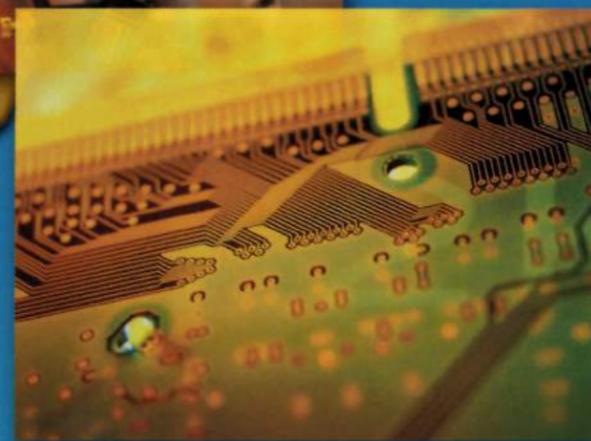
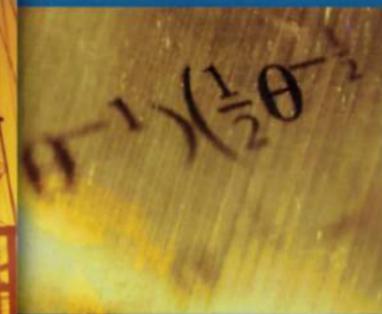
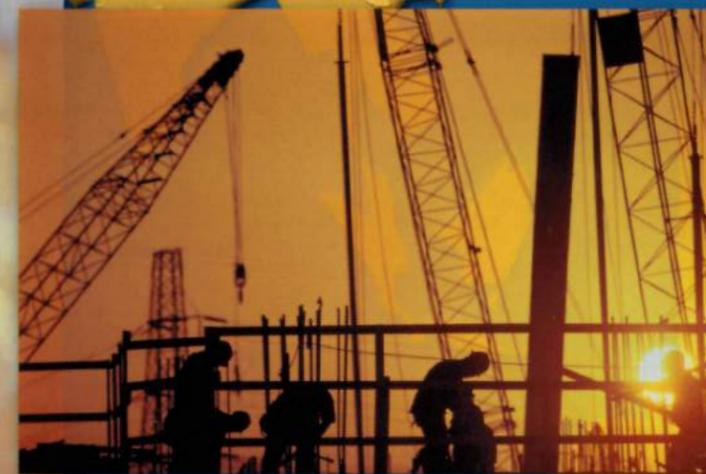


The National Security Education Program

2000 ANNUAL REPORT



National Defense University
Fort Lesley J. McNair
Washington, DC 20319-5066



Year 2000-2001 NSEP Undergraduate Scholars and Graduate Fellows

Snapshots.....

A junior from **Rice University**, majoring in **political science**, studying in **Yunnan Province, China**. His goals are to improve his Mandarin language skills and to learn more about the Chinese criminal justice system. Hopes to attend law school and practice international law.

A sophomore at **Northwestern University** studying **Hebrew** at the Rothberg School for Overseas Students in **Israel**. Already at an advanced level of proficiency, his goal is to move toward higher levels

A sophomore major in **Anthropology** from **Knox College (IL)**, studying in **Tanzania**. Her program includes study at the University of Dar es Salaam and a six-week field research project in the Serengeti. Her goal includes functional proficiency in Swahili.

A sophomore at the University of **California at Los Angeles** is doing a split semester program studying Spanish and Latin American culture at the **University of Havana, Cuba** and the **University of Chile**. She is majoring in **international relations** and minoring in Spanish.

A junior from the **University of Alaska, Fairbanks** is spending a year studying at the Yakutsk State University in the Sakha Republic of Russia. She is a dual major in **Biological Sciences** and **Northern Studies** focusing on Geography and Anthropology. Her first semester in **Russia** focuses on general Russian studies; her second semester will include Ecology, Landscape Geography, and Archeology.

A freshman at **Long Island University** is spending the year in **Hangzhou, China** studying Mandarin. He hopes to pursue a career in international policymaking. By the halfway point in his study abroad his Mandarin skills had progressed from "knowing nothing" to "being able to get around China independently and to make limited conversation."

An undergraduate at the **University of Mississippi** majoring in **International Peace and Security and International Politics** with a minor in Russian. Spent the fall semester of his junior year in **St. Petersburg, Russia**. He plans a career in the federal government.

A Doctoral student in **political science** at the **University of California, Berkeley** studying the rise of religious nationalist parties in **Turkey and India**.

A Doctoral student in **political science** at **Cornell University** focusing on how **Chinese decentralization** of economic decision-making to local and regional governments has affected the authority and capacity of the central government.

A Master's Degree student in **International Affairs** at the **Monterey Institute of International Studies** studying ocean resources and their management in **Japan**.

A Master's Degree student in **Environmental Engineering and Environmental Policy** at **Tufts University** in **Pakistan** studying Karachi's water allocation and distributional services and water consumption and conservation practices of its citizens.

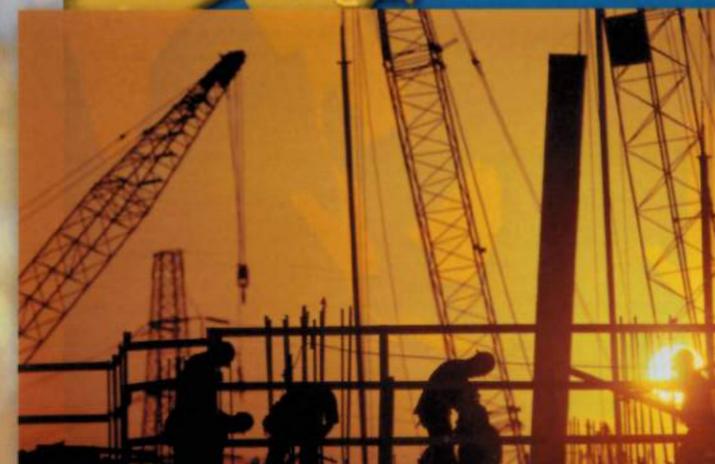
A Master's Degree student in **International Affairs** at **The American University** in **Korea** studying prospects for East Asian regional security after Korean unification.

A Doctoral student in **Epidemiology** at **Louisiana State University** in **Japan** studying bovine immunodeficiency virus and how this disease relates to international food safety and trade.

A Law and Master's Degree student in **law and East Asian studies** at **Washington University, St. Louis** in **Japan and China** studying the legal aspects of East Asian industrial and economic policy as it relates to international trade and finance.

The National Security Education Program

2000 ANNUAL REPORT



National Defense University
The National Security Education Program
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NSEP Undergraduate Scholar

As a recipient of an NSEP Undergraduate Scholarship, I studied for a year at the Budapest University of Economic Sciences....Though I had always been interested in different cultures, it was my study abroad experience that truly gave me the academic background and personal experience to utilize my international understanding in the arena of public service. As a result of my NSEP experience, I interned at the American Embassy in Budapest, Hungary as well as in the Office of the Special Envoy to the Americas in the Executive Office of the President of the U.S. I am currently studying international law at The University of Texas School of Law and hope to one day serve in the General Counsel's Office of the U.S. Department of State.

Steven Gyeszly
Law Student,
University of Texas

NSEP Graduate Fellow

I am currently a Ph.D. Candidate at Johns Hopkins University School of Advanced International Studies with a specialization in China Affairs. The NSEP Fellowship enabled me to complete my fieldwork in China. I am also an officer at the Federal Communications Commission and work in the International Bureau as the regional specialist for Asia. The time spent in China enhanced my understanding of communications considered broadly, including not only telecommunications, but also print and electronic media.

Irene Wu
Regional Specialist,
Federal Communications Commission

Summary

The National Security Education Program (NSEP) has completed its eighth year of expanding the U.S. national capacity to deal effectively with foreign cultures and languages critical to the nation's security. The NSEP awards scholarships to undergraduates to study abroad in areas underrepresented by U.S. students, fellowships to graduate students to study foreign areas, languages and other international fields critical to U.S. national security, and grants to U.S. institutions of higher education to build or enhance programs which support study of foreign languages, area studies, or other important national-security related fields. Since 1994, NSEP has awarded **1340 undergraduate scholarships** and **710 graduate fellowships** to U.S. students representing all fifty states to study in more than one hundred countries; and **54 institutional grants** which directly benefit hundreds of U.S. colleges and universities, numerous professional organizations and councils, and a number of local high schools. During the 1994-2000 span, NSEP has committed more than \$36 million to the enhancement of the nation's international capacity.

In 2000, NSEP awarded:

143 undergraduate scholarships
87 graduate fellowships
7 grants to U.S. colleges and universities

NSEP achieved remarkable success and increased recognition during 2000. It remains one of the few federal programs focusing directly on the nation's need for a next generation of professionals and educators with competencies in the cultures and languages of areas of the world critical to the U.S. national interest. Through the innovative application of its **service requirement** for all award recipients and its proactive approach to federal job placement, NSEP is providing federal agencies involved in national security affairs with an outstanding cadre of candidates for positions where international competencies and skills are increasingly a critical asset, if not a requirement. In this year's *Annual Report*, we provide some exciting examples of the contributions NSEP award recipients are making to the federal sector as well as to higher education.

During 2000, NSEP also achieved significant recognition as a program contributing to the nation's capacity. In hearings on the *State of Foreign Language Capabilities in National Security and the Federal Government* (U.S. Senate Committee on Governmental Affairs, Subcommittee on International Security, Proliferation, and Federal Services, 106th Congress, S. Rep. 106-801, statement of Robert O. Slater, Director NSEP) the Director of NSEP offered a series of recommendations to solve the nation's growing deficit in language expertise. More recently, the **Phase III report of the Rudman Hart Commission on National Security** recommended significant expansion of the National Security Education Act to ensure the nation's security for the 21st century.

Program Background

Legislative History

The National Security Education Program (NSEP), the National Security Education Trust Fund (NSETF), and the National Security Education Board (NSEB) are the result of the David L. Boren National Security Education Act of 1991, as amended (Sections 1901-1910, Title 50, U.S. Code).

The NSEP became operational on July 2, 1993, when President Clinton signed P.L. 103-50, the Supplemental Appropriations Act of 1993, which included authority for the Secretary of Defense to obligate up to \$10 million from the National Security Education Trust Fund. This represented the Program's first authority to commit funds. Subsequent legislation relating to the NSEP has provided authority to obligate additional funds from the NSETF, affected the size of the NSETF, and placed new service requirements on students studying under the auspices of the NSEP.

Program Objectives

The objective of the NSEP is to enhance the national security of the U.S. by increasing our national capacity to deal effectively with foreign cultures and languages. Integral to the NSEP is the objective to produce a pool of educated applicants for work in the departments and agencies of the U.S. government with national security responsibilities who will make an effective U.S. security policy. NSEP awards:

- Scholarships to U.S. undergraduates to study abroad in geographic areas critical to U.S. national security and in which U.S. students are traditionally under-represented.
- Fellowships to graduate students to study foreign areas, languages and other international fields crucial to U.S. national security; and
- Grants to U.S. institutions of higher education to build and/or enhance programs of study in foreign areas, languages, and other fields critical to U.S. national security.

I strongly support the efforts that you are engaged in the NSEP. I can think literally of dozens of meetings I have been in on policy matters where people who have had a background in international education, international exchange programs have contributed to the solution of problems...

International Education enables us to see the world as others see it, erodes mistrust, it strengthens the bonds of understanding, it encourages reconciliation among peoples and it is certainly a key component in the promotion of international cooperation and peace and more necessary, of course, now than ever in this globalized world.

Honorable Lee Hamilton
Director, Woodrow Wilson International Center

Keynote remarks at Symposium on Globalization and National Security, October 4, 1999, at The Library of Congress.

National Security Education Board

The Secretary of Defense carries out the Program in consultation with a thirteen-member National Security Education Board (NSEB) of which the Secretary is the statutory Chairman. The authorities and responsibilities pertaining to the NSEB have been delegated to the President, National Defense University. Seven representatives from the federal government have been appointed and are currently serving on the Board. Six non-Federal members, appointed by the President with the advice and consent of the Senate, serve on the Board¹. The NSEB met on June 13 and November 8, 2000 in Washington, D.C. The Board oversees the work of the NSEP staff with regard to: developing criteria for awards; providing for wide dissemination of information regarding the program; establishing qualifications for scholarship, fellowship, and grant applicants; and recommending critical areas for study by program participants.

Serving the Board and assisting the Program staff is a 13-member Group of Advisors from higher education. They provide expert advice to the NSEP Board and staff and act as a liaison between higher education and the NSEP. The Group of Advisors (GoA) represents a cross-section of higher education including: (1) colleges and universities of all sizes, including community colleges; (2) major discipline areas such as business, engineering, etc.; (3) major functional areas important to the goals and objectives of the Program such as foreign languages and area studies; and (4) a broad geographical, ethnic and cultural distribution. These advisors meet prior to Board meetings and at other appropriate times when their input is needed. During 2000, they met in Monterey, California in May, and in Washington, D.C. in October. Individually and collectively these advisors provide a vehicle for ensuring that a continuing dialogue between higher education and the NSEP is in place to meet the requirements of the legislation.²

National Security Education Trust Fund

As indicated, the National Security Education Trust Fund was created by the David L. Boren National Security Education Act of 1991, which created the Fund and authorized the appropriation of \$150,000,000 to the Fund. The Department of Defense Appropriations Act, 1992 (P.L.103-172 (1991)), provided that \$150,000,000 of the funds appropriated in that Act were to be available only for the Fund. Subsequently, section 311 of the Intelligence Authorization Act for 1994 (P.L. 103-178 (1991)) required that the amount in the fund in excess of \$120,000,000 was to be transferred to the treasury as miscellaneous receipts. Following that action, an additional \$75,000,000 of the fund was rescinded by the Emergency Supplemental Appropriations and Rescissions for the Department of Defense to Preserve and Enhance Military Readiness Act of 1995 (P.L.104-6 (1995)).

As provided in the legislation establishing the Fund, amounts in the fund are invested in interest-bearing United States Government Securities.

¹ Members of the Board are listed on the back inside cover of this report.

² The current members of the Group of Advisors are listed on the back inside cover of this report.

The legislation requires that funds be appropriated from the Trust Fund in order for the Secretary of Defense to "obligate" monies. Once appropriated, funds are available until expended.

At the close of calendar year 1999, the total corpus of the Trust Fund was valued at approximately \$43 million. This represents a decrease of approximately \$5 million in the balance of the Trust Fund over the twelve-month period, December 1999-December 2000. As the annual obligations for NSEP awards and administration, per guidance from the Board, average approximately \$7.5 million, the program's assets do not generate sufficient interest to support a viable program without spending down the fund's corpus. Based on projected program expenditures and interest rates, the Trust Fund will require additional financial resources by Fiscal Year 2006 if the program is to continue.

Table 1 provides an overview of funds obligated and committed by NSEP to scholarships, fellowships, and grants since 1994. The National Security Education Act stipulates that all expenditures necessary to conduct the Program shall be paid from the NSETF. NSEP is entirely self-sufficient. Since the fund was established there have been no new funds appropriated in support of NSEP. Total program expenditures are paid from the Trust Fund and interest generated by this fund.

Table 1
NSEP Awards by Program Component

Year	Undergraduate Scholarships	Graduate Fellowships	Institutional Grants	Totals
1994	\$ 2,434,915.00	\$ 2,880,201.00	N/A	\$ 5,315,116.00
1995	\$ 2,491,350.00	\$ 2,458,200.00	\$ 2,491,305.00	\$ 7,440,855.00
1996	\$ 752,752.00	\$ 1,135,779.00	\$ 2,216,843.00	\$ 4,105,384.00
1997	\$ 1,132,585.00	\$ 1,353,975.00	\$ 2,064,496.00	\$ 4,551,056.00
1998	\$ 1,235,536.00	\$ 1,548,813.00	\$ 1,971,178.00	\$ 4,755,527.00
1999	\$ 1,329,958.00	\$ 1,616,110.00	\$ 2,563,660.00	\$ 5,509,728.00
2000	\$ 1,085,600.00	\$ 1,556,175.00	\$ 1,799,948.00	\$ 4,441,723.00
TOTAL	\$ 10,462,696.00	\$ 12,549,253.00	\$ 13,107,440.00	\$ 36,119,389.00

Note: NSEP commits, each year, to each of the three programs, the amounts shown above. However, these funds are disbursed to students and institutions over periods of one to three years. In order to maximize interest earned, funds are only drawn from the Trust Fund when necessary.

All members of the NSEB, the Group of Advisors, and over 100 merit review panelists from throughout higher education serve the NSEP without pay. Over 1,700 NSEP campus representatives associated with higher educational institutions across the country also volunteer their time to assist students who compete for NSEP scholarships and fellowships.

Focusing NSEP's Resources

The central focus of the National Security Education Program is to ensure that the program's limited resources are directed at those languages, world regions, and fields of study that are both critical to U.S. national security and under-represented in higher education. In order to ensure this focus, NSEP undertakes two important annual assessments: (1) an analysis of trends in higher education regarding enrollments in foreign language study and in study abroad; and (2) a survey of federal agencies and offices involved in national security issues to identify needs and requirements. This section of the Annual Report provides details on these assessments.

NSEP Graduate Fellow

The NSEP program had a profound impact on the direction of both my research agenda and my teaching qualifications. Already well-trained in Latin American political economy, an NSEP fellowship enabled me to develop an additional specialty in Southeast Asian political economy. Given the lengthy and rigorous training required in my PhD program, it would not have been possible for me to justify additional language study without upfront funding of both language training and overseas fieldwork. I applied to NSEP to conduct research in only one country, Indonesia, but this research was part of a broader cross-national study. While other funding agencies have been slow to embrace multicountry studies, NSEP was a leader in this regard...I now teach courses in both Latin American and Southeast Asian politics...The tremendous political and economic upheaval experienced in Indonesia (and elsewhere in Southeast Asia) has encouraged a new generation of U.S. undergraduates to become interested in the region. Last fall, I revived a course on Southeast Asian politics that had been listed in the University of Colorado catalog - but not taught - for over 20 years. I was hoping that at least 15-20 students would enroll in the course, so that I would be allowed to teach it annually. Over forty students enrolled and several others could not be admitted off the wait-list due to the size of the classroom.

Kimberly Niles
Assistant Professor,
University of Colorado

What Languages are Studied in U.S. Higher Education?

Since 1958, the Modern Language Association (MLA) has compiled data on enrollments in foreign language courses in U.S. higher education. While somewhat imprecise, the MLA data represents our only systematic insight into trends in language enrollments in U.S. higher education. The most recent analysis is based on a fall 1998 survey of enrollments. This Annual Report provides a very brief review of the results most relevant to NSEP.³

Table 2 Total U.S. Enrollments in Less-commonly Taught Languages

Language	Two-Year	Undergraduate Programs	Graduate Programs	Total
Albanian	None	72	None	72
Arabic	1158	3902	445	4347
Armenian	80	233	12	325
Azeri	None	None	None	None
Belarussian	None	None	None	None
Burmese	None	31	3	34
Cantonese	None	39	None	39
Czech	5	159	30	194
Farsi	None	77	3	80
Georgian	None	None	1	1
Hebrew	533	11740	3560	15300
Hindi	None	767	64	831
Hungarian	None	53	5	58
Indonesian	None	177	46	223
Japanese	9219	32588	1334	33922
Kazakh	None	1	None	1
Khmer	None	14	None	14
Korean	None	3546	309	3855
Kurdish	None	None	None	None
Lingala	None	35	None	35
Macedonian	None	None	5	5
Malay	None	1	None	1
Mandarin	4764	22472	1220	23692
Mongolian	None	4	2	6
Polish	22	703	47	722
Portuguese	480	5958	488	6446
Romanian	None	83	9	92
Russian	2286	20541	964	21505
Serbo-Croatian	76	66	12	154
Sinhala	None	1	None	1
Swahili	1	1199	41	1241
Tagalog	428	362	4	794
Tajik	None	None	None	None
Tamil	None	41	4	45
Thai	17	240	15	272
Turkmen	None	None	None	None
Turkish	None	181	37	218
Uighur	None	1	1	2
Ukrainian	None	34	6	40
Urdu	None	22	13	35
Uzbek	None	None	4	4
Vietnamese	385	491	23	899
Totals	19454	108834	8707	136995

NSEP funds only those non-Western languages critical to U.S. national security. To understand the status of these languages in U.S. higher education, we include Table 2 which provides overall higher education enrollment data for these languages.

Hebrew, Japanese, Polish and Russian account for 69% of the 42 languages emphasized by NSEP; an additional three languages (Arabic, Korean, Portuguese) account for another 11%.⁵ The very small number of enrollments in less commonly taught languages is further characterized by a lack of critical mass in more than at least thirty-five critical languages. It might also be noted that the study of less commonly taught languages in higher education is predictably an undergraduate enterprise; fewer than 6% of the enrollments in these 42 languages is at the graduate level.

We do not know how many students enrolled in language education in the U.S. actually develop useable competencies in these languages. Although one of the few academic fields where there is a generally accepted national metric, we still have no national data on language proficiency achievement among students. Few academic programs are geared to proficiency standards. Most academic programs teach toward basic or intermediate goals. Few students enrolled in these critical languages ever achieve more advanced proficiency levels.

³For a more in-depth discussion of this enrollment survey, see the Association of Departments of Foreign Languages (ADFL) Bulletin, Vol. 31, No. 2, Winter 2000.

⁴It should also be noted that the data for Hebrew includes Biblical Hebrew which accounts for a significant percentage of overall Hebrew enrollments. Biblical Hebrew is not a language supported by NSEP.

Where do U.S. Students Study Abroad?

The Institute of International Education (IIE) reports, each year, on study abroad statistics for U.S. students. In this Annual Report we examine patterns of study abroad in 1998 and compare and contrast these patterns with the efforts of NSEP. It should be noted, at the outset, that the overall trend among U.S. students is toward increasing numbers in study abroad. Since 1994, the first year of NSEP awards, the total number of U.S. students studying abroad has grown by more than 45,000 from 84,403 in 1994 to 129,770 in 1998-99.

Table 3 Study Abroad in Areas Emphasized by NSEP

Country	# of Students	% of Total
Africa	1747	1.30%
Angola	None	None
Congo, Dem. rep of	None	None
Congo, Rep of	None	None
Ethiopia	6	<0.1%
Kenya	561	0.40%
Liberia	None	None
Nigeria	14	<0.1%
Rwanda	None	None
Sierra Leone	1	<0.1%
South Africa	891	0.70%
Sudan	None	<0.1%
Tanzania	240	0.20%
Uganda	34	<0.1%
Near East	3834	3.00%
Algeria	None	None
Bahrain	12	<0.1%
Egypt	267	0.20%
Iran	None	None
Iraq	None	None
Israel	3302	2.50%
Jordan	70	<0.1%
Kuwait	5	<0.1%
Lebanon	28	<0.1%
Libya	None	None
Morocco	126	0.10%
Oman	None	None

Table 3 provides IIE data on study abroad by U.S. students during 1998-99 for those seventy-nine countries emphasized by NSEP. Approximately one of every five students studied in one of these countries. However, sixty percent of these 27,118 students are accounted for, in order of magnitude, by only five countries: Mexico, Israel, Japan, China, and Russia. In fact, Mexico alone accounts for 27% of these students. As exhibited by the table, many critical world regions are not studied in by U.S. students. Eighteen of the 79 countries received no U.S. students-- another 35 are also virtually ignored.

East Asia & Pacific	# of Students	% of Total
East Asia & Pacific	6236	4.80%
Burma	None	None
Cambodia	8	<0.1%
China	2278	1.80%
Indonesia	201	0.20%
Japan	2485	1.90%
Korea, North	None	None
Korea, South	479	0.40%
Malaysia	22	<0.1%
Philippines	129	<0.1%
Taiwan	165	0.10%
Thailand	374	0.30%
Vietnam	95	<0.1%

Table continued on the following page

**Table 3 (cont'd.)
Study Abroad in Areas Emphasized by NSEP**

Country	# of Students	% of Total
Europe	3363	2.60%
Albania	24	<0.1%
Armenia	1	<0.1%
Azerbaijan	None	None
Belarus	3	<0.1%
Bosnia & Herzegovina	6	<0.1%
Bulgaria	50	<0.1%
Croatia	41	<0.1%
Czech Republic	999	0.80%
Georgia	5	<0.1%
Hungary	448	0.30%
Kazakhstan	None	None
Macedonia	3	<0.1%
Moldova	2	<0.1%
Poland	310	0.20%
Romania	57	<0.1%
Russia	1196	0.90%
Serbia & Montenegro	None	None
Slovakia	15	<0.1%
Slovenia	24	<0.1%
Tajikistan	None	None
Turkey	126	0.10%
Ukraine	53	<0.1%
Uzbekistan	None	None

Near East	3834	3.00%
Algeria	None	None
Bahrain	12	<0.1%
Egypt	267	0.20%
Iran	None	None
Iraq	None	None
Israel	3302	2.50%
Jordan	70	<0.1%
Kuwait	5	<0.1%
Lebanon	28	<0.1%
Libya	None	None
Morocco	126	0.10%
Oman	None	None
Qatar	1	<0.1%
Saudi Arabia	1	<0.1%
Syria	2	<0.1%
Tunisia	9	<0.1%
United Arab Emirates	10	<0.1%
Yemen	1	<0.1%

South Asia	712	0.50%
Afghanistan	None	None
India	707	0.50%
Pakistan	5	<0.1%

It is important to note that a number of countries emphasized by NSEP are not hospitable locations for American students, particularly undergraduates. Consequently, the statistics can be somewhat deceptive. However, it remains clear that in regions of vast significance to U.S. national security, including Africa, the Near East, and South Asia, the flow of American students is largely absent. For example, fewer students studied in all of South Asia than in Argentina.

The NSEP 1999 Annual Report also included detailed statistics on other issues of study abroad demographics, including ethnicity, gender, race, and field of study. These areas continue to need considerable focus. NSEP's efforts to change the traditional makeup of the study abroad population are showing results and are critically important to the nation.

Addressing the Needs, Requirements, and Emphases of the Federal Sector

The uniqueness of NSEP rests with its investment in U.S. capacity in languages and areas of the world critical to national security. Since the end of the cold war and the beginning of an era marked by globalization, NSEP's efforts have focused on leading an effort for students in the U.S. higher education community to define a meaningful and more inclusive concept of national security. In 1995, NSEP began to assess the national security needs for global skills (language competency, area and cultural knowledge) by surveying a wide cross-section of federal agencies and organizations involved in national security affairs. Since that time it has become apparent that the needs for global skills extend across a wide breadth of areas, languages, and disciplines. The process results in an annual list of Areas of Emphasis for NSEP Scholarships, Fellowships, and Institutional Grant awards.

This list is included in the application guidelines for all three NSEP award programs. The list is accompanied by a statement that encourages applications for study in and about countries and languages not included on the list as long as a compelling argument can be made concerning relevance to U.S. national security. NSEP also strives to articulate more clearly the expanding and complex national security related needs of the federal government as it continues to adjust to a rapidly changing and more highly interdependent global environment.

Determining Critical Needs.

In a December 2000 report on *Global Trends 2015*, the National Intelligence Council, working closely with national security experts from throughout the policy and academic communities focused on global change and national security issues. The report postulates challenges to U.S. national security in the next fifteen years, ranging from the traditional issues of proliferation of weapons of mass destruction, terrorism, narcotics and organized crime to newer and unprecedented issues involving technology, economic trends, regional conflicts, multilateral peacekeeping, refugee and humanitarian crises, environmental problems, global health issues, and challenges to democracy.

NSEP seeks to identify and build international expertise in those expanding areas most vital to U.S. national security. At the beginning of each calendar year, NSEP collects information from a wide range of federal agencies and offices whose missions include issues and areas that impact U.S. national security. Each organization is asked to review and validate a list of world regions, languages and fields of study that are critical to its mission. This process leads to the publication of the NSEP Areas of Emphasis, a list included in all guidelines for scholarship, fellowship and grant applicants. Equally important, NSEP identifies where the deficiencies are the greatest, focusing particularly on the relationship of fields of study to the development of international expertise.

In 2000, focusing on long term trends of the needs for area and language expertise, NSEP used as a baseline the current annual list of world regions, languages, and fields of study emphasized by the program. NSEP asked federal agencies to consider the next five to ten years in recommending additions and/or deletions to the existing list. NSEP also broadened the scope of the survey by increasing the number and types of federal agencies queried and by asking each respondent to identify the level of language expertise needed (beginning, intermediate, advanced). Questionnaires were submitted to 91 different federal agencies or offices (in some cases there were multiple submissions within a particular organization). Forty-seven respondents provided important feedback to the program.

The responses primarily support the current list of NSEP Areas of Emphasis. There were no recommendations for deletions. However, there was considerable agreement on the need to expand the coverage of the program to include additional African, Central Asian, and Latin American areas and associated languages. These issues will be discussed during spring 2001 with the NSEP Advisory Group and the National Security Education Board. The 2001-2002 list will be adjusted based on these discussions and recommendations.

NSEP AREAS OF EMPHASIS

WORLD REGIONS

AFRICA: Angola; Congo, Democratic Republic of the; Congo; Eritrea; Ethiopia; Kenya; Liberia; Nigeria; Rwanda; Sierra Leone; South Africa; Sudan; Tanzania; Uganda

EAST ASIA AND PACIFIC: Burma; Cambodia; China; Indonesia; Japan; Korea, North; Korea, South; Malaysia; Philippines; Taiwan; Thailand; Vietnam

EUROPE: Albania; Armenia; Azerbaijan; Belarus; Bosnia and Herzegovina; Bulgaria; Croatia; Czech Republic; Georgia; Hungary; Kazakhstan; Macedonia; Moldova; Poland; Romania; Russia; Serbia and Montenegro; Slovakia; Slovenia; Tajikistan; Turkey; Ukraine; Uzbekistan

LATIN AMERICA AND CARIBBEAN: Argentina; Brazil; Chile; Colombia; Cuba; Guatemala; Mexico; Panama; Peru; Venezuela

NEAR EAST: Algeria; Bahrain; Egypt; Iran; Iraq; Israel; Jordan; Kuwait; Lebanon; Libya; Morocco; Oman; Qatar; Saudi Arabia; Syria; Tunisia; United Arab Emirates; Yemen

SOUTH ASIA: Afghanistan; India; Pakistan

LANGUAGES (in alphabetical order)*

Albanian, Arabic (and dialects), Armenian, Azeri, Belarussian, Burmese, Cantonese, Czech, Farsi, Georgian, Hebrew, Hindi, Hungarian, Indonesian, Japanese, Kazakh, Khmer, Korean, Kurdish, Lingala, Macedonian, Malay, Mandarin, Mongolian, Polish, Portuguese, Romanian, Russian, Serbo-Croatian, Sinhala, Swahili, Tagalog, Tajik, Tamil, Thai, Turkmen, Turkish, Uighur, Ukrainian, Urdu, Uzbek, Vietnamese

FIELDS OF STUDY (in alphabetical order)

Agricultural and Food Sciences; Business and Economics; Computer and Information Sciences; Engineering and Applied Sciences (including Biology, Chemistry, Environmental Sciences, Mathematics, and Physics); Health and Biomedical Sciences; History; International Affairs; Law; Political Science and Policy Studies; Other Social Sciences (Anthropology, Psychology, Sociology).

Equally important, the Annual NSEP Survey also supports the need for language expertise across federal agencies involved in national security affairs. The respondents indicated needs for more than 70 different languages; most required advanced competencies in these languages. Among the languages emphasized by NSEP, the greatest need was expressed for Chinese (Mandarin), Japanese, Russian and Portuguese, with secondary needs in Arabic, Korean, Serbo-Croatian, Hindi, and Urdu.

NSEP Undergraduate Scholar

Support from the NSEP enabled me to continue my study of the Chinese language and Chinese nationalism at Beijing Normal University for a much longer period and at a much deeper level than otherwise possible...Academically I was much better prepared to tackle the questions I and other China watchers had regarding China and the varying visions of its people...I have found that private companies and government agencies have great interest in the skills I developed and have opened doors I doubt would be open otherwise...I fulfilled my service requirement with full-time employment as a Foreign Service Officer with the U.S. Department of State. I am currently an Economic/Commercial officer in our embassy in Damascus, Syria.

Robert Dickson
U.S. Embassy,
Syria

*The languages included in this list reflect the principal languages of each emphasized country of study. Other languages and dialects spoken by a significant population in these countries also are emphasized.

NSEP Undergraduate International Scholarships

The program for awarding scholarships to undergraduate students who are U.S. citizens is administered for the NSEP by the Institute of International Education (IIE). IIE is a nationally recognized, non-profit organization that has been a leader in promoting international education for more than 80 years.

The 2000 competition for undergraduate scholarships was announced in September, 1999 with applications due in February, 2000. An independent, merit-based review process conducted by a cross-section of university faculty and administrators at three levels (on-campus, regional, and national) considers the merits of applicants and ensures that the award recipients are of the highest quality and representative of the U.S. undergraduate population. Applicants are judged on the quality of their academic record and their ability to articulate the role that the proposed study abroad program will play in their education and career plans in the international arena. In addition, applicants are judged by the link they make between their educational and career goals and the national security goals of the NSEP.

The year 2000 NSEP scholarship finalists represent a high-quality group of undergraduates. From a diverse set of 445 undergraduate applicants, 143 awards were made after a three-tiered review process at the campus, regional, and national levels. Applications were received from students in 178 colleges and universities, representing 46 states. The award recipient pool includes students from schools in 37 states; recipients represent 41 home states. An important addition to the application process in 2000 was the on-line application option which allowed students and campus representatives to submit a portion of the application via the Internet. Approximately 34% (151) of the applications were submitted on-line; initial feedback from students and campus representatives is positive, and NSEP anticipates more applications through the on-line process in the coming years.

NSEP Undergraduate Scholar

The year I spent studying in Beijing, China has been extremely beneficial in my graduate studies and in the internships I have completed since returning from China. By studying Mandarin in China, I was able to pick up the language more quickly, both there and in the U.S....my knowledge of Chinese and of the Chinese political and economic environment contributed greatly to my understanding as I interned at the China Desk of the Office of the Secretary of Defense. It was also helpful as I interned for Ambassador James Lilley at the American Enterprise Institute. I believe that my study in China will be of definite assistance as I search for permanent position involving East Asia.

Jennifer Schepers
China Desk,
Office of the Secretary of Defense

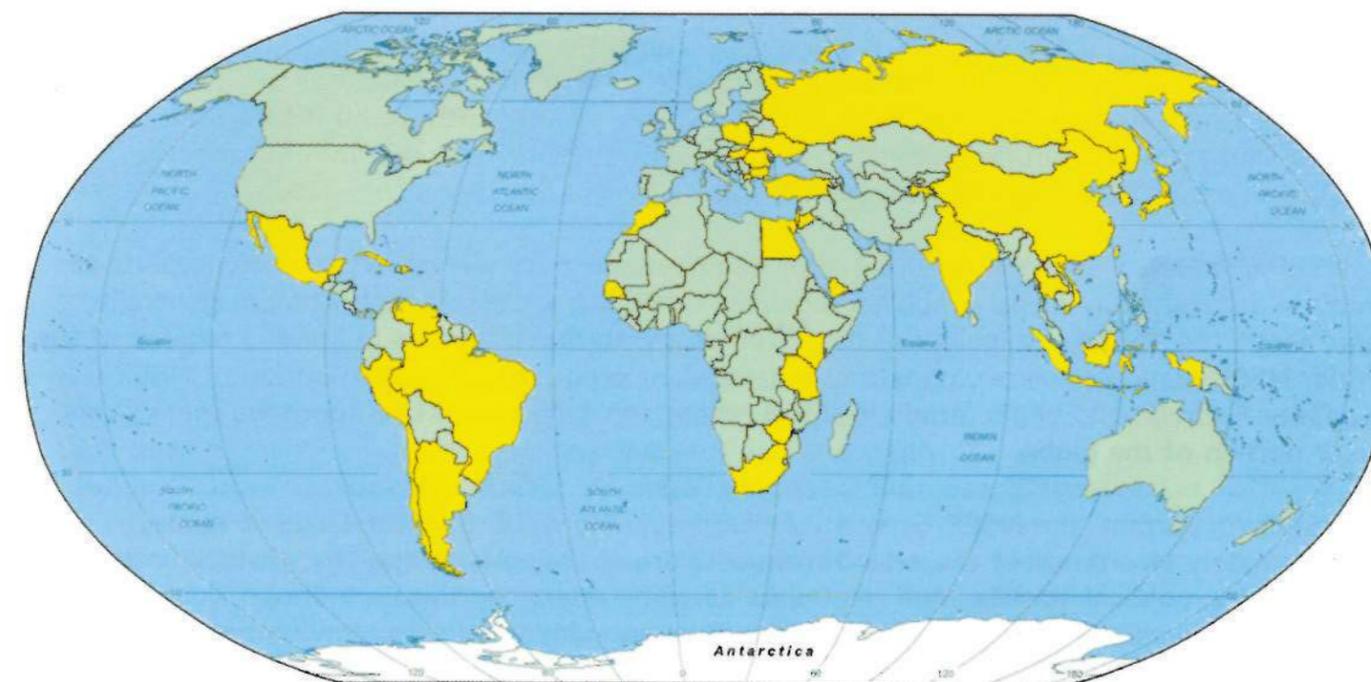
NSEP 2000 Undergraduate Scholars.

Once again, the NSEP Undergraduate Scholars represented an outstanding group of U.S. students. A complete list of students receiving awards is provided in Tab A.

This award group reflected substantial global reach among award recipients, across 36 countries and 25 languages. Approximately forty percent of the Undergraduate Scholars studied in China, Japan and Russia; the remaining sixty percent were divided among 33 other critical world regions.

World Regions of Study: 2000-2001 NSEP Undergraduate Scholars

*Country of Study in Yellow



Language study is diverse and includes the following:

- Arabic Czech Hebrew Hindi Hungarian Indonesian
- Japanese Korean Macedonian Mandarin Ndebole
- Polish Portuguese Russian Serbo-Croatian Shona
- Spanish Swahili Tajik Thai Turkish Vietnamese Wolof Xhosa Zulu

Consistent with the findings from our annual survey, NSEP encourages students from a diverse array of disciplines and fields of study to develop critical international skills. The year 2000 Scholars represent 21 different fields of study. More than a third (37.5%) of the award recipients are from fields outside the social sciences and humanities, including Agriculture, Biology, Business, Chemistry, Computer Sciences, Conservation, Economics, Engineering, Mathematics, and Physics. NSEP continues to emphasize the importance of global skills for these fields of study and works closely with the higher education community to encourage these students and to encourage the study abroad field to develop more meaningful programs.

NSEP Graduate International Fellowships

The program for awarding fellowships to graduate students who are U.S. citizens is administered for the NSEP by the Academy for Educational Development (AED). AED is a major, non-profit educational organization with extensive experience conducting programs for study in the developing world.

The Graduate Fellowship competition for Year 2000 was announced in September 1999 with applications due in January 2000. Following reviews by a series of rigorous, independent, discipline related panels, and review by an independent panel of distinguished scholars, 87 merit-based NSEP Fellowship Awards were offered from a national pool of 281 applicants. These fellowships were awarded to students from 36 states and the District of Columbia, representing 53 different U.S. universities. Thirty-nine different countries and 33 different languages are represented in the awards. All involve study outside of Western Europe. Fellowship award amounts ranged from \$2,000 to \$25,000.

NSEP Graduate Fellows have more opportunities than their undergraduate counterparts to study in a wider array of geographical regions. While undergraduate scholars are generally more restricted by the availability of organized study abroad programs in various regions of the world, NSEP graduate fellows construct independent programs. The distribution of NSEP Graduate Fellows who began study in 2000 represents a diverse set of countries that covers every portion of the globe.

Equally important, the NSEP Graduate Fellows represent 22 different fields of study. Approximately two-thirds of the award recipients are studying anthropology, history, international affairs, political science, and related fields. The remaining third are drawn from a diverse array of fields including, among others, agricultural economics, biology, environmental science, law, physics and public health. NSEP continues to make a concerted effort to identify graduates students across the disciplines who seek to internationalize their curriculum.

You [NSEP Fellows], the experts in fields ranging from political science to anthropology to environmental science, to economics are the people we will most need in the new century. You are the ones who will have had international training and expertise to help us confront many of these challenges. We will need engineers, lawyers and biologists every bit as much as we need soldiers and politicians...More than anything else we need skilled and committed people with international experience. Globalization really means exactly this.

Honorable Lee Hamilton
 Director, Woodrow Wilson International Center

Keynote Remarks at Symposium on Globalization and National Security, October 4, 1999

World Regions of Study: Year 2001 NSEP Graduate Fellows

*countries of study in yellow



The list of 33 languages is equally as diverse as those studied by undergraduates and includes:

- Amharic Arabic Aymara Bulgarian Burmese Czech**
- French Hebrew Hindi Japanese Khmer Korean**
- Luganda Macedonian Mandarin Moldavian Mongol**
- Polish Portuguese Punjabi Quechua Romanian**
- Russian Serbo-Croatian Shona Spanish Tajik**
- Tamil Tatar Thai Turkish Urdu Zulu**

NSEP Graduate Fellow

As an NSEP Graduate Fellow I spent one year in Japan studying Japanese and doing research on my dissertation. The NSEP provided me with two opportunities that changed my life. NSEP funded my stay in Japan that helped hone my Japanese language skills, increasing my knowledge extensively. The stay in Japan also helped me learn about Japanese culture and politics, skills that I use daily in my current position. NSEP also enabled me to find a position in the federal government. I have found that I thoroughly enjoy working in government and want to make it my career. I am an international programs specialist for NASA. In this position I have the Japan desk for International Space Station activities.

Rebecca Spyke Gardner
 International Programs Specialist,
 NASA

NSEP Grants to U.S. Institutions of Higher Education

The competition for NSEP institutional grants is administered directly by the NSEP Office. The institutional grants program has been established as an annual competition, beginning in the early spring and concluding in the early winter of each year. NSEP institutional grants provide opportunities for U.S. institutions of higher education to develop or strengthen their capabilities to enhance the national capacity to educate U.S. citizens in critical languages, cultures, areas, and international fields, thus strengthening the nation's ability to operate effectively in the international environment. NSEP has increasingly sought to fund programs that strengthen national programs and fields of study, as opposed to efforts designed to strengthen specific institutions alone. This year the National Security Education Program completed its seventh annual competition for grants to U.S. institutions of higher education. The program received 90 preliminary applications; from these, 24 were selected to be considered for final awards. The NSEP awarded 7 institutional grants for projects ranging from one to four years, with a total award amount of approximately \$2 million. It is important to note, however, the almost 200 institutions will benefit from the seven individual grants. The abstracts below provide a brief synopsis and contact information for each of the grant projects awarded in 2000.

Brigham Young University *Developing an Infrastructure for Technology-Enhanced Language Instruction in Critical Languages*

Amount: \$299,693

This project will develop an innovative software infrastructure for the development of technology-assisted language and cultural instruction in less-commonly taught languages such as Arabic, Hindi, Korean, Spanish, Swahili, and Ukrainian. The primary contribution of this project will be a major technological addition to the teaching of non-Roman orthography languages. Although experience has shown the potential for the use of technology to improve the quality of language instruction and make it more cost-effective, the most significant strategic impact of this effort is to make language-learning experiences available in low-enrollment languages.

Northern Illinois University *Burmese, Khmer, and Lao: An Interactive Multimedia Approach to Teaching Their Languages and Cultures on the World Wide Web*

Amount: \$278,629

Southeast Asia has acquired great prominence in international affairs in recent years. However, progress in the area of teaching the languages, cultures and histories of Southeast Asia remains low, even for the most economically dynamic countries of this region. This project will provide scholars, students, business people, diplomats, and other interested users of the World Wide Web with interactive, integrated foreign language and culture training for three of the poorest and most politically unstable countries in mainland Southeast Asia - Burma, Cambodia, and Laos.

Northwestern University *International Health, Medical Cultures and the Law*

Amount: \$444,864

This proposal is part of an innovative, campus-wide program of interdisciplinary education and research designed to (1) integrate science and pre-professional students into international studies, (2) internationalize professional school curricula and research, (3) forge stronger cross-college collaborations, and (4) strengthen language training and international curricula. This project undertakes a comprehensive examination of the medical, cultural and legal structures

that shape health conditions and policies abroad, the international environment that spreads the impact of these problems, and the emerging international regimes that address these global realities. This program combines new interdisciplinary courses, specialized language training, study and research abroad opportunities, conferences and outreach.

Tidewater Community College *Tidewater Community College International Consortium Vietnam Project*

Amount: \$193,908

Tidewater Community College (TCC) and its 7 consortium partners will carry out a three-year project to build a critical mass of scholarship about Vietnam among the eight Mid-Atlantic community colleges. Fifty-five percent of U.S. college freshmen and sophomores attend community colleges. This project is designed to address their education needs. It will serve as an important model for community college consortia as a strategy to enhance international education opportunities for community college students throughout the U.S.

University of Missouri *Civil and Environmental Engineering Department. University of Missouri/Industry Partnerships for Training in Chinese Language and Culture*

Amount: \$257,069

The University of Missouri-Columbia and Tsinghua University (Beijing) will collaborate on a program designed to provide U.S. students in environmental engineering with knowledge of Chinese language, culture, politics, and Chinese labor issues. The program will select U.S. undergraduate and graduate students for a seven-month learning and work experience in China, including 16 weeks of intensive instruction in Chinese language, courses on traditional and contemporary culture and reform and the Chinese environmental industry, and a 10-week internship with Chinese environmental companies.

University of Wisconsin-Madison *A Communicative and Contextual Approach to Learning Indonesian*

Amount: \$74,922.

This project will complete a four-volume set of Indonesian language textbooks that provide instruction on speaking, listening and writing with grammatical accuracy for first and second year university classes. The materials offer a competency-based language curriculum for a student-centered, communicative classroom. The materials will enable students to communicate in meaningful and culturally relevant contexts while developing increasingly complex conversational strategies and learning about Indonesian culture.

University System of Georgia *On-Line Interactive Multimedia Instruction in Japanese, Chinese, and Russian*

Amount: \$431,750

Through this project, teams of foreign language faculty and instructional design consultants will develop interactive, multimedia internet-based courses in lower-division Japanese, Chinese, and Russian. The project represents an exciting, innovative, and ambitious effort to expand state and national capacity in languages and cultures critical to U.S. national security. It will dramatically increase access to instruction, improve student learning outcomes, and provide a distance learning model that can be applied to other languages and world area studies. The project advances programs in second language acquisition through its use of new tools and methodologies made possible by computerized and internet-based learning.

The NSEP Service Requirement

All NSEP Undergraduate Scholarship and Graduate Fellowship recipients incur a service requirement in accordance with subsection 1902(b) of title 50, U.S. Code. As a condition of their awards, they are required to seek employment, as a first priority, in a federal agency or office involved in national security affairs. If they are not successful in finding federal employment during a reasonable period of time established by NSEP, they have an option of working in higher education in an area related to the study funded by NSEP.⁵

Through innovative application of the service requirement for award recipients, NSEP is now providing many federal organizations with previously unavailable expertise. This expertise extends beyond the impressive academic credentials of the award recipients to include overseas experience and competency in at least one language critical to U.S. national security.

Proactive Collaboration

A series of highly proactive initiatives have been initiated by NSEP to enhance the probability that NSEP award recipients will find meaningful federal employment. With the assistance of the U.S. Office of Personnel Management (OPM), NSEP-NET was created in 1998 as an on-line source of active resumes posted by NSEP Scholars and Fellows for active consideration by federal hiring officials.

Additionally, program staff obtained a government-wide provision allowing for non-competitive hiring of NSEP award recipients. This important "Schedule A Excepted Hiring Authority" allows federal agencies the leeway to hire NSEP award recipients without regard to most hiring restrictions and preferences.⁶

During 2000, NSEP moved to privatize the implementation and management of NSEP-NET. This involved development of a newer, more functional NSEP website (www.nsepnet.org), which will be available in Spring 2001. The site will represent a state-of-the-art tool and approach to identifying an outstanding group of highly motivated NSEP award recipients who are eager to pursue opportunities with the federal government.

"Congress should significantly expand the National Security Education Act (NSEA) to include broad support for social sciences, humanities, and foreign languages in exchange for military and civilian service to the nation."

A recommendation of the Phase III Report of the U.S. Commission on National Security/21st Century

⁵ NSEP has established a system whereby an applicant's period of time during which he or she must actively pursue federal employment is the 12-month period immediately preceding graduation from his or her current degree program.

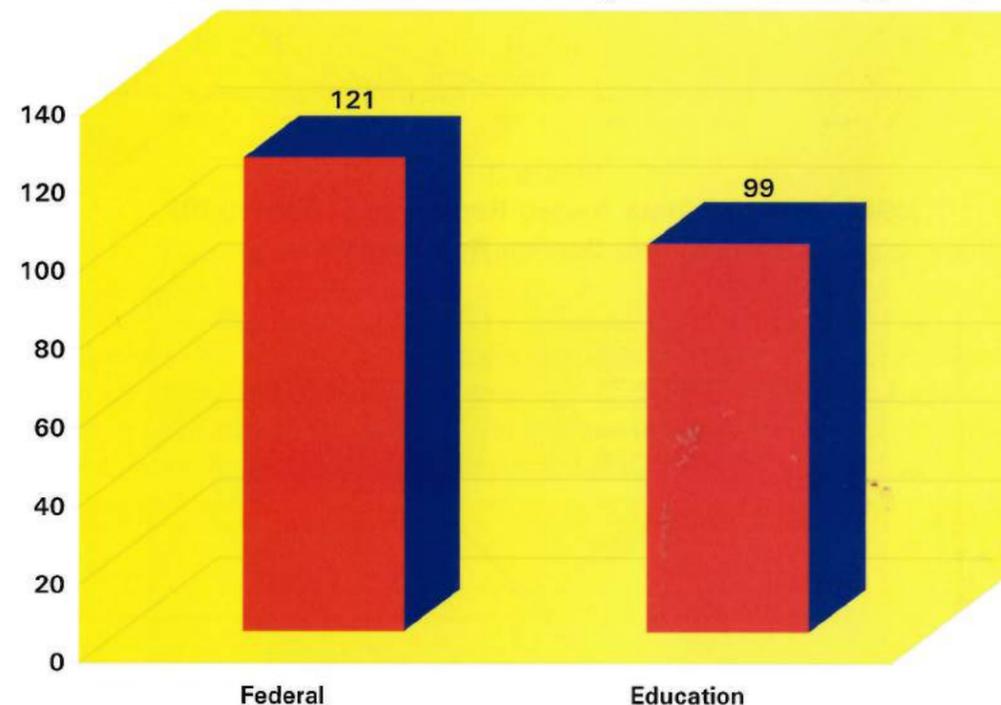
⁶ See the Code of Federal Regulations (CFR) Title V, Volume 1, Part 213.3102(r).

Returns on the Investment

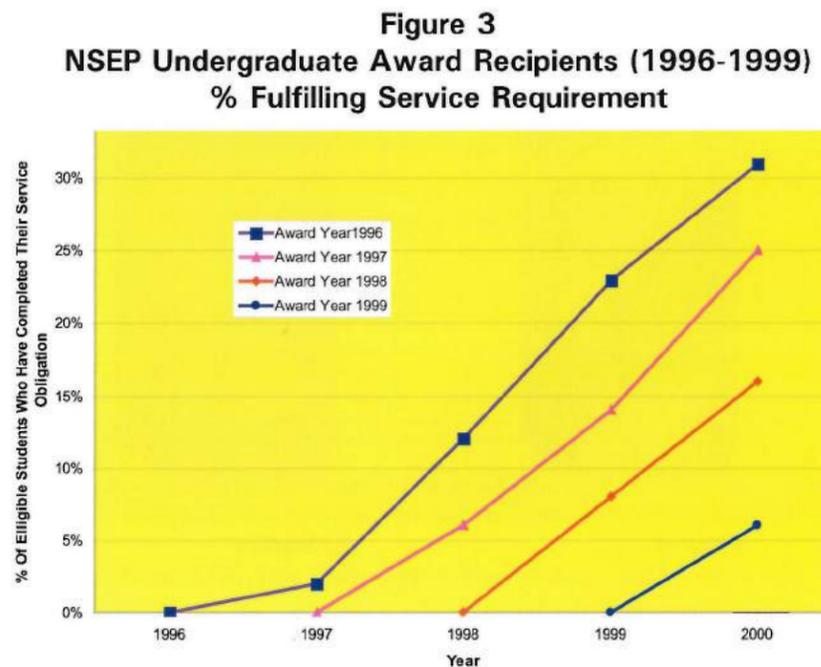
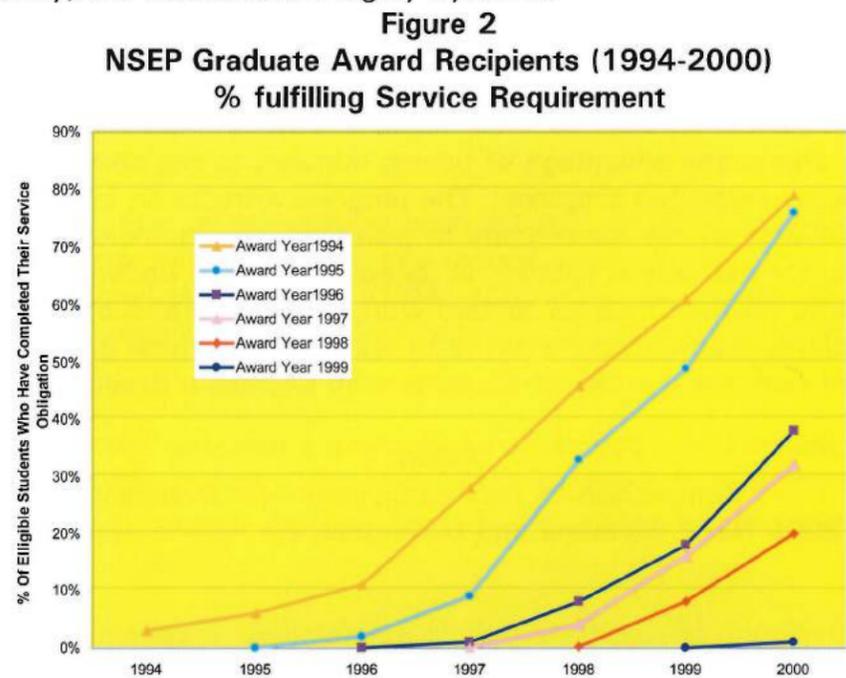
"In an era of governmental downsizing, more limited governmental missions, general world peace, and exploding technological and productivity gains at home and abroad, [one] might well ask if there's a continuing need for a vibrant and healthy federal service. But unless Washington abandons its responsibility to provide for the common defense, refuses to referee between competing national economic interests on the airwaves or in the airways, and abrogates its duty to monitor and enforce national standards for health, the environment, food and social security, then the need for a first-rate federal civil service will remain of paramount importance." [see Hitz, Frederick P., "Headhunting with Uncle Sam." Washington Post, December 3, 2000, p B3.]

The NSEP now enjoys the advantage of having matured to the point that it is a firmly established and highly respected program. The program attracts an increasing number of students who are motivated by the opportunity to gain international expertise and work, either in short- or long-term, for the federal sector. In its application for Undergraduate Scholarships, NSEP asks applicants for their feelings toward work in the federal sector. Figure 1 compares the number of students who express a desire to work in the federal government to fulfill the service requirement with the number of students who express a desire to work in the field of higher education.

Figure 1
Comparison of Two Employment Preferences:
2000 NSEP Graduate and Undergraduate Award Applicants

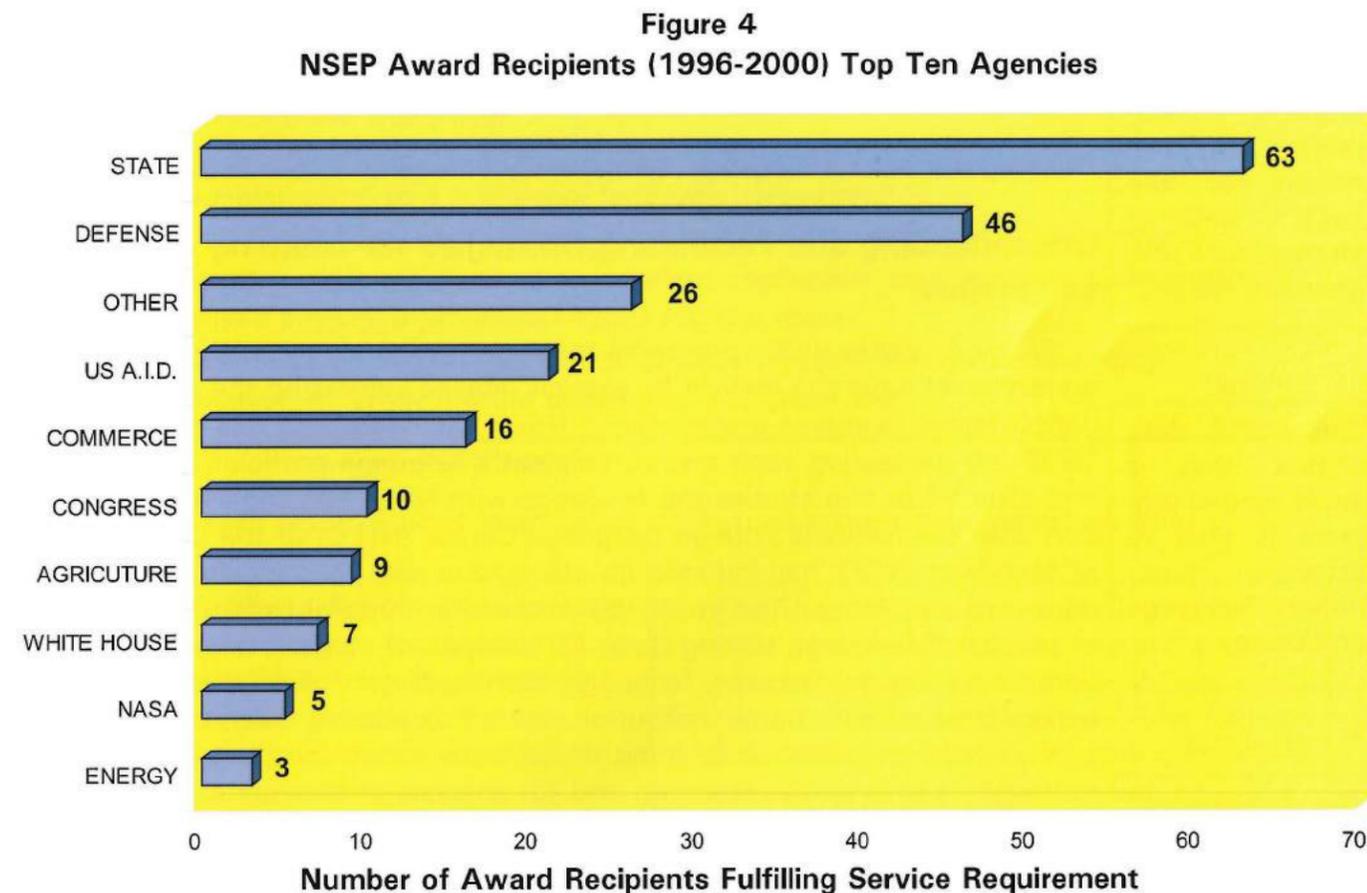


In an era of concern about the effectiveness of federal programs, NSEP's measures of success are clear. Each award recipient will return the federal investment by enriching either the federal or higher education sector with important international expertise. Many NSEP award recipients have already succeeded in identifying positions in the federal sector -- some will complete their service requirement within the federal sector and move on to other positions; others will remain with the federal government. A significant number of NSEP award recipients have established themselves in important positions in higher education. Figures 2 and 3 show the numbers of NSEP award recipients, by year of award, who have either begun or completed work toward fulfilling their service requirements. It should be noted that many NSEP award recipients from 1996-2000 have recently completed or are still working toward their degrees. The service requirement provision allows for a period of eight and five years, for undergraduates and graduate students respectively, to begin completing their service requirements. Consequently, the statistics are highly dynamic.



Spreading the Resource

Over 20 Federal organizations have benefited from the expertise of NSEP award recipients employed by them. Figure 4 Reflects the ten Agencies where multiple numbers of NSEP award recipients have fulfilled their service requirement.



The quality reflected in the backgrounds and achievements of NSEP award recipients identify them as potentially valuable assets in any organization. As a result, hiring managers and human resource professionals are increasingly seeking NSEP scholars and fellows as valuable resources for the professional workforce.

Effective

The data indicates that the NSEP program is achieving its goals. NSEP fellows studying in-country are gaining language competency... their skills advancement is arguably comparable to the results of the best national study abroad programs in the U.S.

NSEP'S Expanding Role

The recognition of NSEP's success in promoting international expertise, and its direct link to the critical role this expertise plays in national security, have paved the way for the program to play an important leadership and advocacy role. In this capacity, NSEP has forged new ground in some critical areas:

- Understanding and facilitating strategies for the learning of other languages
- Technology and language learning
- Raising the bar for language competency standards in the U.S.

Understanding and Facilitating Strategies for Learning of Other Languages

Many overseas study programs for American students at the postsecondary level have the implicit or explicit goal of increasing the participants' target language proficiency. NSEP has addressed this issue since 1996 by measuring each award recipient's language proficiency before and after he or she studies the language with NSEP funding. In cooperation with the National Foreign Language Center (NFLC) at the University of Maryland, NSEP has initiated an effort to assess the language gains of its award recipients. The study will proceed in three phases: (1) analysis of results of language testing data; (2) analysis of student demographic data, including gender, age, language learning history, discipline, previous experiences abroad, home institution, current academic level, and program type in order to better understand those factors that contribute to differential gains in language learning; and (3) analysis of aspects of overseas study programs that affect language learning for the purpose of better informing students and advisors about program choices. In the end, this effort hopes to answer important questions, such as:

- What are reasonable expectations or standards for: different periods of language study in country; different languages; and different kinds of in-country programs?
- Am I better off combining immersion study at home with in-country study?

Future NSEP Annual Reports will include important findings from this study.

Vital

The NSEP data shows that a study abroad program is vital to attaining functional language proficiency.

Qualified

The self-selected nature of the applicant pool and the selectiveness of the program itself must play a strong role in the success of the language gains. Both factors insure that selected award recipients are capable and highly motivated scholars.

Technology and Language Learning: Informing The Field

Distance learning and new technologies are playing a vital role in delivering and supporting instruction in higher education. In spite of considerable investment of resources, there is, however, a paucity of research related to second language learning and technology. Since 1995, NSEP has funded a number of technology-based institutional efforts in language acquisition and learning, many of which are cutting-edge. We hope to help guide and inform the field by investigating and exploring their impact. Initiated in Fall 2000, NSEP has begun working with seven programs (shown below) across a diverse set of languages and technological approaches to document and disseminate findings:

- **What are the current forms of technology used in language programming at universities in the U.S.? Are they TV, web-based, via video/audio instructional materials?**
- **How is technology used? It is a primary instructional delivery system? Is it supplemental to a traditional language classroom?**
- **Which technologies are more appropriate at different levels of instruction?**
- **What resources are required to develop, implement, and maintain technologically based language programs? What are the costs?**
- **Benchmarks and indicators for success....How is language competency measured? What are the different assessment tools?**

Seven NSEP-Funded Institutions are Participating in this Important Study:

The University of Arizona is examining multimedia strategies for creating a delivery system for second language teachers to study a less commonly taught language within a strategic K-12 articulated curricular plan.

Northern Illinois University is researching the patterns of student use and preferences in acquiring new vocabulary for Southeast Asian languages. The findings will have implications for the design and implementation of web-based materials.

Johnson C. Smith University is addressing the difficulties related to launching and maintaining technology-based language instruction within and across departments and institutions.

Indiana University is examining the resources necessary and the technical issues in developing video-based language modules.

The University of Hawaii is studying the effectiveness of distance-delivered foreign language instruction.

Montana State University, in using new internet "streaming" technologies, will assess the future directions that need to be taken in technology to lower the costs and increase the quality of interactive video.

Five Colleges is studying how web-based video archives are used to enhance foreign language and cultural studies in a variety of educational settings.

Raising The Bar: Advanced Language Capacity in the U.S.

Need

The Flagship initiative is designed to address the urgent and growing need for significantly higher levels of language competency among a broader cross-section of professionals, particularly for those who will join Federal agencies.

Solution

Together with an increasing emphasis on language acquisition in the K-12 environment, higher education offers the only feasible solution to the growing national language crisis.

Partnership

The Flagship Initiative represents a major partnership between the federal government and higher education to implement systematic programs designed to embrace language competency as its central mission.

There is little debate that the era of globalization has brought increasingly diverse and complex challenges to U.S. national security. With these challenges comes a rapidly increasing need for a workforce with skills that address these needs, including professional expertise accompanied by the ability to communicate and understand the languages and cultures of key world regions. Some 80 federal agencies and offices involved in areas related to U.S. national security rely increasingly on human resources with high levels of language competency and international knowledge and expertise. Finding these resources, and in particular finding candidates for employment as professionals in the federal government, has proven increasingly difficult. Many agencies now report shortfalls in hiring, deficits in readiness, and adverse impacts on operations.

To address these needs, NSEP, in collaboration with the National Foreign Language Center at the University of Maryland, has initiated a pilot National Flagship Language Initiative. NSEP seeks to establish national and regional flagship programs at major universities throughout the U.S. These flagships, coupled with directed fellowships for individual students, will produce significant numbers of graduates, across disciplines relevant to U.S. national security, with advanced levels of proficiency in languages critical to the U.S. The Flagship Initiative will, in its first stage, focus on five highly critical languages: Arabic, Chinese, Japanese, Korean, Russian.

NSEP Graduate Fellow

The NSEP Fellowship provided me with the funds to travel to India and Pakistan to do research on conflict issues between the two countries...I received the NSEP on the heels of the Foreign Language Area Studies Fellowship (FLAS) on South Asia from the Department of Education...I obtained a job from the State Department, Bureau of Intelligence and Research Near East and South Asia Office as an analyst for Afghanistan. ... In the past 2 years [as an NSEP Fellow and Presidential Management Intern] I have worked as Special Assistant to the Ambassador to the U.S. Mission to the U.N. and was given a rare opportunity to work very closely with high-level diplomats from around the world on U.N. peacekeeping missions in Africa, the Middle East and Central Asia. I also became the area expert on Afghanistan and the historic 6 + 2 international working group, the only group through which the United States has any diplomatic contact with Iran. I have also worked in the Bureau of International Narcotics and Law Enforcement working directly under the Assistant Secretary on public diplomacy and foreign and domestic press issues involving Plan Colombia, drug trafficking, global corruption, global money laundering and trafficking in persons and illegal migration. Currently, I am on rotation in Senator Kennedy's office and deal with a variety of [foreign policy] issues. I have been offered a position in the Foreign Service and am in the process of deciding what my next career move will be.

Ranjeet Singh
Senate Aide,
United States Congress

Appendix

Tab A

National Security Education Program

2000-2001

Undergraduate Scholarship Award Recipients

Name	Home Institution	Country	Field of Study
Abreu, Juan	Lehigh University	Venezuela	Criminology
Adkins, Lauren	University Of South Carolina-Columbia	Russia	East Europe/Russia area studies
Altringer, Bethanne	Arizona State University	Czech Republic	Economic development
Asadi, Lobat	Metropolitan State College of Denver	Egypt	Journalism
Bapat, Sheila	University Of Arizona	China (P.R.C.)	Political science
Barr, Adam	Case Western Reserve University	Chile	Bioengineering
Bartuski, Andrea	Kalamazoo College	China (P.R.C.)	Political science
Beasley, Brooke	University of Colorado at Boulder	Kenya	Anthropology
Bilgesu, Deniz	West Virginia University	Turkey	International relations
Blauwet, Cheri	University Of Arizona	Argentina	Molecular biology
Bono, James	American University	China (P.R.C.)	International relations
Borders, Steven	Indiana University at Bloomington	Egypt	Near Eastern languages and literature
Bower, Joshua	Juniata College	Russia	Anthropology
Brittall, Megen	Willamette University	Ukraine	Mathematics
Brunner, John	Case Western Reserve University	Argentina/Brazil	Economics
Buckalew, Lauren	University of Pennsylvania	China (P.R.C.)	East Asian languages and literature
Byrne, Kara	Goucher College	Argentina	Psychology
Cairns, Christopher	Penn State University at Erie, Behrend College	China (P.R.C.)	History
Calandrella, Laura	Arizona State University	Brazil	Biology
Caradonna, Thomas	University of California, Berkeley	Japan	Electronic engineering
Chiu, Allan	Yale University	Japan	International economics
Chongchit, Jane	University of California, Los Angeles	Cuba/Chile	International relations
Clune, John William	University of Pittsburgh	Tajikistan	Environmental engineering
Cochran, Emily	Seattle Pacific University	Russia	International politics
Cohen, Leah	Stanford University	Russia	International relations
Collins, Gregory	Marquette University	Brazil	Political science
Cronley, Courtney	Oglethorpe University	Japan	History
Cunningham, Crisi	University of Mississippi	Morocco	Political science
Dallas, Mark	Ohio State University Main Campus	Japan	East Asian languages and literature
Davidson, Kristina	King College	Korea, South	International relations
Deutsch, David	University of Maryland Baltimore County	China (P.R.C.)	Economics
Deyerin, Marcus	George Washington University	China (P.R.C.)	East Asia/Pacific area studies
Doinidis, Jessica	University of Michigan-Ann Arbor	Russia	Political science
Dratz, Catherine	Montana State University	Morocco	Spanish languages and literature
Droitcour, Brian	Carleton College	Russia	Slavic languages and literature
Erfe, Michael	Rice University	China (P.R.C.)	Political science
Falat, Stacia	Knox College	Tanzania	Anthropology
Fisher, Marsha	Case Western Reserve University	Dominican	Anthropology
Foster, Benjamin	University of Kentucky	Russia	Comparative literature
Franz, Jessica	Occidental College	Peru	International relations
Fuller, Merrian	Stanford University	Thailand	International relations
Fung, Philip	California Institute of Technology	Taiwan	Electronic engineering
Garcia, Brett	University of California, San Diego	Chile	Latin America/Caribbean area studies
Gerster, Wendy	Arizona State University	Macedonia	East European languages and literature
Gross, Samuel	University of Wisconsin-Madison	Indonesia	Physics
Gruener, Douglas	Case Western Reserve University	Japan	Accounting
Hale, Daniel	James Madison University	China (P.R.C.)	International relations
Halliday, Michael	State University of New York at Buffalo	Croatia	History
Halphen, Thomas	Louisiana State University	Turkey	International economics
Hertel, Scott	College Of William And Mary	China (P.R.C.)	Astrophysics
Hitchcock, Shay	University of Mississippi	Russia	Peace & conflict resolution
Hooper, Daniel	Florida State University	Russia	International relations
Howe, Grant	University of Wisconsin-Madison	Czech Republic	International relations
Hughes, Tony	University of Kentucky	Viet Nam	Geography
Humphrey, Erin	Wellesley College	Japan	East Asia/Pacific area studies
Jackson, Brandon	Florida State University	China (P.R.C.)	Chinese language & literature
Jacobius, Doron	Northwestern University	Israel	Economics
Janson, Sera	George Washington University	Tanzania	Environmental studies
Jensen, Sara	University of Wisconsin-Eau Claire	Peru	Molecular biology
Johnson, Preston	University of Colorado at Boulder	Russia	Political science
Kastl, Rebecca	Smith College	Russia	Slavic languages and literature
Kimhachandra, Aliza	Boston College	Thailand	Sociology
King, Nolan	San Francisco State University	Korea, South	Chinese language & literature
Kiorkis, Lidia	DePaul University	Lebanon	International relations
Kitchen, Amy	University of California, San Diego	Tanzania	Ecology
Klotz, Chester	University of Kansas	Argentina	International business
Koehler, Matthew	City College Of San Francisco	China (P.R.C.)	Chinese language & literature
Koupal, Cyra	San Jose City College	Brazil	Latin America & Caribbean-US relations
Kristenson, Heidi	University of Alaska Fairbanks	Russia	Eastern Europe/Russia area studies
Ledbetter, Lucas	Long Island University - Friends World Program	China (P.R.C.)	Chinese language & literature
Lee, Bronson	University Of Georgia	Argentina	Economic development

Name	Home Institution	Country	Field of Study
Lee, Yi	University Of Georgia	China (P.R.C.)	Communications & broadcasting
Lehn, Kimberly	American University	Korea, South	Government
Leijonhufvud, Jenny	University Of Arizona	Chile	Latin America & Caribbean politics
Li, Patricia	Fairfield University	China (P.R.C.)	Psychology
Liu, Amy	Smith College	Hungary	Mathematics
Loh, Katherine	University Of Texas At Austin	China (P.R.C.)	Biochemistry
Lundt, Oliver	Washington State University	Russia	Information sciences & systems
Magnall, Deena	University Of Arizona	Korea, South	East Asia/Pacific-US relations
Marlow, Erin	University of Illinois at Urbana-Champaign	Brazil/Argentina	Crop science technology
Martindale, Laura	University of Nebraska-Lincoln	Tanzania	Biology
Math, Mali	College Of William And Mary	China (P.R.C.)	Government
Maughan, John	Reed College	China (P.R.C.)	Anthropology
McFee, Daniel	University of California, San Diego	China (P.R.C.)	Southeast Asia area studies
McMullin, David	Brigham Young University	Egypt	Near East area studies
Mehta, Shefali	New York University	India	Economics
Miller, Bryon	Hamilton College	South Africa	History
Miller, Tait	University of California, San Diego	South Africa	Political science
Mohlenka, Matthew	DePaul University	Thailand	International relations
Mooster, Jana	University Of Oregon	Japan	Biochemistry
Moss, Sarah	Harvard University	Hungary	Logic
Mumme, Theresa	University of Texas at San Antonio	Czech Republic	International business administration
Murphy, Jennifer	University of Illinois at Urbana-Champaign	Kenya	Public health
Murray, James	American University	Egypt	International relations
Nadel, Daniel	George Washington University	Zimbabwe	International relations
Nohre, Christina	University Of Minnesota-Morris	China (P.R.C.)	International relations
Owens, John	City College Of San Francisco	China (P.R.C.)	International business
Pahl, Christopher	Oregon State University	China (P.R.C.)	Agriculture
Parker, Elizabeth	Case Western Reserve University	Chile	Spanish language and literature
Penn, Lawandria	Winston-Salem State University	Mexico	Marketing
Perdreau, Maurice	Georgetown University	Egypt	Foreign policy
Porterfield, James	University Of Oklahoma	South Africa	Atomic & molecular physics
Portley, Nicole	Boston College	Senegal	Biochemistry
Powell, Jamila	Pennsylvania State University	China (P.R.C.)	International business
Prentice, Benjamin	Oklahoma State University Main Campus	Russia	International politics
Price, Tennille	Johnson C. Smith University	Mexico	International relations
Pruitt, Seth	University Of Arizona	Turkey	International relations
Raque, Trisha	University of Kentucky	Russia	History
Reynolds, Makaria	Brigham Young University	Jordan	International politics
Richardson, Otis	Lebanon Valley College	Japan	East Asia/Pacific-US relations
Roberts, Leah	Colorado State University	Kenya	Natural resources
Rohan, Krista	University of Wisconsin-Madison	Russia	Mathematics
Ross-Viles, Sarah	Brown University	Israel	Ecology
Rule, Kristin	Vassar College	Russia	Chemistry
Rumba, Amanda	Mercyhurst College	Russia	History
Sampey, Kiondra	Dillard University	Japan	International business
Schaber, Stephen	Miami University	China (P.R.C.)	International relations
Scott, Charles	Northwest Indian College	Hungary	Fisheries
Shafer II, Doyle	University Of Texas At Austin	Japan	International business administration
Silver, Paula	Oakton Community College	Kenya	International politics
Singer, Jessica	Queens College Of The City University Of New	Israel	History
Skreslet, Rebecca	College Of William And Mary	Morocco	Near East area studies
Snow, Angela	California Institute of Technology	Egypt	Environmental engineering
Soper, Lachlyn	University of Wisconsin-Madison	Indonesia	Southeast Asia-US relations
Spencer, Patrick	Indiana University at Bloomington	China (P.R.C.)	English
Stanley, Callie	University of Kansas	Russia	Slavic languages and literature
Strauch, Judson	University of Notre Dame du Lac	Yemen (Sana)	Anthropology
Sundin, Rebekah	University of Illinois at Chicago	Poland	Economics
Templeman, Kharis	University Of Rochester	Taiwan/China	Economics
Tiedemann, John	City College Of San Francisco	Japan	History
Toomer, Charisse	Spelman College	Brazil	Sociology
Uy, Benjamin	University Of Texas At Austin	China (P.R.C.)	Finance
Warren, Justin	University of Southern California	China (P.R.C.)	Aerospace engineering
Williams, Erica	New York University	Brazil	Cultural anthropology
Winslow, Emily	Virginia Polytechnic Institute and State University	Russia	Political science
Wu, Tina	University Of Arizona	China (P.R.C.)	Molecular biology
Young, Ronna	University Of Nebraska At Omaha	Israel	International relations
Yow, Charles	University of Mississippi	Hungary	International relations
Yuill, Tiffany	University Of Nevada-Reno	Brazil	Spanish language and literature
Zuber, Alexandra	University of Minnesota-Twin Cities	Zimbabwe	International relations

Tab B

National Security Education Program
2000-2001
Graduate Fellowship Award Recipients

Name	Institution	Country	Language	Degree/Discipline
Akresh, Richard	Yale University	Burkina Faso	French/Mossi	PhD Economics
Arnold, Caroline	UC Berkeley	Turkey	Turkish	PhD Political Science
Arnold, Juliana	Monterey Institute for International Studies	Turkey & Uzbekistan	Turkish	M.A. Public Administration
Aleson, Ann	Monterey Institute for International Studies	Uganda	Luganda	M.A. International Affairs
Barham, James	University of Florida	Egypt	Arabic	PhD Anthropology
Barkey, Nanette	University of Florida	Mozambique	Shona/Portuguese	PhD Anthropology
Barr, Robert	University of Texas, Austin	Peru & Bolivia	Spanish	PhD Political Science
Beck, Steven	University of California, Davis	China (P.R.C.)	Mandarin & Japanese	PhD History
Bell, Arthur	Cornell University	Yemen	Arabic	PhD Linguistics
Blake, Anthony	Washington State University	Thailand	Thai	MBA
Brummond, Janice	University of Michigan	Mongolia	Mongol	PhD Environmental Sciences
Bury, Jeffrey	University of Colorado	Peru	Spanish/Quechua	PhD Geography
Case, Holly	Stanford University	Romania	Romanian	PhD History
Cornier, Kelly	Michigan State University	Kazakhstan	Russian	Master's Agricultural Economics
Cushman, Colin	University of Massachusetts	Thailand	Thai	Master's Environmental Policy/Resource Economics
Dougherty, Michael	University of Florida	Ethiopia	Amharic	PhD Geography
Dale, Heather	Princeton University	Egypt	Arabic	Master's International Affairs
Dodson, JoAnn	University of Alabama, Birmingham	Cuba & Mexico	Spanish	PhD Public Health
Elinski, John	University of San Francisco	Japan & Korea	Japanese/Korean	Master's Asian Studies
Fadiman, Maria	University of Texas, Austin	Ecuador	Spanish/Waorani	PhD Geography
Farmer, Joy	University of California, Los Angeles	Lebanon	Arabic	PhD Political Science
Frank, Adam	University of Texas, Austin	China	Mandarin	PhD Anthropology
Ferchen, Matthew	Cornell University	China	Mandarin	PhD Political Science
Fruehan, Shana	University of Chicago	Japan	Japanese	PhD Anthropology
Goldyn, Bartholomew	Georgetown University	Poland	Polish	PhD History
Hale, Daniel	University of Hawaii	Burma	Burmese	Master's Asian Studies
Harrington, Michael	University of Pittsburgh	Peru	Quechua	PhD International Affairs
Hogan, Zeb	University of California, Davis	Thailand	Thai	PhD Environmental Science
Holben, Samantha	Catholic University of America	Bolivia	Quechua	PhD Anthropology
Houle, Robert	University of Wisconsin, Madison	South Africa	Zulu	PhD Anthropology
Hurst, William	University of California, Berkeley	China	Mandarin	PhD Political Science
Ivie, Jennifer	University of Kansas	Russia	Russian	PhD Psychology
James, Rebecca	University of North Carolina, Chapel Hill	Czech Republic	Czech	PhD Public Health
Jimenez y West, Ilda	University of Southern California	Mexico	Spanish	Master's Anthropology
Jones, Nathan	LaSalle University	Russia	Russian	Master's Central & East European Studies
Joseph, Suzanne	University of Georgia	Lebanon & Syria	Arabic	PhD Anthropology
Kastner, Scott	University of California, San Diego	China & Taiwan	Mandarin	PhD Political Science
Katzner, Todd	Arizona State University	Kazakhstan & Russia	Russian	PhD Biological Sciences
Kim, Loretta	Harvard University	China	Mongol/Mandarin	Master's History
Kittredge, MJ	American University	Bosnia & Herzegovina	Serbo-Croatian	Master's International Affairs
Kowalsky, Sharon	University of North Carolina, Chapel Hill	Russia	Russian	PhD History
Lavy, Paul	University of California, Los Angeles	Cambodia	Cambodian	PhD Art History

Name	Institution	Country	Language	Degree/Discipline
Leeper, Nancy	University of Oregon	Macedonia	Macedonian	PhD Geography
Leigh, Mary Beth	University of Oklahoma	Czech Republic	Czech	PhD Microbiology
Levey, Jennifer	Monterey Institute of International Studies	Japan	Japanese	Master's International Affairs
Lin, Kun-Chin	University of California, Berkeley	China	Mandarin	PhD Political Science
McConnell, Lauren	Northwestern University	Czech Republic	Czech	PhD Theater
McMyler, Benjamin	University of Chicago	Turkey	Turkish	PhD Philosophy
Medlicott, Carol	University of California, Los Angeles	North Korea	Korean	PhD Geography
Miles, Aaron	University of Maryland, College Park	Russia	Russian	PhD Physics & Astronomy
Mirza, Sumreen	Tufts University	Pakistan	Urdu	Master's Environmental Eng. & Eng Policy
Neill, Debra	Arizona State University	Macedonia	Macedonian	Master's Criminal Justice
Ocone, Steven	American University	Korea	Korean	Master's International Affairs
Orr, Kimberly	Louisiana State University	Japan	Japanese	PhD Epidemiology
Parke, Rachel	University of Texas, Austin	Chile	Spanish	Master's Business Administration
Plumb, Emily	Georgetown University	Kenya, Uganda, Rwanda	French	Master's Foreign Service
Porter, Amy	University of Minnesota	Cuba	Spanish	PhD Anthropology
Presnall, Aaron	University of Virginia	Czech Republic & Yugoslavia	Czech/Serbo-Croatian	PhD Political Science
Raab, Alison	University of California, Davis	Japan	Japanese	PhD History
Ranganathan, Jai	University of Minnesota	India	Tamil	PhD Conservation Biology
Roess, Amira	Johns Hopkins University	Egypt	Arabic	PhD Public Health
Rutz, Heidi	University of California, Los Angeles	Israel	Hebrew/Arabic	PhD Political Science
Ryan, Joseph	University of California, Los Angeles	Brazil	Portuguese	PhD History
Salisbury, Margaret	George Washington University	Brazil	Portuguese	Master's Development Studies
Saulski, Paul	Washington University	Japan & China	Japanese/Mandarin	Law & Master's East Asian Studies
Saxe, Laura	University of California, Davis	Mexico	Spanish	PhD Agriculture
Schmidt, Matthew	University of Kansas	Russia	Russian	Master's Russia & East European Studies
Scribner, Druscilla	University of California, San Diego	Argentina & Chile	Spanish	PhD Political Science
Sears, Robin	Columbia University	Brazil	Portuguese	PhD Environmental Science
Sewell, Bella	Yale University	Kazakhstan	Russia/Kazakh	Law
Schindler, Steven	University of Southern California	Israel	Hebrew	PhD Anthropology
Schoenman, Roger	Columbia University	Poland	Polish	PhD Political Science
Stefany, Michael	University of Kansas	Russia & Kazakhstan	Russian/Kazakh	PhD History
Steinbrueck, Karin	University of Texas, Austin	Moldova	Moldovan/Russian	Master's Journalism
Taylor, Clinton	Stanford University	Bolivia	Aymara	PhD Political Science
Toussaint, Laura	New Mexico State University	India	Hindi	Master's Sociology
Tracy, Megan	University of Pennsylvania	China	Mandarin/Mongol	PhD Anthropology
Tung, Peichi	Harvard University	China	Mandarin	EdD Education
Vogel, Augustus	University of Southern California	Mexico	Spanish	PhD Biological Sciences
Walker, Lisa	University of California, Berkeley	Russia	Russian	PhD History
Walker, Roger	University of Texas, Austin	Israel	Hebrew/Arabic	Master's Hebrew Studies
Wanchek, Tanya	University of Washington	Bulgaria	Bulgarian	PhD Economics
Wertheim, Suzanne	University of California, Berkeley	Russia	Tatar	PhD Linguistics
Williams, Kyle	Duke University	Burma & Thailand	Thai	PhD Biological Sciences
Wood, Lea	Washington University	Lebanon	Arabic	Master's Islamic Studies
Zartman, Jonathan	University of Denver	Tajikistan	Tajik	PhD International Affairs

Tab C

National Security Education Trust Fund:
Security Holdings by Maturity Date (December 29, 2000)

Security Type	Date of Maturity	Yield at Purchase	Interest Rate	Date Acquired	Principal Cost	Book Value	Par Value
Bill	4/12/2001	5.724		12/29/2000	\$1,182,710.57	\$1,182,710.57	\$1,202,000.00
Note	7/31/2001	6.834	6.625	5/25/2000	1,055,520.31	1,056,740.43	1,058,000.00
	9/30/2001	4.739	6.375	11/16/1998	8,347,500.00	8,095,681.18	8,000,000.00
		6.348	6.375	1/30/1997	9,009,843.75	9,001,788.80	9,000,000.00
	8/15/2002	6.073	6.375	2/18/1997	52,723.13	52,239.99	52,000.00
		6.328	6.375	6/26/1997	180,365.63	180,128.92	180,000.00
		6.372	6.375	1/30/1997	5,250,820.31	5,250,271.52	5,250,000.00
		6.525	6.375	5/15/1997	938,798.44	942,847.40	945,000.00
		6.722	6.375	3/27/1997	374,121.88	377,996.10	380,000.00
		6.765	6.375	3/31/1997	169,999.53	171,974.63	173,000.00
	9/30/2002	4.767	5.875	11/16/1998	8,310,000.00	8,147,387.66	8,000,000.00
	10/31/2002	5.849	5.75	11/15/1999	3,555,530.47	3,558,931.98	3,565,000.00
	8/15/2003	4.732	5.75	11/16/1998	4,750,010.94	4,668,376.31	4,555,000.00
Total Note					\$41,995,234.39	\$41,504,365.31	\$41,158,000.00
Total Current Holdings					\$43,177,944.96	\$42,687,075.88	\$42,360,000.00

TAB D

Analysis of the Performance of Individuals Who Received NSEP Assistance During the Fiscal Year 2000 and Analysis of the Results of the NSEP for Fiscal Year 2000.

The National Security Education Act of 1991, as amended (the Act), 50 U.S.C. § 1901-1019 (Chapter 37), directs at section 1906(b)(4) that each annual report shall contain an "analysis of the performance of the individuals who received assistance under the program during the previous fiscal year, to include the degree to which assistance was terminated under the program and the extent to which individual recipients failed to meet their obligations under the program." Section 1906(b)(5) directs, among other things, an analysis of the results of the program for the previous fiscal year, and cumulatively, to include: (A) the percentage of individuals who have received assistance under the program who became employees of the United States Government; and (B) in the case of the individuals who did not become employees of the United States Government, an analysis of the reasons why they did not become employees and an explanation of the use made of the assistance by those recipients.

The National Security Education Program (NSEP) conducts an ongoing review of compliance with the performance requirements set forth in the Act. All individual award recipients must: (1) maintain satisfactory academic progress; (2) comply with good faith efforts to seek employment with the federal government; and (3) fulfill the mandatory service requirement of either work in the federal government or in the field of higher education.

During the previous year, two NSEP Graduate Fellows, as a result of non-compliance with the service requirement, agreed to reimburse the United States Government for the amount of the assistance provided under the program, together with interest determined by NSEP. No other failures to meet obligations were identified during the year.

During the previous year, 95% of the students receiving assistance were still matriculating in their undergraduate or graduate programs during the period covered by this report. Thus, we are unable to analyze how many failed or will fail to meet their obligations under this program. However, when numbers for cumulative years are considered, 17% of the individuals receiving assistance under the program have been employed by the United States Government. The remainder of the award recipients are either still in school completing work leading to undergraduate or graduate degrees, or are fulfilling the program's service requirement by employing the knowledge and skills obtained with program assistance in higher education. It is important to note that for the initial two award years under the NSEP most undergraduates had no service requirement. Because award recipients may yet work for the federal government, we cannot analyze why they have not become federal employees.

TAB E

Agencies and Offices of the Federal Government with National Security Responsibilities

Federal Agencies and Offices with National Security Responsibilities

Section 1902(g) of the 50, U.S. Code, requires the Secretary of Defense, in consultation with the NSEB, to determine annually and develop a list identifying each agency or office of the federal government having national security responsibilities at which a recipient of an NSEP fellowship or scholarship will be able to make his or her foreign area and language skills available.

The NSEP has employed the definition of national security in the President's annual national security strategy report submitted to Congress to identify Federal agencies and office whose responsibilities focus on one or more national security issues. In all cases, with the exception of the Department of Defense and the Intelligence community, the list is office-specific. In those cases, an NSEP award recipient must work for the office within an agency or organization identified by NSEP as having national security responsibilities.

The list of Federal agencies and offices is not intended to be comprehensive or exhaustive. Other agencies and offices of the Federal government will be considered on a case-by-case basis. Award recipients will be required to submit a statement outlining the rationale for such an agency or office, and a subcommittee of the National Security Education Board will review each case.

Department of Commerce

- Bureau of Export Administration
- International Trade Administration
- U.S. foreign and Commercial Service

Department of Energy

- Office of Nonproliferation and National Security
- Office of Nuclear Energy
- Office of International Energy Policy
- National Laboratories

U.S. Intelligence Community

- All agencies and offices

United States Congress

- Selected Committee Staffs
- Congressional Budget Office, Defense and Democracy
- Congressional Research Service

National security and international affairs divisions of agencies*

Department of Defense

- All agencies and offices
- Federally Funded Research and Development Centers

Department of Justice

- Drug Enforcement Administration
- Federal Bureau of Investigation
- Immigration and Naturalization Service
- National Drug Intelligence Center

Department of the Treasury

- Office of the Assistant Secretary for International Affairs
- U.S. Customs Service

Executive Offices

- National Security Council
- Office of Management and Budget
- Office of National Drug Control Policy
- Office of Science and Technology Policy
- Office of the U.S. Trade Representative

Independent Agencies

- Agency for International Development
- Offices of Sustainable Development, International Affairs and Governance, and Environment
- Export-Import Bank of the U.S.
- Overseas Private Investment Corporation
- U.S. Arms Control and Disarmament Agency
- U.S. International Trade Commission

*Federal agencies that include at least two offices that have national security responsibilities. Other Federal agencies with only one identifiable office with national security responsibilities will be considered on a case-by-case basis.

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The National Security Education Board is established by P.L. 102-183, as amended, The David L. Boren National Security Education Act of 1991.

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