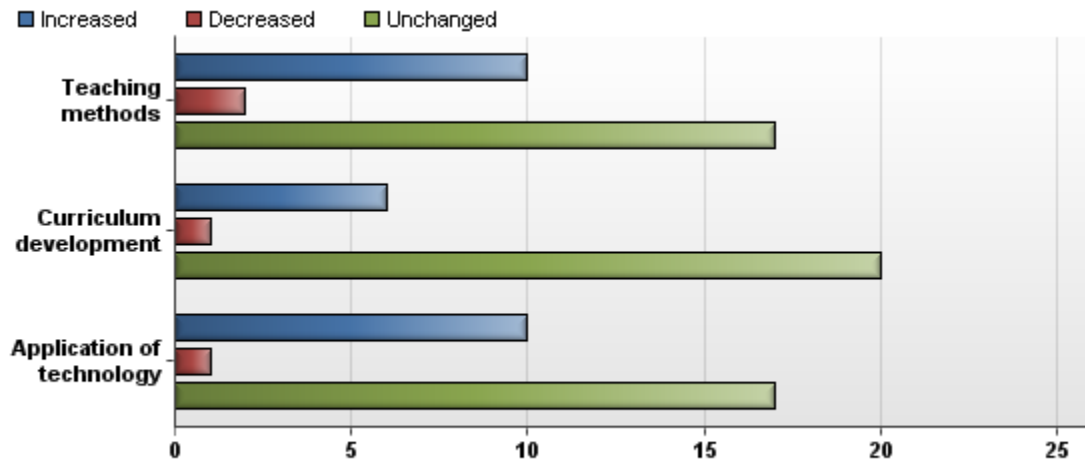
#	Question	Increased	Decreased	Unchanged	Responses	Mean
1	Language Resource Center	8	3	19	30	2.37
2	Cornell Abroad and study abroad programs	4	1	23	28	2.68
7	Language House	4	8	14	26	2.38
3	Area studies programs (e.g., Cornell Institute for European Studies, East Asia Program, Latin American Studies Program)	3	2	20	25	2.68
12	Mario Einaudi Center for International Studies	1	1	24	26	2.88
5	Office of the Vice Provost for International Relations	0	1	22	23	2.96
6	Other international programs or units on campus (please specify)	0	0	15	15	3.00

9. How often in the course of an academic year to you collaborate with instructors of your and other languages at *Cornell* on the following activities?



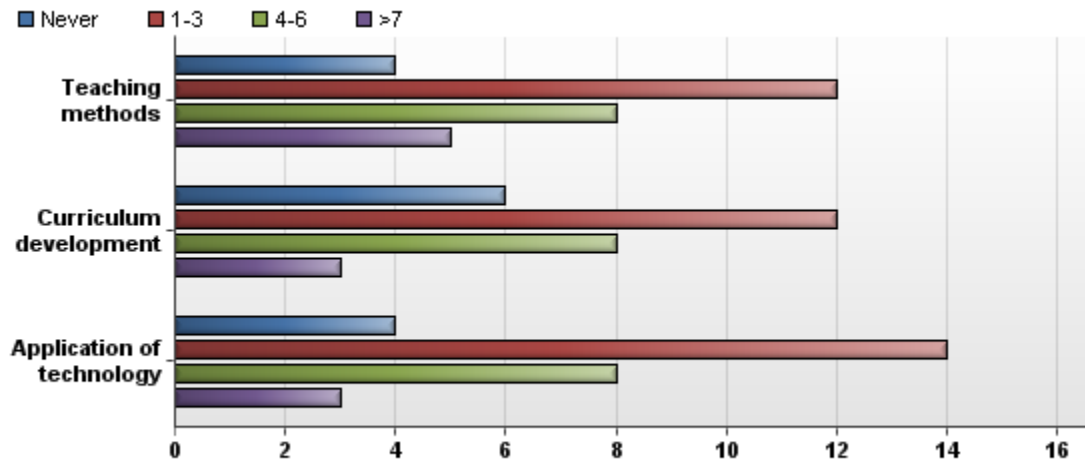
#	Question	Never	1-3	4-6	>7	Responses	Mean
1	Teaching methods	5	12	3	11	31	2.65
2	Curriculum development	7	12	8	3	30	2.23
3	Application of technology	6	13	5	6	30	2.37
4	Other form of collaboration (please specify)	8	6	1	1	16	1.69
5	Other form of collaboration (please specify)	6	2	0	0	8	1.25

10. Has the frequency of your interaction with instructors of your and other languages at Cornell on the following activities changed over the last 2-5 years?



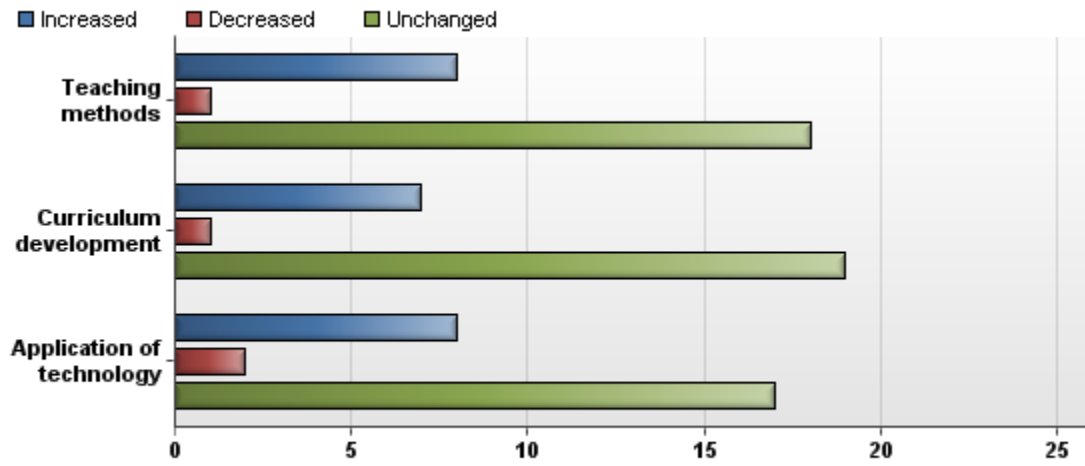
#	Question	Increased	Decreased	Unchanged	Responses	Mean
1	Teaching methods	10	2	17	29	2.24
2	Curriculum development	6	1	20	27	2.52
3	Application of technology	10	1	17	28	2.25
4	Other form of collaboration	4	0	10	14	2.43
5	Other form of collaboration (please specify)	0	0	7	7	3.00

11. How often in the course of an academic year do you collaborate with instructors of other languages at other universities on the following activities?



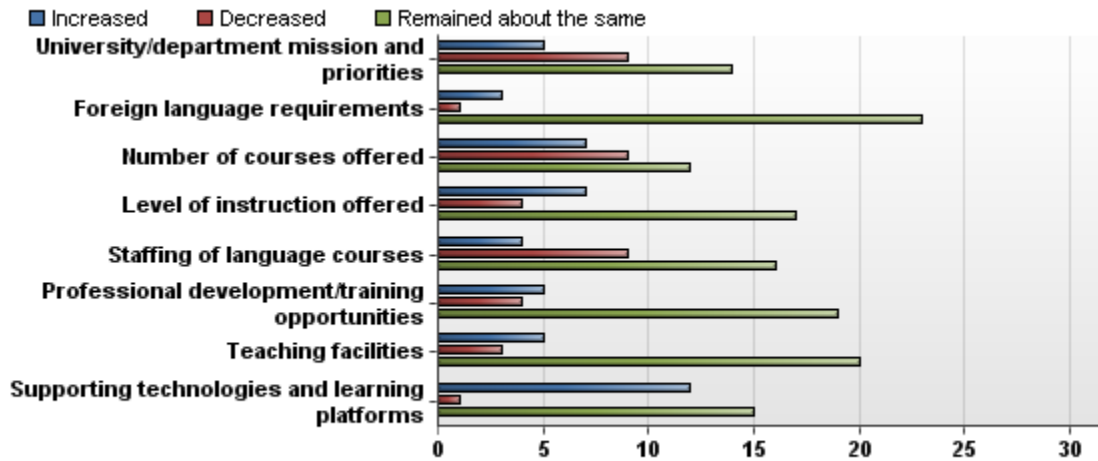
	Question	Never	1-3	4-6	>7	Responses	Mean
1	Teaching methods	4	12	8	5	29	2.48
2	Curriculum development	6	12	8	3	29	2.28
3	Application of technology	4	14	8	3	29	2.34
4	Other form of collaboration (please specify)	5	2	3	2	12	2.17
5	Other form of collaboration (please specify)	4	0	2	1	7	2.00

12. Has the frequency of your interaction with instructors of other languages *at other universities* on the following activities changed over the last 2-5 years?



	Question	Increased	Decreased	Unchanged	Responses	Mean
1	Teaching methods	8	1	18	27	2.37
2	Curriculum development	7	1	19	27	2.44
3	Application of technology	8	2	17	27	2.33
4	Other form of collaboration (please specify)	3	0	7	10	2.40
5	Other form of collaboration (please specify)	1	0	4	5	2.60

11. Over the last 2-5 years, would you say that the following aspects of institutional capacity and/or support for your primary language program have increased, decreased or remained the same?



	Question	Increased	Decreased	Remained about the same	Responses	Mean
1	University/department mission and priorities	5	9	14	28	2.32
2	Foreign language requirements	3	1	23	27	2.74
3	Number of courses offered	7	9	12	28	2.18
4	Level of instruction offered	7	4	17	28	2.36
5	Staffing of language courses	4	9	16	29	2.41
6	Professional development/training	5	4	19	28	2.50
7	Teaching facilities	5	3	20	28	2.54
8	Supporting technologies and learning platforms	12	1	15	28	2.11
9	Other, please specify	1	1	1	3	2.00
10	Other, please specify	0	1	0	1	2.00