

**NATIONAL SECURITY  
EDUCATION PROGRAM**

***2007 ANNUAL REPORT***



## SNAPSHOTS OF 2007 DAVID L. BOREN SCHOLARS



Boren Scholar in China

- ❖ A sophomore pursuing a double major in international business and finance and a minor in Arabic languages and literature from the University of South Carolina-Columbia studied Arabic at the University of Damascus in Syria.
- ❖ A sophomore Slavic languages and literature and philosophy double major from Arizona State University studied Russian through Kazan State University.
- ❖ A sophomore biochemistry and molecular biology double major and music minor conducted research and studied Mandarin at Wuhan University in China (PRC) finishing with advanced high proficiency.
- ❖ A senior political science major from the University of Iowa studied Arabic at the University of Jordan.



Boren Scholar in the Czech Republic

## SNAPSHOTS OF 2007 DAVID L. BOREN FELLOWS



Boren Fellow in Cairo, Egypt

- ❖ 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 (We-ACTx), which assists female survivors of the Rwandan genocide who have been 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.



Boren Fellow in India

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(U.S. Code 50, sec. 1906)

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<sup>1</sup> Headings and subheadings in italics are direct quotes from the U.S. Code.



## 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 in mind to develop learned, articulate, and trained internationalists for careers in the Federal Government. These alumni 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 1994-2007, over 3,400 U.S. students have 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.

During 2007, NSEP experienced significant growth. NSEP expanded its efforts with The Language Flagship to develop 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 those whose language and professional skills are highly developed and available to serve our country in a time of need.

The National Security Education Program 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.

David S. C. Chu

## EXECUTIVE SUMMARY

**Program Background.** The David L. Boren National Security Education Act of 1991, as amended (P.L. 102-183), codified in Title 50 United States Code sections 1901 *et seq.* mandates that the Secretary of Defense create 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 ex-officio 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 2006, 61 percent of all American students studying abroad are enrolled in programs in Australia, Canada, New Zealand, and Western Europe. In contrast, NSEP exclusively supports travel to less-commonly studied regions of the world, excluding those mentioned above. During this same period, NSEP award recipients studied in 62 countries – enhancing their understanding of 39 different languages and cultures. Approximately 27 percent of NSEP awards went to individuals studying in the Middle East and North Africa.
- Fewer than 6 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. Sixty two percent of NSEP award recipients opted to participate in study abroad activities for an academic year or longer during this same period.
- Eighty percent of higher education foreign language enrollments in the U.S. are in French, German, Italian, and Spanish. NSEP does not fund study of Western European languages, but instead emphasizes languages such as Arabic, Mandarin Chinese, Persian-Farsi, and others critical to national security.
- The average U.S. college graduate reaches intermediate-level proficiency in a less commonly taught language. 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 component in the Federal Government’s effort to address serious foreign language and area expertise shortfalls. 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.

Close to 1,500 NSEP award recipients have fulfilled or were in the process of fulfilling their service requirement as of December 2007. Of the 1,706 Boren Scholars funded by NSEP since the Service Requirement was enacted in 1996, 554 have completed their service in the Federal Government, 114 in higher education, and 15 have worked in both government and education. Of the 1,262 Boren Fellows funded, 337 have served in the Federal Government, 374 in higher education, and 36 have worked in both government and education. Of the 131 Flagship Fellows funded, 29 have served in the Federal Government and one (1) in higher education. Of the 53 EHLS Scholars funded, eight (8) have served in the Federal Government. The Federal agencies where award recipients are working 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 English for Heritage Language Speakers (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 to reflect the needs of a major program seeking to reshape the manner that critical languages are taught and learned in this country. 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 operation 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.



Turkey, Sultanahmet "Blue" Mosque

# 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), as amended, P.L. 102-183, 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. U.S. Code, Title 50, sec. 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, counterproliferation 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 five 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),<sup>2</sup> and individual scholarships and fellowships to undergraduate and graduate students to support advanced study of these languages.
- **English for Heritage Language Speakers (EHLS):** Individual scholarships and grants to U.S. institutions of higher education to provide intensive English language instruction 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.

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

## PROGRAM RESULTS

NSEP achieved significant success and increased recognition during 2007 based on strategic positioning that occurred in recent years:

- The Department of Defense Language Transformation Plan, released in February 2005, recognized the vital role that NSEP plays in building a national capacity in languages.
- The 2006 Quadrennial Defense Review included a comprehensive plan for investing in language capacity and identified NSEP for a major role in this process.
- The President's National Security Language Initiative, announced in January 2006, included major recommendations for expansion of NSEP.
- The Secretary of Defense realigned NSEP in 2006 to be fully integrated into the Office of the Under Secretary (Personnel and Readiness) where responsibility for language oversight resides.

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<sup>2</sup>The U.S. Government relies on the Inter-Language Roundtable (ILR) language proficiency scale:

- 0 No Proficiency
- 0+ Memorized Proficiency
- 1 Elementary Proficiency
- 1+ Elementary Proficiency, Plus
- 2 Limited Working Proficiency
- 2+ Limited Working Proficiency, Plus
- 3 General Professional Proficiency
- 3+ General Professional Proficiency, Plus
- 4 Advanced Professional Proficiency
- 4+ Advanced Professional Proficiency, Plus
- 5 Functional Native Proficiency

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 only Federally-funded program whose focus is directed toward the combined issues of language proficiency, national security, and the Federal workforce. NSEP remains unique in that it is an accountable program with clear measures of performance, including detailed monitoring of its award recipients, language proficiency testing, and job placement statistics. 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 made its first Boren Scholarship and Fellowship awards in May 1994. As of December 2007, NSEP has awarded 2,136 Boren Scholarships to undergraduates for study in 76 countries and 69 less commonly studied languages; and 1,181 Boren Fellowships to those in graduate school for study in more than 121 countries and 107 critical languages. Through The Language Flagship, NSEP has funded 108 Flagship Fellowships beginning in 2003, and currently provides support to 13 Flagship Centers (U.S. institutions of higher education or consortia). Through the English for Heritage Language Speakers (EHLS) program, NSEP awarded 52 EHLS Scholarships and provided grants to two institutions of higher education since it began making awards in 2006.

The National Security Education Act (NSEA) initially included an important “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 1992. The NSEP Service Requirement discussion in Section VIII provides a detailed description and analysis of the service provisions, which have resulted in more than 1,173 NSEP Scholars and Fellows who have fulfilled or are fulfilling service in national security positions as of December 2007.

### **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 also restricted service in education to the post-secondary level only, thus excluding teaching kindergarten through high school. These changes have

successfully narrowed the applicant base for NSEP to those undergraduates and graduates motivated to seek Federal employment.

- NSEP initiated language proficiency testing for all Boren Scholars and Fellows in 1996, and 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 VII of this report outlines results of language proficiency testing.
- Responding to the needs increasingly articulated by Federal agencies, in 2000 NSEP proposed The Language Flagship 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 IX. 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 Presidential Senate-confirmed appointments.<sup>3</sup>

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 regard to: developing criteria for awards; providing for wide dissemination of information regarding the program; establishing qualifications for scholarship, fellowship, and grant applicants; and recommending critical areas for study by program participants.

Serving the 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 a liaison 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.<sup>4</sup> These advisors meet prior to NSEB meetings and at other appropriate times 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.

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<sup>3</sup> For the composition of the NSEB, see Appendix G: National Security Education Board Members.

<sup>4</sup> For composition of the GoA, see Appendix H: NSEP Group of Advisors.

## NATIONAL SECURITY EDUCATION PROGRAM FUNDING

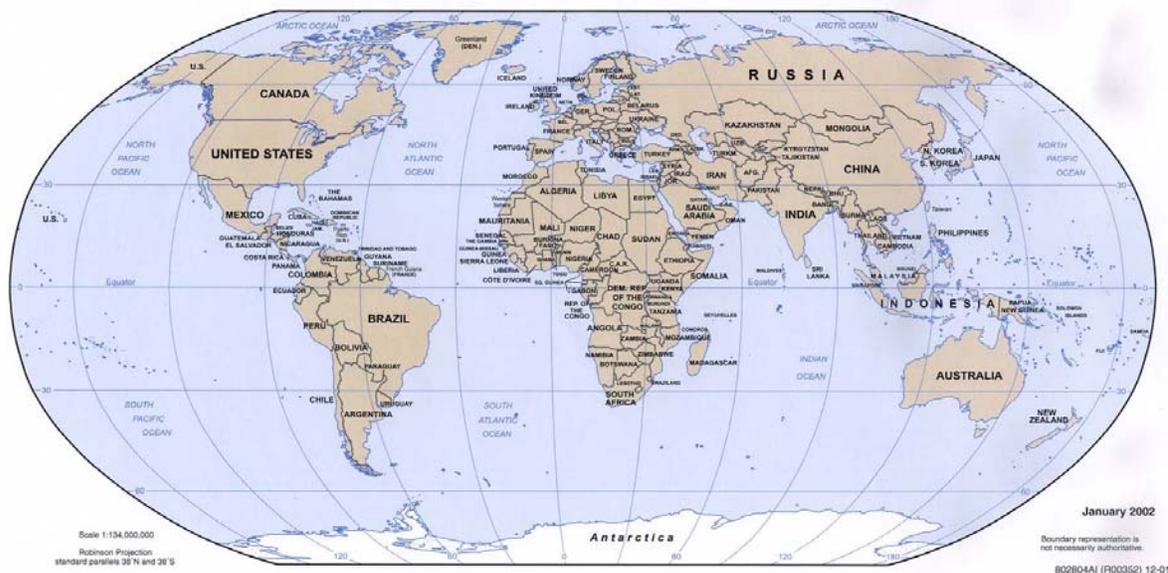
The National Security Education Act included language that created the National Security Education Trust Fund and required an annual report on its status. The trust fund supported NSEP funding and administrative costs from FY1992 through FY2005. In FY2006 NSEP became exclusively funded through the Office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

### 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 demonstrated 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 and the ODNI senior language officer, as well as other national security agencies to revalidate and update the list based on ongoing assessments now undertaken by these organizations.

### NSEP AREAS OF EMPHASIS

#### World Regions\*



## AFRICA

Angola  
Congo, Democratic  
Republic of the...  
Congo, Republic of  
the...

Cote d'Ivoire  
Eritrea  
Ethiopia  
Kenya  
Liberia

Nigeria  
Rwanda  
Sierra Leone  
South Africa  
Sudan

Tanzania  
Uganda  
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

\*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."

## Languages

The list of languages emphasized by NSEP reflects a need for more than 70 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 Kazakh Khmer Korean Kurdish Kyrgyz Lingala Macedonian Malay	Mandarin Mongolian Pashto Persian (Farsi/Dari) Polish Portuguese Romanian Russian Serbian Sinhala Slovak Slovenian Swahili	Tagalog Tajik Tamil Thai Turkish Turkmen Uighur Ukrainian Urdu Uzbek Vietnamese
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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.

### **Fields of Study**

Agricultural and Food Sciences  
Area 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

\* Added in 2006 for Boren Scholars only

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

## II. DAVID L. BOREN SCHOLARSHIPS

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 competitions for each academic year are 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 articulation of commitment to Federal service.

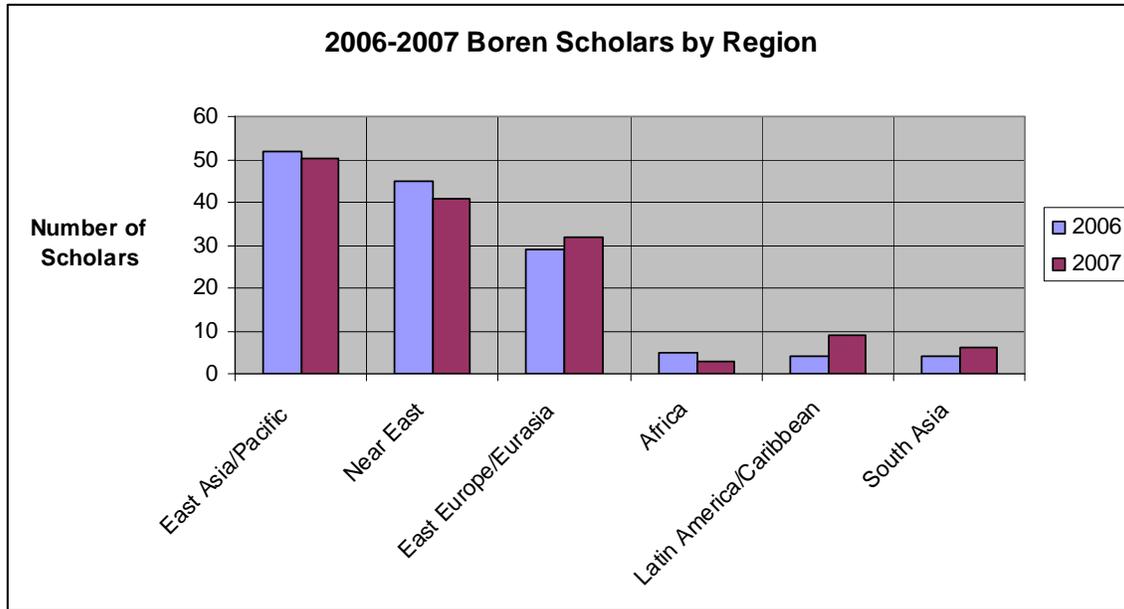
In 2007, 141 Boren Scholarships were awarded, with an applicant to award ratio of 5:1. These data were the same for the 2006 Boren Scholarships award cycle.<sup>5</sup> A list of all Boren Scholarship recipients can be found in Appendix A: 2007 David L. Boren Scholars.

<b>Year of Award</b>	<b># Applicants</b>	<b># Applicant Schools</b>	<b># Award Recipients</b>	<b># Countries of Study</b>	<b># Languages of Study</b>	<b># States Represented</b>
2006	690	273	141	26	20	39
2007	729	295	141	28	22	43

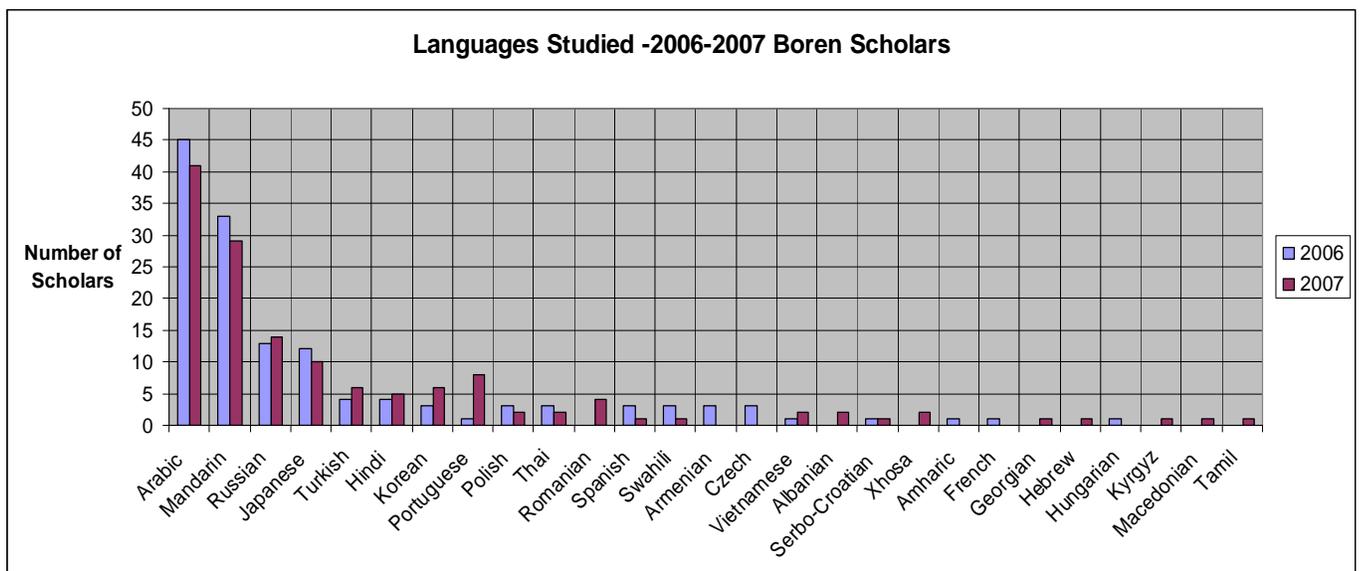
### *Snapshots of Boren Scholars Overseas*

- ❖ 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 sophomore English and Arabic language & literature double major from the University of Notre Dame studied for a year at the American University in Cairo in Egypt.
- ❖ 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 while studying at Jagiellonian University and Adam Mickiewicz University in Poland.

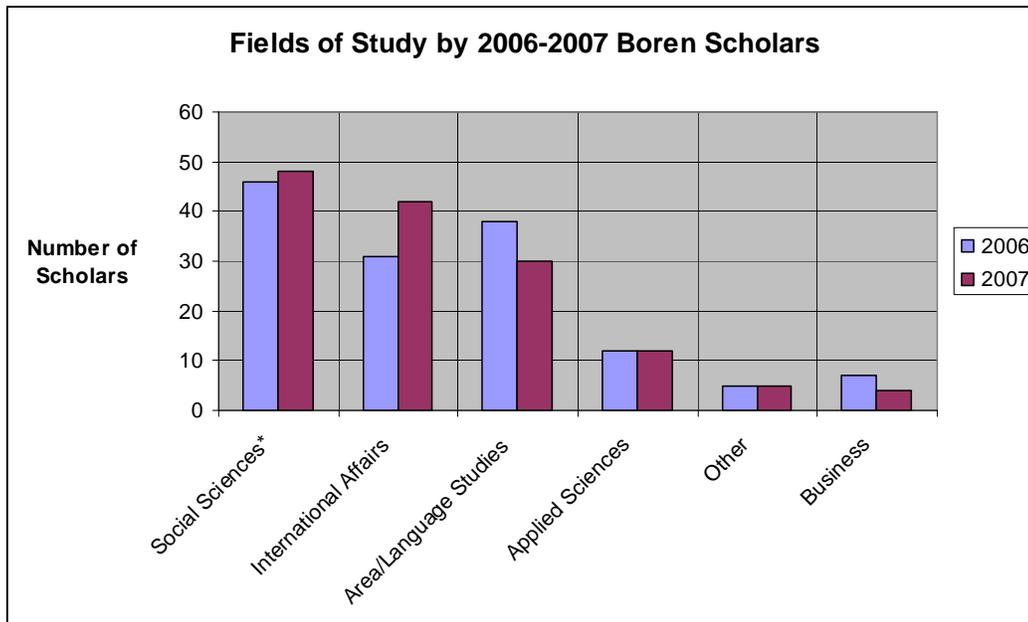
<sup>5</sup> 2006 data are included in this report for the purpose of comparison to national statistics later in this report.



In 2006 and 2007, Boren Scholars overwhelmingly applied to study in East Asia and the Middle East and North Africa (Near East). The number of awards to study in Latin America and South Asia also increased highlighting a growing interest in these non-traditional destinations. In 2007, the number of Scholars to Eastern Europe and Eurasia also increased due to an upsurge in the study of Albanian and Romanian. The 13-year history of NSEP awards indicates that applicants to the program 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.

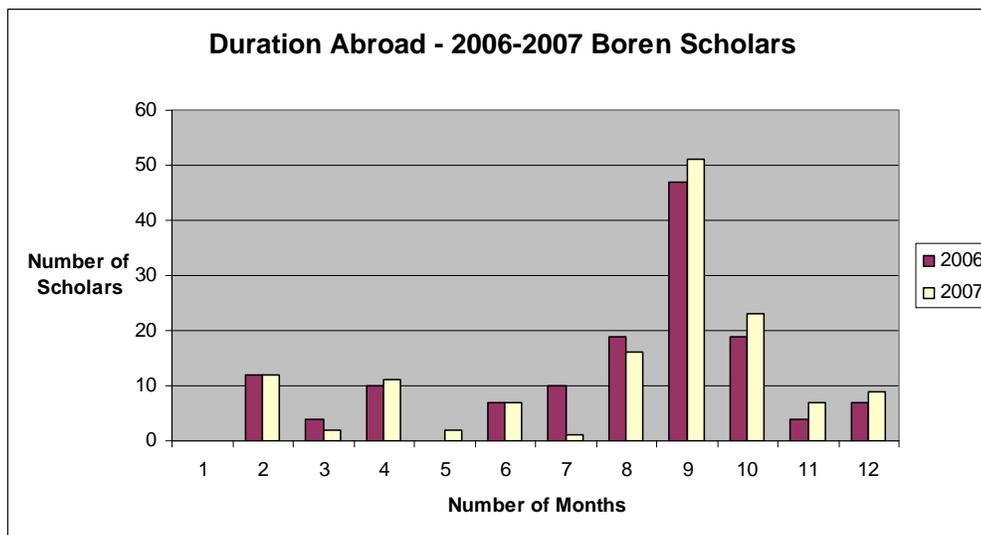


As in the previous NSEP annual report, Arabic is the predominant language studied by Boren Scholars, with Mandarin Chinese following second. Russian and Japanese were a distant third and fourth, with the remaining languages in smaller numbers.



\* All Social Sciences except International Affairs.

For 2007, the number of Boren Scholars studying social sciences and international affairs increased, while other areas of study either remained the same or decreased. A description of the specific disciplines within each of these categories can be found in *Appendix B: List of Majors by Academic Fields*. It is normal to see a small degree of fluctuation year by year.



As demonstrated in the figure above, NSEP emphasizes longer-term academic study for all of its Boren Scholars. This is in stark contrast to trends toward shorter duration programs popular among many U.S. higher education students. More than half of 2006-2007 Boren Scholars opted to enroll in programs with a duration of an academic-year or longer. Over 35 percent were enrolled in programs between a semester in length but less than an

academic year. Approximately 10 percent are enrolled in summer-long programs, which are reserved 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 academic careers.

In summary, the number of undergraduates who wish to study abroad in countries important to U.S. national security continues to increase. Boren Scholars are remaining abroad longer than in years past. The languages studied 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.



Boren Scholar in Egypt

### III. DAVID L. BOREN FELLOWSHIPS

The David L. Boren Fellowships for U.S. graduate students were administered for NSEP by the Academy for Educational Development (AED) from 1994 to 2006. 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.

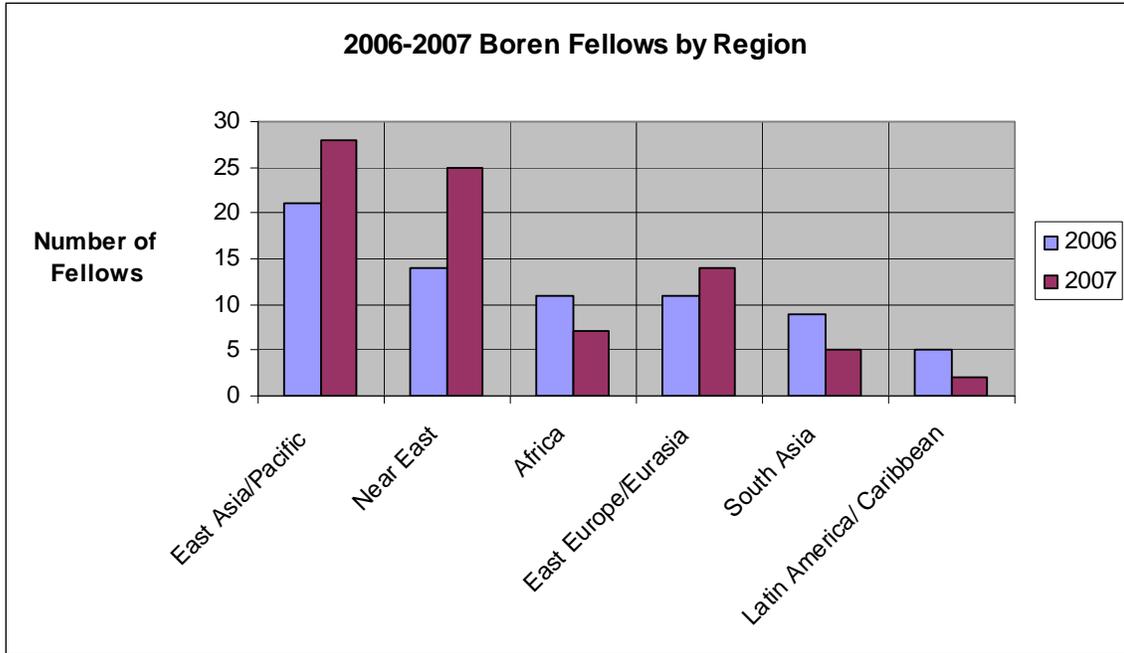
The competitions for each award cycle are announced in September with applications due in January. NSEP utilizes a nationally competitive, merit-review process. A first stage review is done by academic discipline merit review panelists. They forward the highest quality applications to a national panel. 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 2006, NSEP awarded 69 Boren Fellowships with an applicant to awardee ratio of almost 5:1. In 2007, 81 Boren Fellowships were awarded with an applicant to awardee ratio just over 4:1. The list of all Boren Fellowship recipients can be reviewed in Appendix C: 2007 David L. Boren Fellows.

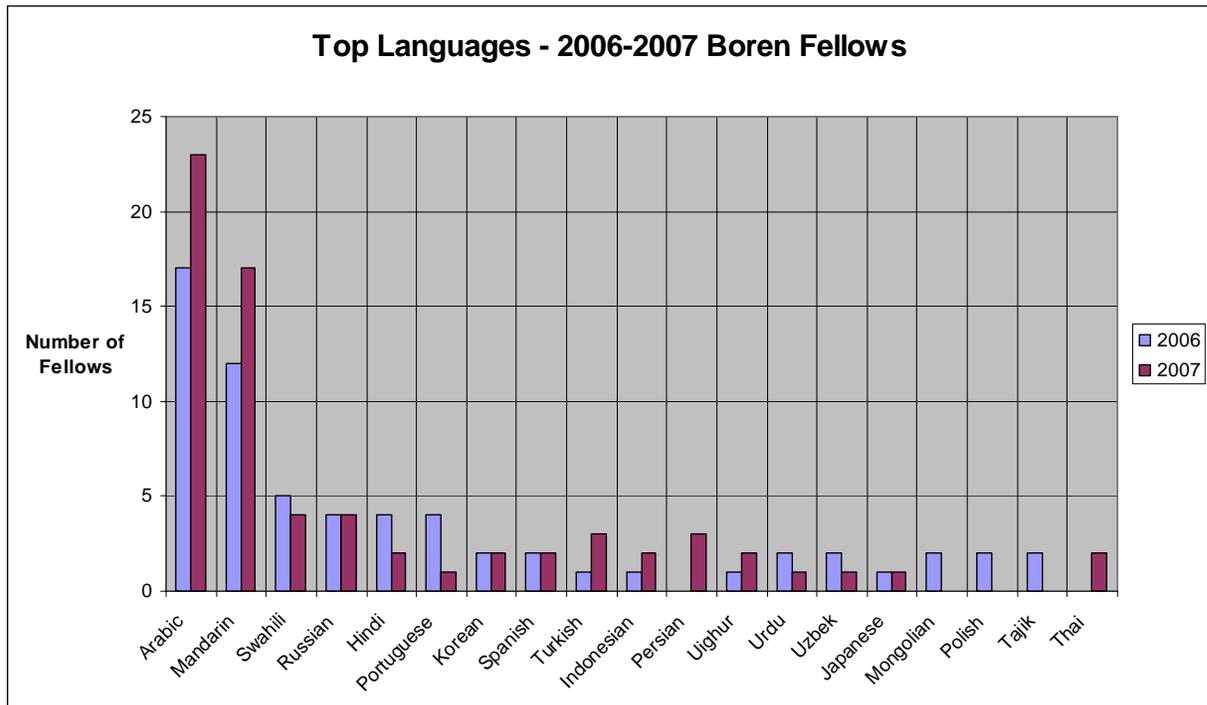
Year of award	# Applicants	# Applicant schools	# Award Recipients	# Countries of study	# Languages of study	# States represented
2006	378	105	69	34	23	30
2007	311	114	81	35	27	28

#### *Snapshots of Boren Fellows Overseas*

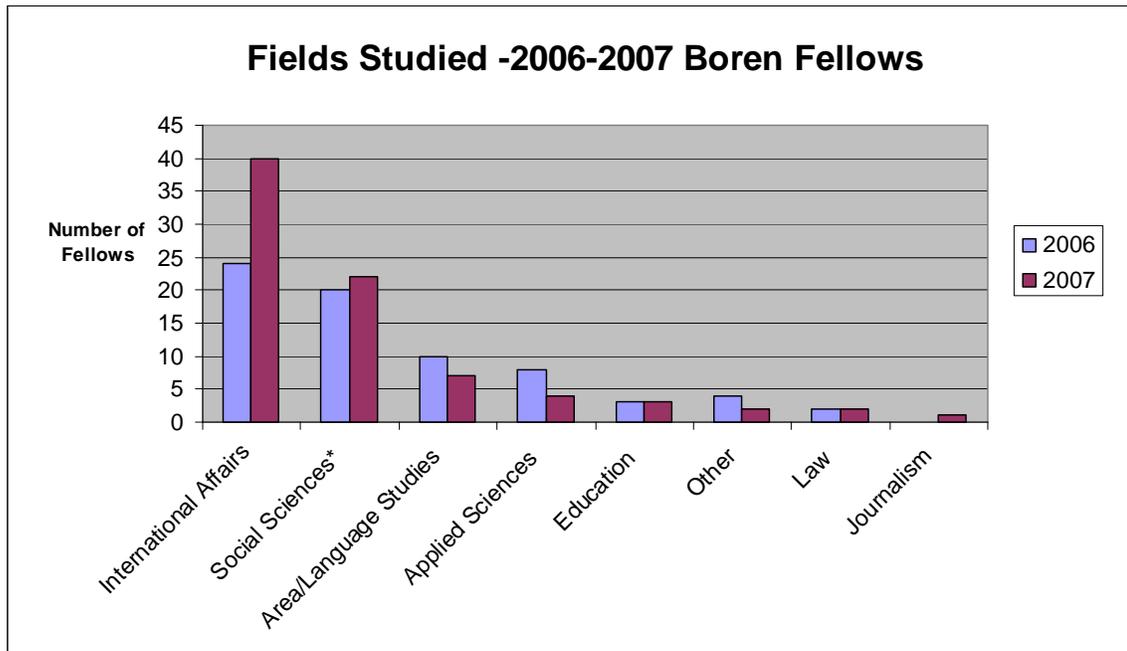
- ❖ A master's degree candidate from Johns Hopkins University's School of Advanced International Studies (SAIS) performed research on the relationship between the Shia and Sunni Muslims in Uttar Pradesh, while studying Hindi in three different regions, Allahabad, Lucknow, and Varanasi in India.
- ❖ A master of arts in history candidate from Georgia State University spent a year in Yemen studying Arabic and researching Islamic radicalism in Arabia, Yemen, and the Red Sea region from 1857 to 1924.
- ❖ 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.



The most studied countries for Boren Fellows in 2007 were China, Egypt, Jordan, Morocco, and Syria. While China has been the top destination of Boren Fellows for years, it is interesting to note that four of the top five countries in 2007 are in the Near East. This suggests that a growing number of specialists in Arabic language and culture are developing competitive applications for Boren Fellowships. This point is made even more obvious in the chart below on top languages.

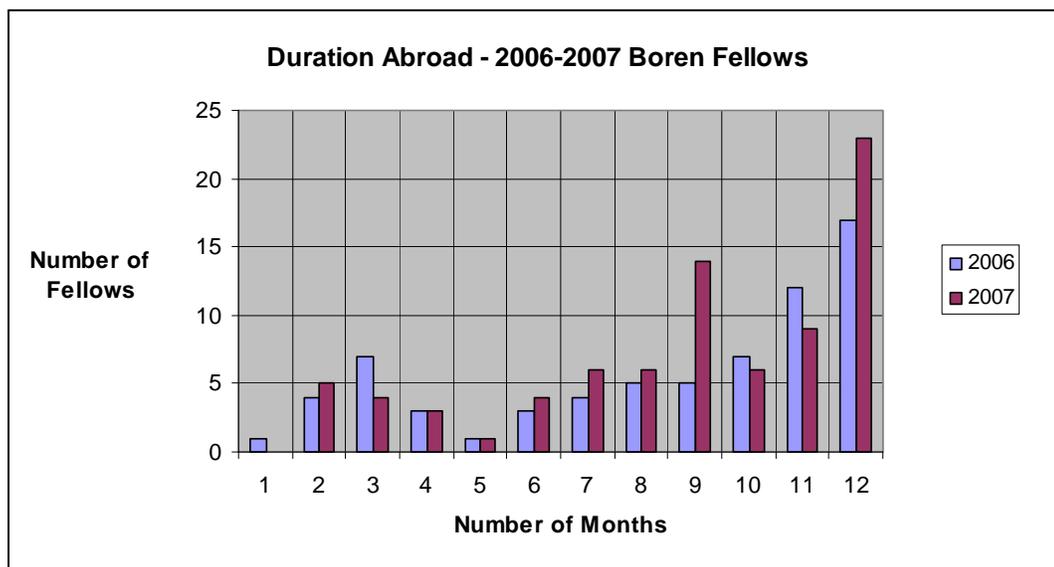


Boren Fellows studied approximately 27 different languages in 2006 and 2007. The most prevalent languages for both years were Arabic and Mandarin with a handful of fellows in the remaining languages. NSEP supports the study of many less commonly taught languages where national security needs exist or may arise. For 2007, NSEP Boren Fellows also studied the languages and cultures of Nilo-Saharan, Malay, Lao, Nepali, Pashto, Amharic, Bengali, Ukrainian, and Romanian.



\* All Social Sciences except International Affairs.

As with the Boren Scholars, the number of Boren Fellows increased in international affairs and social sciences while remaining the same or decreasing in most other areas except journalism. These fields represent academic areas of emphasis for NSEP and expertise needed in the Federal Government. *Appendix B: List of Majors by Academic Fields* lists the subfields.



NSEP emphasizes longer-term academic study for Boren Fellows. Nearly all NSEP Boren Fellows devote significant periods of time to overseas study, including language immersion. For 2007 Boren Fellows, 65 percent were abroad for an academic year or longer, with 28 percent studying abroad for 12 months.<sup>6</sup> In 2006, 62 percent of Boren Fellows spent an academic year (nine months) or more abroad. Boren Fellows demonstrate a commitment to less commonly taught languages in less commonly studied countries for an unusually long period of time leading to greater gains in language and culture proficiency.



Boren Fellow, India

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<sup>6</sup>NSEP supports Boren Fellows for up to 12 months abroad.

## **IV. THE LANGUAGE FLAGSHIP**

### **OVERVIEW: ADDRESSING A NATIONAL NEED**

The Language Flagship is a major national effort establishing programs of advanced instruction across the U.S. to increase the number of students who achieve professional levels of competency in critical languages. Established as a pilot program in 2001, the Flagship effort has now emerged as a national model for advanced language learning in U.S. higher education. Flagship Centers at domestic and international universities are designed to produce significant numbers of graduates, across disciplines, with superior levels of proficiency in languages critical to national security. A number of these students are outstanding candidates for employment with departments and agencies of the Federal Government.

The Language Flagship focuses on the following critical languages:

**Arabic**  
**Central Asian Turkic Languages**  
**Chinese (Mandarin)**  
**Eurasian Languages (Russian)**  
**Hindi/Urdu**  
**Korean**  
**Persian/Farsi**

The Language Flagship represents a strategic partnership among the Federal Government, higher education, and the private sectors to implement systematic programs designed to embrace language competency as their central mission.

#### Proficiency-Based Language Learning

The Language Flagship's overarching goal is to change the way Americans learn languages. Language programs in the U.S. at best generally aim toward a goal of "limited working proficiency," or "Level 2" as determined by the Interagency Language Roundtable (ILR). This level of language is generally insufficient in more complex and sophisticated work-related tasks. Simply put, a professional working at ILR Level 2 proficiency in a language cannot work effectively in that language.

The Language Flagship addresses the urgent and growing need for significantly higher levels of language competency among a broader cross-section of professionals, particularly for those who will join Federal agencies. The goal of the Language Flagship is to produce students with professional proficiency (ILR Level 3 to 4+) in critical foreign languages. Professional proficiency indicates that an individual is capable of, for example, speaking with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.

## Domestic and Overseas Programming

Each domestic Flagship Center includes an on-campus curriculum coupled with a strategy for intensive study at an overseas Flagship Center designed to advance students to higher levels of proficiency. The Language Flagship supports undergraduate and post-bacheloriante (post-BA) programs for each language, as well as three pilot domestic language programs in kindergarten to 12<sup>th</sup> grade (K-12). Overseas Flagship programs are located at participating foreign institutions and are coordinated by a lead domestic Flagship Center. For overseas programs that serve multiple domestic institutions, a council coordinates programming and fosters close collaboration among all Flagship Centers sending students overseas.

### **2007 HIGHLIGHTS OF THE LANGUAGE FLAGSHIP**

Fiscal Year 2007 marked important changes to both the central management and the programmatic direction of The Language Flagship. These changes are characterized by the following:

- **Establishment of a Flagship Management Strategy**

With growth in the Flagship annual budget and programmatic scope, NSEP strategically initiated a new management structure to focus on The Language Flagship. In January 2007, NSEP hired the first director of The Language Flagship to oversee the management and direction of the program. In addition, NSEP created a full-time Flagship program officer position to oversee the day to day Flagship operations. Through the IIE contract, The Language Flagship also engages a senior program officer and two additional program staff to manage the complex array of institutional grants to Flagship Centers and Flagship Fellowships to post-BA Flagship students. In addition, the Language Flagship team includes a senior strategist, who assists in planning, communications, and the branding of The Language Flagship. The management strategy also focused on the development of a Directors' Council to engage the insights and talents of Flagship Center Directors to work closely with the Flagship management team on all matters related to Flagship grants.

- **Initiation of The Language Flagship Mission Statement**

During its June 2007 annual meeting, The Language Flagship approved its first mission statement:

*The Language Flagship leads the nation in designing, supporting, and implementing a new paradigm for advanced language education. Through an innovative partnership among the federal government, education, and business, The Language Flagship seeks to graduate students who will take their place among the next generation of global professionals, commanding a superior level of fluency in one of many languages critical to U.S. competitiveness and security.*

- **Launching of a Language Flagship Communications Strategy**

Consistent with the mission statement above, The Language Flagship implemented a national communications strategy to establish itself as a national movement in language learning. To accomplish this, The Language Flagship developed a newsletter, *Discourse*; a Flagship dedicated website; and a Flagship logo, with the tagline “Creating Global Professionals.” Related to NSEP’s efforts to promote diffusion of Flagship innovations and establish proficiency standards for language learning, the goals of the new communications strategy are to maximize the participation all language programs in the mission of The Language Flagship.

- **Transition of Flagship Centers to Undergraduate Programs**

In June 2006, NSEP requested that domestic Flagship Centers submit “transition plans” that described how their programs plan to refocus their curricula and organizational structures toward producing professionally proficient students at the undergraduate level. The refocus on undergraduate education was undertaken for the purpose of impacting more students, reaching students at an earlier age, and providing students at least four years to achieve IRL Level 3, or superior proficiency. Further, such a refocus provides a strong connection between all levels of U.S. language instruction, from K-12 to the graduate level. Since The Language Flagship’s goal is to graduate 2,000 Flagship students by the year 2010,<sup>7</sup> the transition of The Language Flagship to include undergraduate programs in addition to post-BA programs was essential. As a result, the Language Flagship enrolled 136<sup>8</sup> undergraduate Flagship students in Hindi, Arabic, Chinese, and Russian in 2007.

In December 2006, The Language Flagship received undergraduate transition plans from post-BA language Flagship Centers. Specifically, the Flagship Centers were asked to describe how their post-BA programs would become more sustainable through the development of undergraduate programs, which promised much larger enrollments. Given the differences in graduate and undergraduate language instruction, not all post-BA Flagship Centers were able to meet the challenge of transition. Two institutions, the University of California, Los Angeles, and Georgetown University, were unable to make the transition to undergraduate programs.

- **Expansion of Additional Flagship Centers and Programs**

Consistent with the goals of President Bush’s 2006 National Security Language Initiative, The Language Flagship continued its expansion of language programs in 2007 with the establishment of 1) undergraduate Arabic and Hindi/Urdu Flagship Centers at the University of Texas, Austin; 2) an undergraduate Arabic Flagship Center at Michigan State University and its K-12 program at the Dearborn Public Schools; 3) a new initiative

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<sup>7</sup> This goal is an integral part of the 2006 Quadrennial Defense Review (QDR).

<sup>8</sup> All student enrollment numbers in the The Language Flagship section reflect each Institution’s academic calendar year beginning in mid-year 2007.

for Central Asian Turkic languages at the American Councils for International Education; 4) a transition plan for a Korean undergraduate program at the University of Hawaii, Manoa; 5) a K-12 Chinese program with the Ohio Public Schools, together with the existing Chinese Flagship program at Ohio State University;<sup>9</sup> and 6) the first “Flagship Partner Program” in Chinese at Arizona State University, funded through the Promoting the Diffusion of Innovation grant program.

- **Promoting the Diffusion of Innovation**

A major initiative for 2007 was the launch of the Promoting the Diffusion of Innovation grant program. The new program supports increased collaboration within the Flagship framework while increasing the number of institutions, language programs, degree programs, and students involved in Flagship efforts. Through the Diffusion of Innovation, The Language Flagship encourages individuals and organizations to work with currently funded Flagship Centers to propose ways of increasing the effectiveness and scope of The Language Flagship. Partners may include academic institutions, public sector and non-profit sector agencies, school districts, businesses, or private sector organizations.

In October 2007, three new projects were funded under the Promoting the Diffusion of Innovation grant program: The Arizona State University Chinese Flagship Partner program, which increased the scale and scope of Chinese offerings by teaming up with the Chinese Flagship Center at the University of Oregon; The Flagship “My China,” project at the University of Oregon, which creates a virtual Flagship presence in the on-line world of “Second Life;” and the American Councils for International Education’s Flagship Online Russian Proficiency Test and Assessment, which provides online assessment tools for evaluating individual student performance.

- **Integration of Flagship Special Initiatives**

In 2007, The Language Flagship introduced special initiatives as part of its overall approach to changing the way Americans learn languages. Flagship special initiatives provide a larger venue for discourse and action in areas that are important to language learning and that complement the core activities of The Language Flagship. In June 2007, regional Language Summits were hosted by three Flagship Centers: Ohio State University, University of Oregon, and University of Texas, Austin. The summits resulted in state Language Roadmaps for Ohio, Oregon, and Texas. With funding provided by the U.S. Congress, the projects were overseen by the National Security Education Program with co-sponsorship from the Departments of Defense, Commerce, and Labor.

The Language Roadmaps were instrumental in identifying state and local needs for language learning and enhancing the capabilities of Flagship Centers to address the goals of The Language Flagship. They also introduced language education as an important element of the public policy debate, asking state policymakers and business leaders to examine their priorities and seek ways to identify the needs for a workforce with language and culture skills. The engagement of state and local government decision

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<sup>9</sup>The K-16 initiative is an integral component of President Bush’s National Security Language Initiative (NSLI).

makers and the business community served as an important and necessary step in moving the national language agenda forward. Flagship Centers will continue to explore efforts to address key components of these Roadmaps and to facilitate opportunities for additional states to develop their own Roadmaps.

## **THE LANGUAGE FLAGSHIP FISCAL YEAR 2007 FUNDING**

### Core Institutional Funding

Flagship has grown in size and scope in the past few years. As of November 2007, The Language Flagship consists of 36 separate domestic centers, programs, or overseas partners. Depending on how one counts these, this number includes:

- 12 Domestic Undergraduate Centers.
  - 4 Chinese Centers at University of Oregon, Brigham Young University, Ohio State University, and University of Mississippi
  - 3 Arabic Centers at Michigan State University, University of Maryland, College Park, and University of Texas, Austin
  - 1 Persian/Farsi Center at University of Maryland, College Park
  - 1 Hindi/Urdu Center at University of Texas, Austin
  - 1 Eurasian Languages Consortium at American Councils for International Education (with 4 partners)
  - 1 Central Asian Turkic Languages Consortium at American Councils for International Education (with partners)
  - 1 Korean Center at University of Hawaii, Manoa (in development and not yet funded)
- 5 Post-BA Centers (which are managed by IIE separately from the BA programs):
  - 2 Chinese Centers at Brigham Young University and Ohio State University
  - 1 Arabic Center at University of Maryland, College Park
  - 1 Persian/Farsi Center at University of Maryland, College Park
  - 1 Korean Center at University of Hawaii, Manoa
- 12 additional domestic “partner” institutions. Partners include 3 district or state public school partners; 8 consortia members of the Eurasian and Central Asian Turkic language centers, and 1 new undergraduate Flagship Partner Program at Arizona State University.
- 7 overseas sites in Qingdao and Nanjing, China; Alexandria, Egypt; Damascus, Syria; Dushanbe, Tajikistan; Seoul, Korea; and St. Petersburg, Russia.

For 2007, The Language Flagship provided around \$11,700,000 funding in the form of core institutional grants to domestic and overseas Flagship Centers and partners.

### Diffusion of Innovation

In addition to the core operational program funds, The Language Flagship has made additional funding available (\$300,000) through the Promoting the Diffusion of Innovation Grant Program. These included:

- Arizona State University Flagship Partner Program (diffusion of the Chinese Flagship program from University of Oregon): \$100,000
- University of Oregon “MyChina” Second Life project (on-line Chinese language learning through Second Life): \$100,000
- American Councils for International Education Flagship Online Russian Proficiency Test and Assessment: \$100,000

### Special Initiatives

- In 2007, The Language Flagship allocated a total of \$1,000,000 in grant funding for three Language Roadmap projects:
  - Ohio Language Roadmap
  - Texas Language Roadmap
  - Oregon Language Roadmap
- University of Oregon STAMP assessment tool (\$50,000 for assessment tools in Arabic for Michigan State University)
- American Councils for International Education development of Central Asian Turkic and African languages proficiency tests: \$985,000

### Student Funding

In addition to the institutional grants, The Language Flagship, through IIE, provided more than \$3,000,000 in funding to support students:

- Approximately \$1,300,000 was allocated for 40 Flagship Fellowships. Though these fellowships are made directly to students, they are made in close consultation with the institutional program directors in order to establish the appropriate funding levels and to manage their payments.
- Approximately \$1,000,000 was made available to institutions in the form of undergraduate Flagship Scholarships.
- Approximately \$700,000 was made available to post-BA students in the form of graduate “stipends.”

**FLAGSHIP PROGRAMS BY LANGUAGE AS OF DECEMBER 2007**

<b>Arabic - Domestic</b>	<b>Arabic - Overseas</b>
Michigan State University (with Dearborn Public Schools)	University of Damascus, Syria (administered by American Councils for International Education)
University of Maryland, College Park	Alexandria University, Egypt (administered by American Councils for International Education)
University of Texas, Austin	
<b>Central Asian Turkic Languages- Domestic</b>	<b>Central Asian Turkic Languages - Overseas</b>
Location to be determined in 2008	Institutions in Osh, Kyrgyzstan; and Dushanbe, Tajikistan (administered by American Councils for International Education)
<b>Chinese - Domestic</b>	<b>Chinese - Overseas</b>
Arizona State University	Nanjing University, China (administered by Brigham Young University)
Brigham Young University	Qingdao University, China (administered by Ohio State University)
Ohio State University (with Ohio Public Schools)	
University of Mississippi	
University of Oregon (with Portland Public Schools)	
<b>Hindi/Urdu - Domestic</b>	<b>Hindi/Urdu - Overseas</b>
University of Texas, Austin	Location to be determined in 2008
<b>Korean - Domestic</b>	<b>Korean - Overseas</b>
University of Hawaii, Manoa	Korea University, Korea (administered by University of Hawaii, Manoa)
<b>Persian/Farsi - Domestic</b>	<b>Persian/Farsi - Overseas</b>
University of Maryland, College Park	Tajik State National University, Tajikistan (administered by American Councils for International Education)
<b>Eurasian Languages - Domestic</b>	<b>Eurasian Languages - Overseas</b>
American Councils for International Education	St. Petersburg State University, Russia (administered by American Councils for International Education)
Bryn Mawr College	
Middlebury College	
University of California, Los Angeles	
University of Maryland, College Park	

**FLAGSHIP CENTERS AND PROGRAMS BY LANGUAGE**

Arabic

University of Maryland Arabic Flagship Center

The Arabic Flagship Center at the **University of Maryland, College Park** (UMD) offers an undergraduate program and a two-year master’s program. The undergraduate program is still under development with enrollments anticipated in fall 2008. The post-BA program involves one year of year of domestic study followed by a second year at the University of Damascus in Syria. Flagship graduate students will earn a Graduate Certificate in Professional Studies in Arabic. In 2007, 13 participants entered the Arabic Flagship Program including five Flagship Fellowship recipients. Three previously enrolled Flagship students who went on to the University of Damascus also became Flagship Fellows.

**Flagship Enrollment in Arabic at  
University of Maryland, College Park**

	<b>Undergraduate</b>	<b>Graduate</b>		<b>Total Flagship Enrollment</b>
		Fellows	Non-Fellows	
<b>2006</b>	0	5	7	12
<b>2007</b>	0	5	8	13

Michigan State University Arabic Flagship Center

The Arabic Flagship Center at **Michigan State University** consists of an undergraduate program as well as a K-12 program in partnership with the Dearborn Public School System. These undergraduate and K-12 programs are designed as a national model for foreign language instruction that flows smoothly across all grades and builds on previous learning. The first nine students enrolled in the undergraduate Arabic Flagship program in the fall of 2007, while the Dearborn Public Schools had 1,400 students enrolled in Arabic courses.

**Flagship Enrollment in Arabic at  
Michigan State University and in Dearborn Public Schools**

	<b>K-12</b>	<b>Undergraduate</b>	<b>Total Flagship Enrollment</b>
<b>2006</b>	N/A	N/A	N/A
<b>2007</b>	1,400	9	1409

University of Texas, Austin Arabic Flagship Center

The Arabic Flagship Center at the **University of Texas, Austin** consists of a four or five-year undergraduate program. After intense domestic study with periods of time abroad during the summer, undergraduate Flagship students undertake intensive full-year study in Arabic at Alexandria University in Alexandria, Egypt. The first 27 Arabic Flagship students enrolled in the program in the fall of 2007.

**Flagship Enrollment in Arabic at  
University of Texas, Austin**

	<b>Undergraduate</b>	<b>Total Flagship Enrollment</b>
<b>2006</b>	N/A	N/A
<b>2007</b>	27	27

Arabic Overseas Flagship Centers

The Arabic Overseas Flagship Centers are administered by **American Councils for International Education**. There are two overseas centers, one for post-graduate students at the **University of Damascus** in Syria, and starting in summer 2008, one for undergraduate students at **Alexandria University** in Egypt. In 2007 there were 14 post-BA students and six undergraduate students in the overseas program at the University of Damascus in Syria. The Arabic Overseas Flagship Centers are advised by the Arabic Overseas Council made up of directors and staff from domestic Arabic Flagship Centers.

Central Asian Turkic Languages

Central Asian Turkic Languages Overseas Flagship Program

The Central Asian Turkic Languages Overseas Flagship Program is a new post-BA program in 2007. Organized by the **American Councils for International Education**, the program is designed for advanced learners to study Uzbek in Dushanbe, Tajikistan or Osh, Kyrgyzstan. The program is hosted by several universities and language centers throughout Central Asia and entails nine months of intensive language study. In 2007 one Uzbek Flagship student attended the program in Osh, Kyrgyzstan.

Chinese

Arizona State University Chinese Flagship Partner Program

Through the Promoting the Diffusion of Innovation Grant Program, The Language Flagship awarded a grant to **Arizona State University** to create a Chinese Flagship Partner Program in 2007. With guidance from the Chinese Flagship Center at the University of Oregon, the program began designing curriculum, planning for and recruiting students in fall 2007. Students will begin the program in fall 2008.

Brigham Young University Chinese Flagship Center

The Chinese Flagship Center at **Brigham Young University** (BYU) offers an undergraduate program and a two-year post-BA program. Upon completion of a year of study at BYU, all Flagship students proceed to Nanjing University in China. BYU enrolled six undergraduate students and six post-BA students in 2006. BYU enrolled 10 undergraduate students and 8 post-BA students in 2007.

**Flagship Enrollment in Chinese at  
Brigham Young University**

	<b>Undergraduate</b>	<b>Graduate</b>		<b>Total Flagship Enrollment</b>
		Fellows	Non-Fellows	
<b>2006</b>	4	2	2	8
<b>2007</b>	10	2	6	18

University of Mississippi Chinese Flagship Center

The Chinese Flagship Center at **The University of Mississippi** is for undergraduate students. Students may enter the program at various points - from novice to advanced in Mandarin Chinese - and graduate in four- to five-years with Level 3 proficiency in Chinese. Students spend two summers at Qingdao University, a semester at Nanjing University in China, and a semester in an internship in China identified and monitored by the Chinese Flagship Center at Qingdao. The program enrolled 31 Flagship students in 2007.

**Flagship Enrollment in Chinese at  
University of Mississippi**

	<b>Undergraduate</b>	<b>Total Flagship Enrollment</b>
<b>2006</b>	24	24
<b>2007</b>	31	31

Ohio State University Chinese Flagship Center

The Chinese Flagship Center at **Ohio State University** offers both an undergraduate Flagship program and a two-year post-BA program. After a year at OSU, post-BA students attend a year at Nanjing University in China. Some students will also spend a summer at a pre-program at the Qingdao Center in Qingdao, China to prepare them for the intensive level of the Flagship program. In 2006, OSU enrolled 4 undergraduate students in the Chinese Flagship undergraduate courses. The post-BA Flagship program welcomed 12 new students,

including two Flagship Fellowship recipients. Fall 2007 also saw 280 students enrolled in a new state-wide system of articulated Chinese K-16 programs in Ohio.

**Flagship Enrollment in Chinese at  
Ohio State University**

	<b>K-12</b>	<b>Undergraduate</b>	<b>Graduate</b>		<b>Total Flagship Enrollment</b>
			Fellows	Non-Fellows	
<b>2006</b>	0	0	4	6	10
<b>2007</b>	280	4	2	10	296

University of Oregon Chinese Flagship Center

The **University of Oregon** in conjunction with the Portland Public School system operates a K-16 Chinese Flagship Center. The goal of the Center is to develop a fully articulated program of instruction for students that progresses from early learning through advanced proficiency levels in high school to superior levels in college. Project oversight and direction comes from the Center for Applied Second Language Studies at the University of Oregon. In 2007 the K-16 programs within the Portland Public Schools enrolled 475 students in Flagship courses. The University of Oregon Chinese Flagship program enrolled 25 undergraduate students. The first University of Oregon students will go to China in summer 2008.

**Flagship Enrollment in Chinese at  
University of Oregon and in Portland Public Schools**

	<b>K-12</b>	<b>Undergraduate</b>	<b>Total Flagship Enrollment</b>
<b>2006</b>	556	9	565
<b>2007</b>	475	25	500

Chinese Overseas Flagship Centers

There are two Chinese Overseas Flagship Centers: one at **Qingdao University** in Qingdao, China, and one at **Nanjing University** in Nanjing, China. The Flagship Center at Qingdao University is used mainly for summer intensive language programs and as a site to arrange student internships. At Nanjing University, Flagship students enroll in courses designed for either undergraduate or graduate students as a capstone to their Flagship programs. In 2007 a total of 20 students from OSU, BYU and University of Oregon Chinese Flagship programs attended the year-long Flagship program in Nanjing. Four of these students were undergraduates and 16 were graduate students. Also in 2007 a total of 25 students from OSU, BYU and University of Mississippi attended the intensive language

program and/or participated in an internship through Qingdao University. Seventeen of these students were undergraduates and eight were graduate students. The first University of Oregon undergraduate students will go to China in summer 2008.

Eurasian Languages

Eurasian Languages Flagship Consortium

The Eurasian Languages Flagship Consortium is a U.S.-based intensive language program intended to assist qualified students in attaining ILR Level 3 proficiency in Russian. The domestic undergraduate program is administered by **American Councils for International Education** in consortium with four Flagship Centers across the United States: **Bryn Mawr College**, the **University of Maryland, College Park**, the **University of California, Los Angeles**, and **Middlebury College**. Graduates of the domestic Russian Flagship Program are eligible to apply for the post-BA Overseas Russian Flagship Program in **St. Petersburg, Russia**. In 2007, the program enrolled 9 new post-BA Flagship students in the overseas program, including three Flagship Fellows. In addition, 25 Flagship students enrolled in domestic Russian Flagship programs in 2007 including 10 at the University of Maryland, 8 at UCLA, 4 at Bryn Mawr, and 3 at Middlebury.

**Flagship Enrollment in Russian within the Consortium**

	<b>Domestic</b>	<b>Overseas</b>		<b>Total Flagship Enrollment</b>
		New Fellows	New Non- Fellows	
<b>2006</b>	13	6	4	23
<b>2007</b>	25	3	6	34

Hindi/Urdu

University of Texas, Austin Hindi/Urdu Flagship Center

The Hindi/Urdu Flagship Program at the **University of Texas, Austin (UT)** is a new undergraduate Flagship program. In 2007 the program enrolled 10 students. The program is designed to bring undergraduates to professional levels of fluency in Hindi and Urdu, two closely-related South Asian languages.

**Flagship Enrollment in Hindi/Urdu at  
University of Texas, Austin**

	<b>Undergraduate</b>	<b>Total Flagship Enrollment</b>
<b>2007</b>	10	10

### Hindi/Urdu Overseas Flagship Center

The overseas Hindi/Urdu Flagship program in India is still under development. A location for the Center will be announced in 2008.

### Korean

#### University of Hawaii, Manoa Korean Flagship Center

The Korean Flagship Center at the **University of Hawaii, Manoa** (UHM) offers a two-year master's degree program. A full academic year at UHM is followed by a year of intensive immersion at Korea University in Seoul. The Korean Flagship program enrolled 15 students in 2007, including three Flagship Fellowship recipients. Two previously enrolled Flagship students, one from UHM and the other from the former Flagship program at University of California, Los Angeles, also became Flagship Fellows in 2007.

#### **Flagship Students in Korean at University of Hawaii, Manoa**

	<b>New Fellows</b>	<b>New Non-Fellows</b>	<b>Total Flagship Students</b>
<b>2006</b>	3	8	11
<b>2007</b>	3	12	15

#### University of California, Los Angeles Korean Flagship Center

The Korean Flagship program at the **University of California, Los Angeles** enrolled its last Flagship students in fall 2006 and closed in 2007. In 2007, one Flagship student became a Flagship Fellow and enrolled at Korea University for the second year of the Flagship program.

#### **Flagship Students in Korean at University of California, Los Angeles**

	<b>New Fellows</b>	<b>New Non-Fellows</b>	<b>Total Flagship Students</b>
<b>2006</b>	5	4	9
<b>2007</b>	N/A	N/A	N/A

#### Korean Overseas Flagship Center

The Korean Overseas Flagship Center is at **Korea University** in Seoul, Korea. The program admits post-graduate students from the University of Hawaii, UCLA, and qualified students at large. In 2007 14 students studied at Korea University on the Flagship program.

Persian/Farsi

University of Maryland, College Park Persian/Farsi Flagship Center

The Persian/Farsi Flagship Center at the **University of Maryland, College Park (UMD)** offers an undergraduate and a two-year post-BA program. The undergraduate program is still under development with enrollments anticipated in fall 2008. The post-BA program involves one year of year of domestic study, followed by a second year at Tajik State University in Dushanbe, Tajikistan. The post-BA program leads to a Graduate Certificate in Professional Studies in Persian/Farsi. Five students were enrolled in the Persian/Farsi program of which three were awarded Flagship Fellowships in fall 2007.

**Flagship Enrollment in Persian/Farsi at  
University of Maryland, College Park**

	<b>Undergraduate</b>	<b>Graduate</b>		<b>Total Flagship Enrollment</b>
		(all) Fellows	Non- Fellows	
<b>2006</b>	0	0	10	10
<b>2007</b>	0	3	2	5

Persian/Farsi Overseas Flagship Center

The Persian/Farsi Overseas Flagship Center is at **Tajik State University** in Dushanbe, Tajikistan. The program is administered by **American Councils for International Education**. Two students attended the program in Dushanbe in fall 2007.

**FLAGSHIP FELLOWSHIPS**

The National Security Education Program (NSEP), administered through IIE, offers a limited number of Flagship Fellowships to qualified American students interested in receiving financial support to participate in Flagship Programs. Flagship Fellowships support students participating in post-BA Flagship programs in Arabic, Chinese, Korean, Persian/Farsi, and Eurasian languages.

The Flagship Fellowship is structured as a two-year award intended to support the intensive domestic and overseas components of the Language Flagship. Most Flagship Fellows will participate in one year of domestic study and a second year of immersion overseas. In exceptional cases, Flagship Centers may determine that a student with advanced language skills should bypass all or a portion of the domestic component and participate in the overseas component. In these cases, the Flagship Fellowship provides funding for one year of study. Also, some Flagship students participate in the domestic portion of a Flagship program without funding, but win 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, which may lean toward Federal service.

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.

In 2007 NSEP, through IIE, awarded 23 Flagship Fellowships. Lists of all Flagship Fellowship recipients are in the appendix.

#### **Total Number of Flagship Fellows by Year and Language**

	<b>Arabic</b>	<b>Chinese</b>	<b>Korean</b>	<b>Russian</b>	<b>Persian</b>	<b>Total</b>
<b>2006</b>	<b>9</b>	<b>9</b>	<b>14</b>	<b>7</b>	<b>0</b>	<b>39</b>
<b>2007</b>	<b>8</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>23</b>

#### **FUTURE PLANS**

In 2008, the Language Flagship will continue the transition efforts undertaken in 2007 to refocus programs toward undergraduate study. The experience in 2007 has demonstrated that such efforts to create advanced, proficiency-based language learning at the undergraduate level are very challenging, requiring programs within their academic departments to rethink much of what they do and how they do it. NSEP will continue to work closely with the programs to provide technical assistance and, when needed, support to ensure a smooth transition. As a result of this policy change, NSEP awarded fewer Flagship Fellowships in 2007, and anticipates that there will be a consistent number of fellowships awarded in 2008. NSEP expects these lower numbers to be more than off set by a much larger increase in undergraduate enrollment in the Flagship institutions.

A major Flagship initiative in 2008 will be the Promoting the Diffusion of Innovation grant program. As in its inaugural year, the grant program intends to provide funds to established Flagship institutions that support innovative approaches to language education, as well as the diffusion of proven and effective practices to organizations and institutions committed to adapting these practices and approaches. Funding will be available for Flagship institutions that demonstrate that their idea constitutes not only a new approach, but also builds and improves upon past practice and research to address an important issue or barrier to effective language learning. All projects that constitute innovation must address how these innovations will be adapted by other institutions. Projects should seek to identify strategic partnerships with other colleges and universities as well as key “agents of change” in language education to extend the reach of Flagship to more programs and students. Proposals should focus primarily on higher education and only consider K-12 issues as they directly impact university education.

The Language Flagship also plans to launch an online reporting and database system to monitor student activity, grant progress, and outcomes of all Flagship efforts. In addition, it will launch a state-of-the-art web site that supports collaboration, sharing and diffusion of best practices, innovation, and curricula among Flagship Centers.

The new Flagship newsletter, *Discourse*, will also be published in 2008. *Discourse* spreads the word about Flagship efforts including special initiatives, new programs, and Flagship student success stories. The newsletter is part of the continuing communications strategy to unite Flagship programs and to promote advanced language education as a public policy issue in 2008.



Flagship Fellow in China

## V. ENGLISH FOR HERITAGE LANGUAGE SPEAKERS

### LEGISLATION AND PURPOSE

The U.S. Congress created the English for Heritage Language Speakers (EHLS) program in 2005 as a new NSEP initiative for the purpose of providing intensive English language instruction for U.S. citizens who are native speakers of critical languages.<sup>10</sup> EHLS is managed for NSEP by the Center of 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. The program also offers grants to the University of Washington, Seattle and Georgetown University for EHLS Scholarship recipients' instruction. Program design for EHLS was based on the *EHLS Feasibility Study* developed by CAL in 2005 outlining intensive curricula including 720 hours of in-class instruction together with co-curricular opportunities leading to ILR Level 3 English skills in reading, writing, speaking, and listening.<sup>11</sup>

EHLS is in the second year of a three-year pilot project examining the veracity of the foundational program qualities which emerged from the legislation and the *EHLS Feasibility Study*. The pilot phase enables all EHLS partners (NSEP, CAL, and the university staff and faculty) to conduct ongoing formative evaluation and to implement changes to maximize program results. The pilot phase enables NSEP and CAL to consider the correlation between the program model, program results, and the overall program goal: to enable those with professional proficiency in a critical language to enhance their English to an equal level and proceed into Federal careers.

#### *Snapshots of EHLS Scholars*

- ❖ A native speaker of Urdu born in Karachi, Pakistan, and a U.S. citizen since 1992 has a Master's degree in journalism from the University of Karachi, and graduated from the University of Washington, Seattle EHLS program in June 2007.
- ❖ A native speaker of Farsi born in Khoy, Iran, and a U.S. citizen since 2001 has a bachelor's degree in judiciary law from the National University of Iran, and graduated from the Georgetown University EHLS program in June 2007.
- ❖ A native speaker of Mandarin Chinese born in Guilin, China, and a U.S. citizen since 1981 has a bachelor's degree in industrial engineering from the National Taipei University of Technology in Taiwan and a master's degree in industrial engineering from Lamar University in Texas. He graduated from the University of Washington, Seattle EHLS program in June 2007.

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<sup>10</sup> EHLS was initiated with passage of the Intelligence Authorization Act for Fiscal Year 2005 (Public Law 108-487, Sec. 603).

<sup>11</sup> The EHLS Feasibility Study can be found at [www.nsep.gov](http://www.nsep.gov).

## EHLS APPLICANTS AND SCHOLARSHIP RECIPIENTS

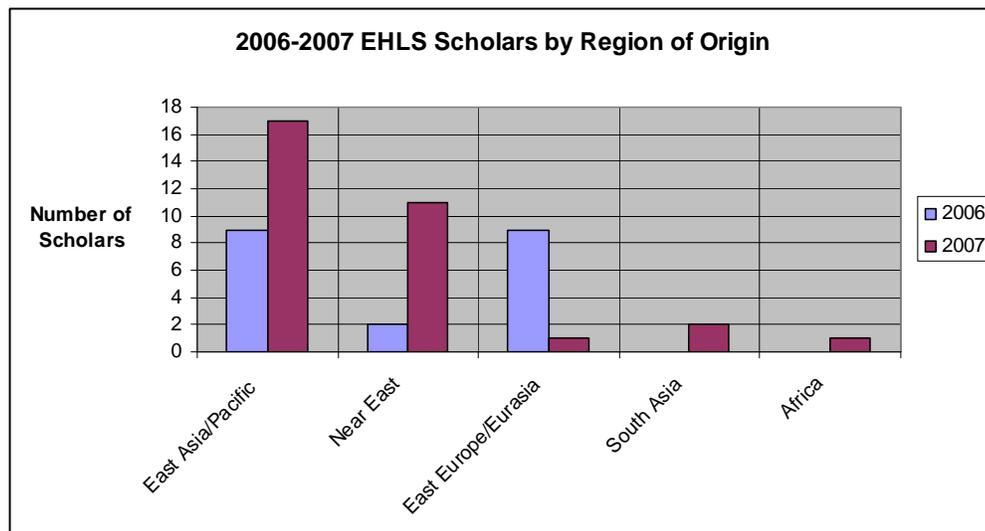
For 2007, the number of heritage languages within the EHLS expanded from the original list of Arabic, Chinese (Mandarin and Cantonese), and Russian to include Persian/Farsi, Hindi/Urdu, Indonesian, and Pashto. As a result, EHLS was able to award scholarship recipients in the original languages as well as in Farsi, Dari, and Urdu.

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

- U.S. citizenship
- Native language skills at ILR Level 3 or higher through formal testing<sup>12</sup>
- English language skills at ILR Level 2 or 2+ through formal testing<sup>13</sup>
- Commitment to ongoing development of English language skills in relation to professional goals

Year of Award	# Applicants	# Scholars	Arabic	Chinese	Farsi/Dari	Russian	Urdu
2006	45	20	2	9	0	9	0
2007	168	32	10	17	2	1	2

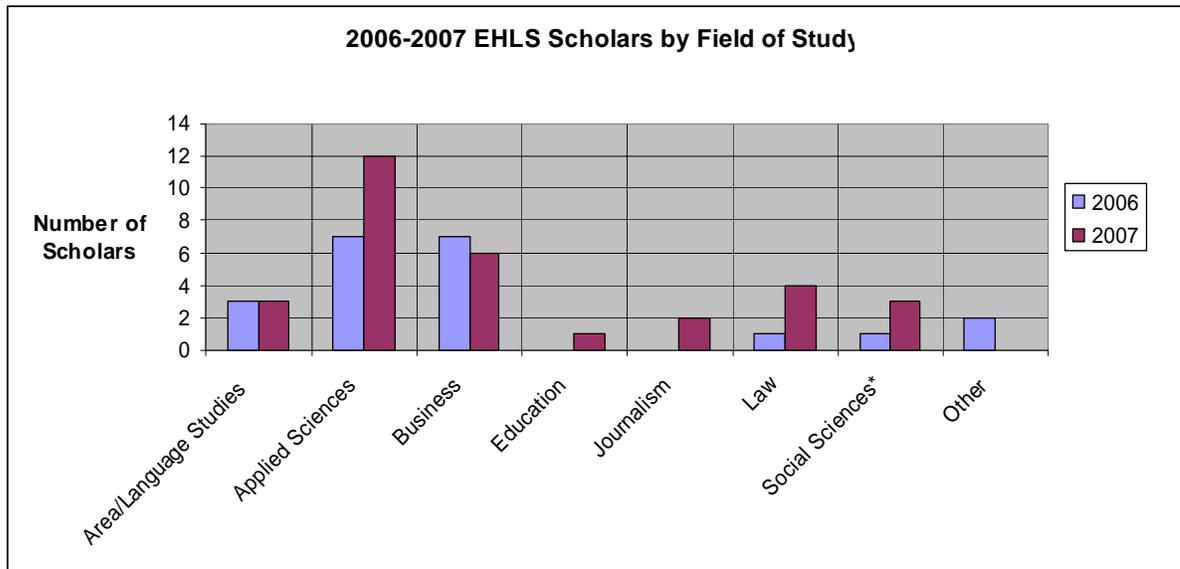
In 2007, most EHLS Scholars hailed from East Asia/Pacific and the Near East (Middle East and North Africa). Arabic and Chinese speakers represent 84 percent of 2007 EHLS Scholars. In 2006, 48 percent of EHLS Scholars came from East Europe/Eurasia with Russian being the target language. This language was not emphasized in 2007 due to a lack of Federal job opportunities realized in recent years by Russian speaking award recipients from this and other NSEP initiatives.



<sup>12</sup> Native language skills are assessed using the Oral Proficiency Interview with raters from Language Testing International or the Defense Language Institute Foreign Language Center.

<sup>13</sup> English language skills are assessed using the English Language Proficiency Test by permission from the Defense Language Institute English Language Center.

The field of study of EHLS Scholars has undergone substantive changes. As the number of award recipients reached the threshold of 32 in 2007, significant rises were realized in law, social sciences and applied science (especially computer science). Journalism and education were new for 2007, while business stays somewhat consistent.<sup>14</sup> A description of the specific disciplines within each of these categories can be found in *Appendix B: List of Majors by Academic Fields*.



### EHLS INSTRUCTIONAL PROGRAM

The instructional program at both EHLS institutions retained the basic structure from the 2006 program year, providing 720 hours of instruction over 24 weeks (not including university breaks). Instruction occurred from early January to the end of June at Georgetown University, and from mid-February to mid-August at the University of Washington.

The design of the curriculum for the 2007 program year was affected by the addition of a major research component with the Defense Intelligence Agency (DIA). The research projects culminated in formal 10-minute briefings and 10-page papers. The papers were submitted to DIA; the presentations took place at symposia that were attended by CAL, NSEP; and representatives of several Federal agencies had the opportunity afterward to network with EHLS scholars. The DIA projects have become the capstone of the EHLS program. For 2008, the universities and the DIA will work together to refine topics and the mentoring process. The research projects have proved so useful that DIA has assigned a full-time staff person to manage them.

In addition to English language instruction and work on the DIA research projects, the EHLS program included new support for participants as they began the process of seeking employment with the Federal Government to fulfill their service requirement. The

<sup>14</sup> For a detailed description of the subfields, see Appendix B: List of Majors by Academic Fields.

universities also built on their experience gained in 2006, substantially increasing the sophistication of the job search component. The experience of the first year provided insight into the complex language skills needed to interpret Federal job announcements and to develop effective responses to them. Each university therefore included a dedicated job search instructor position in its 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 (a 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 the University of Washington by the UW Office of Educational Assessment (OEA), and at Georgetown by the Center for New Designs in Learning and Scholarship (CNDLS). Evaluation was extremely valuable to both universities in terms of helping them identify program strengths and address areas of need as the program was in progress. For example, both universities made adjustments to the instructional schedule and content in response to the demonstrated needs and goals of participants.

At the request of NSEP, CAL retained an external consultant to provide a complete evaluation of all aspects of the program. The consultant, Dr. Rebecca Oxford, is a highly regarded senior professional with experience in English language teaching, teacher training, and program administration. She began reviewing materials and interviewing those involved with the program in May 2007, and provided a brief interim report on her findings in October 2007. She expects to complete her evaluation of the first two years of the program (2006 and 2007) by the end of January 2008.

## SUMMARY

In the feasibility study for the EHLS program, CAL identified three major challenges that the program would face: recruitment, language skill development, and job placement. The second pilot year, like the first, has been one of considerable learning and moderate success in each of these areas.

- **Recruiting.** The primary question has been whether CAL and the universities would be able to recruit participants for the program. The challenge that remains is to recruit more applicants with strong English language skills so that the members of each cohort are more evenly matched with one another.
- **Language skill development.** EHLS's 720-hour intensive program may or may not be sufficient to bring participants' English language skills to ILR Level 3 across all four modalities. In 2007, Pilot Year 2 outcomes substantiated the conclusion from Pilot Year 1 that participants must have skills at ILR Level 2 or better at the start of instruction in order to achieve an ILR Level 3 by the end. In Year 3, CAL will continue to provide technical assistance to the universities in

this area. Universities have refined their curricula to address the language development needs that program participants face.

- **Job placement.** A major question is whether EHLS Scholars are able to obtain Federal jobs that will fulfill their service requirement. Outcomes in this area have been significantly better for Year 2 participants than for Year 1 participants, largely because of the positions at Open Source Works, an unclassified analysis multi-agency partnership, which has hired a number of 2007 EHLS graduates. In addition, government contractors have also been responsive in hiring these highly skilled individuals.



## **VI. NATIONAL LANGUAGE SERVICE CORPS**

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 acknowledgement 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 Department of Defense, 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 Civilian Language Corps, now known as the National Language Service Corps (NLSC) is also an integral part of the President's National Security Language Initiative.

### **BACKGROUND**

Congress initially tasked NSEP to develop a feasibility study on the concept of a Civilian Linguist Reserve Corps (CLRC) in Fiscal Year 2003.<sup>15</sup> NSEP completed the study in early 2004, and DoD provided the report to Congress. In 2005, NSEP received additional funding from ODNI to develop a preliminary pilot program. This strategic plan led to the DoD recommendation to Congress to authorize and appropriate funds in support of a pilot effort beginning in FY07. The Department of Defense FY07 Authorization Act includes a provision authorizing the Secretary of Defense to proceed with the pilot effort, and the FY07 Defense Appropriations Act funded the pilot program.

### **THE NATIONAL LANGUAGE SERVICE CORPS MISSION**

The CLRC, now officially designated as The National Language Service Corps (NLSC), is designed to provide and maintain a readily available civilian corps of certified expertise in languages determined to be important to national security. The NLSC is an entirely new organization. Because its members will operate in a civilian environment, it will remain essentially civilian in nature, and members will voluntarily join and renew their membership. The Language Corps is designed to address both short- and long-term shortfalls related to language assets that support the requirements of the national security community. It also considers and adapts the best practices of the military reserve components as well as successful volunteer organizations.

The NLSC, when operational, will identify and warehouse expertise and capabilities in critical languages that can be made available when needed. Members provide certified language skills available in a time of war, national emergency, or crisis. This capability fills the gap between existing capability and the language skills needed to meet short-, medium-, and long-term requirements.

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<sup>15</sup> Section 325 of Public Law 107-306 (Intelligence Authorization Act for Fiscal Year 2003) directed the Secretary of Defense, acting through the Director of NSEP, to prepare the CLRC Feasibility Study.

The functioning of the NLSC features centralized planning and decentralized execution, and will include a cadre of individuals with language skills (both foreign language and English) that are readily available to all Federal organizations and agencies during times of war, national emergencies, or crises. The overall management responsibility is assigned to the Department of Defense, and recruiting for the program will be national in scope. In addition, skill training and maintenance will be provided to Language Corps members.

Research examined during the strategic planning stage identified a model that includes two personnel pools. The *National pool* is similar to the military model for inactive reserve components and consists of individuals agreeing to serve in a capacity that includes being registered in a national database of members with required language skills. The members are activated for Federal service during times of war, national emergency, or other national needs. The *Dedicated sponsor pool* is similar to the military model for active reserve components and includes individuals agreeing to serve in a capacity that includes a contractual agreement with a dedicated Federal sponsor. This contract may include an obligation to perform specific responsibilities and duties and to serve a specified number of days per year. It is anticipated that members can be activated by the dedicated Federal sponsor for service, may receive Federal retirement benefits, will be supported by their dedicated sponsor, and will receive job protection once activated.

## **FUTURE ACTIVITIES**

NSEP plans to accomplish the NLSC pilot with a series of major activities. During 2006 a major branding and positioning study was commissioned by NSEP to identify the most viable way to establish a communications platform for the NLSC. This effort included four major objectives to:

1. Identify the most relevant and motivating positioning opportunities;
2. Identify any potential issues or opportunities related to program sponsorship;
3. Determine the most descriptive and memorable naming options for the program; and
4. Determine an effective and efficient way to communicate the existence of the organization and to enlist membership within identified communities in the U.S.

The NLSC branding and positioning study established the basis for major progress in pilot implementation, which formally began in April 2007. In the course of this three-year pilot, to be concluded in 2009, NSEP is establishing a model, designing and beginning recruitment to yield no fewer than 1,000 members across at least 10 languages, and implementing activation exercises testing the capacity of the NLSC to respond to Federal needs. Activation exercises will take place in late 2008 and 2009 and will include partnerships with DoD components, including the Combatant Commands, the Intelligence Community, and the Centers for Disease Control and Prevention.

## **VII. LANGUAGE PROFICIENCY AND STUDY ABROAD**

NSEP is the only Federally-funded effort focused on 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.

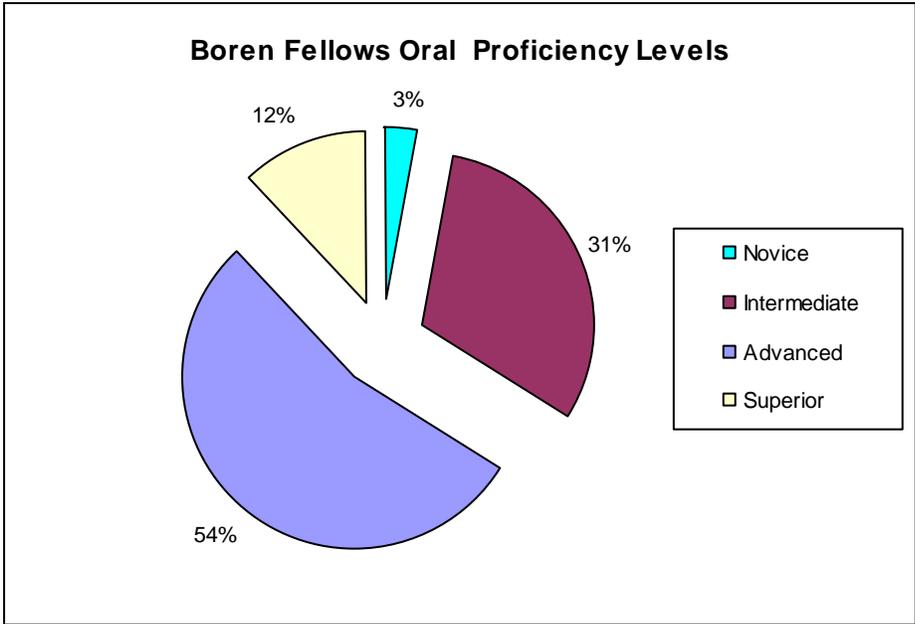
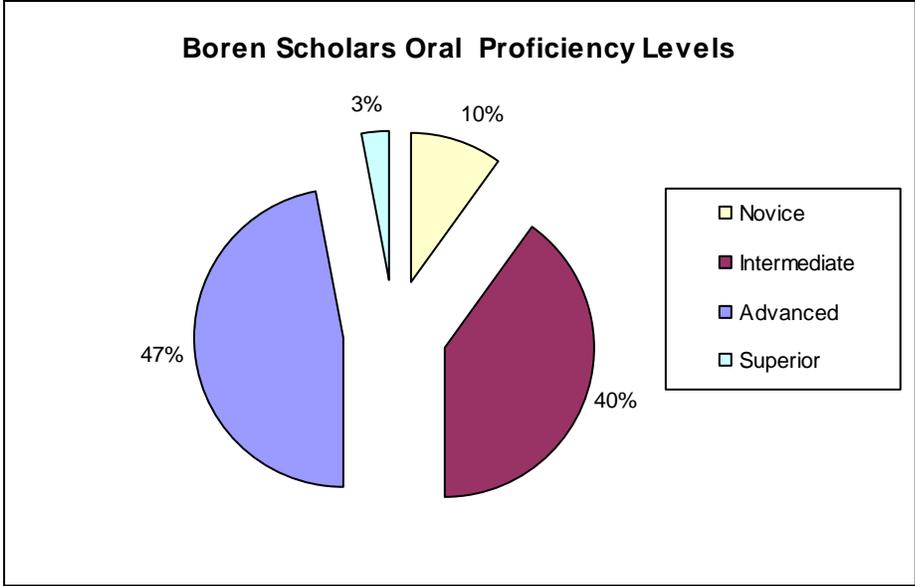
### **LANGUAGE PROFICIENCY**

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 national accredited. It should be noted, unfortunately, that language tests are not available in all of the languages studied by Boren Scholars and Fellows. During the period 1996-2007, Boren Scholars have studied 52 different languages; their Boren Fellow counterparts have studied 73 different languages.

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 measure the impact not only of NSEP efforts but of the results of longer and more rigorous programs of language study.

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.

The NSEP data provide important validation of the results of programs that include 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-test taken by Boren Scholars and Fellows. At the end of 2007, post-tests had been completed by 1555 Scholars and 622 Fellows. As the charts demonstrate, almost fifty percent of all Scholars achieve an oral proficiency level of advanced or higher. Approximately two-thirds of Fellows achieve this level, with twelve percent achieving a superior level.



### STUDY ABROAD COMPARISON

With the exception of EHLS Scholars, most, if not all, NSEP Scholars and Fellows study abroad while on 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.

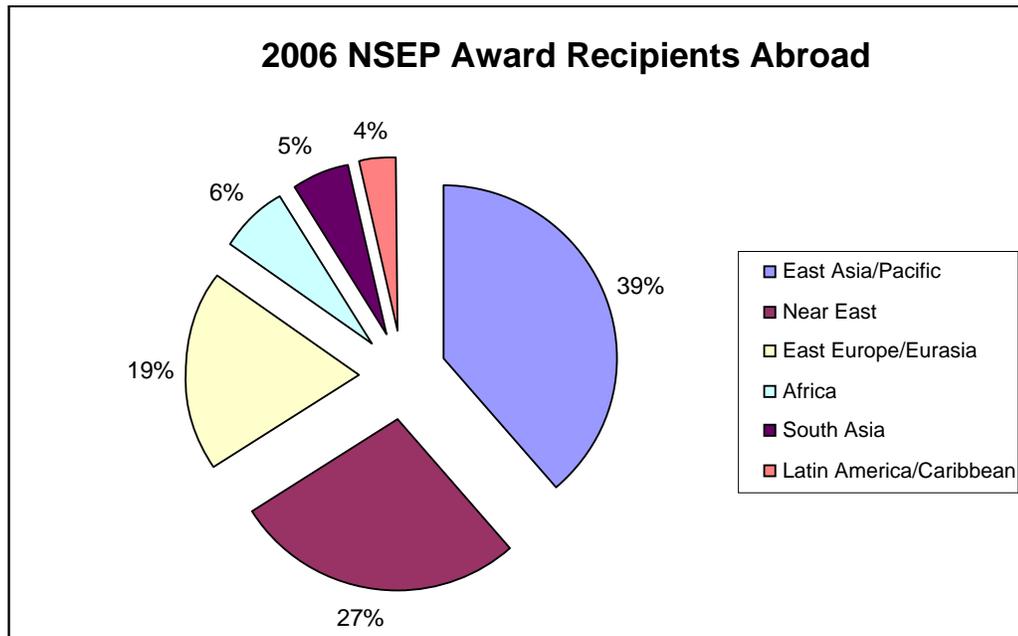
## Destinations

***Most U.S. students study abroad in Western countries.  
NSEP Scholars and Fellows study less commonly visited countries.***

American students generally do not study abroad. One to three percent of all U.S. students enrolled in higher education will study in another country during his or her 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 generally do *not* study.

***NSEP Scholars and Fellows travel where few Americans go.***

According to the *Open Doors Report 2007* about international educational exchange published annually by IIE, over 220,000 U.S. students studied abroad during the 2005-2006 school year.<sup>16</sup> Of these, 61 percent studied in Western Europe, Australia, Canada, and New Zealand. One of every seven U.S. students chose to study in the United Kingdom. During this same time, less than two percent studied in the Middle East and North Africa; three percent in Sub-Saharan Africa; eight percent in East and Southeast Asia; and less than one percent in South Asia.<sup>17</sup>



In comparison, 27 percent (n=68) of NSEP 2006 award recipients abroad studied in the Middle East and North Africa (Near East below), six percent (n=16) in Sub-Saharan

<sup>16</sup> *Open Doors 2007 Report on International Educational Exchange* (New York: Institute of International Education, 2007): <http://opendoors.iienetwork.org>.

<sup>17</sup> Three percent to Sub-Saharan Africa represents approximately a 100 percent increase from the previous reporting period.

Africa (Africa below), 39 percent (n=96) in East and Southeast Asia (East Asia/Pacific below), and five percent (n=13) to South Asia.

NSEP supports students who are eager to study in and about areas of the world critical to U.S. national security and outside Western Europe, Canada, Australia, and New Zealand. Destinations for NSEP award recipients include Egypt, India, Armenia, Russia, Turkey, and Morocco. These understudied world regions remain indispensable to the future American capacity 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 eight percent of U.S. students who study abroad do so for more than one semester.<sup>18</sup>***

***52 percent of NSEP 2006-2007 award recipients studied abroad for a full academic year or more.***

According to the *Open Doors Report 2007* less than six percent of all U.S. students studying abroad enrolled in a full academic or calendar year. The majority (52 percent) of U.S. students elected summer, January term, and other programs of 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.<sup>19</sup>

NSEP emphasizes long-term academic study to develop advanced level language and culture proficiency among award recipients. In 2006, 62 percent of NSEP award recipients opted to participate in study abroad programs for an academic year or longer, and 27 percent in programs from one semester but less than an academic year in duration. Only eleven percent enrolled in summer-long programs, which are reserved for students in the sciences or undergraduate freshmen and sophomores. 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 2006, more than 70 percent of all Fellows studied overseas for an academic year or longer. The Language Flagship overseas curricula necessitate 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 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

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<sup>18</sup> Based on the number of U.S. students who were abroad for two quarters, an academic year, or a calendar year (Open Doors 2007).

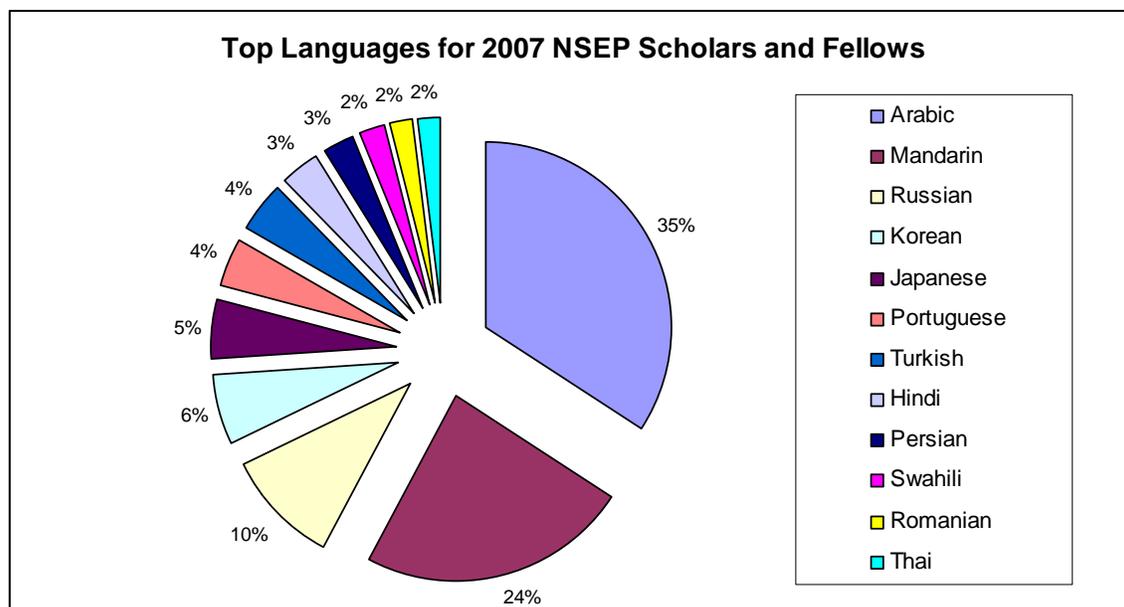
<sup>19</sup> See research from ACTR: <http://www.americancouncils.org/>.

experience another culture, gains in language and cultural competency are highly restricted when the period of study abroad is limited to several weeks.

### Language

***Eighty percent of foreign language enrollments in U.S. higher education are in Spanish, French, German, and Italian.<sup>20</sup>***  
***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 80 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.<sup>21</sup>



NSEP emphasizes study of non-Western European languages critical to U.S. national security, such as Arabic, Chinese, Hindi, and Persian. 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 traditions. Furthermore, NSEP Scholarships and Fellowships establish a vital

<sup>20</sup> Elizabeth Wells. "Foreign Language Enrollments in United States Institutions of Higher Education, fall 2002," *ADFL Bulletin*, 35, no. 2-3 (2004): 7-26.

<sup>21</sup> 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](http://www.actfl.org/files/public/Enroll2000.pdf).

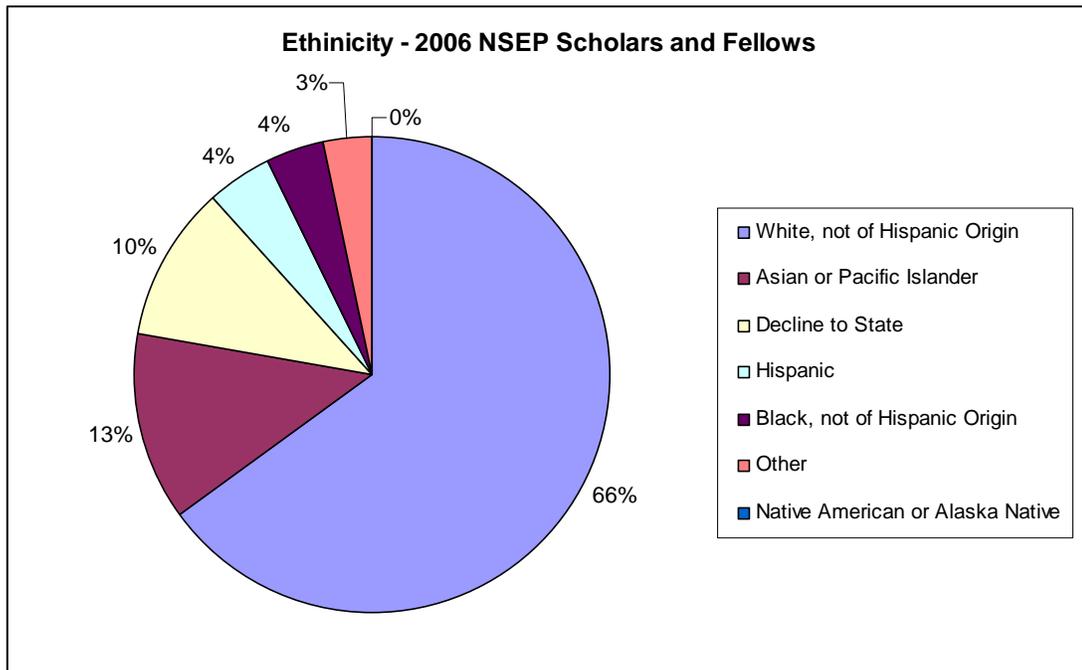
pipeline from undergraduate through graduate school that should not be underestimated in its long-term importance to national security.<sup>22</sup>

### Diversity

***Most U.S. students who study abroad are female.  
Approximately 17 percent of U.S. students studying abroad are people of color.  
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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 as well.

According to *Open Doors Report 2007*, study abroad students in the United States are generally female students who identify themselves as Caucasian. Only 17 percent of U.S. students studying abroad were students of color (Hispanic-American, Asian-American, Native-American, African-American, and those that defined themselves as Multiracial), while 83 percent were Caucasian.<sup>23</sup>



<sup>22</sup> EHLS Scholars possess native proficiency in critical languages but are not included in this graph because they are supported by NSEP to study English.

<sup>23</sup> *Open Doors 2007*.

NSEP award recipients are given the option of completing a form identifying their ethnicity at the time of application. Of the 2006 award recipients, 10 percent of students did not respond to this question. Twenty-four percent of students identified themselves as students of color, and 66 percent as Caucasian.

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 2006, 51 percent of its scholarships and fellowships went to men.

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

- 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;
- 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.



Boren Fellow in Chad

## VIII. THE NSEP SERVICE REQUIREMENT

NSEP plays a significantly expanding role in the Federal Government's efforts to address serious foreign language and area expertise shortfalls. NSEP's unique Service Requirement generates a pool of outstanding U.S. students with competencies in critical languages and cultures who are highly committed to serve in the national security community.

The NSEP Service Requirement has evolved since the program's authorization in 1991. The initial 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 an area related to their NSEP-funded study. The law was modified in 1996 to obligate all award recipients 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, or dropped out of their program, to begin to fulfill the Service Requirement.

In 2003, 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...."<sup>24</sup> The time frame to begin service was shortened to three years from graduation for Boren Scholars, and two years from graduation for Boren Fellows.

In 2006, 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."<sup>25</sup>

Close to 1,500 NSEP award recipients had fulfilled or were in the process of fulfilling their service as of December 31, 2007. Of the 1,706 Boren Scholars funded by NSEP since the Service Requirement was enacted in 1996, 554 have completed their service in the Federal Government, 114 in higher education, and 15 have worked in both government and education.<sup>26</sup> Of the 1,262 Boren Fellows funded, 337 have served in the Federal

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<sup>24</sup> P.L. 108-136, National Defense Authorization Act for Fiscal Year 2004.

<sup>25</sup> P.L. 109-364, National Defense Authorization Act for Fiscal Year 2007.

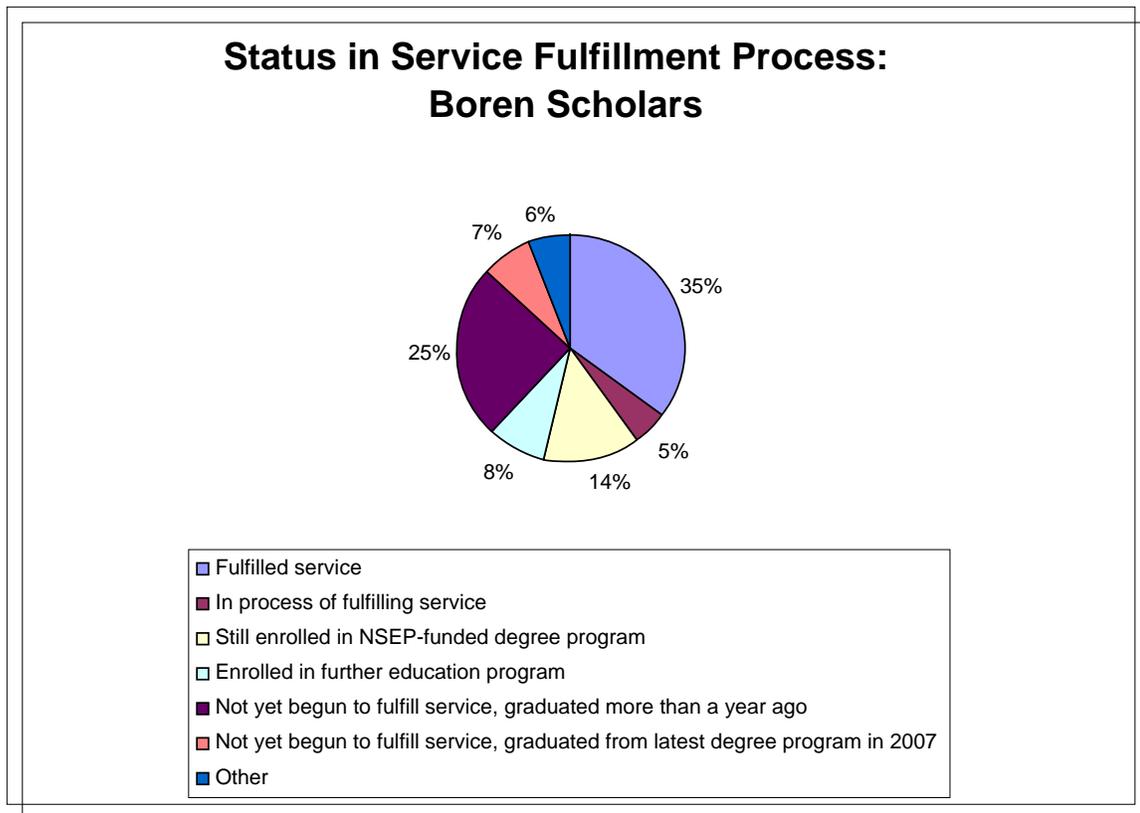
<sup>26</sup> The number of Boren Scholarships awarded from 1994-2006 is 2,275. A total of 1,706 Boren Scholarships have been awarded since the inception of the NSEP Service Requirement in 1996. NSEP uses this total to

Government, 374 in higher education, and 36 have worked in both government and education. The Federal agencies 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	554	114	15
Boren Fellows	337	374	36
TOTAL	891	488	51

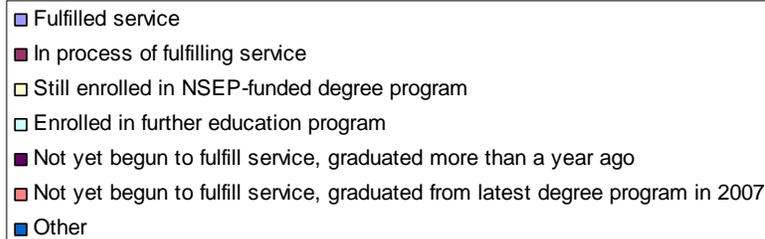
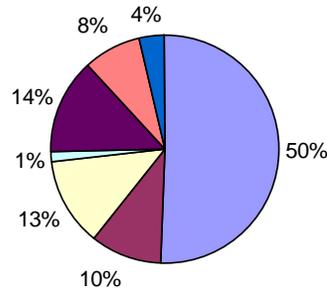
### FEDERAL PLACEMENT ACTIVITIES

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.



communicate its service statistics for Boren Scholars. All other NSEP initiatives had a Service Requirement since their inception.

## Status in Service Fulfillment Process: Boren Fellows



NSEP implements aggressive efforts to identify scholarship and fellowship applicants motivated to work for the Federal Government and to build mechanisms to assist them to enter 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 the both the application and award, students are informed of the NSEP Service Requirement and given materials clearly outlining 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, they 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 to 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 the Code of Federal Regulations, Title 5, Part 213.31[r].)
- The U.S. Congress provided NSEP with valued assistance with 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. This important change in hiring considerations may lead to numerous opportunities previously unavailable to NSEP award recipients without previous Federal employment.
- Following the modifications in the Service Requirement in 1997, NSEP established procedures to ensure that all NSEP award recipients have full access to information on Federal employment opportunities. At the same time, NSEP has implemented procedures to ensure that all award recipients follow through on good faith efforts to identify Federal employment.
- NSEP takes advantage of advanced Internet technology to assist its award recipients in their job searches and to provide Federal agencies with access to the resumes of NSEP Scholars and Fellows who are actively seeking employment. The secure online database, NSEPnet ([www.nsepnet.org](http://www.nsepnet.org)), provides job search information, job announcements, career tips, and other valuable resources for award recipients. Federal hiring officials have access to resumes of all award recipients. NSEP requires award recipients to post a resume of 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 personnel spend considerable time to job placement efforts.
- When an NSEP Scholar or Fellow identifies a position in which they are interested, they may request that NSEP send a letter of certification on their behalf. 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 available to the Federal agencies for hiring NSEP award recipients.

- 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 their service requirement and 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 collection process is administered by the Department of the Treasury's Treasury Offset Program. Less than one percent of all award recipients are 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 Departments of State, Homeland Security, and Commerce (i.e., International Trade Administration), the Defense Threat Reduction Agency, the Library of Congress, and NASA are just a few examples of agencies which have actively sought to hire additional 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). The SAR is a Federal form that monitors award recipients' progress toward fulfilling the Service Requirement. More than 1,000 SARs filed through 2007 have reported award recipients' work in the Federal Government.

Although 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. 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, 2007, approximately 40 percent have worked or are working in the Departments of Defense, State, Commerce, and the Intelligence Community. Of those EHLS Scholars available for employment approximately 20 percent have worked or are working in the Departments of Defense, State, and the Intelligence Community.

### EXAMPLES OF NSEP AWARD RECIPIENTS SERVING OUR NATION

❖ A 2005 Boren Fellow works with the Department of Treasury's Office of Intelligence Analysis. He received funding 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 2000 Boren Fellow works for the Oceanographer of the Navy in the Department of Defense. He received funding to study Spanish while pursuing a PhD in marine biology at the University of Southern California. He now works as a policy liaison for the Oceanographer of the Navy, where he has developed protocols for sharing data between that office, other governmental offices, and civil society organizations to fight illegal activities at sea. A former Peace Corps volunteer from Ghana, he also worked closely with African maritime organizations to develop partnerships between U.S. and African researchers.

❖ 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 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 2003 Boren Fellow recently completed his service requirement working as an earthquake reconstruction specialist for the U.S. Agency for International Development. He received a Boren Fellowship to study Hindi in India while a student at California State University. He used his regional expertise and linguistic skills to work on projects in the aftermath of the 2005 earthquake in Pakistan.

❖ 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 2002 Boren Fellow works as a Foreign Service Officer for the Department of State. After studying Japanese and Spanish as an undergraduate, she received a Boren Fellowship to do research in Portuguese as a graduate student. Her first assignment as a Foreign Service Officer was to New Delhi, India.

❖ A 2005 English Heritage Language Scholar 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 Scholar works as an intelligence officer in counternarcotics 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, more talent is still available to support the national security interests of the United States. Additional NSEP award recipients, who possess skills that are highly sought in the Federal Government, too frequently have extreme difficulty in obtaining, or have failed completely, to obtain a Federal position.

It is important to remember 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)); and
- Are all U.S. citizens.

Yet, there are many problems and obstacles which exist within the Federal hiring process which hinder the service compliance.

One of the difficulties NSEP award recipients encounter is the Office of Personnel Management's reluctance to implement the Homeland Security Act of 2002 (TITLE XIII, Subtitle D, SEC. 1332, 1.(a), (2)(A) and (2)(B)), which establishes that NSEP award recipients must be considered for all federal job openings. Although the law was intended to ensure that NSEP award recipients be considered for jobs that would otherwise be open only to Federal status candidates, OPM's reluctance to implement the law has meant that award recipients' applications to these positions are being automatically rejected as ineligible at the very earliest stages of the application process.

NSEP has made headway in addressing some of the challenges it faces when trying to assist NSEP award recipients secure positions in the Federal Government. For instance, though obtaining security clearance has in the past proven a considerable hindrance for award recipients attempting to fulfill their service in a timely way, NSEP recently learned that it will be allowed to sponsor NSEP award recipients' applications for Secret security clearances through the Department of Defense. This change will be of vast help in ameliorating the paradox wherein, on the one hand, NSEP award recipients are highly sought after for positions because of their extensive overseas experiences, but, on the other, they must endure extreme delays in obtaining clearances because they have lived overseas for considerable amounts of time.

## **IX. THE FUTURE AND NSEP**

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, has 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), and the President's National Security Language Initiative (NSLI).

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 and the creation of the National Language Service Corps. 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.

The NSLI represents a vital collaboration among the Departments of Education, Defense, State, and the Office of the Director of National Intelligence to strengthen national security and economic competitiveness in the 21st century through strategic investments in our national educational infrastructure. The goals of the NSLI are to expand the number of Americans mastering critical need languages and start instruction at a younger age; increase the number of advanced-level speakers of foreign languages with an emphasis on critical needs languages; and increase the number of foreign language teachers and the resources for them. The NSLI will dramatically increase the number of Americans learning critical languages and cultures such as Arabic, Chinese, Farsi, Hindi, Russian, and others through new and expanded programs from kindergarten through college and into the workforce. The Department of Defense is represented by NSEP in this Presidential initiative with its commitment to expansion of The Language Flagship and the National Language Service Corps.

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

## X. SUMMARY

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 2010.

The influence of NSEP will continue to grow as the program's reputation becomes increasingly associated with its highly talented graduates placed at all levels of the Federal Government. The NSEP 2007 Annual Report demonstrates that NSEP is meeting its goals to serve the nation's critical language needs and to contribute to U.S. national security.



## **XI. APPENDICES**

**APPENDIX A: 2007 DAVID L. BOREN SCHOLARS**

Country	Language	Major	Institution	Home State
Albania	Albanian	Government	Arizona State Univ	UT-Utah
Albania	Albanian	International Relations	Arizona State Univ	IL- Illinois
Argentina	Spanish	Latin America/Caribbean Area Studies	Columbia Univ	KS- Kansas
Belarus	Russian	Law Enforcement	Lewis Univ	IL- Illinois
Brazil	Portuguese	Economics	Arizona State Univ	AZ- Arizona
Brazil	Portuguese	French Language & Literature	Univ of Nebraska, Lincoln	KS- Kansas
Brazil	Portuguese	International Relations	Michigan State Univ	MI- Michigan
Brazil	Portuguese	International Relations	Ohio State Univ Main Campus	OH- Ohio
Brazil	Portuguese	International Relations	Univ of Chicago	IL- Illinois
Brazil	Portuguese	Political Science	Univ of Kansas	KS- Kansas
Brazil	Portuguese	Political Science	Washington and Lee Univ	LA- Louisiana
Brazil	Portuguese	Women's Studies	Univ of Illinois, Urbana-Champaign	IL- Illinois
China	Mandarin	Chinese Languages & Literature	Univ of Oregon	OR- Oregon
China	Mandarin	Criminology	Southern Illinois Univ, Carbondale	IL- Illinois
China	Mandarin	East Asia/Pacific/Australia Area Studies	George Washington Univ	MD- Maryland
China	Mandarin	East Asian Language & Literature	City College of San Francisco	CA- California
China	Mandarin	Engineering, Electric	Univ of Colorado at Boulder	CO- Colorado
China	Mandarin	Engineering, Nuclear	Univ of Illinois at Urbana-Champaign	IL- Illinois
China	Mandarin	Engineering, Systems	George Washington Univ	CO- Colorado
China	Mandarin	Finance (Business)	Univ of Wisconsin, Madison	WI- Wisconsin
China	Mandarin	Government	Smith College	CA- California
China	Mandarin	International Economics	Georgetown Univ	MD- Maryland
China	Mandarin	International Politics	Georgetown Univ	RI- Rhode Island
China	Mandarin	International Politics	Juniata College	MD- Maryland
China	Mandarin	International Relations	American Univ	MD- Maryland
China	Mandarin	International Relations	American Univ	MN- Minnesota
China	Mandarin	International Relations	Brown Univ	DC- District of Columbia
China	Mandarin	International Relations	Dickinson College	MD- Maryland
China	Mandarin	International Relations	George Washington	DC- District of

			Univ	Columbia
China	Mandarin	International Relations	George Washington Univ	NJ- New Jersey
China	Mandarin	International Relations	Univ of Arkansas, Fayetteville	AR- Arkansas
China	Mandarin	International Relations	Univ of Illinois, Urbana-Champaign	IL- Illinois
China	Mandarin	International Relations	Univ of Oklahoma	OK- Oklahoma
China	Mandarin	Political Science	Arizona State Univ	AZ- Arizona
China	Mandarin	Political Science	Kansas State Univ	KS- Kansas
China	Mandarin	Political Science	Miami Univ	OH- Ohio
China	Mandarin	Political Science	Ohio Univ	OH- Ohio
China	Mandarin	Political Science	Univ of California, Berkeley	MD- Maryland
Egypt	Arabic	Anthropology	Univ of Akron	OH- Ohio
Egypt	Arabic	Anthropology, Cultural Arabic Language & Literature	Univ of Pittsburgh	PA- Pennsylvania
Egypt	Arabic	Communications	Georgetown Univ	MD- Maryland
Egypt	Arabic	History	Univ of Cincinnati	OH- Ohio
Egypt	Arabic	History	Univ of Illinois, Urbana-Champaign	IL- Illinois
Egypt	Arabic	History	Univ of South Dakota- Main Campus	SD- South Dakota
Egypt	Arabic	International Politics	Georgetown Univ	CA- California
Egypt	Arabic	International Relations	Univ of California, San Diego	CA- California
Egypt	Arabic	International Relations	Univ of California, San Diego	CA- California
Egypt	Arabic	International Relations	Univ of South Carolina, Columbia	OH- Ohio
Egypt	Arabic	Languages	Univ of California, San Diego	CA- California
Egypt	Arabic	Middle East Area Studies	Appalachian State Univ	NC- North Carolina
Egypt	Arabic	Middle East Area Studies	Brigham Young Univ	WA- Washington
Egypt	Arabic	Middle East Area Studies	Florida State Univ	FL- Florida
Egypt	Arabic	Middle East Area Studies	Cornell Univ	NJ- New Jersey
Egypt	Arabic	Near East Area Studies	Boston College	MA- Massachusetts
Egypt	Arabic	Political Science	Univ of California, San Diego	CA- California
Egypt	Arabic	Political Science	Univ of Kentucky	KY- Kentucky
Egypt	Arabic	Political Science	Univ of Michigan, Ann Arbor	MI- Michigan
Egypt	Arabic	Political Science	Univ of Tennessee, Chattanooga	TN- Tennessee
Egypt	Arabic	Political Science	Wheaton College	AZ- Arizona
Georgia	Georgian	International Relations	Univ of South Carolina, Columbia	SC- South Carolina

India	Hindi	Area Studies, South Asia	Univ of Virginia	MI- Michigan
India	Hindi	Biochemistry	Arizona State Univ	AZ- Arizona
India	Hindi	Microbiology	Arizona State Univ	WA- Washington
India	Hindi	Political Science	Nebraska Wesleyan Univ	NE- Nebraska
India	Hindi	Psychology	Univ of Minnesota, Morris	MN- Minnesota
India	Tamil	Law	University of Texas, Austin	TX- Texas
Israel	Hebrew	Economics	Univ of Southern California	CA- California
Japan	Japanese	East Asia/Pacific/Australia Area Studies	Temple Univ	PA- Pennsylvania
Japan	Japanese	Engineering, Mechanical	Univ of Akron	OH- Ohio
Japan	Japanese	International Relations	Indiana Univ, Bloomington	IN- Indiana
Japan	Japanese	International Relations	San Diego State Univ	CA- California
Japan	Japanese	International Relations	Univ of California, Davis	CA- California
Japan	Japanese	Languages	Univ of Colorado, Boulder	CO- Colorado
Japan	Japanese	Mathematics	California State Univ, Sacramento	CA- California
Japan	Japanese	Physics	Hobart and William Smith Colleges	NY- New York
Japan	Japanese	Political Science	Univ of California, San Diego	CA- California
Japan	Japanese	Political Science	Univ of Illinois, Urbana-Champaign	IL- Illinois
Jordan	Arabic	Chemistry	Virginia Military Institute	AL- Alabama
Jordan	Arabic	History	Univ of Missouri, Columbia	MO- Missouri
Jordan	Arabic	International Relations	George Washington Univ	VA- Virginia
Jordan	Arabic	International Relations	Univ of Georgia	GA- Georgia
Jordan	Arabic	Medieval & Renaissance History	Arizona State Univ	AZ- Arizona
Jordan	Arabic	Political Science	Temple Univ	VA- Virginia
Jordan	Arabic	Political Science	Univ of Chicago	NH- New Hampshire
Jordan	Arabic	Political Science	Univ of Kansas	KS- Kansas
Jordan	Arabic	Political Science	Virginia Commonwealth Univ	VA- Virginia
Korea, South	Korean	East Asian Language & Literature	Michigan State Univ	MI- Michigan
Korea, South	Korean	International Relations	Boston Univ	DE- Delaware
Korea, South	Korean	International Relations	George Washington Univ	CA- California

Korea, South	Korean	Physics	Univ of Minnesota-Twin Cities	MN- Minnesota
Korea, South	Korean	Political Science	Arizona State Univ	AZ- Arizona
Korea, South	Korean	Political Science	Univ of Illinois, Urbana-Champaign	IL- Illinois
Kyrgyzstan	Kyrgyz	International Relations	Univ of Arizona	AZ- Arizona
Macedonia	Arabic	Eastern Europe/Russia Area Studies	Arizona State Univ	AZ- Arizona
Morocco	Arabic	Anthropology, Cultural	Univ of Louisville	KY- Kentucky
Morocco	Arabic	French Language & Literature	Univ of Kansas	KS- Kansas
Morocco	Arabic	Government	College of William and Mary	VA- Virginia
Morocco	Arabic	International Relations	Florida Atlantic Univ	FL- Florida
Morocco	Arabic	International Relations	Univ of South Dakota, Main Campus	SD- South Dakota
Poland	Polish	Economics	Arizona State Univ	TX- Texas
Poland	Polish	Government	Georgetown Univ	PA- Pennsylvania
Romania	Romanian	French Language & Literature	Univ of Louisville	KY- Kentucky
Romania	Romanian	International Business	Brigham Young Univ-Hawaii Campus	CA- California
Romania	Romanian	International Relations	Virginia Commonwealth Univ	VA- Virginia
Romania	Romanian	Political Science	Arizona State Univ	AZ- Arizona
Russia	Russian	Eastern Europe/Russia Area Studies	Univ of Kansas	KS- Kansas
Russia	Russian	Eastern Europe/Russia Area Studies	Univ of New Mexico	NM- New Mexico
Russia	Russian	International Relations	Univ of Illinois, Urbana-Champaign	IL- Illinois
Russia	Russian	Languages	Univ of Texas, Arlington	TX- Texas
Russia	Russian	Political Science	College of Charleston	SC- South Carolina
Russia	Russian	Political Science	Texas Tech Univ	TX- Texas
Russia	Russian	Political Science	Univ of Nebraska, Lincoln	SD- South Dakota
Russia	Russian	Political Science	Univ of North Dame	OH- Ohio
Russia	Russian	Slavic Language & Literature	Arizona State Univ	AR- Arizona
Russia	Russian	Slavic Language & Literature	Smith College	CA- California
Russia	Russian	Slavic Language & Literature	Univ of Chicago	NC- North Carolina
Russia	Russian	Slavic Language & Literature	Univ of Wisconsin, Madison	WI- Wisconsin
Russia	Russian	Slavic Language & Literature	Wellesley College	PA- Pennsylvania
Serbia	Serbo-Croatian	Eastern Europe/Russia Area Studies	College of William & Mary	VA- Virginia

South Africa	Xhosa	International Health	Arizona State Univ	AZ- Arizona
South Africa	Xhosa	Mathematics	Arizona State Univ	AZ- Arizona
Syria	Arabic	Economics	Univ of Chicago	VA- Virginia
Syria	Arabic	International Politics	Northern Virginia Community College	VA- Virginia
Taiwan	Mandarin	Chinese Languages & Literature	Arizona State Univ	AZ- Arizona
Taiwan	Mandarin	Molecular Biology	Univ of Arizona	AZ- Arizona
Taiwan	Mandarin	Parks & Recreation Management	Univ of Idaho	NC- North Carolina
Tanzania	Swahili	Africa Area Studies	Columbia Univ	WI- Wisconsin
Thailand	Thai	International Relations	Univ of Wisconsin, Madison	NY- New York
Thailand	Thai	Psychology	Univ of South Florida	FL- Florida
Turkey	Turkish	Finance (Business)	Univ of Massachusetts, Amherst	MA- Massachusetts
Turkey	Turkish	Government	Claremont McKenna College	TN- Tennessee
Turkey	Turkish	International Relations	George Mason Univ	VA- Virginia
Turkey	Turkish	International Relations	Portland State Univ	OR- Oregon
Turkey	Turkish	International Relations	Virginia Commonwealth Univ	VA- Virginia
Turkey	Turkish	Political Science	Rosemont College	NJ- New Jersey
United Arab Emirates	Arabic	Economics	Univ of New Mexico	CO- Colorado
United Arab Emirates	Arabic	International Relations	College of William & Mary	NH- New Hampshire
United Arab Emirates	Arabic	International Relations	Virginia Commonwealth Univ	VA- Virginia
United Arab Emirates	Arabic	Marketing	Glennville State College	WV- West Virginia
Vietnam	Vietnamese	French Language & Literature	Northern Michigan Univ	VA- Virginia
Vietnam	Vietnamese	International Relations	Claremont McKenna College	UT- Utah

## **APPENDIX B: LIST OF MAJORS BY ACADEMIC FIELDS**

### Area/Language Studies

Area Studies, Africa  
Area Studies, East Asia/Pacific/Australia  
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 C: 2007 DAVID L. BOREN FELLOWS**

<b>Country</b>	<b>Language</b>	<b>Major</b>	<b>Institution</b>	<b>Home State</b>
Afghanistan	Persian	International Affairs	Columbia University	FL-Florida
Algeria	Arabic	Anthropology	Univ of California, Davis	CA- California
Angola	Portuguese	Veterinary Science	Tufts Univ	MA- Massachusetts
Armenia	Armenian	International Affairs	George Washington Univ	NY- New York
China	Mandarin	Journalism	Univ of Missouri, Columbia	IN- Indiana
China	Mandarin	Political Science	John Hopkins Univ	MD- Maryland
China	Mandarin	Political Science	George Washington Univ	VA- Virginia
China	Uighur	Environmental Sciences	Univ of Rochester	NY- New York
China	Mandarin	International Affairs	Johns Hopkins Univ (SAIS)	NY- New York
China	Mandarin	International Affairs	Georgetown Univ	MD- Maryland
China	Mandarin	International Affairs	John Hopkins Univ (SAIS)	DC- District of Columbia
China	Mandarin	International Affairs	Tufts Univ	ME- Maine
China	Mandarin	International Affairs	Georgetown Univ	CT- Connecticut
China	Mandarin	International Affairs	Univ of Wyoming	WY- Wyoming
China	Mandarin	Public Administration	Princeton Univ	NJ- New Jersey
China	Mandarin	International Affairs	Tufts Univ	CA- California
China	Mandarin	International Affairs	Massachusetts Institute of Technology	MA- Massachusetts
China	Mandarin	History	Univ of California, Irvine	CA- California
China	Mandarin	Area Studies	Harvard Univ	NY- New York
China	Uighur	Law	Univ of Iowa	CO- Colorado
China	Mandarin	International Affairs	George Washington Univ	TX- Texas
China	Mandarin	International Affairs	John Hopkins Univ (SAIS)	DC- District of Columbia
Croatia	Serbo-Croatian	Library & Information Science	Univ of Wisconsin, Madison	WI- Wisconsin
Egypt	Arabic	Language & Literature	Georgetown Univ	DE- Delaware
Egypt	Arabic	Other	John Hopkins Univ (SAIS)	DC- District of Columbia
Egypt	Arabic	Law	American Univ	AK- Alaska
Egypt	Arabic	Religious Studies	Univ of Chicago	VA- Virginia
Egypt	Arabic	International Affairs	Georgetown Univ	PA- Pennsylvania
Ethiopia	Amharic	Education	Harvard Univ	MA- Massachusetts
Georgia	Georgian	International Affairs	American Univ	DC- District of Columbia
Guatemala	Spanish	Geography	Univ of California, Santa Barbara	CA- California
India	Hindi	International Affairs	Princeton Univ	NJ- New Jersey

India	Hindi	International Affairs	Georgetown Univ	WA- Washington
India	Bengali	Political Science	Indiana Univ, Bloomington	IN- Indiana
Indonesia	Indonesian	History	Univ of Wisconsin, Madison	WI- Wisconsin
Iran	Persian	International Affairs	George Washington Univ	CA- California
Japan	Japanese	International Affairs	Univ of Washington	WA- Washington
Jordan	Arabic	International Affairs	Univ of Denver	IL- Illinois
Jordan	Arabic	International Affairs	American Univ	NY- New York
Jordan	Arabic	International Affairs	Tufts Univ	MN- Minnesota
Jordan	Arabic	Education	Columbia Univ	NJ- New Jersey
Kazakhstan	Russian	Political Science	Univ of California, Los Angeles	CA- California
Kazakhstan	Kazak	International Affairs	Univ of California, Berkeley	CA- California
Kenya	Swahili	Environmental Science	Univ of Michigan, Ann Arbor	MI- Michigan
Kenya	Swahili	Political Science	Indiana Univ, Bloomington	IN- Indiana
Korea, South	Korean	International Affairs	Ohio State Univ	OH- Ohio
Korea, South	Korean	Language & Literature	Univ of California, Los Angeles	CA- California
Kyrgyzstan	Kyrgyz	Language & Literature	Univ of Arizona	AZ- Arizona
Kyrgyzstan	Russian	International Affairs	American Univ	WA- Washington
Kyrgyzstan	Russian	Anthropology	Univ of Connecticut	CT- Connecticut
Laos	Lao	International Affairs	Monterey Institute of International Studies	CA- California
Lebanon	Arabic	Political Science	Univ of Southern California	CA- California
Lebanon	Arabic	International Affairs	American Univ	DC- District of Colombia
Morocco	Arabic	International Affairs	George Mason Univ	VA- Virginia
Morocco	Arabic	Anthropology	Univ of Michigan, Ann Arbor	MI- Michigan
Morocco	Arabic	Anthropology	Brown Univ	WI- Wisconsin
Morocco	Arabic	International Affairs	John Hopkins Univ (SAIS)	DC- District of Colombia
Pakistan	Urdu	International Affairs	Georgetown Univ	MD- Maryland
Peru	Spanish	Biological Sciences	Univ of Texas Medical Branch at Galveston	TX- Texas
Russia	Russian	International Affairs	Georgetown Univ	MN- Minnesota
Syria	Arabic	Area Studies	Georgetown Univ	CA- California
Syria	Persian	Language & Literature	Univ of Michigan, Ann Arbor	MI- Michigan
Syria	Arabic	International Affairs	Princeton Univ	WI- Wisconsin

Syria	Arabic	International Affairs	George Mason Univ	NY- New York
Taiwan	Mandarin	International Affairs	John Hopkins Univ (SAIS)	MD- Maryland
Tanzania	Swahili	Sociology	Yale Univ	CT- Connecticut
Tanzania	Swahili	Education	Columbia Univ	MA- Massachusetts
Thailand	Burmese	Public Administration	American Univ	MA- Massachusetts
Thailand	Thai	International Affairs	American Univ	DC- District of Colombia
Thailand	Thai	International Affairs	John Hopkins Univ (SAIS)	DC- District of Colombia
Turkey	Turkish	Political Science	Massachusetts Institute of Technology	WA- Washington
Turkey	Turkish	Political Science	Monterey Institute of International Studies	CO- Colorado
Turkey	Turkish	International Affairs	Univ of Washington	WA- Washington
Ukraine	Ukrainian	International Affairs	American Univ	CA- California
United Arab Emirates	Arabic	International Affairs	Tufts Univ	MA- Massachusetts
Uzbekistan	Uzbek	International Affairs	Harvard Univ	IN- Indiana
Yemen	Arabic	Political Science	New York Univ	NY- New York
Yemen	Arabic	Political Science	Univ of Michigan, Ann Arbor	MI- Michigan
Yemen	Arabic	International Affairs	Columbia Univ	HI- Hawaii
Zimbabwe	Shona	Area Studies	Howard Univ	DC- District of Colombia

**APPENDIX D: 2007 FLAGSHIP FELLOWS**

<b>Language</b>	<b>Domestic Flagship Institution</b>	<b>Overseas Flagship Institution</b>	<b>State</b>
Chinese	Brigham Young University	n/a	CO
Chinese	Brigham Young University	n/a	PA
Chinese	Ohio State University	n/a	CA
Chinese	Ohio State University	n/a	NC
Korean	University of Hawaii	n/a	UT
Korean	University of Hawaii	n/a	HI
Korean	n/a	Korea University	NM
Korean	n/a	Korea University	CA
Korean	University of Hawaii	n/a	TN
Russian	n/a	St. Petersburg State University	PA
Russian	n/a	St. Petersburg State University	NC
Russian	n/a	St. Petersburg State University	VA
Arabic	University of Maryland	n/a	VA
Arabic	n/a	Damascus University	DC
Arabic	n/a	Damascus University	CT
Arabic	University of Maryland	n/a	NY
Arabic	University of Maryland	n/a	WA
Arabic	n/a	Damascus University	IA
Arabic	University of Maryland	n/a	NY
Arabic	University of Maryland	n/a	MA
Persian	University of Maryland	n/a	MN
Persian	University of Maryland	n/a	CA
Persian	University of Maryland	n/a	WI

**APPENDIX E: 2007 ENGLISH FOR HERITAGE LANGUAGE SPEAKERS  
SCHOLARS**

<b>Heritage Language</b>	<b>Heritage Country</b>	<b>Professional Field</b>	<b>EHLS Institution</b>	<b>Home State</b>
Arabic	Iraq	M.D.	Georgetown University	VA
Arabic	Morocco	Journalism	Georgetown University	MD
Arabic	Morocco	Computers	Georgetown University	VA
Arabic	Syria	Social Science	Georgetown University	VA
Arabic	Yemen	Journalism	Georgetown University	VA
Arabic	Sudan	Law	Georgetown University	VA
Arabic	Morocco	Law	Georgetown University	VA
Arabic	Egypt	Computer Science, Information Services	University of Washington	WA
Arabic	Egypt	Psychology/Human Resources	University of Washington	WA
Arabic	Israel	Business	University of Washington	WA
Dari	Afghanistan	Linguist	Georgetown University	VA
Farsi	Iran	Law/Political Science	University of Washington	WA
Mandarin	Taiwan	Molecular Biology	Georgetown University	WA
Mandarin	Taiwan	Health Care	Georgetown University	MD
Mandarin	Taiwan	Computer Science, Information Services	Georgetown University	MD
Mandarin	Taiwan	Geophysics	Georgetown University	VA
Mandarin	China	Business Administration	Georgetown University	MD
Mandarin	China	International Business	University of Washington	WA
Mandarin	China	Agricultural Engineer	University of Washington	WA
Mandarin	China	IT System Analyst	University of Washington	WA
Mandarin	China	Business	University of Washington	WA
Mandarin	China	International Trade	University of Washington	WA
Mandarin	Taiwan	Computer Science, Information Services	University of Washington	WA
Mandarin	Taiwan	Social Work	University of Washington	WA
Mandarin	Taiwan	Health Care	University of Washington	WA
Mandarin	China	Business Administration	University of Washington	WA
Russian	Latvia	Medical Technician	University of Washington	WA
Urdu	Pakistan	Journalism	Georgetown University	MD
Urdu	Pakistan	Political Science	University of Washington	WA

**APPENDIX F: POSITIONS OF NSEP SCHOLARS AND FELLOWS  
FULFILLED/FULFILLING FEDERAL GOVERNMENTAL SERVICE, 1996-2007**

<b>Organization</b>	<b>Office</b>	<b>Total by Office</b>	<b>Total by Organization</b>
<b>Central Intelligence Agency</b>			<b>28</b>
<b>Department of Agriculture</b>			<b>22</b>
	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	3	
<b>Department of Commerce</b>			<b>64</b>
	International Trade Administration	39	
	National Oceanic and Atmospheric Administration	8	
	Economics and Statistics Administration	6	
	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	1	
<b>Department of Defense</b>			<b>319</b>
	Department of the Army	44	
	Contractor	43	
	National Defense University	38	
	Defense Intelligence Agency	32	
	Department of the Air Force	22	
	Department of the Navy	22	
	Department of the Navy/U.S. Marine Corps	21	
	National Security Agency	16	
	National Geospatial Intelligence Agency/Defense Mapping Agency	13	
	Defense Threat Reduction Agency	6	
	Defense Language Institute	4	
	Military (unspecified)	4	
	Office of the Secretary of Defense	4	
	Office of the Secretary of Defense/Policy	4	

	Combatant 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	13	
	Department of Education		2
	Department of Energy		24
	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	2	
<b>Department of Health and Human Services</b>			<b>17</b>
	Centers for Disease Control and Prevention	7	
	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	
<b>Department of Homeland Security</b>			<b>34</b>
	Bureau of Citizenship and Immigration Services	9	
	Private Sector Office	4	
	Bureau of Customs and Border Protection	3	
	Immigration and Customs Enforcement	2	
	Office of the District Counsel	2	
	Transportation Security Administration	2	
	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	
<b>Department of Justice</b>			<b>26</b>
	Federal Bureau of Investigation	9	
	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	1	
	Other	1	

<b>Department of Labor</b>			<b>3</b>
<b>Department of State</b>			<b>287</b>
	U.S. Embassy or Consulate Overseas	113	
	Foreign Service	31	
	Bureau of Educational and Cultural Affairs	12	
	Bureau of European and Eurasian Affairs	10	
	Bureau of Western Hemisphere Affairs	8	
	Bureau of Democracy, Human Rights, and Labor	7	
	Bureau of Near Eastern Affairs	7	
	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	5	
	U.S. Mission to the United Nations	5	
	Bureau of International Security and Nonproliferation	5	
	Bureau of Consular Affairs	4	
	Bureau of East Asian and Pacific Affairs	4	
	Bureau of Political-Military Affairs	4	
	Bureau of South and Central Asian Affairs	4	
	Iraq Reconstruction Management Office	4	
	Bureau of Public Affairs	4	
	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	2	
	Office of the Global AIDs Coordinator	2	
	Office of the Legal Adviser	2	
	Bureau of International Narcotics and Law Enforcement Affairs	1	
	Office of Civil Rights	1	
	Office of Policy Planning	1	
	Other	23	
<b>Department of the Interior</b>			<b>7</b>

<b>Department of Transportation</b>			<b>2</b>
<b>Department of Treasury</b>			<b>13</b>
	Office of Intelligence and Analysis	3	
	Office of African Nations	2	
	Office of the Comptroller of the Currency	2	
	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	
<b>Department of Veterans Affairs</b>			<b>10</b>
<b>Environmental Protection Agency</b>			<b>12</b>
<b>Executive Office of the President</b>			<b>14</b>
	Office of Management and Budget	6	
	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	
<b>Federal Aviation Administration</b>			<b>1</b>
<b>Federal Communications Commission</b>			<b>2</b>
<b>Federal Judiciary</b>			<b>7</b>
<b>Federal Reserve</b>			<b>5</b>
<b>Government Accountability Office</b>			<b>2</b>
<b>Intelligence Community (unspecified)</b>			<b>15</b>
<b>Inter-American Foundation</b>			<b>1</b>
<b>International Broadcasting Bureau</b>			<b>1</b>
<b>Library of Congress</b>			<b>2</b>
<b>Millennium Challenge Corporation</b>			<b>5</b>
<b>National Aeronautics and Space Administration</b>			<b>15</b>
	Research Centers	10	
	Human Space Flight and Research Division	2	
	Office of External Relations	2	
	NASA Space Grant Program	1	
<b>National Science Foundation</b>			<b>7</b>
<b>Overseas Private Investment Corporation</b>			<b>2</b>
<b>Peace Corps</b>			<b>32</b>

<b>Securities and Exchange Commission</b>			<b>2</b>
<b>Small Business Administration</b>			<b>3</b>
<b>Smithsonian Institution</b>			<b>3</b>
<b>Social Security Administration</b>			<b>1</b>
<b>U.S. African Development Foundation</b>			<b>1</b>
<b>U.S. Agency for International Development</b>			<b>122</b>
<b>U.S. Courts</b>			<b>1</b>
<b>U.S. Congress</b>			<b>56</b>
<b>U.S. Institute of Peace</b>			<b>2</b>
<b>U.S. Postal Service</b>			<b>1</b>
<b>TOTAL</b>			<b>1173</b>

**APPENDIX G: 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

**Dr. Bruce Cole**

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. James F. Manning**

Acting Assistant Secretary of  
Postsecondary 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

Presidential Appointees

**Dr. James W. Carr**

Executive Vice President  
Harding University

**Dr. George Dennison**

President  
The University of Montana

**Dr. Mark Falcoff**

Resident Scholar  
American Enterprise Institute

**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

Executive Director of the Board

**Dr. Robert O. Slater**

Director, National Security Education  
Program

\* Membership through the Summer 2007

## APPENDIX H: NSEP GROUP OF ADVISORS

**Ms. Marty Abbott**

American Council on the Teaching of  
Foreign Languages (ACTFL)

**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. Earl Kellogg**

Associate Provost for International Affairs  
University of Illinois, Urbana-Champaign

**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

**Mr. John Pearson Director**

Bechtel International Center  
Stanford University

**Dr. Margaret Riley**

Director and Assistant Dean for Study  
Abroad  
Duke University

**Dr. Selma Sonntag**

Chair  
Department of Government & Politics  
Humboldt State University

**Dr. Paul Viotti**

Associate Professor  
Graduate School of International Studies  
University of Denver

**Dr. Terry M. Weidner**

Director  
Maureen and Mike Mansfield Center  
University of Montana

This list represents The Group of Advisors (GoA) membership as of Spring 2007. 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 two slots currently vacant. GoA meetings are chaired by NSEP staff.

## **APPENDIX I: UNITED STATES GOVERNMENT DEPARTMENTS AND AGENCIES WITH NATIONAL SECURITY RESPONSIBILITIES**

**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
- Government Affairs
- Judiciary
- Select Committee on Intelligence

#### **House of Representatives**

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