

NATIONAL SECURITY EDUCATION PROGRAM

2008-2009 REPORT



SELECTED PROFILES OF 2008 DAVID L. BOREN SCHOLARS

- ❖ A Boren Scholar pursuing a double major in international business and finance and a minor in Arabic languages and literature studied Arabic at the University of Damascus in Syria.
- ❖ A Boren Scholar pursuing a double major in Slavic languages & literature and philosophy studied Russian at Kazan State University.
- ❖ A Boren Scholar pursuing a double major in biochemistry and molecular biology conducted research and studied Mandarin at Wuhan University in China (PRC) finishing with advanced high proficiency.

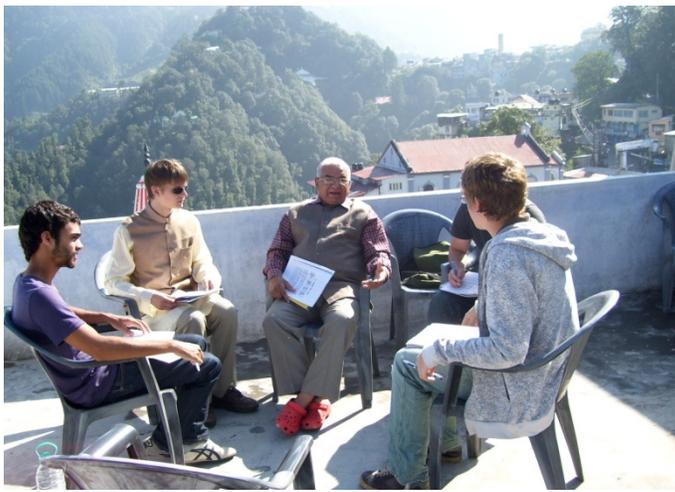


r in Russia

- ❖ A Boren Scholar majoring in political science studied Arabic at the University of Jordan.

SELECTED PROFILES OF 2009 DAVID L. BOREN SCHOLARS

- ❖ A Boren Scholar pursuing a major in international relations and sustainable development studied Swahili at the University of Dar es-Salaam in Tanzania.
- ❖ A Boren Scholar pursuing a double major in international affairs and Latin American studies and already fluent in Spanish and Russian studied Portuguese at Pontificia Universidade Catolica do Rio de Janeiro in Brazil.
- ❖ A sophomore environmental studies and Chinese languages and literature double major studied Chinese for a year at National Chengchi University in Taiwan.



olar in India

- ❖ A senior political science and environmental studies minor studied Hebrew for a year at Ben-Gurion University in Israel.

SELECTED PROFILES OF 2008 DAVID L. BOREN FELLOWS

- ❖ A biology doctoral candidate from Arizona State University studied Mongolian and examined vulnerable populations of the birds in Northern Mongolia.
- ❖ A master's in public health candidate from the Washington University School of Medicine spent a year in Rwanda studying Swahili and French while working with a Rwanda-based nongovernmental organization, Women's Equity in Access to Care and Treatment, which assists female Rwandan genocide survivors infected with HIV/AIDS.
- ❖ A Southeast Asian studies and social work master's candidate from the University of Michigan, Ann Arbor spent a year in Malaysia studying various Malaysian and Indonesian dialects, while conducting research focused on the migration of Muslim women from the Philippines and Indonesia to Malaysia.



2009 Boren Fellow in Cambodia

SELECTED PROFILES OF 2009 DAVID L. BOREN FELLOWS

- ❖ A PhD in political science candidate from the University of Southern California researched transnational actors in the process of judicial reform and democratization while studying Serbo-Croatian for a year in Bosnia Herzegovina and Serbia.
- ❖ A master's in international business law candidate from the University of Nebraska studied law in Japanese at Temple University Beasley College of Law in Tokyo.
- ❖ An international affairs doctoral candidate from George Mason University studied Tajik and Farsi while cataloguing the composition of communal non-governmental organizations and researching under what conditions their communal NGOS are functioning in the "post-authoritarian hybrid regime" in Dushanbe, Tajikistan.
- ❖ A PhD in environmental sciences candidate from the University of Michigan – Ann Arbor performed research on biodiversity conservation and the decentralization of fisheries in Cambodia while studying Khmer.

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U.S. Code 50, §1906

(Italicized text represents the legislation requiring the NSEP report)

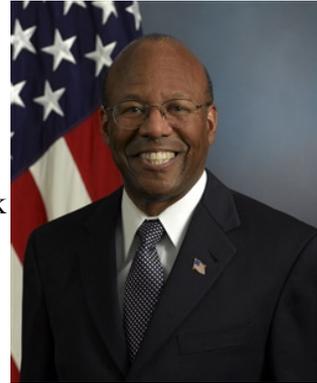
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LETTER FROM THE UNDER SECRETARY OF DEFENSE FOR PERSONNEL AND READINESS

Senator David L. Boren envisioned a program that would provide U.S. undergraduate and graduate students with the opportunity to travel throughout the world to learn languages and cultures Americans rarely study with the specific purpose of developing learned, articulate, and trained internationalists for careers in the Federal Government. These students would add to our nation's availability to communicate and work effectively with people from around the world. This vision became reality in 1991, with the passage of the David L. Boren National Security Education Act creating the National Security Education Program (NSEP).



From 1994-2009, over 4,000 U.S. students benefited from NSEP David L. Boren Scholarships and Fellowships, Flagship Fellowships, and English for Heritage Language Speakers Scholarships. These awards represent the best of the American higher education system: recipients are highly motivated and are selected through a rigorous, annual national merit-review competition. Alumni of all these programs agree to work in national security-related positions throughout the Federal Government.

The National Security Education Program continues to demonstrate its robustness and adaptability. During 2009, NSEP made significant advances in supporting Reserve Officers' Training Corps (ROTC) students. Through the ambitious Project Global Officers program, NSEP provided funding for language and culture acquisition to students at more than twenty institutions. The Language Flagship further expanded, developing students with professional-level proficiency in the most critical languages. Through an initiative titled the National Language Service Corps, NSEP is spearheading an effort on behalf of the Department of Defense to assemble citizens whose language and professional skills are highly developed and available to serve our country in a time of need.

In summary, the NSEP continues to play a vital role in helping our country to develop American citizens with solid grounding in less commonly taught languages and in-depth knowledge of critical world regions. This Congressionally-mandated report discusses initiatives, accomplishments, and challenges to the program.

Dr. Clifford L. Stanley



EXECUTIVE SUMMARY

PROGRAM BACKGROUND

The David L. Boren National Security Education Act of 1991 (P.L. 102-183), as amended, codified in U.S.C. 50 §1901 *et seq.*, mandated that the Secretary of Defense create and sustain a program to award scholarships to U.S. undergraduate students; fellowships to U.S. graduate students; and grants to U.S. institutions of higher education. These awards are for study or program development in languages and regions critical to national security, which are under-represented in U.S. study. In 2006, the Secretary of Defense designated the Under Secretary of Defense for Personnel and Readiness (USD/P&R) to oversee the program. The Under Secretary also chairs the statutory National Security Education Board, comprised of seven senior Federal Government members and six Presidential appointees.

MAJOR GOALS AND OBJECTIVES

NSEP was created to develop a much-needed strategic partnership between the national security community and higher education to address national needs for expertise in critical languages and regions. Its major objectives are to: 1) develop a pool of language-capable professionals in various fields of study available for employment with federal national security agencies; and 2) enhance the capacity of U.S. universities to teach key languages and regional studies. NSEP legislation requires award recipients to seek work for the Federal Government in an area related to national security.

Since the program began in 1994, NSEP has met and exceeded all program objectives and expectations. NSEP has:

- Demonstrated flexibility by addressing changing demands and requirements;
- Responded to the needs of the national security community for language and area expertise by regularly surveying those needs and refocusing the program to meet emphasized language and country requirements;
- Consistently enhanced internal program performance and results through internal refinements and modifications;
- Established and maintained high standards for accountability and measurement by selecting award recipients based on a rigorous merit-review process for applicants who indicate an interest in working for the Federal Government;
- Certified and documented end-of-study language proficiency levels for all award recipients;

- Facilitated the placement of NSEP award recipients in federal national security-related jobs;
- Dramatically increased the diversity of American citizens who undertake serious study of less familiar languages and cultures that are vital to U.S. national security;
- Created opportunities that allow more students from non-traditional fields of study (e.g., applied sciences, engineering, law) to develop important international skills;
- Provided the Federal Government with a pool of well-qualified applicants with demonstrated cultural knowledge and certified language skills essential to U.S. national security;
- Established a pipeline of students who will continue their international education from undergraduate through graduate studies in and about world regions where the U.S. has longstanding shortfalls in important cultural and language expertise;
- Forged an effective strategic partnership between the federal national security community and higher education;
- Developed and implemented new, innovative programs that emphasize the importance of coupling international education with rigorous language study.

PROGRAM EFFECTIVENESS

NSEP is the only federally-funded effort focused on the combined issues of language proficiency, national security, and the needs of the Federal workforce. In conjunction with technology and research-oriented investments, NSEP represents an integral component of a national security strategy to eliminate the serious language deficit in the Federal Government. NSEP provides clear measures of performance and accountability for its initiatives including: detailed monitoring of the performance of award recipients, language proficiency testing, and federal job placement assistance and tracking. To understand NSEP's unique contributions to the nation, it is important to compare NSEP award recipients with general trends in U.S. education:

- According to the most recent national data from 2009, 61 percent of all American students studying abroad are enrolled in programs in Europe, Australia, and the South Pacific Islands. In contrast, NSEP exclusively supports travel to less-commonly studied regions of the world, excluding those mentioned above. During the 2008-2009 two-year period, NSEP award recipients studied in 57 countries – enhancing their understanding of 52 different languages and cultures. Approximately 33 percent of NSEP awards went to individuals studying in the Middle East and North Africa.
- Fewer than 5 percent of all U.S. students studying abroad enroll in full academic or calendar-year programs based on most recent national findings. NSEP emphasizes long-term academic study. Seventy-five percent of NSEP award recipients studied abroad for an academic year or longer.
- Seventy-six percent of higher education foreign language enrollments in the U.S. are in French, German, Italian, and Spanish. NSEP award recipients become proficient in less commonly studied languages such as Arabic, Mandarin Chinese, and Persian-Farsi.

- NSEP focuses on rigorous language study. Its award recipients are high-aptitude language learners who reach higher proficiency levels in the course of their NSEP-funded study than their cohorts in higher education.

SERVICE TO THE FEDERAL GOVERNMENT

NSEP is firmly established as a significant contributor to the Federal Government's effort to address serious shortfalls in foreign language and area expertise. NSEP's "hands on" approach ensures every award recipient is equipped with knowledge on how to identify appropriate Federal jobs, and that Federal agencies know how to identify and recruit NSEP Scholars and Fellows.

Over 1,900 NSEP award recipients have fulfilled or were in the process of fulfilling their service requirement as of December 2009. Of the 1,996 Boren Scholars who incurred a service requirement, 739 have completed their service in the Federal Government, 157 in higher education, and 21 have worked in both government and education. Of the 1,448 Boren Fellows who incurred a service requirement, 437 have served in the Federal Government, 432 in higher education, and 41 have worked in both government and education. Of the 178 Flagship Fellows who incurred a service requirement, 61 have served in the Federal Government, two (2) in higher education and three (3) in both. Of the 113 English for Heritage Language Speakers (EHLS) Scholars available for employment, 34 have served in the Federal Government. Many award recipients are still students and therefore have not yet begun seeking employment to fulfill their service requirements; meanwhile, a considerable number of awardees are actively seeking employment. The federal agencies where award recipients work include the Department of Defense, the Intelligence Community, and the Departments of Commerce, Energy, Homeland Security, Justice, and State.

NSEP'S EXPANDING ROLE

Building on the success of its David L. Boren Scholarships and Fellowships and The Language Flagship, NSEP has undergone dramatic expansion in the last several years. Congress authorized NSEP to initiate the EHLS program, designed to help U.S. citizens who are native speakers of critical languages develop professional-level English proficiency. NSEP has also expanded The Language Flagship initiative, which seeks to reshape the manner in which critical languages are taught and learned in the U.S. In 2007, the National Language Service Corps (formerly known as the Civilian Linguist Reserve Corps or CLRC) Pilot Project began developing the foundation of what is hoped to become a fully operational program in 2010. NSEP represents the Department of Defense in the President's National Security Language Initiative (NSLI) introduced in January 2006 with The Language Flagship K-16 pipeline projects and the National Language Service Corps. Finally, in 2007, NSEP became a key actor in the Project GO (Global Officers) initiative, which aims to improve the language skills, regional expertise and intercultural communication skills of future military officers.



I. NATIONAL SECURITY EDUCATION PROGRAM: THE FUTURE OF LANGUAGE AND CULTURE LEARNING

LEGISLATIVE BACKGROUND

The National Security Education Program (NSEP) was established by the David L. Boren National Security Education Act (NSEA), P.L. 102-183, as amended, codified at 50 U.S.C. §1901 *et seq.* It was signed into law by President George H. W. Bush on December 4, 1991. The NSEA mandated the Secretary of Defense to create the National Security Education Program (NSEP) to award: (1) scholarships to U.S. undergraduate students to study abroad in areas critical to U.S. national security; (2) fellowships to U.S. graduate students to study languages and world regions critical to U.S. national security; and (3) grants to U.S. institutions of higher education to develop programs of study in and about countries, languages, and international fields critical to national security and under-represented in U.S. study. Also mandated in the NSEA was the creation of the National Security Education Board (NSEB) to provide overall guidance for NSEP.

PROGRAM OBJECTIVES AND INITIATIVES

NSEP represents an important post-Cold War investment in vital expertise in languages and cultures critical to U.S. national security. The purpose of NSEP is to enhance the national security of the U.S. by increasing our national capacity to deal effectively with foreign cultures and languages. 50 U.S.C. §1901(c) of the NSEA outlines the five major objectives for the program:

1. To provide the necessary resources, accountability, and flexibility to meet the national security education needs of the U.S., especially as such needs change over time;
2. To increase the quantity, diversity, and quality of the teaching and learning of subjects in the fields of foreign languages, area studies, counter proliferation studies, and other international fields that are critical to the Nation's interests;
3. To produce an increased pool of applicants for work in the departments and agencies of the U.S. Government with national security responsibilities;
4. To expand, in conjunction with other federal programs, the international experience, knowledge base, and perspectives on which the U.S. citizenry, government employees, and leaders rely; and
5. To permit the Federal Government to advocate the cause of international education.

In order to carry out the purpose and objectives set by Congress, NSEP is responsible for six major initiatives:

- **David L. Boren Scholarships:** Individual awards 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.
- **David L. Boren Fellowships:** Individual awards to U.S. graduate students to study foreign areas, languages, and other international fields crucial to U.S. national security.
- **The Language Flagship:** Grants to U.S. institutions of higher education to develop and implement programs of advanced instruction in critical languages (to attain professional-level fluency [level 3]),¹ and individual fellowships to graduate students to support advanced study of these languages.
- **English for Heritage Language Speakers (EHLS):** Individual scholarships provide intensive English language instruction at U.S. institutions of higher education for U.S. citizens who are native speakers of critical languages.
- **National Language Service Corps (NLSC):** Development of an entirely new organization to provide and maintain a readily available civilian corps of certified expertise in languages determined to be critical to national security available for short-term Federal assignments based on a national emergency or surge need.
- **Project Global Officers (Project GO):** Grants to U.S. institutions of higher education, with a particular focus given to Senior Military Colleges, to improve the language skills, regional expertise and intercultural communication skills of future military officers.

Each of the six initiatives is detailed in subsequent components of this report.

PROGRAM RESULTS

In recent years, NSEP achieved significant success and increased recognition based on recent strategic positioning, including:

- The Department of Defense Language Transformation Plan, released in February 2005, which recognizes the vital role that NSEP plays in building a national capacity in languages.
- The 2006 Quadrennial Defense Review, which includes a comprehensive plan for investing in language capacity and identifies a major role for NSEP throughout this process.
- The President's National Security Language Initiative announced in January 2006, which includes major recommendations for expansion of NSEP.

¹The U.S. Government relies on the Inter-Language Roundtable (ILR) language proficiency scale:
 0 is No Proficiency; 0+ is Memorized Proficiency; 1 is Elementary Proficiency; 1+ is Elementary Proficiency, Plus; 2 is Limited Working Proficiency; 2+ is Limited Working Proficiency, Plus; 3 is General Professional Proficiency; 3+ is General Professional Proficiency, Plus; 4 is Advanced Professional Proficiency; 4+ is Advanced Professional Proficiency, Plus; 5 is Functional Native Proficiency

- The Secretary of Defense realignment of NSEP in 2006, which fully integrates the National Security Education Program into the Office of the Under Secretary (Personnel and Readiness), where responsibility for language oversight resides.

NSEP has compiled an impressive record of attracting extraordinary applicants who are dedicated to the study of difficult languages and are highly motivated to work in the national security arena. NSEP is the sole federally-funded program that focuses not only on language proficiency, but also on national security and the needs of the Federal workforce. Additionally, NSEP remains unique in its maintenance of rigorous and clearly-defined performance metrics, including detailed monitoring of its award recipients, language proficiency testing, and job placement statistics collection. NSEP's successes, in tandem with other technology- and research-oriented investments, represent an integral component of the Federal Government's national security strategy to eliminate the serious national language deficit.

NSEP made its first Boren Scholarship and Fellowship awards in May 1994. Since then, it has awarded 2,553 Boren Scholarships to undergraduates for study in 82 countries and 72 less commonly studied languages; and 1,448 Boren Fellowships to those in graduate school for study in more than 125 countries and 107 critical languages. Through The Language Flagship, NSEP has funded 157 Flagship Fellowships beginning in 2003, and currently provides support to 22 Flagship Centers (U.S. institutions of higher education or consortia). Through the English for Heritage Language Speakers (EHLS) program, NSEP awarded 113 EHLS Scholarships and provided grants to two institutions of higher education since it began making EHLS Scholarships in 2006. Through the Project Global Officers (Project GO) program, NSEP provided grants to 24 institutions of higher education since 2007.

The National Security Education Act (NSEA) initially included a "payback" provision, requiring all Boren Fellowship recipients and those Boren Scholarship recipients receiving assistance for 12 months or more to "work for the Federal Government or in the field of education in the area of study for which the Scholarship or Fellowship was awarded." Undergraduates with 12 or more months of assistance were required to serve for the same period of time for which assistance was provided, and graduates were required to serve a minimum of one year and no more than three years. This "payback" provision has evolved significantly since 1994. The NSEP Service Requirement discussion in Section VIII provides a detailed description and analysis of the service provisions, which have resulted in more than 1,900 NSEP Scholars and Fellows who have fulfilled or are fulfilling service in national security positions as of December 2009.

PROGRAM FLEXIBILITY

NSEP has demonstrated a remarkable flexibility and capacity to respond to new challenges and federal needs. A number of important changes have occurred since NSEP began making awards in 1994 that further sharpened the focus, accountability, and responsiveness to national security needs.

- In 1996, the Department of Defense worked with Congress to substantially revise the service requirement to expand payback to the federal sector. Revisions included service

requirements for all Boren Scholarship recipients (not just those receiving 12 or more months of assistance) and emphasized the priority to work for federal agencies and organizations involved in national security. These changes have successfully narrowed the applicant base for NSEP to those undergraduates and graduates motivated to seek federal employment. Further elaboration is provided in Section IX. The NSEP Service Requirement.

- NSEP initiated language proficiency testing for all Boren Scholars and Fellows in 1996. It is the only federally-funded program in higher education that requires such testing. Language testing provides important nationally recognized certification for NSEP award recipients when they seek employment based on their language competencies. Section VIII of this report outlines results of language proficiency testing.
- Responding to the needs increasingly articulated by federal agencies, NSEP proposed the creation of The Language Flagship in 2000, with the intent of forging a strategic partnership with higher education. The goal – to produce professionals with a superior level ability in the languages most critical to U.S. national security – has received national attention and has stimulated a national effort to embrace language learning in U.S. education.
- A host of additional opportunities have broadened the scope and influence of NSEP, giving the program a chance to demonstrate its continued ability to respond to and meet the needs of the national security community. These events and results are listed in detail in Section X: The Future and NSEP.

NATIONAL SECURITY EDUCATION BOARD

Oversight for NSEP and the programs listed in this report is provided by a 13-member National Security Education Board (NSEB), comprised of representatives from seven Cabinet-level departments and six other members appointed by the President by and with the advice and consent of the Senate.²

The Secretary of Defense oversees NSEP in consultation with the NSEB, of which the Secretary is the statutory Chairman. The Secretary delegated these authorities and responsibilities to the Under Secretary of Defense for Personnel and Readiness. The NSEB oversees the work of the NSEP staff with regards 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 NSEB and assisting the NSEP staff is a 13-member Group of Advisors (GoA) from institutions of higher education. These members provide expert advice to the NSEB and staff, and act as liaisons between higher education and NSEP. The GoA represents a cross section of higher education including universities, colleges, and community colleges; major discipline areas such as business and engineering; major functional areas important to the goals and objectives of the program such as foreign languages and area studies; and a broad geographical, ethnic, and cultural distribution.³ These advisors meet prior to NSEB meetings and at other appropriate times

² For the current membership of the NSEB, see Appendix L: National Security Education Board Members.

³ For the current membership of the GoA, see Appendix M: NSEP Group of Advisors.

when their input is needed. Individually and collectively these advisors provide a vehicle for ensuring that a continuing dialogue between higher education and NSEP is in place to meet the requirements of the legislation 50 U.S.C. §1903 (6).

NATIONAL SECURITY EDUCATION PROGRAM FUNDING

The National Security Education Act included language that created the National Security Education Trust Fund and required an annual report on its status. The trust fund supported NSEP funding and administrative costs from FY1992 through FY2005. In FY2006 NSEP became exclusively funded through the Department of Defense annual appropriations process as well as the Office of the Director for National Intelligence (ODNI).



2008 Boren Fellow in South Africa

NEEDS ANALYSIS FOR AREAS OF EMPHASIS

In 1995, NSEP began surveying Federal agencies and organizations involved in national security affairs to assess their needs for individuals with “global skills” based on their knowledge of world regions, languages and cultures, and field of study. The results of these surveys demonstrate that agencies are eager to locate and hire individuals with global skills that extend

across a wide breadth of non-Western countries, who are proficient in less-commonly taught languages, and who have expertise in a broad range of disciplines. This survey process resulted in an annual list of *NSEP Areas of Emphasis* (below). NSEP focuses on languages and areas identified as most critical while maintaining a vital investment in those languages and areas that may be important in the future. This list has remained essentially unchanged since 2000. NSEP routinely consults with the Department of Defense senior language authority, senior language officers throughout the government, as well as other national security agencies to revalidate and update the list based on assessments routinely undertaken by these organizations.

NSEP AREA OF EMPHASIS: WORLD REGIONS/COUNTRIES

AFRICA

Angola	Congo, Democratic Republic	Congo, Republic of
Cote d'Ivoire	Eritrea	Ethiopia
Kenya	Liberia	Nigeria
Rwanda	Sierra Leone	Sudan
Tanzania	Uganda	South Africa
Zimbabwe		

EAST ASIA AND PACIFIC

Burma	Cambodia	China
Indonesia	Japan	Korea, North
Korea, South	Malaysia	Philippines
Taiwan	Thailand	Vietnam

EAST EUROPE AND EURASIA

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

LATIN AMERICA AND CARIBBEAN

Argentina	Brazil	Chile
Colombia	Cuba	El Salvador
Guatemala	Haiti	Honduras
Mexico	Nicaragua	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
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*World Regions and the respective countries included are based on the U.S. Department of State classification system, and are listed in alphabetical order. NSEP has renamed the category “Europe” with “East Europe and Eurasia.”

NSEP AREA OF EMPHASIS: LANGUAGES

The list of languages emphasized by NSEP reflects a need for more than 50 languages. Among the languages emphasized by NSEP, the greatest need was expressed for Arabic (and dialects), Chinese (Mandarin), Hindi, Japanese, Korean, Pashto, Persian, Russian, Turkish, and Urdu.

Albanian	Amharic	Arabic (and dialects)
Armenian	Azerbaijani	Belarusian
Bosnian	Bulgarian	Burmese
Cantonese	Czech	Georgian
Hebrew	Hindi	Hungarian
Indonesian	Japanese	Javanese
Kazakh	Khmer	Korean
Kurdish	Kyrgyz	Lingala
Macedonian	Malay	Mandarin
Mongolian	Pashto	Persian (Farsi/Dari)
Polish	Portuguese	Punjabi
Romanian	Russian	Serbian
Sinhala	Slovak	Slovenian
Swahili	Tagalog	Tajik
Tamil	Telegu	Thai
Turkish	Turkmen	Uighur
Ukrainian	Urdu	Uzbek
Vietnamese		

The languages above are listed in alphabetic order, and reflect the principal languages of each emphasized country of study. Other languages and dialects spoken by a significant population in the countries listed above are also emphasized.

NSEP AREA OF EMPHASIS: FIELDS OF STUDY

In addition to applications from students who specialize in any of these world regions or languages, NSEP welcomes requests for funding from individuals seeking degrees in multidisciplinary fields that include one of those listed below.

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



2009 Boren Scholar in China



**II. DAVID L. BOREN SCHOLARSHIPS:
PROVIDING AMERICAN STUDENTS EXPERIENCES IN CRITICAL AREAS**

NSEP awards David L. Boren Scholarships to outstanding undergraduate students who are U.S. citizens studying languages, cultures, and regions of the world critical to national security. This initiative is administered for 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 since 1919.

The competition cycle for each academic year is announced in September with applications due in February. NSEP employs an independent, merit-based review process conducted by a cross-section of university faculty and professionals at three levels (on-campus, regional, and national). Panelists consider the merits of applicants, and the process ensures that award recipients are of the highest quality, as well as diverse. Applicants are judged on their academic merit; their ability to articulate the role that the proposed study abroad program will play in their education; and career plans, including a clear description of commitment to Federal service.

In 2008, 149 Boren Scholarships were awarded, with an applicant to award ratio of 5:1; in 2009, 130 Boren Scholarships were awarded, with an applicant to award ratio of 7:1 A list of all 2008 Boren Scholarship recipients can be found in Appendix A: 2008 David L. Boren Scholars. Likewise, all 2009 Boren Scholarship recipients can be found in Appendix B: 2009 David L. Boren Scholars.

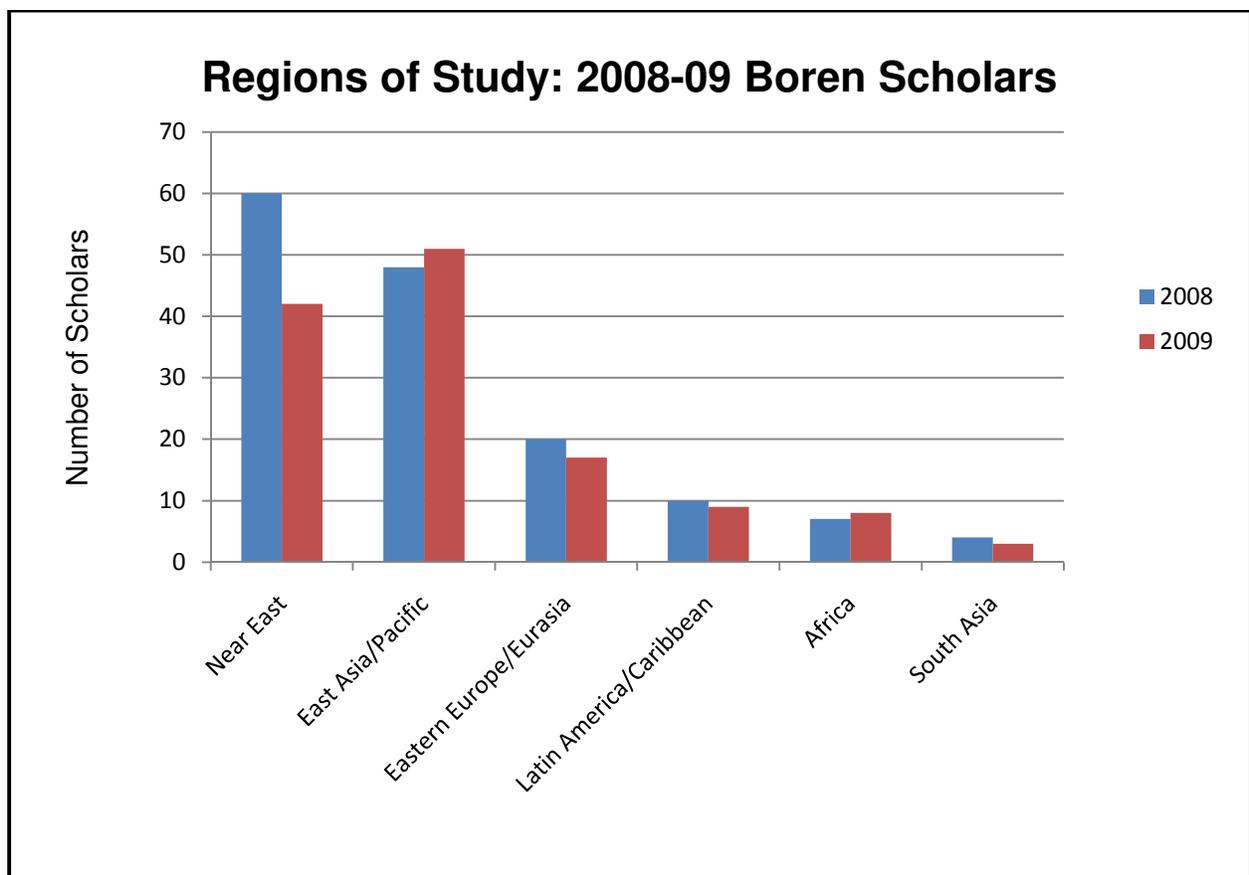
Scholarship Year	Total Applicants	Number of Schools	Total Award Recipients	Countries of Study	Languages Studied	States Represented
2008	697	285	149	28	21	38
2009	896	355	130	31	23	40

PORTRAITS OF BOREN SCHOLARS ABROAD

- ❖ A sophomore political science major and international relations minor from the University of Maryland-Baltimore County studied Korean through the Towson University South Korea exchange program hosted by Yonsei University.
- ❖ A junior aerospace engineering major from Pennsylvania State University studied Turkish in Istanbul for a year, reporting for a national newspaper and ultimately reached advanced language proficiency.

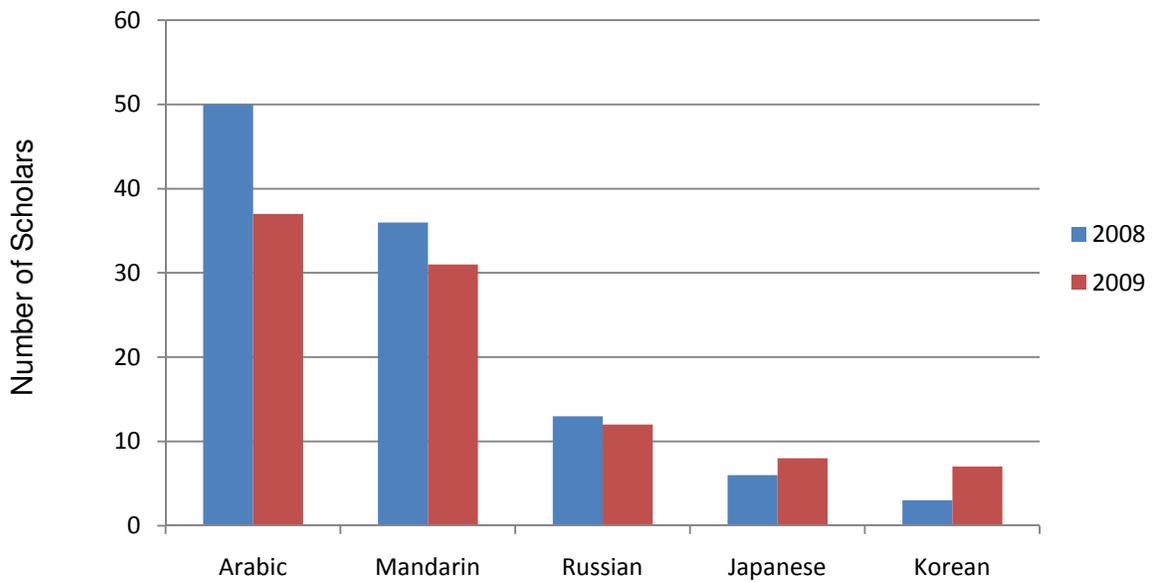
- ❖ A junior political science and music double major and Slavic languages and literatures minor from Arizona State University improved her Polish to advanced high level proficiency at Jagiellonian University and Adam Mickiewicz University in Poland.

The 14-year history of NSEP awards indicates that applicants are highly sensitive to changes in the international arena and orient their studies to those languages and areas they perceive are most important together with the areas emphasized by NSEP. As demonstrated in the graph below, a large proportion of 2008 and 2009 applicants proposed to study in the Near East (*Middle East and North Africa*) and East Asia/Pacific regions. Boren Scholars awarded funding to these regions proposed study in languages such as Arabic, Persian dialects, and Mandarin. Due to a decline in the number of Boren Scholars who studied Albanian and Romanian in 2008 and 2009, so too did the number of Boren Scholars who studied in Eastern Europe and Eurasia.

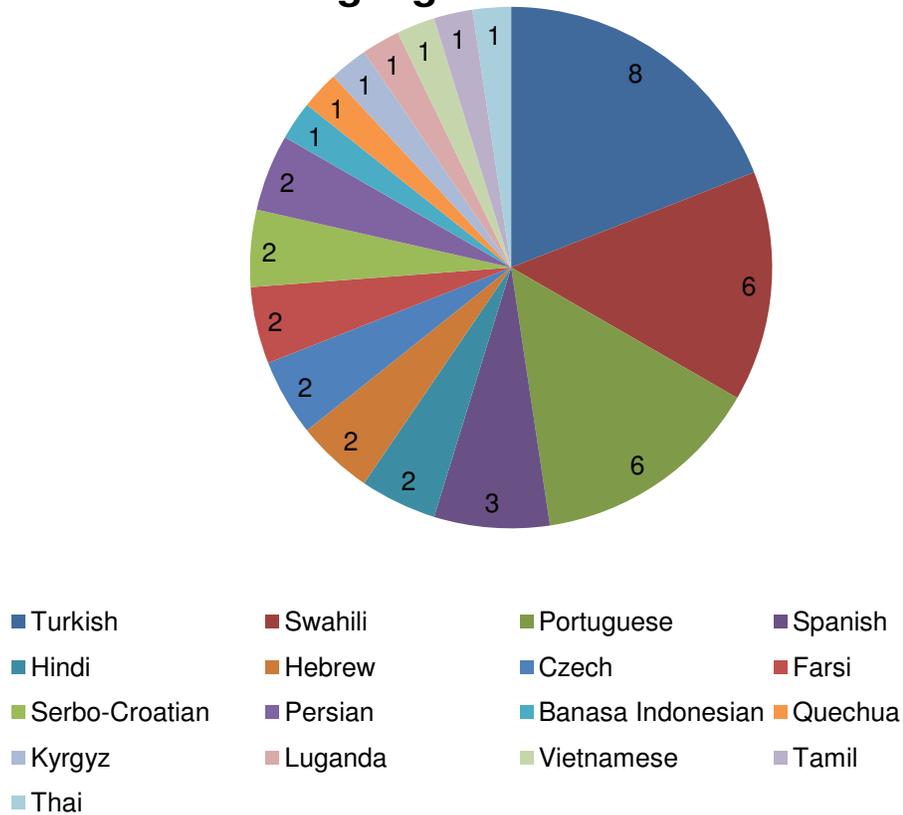


As demonstrated in the chart on the following page, Arabic was the predominant language studied by Boren Scholars in 2008 and 2009, with Mandarin Chinese the second most studied language. Russian, Japanese and Korean rounded out the top five languages studied, with remaining languages, such as Swahili and Farsi, studied in smaller numbers.

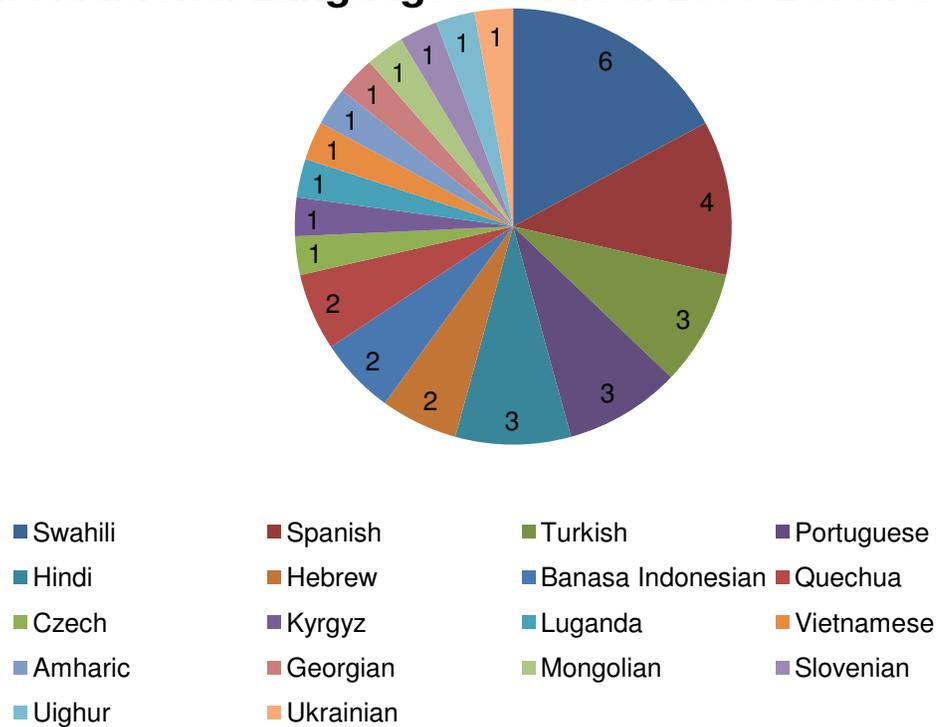
Top Five Languages Studied: 2008-09 Boren Scholars



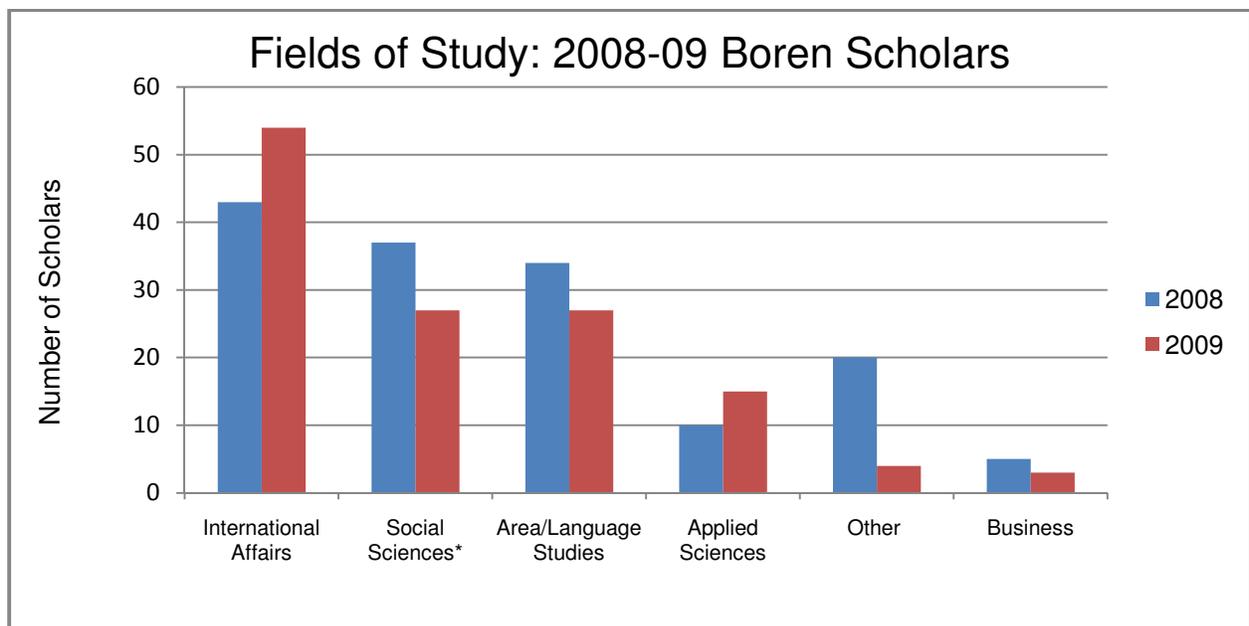
All Additional Languages Studied: 2008 Boren Scholars



All Additional Languages Studied: 2009 Boren Scholars

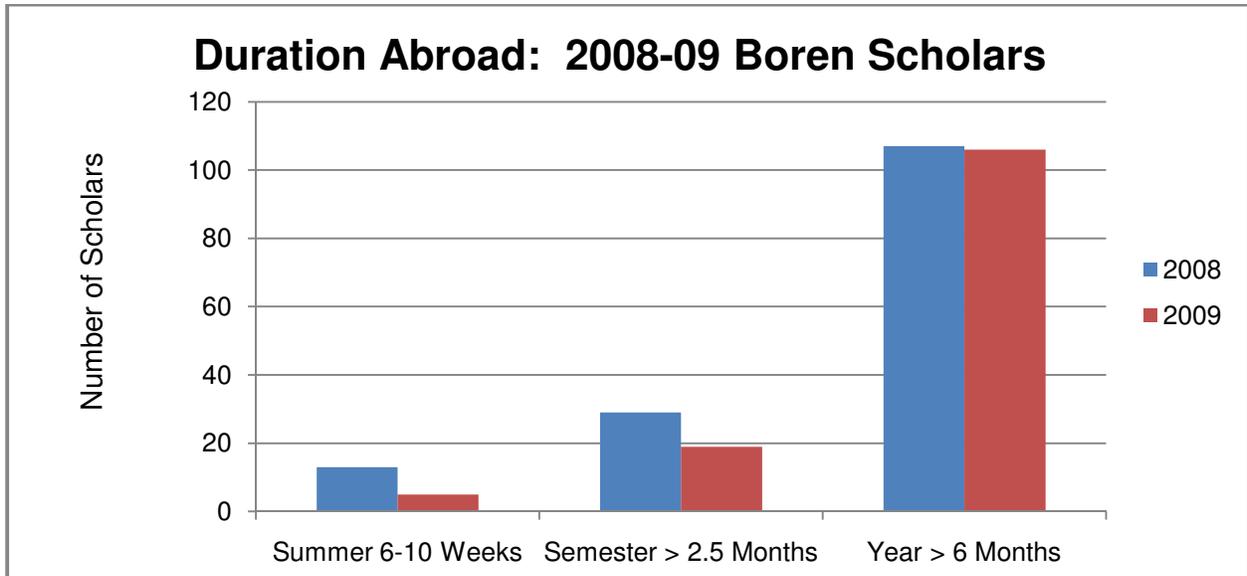


From 2008 to 2009, the number of Boren Scholars focusing on international affairs and applied sciences increased, while other areas of study decreased slightly. A description of the specific disciplines within each of these categories can be found in *Appendix C: List of Majors by Academic Fields*. It is normal to see a small degree of fluctuation year by year.



* All Social Sciences except International Affairs.

As previously stated, NSEP emphasizes longer-term academic study for all of its Boren Scholars. This focus is in stark contrast to trends toward shorter duration programs popular among many U.S. higher education students. More than 80 percent of 2009 Boren Scholars opted to enroll in programs of an academic-year or longer in duration, while about 15 percent were enrolled in programs between a semester in length but less than an academic year. Approximately 4 percent of Scholars were enrolled in summer-long programs, which are reserved exclusively for students in the sciences or early stages of their higher education (freshman and sophomores). These students frequently return for longer periods of study later in their undergraduate careers.



In summary, the number of undergraduates who study abroad in countries important to U.S. national security through the David L. Boren Scholarship program continues to increase. Boren Scholars are also studying abroad for longer periods of time than in years past. The languages studied by Boren Scholars continue to consist of those that are critical to U.S. interests in combination with fields of study that strongly support areas of importance to the Federal Government.



2009 Boren Scholar in Indonesia



**III. DAVID L. BOREN FELLOWSHIPS:
PROVIDING AMERICAN STUDENTS EXPERIENCES IN CRITICAL AREAS**

David L. Boren Fellowships provide funding to U.S. graduate students to add an important international and language component to their graduate education through specialization in area and language study. As with Boren Scholarships, Boren Fellowships support study and research in areas of the world that are critical to U.S. interests, including Africa, Asia, Central and Eastern Europe, Eurasia, Latin America and the Middle East. From 1994 to 2006, Boren Fellowships were administered for NSEP by the Academy for Educational Development (AED). In March 2006, administration of the Boren Fellowships was transferred to the Institute of International Education (IIE). All Boren Fellows are now served by IIE awards.

The competitions for each award cycle are announced in September with applications due in January. NSEP utilizes a nationally competitive, merit-based review process. A first stage review is done by academic discipline merit review panelists. These panelists then forward the highest quality applications to a national panel. National panels are composed of college and university faculty, as well as experts from the public and private sectors. Applicants are judged on their academic record; their potential for success in their proposed study; the quality and appropriateness of their proposed program and its relevance to the goals of NSEP; their language interest and aptitude; their commitment to international education to fulfill academic and career goals; and their strong commitment to service in the Federal Government.

In 2008, 92 Boren Fellowships were awarded, with an applicant to award ratio of about 4:1. A total of 98 Boren Fellowships were awarded in 2009, with an applicant to award ratio of approximately 5:1. A list of all 2008 Boren Fellowship recipients can be reviewed in Appendix D: 2008 David L. Boren Fellows, while a list of all 2009 Boren Fellowship recipients can be reviewed in Appendix E: 2009 David L. Boren Fellows.

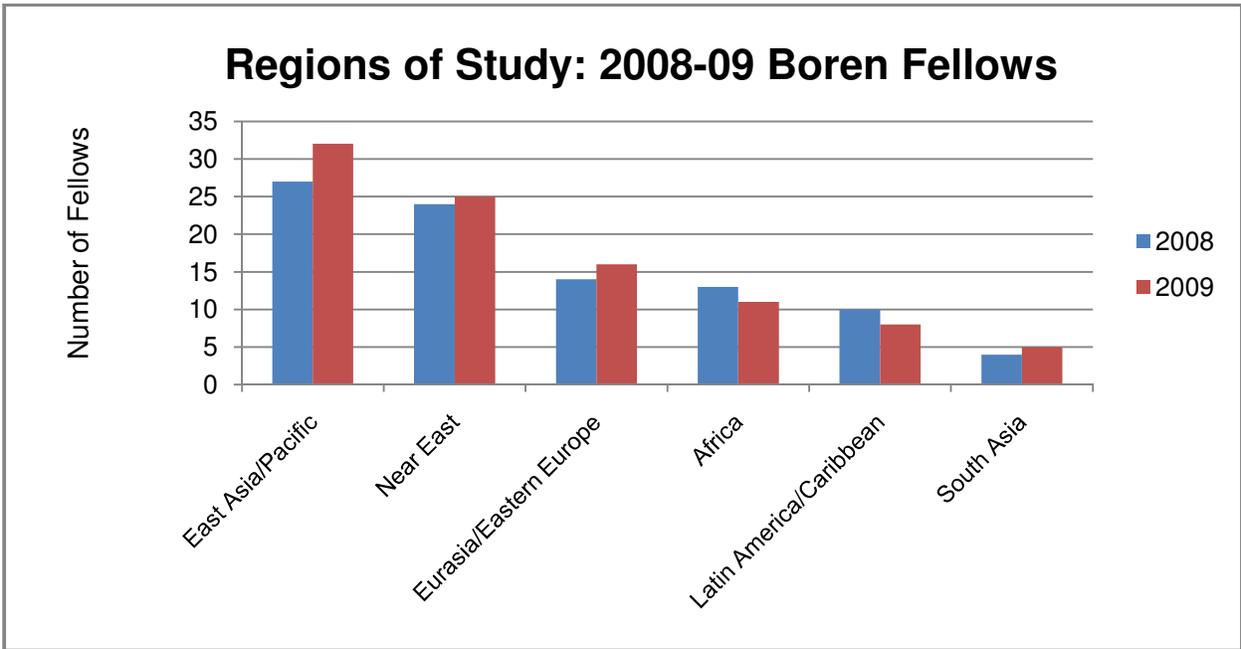
Fellowship Year	Total Applicants	Number of Schools	Total Award Recipients	Countries of Study	Languages Studied	States Represented
2008	388	113	92	32	24	32
2009	499	130	98	42	36	27

PORTRAITS OF BOREN FELLOWS ABROAD

- ❖ A master’s degree candidate from Johns Hopkins University’s School of Advanced International Studies (SAIS) performed research on the relationship between the Shia and Sunni Muslims in Uttar Pradesh, while studying Hindi in three different regions, Allahabad, Lucknow, and Varanasi in India.

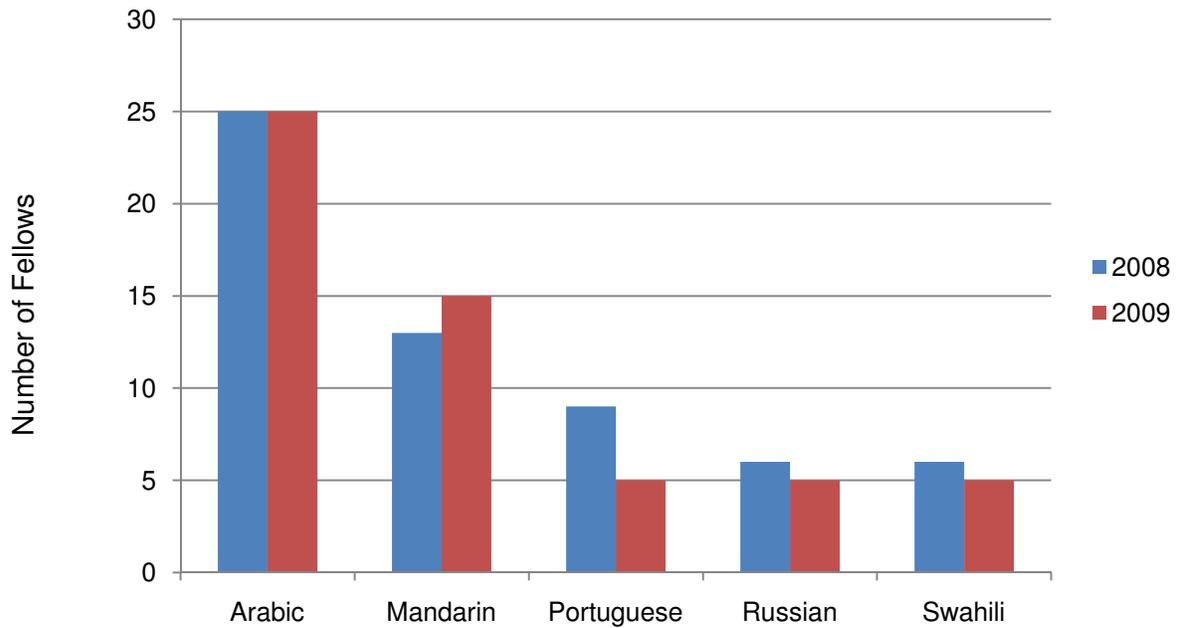
- ❖ A PhD in biological sciences from the University of Washington studied Arabic in Syria for a year while conducting research on conservation efforts and species loss within Lebanon’s Al Shouf Cedar Reserve and other national parks.
- ❖ A PhD in sociology candidate from the University of Michigan carried out research on capitalist marketization and democratic transition in post-colonial Eastern Europe, while studying Polish and Ukrainian in Poland.

In 2008 and 2009, the countries in which most Boren Fellows studied included China, Brazil, Egypt, Morocco, Japan, and Syria. Increased study in the East Asia/Pacific and Africa regions over the two-year time period was due to an increase in the number of Fellows studying languages such as Japanese, Swahili, and Mandarin. This trend demonstrates that a growing number of specialists in these languages and cultures are developing competitive applications for Boren Fellowships.

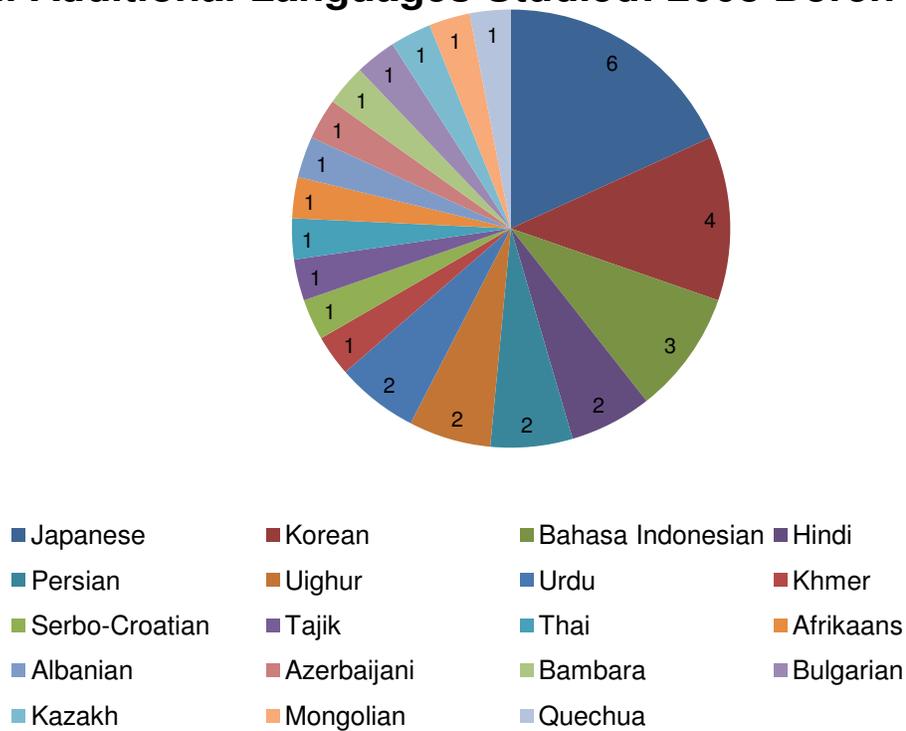


Boren Fellows studied 24 languages in 2008 with Arabic and Mandarin being the most prevalent. In 2009, Boren Fellows studied 36 languages; Arabic and Mandarin again continued to remain most popular. A full listing of languages studied in both years is illustrated on the following pages.

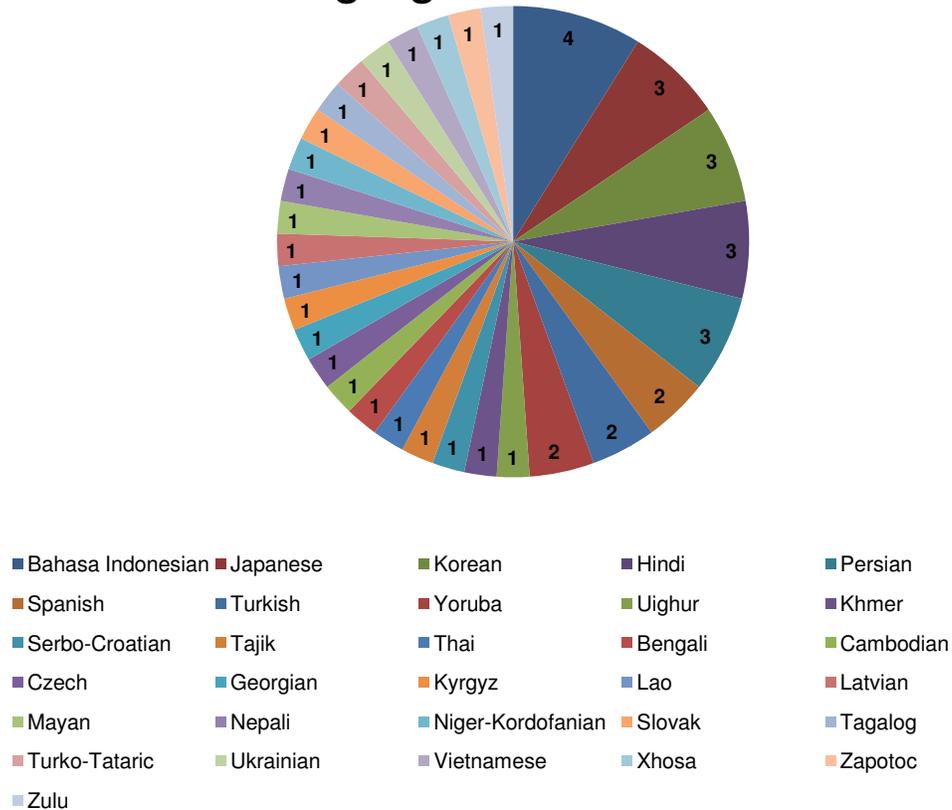
Top Five Languages Studied: 2008-09 Boren Fellows



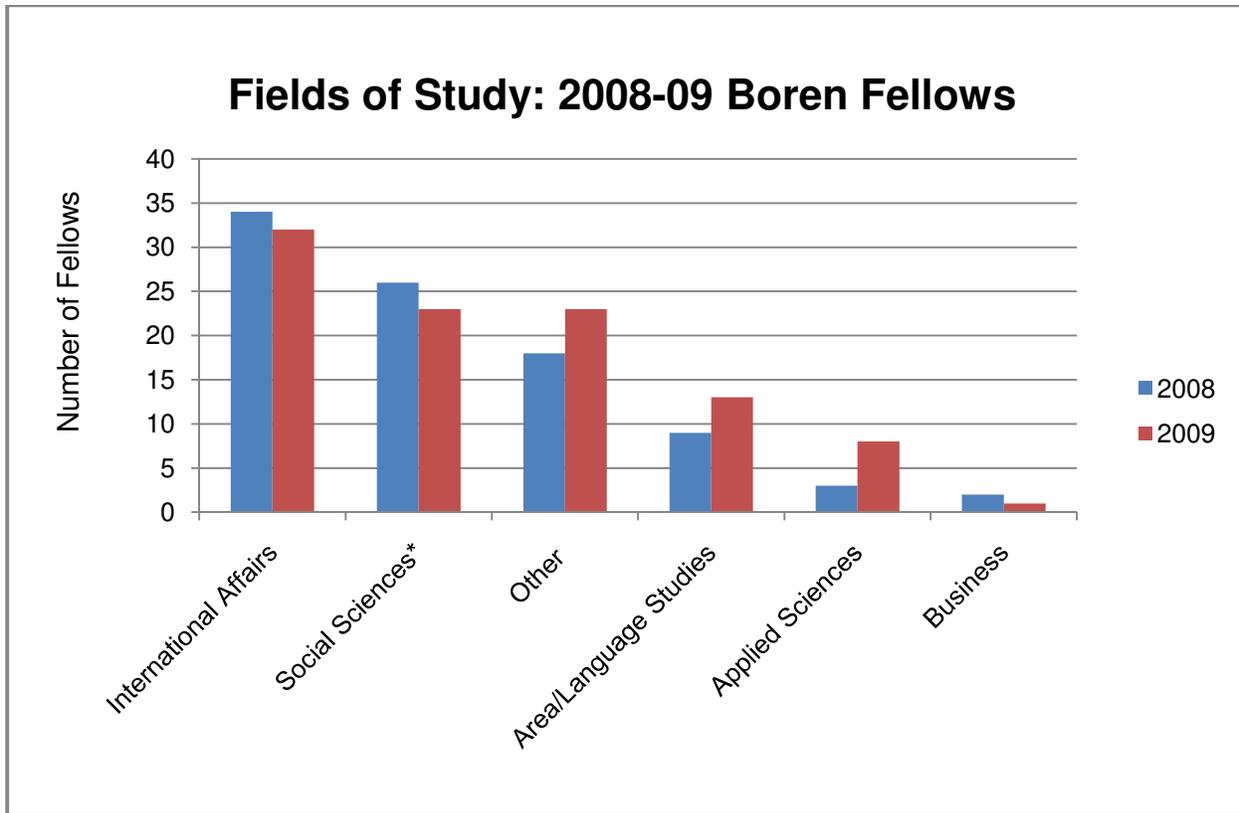
All Additional Languages Studied: 2008 Boren Fellows



All Additional Languages Studied: 2009 Boren Fellows



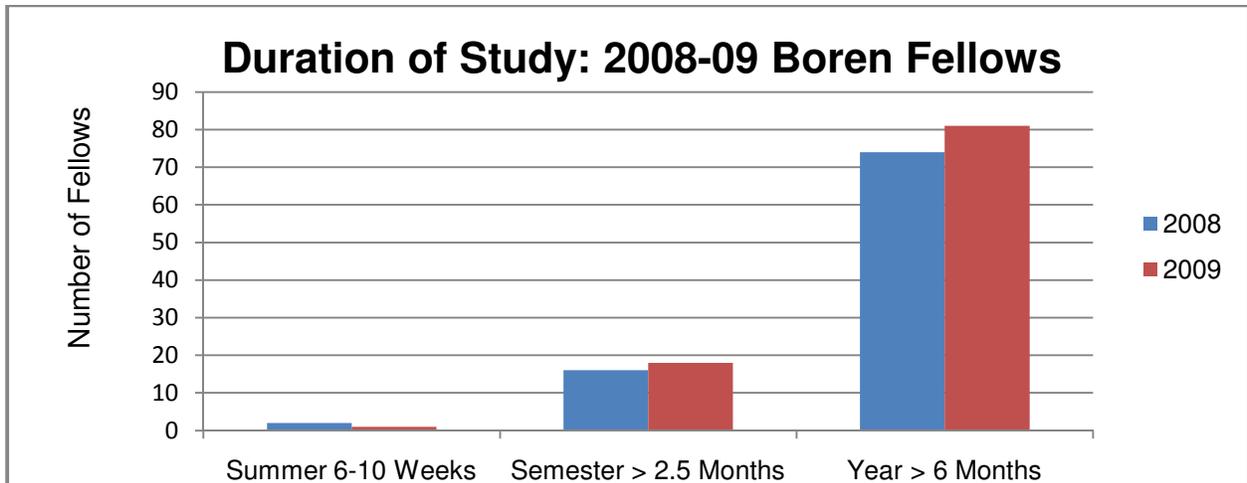
The number of Boren Fellows who were enrolled in area/language studies, applied sciences, and other fields of study such as urban and regional planning or law increased from 2008 to 2009, while other areas of study decreased slightly. The graph on the following page outlines all fields of study pursued by 2008 and 2009 Boren Fellows. As noted in Section II, a description of the specific disciplines within each of these categories can be found in *Appendix C: List of Majors by Academic Fields*.



* All Social Sciences except International Affairs.

Nearly all NSEP Boren Fellows devote significant periods of time to study overseas, in order to immerse themselves in critical languages. In comparison to the 65 percent of Boren Fellows who spent an academic year or more abroad in 2007, over 80 percent of Fellows in 2008 and again in 2009 studied overseas for an academic year or longer, while about 20 percent studied for a semester or less during the same time period.⁴ Due to their commitment to study less commonly taught languages and cultures for longer periods of time, Boren Fellows have made tremendous gains in critical language and cultural proficiency.

⁴ NSEP supports Boren Fellows for up to 12 months abroad.



During the course of their graduate studies, Boren Fellows purposefully choose to study abroad in countries important to U.S. national security. As with Boren Scholars, Boren Fellows continue to acquire language and area studies skills that strongly support critical capacity needs of the Federal Government.



2008 Boren Fellow in Tajikistan



THE LANGUAGE FLAGSHIP

Creating Global Professionals

IV. THE LANGUAGE FLAGSHIP: CHANGING THE PARADIGM OF LANGUAGE EDUCATION IN THE U.S.

HISTORY OF THE LANGUAGE FLAGSHIP

The Department of Defense represents the largest employer, both civilian and military, of Americans with skills in communicating in other languages. NSEP recognizes that in order for the Department and the broader U.S. national security and foreign affairs community to meet current and future needs for a globally trained workforce, it must rely on our national education system to graduate high school and college students with facilities in language critical to our future. The Language Flagship represents a strategic partnership with higher education to address this critical issue. As a component of NSEP, The Language Flagship began in the early 2000s as a small pilot project to assist or aid several U.S. colleges and universities to build critical language programs that produce graduates with professional-level language proficiency (attainment of ILR 3 or ACTFL Superior).⁵

The program was originally structured to create new opportunities for high proficiency-based language learning for a small cohort of students at the post-baccalaureate (post-BA) level. All Flagship post-BA programs were comprised of an intensive year of language study in the U.S. followed by an articulated program of overseas study composed of internships and direct enrollment in content courses taught in the target language.

From 2001, when the first pilot grants were awarded, to 2005, Flagship successfully developed post-BA programs in Arabic, Chinese, Korean, Persian, and Russian. In addition to the post-BA pilot efforts, two undergraduate Flagship Centers were established to test the capacity of institutions to produce undergraduate students with professional-level language proficiency. During this period, The Language Flagship also established a pilot effort in the form of a K-12 (Kindergarten through 12th grade) Chinese Flagship program to create an articulated language program in the Portland Public Schools. In January 2006, the Flagship program expanded to include a Flagship Center for Hindi/Urdu and two additional K-12 programs in Arabic and Chinese as part of the President's National Security Language Initiative (NSLI).

⁵ The Interagency Language Roundtable (**ILR**) is an unfunded Federal interagency organization established for the coordination and sharing of information on language-related activities at the Federal level. The ILR scale classifies five primary levels, which are the official Government Language Skill Level Descriptions are known as the "ILR Scale" or the "ILR Definitions." All U.S. Government agencies adhere to the ILR Definitions as the standard rubric to determine language proficiency. **ACTFL** (American Council on the Teaching of Foreign Languages) developed and published for academic use proficiency guidelines based on the ILR definitions. The **ILR Level 3** and the **ACTFL Superior** ratings are equivalent; each requires the ability to use the language with sufficient structural accuracy and vocabulary to participate effectively in formal and informal interactions on practical, social and professional topics.

The results of these initial pilot efforts between 2001 and 2006 were highly encouraging. Institutions created highly effective programs and students rose to meet the challenge. However, it was clear that an effort focusing on a post-BA model would mean that the results would remain limited and out of reach for most American students. It was also clear that truly changing the paradigm of language learning in the U.S. and achieving the Flagship goal of reaching thousands of students required mainstreaming curricula into students' undergraduate years and, at a minimum, articulating those curricula down to high schools.

Recognizing the potential of the Flagship model and the imperative to broaden opportunities for U.S. students, The Language Flagship refocused its effort in 2006 to include advanced, proficiency-based language instruction as an integral component of undergraduate education. This shift in approach meant that all Flagship Centers were asked to develop curricula focusing on the needs of undergraduates and to implement undergraduate curricula by the beginning of 2007. The primary goal was simple, yet highly challenging: to build curricula to offer undergraduate students, at different language levels and from different majors, the opportunity to enter into the program and move along a track designed to ensure that they would attain professional proficiency.

HIGHLIGHTS OF THE LANGUAGE FLAGSHIP: 2008-2009

At the end of 2009, The Language Flagship reached its goal of creating a proactive community of innovators comprised of a system of 22 domestic Flagship Centers and Programs, 11 Overseas Flagship Centers, and three K-12 programs, as well as a rapidly expanding group of partners in higher education and business across the United States. This community is led by nationally recognized leaders and innovators in language education.

The goals of The Language Flagship remain ambitious:

- *New curricular approaches*
- *K-12 articulation*
- *Articulated overseas language immersion*
- *Diffusion of innovation to new institutions*
- *Quality assurance*
- *Engagement of the U.S. business sector*

NEW CURRICULAR APPROACHES

Our experience developing Flagship Centers has demonstrated that existing language programs need to be re-engineered to achieve the goal of producing graduates of all majors with professional language proficiency. The Language Flagship encourages a broad range of transformative activities with respect to curricular design, institutional enhancements, and commitments to advanced language programming. Key to the transformation of the curriculum is the commitment to the following principles: 1) new pathways to language learning; 2) evidence-based language learning; and 3) institutionalization and long-term sustainable change.

New Pathways to Language Learning

Creating new pathways to language learning requires developing high-level language learning opportunities for a broad group of college and university students. Flagship students are unique because they represent a wide range of academic majors. Due to this inclusive model, Flagship programs have had to rethink the approach to undergraduate education to ensure that students are able to undertake study in their major while meeting the challenges involved in acquiring advanced language skills. Flagship Centers take these challenges into consideration in designing their method and approach to language learning.

New pathways to language learning require two important changes to the curriculum. One change is creating a curriculum that meets the needs of language learners who wish to achieve professional proficiency. The second is creating a content-based curriculum for students in a variety of disciplines. In order for Flagship Centers to prepare students to use their language skills professionally in their field, they must collaborate with other academic departments and create experiential learning opportunities. Flagship curricula maximize the exposure to and use of the target language, drawing on partnerships with the full and best resources of each language field. Flagship Centers cooperate with campus units in other disciplines in both curricular design and program implementation. In addition to classroom learning, all Flagship Centers incorporate coordinated internships and/or community service into the overseas portion of students' study.

Evidence-based language learning

Evidence-based learning is a means to measure NSEP's performance as well as that of the student. Flagship programs incorporate multiple means to assess student proficiency and performance and to routinely gather and share evidence about how well these learning interventions are working. In doing so, Flagship builds continuous cycles of improvement into language learning practices. At the same time, Flagship emphasizes the accumulation of knowledge gained from testing alternative learning strategies, particularly at the more advanced level. Flagship programs also emphasize diagnostic assessment, which assists in placing students in programs and allows learning strategies to be tailored to the strengths and weaknesses of individual learners. In 2008 and 2009, The Language Flagship worked closely with an external contractor and its academic partners to develop a unique, state-of-the-art student tracking system to ensure that student outcomes are tracked and measured across programs. This system, when complete, will collect information on Flagship students from the time they decide to join Flagship through their instructional programs, and follow them beyond graduation and into their professional careers. This system will be the first of its type, and will set a new standard for program measurement and effectiveness for federally-funded international programs.

Institutional commitment and long-term sustainability

The Language Flagship is committed to building an enduring infrastructure of programs across the nation that is fully integrated into the mainstream of higher education. As these programs involve a new approach to undergraduate language education, this infrastructure cannot exist without the strong interest and support of the highest levels of university leadership. At the most fundamental level, institutional commitment means that these programs must be incorporated in the overall long-term strategic direction of the institution. Flagship Centers have had to address a number of challenges posed by traditional language learning structures and approaches to

language learning in American higher education. Many of these problems were addressed in the 2007 report of the Modern Language Association (MLA), Ad Hoc Committee on Foreign Languages.⁶ Unlike the mainstream language departments, Flagship Centers have already put into place a number of solutions to the problems addressed in the report by the MLA. Most importantly, at the core of Flagship Centers are senior-level professors and experts in language acquisition.

K-12 ARTICULATION

Few countries face the challenges the United States does as a result of students only beginning to learn languages when they enter college. The average American student, even one who has benefited from an immersion environment, enters university with only basic skills in a second language. The likelihood that the average high school graduate has an intermediate to advanced proficiency in a second language is highest for the European languages where a broader network of opportunities is available in the K-12 system. Few students come to the university with measurable skills in non-European languages.

The goal of The Language Flagship is not only to graduate students at a professionally proficient level of language but also to “push the model” down to elementary, middle, and high schools so that students will enter college with an established and measurable skill in a second language. Without such input, higher education programs will continue to devote limited resources to remedial efforts to prepare incoming students through pre-collegiate summer immersions and first-year “catch up” programs. These efforts are currently needed to bring students to a higher proficiency level, after which Flagship programs can integrate them into a more challenging and advanced curriculum. The integration of language skills into K-12 education is vital to our capacity to educate a citizenry prepared to address the nation’s well being in the 21st century.

Sensitive to the need to provide leadership and direction, and as an integral component of a national effort to address language education, The Language Flagship has supported three groundbreaking efforts designed to model a K-12 language curriculum development and implementation process. These efforts, located at the University of Oregon (Chinese); Michigan State University (Arabic); and Ohio State University (Chinese) provide national models of articulated curricula designed to graduate high school students at the advanced level of proficiency.

Ultimately, the goal is the development of K-12 language instruction programs that graduate high school students with an advanced level of competency and that allow Flagship programs to take these students to the next level. Flagship is working closely with each of its Centers and programs to improve the flow of more highly proficient language graduates into the university.

⁶ MLA Ad Hoc Committee on Foreign Languages. (2007). *Foreign languages and higher education: New structures for a changed world*. Retrieved from http://www.mla.org/pdf/forlang_news_pdf.pdf

ARTICULATED OVERSEAS IMMERSION

Research on second language acquisition overwhelmingly produces evidence that students require an intensive and rigorous program of overseas study to reach the professional proficiency level as well as to develop the cultural skills that are associated with this level. The Language Flagship provides unparalleled opportunities for students to engage in carefully articulated programs of study that include advanced language instruction, direct enrollment in classes taught in the target language, specialized tutors, and internships involving practical use of the language.

Flagship Center directors work together in Overseas Academic Councils to design and implement curricula that address the needs of students matriculated at different institutions. The long-term goal of Flagship is to create an overseas infrastructure that can respond to a growing supply of students from throughout U.S. higher education who have demonstrated a proficiency level that qualifies them for intensive Flagship overseas study.

The Flagship overseas undergraduate direct enrollment requires students to participate in a full-year program of overseas study once they have achieved an advanced level of proficiency. This full-year immersion may take place during the third, fourth, or fifth year of a student's undergraduate program. The model also assumes that, in addition to full-year study, some students will require shorter periods of immersion overseas to accelerate their language learning and to accommodate academic schedules.

DIFFUSION OF INNOVATION

A core goal of Flagship is to diffuse success in language education throughout higher education. As such, Flagship follows a process that funds innovators to develop and implement new models of language learning, assessment, and standards development, and then share them with other non-Flagship institutions. The model is designed to increase the scope and scale of advanced language learning by making Flagship language programs available to an increasing number of students across the U.S.

In 2008, The Language Flagship used this approach to expand the Flagship program by adding five partner programs, including Indiana University, Portland State University, University of Michigan, University of Oklahoma, and University of Rhode Island.

In 2009, The Language Flagship again increased the number of Flagship programs adding a partner program at San Francisco State University and one pilot program at Western Kentucky University.

QUALITY ASSURANCE

The goals of The Language Flagship are closely tied to clear measures of success and outcomes that are common across all Flagship Centers. Such goals call for the development of standards and methods of quality assurance that have been rare in language education in the American

higher education system. Flagship has consistently worked closely with Flagship Center directors, many of whom are leaders in their respective language fields, to determine standards and quality assurance methods. Peer review is central in determining the standards a Flagship Center must meet.

Peer review provides a means for Flagship Center Directors to evaluate the quality of their Flagship peers. It ensures that directors learn from each other through close communication, student and faculty interviews, and discussions with staff. Through this process, The Language Flagship establishes a means of quality assurance and standards that help provide clear guidance for new institutions, which wish to become part of The Language Flagship family.

In addition to peer review, The Language Flagship has successfully developed an On-Line Flagship Performance Reporting System, which increases the accuracy and efficiency of data collection from all of its institutional grantees.

ENGAGEMENT OF THE BUSINESS SECTOR

The Language Flagship has, since its inception, promoted the value of partnership between government, education, and business. Through such a partnership, NSEP is able to set the foundation for long-term financial sustainability as well as affect the way a variety of sectors value language in the workplace. Beginning in 2007, Flagship took the lead to coordinate the *2007: U.S. Language Summits: Roadmaps to Language Excellence*, which engaged more than 30 businesses in a half-year process to shape change at the state level and create a plan that will produce global professionals with advanced language and cultural skills. The success of the summits sparked The Language Flagship to continue its efforts to explore opportunities for engaging the business sector as a partner in 2008 and 2009.

As a result, The Language Flagship undertook a first-of-its-kind effort in 2008 to assess and understand the needs for global skills in business. This effort engaged over one hundred business leaders in special Metro Language focus groups to identify the role and value of languages and cultural skills to business' bottom line. In 2008, Flagship brought together thirty-eight representatives from a broad cross-section of the U.S. business community to participate in a Metro Language Series in San Francisco, Seattle, New York, and Washington, D.C. These sessions gleaned insights about the value and role of global skills in business success. The resulting report, "What Business Wants: Language Needs in the 21st Century"⁷ summarizes the findings that companies do need language and cultural skills on their staff for improving global business practices and for serving a domestically based multi-lingual workforce and clientele.

⁷ The Language Flagship (2009). *What Business Wants: Language Needs in the 21st Century*. Retrieved from http://www.thelanguageflagship.org/images/documents/what_business_wants_report_final_7_09.pdf

A CLOSER LOOK AT FLAGSHIP CENTERS IN 2009

FLAGSHIP CENTERS AND PROGRAMS

The Language Flagship supports undergraduate and graduate programs and a limited number of pilot K-12 programs. Flagship Centers are based at institutions around the United States and offer an on-campus curriculum coupled with a strategy for intensive study at an Overseas Flagship Center. Overseas Flagship Centers are located at participating foreign institutions and are coordinated by a lead Flagship Center. The Language Flagship supports three K-12 Flagship Programs at public schools in Ohio, Oregon, and Michigan. These pilot programs are intended to serve as a national model for articulated K-12 language instruction in the U.S.

Expansion

Since the beginning of the original pilot program, the goal of The Language Flagship has been to increase the scale and scope of the program to impact as many students as possible. Beginning in 2007 the program expanded by creating new Flagship Partner Programs through the Promoting Diffusion of Innovation grant program. These partner institutions join with Flagship Centers to implement Flagship curricula, but are not yet fully-fledged Flagship Centers. The first Flagship Partner Program was formed at Arizona State University; five additional partner programs have now been added. The Language Flagship plan is to aggressively seek and add new partners each year beginning in 2008 through our Diffusion of Innovation grant program.

2008 - 2009 FLAGSHIP INSTITUTIONS:

22 Flagship Centers and Programs

11 Overseas Flagship Programs

3 K-12 Flagship Programs

AFRICAN

Howard University

University of Wisconsin, Madison

*Yoruba Flagship Center, Ibadan University, Nigeria**

*Swahili Flagship Center, Zanzibar State University, Tanzania**

ARABIC

Michigan State University

Dearborn Public Schools K-12 Arabic Program

University of Texas, Austin

University of Maryland, College Park

University of Michigan, Ann Arbor Flagship Partner Program

University of Oklahoma Flagship Partner Program

*Alexandria University, Egypt**

*Damascus University, Syria**

CENTRAL ASIAN TURKIC OVERSEAS FLAGSHIP PROGRAM

American Councils for International Education

CHINESE

Arizona State University Flagship Partner Program
Brigham Young University
Indiana University Flagship Partner Program
Ohio State University
Ohio Public Schools K–12 Flagship Program
Portland Public Schools K–12 Flagship Program
San Francisco State University Flagship Partner Program
University of Mississippi
University of Oregon
University of Rhode Island Flagship Partner Program
Western Kentucky University Flagship Pilot Program
*Nanjing University, China**
*Qingdao University, China**



2009 Flagship Students at University of Rhode Island

HINDI/URDU

University of Texas, Austin
Lucknow Urdu Flagship Center, India
Jaipur Hindi Flagship Center, India

KOREAN

University of Hawai'i, Mānoa
*Korea University, South Korea**

PERSIAN

University of Maryland, College Park
*Tajik State National University, Tajikistan**

RUSSIAN

American Councils for International Education
Bryn Mawr College
Portland State University Flagship Partner Program
University of California, Los Angeles
*Saint Petersburg State University, Russia**

**Overseas Flagship Center*

FLAGSHIP STUDENTS

Flagship students represent the next generation of global professionals in the United States. Students come from all regions of the nation and pursue their own academic interests in addition to language study.

The success of the Language Flagship has meant that the Centers have already begun attracting top undergraduate students to their campuses. Flagship programs cater to students' individual proficiency levels, tailoring language instruction to meet the needs of each learner. This model has proven to be a successful approach to stimulating student interest and keeping students engaged in learning both language and culture. Retention in Flagship programs is high; the majority of students progress from year to year with greater language proficiency.

FLAGSHIP UNDERGRADUATE ENROLLMENT

Since 2007 when Flagship shifted its focus to developing new undergraduate programs, Flagship enrollment has demonstrated strong growth. Based on interviews with in-coming students, this growth indicates a high level of interest in new opportunities for undergraduates to engage in proficiency-based language learning alongside their majors.

Flagship Language	2007 UG Enrollment	2008 UG Enrollment	2009 UG Enrollment	% Change 2007-2008	% Change 2008-2009
Arabic	36	122	165	239%	35%
Chinese	69	132	307	91%	133%
Hindi/Urdu	10	16	29	60%	81%
Korean	0	10	21		110%
Persian	0	13	16		23%
Russian	21	52	70	148%	35%
Swahili	0	10	11		10%
Yoruba	0	9	14		56%
	136	364	633	168%	74%

Flagship enrollments during its inaugural year (2007) totaled 136 undergraduate students. In 2008, total Flagship enrollment grew to 364, indicating a 168 percent increase in enrollment; 2009 enrollments, in turn, grew to 633 undergraduate students, demonstrating continued strong interest and commitment to these programs despite the newness of the programs.

FLAGSHIP POST-BACCALAUREATE FELLOWS

Despite the shift to undergraduate programming, The Language Flagship continues to support the same number of fellowships for graduate Fellows, or Flagship Fellows.

Until 2008, The Flagship Fellowship was structured as a one- or two-year award intended to support the intensive domestic and overseas components of The Language Flagship. Most Flagship Fellows participated in one year of domestic study and a second year of immersion overseas. In exceptional cases, Flagship Centers determined that a student with advanced language skills should bypass all or a portion of the domestic component and participate only in the overseas component. In these cases, the Flagship Fellowship provided funding for one year of study. Also, some Flagship students participated in the domestic portion of a Flagship program without funding, but won Flagship Fellowships for the duration of the second year of the program. The extra time in the program often helps students focus on their career goals, particularly identifying areas of interest in the federal service.

In 2009, The Language Flagship revised requirements for the graduate programs to ensure that all programs were degree-granting. As a result, in order for students to qualify for Fellowships, they had to be enrolled, as of 2009, in a Master's degree-granting program. The primary reasons for this change in program policy were the following: to improve the competitiveness of Flagship Fellowships with other Fellowship programs; to improve the chances of government employment of Flagship Fellows; and to ensure eligibility of Flagship Fellows in the State Department's Diplomacy Fellows Program (DFP).⁸

Flagship Fellows are expected to devote full-time effort to The Language Flagship. Flagship Fellows may not pursue requirements of other degree programs while receiving Fellowship support, nor may the Fellowships be combined with other sources of funding that would require students to devote less than full-time effort to the program. Applicants for Flagship Fellowships must apply separately to be admitted to a specific Flagship program.

Between 2003 and 2009 NSEP, through IIE, awarded 176 Flagship Fellowships. In 2008, there were 24 new Flagship Fellows, and an additional 21 have been added for 2009.

⁸ The State Department Diplomacy Fellows Program is designed to advance certain candidates, such as Boren Fellows, Pickering Fellows, and Presidential Management Fellows, directly to the Foreign Service Oral Assessment, by-passing the Foreign Service Written Examination.

Language	Total Number of Flagship Fellows by Language and Year							Total
	2003	2004	2005	2006	2007	2008	2009	
Arabic	3	4	12	9	8	6	5	47
Central Eurasian	0	0	0	0	0	0	1	1
Chinese	4	2	8	9	4	6	4	37
Korean	4	7	11	14	5	3	3	47
Persian	0	0	0	0	3	5	5	13
Russian	0	7	7	7	3	4	3	31
Total	11	20	38	39	23	24	21	176

The major objective of the Flagship Fellowship awards is to provide funding to select graduate students who are highly motivated to work for the federal government in an area related to U.S. national security. As is the case for all NSEP-funded awardees, the service requirement requires all Flagship Fellows to work in the Federal Government in a position with national security responsibilities.

FLAGSHIP STUDENT PROFILES

Flagship students come from all parts of the United States with a variety of levels of language proficiency in a Flagship language. Students share the goal of reaching professional proficiency and using their language and culture skills to contribute to a global society. Each student is contributing to and fulfilling the Flagship vision in his or her own unique way. Below is a sampling of students who have joined the Flagship movement.

- ❖ A Flagship Scholar and junior at Michigan State University studies Arabic in the Flagship program and is majoring in Interdisciplinary Humanities. She plans to work in the field of international development using her Arabic skills.
- ❖ A post-BA Russian Flagship Fellow completed the overseas program at St. Petersburg State University and went on to interpret for U.S. and Russian personnel for the Washington, D.C.-Moscow Presidential Hotline. He is now pursuing a master's degree at Harvard University studying religious and ethnic issues, especially the interaction between Christianity and Islam in Central Asia.
- ❖ A Flagship Scholar and BS/MA senior in biochemistry and Chinese at Ohio State University was recently recognized as a member of the prestigious USA Today Academic First Team. He is currently studying traditional Chinese medicine in Beijing, China, and hopes to pursue a career in medicine with a focus on international public health.



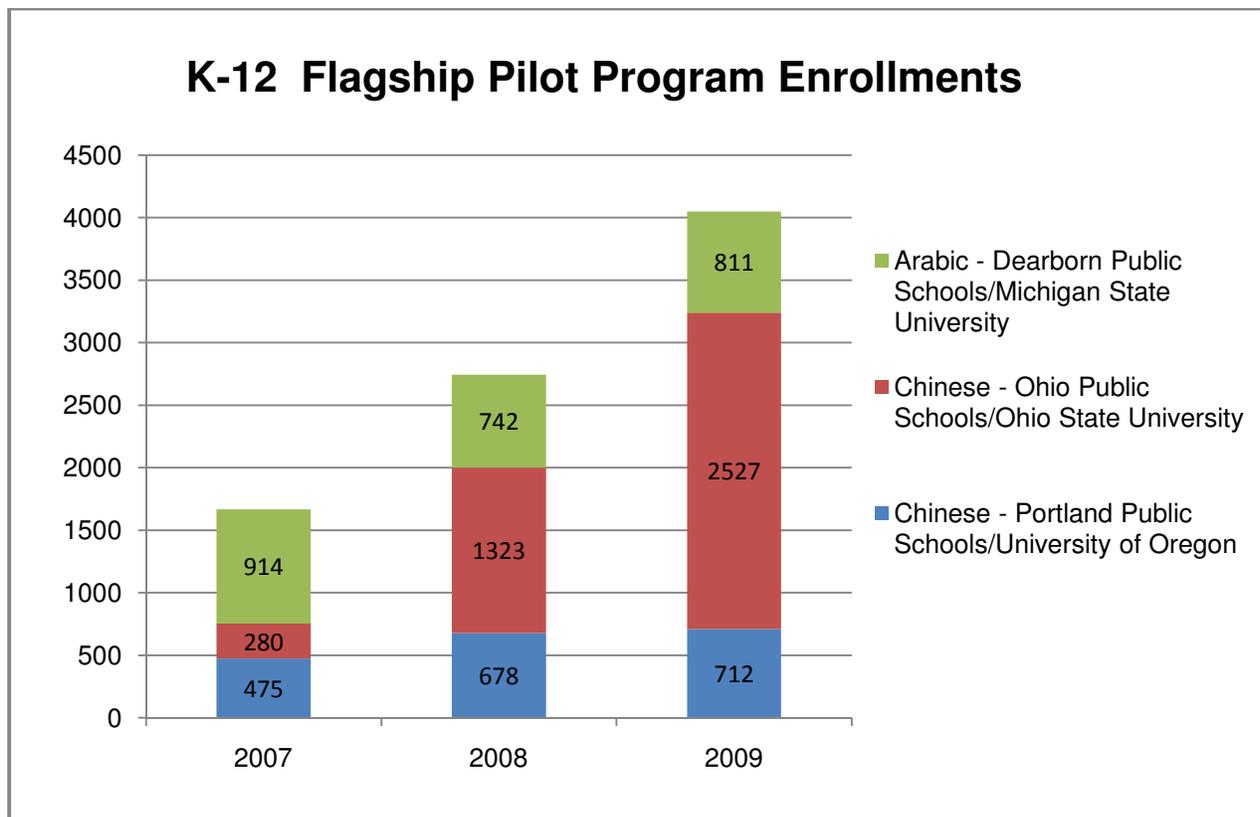
2008 Flagship Fellow in Korea

- ❖ A post-BA Flagship Fellow in Korean and a student of mathematics at the University of Hawaii designed his own course of study in the Korean language with a Korean-speaking professor from University of Hawaii's College of Engineering. He went on to earn an MS in information security from Korea University and is currently working toward a Ph.D. in statistics from Ohio State University.
- ❖ A Flagship Scholar and senior from Brigham Young University is studying linguistics and Chinese studies at Nanjing University in China. She plans to pursue a law degree with a focus on international law.
- ❖ A post-BA Persian Flagship student is studying at the Dushanbe Language Center in Tajikistan. He is also proficient in French and hopes to work for the FBI in the Language Services Section.
- ❖ A post-BA Flagship Fellow completed the Arabic Flagship program at the University of Maryland. Previously she earned a master's degree from the American University in Cairo, where she studied forced migration and refugee studies. She is now working for the Office for Civil Rights and Civil Liberties in the U.S. Department of Homeland Security.

FLAGSHIP K-12 PILOT PROGRAMS

The Language Flagship supports three pilot K-12 language programs that articulate language education in Arabic and Chinese from kindergarten to 12th grade. The establishment of the Flagship K-12 pilot programs is an important effort of the 2006 National Security Language Initiative. The Flagship K-12 programs are models that could be used by the Department of Education to expand K-12 language education throughout the United States. As of December 2009, The Language Flagship pilot programs remain the most ambitious test beds of language articulation at the K-12 level in the United States. Through continued efforts of interagency partnerships forged under the National Security Language Initiative, NSEP continues to work with its partners to expand K-12 efforts with its partner agencies such as the U.S. Department of Education.

Flagship's involvement in K-12 language education is designed to provide a national model, which school districts around the U.S. may embrace in the future. Although a small pilot initiative, K-12 Flagship programs have already demonstrated remarkable success in numbers of students impacted by The Language Flagship. It should be noted that both the Oregon and Michigan models focus on the implementation of an articulated K-12 curriculum with specific school systems while the Ohio approach is to reach a broader cross-section of students at schools across the state with opportunities to study Chinese. The chart below demonstrates current student enrollment and projected growth in K-12 Flagship programs.



THE FUTURE OF FLAGSHIP

Following the transition to undergraduate programs, The Language Flagship is growing rapidly and is beginning to change language learning at U.S. institutions of higher education. As the Flagship team expands and diffuses its innovations, more universities are recognizing that they want to change the way they teach languages. Students are embracing Flagship programs to prepare them for future careers as global professionals. Already, The Language Flagship has changed student expectations for undergraduate study. As The Language Flagship moves forward, increasing numbers of students will come to expect high-quality language programs as part of their undergraduate experience. Such expectations drive the market. Institutions hosting Flagship Centers have already seen the power of these programs as recruitment tools; this advantage has been evident in the relatively short time that Flagship Centers have had to develop, implement, and recruit students. Though many of our Flagship undergraduate programs started as late as 2007, Flagship Centers have demonstrated on the whole a high level of interest and increased enrollment.

The Language Flagship has, in just a few short years, demonstrated the power of innovation and change in American higher education. Flagship programs have begun to transform the landscape of language learning by offering extraordinary opportunities for students to develop skills that rival those of their counterparts across the globe. In the coming years, NSEP will see more opportunities nationwide for students to achieve both advanced degrees and professional language proficiency. As it grows and expands, The Language Flagship hopes to have a lasting national impact, creating a society of global professionals that will last well into the future.



V. ENGLISH FOR HERITAGE LANGUAGE SPEAKERS ENGLISH TRAINING TO MEET THE GOVERNMENT’S CRITICAL NEEDS

LEGISLATION AND PURPOSE

The U.S. Congress created the English for Heritage Language Speakers (EHLS) Program in 2005 as a new NSEP initiative, whose purpose is to provide intensive English language instruction for U.S. citizens who are native speakers of critical languages.⁹ The EHLS Program is administered for NSEP by the Center for Applied Linguistics (CAL), and provides scholarships for program participants who meet program entry requirements and who agree to work for the Federal Government for at least one year after completing the program. The EHLS program design was developed by NSEP in collaboration with CAL and the two original partner universities, Georgetown University (GU) and the University of Washington (UW). The curriculum combines six months of intensive in-class instruction with co-curricular opportunities and a capstone Open Source Analytical Research Project (OSAP), with the goal of enabling participants to achieve professional (ILR Level 3) proficiency in English reading, writing, speaking, and listening.

Major Changes

During the spring of 2008, NSEP conducted a strategic analysis of the EHLS Program, and decided to make four significant changes beginning in 2009: (1) locate the program exclusively in the Washington, DC area; (2) expand the duration of the program to further support the achievement of language proficiency goals; (3) increase efforts to recruit students with higher level skills; and (4) restructure the OSAP to increase the number of participating federal government agencies.

NSEP decided to locate the program exclusively in the Washington, DC area, specifically at GU, in order to place the learning environment closer to the location of the majority of federal service opportunities. As a result, the program at UW was discontinued. Recruiting was altered to garner applications from those with higher level English language proficiency, and the duration was expanded to include a six-month intensive component and two months of part-time follow-on instruction, in order to enhance the program’s ability to achieve the designated English language proficiency outcomes. Finally, the OSAP identified partnerships beyond the Defense Intelligence Agency (DIA), which was the sole provider of topics and mentors from 2006-2008. A protocol, detailing the roles and responsibilities of all parties, was developed for the newly conceived OSAP. It is expected that these realignment items will improve EHLS students’ ability to fulfill their NSEP Service Requirement.

⁹ EHLS was initiated with passage of the Intelligence Authorization Act for Fiscal Year 2005 (Public Law 108-487), Sec. 603.

To receive an EHLS Scholarship, an applicant must demonstrate the following:

- U.S. citizenship
- Native language skills at ILR Level 3 or higher, demonstrated through formal testing¹⁰
- English language skills at ILR Level 2 or 2+, demonstrated through formal testing¹¹
- Commitment to ongoing development of English language skills in relation to professional goals
- Willingness to work for the Federal Government

EHLS SCHOLAR PROFILES

- ❖ A native speaker of Farsi, born in Iran and a U.S. citizen for nearly 30 years, has a B.A. in mathematics from the Institute of Advanced Studies in Statistics in Tehran, Iran, and a Ph.D. in mathematics from UW. This student graduated from the UW EHLS program in June 2008.
- ❖ A native speaker of Mandarin Chinese. born in China and a U.S. citizen for nearly 15 years, has a B.A. and M.A. in public administration from National Chengchi University in Taipei, Taiwan, three master’s degrees from U.S. universities, and is working on a Ph.D. in comparative politics at Columbia University. He graduated from the GU EHLS program in June 2007.

EHLS Applicants and Scholarship Recipients

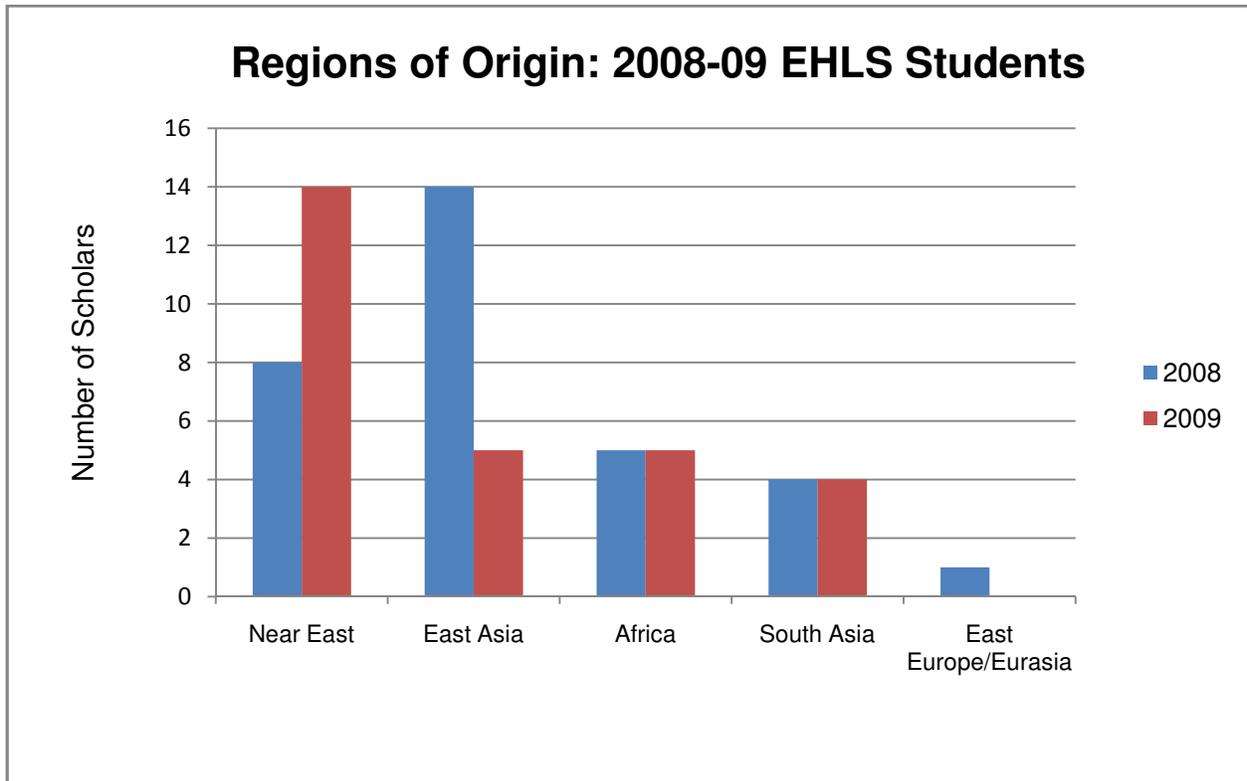
The EHLS Program annually reviews which critical languages to include in its recruiting campaign based on priorities within the Department of Defense and the Intelligence Community. In 2008, the number of heritage languages within the EHLS program expanded to include Arabic, Chinese (Mandarin and Cantonese), Dari, Hindi, Persian Farsi, Russian, Urdu, and Indonesian. In 2009, the program eliminated Cantonese, Indonesian and Russian, and added Hausa, Igbo, Somali, and Swahili. The intent of these adjustments was to better match Federal Government requirements, and to provide the greatest opportunity for participants to fulfill their service requirement.

EHLS Year	Total Applicants	Total Scholars	Arabic	Chinese	Dari	Hindi/ Urdu	Indo- nesian	Persian	Russian
2008	121	32	12	10	3	1	4	1	1
2009	120	28	16	5	4	0	0	3	0

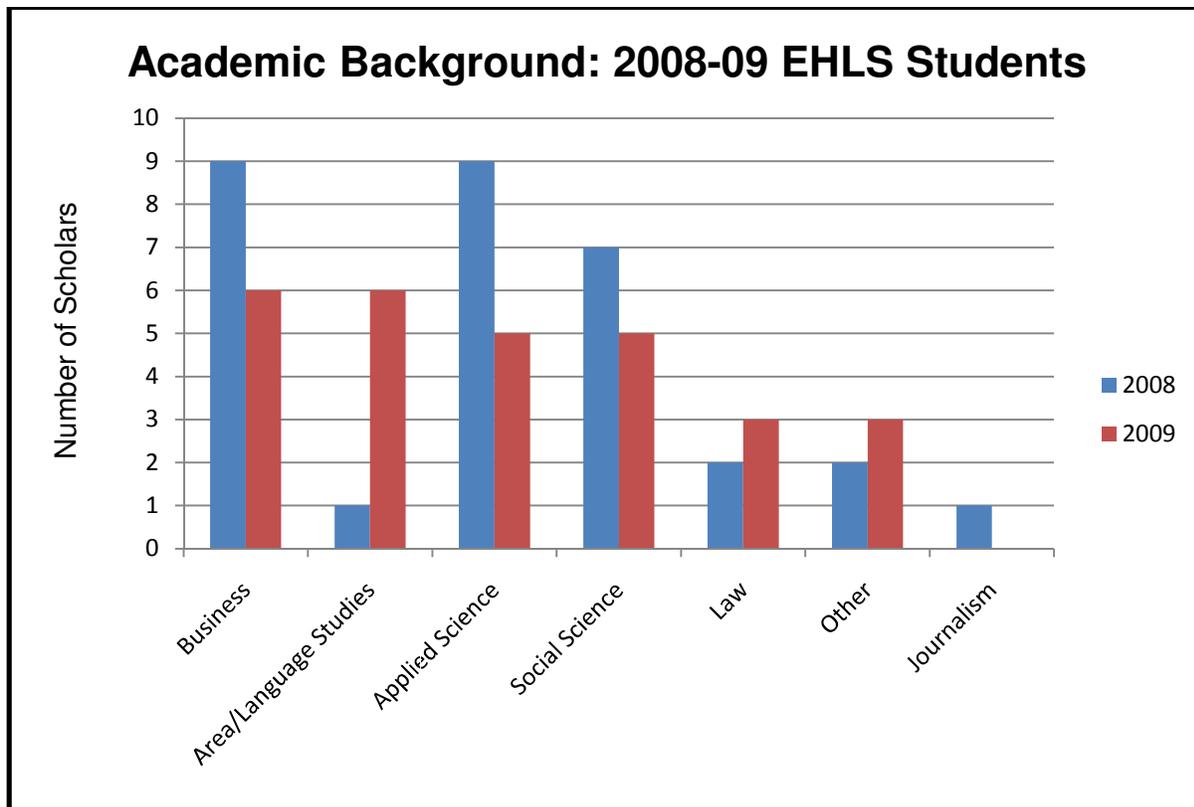
¹⁰ Native language skills are assessed using the Oral Proficiency Interview with raters from Language Testing International or the Defense Language Institute Foreign Language Center.

¹¹ English language skills are assessed using the English Language Proficiency Test (ELPT) by permission from the Defense Language Institute English Language Center.

Elimination of the program at UW after the 2008 program year dramatically shifted the demographics of scholarship recipients. Comparing 2008 and 2009 enrollments, the number of participants from the Near East nearly doubled, while those from East Asia decreased by almost two thirds. Also, the number of participants from Eastern Europe fell to zero upon removing Russian from the list of recruited languages.



Further demographic changes can be demonstrated by examining the academic degrees of EHLS scholarship recipients. The 2008 cohort had an academic background primarily in three areas: business, applied science and social science. In contrast, the 2009 cohort had a broader set of academic emphases with the most dramatic increase in Area/Language Studies. A list of majors that make up these categories is included in *Appendix C: List of Majors by Academic Fields*.



EHLS INSTRUCTIONAL PROGRAM

The instructional program at both EHLS institutions retained the basic structure from previous years, providing 720 hours of instruction over six months. In 2009, summer instruction was added for three areas of study: analytical writing, career support, and oral communication. The OSAP served as the capstone within the curriculum, incorporating the highest levels of all English communication modalities: speaking, listening, reading, and writing. EHLS participants provided a briefing on their research projects before an audience of senior executive government officials, analyst mentors, and other interested parties. The written version of each project was made available to those who submitted the topic and to the broader national security community.

The EHLS program also included support for participants as they began the process of seeking employment with the Federal Government to fulfill their service requirement. Over time, the universities substantially increased the sophistication of the job search component; the experience of the first three years of the program provided insight into the complex language skills needed to interpret federal job announcements and to develop effective responses to them. Therefore, both universities included a dedicated job search instructor position in their staffing structure and allocated a significant segment of each week’s work to language development activities connected with the job search, including development of résumés and KSA (knowledge, skills, and abilities) statements, exploration of USAJobs (the federal job website) and other resources, and development and submission of job applications. These activities were

complemented by additional language development activities that focused on writing cover letters and developing interviewing skills.

Program Evaluation

Ongoing program evaluation was provided at GU by the Center for New Designs in Learning and Scholarship (CNDLS), and at UW by the Office of Educational Assessment. The evaluation exercises were used to identify program strengths and address areas of need as the program was in progress. For example, GU made adjustments to the instructional schedule and content in response to the demonstrated needs and goals of participants.

Summary and Future Activities

In late 2009, NSEP and the Office of the Director of National Intelligence (ODNI) signed a memorandum of agreement to double the size of the EHLS Program over the following two years. Preliminary plans were made to execute a dramatically increased recruiting campaign and logistical arrangements made for the program to grow at Georgetown University. Actual results from this program increase will be provided in the 2010 NSEP Annual Report.

At the inception of the EHLS Program, CAL identified three challenges the initiative would face to achieving success: recruitment, language skill development, and job placement. The EHLS Program has identified how to succeed within each of these areas, and strives to improve:

- **Recruitment.** Recruitment and language skill development go hand in hand. NSEP has learned that recruiting those with higher incoming language skills is the most viable and cost effective way to improve the outcome of the EHLS Program, and will continue to emphasize this as it moves toward doubling the size of the initiative.
- **Language skill development.** The six-month intensive program remains the core of the EHLS Program, preparing those with advanced level English proficiency to develop proficiency at the professional level. The EHLS Program has a unique, fully articulated curriculum that enables non-native speakers of English to reach professional level proficiency in six to eight months. Adjustments are regularly made as NSEP seeks ways to increase proficiency gains over shorter periods of time.
- **Job placement.** The ability of EHLS participants to obtain federal jobs that will fulfill their service requirement remains of great interest to program staff, students, and federal officials. Outcomes in this area significantly improved over the past several years thanks to partnerships with Federal Government agencies and related contractors, which NSEP continues to cultivate.



VI. NATIONAL LANGUAGE SERVICE CORPS LANGUAGE FOR THE GOOD OF ALL

HISTORY OF THE NATIONAL LANGUAGE SERVICE CORPS

Foreign language skills are recognized as critical to the security and well-being of the nation. These skills are essential to the capacity of the federal sector to respond to national and international needs, particularly those that arise during national and international threats, emergencies, and disasters. The Federal Government cannot reasonably be expected to possess the wide range of language capabilities that may be necessary to address immediate or emergency surge requirements. In recognition of this need, the Intelligence Authorization Act for Fiscal Year 2005 and the subsequent Defense Authorization Act for Fiscal Year 2007 authorized the Secretary of Defense to conduct a multi-year pilot project to assess the feasibility and advisability of establishing a “Civilian Linguist Reserve Corps” now known as the “National Language Service Corps” (NLSC). The National Security Education Program (NSEP) was tasked to oversee the pilot effort and in 2009 completed major work involved in a proof of concept for the NLSC.

The NLSC represents the first organized attempt to capitalize on the nation’s rich national diversity in language and culture. It is designed to address the need for surge language capabilities by providing and maintaining a readily available civilian corps with certified expertise in languages determined to be of potential importance to the security and welfare of the nation. The Corps is established as a public organization to fill gaps between requirements and available language skills. In addition, it is designed to provide capabilities for meeting short, mid, and long-term requirements through the identification and warehousing of expertise and skills in languages that are either currently or potentially critical to the Federal Government. The NLSC does not compete with the language efforts of other federal and state communities. Instead, it supplements and complements their efforts, offering short-term language support from persons with certified language skills at the point of service.

The Department of Defense (DoD), the Office of the Director of National Intelligence (ODNI), and other federal departments and agencies have identified ongoing shortages in language capabilities available to support national security. There is widespread acknowledgment that the post-9/11 operational environment reinforces the reality that the nation needs a significantly improved organic capability in emerging languages and dialects, greater competence and regional area skills in those languages and dialects, and a surge capability to rapidly expand its language capacity on short notice. The DoD, in its 2005 Defense Language Transformation Roadmap and Quadrennial Defense Review recognized the need for surge capacity and endorsed the concept of a Civilian Language Corps pilot effort. The concept of the NLSC is also an integral part of the President’s National Security Language Initiative.

PROGRAM STATUS

At the conclusion of 2009 the NLSC team effectively demonstrated the feasibility of the NLSC concept and its primary goal to provide and maintain a readily available civilian corps of certified language specialists:

- Established the necessary capabilities in a fully functional prototype organization
- Established strong interest among a wide range of federal departments and agencies
- Identified strong commitment to serve among U.S population
- Successfully recruited and assessed more than 1,000 members across 10 pilot languages
- Conducted successful activation exercises with:
 - ✓ Centers for Disease Control
 - ✓ US Pacific Command
 - ✓ Defense Intelligence Agency
- Successfully deployed Members overseas

A key finding of the pilot program is the confirmation that individuals join NLSC with a strong sense of service. They are motivated to use their language skills to help others in need. This attitude and perspective has been evident in every exercise conducted by NLSC.

FUTURE ACTIVITIES

NSEP will continue NLSC member activation exercises in 2010 in partnerships with DoD components, the Intelligence Community as well as other federal organizations that identify needs that can be met within the current funding limitations of the pilot organization. NLSC will continue to recruit members against specific targeted requirements of federal customers and will sustain engagement with members as it plans toward eventual transition into a permanent organization.



VII. PROJECT GLOBAL OFFICERS: PREPARING FUTURE OFFICERS FOR INTERNATIONAL LEADERSHIP

HISTORY OF THE ROTC PROJECT GLOBAL OFFICERS INITIATIVE

Project Global Officers (Project GO), originally titled the Reserve Officers' Training Corps (ROTC) Language and Culture Project, is a Department of Defense initiative that began in 2007. Project GO aims to improve the language skills, regional expertise, and intercultural communication skills of future military officers. Administered by the Institute of International Education on behalf of the National Security Education Program (NSEP) and the Defense Language Office (DLO), Project GO has provided institutional grants to 24 U.S. colleges and universities, including five of the six Senior Military Colleges. Since program inception, these institutional awards have funded over 480 domestic and overseas summer scholarships to ROTC students for critical language study. The awards have also supported university infrastructure in critical languages. Working in support of Army, Air Force, and Navy ROTC strategies and policies, Project GO facilitates collaborative efforts among universities and between universities and ROTC leadership.

In 2009, the ROTC Language and Culture Project was renamed Project GO to help university personnel, students, and ROTC cadre differentiate between grant-sponsored summer programs and ROTC-sponsored programs, each of which adheres to different regulations.

PROJECT GOALS

Project GO directly addresses two of the four goals identified in the Defense Language Transformation Roadmap:

1. Create foundational language and cultural expertise in the officer ranks
2. Establish a cadre of language specialists

In 2007, four institutions were awarded funds for pilot projects that aimed to increase the number of ROTC students studying critical languages. These institutions were Indiana University, the University of Mississippi, the University of Texas, Austin, and San Diego State University. In 2008, an additional eight schools were awarded grants, also for pilot projects. These schools were Arizona State University, Georgia Institute of Technology, North Georgia College and State University, the University of Utah, Texas A&M University, Virginia Military Institute, Louisiana State University, and the University of South Florida. During both the first and second years of the project, grants were to be expended over a 24-month period.

The ROTC Language and Culture project was, in part, originally intended to provide seed money for schools with ROTC populations to build upon existing critical language offerings and thus offer more language learning opportunities to ROTC students on their campuses. However, a significant challenge with this model emerged; namely, universities discovered that it was difficult to attract large numbers of ROTC students to existing or newly created academic-year critical language classes. ROTC students, particularly those majoring in science, technology, engineering, or math (who constitute well over 50 percent of Navy and Air Force ROTC populations), face serious time constraints during the academic year.

Over the initial years of the pilot, institutions found that due to time constraints faced by ROTC students, as well as the demanding nature of critical language study, ROTC students often consider the summer to be an optimal period of time for critical language study. By 2009, most programs were therefore focusing their resources on providing summer language training and summer study abroad opportunities. Providing summer opportunities also allowed universities to serve ROTC students outside of the institutions' local ROTC populations. This summer focus in turn allowed institutions the ability to be more selective and fund the most talented students. Additionally, they were able to attract a larger number of ROTC students than could be attracted during the academic year.

Project GO is the only source of funding for Army, Navy, and Air Force ROTC students to study critical languages domestically during the summer and is the most easily accessible, available, and flexible source of funding for summer language study abroad. Additionally, the Air Force has predicted that by summer 2011, Project GO may be the only source of funding for Air Force cadets who wish to study critical languages or study abroad during the summer. Although the Army does offer some opportunities for cadets to study critical languages overseas, the Army is not currently funded at a level that will allow it to meet its study abroad goals without Project GO.

LANGUAGES

In 2008 and 2009, Project GO focused on providing funding for projects in the following critical languages: Arabic (all dialects), Chinese (Mandarin), Russian, and Persian (Dari, Farsi, Tajik). A relatively small number of cadets studied Uzbek, Pashto, Swahili, Wolof, and Korean. It is important to note that Project GO does not establish quotas by language. Institutions select a language or languages of focus when they apply for the grant.

2008 PROJECT GO ACTIVITIES

Institutional awards

In January 2008, following the release of the second 2007 Request for Proposals, an external proposal review panel was conducted. Twenty-three proposals were reviewed and eight new schools were selected. These eight schools (Arizona State University, Georgia Institute of Technology, North Georgia College and State University, the University of Utah, Texas A&M University, Virginia Military Institute, Louisiana State University, and the University of South Florida) joined the four existing schools from Fiscal Year 2007, bringing the total number of grantees to twelve.

Most of these twelve schools began their first year of summer language and study abroad offerings in 2008. Institutions adopted various project models, including projects targeting their local ROTC populations, projects aimed at strengthening their academic-year critical language offerings, and summer session projects designed to support ROTC students from across the United States. Universities that had originally designed projects to bring small numbers of ROTC students to high levels of language proficiency by utilizing their existing *academic-year* resources reported challenges with enrollment and attrition due to the time demands faced by most ROTC students, as well as the high level of intensity for existing critical language offerings. In contrast, schools offering *summer* language programs did not report problems attracting students and utilizing their funding. In total, Project GO supported 152 fully- or mostly-funded domestic summer study scholarships and 40 summer study abroad scholarships during the summer of 2008.

Website

In July 2008, Georgia Institute of Technology developed the first Project GO website (www.ROTCProjectGO.org). The website was designed to feature a section on institutional awards, a searchable database of summer language and study abroad programs, and a page for posting relevant service-specific language policies.

Leadership Conference

In November 2008, San Diego State University hosted the first Project GO National Leadership Conference, which focused on current best practices and project sustainability. Over 120 individuals attended, including representatives from each of the 12 Project GO institutions, military leadership from the language and culture offices of each service, and representatives from each service's ROTC headquarters. Additionally, ROTC commanders and university personnel from schools interested in applying for a grant in 2009 were invited to attend.

2009 PROJECT GO ACTIVITIES

Institutional awards

In January 2009, the Institute of International Education, on behalf of NSEP and the DLO, released a third Request for Proposals. Two external proposal review panels were conducted and in July 2009, 12 new institutions were awarded grants, bringing the total number of grant recipients to 24. The 12 new institutions were Boston University, Norwich University, University of Virginia, North Carolina State University, James Madison University, The Citadel, Florida Institute of Technology, Southern University, University of New Mexico, Embry-Riddle Aeronautical University, California State University San Bernadino, and Michigan State University. Of these 12 schools, four (Boston University, James Madison University, Southern University and the University of Virginia) were specifically selected because of their offerings in indigenous languages from sub-Saharan Africa and their study abroad programs to corresponding regions.

During the summer of 2009, Project GO provided 236 full or nearly-full scholarships for summer domestic language study and summer study abroad. Using these 236 funded scholarships, 147

students studied critical language domestically and 89 students studied critical languages abroad in countries including Tajikistan, China, Morocco and Russia. Scholarship funding was used to cover all or most of the cost of tuition, airfare, room, board, visas, and materials. Students participated in domestic and international language programs at 13 Project GO schools, half of which made their projects and funding available to ROTC students from across the country; meanwhile, 11 of the 12 newly awarded grantees did not begin their projects until September 2009.

In addition to scholarship support, approximately one-third of Project GO funding supported critical language infrastructure at the 24 institutions. Some examples of institutional critical language infrastructure funded under Project GO during 2009 include an Arabic tutoring center at Virginia Military Institute, additional full-time professors of Chinese at North Georgia College and State University, study abroad programs development for Science, Technology, Engineering and Mathematics (STEM) students at Georgia Institute of Technology, and academic-year tutoring support for ROTC students at the University of Mississippi and University of Texas, Austin.

Examples of outreach and exposure events supported by the grant during 2009 include Boston University's "Globally Speaking" initiative, which provided a series of not-for-credit language classes designed to help ROTC students sample and select a critical language to study, James Madison's U.S. Africa Command (AFRICOM) guest speaker event, and the University of Mississippi's ROTC student conference on U.S.-China relations, which was attended by 55 ROTC students from across the country who had studied Chinese or China.

Website, Working Groups and National Conference

In January 2009, Project GO launched the first version of its website to assist in publicizing grant-sponsored summer language opportunities. Project GO also facilitated two regionally-focused working groups (one on sub-Saharan Africa and one on South and Central Asia) to encourage collaboration among institutions, to increase communication between ROTC Headquarters and Project GO institutions, and to address the challenges of increasing the number of officers with language skills and regional experience in these two critical regions.



VIII. LANGUAGE PROFICIENCY AND STUDY ABROAD PROVING PROGRAM EFFECTIVENESS THROUGH RESULTS

NSEP is the only federally-funded effort focused on the combined issues of language proficiency, national security, and the federal workforce. Taken together with other more technology- and research-oriented investments, NSEP represents an integral component of a national security strategy to eliminate the serious national language deficit. NSEP provides clear measures of performance, including detailed monitoring of award recipients and language proficiency testing. This section of the report addresses an assessment of oral proficiency levels of Boren Scholars and Fellows gained from more than ten years of testing.

LANGUAGE PROFICIENCY

NSEP is the only federally-funded program that systematically collects proficiency data for award recipients. Since 1996, all recipients of Boren Scholarships and Fellowships have been required to take oral language proficiency tests both before and after their NSEP-supported study. The proficiency tests are administered for NSEP by Language Testing International, the official proficiency-testing arm of the American Council of Teachers of Foreign Languages (ACTFL). The ACTFL oral proficiency tests are nationally accredited.

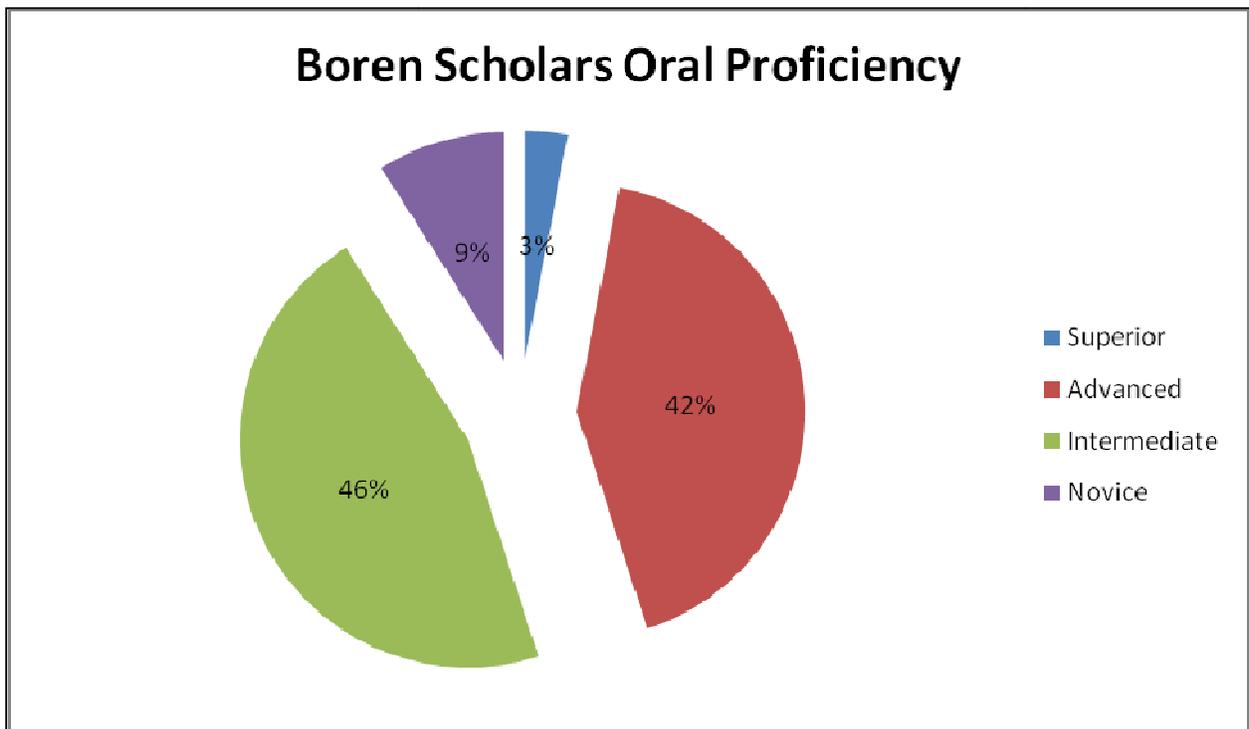
Since language proficiency testing began in 1996, more than 2,000 Boren Scholars and 1,100 Boren Fellows have studied as many as 86 different languages. Unfortunately, not all languages are associated with formal proficiency testing. This report is based on those languages for which formal ACTFL oral proficiency tests are available.

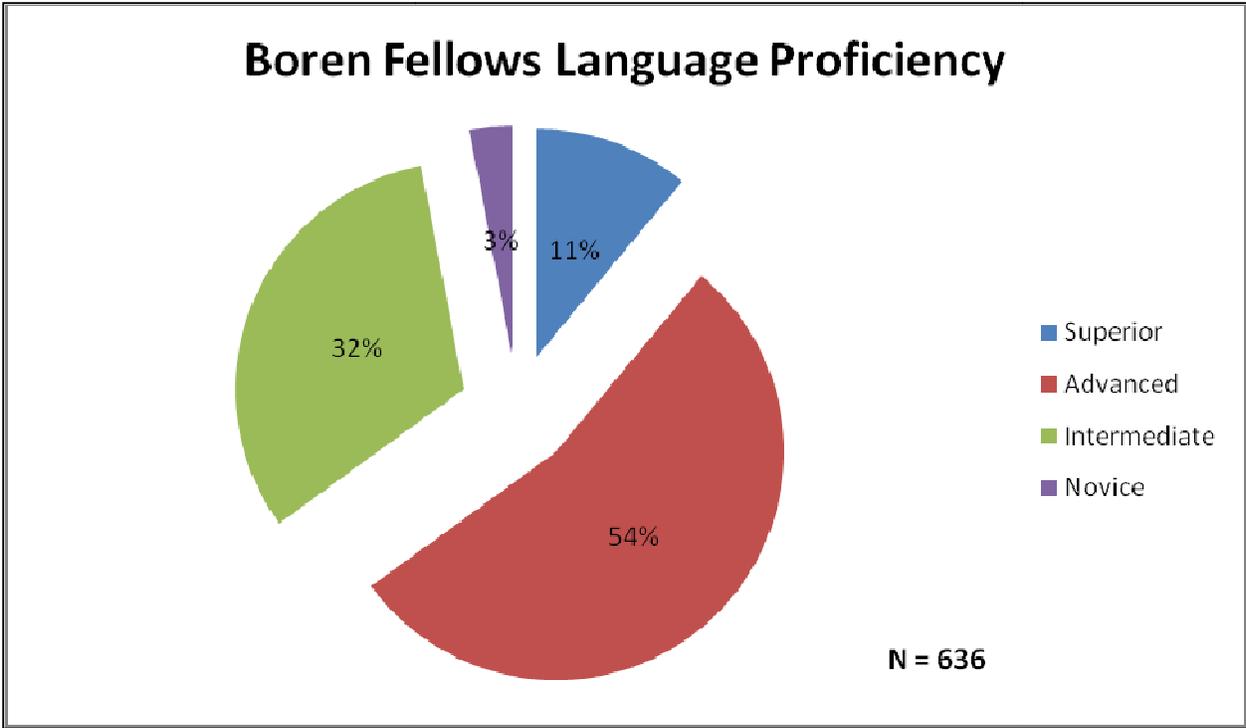
The NSEP proficiency testing data serve two important purposes. The data provide Boren Scholars and Fellows with a nationally-recognized measure of their oral proficiency in their language of study. This certification is important to Scholars and Fellows as they seek jobs that offer the opportunity to use their language. Secondly, the data are vital to NSEP in helping both to validate the contribution NSEP funding makes to expanding the pool of language competent professionals and to reviewing the results as a way to improve program guidelines.

Most U.S. students do not achieve levels of language proficiency that enable them either to satisfy work requirements or communicate effectively in a foreign language. The average college graduate (including language and literature majors) reaches no more than an intermediate level of language proficiency. As this report has indicated in previous sections, NSEP emphasizes in its applicant selection process the importance of commitment to language learning and funds students who propose longer and more rigorous programs of immersion study. NSEP is not simply a “language program.” NSEP funding is designed to empower highly motivated U.S. undergraduates and graduate students to develop deeper and more functional knowledge of those

languages and cultures critical to national security. Because language proficiency gains are measureable, NSEP's analysis provides an important window into the relationship between NSEP funding and this major programmatic goal.

The data clearly illustrate the importance of longer periods of immersion study abroad. The charts that follow provide a breakdown of the results of NSEP language proficiencies gained as measured by post-tests taken by Boren Scholars and Fellows. At the end of 2009, post-tests had been completed by 1,658 Scholars and 636 Fellows. As the charts demonstrate, almost fifty percent of Scholars tested achieve an oral proficiency level of advanced or higher. Approximately two-thirds of Fellows achieve this level, with eleven percent achieving a superior level.





NSEP is also able to review and analyze changes in oral proficiency based on pre- and post-test data. This analysis is also important, as it provides some insights into language proficiency gains as a result of language studies facilitated by NSEP funding. Pre- and post-test results were examined for four languages: Arabic, Chinese, Portuguese, and Russian. The chart below summarizes the results.

BOREN UNDERGRADUATE SCHOLARS

Language	Pre-Test Proficiency Level	Post-Test Proficiency Level
ARABIC (415)	Intermediate Low	Intermediate High
CHINESE (391)	Intermediate Mid	Advanced Low
PORTUGUESE (80)	Advanced	Advanced Mid
RUSSIAN (616)	Intermediate Low	Advanced

BOREN GRADUATE FELLOWS

Language	Pre-Test Proficiency Level	Post-Test Proficiency Level
ARABIC (188)	Intermediate Low	Advanced
CHINESE (150)	Advanced	Advanced Mid
PORTUGUESE (72)	Intermediate Mid	Advanced Low
RUSSIAN (115)	Intermediate Mid	Advanced Low

These results indicate a consistent level of performance for NSEP award recipients who routinely achieve advanced levels of oral proficiency in critical languages. It is consistent with research in language learning that supports that longer term and more rigorous language study, particularly in an overseas environment, can yield advanced proficient speakers.



2009 Boren Fellow in Egypt

STUDY ABROAD COMPARISON

With the exception of EHLS participants, most, if not all, NSEP Scholars and Fellows study abroad through NSEP funding. They are a unique group that stands out from traditional American students. In order to understand the accomplishments of NSEP Scholars and Fellows, it is important to contrast them with the demographics of the overall U.S. study abroad population.

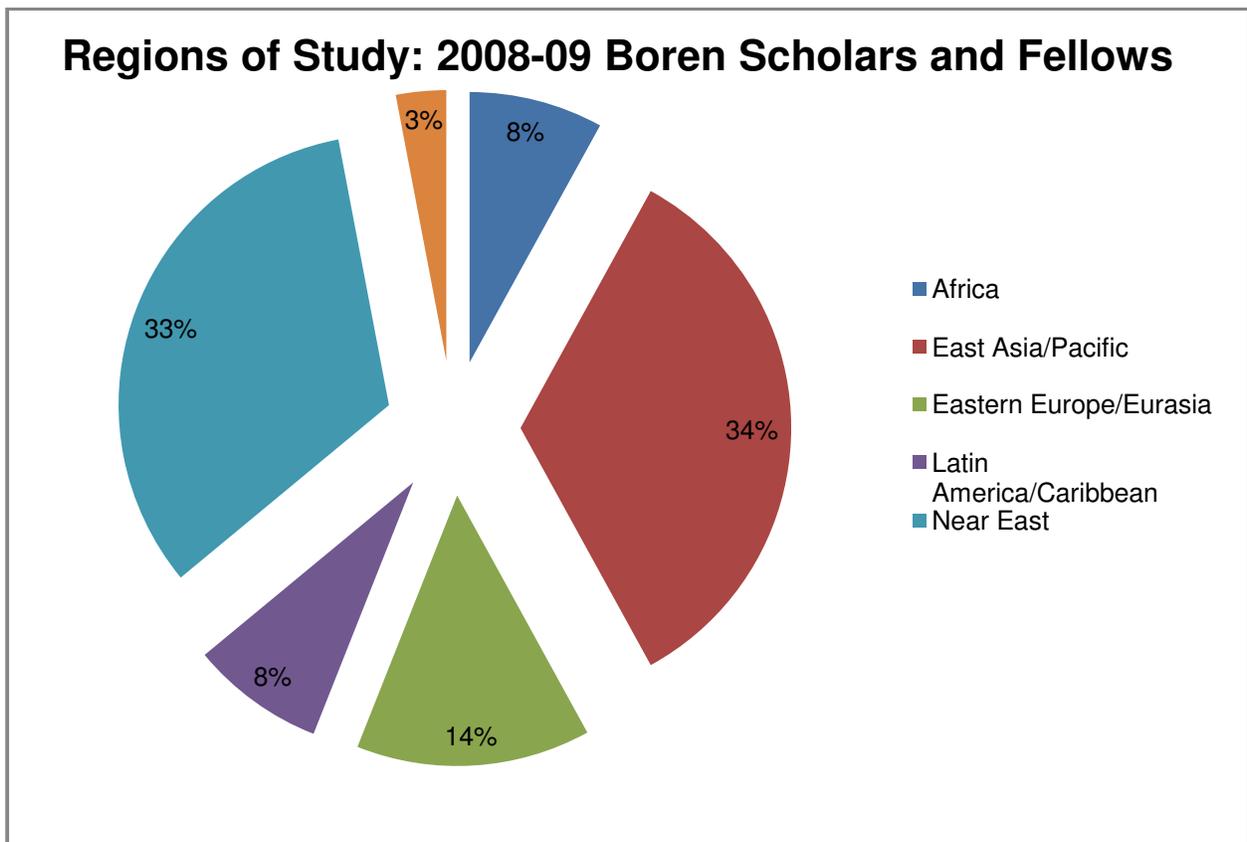
Destinations

Most U.S. students study abroad in Western countries.

NSEP Scholars and Fellows study in less commonly visited countries.

American students generally do not study abroad. Less than eight percent of all U.S. students enrolled in higher education will study in another country during their post-secondary career. Those who do study abroad usually travel only to Western Europe. NSEP's sole focus is on languages and world regions that are critical to national security where U.S. students typically do *not* study.

According to the *Open Doors Report 2009* about international educational exchange published annually by IIE, over 262,000 U.S. students studied abroad during the 2007-2008 school year.¹² Of these, 61 percent studied in Europe and Oceania (Australia, New Zealand, and South Pacific Islands). During this same time, less than 2 percent studied in the Middle East, North Africa, South Asia and Central Asia. In comparison, 33 percent (n=154) of NSEP 2008 and 2009 award recipients abroad studied in the Middle East and North Africa (Near East below), eight percent (n=39) in Sub-Saharan Africa (Africa below), 34 percent (n=158) in East and Pacific Asia, and three percent (n=16) to South Asia.



NSEP supports students who are eager to study in and learn about areas of the world critical to U.S. national security that are outside of Western Europe, Canada, Australia, and New Zealand. Destinations for NSEP award recipients include Egypt, India, Armenia, Tajikistan, Turkey, and Uganda. These understudied world regions remain indispensable to the future American capacity

¹² *Open Doors 2009 Report on International Educational Exchange* (New York: Institute of International Education, 2009): <http://opendoors.iienetwork.org>.

to address major national security needs. NSEP funding of highly motivated undergraduate and graduate students represents a vital investment in U.S. expertise in language and culture.

Duration

Less than five percent of U.S. students who study abroad do so for an academic year.¹³

More than 75 percent of NSEP 2008-2009 award recipients studied abroad for more than one semester.

According to the *Open Doors Report 2009* less than 5 percent of all U.S. students studying abroad enrolled in a full academic or calendar year. The majority (56 percent) of U.S. students elected summer, January term, and other programs of study for less than one semester abroad. While it is important for more Americans to experience another culture, gains in language and cultural competency are highly restricted when the period of study is limited.¹⁴

NSEP emphasizes long-term academic study to develop advanced level language and culture proficiency among award recipients. In 2008, 72 percent of NSEP award recipients opted to participate in study abroad programs for an academic year or longer, and 19 percent in programs from one semester but less than an academic year in duration. Only nine percent enrolled in summer-long programs, which are reserved for students in the sciences or undergraduate freshmen and sophomores. In 2009, 82 percent of NSEP award recipients studied abroad for an academic year or longer, while 14 percent studied in programs from one semester but less than an academic year and 4 percent enrolled in summer-long programs. These students frequently return for longer periods of study later in their academic careers.

Virtually all NSEP Fellows devote significant periods of time to overseas study, including language immersion. In 2008, more than 80 percent of all Fellows studied overseas for an academic year or longer. This figure increased to approximately 82 percent in 2009. The Language Flagship overseas curricula necessitates that the vast majority of Flagship Fellows remain in-country for no less than nine months. NSEP's goal to emphasize full academic year study for Boren Scholars is limited only by the dearth of available full-year, critical language programs.

The acquisition of cultural and language skills is enhanced only by longer periods of study abroad. However, the trend in higher education is toward a proliferation of short-term international study opportunities that provide brief cultural familiarity but limited opportunity for language or culture immersion. While it is important for more American students to experience another culture, gains in language and cultural competency are highly restricted when the period of study abroad is limited to several weeks.

¹³ Based on the number of U.S. students who were abroad for two quarters, an academic year, or a calendar year (Open Doors 2009).

¹⁴ See research from ACTR: <http://www.americancouncils.org/>.

Language

Seventy-six percent of foreign language enrollments in U.S. higher education are in Spanish, French, German, and Italian.¹⁵

NSEP emphasizes the study of less commonly taught languages that are critical to national security.

Foreign language enrollments in U.S. education have grown slightly in the past decade, but very little in those languages which are critical to national security. Nearly 96 percent of U.S. high school foreign language enrollments are in five languages: Spanish, French, German, Latin, and Italian. In higher education, the same languages amount to more than 76 percent of the foreign language enrollments. Less than nine percent of U.S. students in higher education enroll in a language course during their post-secondary career. Most of these students are fulfilling basic graduation requirements, and are not studying toward any proficiency in the language.¹⁶



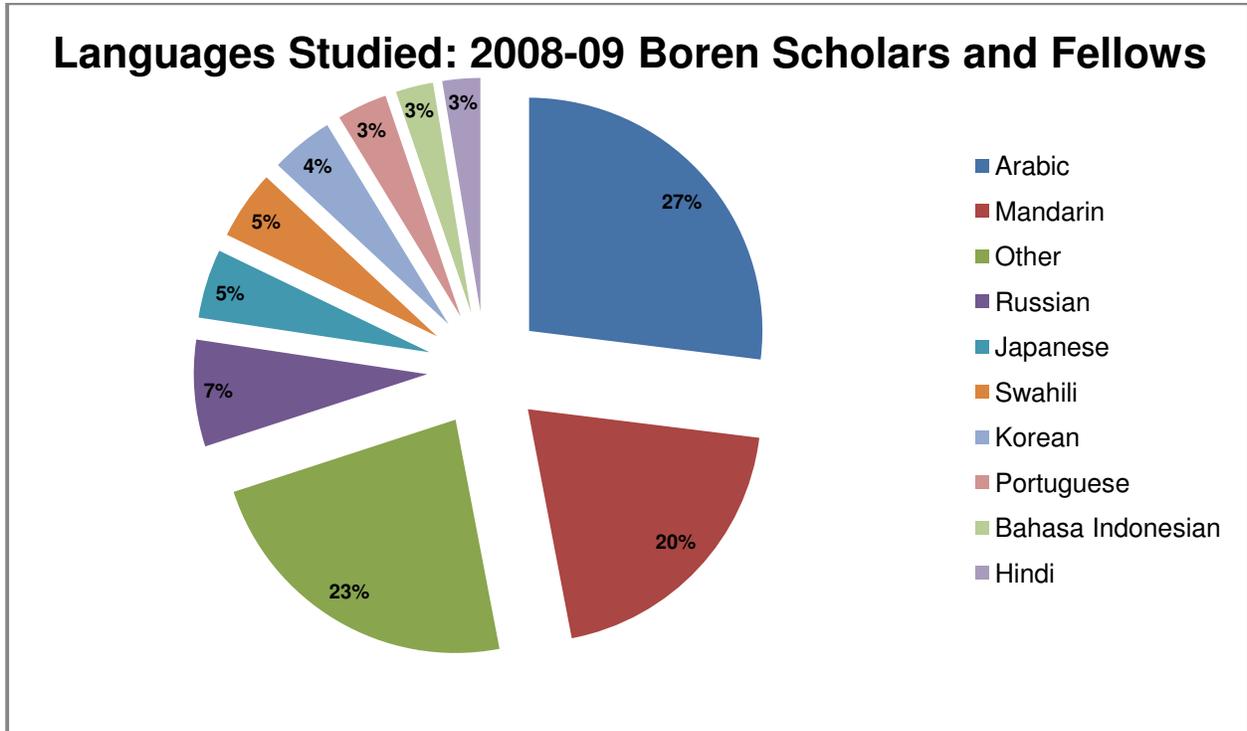
2009 Boren Fellow in Tajikistan

NSEP emphasizes study of non-Western European languages critical to U.S. national security, such as Arabic, Chinese, Hindi, and Persian Farsi. NSEP Scholars and Fellows represent outstanding students and high aptitude language learners who have an ongoing commitment to language study, and a motivation to learn languages and cultures well outside West European

¹⁵ Elizabeth Wells. "Foreign Language Enrollments in United States Institutions of Higher Education, fall 2002," *ADFL Bulletin*, 35, no. 2-3 (2004): 7-26.

¹⁶ J. Draper and J. Hicks, *Foreign Language Enrollments in U.S. Public Secondary Schools, fall 2000* (Washington, DC: ACTFL, 2002). Retrieved on August 11, 2006 at www.actfl.org/files/public/Enroll2000.pdf.

traditions. Furthermore, NSEP Scholarships and Fellowships establish a vital pipeline from undergraduate through graduate school that should not be underestimated in its long-term importance to national security.¹⁷



Diversity

Most U.S. students who study abroad are female.

Approximately 18 percent of U.S. students studying abroad are people of color.

NSEP award recipients are more diverse than those of any comparable award program.

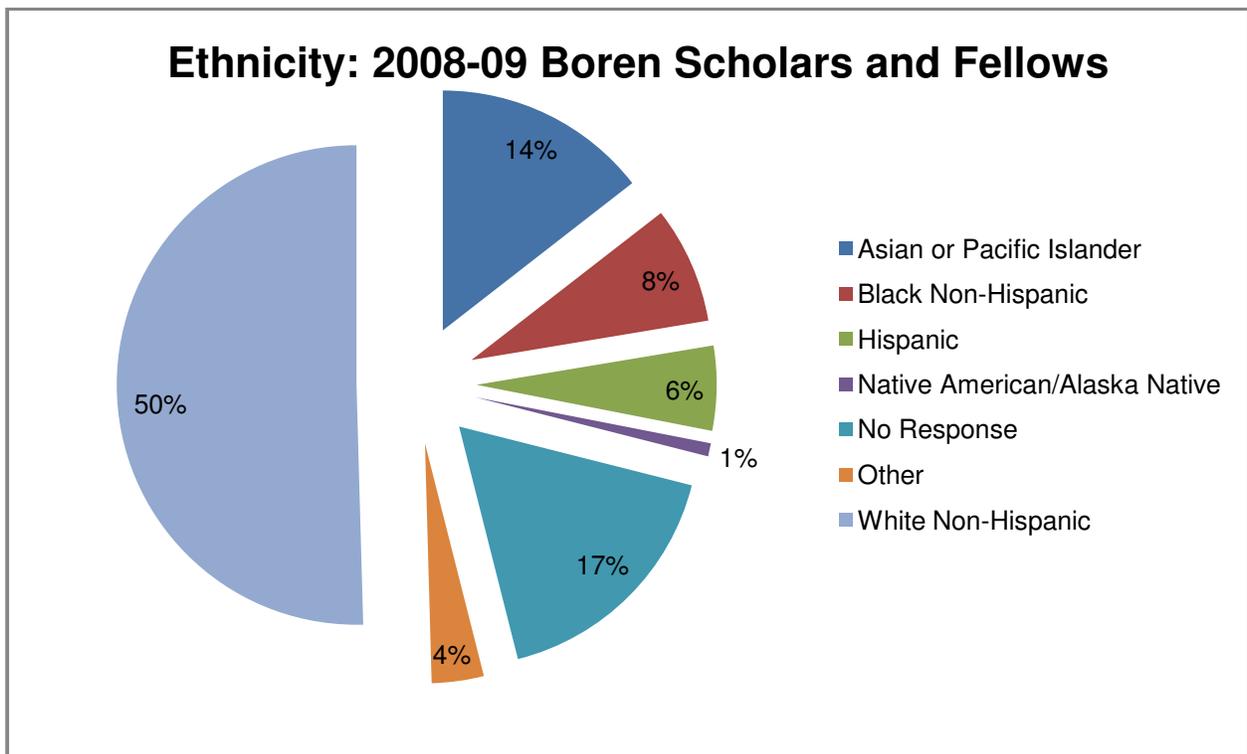
NSEP strives for diversity on many fronts in its annual award competitions through extensive outreach at both two-year and four-year colleges and universities across all regions of the U.S. Additionally, efforts are made to visit campuses of historically black colleges and universities to attract applicants.

According to *Open Doors Report 2009*, study abroad students in the United States are generally female students who identify themselves as Caucasian. Only 18 percent of U.S. students studying

¹⁷ EHLS Scholars possess native proficiency in critical languages so are not included in this graph.

abroad were students of color (Hispanic-American, Asian-American, Native-American, African-American, and those that defined themselves as Multiracial), while 82 percent were Caucasian.¹⁸

NSEP award recipients are given the option of completing a form identifying their ethnicity at the time of application. Of the 2008 Boren recipients, 17 percent of students did not respond to this question. Caucasian students made up 50 percent of the recipient pool, while 33 percent of students identified themselves as either students of color or other. In 2009, 19 percent of Boren recipients chose not to respond to their application's ethnicity question. Approximately 48 percent of students were Caucasian, while 33 percent identified themselves as either students of color or other.



The field of study abroad has struggled for years to get more participation among male students. Historically, women constitute approximately 65 percent of U.S. students studying abroad. Among U.S. programs, NSEP is one of the most successful at attracting men for overseas studies. NSEP historically awards about 50 percent of its awards to men, as opposed to 35 percent in the national figures. For 2008, 50 percent of Boren scholarships and fellowships went to men, and in 2009, 45 percent of Boren recipients were men.

As an international education program, NSEP leads in most areas when compared to other study abroad programs by:

- Making it possible for increasing numbers of U.S. students to study in and about world regions that are important to U.S. national security;

¹⁸ *Open Doors 2009.*

- Funding students for longer, more comprehensive periods of language and culture study;
- Making it possible for students from non-traditional study abroad fields (e.g., applied sciences, engineering, mathematics) to develop international skills; and
- Enabling a more diverse array of American students to undertake serious study of languages and cultures that are critical to U.S. national security.



2008 Boren Fellow in Syria



IX. THE NSEP SERVICE REQUIREMENT OPPORTUNITIES FOR SERVICE TO THE NATION

NSEP plays a significant role in the federal government’s efforts to address foreign language and area expertise shortfalls. NSEP’s unique Service Requirement generates a pool of outstanding U.S. university students with competencies in critical languages and area studies that are highly committed to serve in the national security community.

The NSEP Service Requirement has evolved considerably since the program’s authorization in 1991. At the outset, the Service Requirement was broadly defined and, for all practical purposes, excluded Boren Scholars. Boren Fellows were permitted to fulfill the requirement either by working in the federal government or in education in a field related to their NSEP-funded study. The law was modified in 1996 such that all award recipients had to seek employment with an agency or office of the federal government involved with national security affairs. Award recipients who were not successful in securing federal employment were permitted to fulfill the requirement by working in higher education in an area related to their NSEP-funded study. Boren Scholars had eight years from the end of their NSEP-funded program to fulfill the Service Requirement and Boren Fellows had five years from the time they finished their degree program to begin to fulfill the Service Requirement.

In 2004, the U.S. Congress modified the NSEP Service Requirement to state that award recipients must seek to obtain “work in a position in the Department of Defense or other element of the Intelligence Community that is certified by the Secretary (of Defense) as appropriate to utilize the unique language and region expertise acquired by the recipient...”¹⁹ The time frame to begin service was shortened to three years from graduation for Boren Scholars and two years from graduation for Boren Fellows. It is worth noting that since this amendment, beginning with the 2005 cohort of Scholars and Fellows, NSEP has noticed a marked increase in the urgency and importance given by award recipients to finding work within the federal government in the area of national security.

In 2007, the NSEP Service Requirement was again modified to make the Departments of Defense, Homeland Security, State, and any element of the Intelligence Community priority organizations in which to fulfill service. At the same time, the law stated that, “if no suitable position is available in the Department of Defense, any element of the intelligence community, the Department of Homeland Security, or Department of State, award recipients may satisfy the Service Requirement by serving in any federal agency or office in a position with national security responsibilities.”²⁰

¹⁹ National Defense Authorization Act for Fiscal Year 2004, P.L. 108-136.

²⁰ John Warner National Defense Authorization Act for Fiscal Year 2007, P.L. 109-364.

The NSEP Service Requirement was again amended in 2008 to expand federal employment creditable under the Service Agreement.²¹ Award recipients in the 2008 award cohort are required to first search for a job in the four priority areas of government outlined in the 2007 agreement. If they are unable to secure a position in one of the priority areas, they can search anywhere in the federal government for a position with national security responsibilities. As a final option, award recipients may fulfill their service in education. Work in education is meant for no more than ten percent of the cohort and is only approved after the award recipient has made a good faith effort to find a position first in the four priority areas of government and then in any security related federal position.

As of December 31, 2009, 1,927 NSEP award recipients had fulfilled their service. Of the 1,997 Boren Scholars who incurred a service requirement, 739 have completed their service in the Federal Government, 157 in higher education, and 21 have worked in both government and education.²² Of the 1,448 Boren Fellows with service requirements, 437 have served in the Federal Government, 432 in higher education, and 41 have worked in both government and education. The federal entities where award recipients are working include the Department of Defense, the Intelligence Community, and the Departments of Commerce, Energy, Homeland Security, Justice, and State.

Award Type	Service in U.S. Government	Service in Higher Education	Service in Both
Boren Scholars	739	157	21
Boren Fellows	437	432	41
Flagship Fellows	61	2	3
EHLS Scholars	34	N/A	N/A

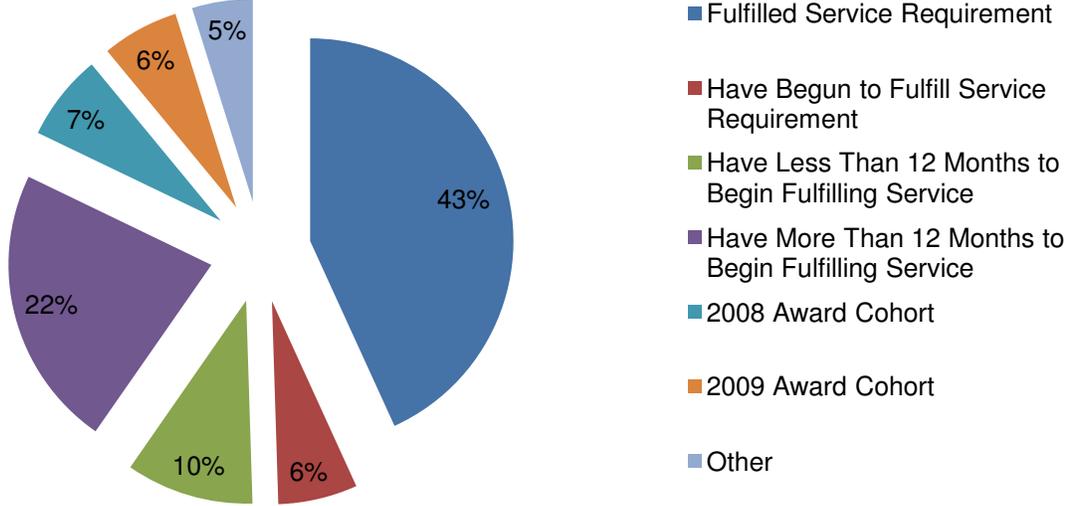
FEDERAL PLACEMENT ACTIVITIES

There are approximately 1,000 Boren Scholarship and Fellowship recipients who have completed their academic degree programs and who have **not** yet begun to fulfill their Service Requirement. These award recipients are divided among those who have entered further education programs so are not in the job market, those who have just entered the job market in the past year, and those who have been in the job market for more than a year but have not yet found work in fulfillment of the Service Requirement.

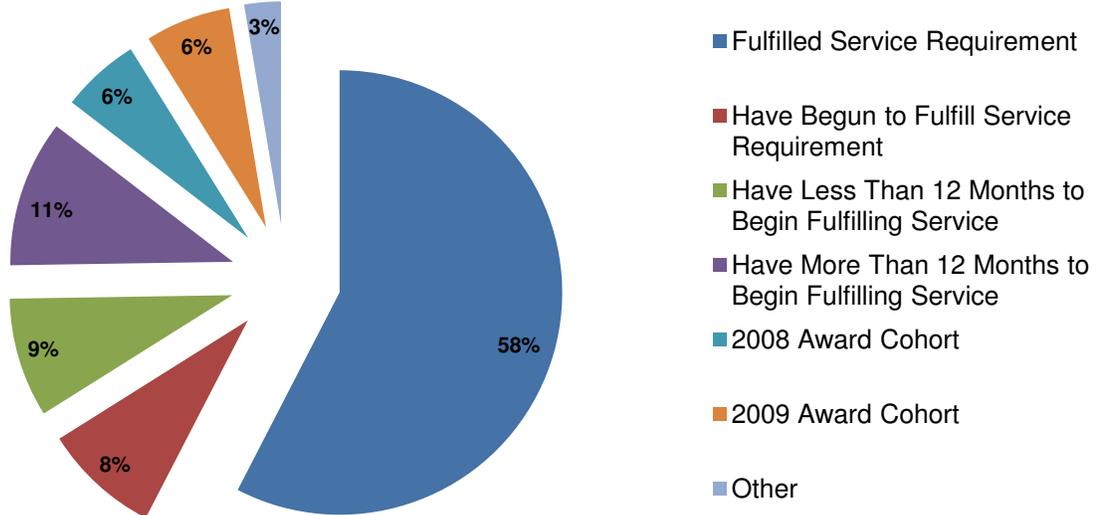
²¹ National Defense Authorization Act for Fiscal Year 2008, P.L. 110-181

²² A total of 2,553 Boren Scholarships have been awarded since the inception of the National Security Education Program. However, the 557 Boren Scholars awarded in 1994 and 1995 did not incur a service requirement. Accordingly, NSEP uses only the 1996-2009 Boren Scholars (N: 1,996) to communicate its service statistics for Boren Scholars. All other NSEP initiatives had a Service Requirement since their inception.

Service Fulfillment Progress: Boren Scholars



Service Fulfillment Progress: Boren Fellows



NSEP implements aggressive efforts to identify scholarship and fellowship applicants motivated to work for the federal government and to build pathways to assist their entrance to the federal workforce. NSEP uses a “hands-on” approach to ensure that every NSEP award recipient is equipped with the knowledge and tools to successfully identify federal jobs that are consistent with their skills and career objectives. NSEP regularly reviews the federal placement process and routinely implements recommendations for modifications and refinements to this process.

NSEP's work to support the job search initiatives of Scholars and Fellows includes the following:

- NSEP ensures that applicants and award recipients are committed to working in the federal government. In the applications for both the Boren Scholarships and Fellowships all applicants are asked to indicate their career goals and to discuss the federal agencies in which they are most interested in working. Clear indication of a motivation to work in the federal government is a critical factor in the selection of award recipients by the review panels for both programs.
- At the time of both the application and award, students are informed of the NSEP Service Requirement and given materials clearly outlining the terms of the Service Requirement. Students must sign a document in which they agree to seek employment in the Departments of Defense, Homeland Security, State, and the Intelligence Community. If they are unable to obtain employment in one of these agencies and have made a good faith effort to find employment, the student may seek to fulfill service in any department of the federal government in a position with national security responsibilities. In addition, award recipients are given clear procedures on how to search for jobs and how to verify with NSEP their efforts in obtaining employment in the federal government.
- NSEP engaged the Office of Personnel Management (OPM) to develop regulations and processes to facilitate placement of award recipients in the federal government. Under a regulation established by OPM in 1997, any NSEP award recipient can be hired by a federal agency without application of the qualification standards and requirements established for competitive service. (See 5 C.F.R. 213.3102 (r).)
- The U.S. Congress provided NSEP with assistance in implementation of the Service Requirement by enacting P.L. 107-296, the Homeland Security Act of 2002. Subsection 1332(a) (2) of this law states that it shall be the policy of the U.S. Government to advertise and open all federal positions to United States citizens who receive federal funding and, as a condition of that funding, incur a federal Service Requirement.
- The U.S. Congress further supported NSEP with assistance in implementation of the Service Requirement by enacting P.L. 111-84, the National Defense Authorization Act of For Fiscal Year 2010, which was passed into law on October 28, 2009. Subsection 1101 of this law states that NSEP award recipients who have completed their NSEP-funded study and have an outstanding service obligation may be appointed to the excepted service with non-competitive conversion eligibility to a career or career-conditional appointment upon completion of two years of substantially continuous service.
- NSEP has established a significant Internet presence to assist its award recipients in their job searches and to provide federal agencies and their respective hiring managers with access to the resumes of NSEP Scholars and Fellows who are actively seeking employment. This secure online database, NSEPnet (www.nsepnet.org), provides job search information, job announcements, career tips, and other valuable career resources for award recipients. Federal hiring officials have access to resumes of all award

recipients. NSEP requires award recipients to post a resume on NSEPnet at least 12 months before they expect to be available for federal employment and to keep their resumes updated. Federal managers and hiring officials are encouraged to find potential employees via NSEPnet. Also, NSEP staff routinely work with federal organizations to brief them on NSEPnet and the breadth of talent available to them.

- Two full-time NSEP staff members work directly with NSEP award recipients on their job searches. Other NSEP staff members liaise with HR recruiters at a variety of government agencies to build hiring relationships and programs tailored specifically for NSEP awardees.
- When an NSEP Scholar or Fellow identifies a position in which he or she is interested, he or she may request that NSEP send a letter of certification on his or her behalf to hiring managers. These letters include a brief explanation of NSEP, certify the individual's status as an NSEP award recipient, and provide information about the special hiring advantages to which NSEP alumni are privy, making it easier for them to get through the federal hiring process.
- NSEP sponsors annual events during which NSEP award recipients are invited to Washington, D.C. to learn about federal agencies and to meet directly with agency representatives.
- NSEP hosts annual convocations for new recipients of Boren Scholarships to introduce them to issues related to the Service Requirement and information on finding federal employment.
- NSEP pursues and collects repayment from delinquent award recipients who neither fulfilled their Service Requirement, nor repaid their Fellowship or Scholarship. The U.S. Department of Treasury administers the collection of award money via its Treasury Offset Program. Less than one percent of all award recipients have been delinquent in their service agreements.

As a result of outstanding performance in their federal positions, NSEP award recipients have encouraged many federal hiring officials to seek additional NSEP Scholars and Fellows to fill federal positions. The U.S. Departments of Defense, State, Homeland Security, and Commerce (e.g., International Trade Administration), the Library of Congress, and NASA are just a few examples of agencies which have actively sought to hire NSEP recipients.

Through the innovative application of placement efforts, together with aggressive implementation of recommendations to improve federal placement, the Department of Defense remains confident that NSEP will achieve even greater levels of success meeting the national security community's needs for professionals with advanced language and culture skills and international competencies.

SERVICE REQUIREMENT PLACEMENT RESULTS

NSEP tracks Service Requirement fulfillment by collecting information from its award recipients through an annually submitted Service Agreement Report (SAR) by each award recipient. The SAR is a Department of Defense form that monitors award recipients' progress toward fulfilling the Service Requirement. More than 1,000 SARs filed through 2009 show award recipients having worked or currently working in the Federal Government.

While NSEP award recipients are committed to working in the federal government, NSEP is aware that job mobility is a critical aspect of the modern career. It is estimated that most professionals will work in no fewer than five jobs during their careers. Anecdotal evidence suggests that many NSEP award recipients remain with the federal sector well beyond the duration of the Service Requirement. Although not part of the program's statutory authority, NSEP is committed to obtaining additional data on post-Service Requirement employment.

FEDERAL PLACEMENT OF FLAGSHIP FELLOWS AND EHLS SCHOLARS

NSEP is actively working with federal agencies to ensure that all NSEP-funded Flagship Fellows and EHLS Scholars find rewarding positions within the national security community. As with Boren Scholars and Fellows, each Flagship Fellow or EHLS Scholar who is selected must indicate his or her commitment to federal service. Federal agencies have a unique opportunity to hire highly competent individuals who are, in the case of Flagship Fellows, certified as superior (ILR Level 3) in languages critical to national security and, in the case of EHLS Scholars, native speakers of these critical languages.

For the past two years, the NSEP staff has been working with federal agencies and with each Flagship Fellow and EHLS Scholar to identify appropriate positions. Of those Flagship Fellows available for employment as of December 31, 2000, approximately 45 percent have worked or are working in the Departments of Defense, State, Commerce, and the Intelligence Community. Of those EHLS Scholars available for employment over 30 percent have worked or are working in the Departments of Defense, State, and the Intelligence Community.

A GLANCE AT NSEP AWARD RECIPIENTS SERVING OUR NATION

- ❖ A 2007 Boren Fellow works as an intelligence specialist for the U.S. Department of the Army at the National Ground Intelligence Center (NGIC) in Charlottesville, VA. He received a Boren Fellowship to study Russian in Kyrgyzstan and used his regional knowledge to study ethnic and social conversion in the region. In the Irregular Warfare Division and Complex Environments Branch of NGIC, his current duties include analysis of intelligence related to Army operations, particularly areas of conflict where insurgents are trying to establish networks within larger communities.
- ❖ A 2004 Flagship Fellow works for the National Geospatial-Intelligence Agency in the Department of Defense. After receiving a 2003 Boren Scholarship, he continued his

language studies in a two-year Flagship Fellowship, obtaining professional (ILR Level 3) proficiency in Korean prior to accepting a position as an imagery analyst.

- ❖ A 2005 Boren Fellow works as a political analyst in the U.S. intelligence community. She used her Boren Fellowship to study in China while pursuing a master's degree in sociology. Her professional specialties include Chinese area studies and human rights. She used research done while a Boren Fellow to write an honors thesis about China's population control policy.
- ❖ A 2008 Boren Fellow is working on a long-term contract for the Department of Defense's Pacific Command (PACOM) as a data analyst. She studied Arabic in Egypt and Jordan for a full academic year while a Boren Fellow. She now uses her knowledge of the Muslim world, including cultural sensitivities and shared tribal characteristics, in research she does related to Human Terrain Mapping and Tribal Hierarchies. She has focused on countries such as Afghanistan and the Philippines for PACOM.
- ❖ A 2005 Boren Scholar works as a research specialist with the Drug Enforcement Administration's Intelligence Program. He received a Boren Scholarship to study Tajik in Tajikistan, building on his previous experiences studying and working in Russia. During his award period, he traveled extensively throughout the region, conducting research in Tajikistan, Kyrgyzstan, and Kazakhstan. He now works on strategic intelligence projects related to that region for the DEA.
- ❖ A 2005 Boren Fellow works with the Department of Treasury's Office of Intelligence Analysis. He received a Boren Fellowship to study Arabic in Syria while a student at the Monterey Institute, after which he pursued a one-year master's degree at the Hebrew University of Jerusalem. Fluent in Modern Standard Arabic, colloquial Syrian Arabic, and Hebrew, he brings a wealth of cultural and linguistic expertise to his job as an intelligence research specialist.
- ❖ A 2008 Boren Fellow works for the Centers for Disease Control and Protection (CDC) which is a division of the Department of Health and Human Services in Atlanta, Georgia. He received a Boren Fellowship to study Afrikaans in South Africa. While in the Western Cape and Limpopo provinces of South Africa, he conducted research on HIV prevention in university-aged populations, focusing on the underlying social and cultural factors that trigger increases and decreases in the spread of the disease. He is currently studying minority populations in the United States for the CDC's Prevention Research Branch.
- ❖ A 2005 English Heritage Language Speakers student works as an accountant for U.S. Immigration and Customs Enforcement at the Department of Homeland Security. A native of Vietnam, she used her English Heritage Language Scholarship to enhance her professional fluency in written and spoken English, then was hired quickly as a financial auditor by the U.S. Agency for International Development. She completed some of her service requirement there before finally assuming her current position at DHS.

- ❖ A 2005 Boren Scholar works as an intelligence officer in anti-narcotics trafficking for the Defense Intelligence Agency in the Department of Defense. Having used her Boren Scholarship to study in Russia while pursuing an undergraduate degree in international affairs, she now brings to DIA her superior academic achievement as well as extensive professional experience in homeland security and trade.

SERVICE FULFILLMENT CHALLENGES

Although the rate of placement of NSEP award recipients in the Federal Government increases every year, many NSEP award recipients, who possess highly sought skills, too frequently experience considerable setbacks when seeking a federal position.

It is important to note that all NSEP Scholars and Fellows:

- Are actively seeking federal employment or careers in the national security arena
- Have studied a wide-range of academic disciplines
- Have documented capabilities in less commonly studied languages
- Have studied in and about less commonly studied world regions
- Are academically in the top 15 percent of their classes
- Are required to seek federal employment as a condition of their award
- Have resumes online for instant review by potential employers
- May be hired under Schedule A (Title 5 C.F.R. Part 213.3102 (r))
- Are U.S. citizens

There are still obstacles that exist within the federal hiring process which hinder service compliance.

Worth noting is Section 1101 of Public Law 111-84 National Defense Authorization Act Fiscal Year 2010 (NDAA FY 10), which passed into law on October 28, 2009. Subsection 1101 of this law states that NSEP award recipients who have completed their NSEP-funded study and have an outstanding service obligation may be appointed to the excepted service with non-competitive conversion eligibility to a career or career-conditional appointment upon completion of two years of substantially continuous service.

NSEP has made headway in addressing some of the challenges it faces when trying to assist award recipients in securing positions with the Federal Government. For instance, NSEP has actively partnered with agencies to create specific career pathways. Boren Fellows are eligible under the State Department's Diplomacy Fellows Program to bypass the Written Examination portion of the Foreign Service exam and may proceed directly to the Oral Assessment. Similarly, the Department of Defense's Professional Development Program offers opportunities for selected NSEP award recipients to enter DoD as two-year interns with possible conversion to permanent status. Such programs identify candidates for positions early on in the education process and may expedite the clearance process.



X. THE FUTURE OF NSEP PARTNERING TO MEET GOVERNMENT LANGUAGE EXPERTISE

NSEP has developed a reputation as a leader in building the U.S. national capacity in language and cultural competency. As a result, the Department of Defense, as well as partner agencies and organizations, have looked to NSEP to structure innovative partnerships with the U.S. higher education community. NSEP's emergence is best characterized by its vital role in the Department of Defense (DoD) Language Transformation Plan, the Quadrennial Defense Review (QDR).

The DoD Language Transformation Plan and the QDR both strongly endorse the importance of federal engagement in developing a more linguistically and culturally competent U.S. workforce. The Department has identified NSEP's role in this effort by investing significantly in the expansion of The Language Flagship, the creation of the National Language Service Corps, and development of Project Global Officers. The Department of Defense sees both of these efforts as addressing the critical need for increasing the pool of available professionals with language proficiency and creating a surge capacity when needs arise for critical languages.

NSEP embraces its role in effectively addressing the national deficit in language and cultural competency and creating global professionals to serve the nation.



2008 Boren Scholar in Russia



XI. CONCLUSION

THE NSEP CONTRIBUTION TO U.S. NATIONAL SECURITY

Since 1994, NSEP has provided excellent support to our nation's efforts to address issues of national security and to participate in challenges in the current world environment. David L. Boren Scholarships and Fellowships help individuals to achieve unusually high levels of proficiency in less commonly taught languages. The Language Flagship is the first federally-funded program training civilian students to reach professional (ILR Level 3) proficiency levels so that they may assume positions in the Department of Defense, the Intelligence Community, and the broader national security community. During 2005, NSEP began the implementation of the English for Heritage Language Speakers (EHLS) program, with instruction beginning in early 2006. The National Language Service Corps (NLSC) Pilot Program is in its first of three years testing the model with hopes of becoming fully operational in 2011. Finally, the Project Global Officers (Project GO) initiative, aims to improve the language skills, regional expertise and intercultural communication skills of future military officers.

The influence of NSEP will continue to grow as the program's reputation soars due to its highly talented graduates working in multiple agencies at all levels of the Federal Government. The NSEP 2008-2009 Report demonstrates that NSEP is meeting its goals to serve the nation's critical language needs and to contribute to U.S. national security.



XII. APPENDICES

APPENDIX A: 2008 DAVID L. BOREN SCHOLARS

Country	Language	Institution	Major	Home State
Argentina	Spanish	Barnard College	International Relations	NY
Argentina	Spanish	Pepperdine University	Business	CA
Bosnia Herzegovina	Serbo-Croatian	Arizona State University	International Law	AZ
Brazil	Portuguese	University of Miami	International Relations	VA
Brazil	Portuguese	Arizona State University	Spanish Language & Literature	AZ
Brazil	Portuguese	University of Colorado at Boulder	International Relations	CO
Brazil	Portuguese	George Washington University	International Relations	ME
Brazil	Portuguese	University Of Washington	International Relations	WA
Brazil	Portuguese	Georgetown University	Spanish Language & Literature	NY
China	Mandarin	Washington State University	Political Science	AK
China	Mandarin	Washington State University	Political Science	WA
China	Mandarin	University of Wyoming	International Relations	WY
China	Mandarin	Duke University	Political Science	WA
China	Mandarin	University of Louisville	Finance (Business)	KY
China	Mandarin	Western Michigan University	International Relations	MI
China	Mandarin	University of Missouri-Columbia	Political Science	MO
China	Mandarin	University Of South Carolina	Chinese Languages & Literature	VA
China	Mandarin	American University	International Relations	MI
China	Mandarin	University Of Oregon	International Business	OR
China	Mandarin	George Washington University	Finance (Economics)	DC
China	Mandarin	University of Mississippi	International Relations	MS
China	Mandarin	Patrick Henry College	Government	KS
China	Mandarin	Ohio University	Political Science	OH
China	Mandarin	Seattle University	International Relations	CA
China	Mandarin	Tufts University	International Relations	NY
China	Mandarin	Kalamazoo College	International Business	IL
China	Mandarin	Hawaii Pacific University	International Relations	MO
China	Mandarin	Cornell University	East Asian/Pacific —U.S. Relations	TN
China	Mandarin	University of California, Santa Barbara	Biology	CA
China	Mandarin	Miami University of Ohio	International Relations	OH
China	Mandarin	George Washington University	International Politics	FL
China	Mandarin	University of Kansas	Mechanical Engineering	KS
China	Mandarin	Denison University	East Asia/Pacific Area Studies	IL
China	Mandarin	Georgetown University	International Politics	IN
China	Mandarin	New York University	East Asian Languages & Literature	NJ
China	Mandarin	Rice University	Political Science	MD
China	Mandarin	Hiram College	History	OH
China	Mandarin	Carnegie Mellon University	Engineering	SC
China	Mandarin	Lewis University	Psychology	IL

China	Mandarin	Carleton College	Economics	MN
China	Mandarin	Austin College	International Relations	TX
China	Mandarin	George Washington University	Chinese Languages & Literature	MO
Czech Republic	Czech	University Of Washington	Eastern Europe/Russia Area Studies	WA
Egypt	Arabic	Hawaii Pacific University	International Relations	CA
Egypt	Arabic	Georgetown University	Peace & Conflict Resolution	AZ
Egypt	Arabic	George Washington University	Middle East Area Studies	OH
Egypt	Arabic	University of Florida	Middle East Area Studies	FL
Egypt	Arabic	University of California, Irvine	Political Science	CA
Egypt	Arabic	Arizona State University	Anthropology	GA
Egypt	Arabic	State University of New York at Binghamton	Arabic Languages & Literature	NY
Egypt	Arabic	University of Connecticut	Communications	CT
Egypt	Arabic	Duke University	Arabic Languages & Literature	CT
Egypt	Arabic	University of Illinois at Urbana-Champaign	Political Science	IL
Egypt	Arabic	University of Michigan-Ann Arbor	Middle East Area Studies	DC
Egypt	Arabic	University of Kentucky	Arabic Languages & Literature	KY
Egypt	Arabic	University of California, Santa Barbara	Middle East Area Studies	CA
Egypt	Arabic	Whitman College	Political Science	WA
Egypt	Arabic	Langston University	International Relations	TX
Egypt	Arabic	University of Kentucky	Political Science	KY
Egypt	Arabic	University of Colorado at Boulder	International Relations	CO
Egypt	Arabic	University of Illinois at Urbana-Champaign	History	IL
Egypt	Arabic	University of Illinois at Urbana-Champaign	Political Science	IL
Egypt	Arabic	Dickinson College	Political Science	VA
Egypt	Arabic	University of Tampa	Criminology	PR
Egypt	Arabic	Claremont McKenna College	International Relations	TX
Egypt	Arabic	Smith College	Economics	MA
Egypt	Arabic	Brigham Young University	Middle East Area Studies	AZ
India	Hindi	University of Chicago	Anthropology, Cultural	MA
India	Hindi	University of California, Berkeley	Political Science	CA
India	Persian	University of Chicago	Near Eastern Languages & Literature	NY
India	Tamil	Barnard College	Economic Development	NJ
Indonesia	Bahasa Indonesian	University Of Rochester	International Relations	VA
Israel	Hebrew	University of Illinois at Chicago	Anthropology	IL
Israel	Hebrew	University Of Arizona	International Relations	AZ
Japan	Japanese	University of Memphis	International Relations	TN
Japan	Japanese	Ohio University	Political Science	OH
Japan	Japanese	University of New Hampshire	Political Science	NH
Japan	Japanese	California State University, Sacramento	Criminology	CA
Japan	Japanese	Columbia University	East Asian Languages & Literature	VA
Japan	Japanese	University of Notre Dame	Political Science	MI
Jordan	Arabic	Virginia Commonwealth University	International Relations	VA

Jordan	Arabic	College of William and Mary	International Relations	MD
Jordan	Arabic	Pennsylvania State University	International Politics	PA
Jordan	Arabic	Brigham Young University	Middle East Area Studies	WA
Jordan	Arabic	University of Florida	Criminology	FL
Jordan	Arabic	University of Colorado at Boulder	Religious Education	CO
Jordan	Arabic	University of Idaho	International Relations	ID
Jordan	Arabic	College of William and Mary	International Relations	IL
Jordan	Arabic	University of Connecticut	International Relations	ME
Jordan	Arabic	Pennsylvania State University	Biology	TX
Jordan	Arabic	University of Scranton	International Relations	PA
Jordan	Arabic	University of Idaho	Computer Sciences	ID
Jordan	Arabic	Transylvania University	International Relations	KY
Jordan	Arabic	DePaul University	Arabic Languages & Literature	OH
Jordan	Arabic	New York University	Political Science	NJ
Jordan	Arabic	University Of Washington	International Relations	WA
Jordan	Arabic	Tufts University	History	MA
Jordan	Arabic	University Of Arizona	Psychology	NV
Kenya	Swahili	University Of Oregon	History, African	OR
Kenya	Swahili	University Of Arizona	International Relations	AZ
Kyrgyzstan	Kyrgyz	Arizona State University	Slavic Languages & Literature	AZ
Mexico	Spanish	University of New Hampshire	Spanish Language & Literature	NH
Morocco	Arabic	Ohio State University	International Relations	OH
Morocco	Arabic	St. Mary's College of Maryland	Political Science	MO
Morocco	Arabic	Pennsylvania State University	French Language & Literature	MD
Morocco	Arabic	Georgia State University	Middle East Area Studies	GA
Morocco	Arabic	Georgetown University	International Relations	CA
Morocco	Arabic	Ohio State University	Arabic Languages & Literature	OH
Morocco	Arabic	College of William and Mary	Middle East Area Studies	VA
Peru	Quechua	University of Notre Dame	Anthropology	CA
Russia	Russian	Texas A&M University	Anthropology	CA
Russia	Russian	University of Minnesota-Twin Cities	History	MN
Russia	Russian	Arizona State University	Language Theory	WA
Russia	Russian	University of Michigan-Ann Arbor	Political Science	MI
Russia	Russian	University Of Texas At Austin	Slavic Languages & Literature	TX
Russia	Russian	University of Louisville	Political Science	KY
Russia	Russian	University of Illinois at Urbana-Champaign	International Relations	IL
Russia	Russian	University of Florida	Political Science	FL
Russia	Russian	Harvard University	Engineering	MD
Russia	Russian	Washington and Lee University	Slavic Languages & Literature	CT
Russia	Russian	Virginia Polytechnic and State University	Architecture	CT
Russia	Russian	Arizona State University	Slavic Languages & Literature	AZ
Russia	Russian	Kent State University	Slavic Languages & Literature	OH
Serbia	Serbo-Croatian	Ohio State University	International Business	OH

Singapore	Mandarin	Pennsylvania State University	Applied Mathematics	PA
South Korea	Korean	George Washington University	East Asia/Pacific Area Studies	CT
South Korea	Korean	University of California, Irvine	Criminology	CA
South Korea	Korean	University of Chicago	International Relations	IL
Syria	Arabic	University Of South Carolina	International Politics	FL
Taiwan	Mandarin	University Of Oregon	Chinese Languages & Literature	CO
Taiwan	Mandarin	Ohio State University	International Relations	OH
Tajikistan	Farsi	Syracuse University	Political Science	NY
Tajikistan	Farsi	Brigham Young University	International Relations	UT
Tajikistan	Persian	American University	International Relations	NY
Tanzania	Swahili	University Of South Carolina	International Relations	VA
Tanzania	Swahili	Wesleyan University	Economics	NH
Tanzania	Swahili	College of William and Mary	International Relations	VA
Thailand	Thai	University of Hawaii at Mānoa	Political Science	HI
Turkey	Turkish	University of Oklahoma	History	OK
Turkey	Turkish	Pennsylvania State University	Aerospace Engineering	VA
Turkey	Turkish	University of Pittsburgh	Engineering	PA
Turkey	Turkish	Georgetown University	History, Eastern European & NIS	NC
Turkey	Turkish	Virginia Commonwealth University	History	VA
Turkey	Turkish	City College Of San Francisco	Political Science	PA
Turkey	Turkish	University Of Arizona	Economics	AZ
Turkey	Turkish	Mills College	Sociology	MN
Uganda	Luganda	Smith College	Women's Studies	CA
Uganda	Swahili	Smith College	Chemistry	AK
Vietnam	Vietnamese	University of California, San Diego	International Politics	CA

APPENDIX B: 2009 DAVID L. BOREN SCHOLARS

Country	Language	Institution	Major	Home State
Argentina	Spanish	Nebraska Wesleyan University	Biology	NE
Argentina	Spanish	University of Colorado at Boulder	Spanish Language & Literature	CO
Brazil	Portuguese	University of California, Irvine	International Relations	CA
Brazil	Portuguese	Ohio State University	International Relations	OH
Brazil	Portuguese	Macomb Community College	International Relations	MI
China	Mandarin	Stanford University	Biology	CA
China	Mandarin	Texas A&M University at Corpus Christi	Biomedical Sciences	TX
China	Mandarin	University of Colorado at Boulder	Business	CO
China	Mandarin	Grinnell College	Chemistry	CA
China	Mandarin	Washington State University	Chinese Languages & Literature	WA
China	Mandarin	Barnard College	East Asia/Pacific Area Studies	TX
China	Mandarin	Arizona State University	Economics	AZ
China	Mandarin	Arizona State University	Economics	AZ
China	Mandarin	University Of Maryland-College Park	Electronic Engineering	MD
China	Mandarin	University of Virginia	French Language & Literature	VA
China	Mandarin	Georgia Southern University	History	GA
China	Mandarin	American University	International Politics	NY
China	Mandarin	University of Georgia	International Politics	GA
China	Mandarin	University of Mississippi	International Relations	MS
China	Mandarin	George Washington University	International Relations	CA
China	Mandarin	American University	International Relations	PA
China	Mandarin	University Of Oregon	International Relations	OR
China	Mandarin	Carleton College	International Relations	TX
China	Uighur	Wittenberg University	International Relations	OH
China	Mandarin	University of the Pacific	International Relations	AK
China	Mandarin	George Washington University	International Relations	WA
China	Mandarin	Miami University of Ohio	Management	OH
China	Mandarin	Columbia University	Physics	CA
China	Mandarin	State University of New York at Binghamton	Political Science	NY
China	Mandarin	University of California, Berkeley	Political Science	CA
China	Mandarin	University of California, Berkeley	Political Science	CA
China	Mandarin	Arizona State University	Political Science	CO
China	Mandarin	Rutgers University - New Brunswick	Political Science	NJ
China	Mandarin	Texas Tech University	Political Science	TX
Czech Republic	Czech	University of Nebraska at Omaha	International Relations	NE
Egypt	Arabic	Western Washington University	Germanic Languages & Literature	WA
Egypt	Arabic	North Carolina State University	International Politics	NC
Egypt	Arabic	University of Dayton	International Relations	OH
Egypt	Arabic	Towson University	International Relations	MD
Egypt	Arabic	George Washington University	International Relations	IL

Egypt	Arabic	University of New Hampshire	International Relations	NH
Egypt	Arabic	George Washington University	International Relations	AZ
Egypt	Arabic	George Washington University	International Relations	MA
Egypt	Arabic	Piedmont Virginia Community College	Languages	VA
Egypt	Arabic	Northwestern University	Middle East Area Studies	CT
Egypt	Arabic	George Washington University	Middle East Area Studies	TN
Egypt	Arabic	Princeton University	Near East Area Studies	NY
Egypt	Arabic	University of Missouri-Columbia	Political Science	MO
Egypt	Arabic	Canisius College	Political Science	NY
Ethiopia	Amharic	Nebraska Wesleyan University	Political Science	NE
Georgia	Georgian	University of Pittsburgh	Economics	PA
India	Hindi	Stanford University	Political Science	CA
India	Hindi	University of Wisconsin-Madison	Religious Education	WI
India	Hindi	University of Minnesota-Twin Cities	South Asia Area Studies	IL
Indonesia	Bahasa Indonesian	Clark University	East Asia/Pacific Area Studies	OH
Indonesia	Bahasa Indonesian	University of Oklahoma	International Relations	OK
Israel	Arabic	University of Colorado Denver	International Relations	CO
Israel	Arabic	Georgetown University	International Relations	MA
Israel	Hebrew	University of Louisville	Political Science	KY
Israel	Hebrew	University of Chicago	Political Science	MI
Japan	Japanese	Trinity University	East Asia/Pacific Area Studies	LA
Japan	Japanese	University of Hawaii at Mānoa	East Asian Languages & Literature	MT
Japan	Japanese	University Of Maryland-College Park	East Asian Languages & Literature	MD
Japan	Japanese	University Of South Carolina	International Business	LA
Japan	Japanese	North Carolina State University	International Economics	NC
Japan	Japanese	Case Western Reserve University	Mechanical Engineering	MA
Japan	Japanese	University of California, San Diego	Political Science	NV
Japan	Japanese	University of Louisville	Political Science	KY
Jordan	Arabic	Stanford University	Geophysics & Seismology	DC
Jordan	Arabic	Georgetown University	International Politics	CA
Jordan	Arabic	Pennsylvania State University	International Politics	PA
Jordan	Arabic	University of Minnesota-Twin Cities	International Politics	MN
Jordan	Arabic	University of Georgia	International Relations	GA
Jordan	Arabic	University of Missouri-Columbia	International Relations	MO
Jordan	Arabic	Minnesota State University - Mankato	International Relations	CT
Jordan	Arabic	Ohio State University	International Relations	OH
Jordan	Arabic	Rollins College	International Relations	FL
Jordan	Arabic	Arizona State University	Latin American & Caribbean—U.S. Relations	AZ
Jordan	Arabic	University Of North Carolina at Chapel Hill	Middle East Area Studies	NC
Jordan	Arabic	University of Vermont	Political Science	VT
Kenya	Swahili	Kalamazoo College	Biology	IA
Kenya	Swahili	Middle Tennessee State University	International Relations	TN

Kuwait	Arabic	George Mason University	Anthropology, Cultural	VA
Kyrgyzstan	Kyrgyz	University of Kansas	International Relations	KS
Mongolia	Mongolian	University of Southern California	International Relations	CA
Morocco	Arabic	Virginia Commonwealth University	French Language & Literature	MA
Morocco	Arabic	University of Georgia	International Relations	GA
Morocco	Arabic	Kenyon College	International Relations	MD
Morocco	Arabic	American University	Peace & Conflict Resolution	MA
Oman	Arabic	University of Colorado at Boulder	International Relations	CO
Peru	Quechua	University of Chicago	Languages	IL
Peru	Spanish	Ball State University	Natural Resources	IN
Peru	Quechua	University of Illinois at Urbana-Champaign	Spanish Language & Literature	IL
Russia	Russian	Bellarmino University	Biology	KY
Russia	Russian	College of William and Mary	Economics	VA
Russia	Russian	Dartmouth College	Engineering	WA
Russia	Russian	University Of South Carolina	International Politics	SC
Russia	Russian	University of Missouri-Columbia	International Relations	MO
Russia	Russian	University of the Pacific	International Relations	CA
Russia	Russian	American University	International Relations	NH
Russia	Russian	West Virginia University	Physics	WV
Russia	Russian	Ohio University	Political Science	OH
Russia	Russian	West Virginia University	Slavic Languages & Literature	WV
Russia	Russian	University Of North Carolina At Chapel Hill	Slavic Languages & Literature	NC
Russia	Russian	Princeton University	Statistics	IL
Slovenia	Slovenian	University of Nebraska at Omaha	Eastern Europe/Russia Area Studies	NE
South Korea	Korean	Ohio State University	East Asian Languages & Literature	PA
South Korea	Korean	Michigan State University	East Asian Languages & Literature	MI
South Korea	Korean	University of Hawaii at Mānoa	East Asian Languages & Literature	HI
South Korea	Korean	University of California, Irvine	International Relations	CA
South Korea	Korean	University Of Washington	International Relations	WA
South Korea	Korean	Boston College	Political Science	CT
South Korea	Korean	University of Kansas	Political Science	KS
Syria	Arabic	Yale University	Economics	MN
Syria	Arabic	DePaul University	International Relations	CA
Taiwan	Mandarin	University Of Rochester	Biology	MA
Taiwan	Mandarin	University of Colorado at Boulder	Environmental Studies	CO
Taiwan	Mandarin	Arizona State University	International Relations	AZ
Tanzania	Swahili	University of Minnesota-Twin Cities	International Health	MN
Tanzania	Swahili	George Washington University	International Relations	CT
Tanzania	Swahili	Florida State University	International Relations	FL
Tanzania	Swahili	New York University	Political Science	OR
Tunisia	Arabic	Fordham University	International Relations	NY
Turkey	Turkish	Arizona State University	International Relations	AZ
Turkey	Turkish	Florida State University	International Relations	FL

Turkey	Turkish	Princeton University	Near East Area Studies	IA
Uganda	Luganda	West Virginia University	Economic Development	WV
Ukraine	Ukrainian	University of California, Berkeley	Political Science	CA
Venezuela	Spanish	University of Nebraska-Lincoln	English	TX
Vietnam	Vietnamese	Pomona College	Mathematics	MA

APPENDIX C: LIST OF MAJORS BY ACADEMIC FIELDS

Area/Language Studies

- Area Studies, Africa
- Area Studies, East Asia/Pacific
- Area Studies, Latin America/Caribbean
- Area Studies, Middle East
- Area Studies, Near East
- Area Studies, South/Southeast Asia
- Comparative Literature
- English
- Languages
- Languages & Literature, Arabic
- Languages & Literature, Chinese/East Asian
- Languages & Literature, French
- Languages & Literature, Near Eastern
- Languages & Literature, Slavic
- Languages & Literature, Spanish
- Linguistics
- World Religions

Applied Sciences

- Agriculture
- Biochemistry
- Biological Sciences
- Chemistry
- Engineering, Civil

Engineering, Electrical

- Engineering, Mechanical
- Engineering, Nuclear
- Engineering, Systems
- Environmental Sciences
- Mathematics
- Microbiology
- Molecular Biology
- Natural Resources
- Physics
- Veterinary Science

Business

- Accounting
- Business
- Marketing

Education

International Affairs

International Economics
International Health
International Politics
International Relations
International Studies

Journalism

Law

Social Sciences (excluding international affairs)

Anthropology
Economics
Geography
Government
History
Public Administration
Political Science
Psychology
Public Health
Public Policy
Religious Studies
Social Sciences, General
Urban & Regional Planning
Women's Studies

Other

Communications
Criminology
Law Enforcement
Legal Studies
Library & Information Science
Parks & Recreation Management

APPENDIX D: 2008 DAVID L. BOREN FELLOWS

Country	Language	Institution	Major	Home State
Albania	Albanian	Cornell University	Education	NY
Azerbaijan	Azerbaijani	Georgetown University	Political Science	DC
Brazil	Portuguese	Georgetown University	Political Science	MD
Brazil	Portuguese	University of Florida	Environmental Sciences	FL
Brazil	Portuguese	University of Colorado at Boulder	Political Science	CO
Brazil	Portuguese	Indiana University - Bloomington	Environmental Sciences	IN
Brazil	Portuguese	University of Illinois at Urbana-Champaign	Biological Sciences	IL
Brazil	Portuguese	Johns Hopkins University, SAIS	International Affairs	MI
Brazil	Portuguese	American University	International Affairs	WA
Brazil	Portuguese	University of Michigan-Ann Arbor	Environmental Sciences	AZ
Brazil	Portuguese	University of Notre Dame	International Affairs	OH
Bulgaria	Bulgarian	University Of Washington	International Affairs	WA
Cambodia	Khmer	University Of Washington	Public Administration	WA
China	Mandarin	University of Southern California	Urban & Regional Planning	CA
China	Uighur	Burlington County College	Public Administration	NJ
China	Mandarin	Johns Hopkins University, SAIS	International Affairs	MA
China	Mandarin	Monterey Institute of International Studies	International Affairs	MA
China	Mandarin	Johns Hopkins University, SAIS	International Affairs	DC
China	Mandarin	American University	International Affairs	CA
China	Uighur	Indiana University - Bloomington	Area Studies	IN
China	Mandarin	George Washington University	International Affairs	GA
China	Mandarin	Portland State University	Geography	OR
China	Mandarin	Johns Hopkins University, SAIS	International Affairs	CT
China	Mandarin	University Of Texas At Austin	History	TX
China	Mandarin	Williams College	International Affairs	HI
China	Mandarin	Harvard University	Political Science	MA
Egypt	Arabic	University Of Maryland-College Park	Area Studies	DC
Egypt	Arabic	North Carolina State University	International Affairs	PA
Egypt	Arabic	Georgetown University	International Affairs	NJ
Egypt	Arabic	State University of New York at Binghamton	Area Studies	CT
Egypt	Arabic	University of Wisconsin-Madison	International Affairs	WI
Egypt	Arabic	University of Chicago	Political Science	IN
Egypt	Arabic	New York University	Linguistics	MA
Egypt	Arabic	Allegheny College	International Affairs	PA
India	Hindi	University of Illinois at Chicago	Urban & Regional Planning	IL
India	Hindi	Massachusetts Institute of Technology	Political Science	NY
India	Urdu	Columbia University	Psychology	WI
India	Urdu	University of Michigan-Ann Arbor	Political Science	MI
Indonesia	Bahasa Indonesian	University of Wisconsin-Madison	Political Science	MI

Indonesia	Bahasa Indonesian	Columbia University	International Affairs	CA
Indonesia	Bahasa Indonesian	University of Hawaii at Mānoa	History	FL
Israel	Arabic	Brandeis University	International Affairs	ME
Japan	Japanese	Monterey Institute of International Studies	Area Studies	MS
Japan	Japanese	University of Nebraska-Lincoln	Law	NE
Japan	Japanese	University of Massachusetts Amherst	Computer Science	TN
Japan	Japanese	College of William and Mary	Law	OH
Japan	Japanese	Monterey Institute of International Studies	International Affairs	OR
Japan	Japanese	Monterey Institute of International Studies	International Affairs	MA
Jordan	Arabic	University Of South Carolina	Business Administration	WI
Kazakhstan	Kazakh	University of Kansas	Area Studies	MN
Kazakhstan	Russian	Georgetown University	International Affairs	MI
Kenya	Swahili	Western Michigan University	Political Science	CO
Kenya	Swahili	Brandeis University	Business Administration	MA
Kyrgyzstan	Russian	Weber State University	Political Science	UT
Lebanon	Arabic	Georgetown University	History	NC
Lebanon	Arabic	Monterey Institute of International Studies	International Affairs	MI
Mali	Bambara	Cornell University	Political Science	NJ
Mongolia	Mongolian	University of Colorado at Boulder	Communications and Journalism	CO
Morocco	Arabic	University Of Washington	Area Studies	NM
Morocco	Arabic	Georgetown University	Political Science	DC
Morocco	Arabic	Brandeis University	International Affairs	NY
Morocco	Arabic	Georgetown University	Law	IL
Morocco	Arabic	University of Colorado at Boulder	Political Science	CO
Morocco	Arabic	Arizona State University	Area Studies	AZ
Niger	Arabic	Johns Hopkins University	History	MD
Oman	Arabic	Georgetown University	History	DC
Oman	Arabic	Monterey Institute of International Studies	International Affairs	IA
Peru	Quechua	University of Colorado at Boulder	Political Science	CO
Russia	Russian	Arizona State University	Sociology	AZ
Russia	Russian	University of Maryland Baltimore County	History	PA
Russia	Russian	University of Pittsburgh	International Affairs	FL
Russia	Russian	Fordham University	International Affairs	NY
Serbia	Serbo-Croatian	Rutgers University - Newark	International Affairs	NJ
South Africa	Afrikaans	Pennsylvania State University	Public Health	PA
South Korea	Korean	University of Virginia	Area Studies	VA
South Korea	Korean	George Washington University	International Affairs	WA
South Korea	Korean	University of California, San Diego	International Affairs	CA
South Korea	Korean	Williams College	International Affairs	NJ
Syria	Arabic	Boston University	Language & Literature	MA
Syria	Arabic	Johns Hopkins University, SAIS	International Affairs	DC
Syria	Arabic	Georgetown University	Political Science	TX

Syria	Arabic	University Of Washington	Biological Sciences	WA
Taiwan	Mandarin	Harvard University	International Affairs	AL
Taiwan	Mandarin	Yale University	History	FL
Tajikistan	Persian	Georgia Institute of Technology	International Affairs	IL
Tajikistan	Tajik	University Of Washington	Public Administration	WA
Tajikistan	Persian	Indiana University - Bloomington	Area Studies	IN
Tanzania	Swahili	University of California, Berkeley	Political Science	CA
Tanzania	Swahili	University of Minnesota-Twin Cities	Geography	MN
Thailand	Thai	Emory University	Public Health	VA
Uganda	Swahili	Georgetown University	International Affairs	DC
Uganda	Swahili	American University	International Affairs	DC

APPENDIX E: 2009 DAVID L. BOREN FELLOWS

Country	Language	Institution	Major	Home State
Algeria	Arabic	University of California, Irvine	History	CA
Algeria	Arabic	University Of Texas At Austin	Political Science	OR
Argentina	Spanish	New School University	Political Science	NY
Bangladesh	Bengali	Johns Hopkins University	Public Health	IL
Bosnia Herzegovina	Serbo-Croatian	University of Southern California	Political Science	CA
Brazil	Portuguese	University of California, Los Angeles	History	CA
Brazil	Portuguese	Harvard University	Public Health	VA
Brazil	Portuguese	Harvard University	Urban & Regional Planning	WA
Brazil	Portuguese	University of California, Davis	Urban & Regional Planning	CA
Cambodia	Khmer	University of Michigan-Ann Arbor	Environmental Sciences	MI
Cambodia	Cambodian	University of California, Santa Barbara	International Affairs	CA
China	Mandarin	Wellesley College (MA)	Area Studies	PA
China	Uighur	Indiana University - Bloomington	Area Studies	OH
China	Mandarin	American University	International Affairs	FL
China	Mandarin	Tufts University	International Affairs	NC
China	Mandarin	Monterey Institute of International Studies	International Affairs	CA
China	Mandarin	Harvard University	International Affairs	NC
China	Mandarin	Brown University	International Affairs	DC
China	Mandarin	Loyola Marymount University	Law	CA
China	Mandarin	Massachusetts Institute of Technology	Political Science	WA
China	Mandarin	University of California, San Diego	Political Science	CA
China	Mandarin	Harvard University	Public Administration	MA
China	Mandarin	University Of Washington	Public Administration	NY
Czech Republic	Czech	University of Alaska - Fairbanks	Biological Sciences	IL
Egypt	Arabic	George Washington University	Area Studies	DC
Egypt	Arabic	American University	International Affairs	NY
Egypt	Arabic	American University	International Affairs	FL
Egypt	Arabic	University Of Texas At Austin	Language & Literature	OH
Egypt	Arabic	Yale University	Political Science	NY
Egypt	Arabic	George Mason University	Public Administration	CA
Georgia	Georgian	University of Arizona	Area Studies	SC
Georgia	Russian	Johns Hopkins University	Public Health	CO
Ghana	Niger-Kordofanian	Johns Hopkins University	History	MD
India	Hindi	Massachusetts Institute of Technology	Political Science	OH
India	Hindi	University of California, Berkeley	Public Health	CA
India	Hindi	Washington University	Social Work	MT
Indonesia	Bahasa Indonesian	University of Missouri-Columbia	Anthropology	MO
Indonesia	Bahasa Indonesian	Georgetown University	International Affairs	CA

Indonesia	Bahasa Indonesian	Ohio University - Athens	International Affairs	MO
Indonesia	Bahasa Indonesian	University Of North Carolina At Chapel Hill	Political Science	NC
Japan	Japanese	University of Kansas	History	TX
Japan	Japanese	Harvard University	International Affairs	TX
Japan	Japanese	Temple University	International Affairs	PA
Jordan	Arabic	Georgetown University	International Affairs	FL
Jordan	Arabic	Georgetown University	International Affairs	CA
Jordan	Arabic	University of Michigan-Ann Arbor	Public Administration	MI
Kyrgyzstan	Kyrgyz	University of Michigan-Ann Arbor	Area Studies	IL
Kyrgyzstan	Russian	Indiana University - Bloomington	Religious Studies	IL
Laos	Lao	University of Wisconsin-Madison	TEFL & Applied Linguistics	DE
Latvia	Latvian	University Of Washington	Anthropology	MA
Lebanon	Arabic	Columbia University	History	NY
Lebanon	Arabic	Tufts University	International Affairs	MA
Lebanon	Arabic	George Washington University	International Affairs	FL
Mexico	Zapotoc	Southern Methodist University	Anthropology	CA
Mexico	Mayan	Michigan State University	Education	MI
Morocco	Arabic	Tufts University	International Affairs	MT
Morocco	Arabic	Old Dominion University	International Affairs	MD
Mozambique	Portuguese	University of Pittsburgh	Medical Sciences	ND
Nepal	Nepali	American University	International Affairs	DC
Nigeria	Yoruba	University of California, Los Angeles	Political Science	CA
Nigeria	Yoruba	University of Pennsylvania	Urban & Regional Planning	RI
Oman	Arabic	University Of South Carolina	Business Administration	SC
Peru	Spanish	University of Iowa	Public Health	IA
Philippines	Tagalog	Johns Hopkins University, SAIS	International Affairs	VA
Russia	Russian	Virginia Polytechnic and State University	Area Studies	VA
Russia	Turko-Tataric	Indiana University - Bloomington	History	IN
Russia	Russian	Johns Hopkins University, SAIS	International Affairs	MD
Russia	Russian	Tufts University	International Affairs	CA
Saudi Arabia	Arabic	Columbia University	Anthropology	NY
Slovak Republic	Slovak	University of Kansas	Geography	NE
South Africa	Xhosa	University of California, Los Angeles	Public Administration	CA
South Africa	Zulu	University of Pennsylvania	Urban & Regional Planning	PA
South Korea	Korean	University of Chicago	International Affairs	OH
South Korea	Korean	American University	International Affairs	CO
South Korea	Korean	University of Hawaii at Mānoa	Language & Literature	CT
Syria	Arabic	Georgetown University	Area Studies	NY
Syria	Arabic	George Washington University	Area Studies	DC
Syria	Arabic	George Washington University	Area Studies	DC
Syria	Arabic	Yale University	Economics	CA
Syria	Arabic	University of Chicago	Language & Literature	IL

Syria	Arabic	Harvard University	Political Science	MA
Taiwan	Mandarin	Ohio State University	Education	OH
Taiwan	Mandarin	Monterey Institute of International Studies	Environmental Sciences	IL
Tajikistan	Persian	Georgetown University	International Affairs	DC
Tajikistan	Persian	George Washington University	International Affairs	FL
Tajikistan	Tajik	George Mason University	International Affairs	DE
Tanzania	Swahili	University of Arizona	Geography	AZ
Tanzania	Swahili	University Of Texas At Austin	History	TX
Tanzania	Swahili	University of South Florida	Public Health	VA
Tanzania	Swahili	University of Illinois at Chicago	Urban & Regional Planning	DC
Thailand	Thai	Johns Hopkins University, SAIS	International Affairs	VA
Tunisia	Arabic	Indiana University - Bloomington	History	OH
Turkey	Turkish	Portland State University	International Affairs	OR
Turkey	Persian	University of Hawaii at Mānoa	Political Science	CA
Turkey	Turkish	American University	Political Science	DC
Uganda	Swahili	American University	International Affairs	DC
Ukraine	Ukrainian	University of California, San Diego	Political Science	CA
Vietnam	Vietnamese	Johns Hopkins University, SAIS	International Affairs	DC

APPENDIX F: 2008 THE LANGUAGE FLAGSHIP FELLOWS

Country	Language	Flagship Institution	Overseas Program	Home State
China	Chinese	Ohio State University	Nanjing University	CA
China	Chinese	Ohio State University	Nanjing University	NC
China	Chinese	Brigham Young University	Nanjing University	PA
China	Chinese	Brigham Young University	Nanjing University	UT
China	Chinese	Ohio State University	Nanjing University	NJ
China	Chinese	Ohio State University	Nanjing University	OH
China	Chinese	Brigham Young University	Nanjing University	CO
China	Chinese	Brigham Young University	Nanjing University	GA
China	Chinese	Ohio State University	Nanjing University	UT
China	Chinese	Ohio State University	Nanjing University	VT
Korea	Korean	University of Hawaii	Korea University	HI
Korea	Korean	University of Hawaii	Korea University	HI
Korea	Korean	University of Hawaii	Korea University	TN
Korea	Korean	University of Hawaii	Korea University	GU
Korea	Korean	University of Hawaii	Korea University	NJ
Korea	Korean	University of Hawaii	Korea University	VA
Russia	Russian	n/a	St. Petersburg State University	MA
Russia	Russian	n/a	St. Petersburg State University	CA
Russia	Russian	n/a	St. Petersburg State University	IA
Russia	Russian	n/a	St. Petersburg State University	OR
Syria	Arabic	University of Maryland	University of Damascus	DC
Syria	Arabic	University of Maryland	University of Damascus	DC
Syria	Arabic	University of Maryland	University of Damascus	NY
Syria	Arabic	University of Maryland	University of Damascus	VA
Syria	Arabic	n/a	University of Damascus (direct)	GA
Syria	Arabic	University of Maryland	University of Damascus	OR
Syria	Arabic	University of Maryland	University of Damascus	NY
Syria	Arabic	University of Maryland	University of Damascus	DC
Syria	Arabic	University of Maryland	University of Damascus	MN
Syria	Arabic	University of Maryland	University of Damascus	MD
Tajikistan	Persian	University of Maryland	Tajik State National University	
Tajikistan	Persian	University of Maryland	Tajik State National University	VA
Tajikistan	Persian	University of Maryland	Tajik State National University	WI
Tajikistan	Persian	University of Maryland	Tajik State National University	DC
Tajikistan	Persian	University of Maryland	Tajik State National University	IL
Tajikistan	Persian	University of Maryland	Tajik State National University	AZ
Tajikistan	Persian	University of Maryland	Tajik State National University	AL

APPENDIX G: 2009 THE LANGUAGE FLAGSHIP FELLOWS

Country	Language	Flagship Institution	Overseas Program	Home State
China	Chinese	Brigham Young University	Nanjing University	CO
China	Chinese	Brigham Young University	Nanjing University	GA
China	Chinese	Ohio State University	Nanjing University	KY
China	Chinese	Ohio State University	Nanjing University	OH
China	Chinese	Ohio State University	Nanjing University	UT
China	Chinese	Ohio State University	Nanjing University	VT
China	Chinese	Ohio State University	Nanjing University	WA
Korea	Korean	University of Hawaii	Korea University	CA
Korea	Korean	University of Hawaii	Korea University	HI
Korea	Korean	University of Hawaii	Korea University	NJ
Korea	Korean	University of Hawaii	Korea University	VA
Russia	Russian	n/a	St. Petersburg State University	CA
Russia	Russian	n/a	St. Petersburg State University	TX
Syria	Arabic	n/a	University of Damascus	CA
Syria	Arabic	University of Maryland	University of Damascus	DC
Syria	Arabic	University of Maryland	University of Damascus	DC
Syria	Arabic	University of Maryland	University of Damascus	MD
Syria	Arabic	University of Maryland	University of Damascus	MD
Syria	Arabic	University of Maryland	University of Damascus	MI
Syria	Arabic	University of Maryland	University of Damascus	MN
Syria	Arabic	University of Maryland	University of Damascus	NH
Syria	Arabic	University of Maryland	University of Damascus	NY
Tajikistan	Persian	University of Maryland	Tajik State National University	AL
Tajikistan	Persian	University of Maryland	Tajik State National University	AL
Tajikistan	Persian	University of Maryland	Tajik State National University	AZ
Tajikistan	Persian	University of Maryland	Tajik State National University	CO
Tajikistan	Persian	University of Maryland	Tajik State National University	DC
Tajikistan	Persian	University of Maryland	Tajik State National University	IL
Tajikistan	Persian	University of Maryland	Tajik State National University	KS
Tajikistan	Persian	University of Maryland	Tajik State National University	MD
Tajikistan	Persian	University of Maryland	Tajik State National University	NY

APPENDIX H: 2008 ENGLISH FOR HERITAGE LANGUAGE SPEAKERS SCHOLARS

Heritage Country	Heritage Language	EHLS Institution	Professional Field	Home State
Afghanistan	Dari	Georgetown University	Computer Science	VA
Afghanistan	Dari	University of Washington	Geological Engineering	WA
Afghanistan	Dari	Georgetown University	Law and Political Science	VA
China	Cantonese	Georgetown University	Computer Science	VA
China	Chinese	University of Washington	English	WA
China	Chinese	University of Washington	Hotel Administration	WA
China	Chinese	University of Washington	Information Systems and Marketing	WA
China	Chinese	Georgetown University	Journalism/Mass Communications	NJ
China	Chinese	Georgetown University	Management/Accounting	MD
China	Chinese	University of Washington	Public Accounting	WA
Egypt	Arabic	Georgetown University	Accounting	VA
India	Hindi	University of Washington	Study of Ancient and medieval philosophers	WA
Indonesia	Indonesian	University of Washington	Accounting	CA
Indonesia	Indonesian	University of Washington	Management	CA
Indonesia	Indonesian	University of Washington	Master of Business Administration	CA
Indonesia	Indonesian	University of Washington	Urban Ministry	WA
Iran	Persian	University of Washington	Applied Math and Aero Engineering	WA
Iraq	Arabic	University of Washington	Accounting and Business Administration	CA
Jordan	Arabic	Georgetown University	Architecture	VA
Morocco	Arabic	Georgetown University	International Legal Studies	VA
Morocco	Arabic	University of Washington	LAN-Applications, Software Engineering	WA
Sudan	Arabic	Georgetown University	Chemical Engineering	VA
Sudan	Arabic	Georgetown University	Economics	NH
Sudan	Arabic	Georgetown University	Economics	VA
Sudan	Arabic	Georgetown University	Journalism	MI
Sudan	Arabic	Georgetown University	Public Administration	VA
Syria	Arabic	University of Washington	Animal Production	CA
Taiwan	Chinese	Georgetown University	Computer Science	MD
Taiwan	Chinese	Georgetown University	Law	MD
Taiwan	Chinese	University of Washington	Philosophy	NY
Ukraine	Russian	University of Washington	Cosmetology	WA
Yemen	Arabic	Georgetown University	Sociology	VA

APPENDIX I: 2009 ENGLISH FOR HERITAGE LANGUAGE SPEAKERS SCHOLARS

Heritage Country	Heritage Language	EHLS Institution	Professional Field	Home State
Afghanistan	Dari	Georgetown University	Business	VA
Afghanistan	Dari	Georgetown University	Information Technology	VA
Afghanistan	Dari	Georgetown University	Real Estate	VA
Afghanistan	Dari	Georgetown University	Translation	VA
Algeria	Arabic	Georgetown University	Hospitality	VA
Algeria	Arabic	Georgetown University	Hospitality	MD
Algeria	Arabic	Georgetown University	Statistics	DC
China	Chinese	Georgetown University	Engineering	CA
China	Chinese	Georgetown University	Business	CA
Egypt	Arabic	Georgetown University	Language Teaching	VA
Egypt	Arabic	Georgetown University	Business	PA
Egypt	Arabic	Georgetown University	Hospitality	WA
Egypt	Arabic	Georgetown University	Hospitality	CA
Egypt	Arabic	Georgetown University	Interpreter	MD
Egypt	Arabic	Georgetown University	Science	VA
Iran	Persian	Georgetown University	Education	MD
Iran	Persian	Georgetown University	Quality Control	PA
Iran	Persian	Georgetown University	Real Estate	FL
Jordan	Arabic	Georgetown University	Finance	VA
Morocco	Arabic	Georgetown University	Language Teaching	MD
Singapore	Chinese	Georgetown University	Translation	MD
Sudan	Arabic	Georgetown University	Education	VA
Sudan	Arabic	Georgetown University	Engineering	VA
Sudan	Arabic	Georgetown University	Engineering	VA
Sudan	Arabic	Georgetown University	Language Teaching	VA
Taiwan	Chinese	Georgetown University	Law	NY
Taiwan	Chinese	Georgetown University	Policy research	VA
United States	Arabic	Georgetown University	Education	VA

**APPENDIX J: POSITIONS OF NSEP SCHOLARS AND FELLOWS
FULFILLED/FULFILLING FEDERAL GOVERNMENTAL SERVICE, 1996-2009**

Organization	Office	Total by Office	Total by Organization
Central Intelligence Agency			50
Department of Agriculture			23
	Foreign Agricultural Service	7	
	Food Safety and Inspection Service	4	
	Forest Service	3	
	Agriculture Research Service	2	
	Economic Research Service	1	
	Natural Resource and Conservation Service	1	
	Agricultural Marketing Service	1	
	Other	4	
Department of Commerce			69
	International Trade Administration	39	
	National Oceanic and Atmospheric Administration	9	
	Economics and Statistics Administration	7	
	Business Information Services for the Newly Independent States	3	
	Office of the General Counsel	3	
	Bureau of Industry and Security	2	
	Minority Business Development Agency	1	
	Technology Administration	1	
	Other	4	
Department of Defense			396
	Department of the Army	53	
	Contractor	71	
	National Defense University	42	
	Defense Intelligence Agency	37	
	Department of the Air Force	23	
	Department of the Navy	39	
	Department of the Navy/U.S. Marine Corps	23	
	National Security Agency	18	
	National Geospatial Intelligence Agency/Defense Mapping Agency	13	
	Defense Threat Reduction Agency	6	
	Defense Language Institute	5	
	Military (unspecified)	4	
	Office of the Secretary of Defense	5	
	Office of the Secretary of Defense/Policy	4	
	Combattant Commands/J2 Joint Intelligence Center	3	
	Naval Postgraduate School	3	
	Asia-Pacific Center for Security Studies	2	

Coalition Provisional Authority, Iraq	2
Defense Career Management and Support Agency	2
Defense Information Systems Agency	2
NATO Stabilization Force	2
Defense Commissaries Agency	1
Defense Contract Management Agency	1
Drug Enforcement Policy Support	1
MIT Lincoln Laboratory (DoD contract)	1
Office of Economic Adjustment	1
Office of the General Counsel	1
Office of Japanese Affairs	1
Office of Net Assessment	1
Office of the Assistant Secretary of Defense for Strategy & Requirements	1
Office of the Secretary of Defense/Comptroller	1
Office of the Secretary of Defense/Negotiations Policy	1
Office of the Secretary of Defense/Force Health Protection/Office of Gulf War Illnesses	1
Office of the Secretary of Defense/Policy Planning	1
Office of the Secretary of Defense/Acquisition, Technology, and Logistics	1
Prisoner of War/Missing Personnel Office	1
U.S. Mission to NATO	1
U.S. Coast Guard	1
Other	20
Department of Education	3
Department of Energy	25
National Nuclear Security Administration	12
Office of Science	4
Argonne National Laboratory	2
Energy Information Administration	1
National Renewable Energy Laboratory	1
Office of Environmental Management	1
Richland Operations	1
Other	3
Department of Health and Human Services	20
Centers for Disease Control and Prevention	10
National Institutes of Health	5
Office of Global Health Affairs	2
Administration for Children and Family	1
Food and Drug Administration	1
Office of the Inspector General	1
Department of Homeland Security	43
Bureau of Citizenship and Immigration Services	14

Private Sector Office	4
Bureau of Customs and Border Protection	5
Immigration and Customs Enforcement	2
Office of the District Counsel	2
Transportation Security Administration	4
Center for Homeland Defense and Security	1
Government Services Office	1
Federal Emergency Management Agency	1
Office of Domestic Preparedness	1
Office of Information Technology	1
Office of Operational Coordination	1
Plum Island Animal Disease Center	1
Other	5
Department of Justice	35
Federal Bureau of Investigation	11
Drug Enforcement Administration	5
Immigration and Naturalization Service	4
Civil Rights Division	2
Central and East European Law Initiative	1
Environment and Natural Resources Division	1
Executive Office of Immigration Review	1
Office of Special Investigations	1
U.S. Attorney's Office	4
Other	5
Department of Labor	3
Department of State	333
U.S. Embassy or Consulate Overseas	123
Foreign Service	43
Bureau of Educational and Cultural Affairs	15
Bureau of European and Eurasian Affairs	10
Bureau of Western Hemisphere Affairs	9
Bureau of Democracy, Human Rights, and Labor	7
Bureau of Near Eastern Affairs	8
U.S. Mission to the Organization for Security and Co-Operation in Europe	7
Bureau of Intelligence and Research	6
Bureau of International Information Programs/U.S. Information Service	6
U.S. Mission to the United Nations	5
Bureau of International Security and Nonproliferation	6
Bureau of Consular Affairs	8
Bureau of East Asian and Pacific Affairs	7
Bureau of Political-Military Affairs	4
Bureau of South and Central Asian Affairs	4

Iraq Reconstruction Management Office	4
Bureau of Public Affairs	6
Bureau of Economic and Business Affairs	4
Bureau of Administration	3
Bureau of Diplomatic Security	3
Office of the Under Secretary for Democracy and Global Affairs	3
Bureau of Arms Control	2
Bureau of Population, Refugees, and Migration	3
Office of the Global AIDs Coordinator	2
Office of the Legal Adviser	3
Bureau of International Narcotics and Law Enforcement Affairs	1
Office of Civil Rights	1
Office of Policy Planning	1
Other	29
Department of the Interior	9
Department of Transportation	3
Department of Treasury	14
Office of Intelligence and Analysis	3
Office of African Nations	2
Office of the Comptroller of the Currency	3
Financial Management Service	1
Internal Revenue Service	1
Office of Foreign Exchange Operations	1
Office of the General Counsel	1
Office of Middle East and South Asia	1
U.S. Customs	1
Department of Veterans Affairs	12
Environmental Protection Agency	13
Executive Office of the President	15
Office of Management and Budget	7
National Security Council	3
Office of the U.S. Trade Representative	2
White House	1
Office of the Counsel to the President	1
Office of the Special Envoy to the Americas	1
Federal Aviation Administration	1
Federal Communications Commission	2
Federal Judiciary	7
Federal Reserve	7
Government Accountability Office	3
Intelligence Community (unspecified)	24
Inter-American Foundation	1

International Broadcasting Bureau	1
Library of Congress	3
Millennium Challenge Corporation	5
National Aeronautics and Space Administration	18
Research Centers	10
Human Space Flight and Research Division	2
Office of External Relations	2
NASA Space Grant Program	1
National Science Foundation	7
Overseas Private Investment Corporation	2
Peace Corps	34
Securities and Exchange Commission	2
Small Business Administration	3
Smithsonian Institution	3
Social Security Administration	2
U.S. African Development Foundation	1
U.S. Agency for International Development	137
U.S. Courts	1
U.S. Congress	57
U.S. Institute of Peace	2
U.S. Postal Service	1
TOTAL	1390

APPENDIX K: 2009 NATIONAL SECURITY EDUCATION BOARD MEMBERS

Federal Government Members

Secretary of Defense Designee
Mrs. Gail McGinn
Deputy Under Secretary for Plans
Office of the Under Secretary of Defense
for Personnel and Readiness
[Chair]

Director of National Intelligence
Dr. Ron Sanders
Chief Human Capital Officer
Office of the Director of National
Intelligence

National Endowment for the Humanities
Mr. James Leach
Chairman

U.S. Department of Commerce
Ms. Michelle O'Neill
Deputy Under Secretary for International
Trade
International Trade Administration

U.S. Department of Education
Mr. Marshall Smith
Senior Counsel to the Secretary of
Education

U.S. Department of Energy
Mr. Nicholas A. Carlson
Director, Office of International
Operations
National Nuclear Security Administration

U.S. Department of State
Dr. Ruth Whiteside
Director of Foreign Service Institute

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Dr. James W. Carr
Executive Vice President
Harding University

Dr. George Dennison
President
The University of Montana

Dr. David McIntyre
Former Director
Integrative Center for Homeland Security,
Texas A & M University

Dr. Kiron Skinner
Assistant Professor, Carnegie Mellon
University and Research Fellow, Hoover
Institution, Stanford University

Dr. Todd I. Stewart
Director, Program for International and
Homeland Security
The Ohio State University

Dr. Mark Gerencser
Senior Vice President
Booz Allen Hamilton

Executive Director of the Board

Dr. Robert O. Slater
Director, National Security Education
Program

* Membership through December 2009

APPENDIX L: NSEP GROUP OF ADVISORS

Mr. Kerry Bolognese

Vice President of International Programs
National Association of State Universities
and Land-Grant Colleges

Ms. Deanna Behring

Director of International Programs
Pennsylvania State University, College of
Agricultural Sciences

Ms. Christine Brown

Assistant Superintendent
Glastonbury Public Schools

Dr. Maria Crummett

Dean of International Affairs
University of South Florida

Dr. Wayne Decker

Director, International Studies & External
Affairs, Honors College
University of Arizona

Dr. Michael Everson

Associate Professor
Department of Curriculum & Instruction
College of Education
University of Iowa

Dr. Dévora Grynsban

Assistant to the President for International
Programs, Director of the Office of
International Program Development
Northwestern University

Dr. Lori Levin

Associate Research Professor
Language Technologies Institute
Carnegie Mellon University

Dr. Beverly Lindsay

Professor of Education
Higher Education and Comparative &
International Education
Penn State University

Dr. Martha Meritt

Associate Dean for International Education
University of Chicago

Dr. Selma Sonntag

Chair
Department of Government & Politics
Humboldt State University

Dr. Daniel Stoll

Director – Center for International
Academic Programs
University of Missouri – Kansas City

This list represents The Group of Advisors (GoA) membership as of Fall 2009. The GoA is established as a subgroup of the National Security Education Board. The GoA meets twice a year and is represented by its chair at meetings of the Board. The GoA consists of 13 members, with one slot vacant. GoA meetings are chaired by NSEP staff.

**APPENDIX M: UNITED STATES GOVERNMENT DEPARTMENTS AND AGENCIES
WITH NATIONAL SECURITY RESPONSIBILITIES IN WHICH NSEP GRADUATES
MAY WORK TO FULFILL SERVICE OBLIGATIONS**

Department of Defense (All departments, agencies, commands, and activities)

Intelligence Community (All agencies and offices)

Department of State (All agencies and offices including the following)

- Foreign embassies
- Regional and functional bureaus
- National Foreign Affairs Training
- Bureau of Intelligence and Research

Department of Homeland Security (All agencies and offices)

Department of Commerce

- Bureau of Industry and Security
- International Trade Administration

Department of Energy

- National Nuclear and Security Administration
- Office of Nuclear Energy, Science and Technology
- Office of Policy and International Affairs
- National laboratories

Department of Justice

- Drug Enforcement Administration
- Federal Bureau of Investigation
- National Drug Intelligence Center
- National Virtual Translation Center
- Pentagon Force Protection Agency

Department of the Treasury

- Office of Foreign Assets Control
- Office of International Affairs

Independent Agencies

- United States Agency for International Development (USAID)
- Export-Import Bank of the U.S.
- Overseas Private Investment Corporation
- United States International Trade Commission
- Peace Corps
- Millennium Challenge Corporation

Executive Office of the President

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

United States Congress

- Congressional Budget Office: Defense and International Affairs
- Congressional Research Service
- United States Congressional Committees

Senate

- Appropriations
- Armed Services
- Commerce, Science, and Transportation
- Energy and Natural Resources
- Finance
- Foreign Relations
- Homeland Security and Governmental Affairs
- Judiciary
- Select Committee on Intelligence

House of Representatives

- Appropriations
- Banking and Financial Services
- Budget
- Commerce
- Foreign Affairs
- National Security
- Resources
- Science
- Transportation and Infrastructure
- Ways and Means
- Permanent Select Committee on Intelligence
- Select Committee on Homeland Security

