



Annual Report

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What NSEP Undergraduate Scholars and Graduate Fellows Say about NSEP...

The NSEP has provided me with an incredible opportunity to integrate my two fields of study... Middle East Studies and Strategic Studies...and allowed me to reach a degree of specialization in a complex matter....the language and regional specialization I have gained through NSEP not only helps to prepare me for a successful career in government, but also contributes to making me a more attractive candidate for the positions I am pursuing.

1996 NSEP Graduate Fellow

Studying abroad was the best decision of my undergraduate career. Through NSEP, I had the opportunity to have a total immersion experience in Russian culture and language. Living in Moscow gave me first hand knowledge of how changes in the economy impact Russian society. I feel confident that I will work effectively in the Foreign Service specializing in economic issues.

1997 NSEP Undergraduate Scholar

Studying in Japan allowed me to add an international component to my academic courses in computer engineering in a way that would not have been possible at my home university. I feel prepared to work with my international counterparts in the technology field.

1997 NSEP Undergraduate Scholar

My NSEP-supported study ... has undeniably enhanced my graduate program in international relations, public policy, and education. Specifically, my Fellowship has allowed me to dramatically improve my Russian language skills ... I believe my fellowship has well prepared me to address significant questions of national security and I look forward to the opportunity to serve my country with this knowledge and experience.

1997 NSEP Graduate Fellow

My NSEP-supported study in Egypt has benefitted my academic and professional career by allowing me to pursue my study of Arabic to the level required for archival research....my overseas study has given me a unique perspective on Egyptian and American society that can only help me to endeavor to improve inter-cultural relations through education and government research.

1995 NSEP Graduate Fellow

My academic focus has been on bilateral relations between the U.S. and the Middle East. Through my study in Yemen I can gain a deeper understanding of the political complexities of the region. With NSEP support, I am able to study abroad for an academic year and am one step closer to a career in international development.

1998 NSEP Undergraduate Scholar

I had invaluable hands on experience in my field of study that was supplemented by courses that developed my cross-cultural and language skills. I progressed well beyond my anticipated goals. This study abroad experience opened up a new international perspective on my future career plans in land reclamation and biodiversity.

1998 NSEP Undergraduate Scholar

NATIONAL SECURITY EDUCATION PROGRAM

Annual Report

1 9 9 7 — 1 9 9 8

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National Security Education Program
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NSEP.....

DEVELOPING THE NATION'S INTERNATIONAL CAPACITY

The National Security Education Program (NSEP), created by Congress in 1991, addresses the need to increase the ability of Americans to communicate and compete globally by knowing the cultures and languages of other countries.

NSEP embodies a recognition that the scope of U.S. national security has expanded to include not only the traditional concerns of protecting and promoting American well-being, but the new challenges of a global society including economic competitiveness, sustainable development, environmental degradation, global disease and hunger, and population growth and migration.

H I G H L I G H T S

Undergraduate Scholarships for Study Abroad

Since 1994 NSEP has awarded 1,016 scholarships to U.S. undergraduate students to study abroad in world areas critical to U.S. national security. Each year NSEP funds between 150-200 U.S. students to study in approximately 35 non-Western countries.

Graduate International Fellowships

Since 1994 NSEP has awarded 511 fellowships to U.S. graduate students to expand their understanding of world regions and languages critical to U.S. national security. Each year, NSEP enables 75-100 outstanding U.S. graduate students to pursue study of critical world regions and languages.

Grants to U.S. Institutions of Higher Education

Since 1995, NSEP has awarded 38 grants that have enabled over 150 U.S. institutions of higher education to develop or strengthen their capability to enhance the U.S. national capacity for study of world regions, languages, and fields of study critical to U.S. national security.

The NSEP Service Opportunity

Unique to NSEP, all recipients of NSEP scholarships and fellowships incur a requirement to seek employment with an agency or office of the federal government involved in national security. NSEP has developed an innovative program that empowers its award recipients to find work in a diverse array of federal organizations.

A C C O M P L I S H M E N T S

Study in and about Areas of the World Outside Western Europe

NSEP has not only increased support for study abroad in and about areas of the world critical to U.S. national security. It has also increased the awareness of the importance of focusing on important areas of the world where U.S. students do not study. Since 1994, NSEP has enabled 1016 U.S. undergraduates and 511 U.S. graduate students to internationalize their curricula in innovative and challenging ways.

Defining and Articulating a 21st Century Definition of U.S. National Security

NSEP challenges the federal sector and the U.S. higher education community to think more broadly about its role in educating a U.S. citizenry to confront more effectively an increasingly complex and interdependent world environment that has a direct impact on U.S. national security.

Identifying World Regions, Languages, and Fields of Study

Through its annual assessment of the critical needs of the federal sector, NSEP also identifies areas and languages of the world critical to the nation's overall security. NSEP has highlighted the importance of combining international skills with key disciplines and fields of study.

Changing the Diversity of the U.S. Student Pursuing International Study

NSEP has increased opportunities for minorities and other students who might not ordinarily pursue a program of international study, while maintaining a highly competitive, merit-based program. NSEP also encourages students in the applied sciences, health sciences, and engineering to seek opportunities for meaningful international study.

Augmenting the Expertise of the Federal Government

Through innovative application of its service requirement, NSEP is providing federal agencies and offices with heretofore unavailable expertise and international competency in critical fields of study. NSEP award recipients are already contributing to the important missions of the U.S. Congress, Departments of Commerce, Defense, Justice, State, and Treasury; USIA, and USAID.

Summary

The National Security Education Program (NSEP) has since 1994 successfully implemented a program to expand our national capacity to deal effectively with foreign cultures and languages. The NSEP is currently in its sixth year of awarding scholarships to undergraduates to study abroad in areas under-represented by U.S. students, fellowships to graduate students to study foreign areas, languages and other international fields critical to U.S. national security, and grants to U.S. institutions of higher education to build or enhance programs which support study of foreign languages, area studies, or other important national-security related fields. The NSEP has already awarded *1,016 undergraduate scholarships* and *511 graduate fellowships* to U.S. students representing all *fifty states*; and *38 institutional grants* which directly benefit more than *150 U.S. colleges and universities*.

Most importantly, NSEP is now poised to make significant contributions to current and future U.S. national security by strengthening and expanding the international expertise base within the federal government and higher education. A larger and more diverse cadre of undergraduate and graduate students are emerging from U.S. institutions of higher education with cross-disciplinary competencies, coupling superior disciplinary training with increased facility in the cultures and languages of regions of the world critical to the future security of the U.S. As this more broadly trained and educated student population continues to feed into the federal and higher education workforce, it will have direct impact on our nation's international capacity.

In its brief five-year existence, NSEP has already had a major impact:

- **Study in and about areas of the world outside Western Europe.**

NSEP has not only increased support for study in and about areas of the world that are critical to U.S. national security, but it has increased the awareness of the importance of emphasizing a more diverse array of world regions, cultures, and languages. During 1997-98, NSEP enabled U.S. undergraduate students to study in 33 countries and 29 languages and U.S. graduate students to internationalize their curriculum involving 57 countries and 49 languages.

- **Defining and articulating a 21st century concept of U.S. national security.**

NSEP has played a major role in articulating, for both the federal and higher education communities, a broader meaning of the concept of U.S. national security to embrace not only the traditional issues, but also the critical new international challenges confronting the U.S.

- **Identifying world regions, languages, and fields of study critical to U.S. national security.**

Through its annual assessment of the critical needs of the federal sector, NSEP has participated in the identification of areas and languages of the world deemed vital to future U.S. national security. NSEP has also been able to underline the importance of combining international skills with key disciplines and fields of study. NSEP is the only federal program that undertakes such an annual effort.

- **Changing the diversity of the U.S. student studying abroad.**

NSEP has increased opportunities for minorities and for students in critical fields of study not ordinarily associated with study abroad while maintaining a highly competitive, merit-based program. In 1998, 27 percent of undergraduate awards were made to minorities. NSEP has also increased opportunities for students in fields of study such as engineering and the applied

¹ This report on the conduct of the National Security Education Program complies with Title VIII, Section 806, of Public Law 102-183, the David L. Boren National Security Education Act of 1991, as amended (the Act), 50 U.S.C. §§ 1901-1910 (Chap. 37).

sciences to include international study in their curriculum. In 1998, 33 percent of undergraduate scholarships and 20 percent of graduate fellowships were made to students in the applied sciences, business and economics.

- **Empowering more colleges and universities to support international study.**

Through its active outreach program NSEP has provided opportunities for Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and community colleges to develop approaches to increase opportunities for their students to study abroad. Since 1994, NSEP has committed almost \$2.5 million in institutional grants to seven projects that specifically focus on creating opportunities for a more diverse American population to gain essential international expertise.

- **Augmenting the expertise of the federal government.**

Through the innovative application of its service requirement for all award recipients, NSEP has begun to provide many federal agencies and offices with heretofore unavailable expertise in both a field of study and international competency. NSEP award recipients have already made contributions to the critical missions of the Departments of Commerce, Defense, Justice, State, and Treasury; the intelligence community; USIA; USAID; and the U.S. Congress.

- **Foreign Language Proficiency.**

NSEP is unique among federal programs in its approach which certifies language competencies of its award recipients and collects critically important data on language proficiency that will help guide future national language initiatives. Since the testing requirement was initiated in 1996, 234 undergraduate scholars and 123 graduate fellows have been pretested; 205 undergraduate scholars and 86 graduate fellows have been post-tested. These tests assessed competencies in 26 languages, including Arabic, Chinese, Japanese, Russian, and Vietnamese. These proficiency tests provide NSEP award recipients with tangible evidence of their language learning achievements.

Program Background

Legislative History

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

The NSEP became operational on July 2, 1993 when President Clinton signed PL 102-50, the FY 1993 Supplemental Appropriation, which included authority for the Secretary of Defense to obligate up to \$10 million from the National Security Education Trust Fund. This represented the Program's first authority to commit funds. This authority allowed the NSEP to finalize and announce plans for the first group of scholarship, fellowship, and grant awards.

Subsequent legislation relating to the NSEP has provided authority to obligate additional funds from the NSETF, affected the size of the NSETF, and imposed new service requirements on students studying under the auspices of the NSEP.

Program Objectives

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

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

National Security Education Board

The Secretary of Defense carries out the Program in consultation with a thirteen member National Security Education Board (NSEB) of which the Secretary is the statutory Chairman. The Secretary has delegated these authorities and responsibilities to the President, National Defense University.² Seven representatives from the Federal government have been appointed and are currently serving on the Board. Six non-Federal members, appointed by the President with the advice and consent of the Senate, serve on the Board.³ The NSEB met on June 23, 1997, October 27, 1997, and April 30, 1998, in Washington, D.C.

The Board oversees the work of the NSEP staff with regard to: developing criteria for awards; providing for wide dissemination of information regarding the program; establishing qualifications for scholarship, fellowship, and grant applicants; and recommending critical areas for study by program participants. Serving the Board and assisting the Program staff is a 13-member Group of Advisors from higher education. They provide expert advice to the NSEP Board and staff and to act as a liaison between higher education and the NSEP. The Group of Advisors (GoA) represents a cross section of higher education including: (1) colleges and universities of all sizes, including community colleges; (2) major discipline areas such as business, engineering, etc.; (3) major functional areas important to the goals and objectives of the Program such as foreign languages and area studies; and (4) a broad geographical, ethnic and cultural distribution. These advisors meet prior to Board meetings and at other appropriate times when their input is needed. They met in April, 1997 in Santa Fe, NM, and in October, 1997 in Washington, D.C.; in 1998, the GoA met in April 1998 in Corvallis, Oregon and in October, 1998 in Washington, D.C. Individually and collectively these advisors provide a vehicle for ensuring that a continuing dialogue between higher education and the NSEP is in place to meet the requirements of the legislation.⁴

² As part of an overall reorganization within the Department of Defense, the Defense Reform Initiative, the Secretary of Defense transferred responsibility for NSEP from the Office of the Under Secretary of Defense (Policy) to the National Defense University (NDU). The Director, NSEP thus reports to the President, NDU, under this arrangement. The President, NDU, or his designee, will assume the role of Chair of the NSEB in 1999.

³ Members of the Board are listed on the back inside cover of this report.

⁴ The current members of the Group of Advisors are listed on the back inside cover of this report.

National Security Education Trust Fund

The National Security Education Trust Fund (NSETF) was established as a result of the National Security Education Act. The Congress completed actions to formally establish the Trust Fund at \$150 million in September 1992. This corpus, invested in U.S. Government securities, has been earning interest since its establishment.⁵ The legislation requires that funds be appropriated from the Trust Fund in order for the Secretary of Defense to "obligate" monies. Once appropriated, funds are available until expended.⁶

At the close of FY 1998, the total corpus of the Trust Fund is valued at approximately \$54,391,000. Table 1 provides an overview of funds obligated and committed by NSEP to scholarships, fellowships, and grants since 1994 (a more detailed accounting of the Trust Fund is available in Tab D). The National Security Education Act stipulates that all expenditures necessary to conduct the Program shall be paid from the NSETF. NSEP is entirely self sufficient. Since the fund was established there have been no new funds appropriated in support of NSEP. Total program expenditures are paid from the Trust Fund and interest generated by this fund. The program office, with full support of the President, National Defense University, and the members of the NSEB, is run with a small staff who rely, whenever possible, on resources provided free or at minimum cost. At the end of 1998, the Program staff consisted of seven full-time employees. This represents a reduction in staff of three full-time employees from January 1995 and an overall reduction of eight manpower spaces from the fifteen originally allocated in 1992 to administer NSEP. All members of the NSEB, the Group of Advisors, and over 100 merit review panelists from throughout higher education serve the NSEP without pay. Over 1,700 NSEP campus representatives associated with higher educational institutions across the country also volunteer their time to assist students who compete for NSEP scholarships and fellowships.

Table 1

Year	Undergraduate Scholarships	Graduate Fellowships	Institutional Grants	Totals
1994	\$2,434,915	\$2,880,201	—	\$5,315,116
1995	\$2,491,350	\$2,458,200	\$2,491,305	\$7,440,855
1996	\$752,752	\$1,135,779	\$2,216,853	\$4,105,384
1997	\$1,132,585	\$1,353,975	\$2,064,496	\$4,551,056
1998	\$1,235,536	\$1,548,813	\$1,971,178	\$4,755,527

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

⁵ The initial Trust Fund established by Congress was valued at \$150 million. Since the enactment of the Program's originating legislation, two Congressional actions have resulted in reductions of the balance in the NSETF. P.L. 103-178 included a provision that required the balance of the NSETF in excess of \$120,000,000 to be transferred to the Treasury of the United States as miscellaneous receipts. P.L. 102-183 (1995) included a provision that rescinded an additional \$75,000,000 from the NSETF. DoD has complied with both provisions.

⁶ As of the end of 1998, the Secretary of Defense had authority to obligate \$46.1 million in support of the NSEP. This "authority to obligate" was granted in FY93 (\$10M), FY94 (\$10.M), FY95 (\$8.5M), FY96 (\$7.5M), FY97 (\$5.1M), FY98 (\$2.0M) and FY99 (\$3.0M). NSEP authority to obligate is cumulative and does not expire at the end of the fiscal year.

Trends in Foreign Language, International, and Area Studies

NSEP relies in general on outside assessments of trends in higher education regarding foreign languages, international affairs, and area studies undertaken by a number of national educational associations. The two most significant assessments come from the Open Doors Survey undertaken annually by the Institute of International Education (IIE) and the study of foreign language enrollments in American colleges and universities administered bi-annually by the Modern Language Association (MLA).

NSEP continues in its efforts to expand opportunities for the population of U.S. students pursuing study abroad. While the profile of most American students studying abroad remains largely unchanged, those studying under NSEP auspices reflect a wider representation of the U.S. graduate and undergraduate population. With support from NSEP, students from minority groups and fields of study under-represented in study abroad, and students with limited financial resources are able to enhance their curriculum through meaningful programs of overseas study in critical world regions.

The most recent statistics on study abroad and language study reveal a largely unchanged profile of U.S. students studying abroad that is predominantly white, female, middle/upper class, and majoring in the social sciences, humanities, and foreign languages, and studying a very limited subset of languages. Furthermore, there is an apparent trend among those students toward shorter periods of study overseas, with 53 percent of approximately 99,000 U.S. students studying abroad for one semester or less. While African Americans, Asian Americans, Hispanic Americans, and Native Americans account for approximately 26 percent of the U.S. higher education population, they make up only about 14 percent of the study abroad population. Likewise, the variety of countries which U.S. students select for study abroad has changed only marginally. Almost 65 percent of U.S. students abroad studied in Europe: 50 percent of all U.S. students abroad studied in the United Kingdom, Italy, Spain, and France. Almost one in every four U.S. students abroad studied in the United Kingdom.

Equally important, there appears to be a major transformation in the study of foreign languages in the U.S. As recently reported in a front-page article in the *Boston Globe* (December 26, 1998), the number of students taking Spanish at U.S. institutions of higher education showed a 13.5 percent jump from 1990 to 1995. During the same period, the study of Russian fell 44.6 percent. Falling enrollments in Russian and other Eastern European languages is leading to the closing of numerous Slavic language departments across the U.S. While the study of languages like Arabic, Chinese, and Japanese are showing modest increases, the number of students is rarely at a level to support an intensive four-year curriculum on any one campus. The concern is that U.S. national capacity and infrastructure to train and educate a future generation of American students in critical languages will be lost. The impact will be severe, in terms of U.S. business interests as well as in national security fields. The *Boston Globe* article concludes with an important quote from Dr. Carol Saivetz, a nationally recognized Russia expert: "It's a tragedy beyond just the self interest of people who teach these languages to fewer and fewer students. My fear is a major cataclysm and people will say the field didn't warn us. But that generation of scholars just isn't going to be there."

In the following pages, reports on NSEP awards will demonstrate that the program is making a significant contribution by investing in and expanding opportunities for international education that will maintain and, perhaps, increase U.S. capacity in languages areas critical to U.S. national security, but not widely studied by U.S. students.

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

The NSEP mandate is to address areas and languages of the world that are critical to U.S. national security and under-represented in U.S. study. Beginning in 1995, NSEP initiated a systematic and unique process to identify critical needs for languages and area expertise in the Federal sector, as well as determining the substantive areas where this expertise was seen as most critical. The process results in the development of an annual list of Areas of Emphasis for NSEP Scholarship, Fellowship, and Grant awards. NSEP is the only federal program supporting international education that systematically assesses the federal needs for critical languages and country/regional knowledge across a broad section of the government. This list is included in the application guidelines for all three NSEP award programs. The list is accompanied by a statement that encourages applications for study in and about countries and languages not included on the list as long as a compelling argument can be made concerning relevance to U.S. national security. NSEP also strives to articulate more clearly the expanding and complex national security related needs of the federal government as it continues to adjust to a rapidly changing and more highly interdependent global environment.

Defining National Security

In defining U.S. national security, NSEP relies on the definition applied by the President in his annual National Security Strategy report delivered annually to the U.S. Congress. In the 1998 report entitled *National Security Strategy for a New Century* (October 1998), the President outlines a “forward looking national security strategy attuned to the realities of our new era”:

The security environment in which we live is dynamic and uncertain....Globalization — the process of accelerating economic, technological, cultural, and political integration — means that we as a nation are affected by events beyond our borders. Outlaw states and ethnic conflicts threaten regional stability and economic progress....Weapons of mass destruction, terrorism, drug trafficking and organized crime are global concerns that transcend national borders. Other problems that once seemed quite distant — such as resource depletion, rapid population growth, environmental damage, new infectious diseases and uncontrolled refugee migration — have important implications for American security.

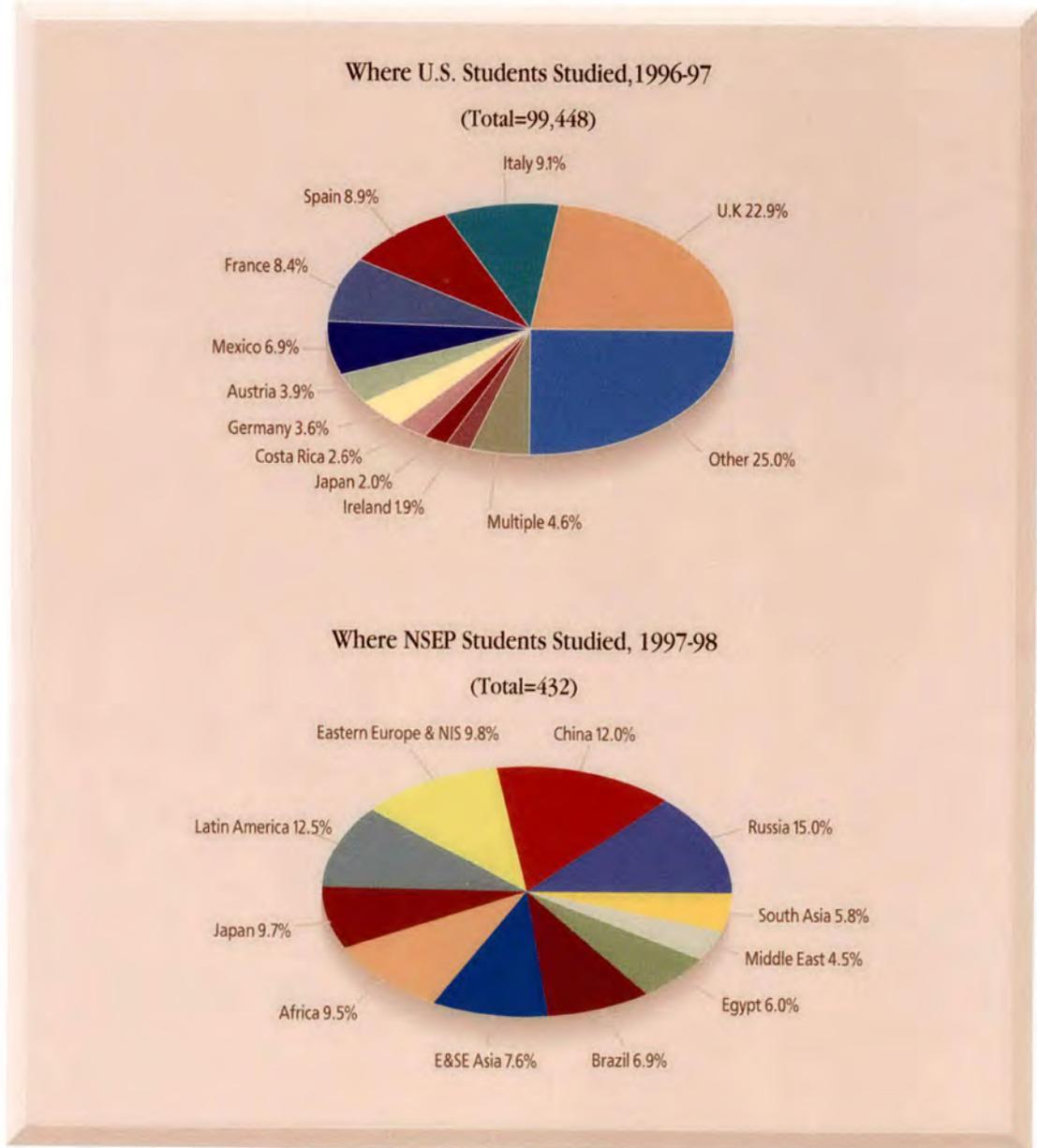
Determining Critical Needs

The critical needs assessment is updated on an annual basis. At the beginning of each calendar year those federal agencies represented on the National Security Education Board (Commerce, Defense, Intelligence, State, and USIA) coordinate a department-wide review of the annual list. Each agency reviews and validates the list; they are asked to make recommendations concerning: (1) adding or deleting countries, languages and/or fields of study from the list; or (2) moving countries and languages from primary to secondary or secondary to primary status. Consistent with the President's definition of national security, NSEP will broaden its survey of the federal government to include other agencies and offices involved in efforts relating to development, energy, environment, health, and other key national security issues for the 21st century. The list is designed to address longer-term needs.

The relationship of the NSEP *areas of emphasis* to the trends in study abroad is seen most clearly when we examine, in Figure 1, where U.S. students generally study compared to those areas emphasized by NSEP. Western European countries dominate U.S. study abroad accounting for more than even the 53.1 percent of the 99,448 U.S. students studying in the United Kingdom, Italy, Spain, France, and Germany. Not only are those who reported study in “multiple countries” also studying in numerous Western European areas, but an additional 6 percent report study in other Western European countries. Ten countries account for

75 percent of U.S. study abroad; only Japan and Mexico overlap with NSEP areas of emphasis. From the statistics provided in Figure 1, it is reasonable to conclude that NSEP is filling a critical void in advocating study in and about those areas of the world that are significantly under-represented and critical to U.S. national security. Only 31 of the 68 countries identified by NSEP as “critical to U.S. national security” receive any U.S. students, according to the IIE statistics.⁷ Furthermore, students in these 31 countries account for only 20 percent of the total of all U.S. students abroad and Mexico receives almost one of every four.

Figure 1. Study Abroad by U.S. Students 1996-97: Comparison of Overall U.S. Statistics with NSEP Areas of Emphasis



⁷ The IIE statistics include the “top” 83 destinations for U.S. students. There are other countries where U.S. students study, but they are represented in such small numbers that they do not merit inclusion. It should also be noted that there are countries on the NSEP list that are not suitable for study by U.S. students either because of the state of turmoil in that country or because U.S. law prohibits travel to them by U.S. citizens.

NSEP Areas of Emphasis

Primary Geographic Areas

China	Iran	Cuba
Indonesia	Iraq	Mexico
Japan	Morocco	Venezuela
North Korea	Pakistan	
South Korea	Saudi Arabia	Albania
Taiwan		Bosnia and Herzegovina
Thailand	Sudan	
Vietnam	Syria	Croatia
	Turkey	Czech Republic
Armenia		Hungary
Belarus	Congo	Macedonia
Georgia	(Brazzaville)	Poland
Kazakhstan	Congo (Kinshasa)	
	Nigeria	Romania
Russia		Serbia and Montenegro
Ukraine	South Africa	
Uzbekistan	Tanzania	Slovakia
	Uganda	Slovenia
Algeria		
Egypt	Argentina	
India	Brazil	

Primary Fields of Study

Business and Economics
 History
 Political Science and Policy Studies
 International Affairs
 Applied Sciences and Engineering
 – Biology – Environmental Science
 – Chemistry – Mathematics
 – Computer Science – Physics

Secondary Fields of Study

Law
 Health and Biomedical Sciences
 Other Social Sciences
 – Anthropology
 – Psychology
 – Sociology

Secondary Geographic Areas

Bahrain	Bulgaria	Afghanistan
Israel	Moldova	
Jordan		Eritrea
Kuwait	Chile	
Libya	Colombia	
Oman	Guatemala	
Qatar	Panama	
Tunisia	Peru	
United Arab Emirates	Malaysia	
Yemen		

Languages

Albanian	Hindi	Romanian
Arabic (and dialects)	Hungarian	Russian
Armenia	Indonesian	Serbo-Croatian
Azeri	Japanese	Swahili
Belarusian	Kazakh	Thai
Cantonese	Korean	Turkish
Czech	Kurdish	Uighur
Farsi	Lingala	Ukrainian
Georgian	Macedonian	Urdu
	Polish	Uzbek
	Portuguese (esp. Brazilian)	Vietnamese
Hebrew		

NSEP Undergraduate Scholarships

The program for awarding scholarships to undergraduate students who are U.S. citizens is administered for the NSEP by the Institute of International Education (IIE). IIE is a nationally recognized, non-profit organization that has been a leader in promoting international education for 79 years.

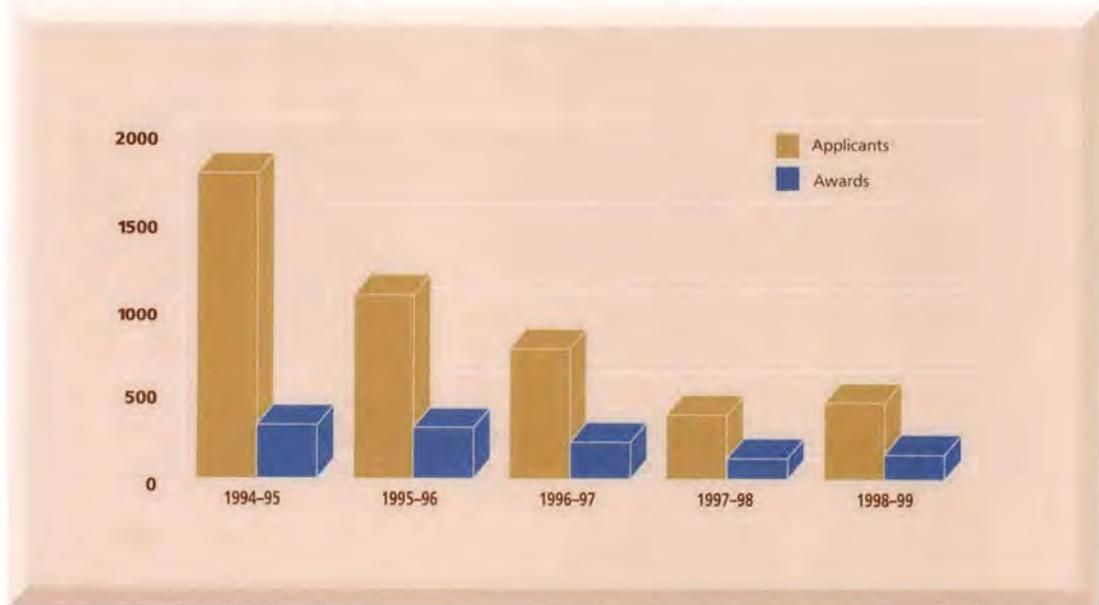
The 1997 competition for undergraduate scholarships was announced in September 1996 with applications due on February 3, 1997. The 1998 competition was announced on August 25, 1997, with applications due on February 9, 1998. An independent, merit-based review process conducted by a cross-section of university faculty and administrators at three levels (on-campus, regional, and national) considers the merits of applicants and ensures that the award recipients are of the highest quality and representative of the U.S. undergraduate population. Applicants are judged on the quality of their academic record and their ability to articulate the role that the proposed study abroad program will play in their education and career plans in the international arena. In addition, applicants are judged by the link they make between their educational and career goals and the national security goals of the NSEP.

In the fifth competition in 1998-99, 145 students from 87 institutions were awarded scholarships for programs in 38 countries, focusing on 22 languages. NSEP awards were made in amounts up to \$8,000 for one semester and \$16,000 for a full academic year.

Applicants Awards

The number of applicants declined from the first year, 1994-95, until 1998-99 when it began to rise again, as depicted in Figure 2. A number of important issues contribute to the variations in numbers of students applying:

Figure 2. Undergraduate Scholarships: Applicants and Awards, 1994-98



- During the first two years of NSEP, 1994 and 1995, the program committed \$2.5 million to undergraduate scholarships. Since 1996, NSEP has reduced the annual commitment to \$2 million, necessitating a reduction in the number of awards. The high number of applicants in 1994 and 1995 also reflected a demand for and interest in NSEP that had built up since the announcement of the program in 1992.
- Beginning in 1996, scholarship guidelines included a list of world regions, languages, and fields of study emphasized by NSEP. While the program continues to reach a representative cross-section of U.S. undergraduates, the current targeted focus on specific countries, languages, and fields of study also narrows the appeal of the program to a smaller number of students than in 1994-95.
- The 1997-98 scholarship guidelines include significant modifications in the service requirement. Until this time, the service requirement applied only to undergraduates studying abroad with NSEP support for 12 months or more. Beginning in 1997, all undergraduates receiving NSEP scholarships incurred a service requirement. This new requirement focused the program to attract students primarily interested in federal work experience.

NSEP's analysis of changes in the number of applicants suggests that the program's appeal to a smaller number of U.S. students is, in many ways, supportive of its goals to (1) increase the number of U.S. students undertaking serious study of critical areas and languages; (2) attract students from seriously under-represented fields of study such as the applied sciences, engineering, and health; and (3) follow through on a genuine effort to match federal opportunities with NSEP award recipients.

NSEP undergraduate applications increased by approximately 18 percent from 1997 to 1998. This increase can best be explained by: (1) increased knowledge of the requirements and conditions of the NSEP scholarship award; and (2) more aggressive and successful outreach throughout the higher education community. Increases in the number of applications are anticipated to continue toward a target of approximately 600 applicants and no more than 175 awards per year. Since the first year of the program, NSEP has maintained at least a 3:1 ratio of applicants to awards reflecting the effectiveness of the merit-based award process.

Areas, Languages, and Fields of Study

Figure 3 on the following page provides important information on where and what languages NSEP undergraduate scholars study for 1997-98 and 1998-99. More than one-third of the students study in Russia, China, and Japan. In each group of cohorts, an additional five countries account for another 40 to 45 percent of the total. The 1997 "other" category accounts for 18 additional countries where three or fewer students studied (Costa Rica, Czech Republic, Dominican Republic, India, Indonesia, Israel, Madagascar, Mexico, Morocco, Poland, Senegal, South Africa, Taiwan, Tanzania, Turkey, Ukraine, Vietnam, Zimbabwe).⁸ The languages of study reflect the countries of focus among undergraduate scholars. Russian, Chinese, Arabic, and Spanish⁹ account for almost 70 percent of the languages among undergraduates.

In sum, NSEP has been successful in focusing primarily on major areas and languages of the world most critical to U.S. national security while at the same time investing more limited resources on the

8 A similar list of "other" countries applies to the 1998-99 NSEP undergraduate award recipients.

9 Only those undergraduate students who demonstrate an advanced level of competency in Spanish may continue their studies of Spanish under NSEP auspices. NSEP will not fund beginning or intermediate study of Spanish because it is already easily accessible without NSEP resources at all U.S. colleges and universities.

margins in many areas and languages that clearly require additional expertise. The focus of NSEP on areas of emphasis, beginning in 1996, has had a profound impact on the foci of both applicants and award recipients. In 1997-98, more than 90 percent of applicants proposed study in a primary or secondary area of emphasis and 88 percent of the awards were for study in a primary or secondary country. In 1998-99, 86 percent of the applicants proposed study in a primary or secondary area of emphasis and 92.5 percent of the awards were for study in one of these areas. This is in contrast to years prior to the publication of areas of emphasis; for example, in 1995-96, almost 20 percent of the awards were made to study in areas which would most probably not have been included on the NSEP list.

Figure 3. NSEP Undergraduate Scholarship Awards
Profiles of 1997-98 and 1998-99 Awards

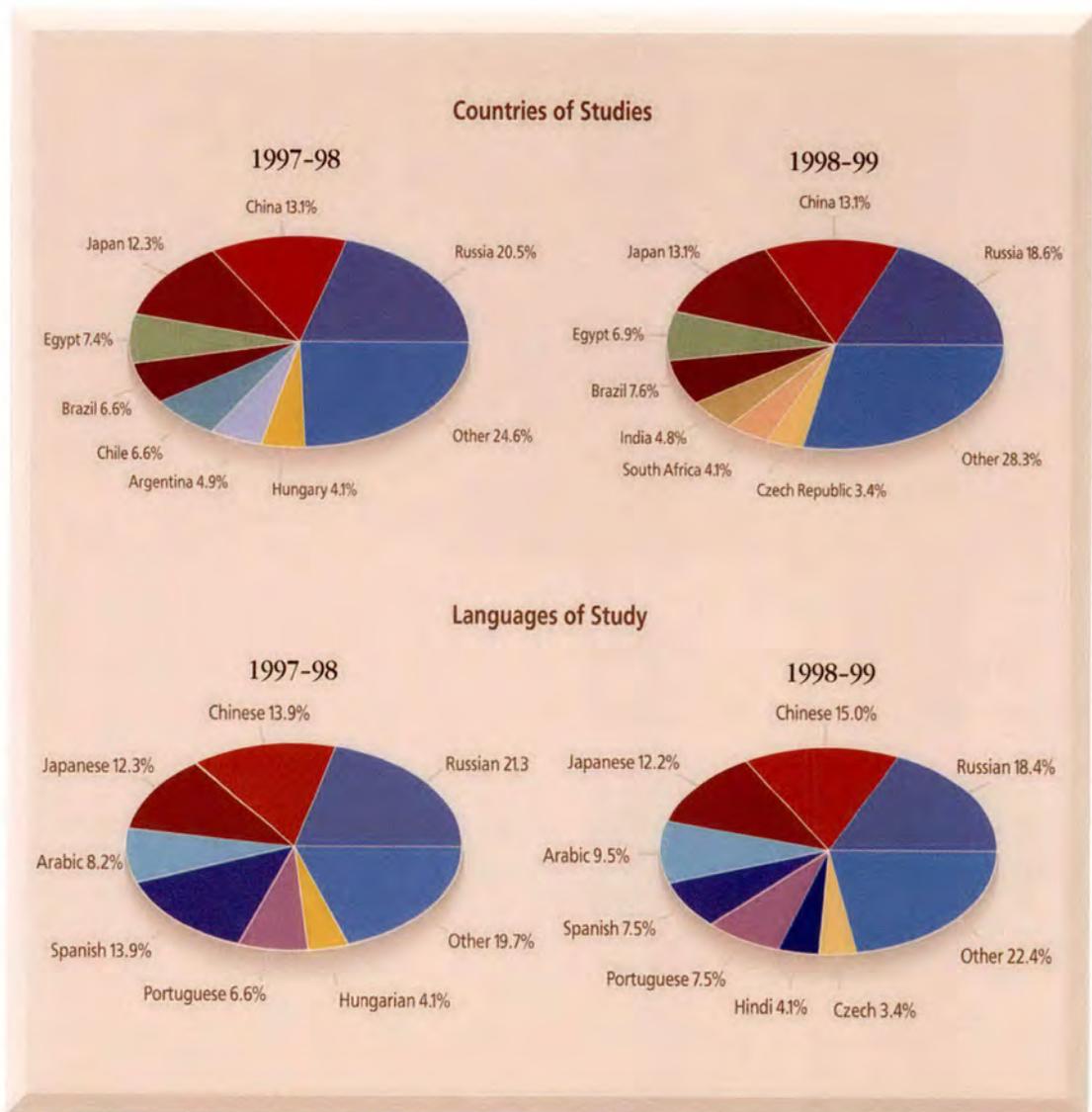
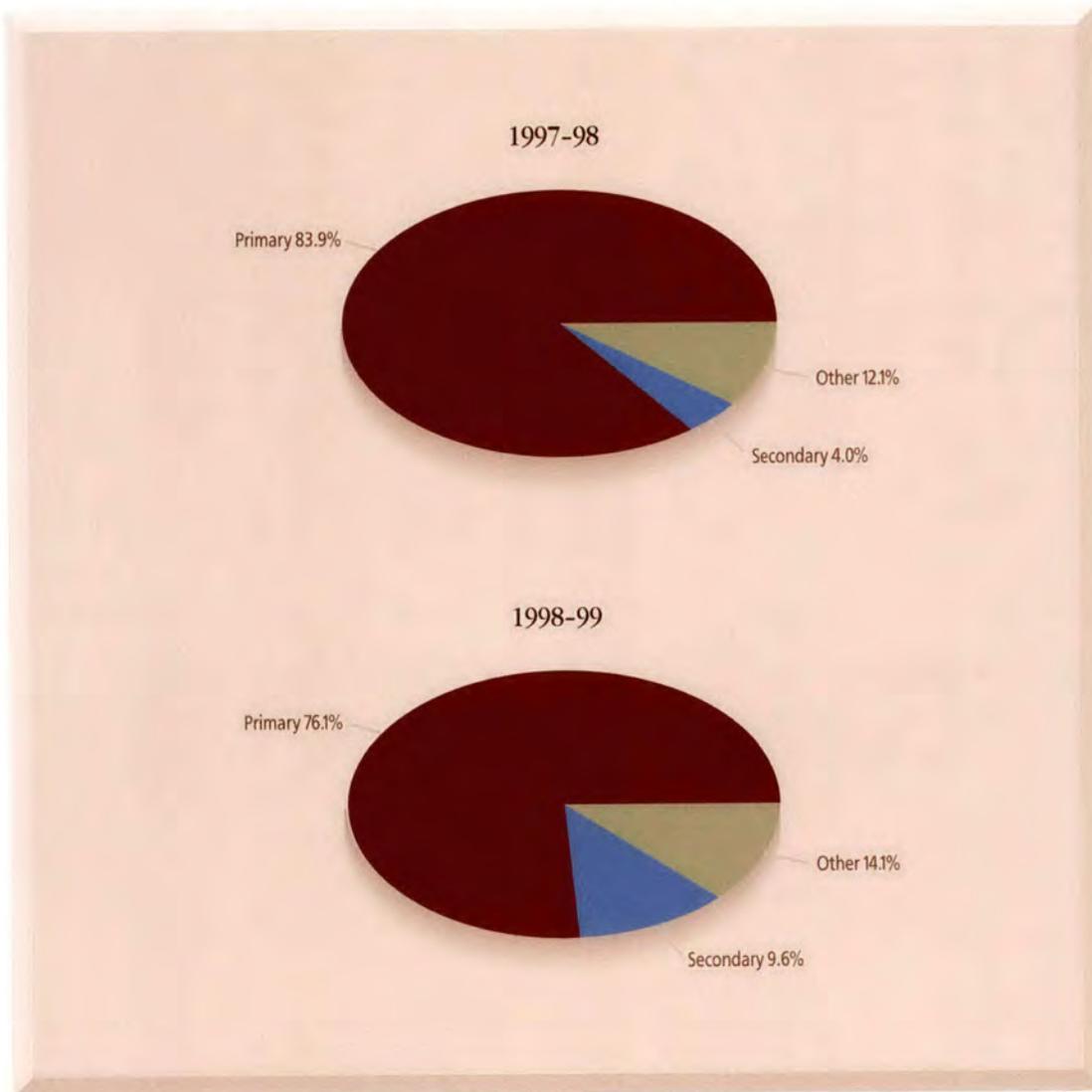


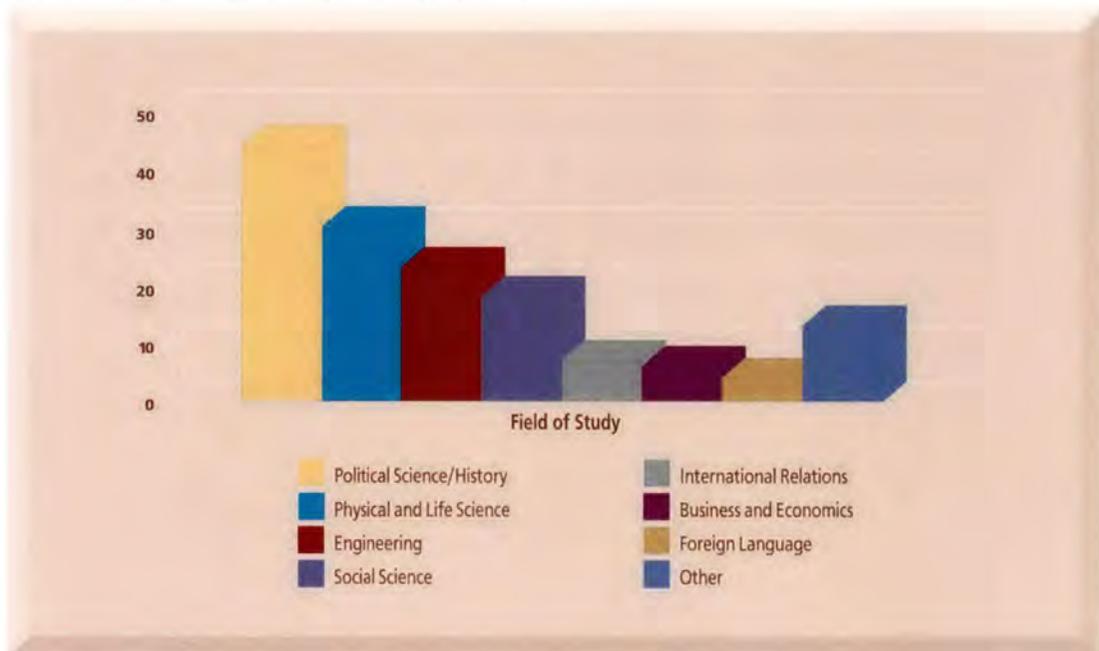
Figure 4. Geographical Areas of Emphasis Represented in Undergraduate Applications



NSEP scholarships focus on attracting U.S. students to pursue study in areas and languages of the world that are both critical to U.S. national security and under-represented in international study. NSEP makes an important contribution toward broadening international opportunities for U.S. students, helping to increase the diversity of the U.S. undergraduate population who study abroad. In terms of ethnicity, minorities accounted for approximately 27 percent of the 1998-99 awards: 11 percent to African Americans (compared to 3 percent representation in U.S. study abroad), 10 percent to Asian Americans (compared to 5 percent in U.S. study abroad), and 6 percent to Hispanic Americans (compared to 5 percent in U.S. study abroad). In terms of gender, 37 percent of 1998-99 undergraduate award recipients were male, 55 percent were female (8 percent did not indicate gender). NSEP will continue to encourage a more balanced gender distribution to address the national undergraduate trend toward more females than males studying abroad.

NSEP has also aggressively and successfully pursued undergraduate students from fields of study that have been identified as critical to U.S. national security where international education is an asset, but from which fewer students study abroad. The undergraduate guidelines have been structured to allow students from such fields as the applied sciences and engineering to study abroad for shorter periods of time. This flexibility is necessary in order to accommodate the severe curricular constraints imposed on students in these fields. The results depicted in Figure 5 are encouraging for these fields as well as a range of fields important to U.S. national security. NSEP is attracting an increased number of students who are eager to pursue international opportunities as part of their science or engineering education. The larger percentage of NSEP scholars remain in the mainstream fields: political science, history, and international affairs.

Figure 5. Undergraduate Scholars: Fields of Study in 1998-99 Awards



Graduate International Fellowships

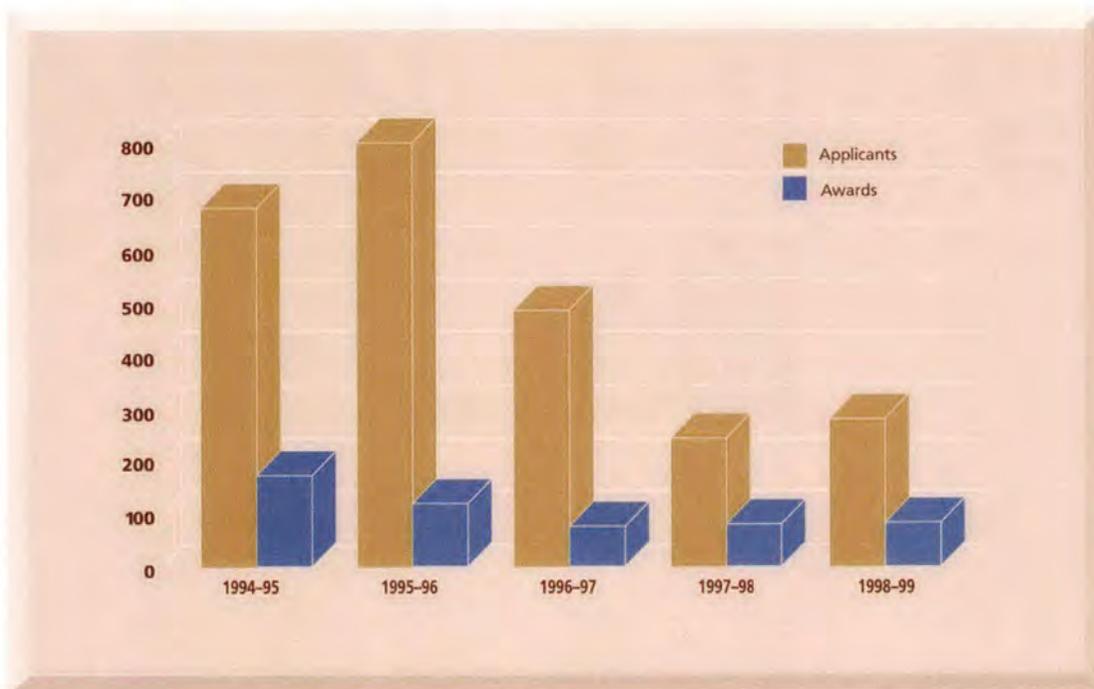
The program for awarding fellowships to graduate students who are U.S. citizens is administered for the NSEP by the Academy for Educational Development (AED). AED is a major, non-profit educational organization with extensive experience conducting programs for study in the developing world.

The fourth year of fellowship competition was announced in September 1996 with applications due on January 31, 1997. The fifth year of fellowship competition was announced in September 1997 with applications due on January 15, 1998. Following a series of rigorous, independent, discipline panels, and review by an independent panel of distinguished scholars, 163 merit-based NSEP Fellowship Awards were offered. These fellowships were awarded to students representing 46 different U.S. universities. Forty-five different countries and 34 different languages are represented in the awards. All involve study outside of Western Europe. Fellowship award amounts ranged from \$2,000 to \$25,000.

Applicants and Awards

The number of graduate fellowship applicants mirrors the pattern presented earlier for undergraduate scholarships. The precipitous decline in applications from 1995-96 to 1996-97 was the direct result of (1) concern about the future viability of NSEP; (2) uncertainty about the terms and conditions of the federal service requirement; and (3) a narrower focus in terms of areas, languages, and fields of study expressed, for the first time, in the 1996-97 application guidelines. As with undergraduates scholarship applications have increased for the 1998-99 program.

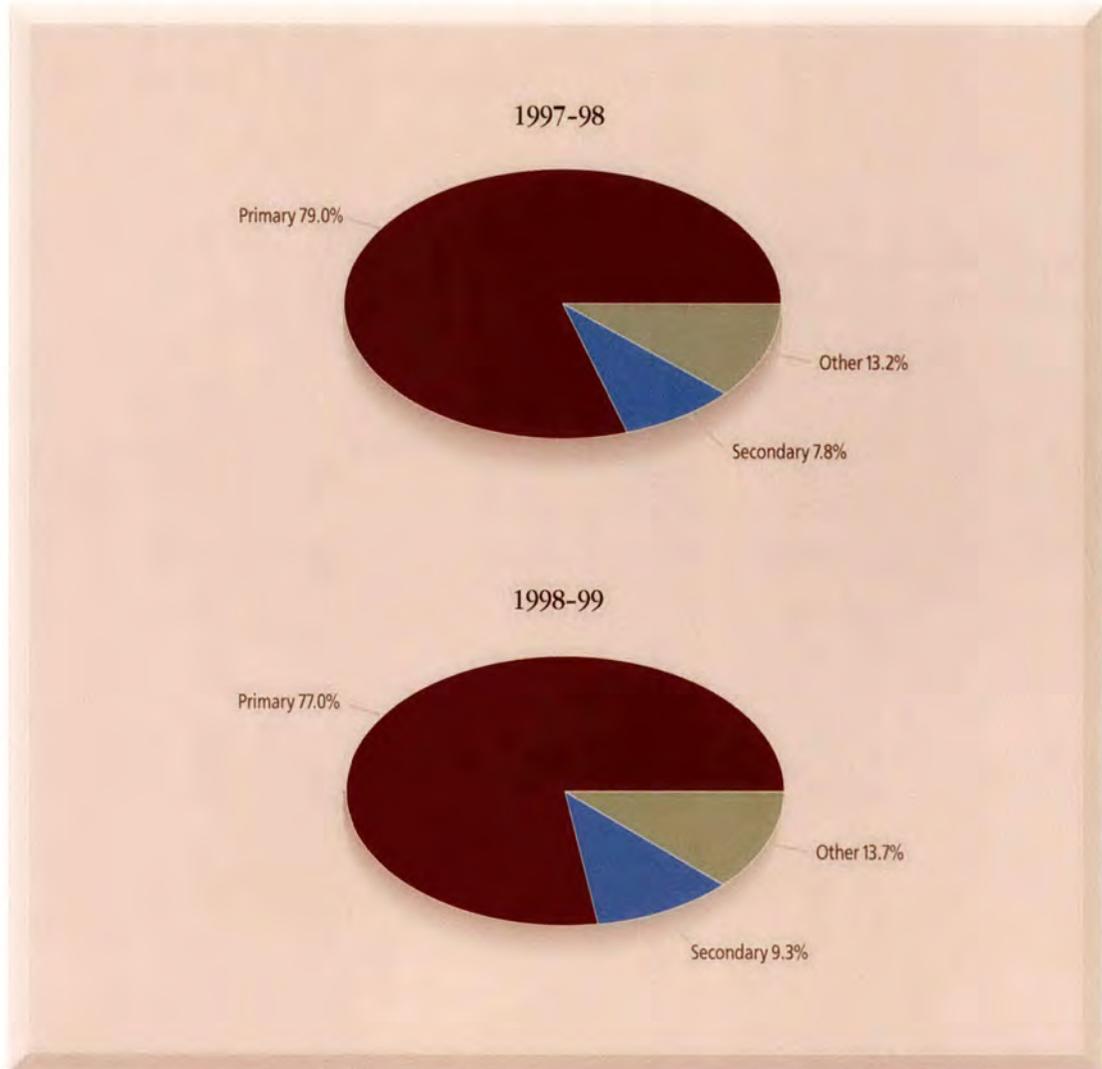
Figure 6. Graduate Fellowships, Applications, and Awards
1994-98



Applications have shown an increase from 1997-98 to 1998-99. This increase appears to be the direct result of better explanations and understanding of NSEP requirements and conditions as well as a more aggressive campus outreach program. Fellowship applications are expected to increase toward a targeted goal of no more than 400 per year, resulting in approximately 100 annual awards. NSEP will continue to maintain a ratio of 3:1-4:1 of applicants to awards to ensure a highly competitive, merit-based award process.

The publication of *areas of emphasis* has had a profound impact on the types of fellowship applications submitted. As Figure 7 illustrates, approximately 87 percent of 1997 and 1998 applicants focused their studies on countries included on the NSEP list. Of the 80 and 83 awards made for 1997 and 1998, 10 and 12 awards, respectively, were made for study in and of countries that were not included on the NSEP list.

Figure 7. Geographical Areas of Emphasis Represented in Graduate Applications

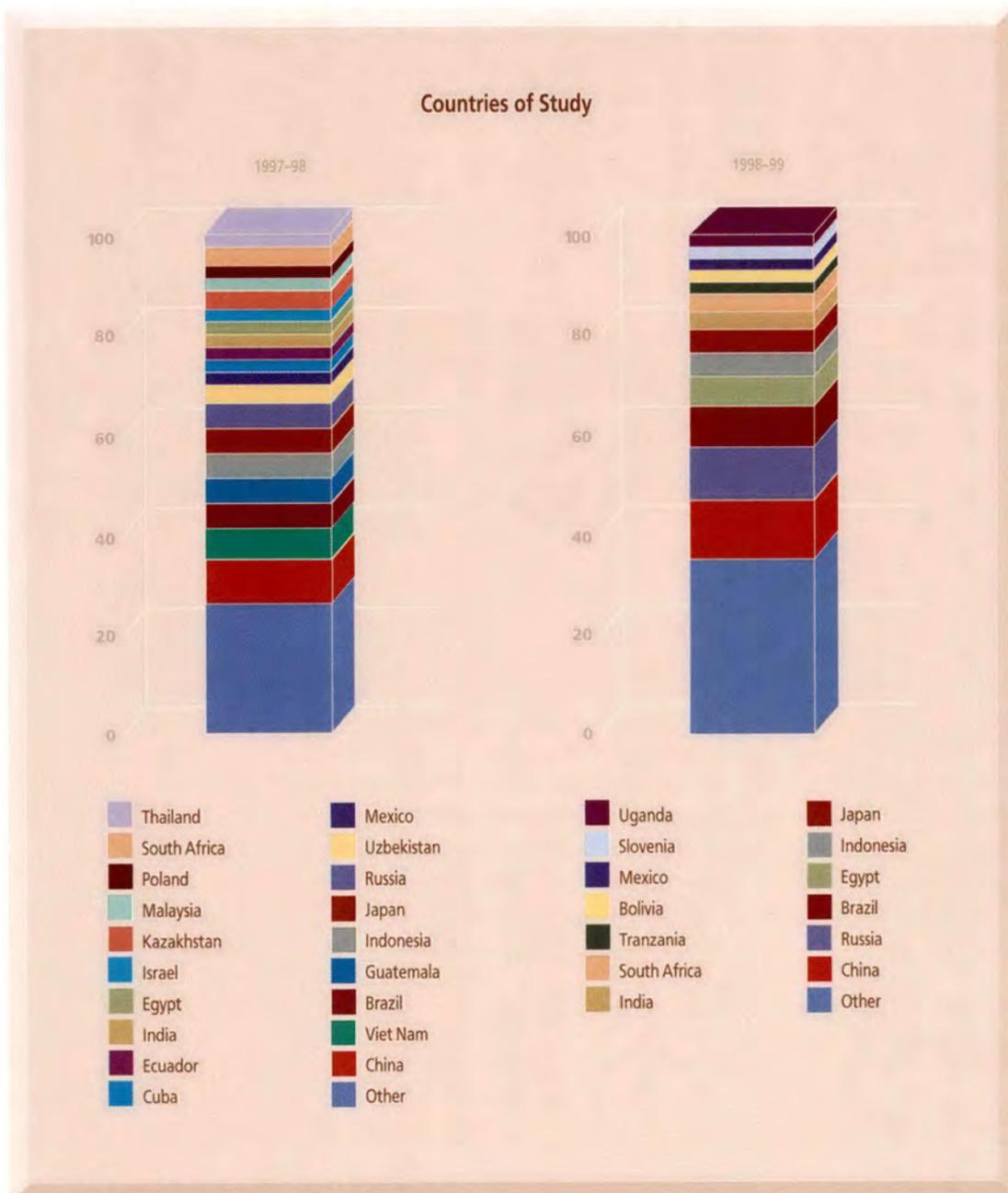


NSEP's graduate fellowship effort is focused, much like the undergraduate scholarship program, on attracting a broader population of U.S. students to study in areas of the world that are critical to U.S. national security and under-represented in U.S. study. The 1998-99 demographics of NSEP graduate awards suggest that the program has had some success in addressing these important goals. It is important to note that NSEP is limited by the attributes of the population of students in graduate education in the U.S., a distribution that does not mirror the American population. In terms of *ethnicity*, minorities accounted for approximately 19 percent of the 88 1998-99 awards: 6 percent to African Americans, 5 percent to Asian Americans, and 7 percent to Hispanic Americans. In terms of *gender*, NSEP has also had success in addressing the national trend toward more females studying abroad; in 1998-99, 52 percent of award recipients were male, 48 percent female.

Areas, Languages, and Fields of Study

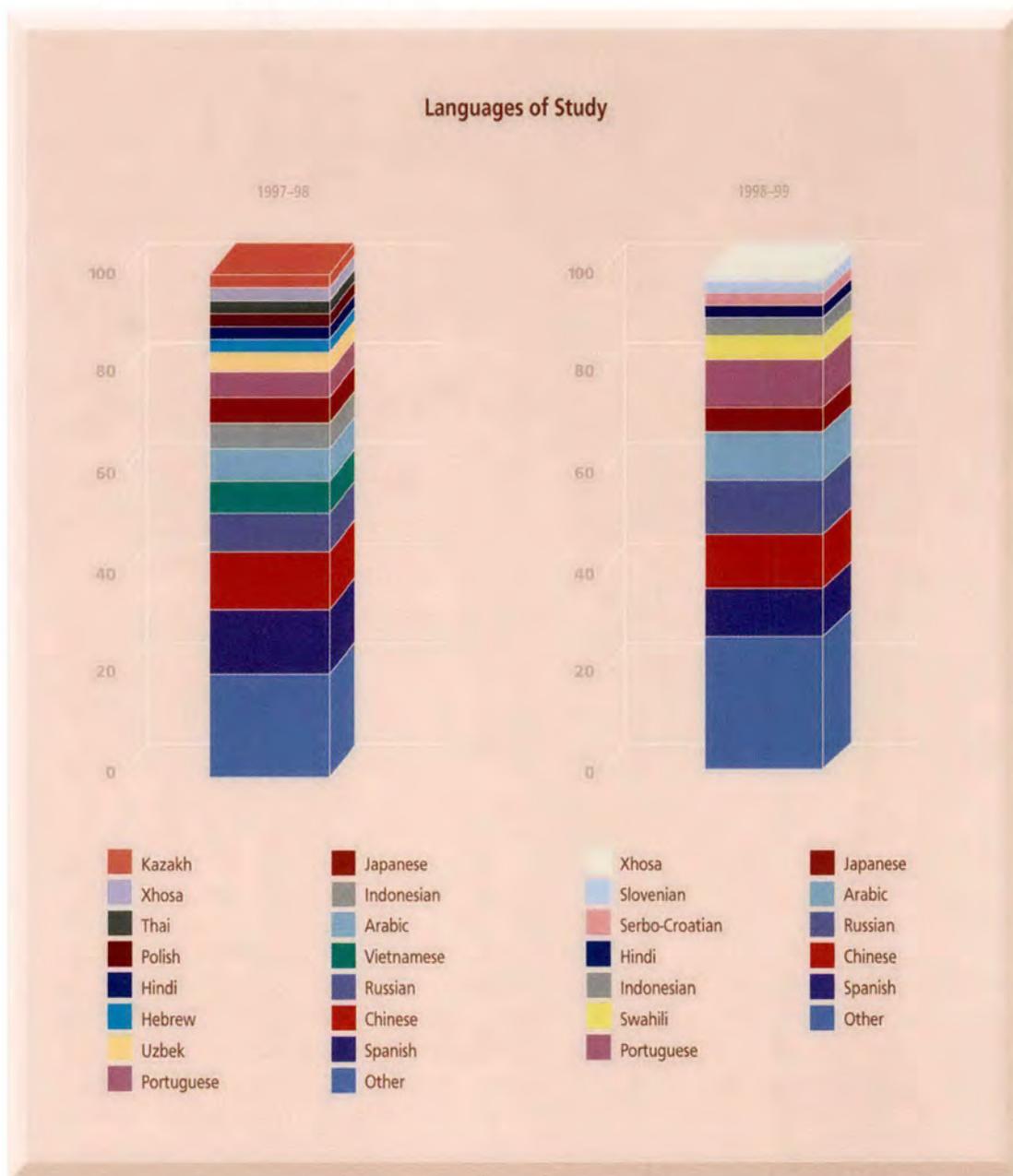
Which countries and languages NSEP graduate fellows study is the focus of Figures 8a and 8b. Graduate students have an opportunity to study in and about many areas of the world not necessarily accessible to NSEP undergraduate fellows. By virtue of the predominant approach to study abroad, most undergraduates participate in programs organized by either a study abroad organization, a university or college. This limits the number of opportunities available in any one country. However, graduate fellows are challenged by

Figure 8a. NSEP Graduate Fellowship Awards
Profiles of 1997-98 and 1998-99 Awards



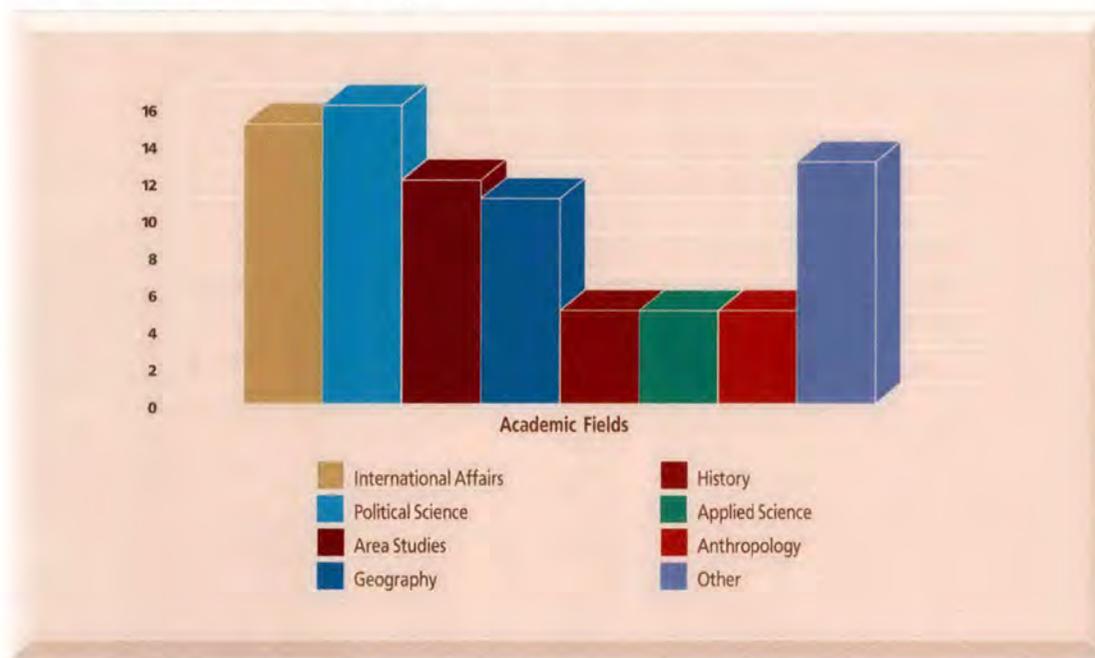
NSEP to create an individualized program of international study that is meaningful to their graduate education. Thus, in both 1997-98 and 1998-99, the countries and languages represent a broad array of interests. In 1998-99, NSEP graduate fellows focused on 43 different countries and 34 different languages. It is worth noting that in 1998-99, for example, another 31 countries and 22 languages represented by "other" in Figures 8a and 8b are also addressed by NSEP graduate fellows. These include countries such as Armenia, Bosnia, Hungary, Israel, Macedonia, Senegal, and Thailand and languages including Afrikaans, Belorussian, Lingala, Macedonian, Polish, Thai, Urdu, and Wolof.

Figure 8b. NSEP Graduate Fellowship Awards
Profiles of 1997-98 and 1998-99 Awards



NSEP also seeks to diversify the breadth of graduate academic disciplines reflected in its awards. Figure 9 provides an overview of disciplines represented in the 1998-99 awards.

Figure 9. Graduate Fellows—Fields of Study in 1998-99 Awards



The distribution of fields reveals a continuing appeal of international study and education to graduate students in “traditional” fields: international affairs, history, political science. These students comprise a large proportion of both applicants and award recipients. However, of the 85 awards made in 1998, almost one in five awards were made to students in non-traditional fields of study: biological sciences, business and economics, environmental sciences, law, public health, and urban planning. NSEP expects this trend to continue as more graduate students identify a need to internationalize their educational experience.

Language Testing of NSEP Scholars and Fellows

Legislation passed by the U.S. Congress in September 1996 included a provision requiring all recipients of NSEP awards to be pre- and post-tested for language proficiency.¹⁰ This testing will serve not only to document the language proficiencies of award recipients but will also provide invaluable data on the relationships between different forms of language study and gains in proficiencies.

NSEP, in order to operationalize this new requirement, entered into a collaborative agreement with Language Testing International (LTI), the language-testing arm of the American Council on the Teaching of Foreign Languages (ACTFL). ACTFL is the nation’s premier organization in setting standards for measuring language proficiency. Through this arrangement each NSEP award recipient is required to arrange for an “Oral Proficiency Interview” (OPI) in the language to be studied under NSEP auspices. This OPI is conducted via telephone by an LTI-trained tester. A tape is made of the interview and it is also scored by an independent tester. Each individual tested is scored on a standard ACTFL level of proficiency ranging from lowest to highest: novice-low, novice-mid, novice high; intermediate low, intermediate-mid, intermediate-high;

¹⁰ See PL 104-201, the Defense Authorization Act for Fiscal Year 1997, September 23, 1996.

advanced-low, advanced-mid, advanced-high; superior. Only in cases where the award recipient has had no prior education or exposure to the language is the requirement for the pre-test waived.¹¹ All award recipients must be tested after they complete their language studies.

During 1999 NSEP will begin comprehensive analyses of the data from these language tests. Since 1996, when the requirement was initiated, 234 undergraduates and 123 graduate students have been pretested; 205 undergraduates and 86 graduate students have also been post-tested. However, during 1998-99, many award recipients will complete their language studies, resulting in a significant increase in the number of completed pre- and post-test cycles.¹² As of December 1998, undergraduates had been tested in 20 languages and graduate fellows in 26 languages. The profiles of 1997 NSEP award undergraduate recipients is, while still incomplete (but more complete than graduate fellowship data), worthy of note in demonstrating the results of emphasizing language training in two complex and demanding languages:

Undergraduate Scholars

Arabic		Japanese	
Pre-test Profile	Post-test Profile	Pre-test Profile	Post-test Profile
No language (7)	Novice-low (1)	No language (1)	Novice-mid (1)
Novice-low (1)	Novice-mid (2)	Novice-low (1)	Novice-mid (1)
Novice-mid (1)	Intermed-low (1)	Novice-high (5)	Novice-high (1)
Novice-high (1)	Intermed-mid (3)	Intermed-low (2)	Intermed-mid (5)
	Intermediate-high (1)	Intermed-mid(3)	Intermed-high (2)
	Advanced (1)	Advanced (1)	Advanced-low (2)
			Advanced-mid (1)
			Advanced-high (1)

Of note is the shift in overall profile of the proficiencies of these students. For example, in Arabic, the pre-test profile was of students with little or no proficiency in Arabic. After completing their study abroad experience and post-test, the profile is entirely different with scores ranging from novice through advanced. Results for Japanese exhibit a similar shift toward more competency. These results confirm "conventional wisdom" that increases in language proficiency should result from serious and applied study of the language. More importantly, research during 1999-2000 will yield results comparing language gains made in different settings (study abroad, immersion, etc.) to language gains made in more traditional classroom settings. These results will play an important role in focusing future NSEP funding on international study programs that provide greater opportunities for language proficiency gains; the results should also be extremely useful to the international education field in general.

11 At the current time, LTI does not have the capacity to test in all languages; testing in a language requires certified testers and they are not available in many less commonly taught languages. However, LTI is able to test in the languages studied by most NSEP award recipients.

12 It is important to note that the timing of the Congressional legislation mandating language testing has limited the results for the 1996 cohorts of NSEP award recipients. NSEP awards are made in the spring of each year for study commencing in the summer and fall. Because this legislation was enacted in September, many 1996 award recipients had already left the country or had already commenced their language study. For these students we are only able to capture their post-test data. However, all 1997-98 and 1998-99 award recipients will complete both pre- and post-testing; in fact, beginning with 1998-99 award recipients, no scholarship or fellowship funds will be issued until a pre-test has been completed or a waiver obtained.

Grants to Institutions of Higher Education

The competition for NSEP institutional grants is administered directly by the NSEP Office. The institutional grants program has been established as an annual competition, beginning in the early spring and concluding in the early winter of each year since 1994. NSEP institutional grants provide opportunities for U.S. institutions of higher education to develop or strengthen their capabilities to enhance the national capacity to educate U.S. citizens in critical languages, cultures, areas, and international fields, thus strengthening the nation's ability to operate effectively in the international environment.

Program Revisions

Based on a comprehensive review and evaluation of the NSEP Institutional Grants Program, a number of important revisions were initiated beginning with the 1998 grant solicitation. These revisions include:

- *Project Types.* During its first three years, NSEP has supported two distinct types of projects: Materials and Resource Development and Program Infrastructure. Beginning in 1998, applicants were required to develop proposals for one of these two types of projects and develop the projects according to more specific funding guidelines.
- *Sustainment and Dissemination of Grant Project Results.* Projects in "Program Infrastructure" will be funded for up to four years, as opposed to the two-year limit during the first three years of NSEP grant funding. Our review and evaluation revealed considerable difficulty in attaining NSEP goals of sustaining a project and disseminating models and results within a two-year period. Funding for years three and four is tied specifically to the sustainment and dissemination goals and requires a more detailed plan delivered to NSEP prior to release of years 3-4 funding. Funding for years three and four is also contingent on successful project performance during the first two years.
- *Smaller Projects.* NSEP has determined that there should be an opportunity for funding of smaller, innovative projects that can make a significant contribution to international education. Beginning in 1998, NSEP allocated a portion of its annual funding for projects with associated costs of less than \$50,000. These projects will only be funded through a merit review process and should the national merit panel determine that there are not sufficient projects to be funded in this area, the excess funds will be restored to the larger project funding.

Program Funding

Preliminary guidelines for the fourth and fifth year of competition for NSEP institutional grants were made available in February 1997 and 1998. Table 2 provides information on the number of preliminary proposals received, how many were invited to submit final proposals after an independent merit-review, the number of final proposals received, and the number of awards. NSEP remains committed to an independent merit-review process at both preliminary and final stages. The lead institutions that were awarded grants in this process in 1997 and 1998 are listed below. Some of these schools serve as lead schools for consortia; thus, the total number of U.S. institutions which benefit from the NSEP institutional grant component is well in excess of 100.

Table 2. Institutional Grants Competition—Applicants and Awards, 1997-1998

	# of Preliminary Applicants	# of Finalists Selected	# of Final Proposals Submitted	# of Final Awards
1997	159	36	34	6
1998	126	28	28	9

Table 3 provides a list of institutions receiving NSEP grants in 1997 and 1998. Tab C includes a brief synopsis of each of the grant projects awarded for funding in 1997 and 1998, as well as an overview of all NSEP grants.

Table 3. Institutional Grant Award Recipients, 1997-98

1997		1998	
Institutional Grant Recipient	Award Amount	Institutional Grant Recipient	Award Amount
Montana State University	\$182,746	Five Colleges, Inc.	\$ 244,492
Northern Illinois University	\$332,179	University of Hawaii, Manoa	\$ 230,916
University of Illinois	\$345,297	Indiana University	\$ 296,848
The Ohio State University	\$357,434	Johnson C. Smith University	\$ 419,191
The Johns Hopkins University	\$361,342	The Johns Hopkins University	\$ 378,104
Univ of California, Berkeley	\$392,279	Metropolitan Community College	\$ 50,242
		University of New Mexico	\$ 74,670
		University of North Carolina	\$ 369,588
		Utah Valley State College	\$ 392,059

National Impact

The 38 projects funded by NSEP since 1994 have resulted in major impacts on a wide range of students and campuses throughout the United States. Study abroad opportunities have been expanded for a significantly more diverse population of students as demonstrated by these examples.

- The *University of Illinois, Champaign-Urbana* has pioneered an effort involving all 12 public universities in Illinois to provide minority and low-income students with an opportunity to gain critical language and international expertise.
- *Morris Brown College and Johnson C. Smith University*, both Historically Black Colleges and Universities, have developed programs that represent enhanced opportunities for African-American students to pursue international study. The Morris Brown College effort resulted in a network of ten HBCUs throughout Georgia; the Johnson C. Smith University project includes seven HBCUs, 4 state and 3 private, ranging from North Carolina A&T with graduate programs and over 7,000 students to Bennett College, a private women's college with fewer than 1,000 students.

- *Oregon State University* implemented a new international degree program offering undergraduate students an important opportunity to pursue a dual degree in their ongoing degree program and in international studies. Oregon State University has consulted with other universities throughout the U.S. on duplicating its model.
- The *University of Pittsburgh*, through its International Technology Center of the School of Engineering, has opened new opportunities for engineering students to include an international component involving language and area studies, as well as study abroad. The University of Pittsburgh has also worked with high school students to structure innovative programs of international study during the summer prior to beginning college.
- The *University of Wisconsin, Madison* has established a consortium of ten medical education institutions in the U.S., Latin America, Africa, and Asia designed to create an infrastructure that facilitates international education for U.S. medical students.

NSEP has also significantly expanded the U.S. capacity to provide meaningful and focused opportunities for study of languages and world regions critical to U.S. national security.

- The *University of Hawaii, Manoa* has pioneered the delivery of Chinese language education through distance education, empowering many students throughout the U.S. to pursue Chinese language instruction.
- *Johns Hopkins University School of Advanced International Studies* developed subject matter oriented resource materials in Arabic, Chinese, Japanese and Portuguese designed for students specializing in international relations, international economics, domestic politics, defense and security, and international energy and environment.
- The *Monterey Institute of International Studies* developed an intensive language institute providing instruction in less commonly taught languages of the Pacific Rim nations.
- *Montana State University*, in collaboration with the University of Washington, is developing an innovative distance-education based model for teaching Arabic and the culture of North Africa and the Middle East for students in the Northern Rockies/Great Plains.
- The *University of North Carolina* is developing a major interdisciplinary Master's Degree Program in Russian/East European Studies to train a cadre of professionals to respond to the unprecedented geopolitical transformations of the post-cold war era.

Diversity and Outreach Initiatives

The establishing legislation requires that awards made by the NSEP reflect the cultural, racial, and ethnic diversity of the population of the United States. The Program Office undertook numerous initiatives during 1997-1998 to ensure that knowledge of, and participation in the NSEP is shared by a diverse range of institutions and individuals. Some examples of these initiatives follow. NSEP staff:

- Led and participated in eight workshops, seminars, and informal "interest group" discussions at two national conferences of NAFSA: Association of International Educators.
- Made a presentation entitled "Enhancing the Value of International Education Opportunities Offered by the National Security Education Program" to the Georgia-wide Historically Black College and University Study Abroad Resource Network.

- Discussed NSEP funding opportunities for community colleges and community college students during six presentations at two national conferences of the Council for Resource Development.
- Presented information regarding NSEP funded opportunities at the 1997 annual conference of the American Council of Learned Societies.
- Conducted workshops at 21 colleges and universities throughout the country to make firsthand information about NSEP opportunities available to a more diverse group of institutions and students.
- Made three presentations to outline NSEP funding opportunities at workshops sponsored by the College Fund/UNCF Department of Defense (DoD) Infrastructure Development Assistance Program, which is designed to acquaint minority institutions with DoD funding opportunities.
- Conducted three workshops at annual conferences of the American Council on International and Intercultural Education to assist community college international education administrators.

These and other initiatives have consistently generated within higher education an applicant and an award pool that reflect the diversity of our nation.

The NSEP Service Requirement

The Defense Authorization Act for 1997 (P.L. 104-201) stipulates new requirements for service. Beginning with award recipients for the 1996-97 academic year, the new requirements include the following important changes: (1) all NSEP award recipients, undergraduate and graduate, incur a service obligation; (2) all NSEP award recipients must serve the obligation either with a federal agency involved in national security affairs or in higher education, in a field or area associated with the support from NSEP; and (3) the priority for service is first with the federal government and the award recipient can only seek to fulfill the obligation through the higher education option after making a good faith effort to seek federal employment.

Collaborating with OPM

In order to operationalize critical aspects of the 1997 legislation, NSEP engaged the U.S. Office of Personnel Management (OPM) to develop and implement an approach to ensure that all NSEP award recipients have a legitimate opportunity to seek federal employment. During 1997 the NSEP-OPM collaboration resulted in these important developments.

Special Hiring Authority. With a new Federal rule, developed by OPM, Federal agencies and offices throughout the government now have the authority to hire NSEP award recipients without regard to other hiring restrictions (see 5 CFR213.3102(r)). Organizations must have an available position and funding. This Schedule A hiring authority is for a four-year term non-career appointment.

NSEP-NET. NSEP-NET, created by OPM, is an online source of active resumes posted by NSEP award recipients for consideration by agencies in the U.S. government involved in national security affairs. All NSEP award recipients, beginning with the 1996-97 cycle, must, as a condition of their awards, access NSEP-NET. They must confirm their basic biographical data. No less than 12 months before their anticipated graduation date, they must complete and activate resume data that will be made available to selected agencies and offices in the federal government. NSEP and OPM are working together to ensure that Federal agencies and offices are aware of NSEP-NET and that they use it as an important source of highly skilled potential candidates for employment.

Meeting the Service Requirement

The remainder of this discussion on the service requirement will focus on 1996-98 award recipients. Students who received awards from NSEP during 1994 and 1995 operate under the original statute's service requirement.¹³

Among the responsibilities of the two administrative agents, the Institute of International Education (IIE) and the Academy for Educational Development (AED), is the monitoring of the performance of students who receive NSEP scholarships and fellowships. Students are required to file status reports and, where a service obligation is required, they must indicate how and when they intend to fulfill that requirement.¹⁴

Tables 4 and 5 provide data on the 1996-98 NSEP scholarship and fellowship award recipients in terms of their graduation and service requirement status.

Table 4. Status of 1996-98 NSEP Undergraduate Scholars

	# Graduating in 1998	# Graduating in 1999	# Graduating in 2000+	Working in Federal Gov't.
1996-97 Award Recipients	103	9	—	13
1997-98 Award Recipients	40	68	4	5
1998-99 Award Recipients	8	40	91	—

In evaluating the data, it is important to note that projected graduation dates are extremely fluid. Each NSEP award recipient is required to maintain contact with his/her respective administrative agent to update any changes in projected graduation dates. As a practical matter, however, the more important requirement is for each award recipient to complete resume data in NSEPNET at least 12 months before graduation. This ensures that the NSEPNET contains more up-to-date information on those award recipients who are more actively pursuing job opportunities. Furthermore, NSEP, in its collaboration with OPM, identifies through follow-up contacts those award recipients who are more actively on the job market in a three-to-six month window.

13 The original statute required that all graduate fellows incur an obligation to work either in the federal government or the field of education. Only those undergraduates who received more than 12 months of funding from NSEP incurred an obligation during 1994-95. Only eight undergraduates met this requirement. Students who received awards from NSEP during its first two competition cycles began, during 1997, to reach the point where they were completing their degrees and needed to begin the process of addressing their service obligations. Graduate fellowship award recipients have five years from the date of graduation to begin completing their obligations; they must also file an annual "Service Agreement Report" to provide information on their progress toward fulfilling their service obligations. During 1997, 29 students receiving NSEP funding successfully completed their service obligations; 25 have also partially completed their requirements. Fifteen of these 54 have worked or are still working in the Federal government. Among the agencies and offices represented are the International Trade Administration, Department of Commerce; USAID; Office of Management and Budget; Department of Defense; Department of Agriculture; White House; United States Information Agency; Department of State, and Immigration and Naturalization Service.

14 The length of each NSEP award recipient's service requirement is basically specified as "time for time." NSEP calculates a length of requirement that reflects the amount of funding received by an NSEP Scholar or Fellow. During 1997-98, the average service requirement is 3-6 months for NSEP Scholars and 12-15 months for NSEP Fellows.

Table 5. Status of 1996-98 NSEP Graduate Fellows

	# Graduating in 1998	# Graduating in 1999	# Graduating in 2000+	Federal Govt. Service
1996-97 Award Recipients	38	37	—	6
1997-98 Award Recipients	17	33	30	3
1998-99 Award Recipients	—	16	69	

Seeking Increased Federal Opportunities

The data confirm that during the next two years, there will be a significant increase in the number of award recipients who will be seeking federal employment. During 1998 only 23 percent (55) of the 1996-98 Graduate Fellows expect to complete their degrees. However, almost 42 percent (151) of the Undergraduate Scholars expect to complete their degrees by the end of 1998. (In reality this number may be substantially lower as many undergraduates take longer than anticipated.)

NSEP and OPM are moving aggressively to structure approaches aimed at placing NSEP Scholars and Fellows in full-time federal positions as well as internships. A full-time OPM personnel specialist is working directly with Federal agencies and NSEP award recipients to identify specific opportunities. Human resource managers from throughout the federal system are becoming acquainted with NSEP and NSEP-NET and are acquiring access to the database of resumes.

In 1997, NSEP developed an inventory of Federal agencies and offices employment with which would automatically meet the requirement to work in a national security position. This list was provided to Congress. Any NSEP Scholar or Fellow who wishes to propose work with an agency or office not on this list must articulate, in writing, the national security rationale for approval. The NSEP Office considers these requests on a case-by-case basis and reserves the right to refer them to the Board, if necessary, for adjudication.

NSEP anticipates considerable difficulty in identifying federal positions for the significant number of undergraduate scholars emerging from the program in 1999 and beyond. By virtue of a highly competitive job market, job candidates with undergraduate degrees only are limited in their options for federal positions. However, NSEP is working aggressively with OPM to identify internship opportunities for NSEP Scholars and to encourage creative approaches to satisfying the service requirement. For example, NSEP Scholars may intern with US Embassies overseas upon completion of their NSEP-funded study abroad. Several NSEP Scholars have already successfully pursued this option. Another option available for undergraduate scholars is an internship with a Congressional committee or subcommittee having responsibilities related to national security.

The revised NSEP service requirement has had a profound impact both on NSEP applicants and the program in general. Increasingly, NSEP attracts applicants to the program who are motivated by the opportunity to work for the federal government. Success in placing NSEP Scholars and Fellows with federal agencies and offices in the broadly defined national security arena will serve to increase the attractiveness of the program to potential future applicants who are also motivated by this opportunity. Federal agency representatives who have reviewed the qualifications of NSEP Scholars and Fellows are astonished at the background and expertise they possess. Increased cooperation among federal agencies will be required to make the service requirement work.

Agencies and Offices of the Federal Government with National Security Responsibilities

Executive Departments

Department of Commerce

Bureau of Export Administration
International Trade Administration
US Foreign and Commercial Service

Department of Defense

All agencies and offices
DoD Federally Funded R&D Centers

Department of Energy

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

Department of Justice

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

Department of State

All agencies and offices (including USIA)

Department of Treasury

Office of Assistant Secretary for International Affairs
US Customs Service
US Intelligence Community
All agencies and offices

Executive Office of the President

National Security Council
OMB (National Security; International Affairs)
Office of National Drug Policy
Office of Science and Technology Policy
Office of US Trade Representative

United States Congress

Selected Committee Staffs
Congressional Budget Office, Defense
and International Affairs
Congressional Research Service

Independent Agencies

Agency for International Development
Offices of Sustainable Development,
Democracy and Governance, Environment
US Arms Control Agency
US International Trade Commission

Since beginning its effort to actively place NSEP award recipients in federal positions, NSEP Scholars and Fellows have identified positions in the following organizations:

Asian Pacific Study Center

Department of Agriculture
Foreign Agricultural Service

Department of Defense
Office of the Under Secretary (Policy)
Office of Special Weapons Research
Defense Threat Reduction Agency

Department of Army
Department of Air Force

Department of State
Department of Treasury
Financial Management Service
Kennan Institute
US Forest Service

National Oceanic & Atmospheric Administration
National Security Council
US Embassy, Nepal
US Food and Drug Administration
US Forest Service
US Information Agency
US Agency for International Development
US Congress

Senate Foreign Relations Committee
Subcommittee of International
Economic Policy
Office of Senator Pete Domenici
Office of Congressman Eddie Johnson

The NSEP Office has established an agreement with the Department of Treasury to manage any collection issues. Beginning in 1999, NSEP will identify award recipients who fail to meet their service-related obligation. The Department of Treasury will investigate such cases and seek a return of funds from those who have been identified as delinquent and noncompliant.

Legislative Recommendations

The Department of Defense has carefully reviewed the current NSEP legislation. It has one major recommendation for revising the service requirement that should result in greater success in the program's primary goal of attracting increased expertise to the federal government.

Current Legislation

PL 102-201 (September 23, 1996) revised the NSEP service requirement to require that all NSEP award recipients agree to work for an agency or office of the federal government involved in national security affairs. In response to this stipulation, NSEP has developed a list of federal agencies and offices meeting this requirement.¹⁵ If the NSEP award recipient complies with NSEP conditions and requirements to make a "good faith" effort to seek federal employment in one of these agencies or offices and is unsuccessful during a 12-month period, he/she is then eligible to fulfill the requirement through relevant work in higher education.

Proposed Refinement

As discussed earlier, NSEP is increasingly attracting to its program applicants who are motivated by the opportunity to work for the federal government. However, if they are unsuccessful in identifying work with a federal agency or office involved in national security affairs they cannot fulfill the service requirement by working elsewhere in the federal government; they must turn to higher education. NSEP believes that the federal government would be better served if, as a second alternative, they could work for any agency or office of the federal government if they are first unsuccessful in identifying work in the national security arena. This would ensure that a larger proportion of NSEP Scholars and Fellows come into the federal government and it would guarantee that the federal sector would be the primary beneficiary of this significant talent pool.

NSEP recommends that Section 802 (b) (2) "Service Agreement" of PL 102-183 be amended as follows:

- (ii) if the recipient demonstrates to the Secretary (in accordance with such regulations) that no national security position in an agency or office of the Federal Government having national security responsibilities is available, work *in other agencies or offices of the federal government* or in the field of higher education in a discipline relating to the foreign country.....

¹⁵ NSEP provides its award recipients with the option to propose work for a federal agency or office not included on this list where a case can be made that the work is relevant to US national security. The award recipient is required to state the case in writing; the NSEP Office arbitrates these cases and, if necessary, polls the Board for recommendations.

Conclusion

The National Security Education Program has become an integral part of the Federal government's efforts to improve the nation's capacity to succeed in an increasingly global and interdependent world. In its brief five years of existence, NSEP has achieved results that are significant for the federal government's and higher education's capacity to educate our next generation of leaders. Among its major accomplishments, NSEP has:

- Articulated, both within the federal government and in higher education, a 21st-century definition of U.S. national security.
- Identified world regions, languages, and fields of study that are critical to future U.S. national security.
- Formulated innovative approaches to gaining federal employment for award recipients.
- Opened new opportunities for a broader and more diverse population of U.S. undergraduate and graduate students to internationalize their courses of study.
- Enabled and empowered U.S. institutions of higher education to develop and expand opportunities for more students to study critical languages and world regions.
- Developed an approach to measuring language proficiencies of award recipients before and after language study sponsored through NSEP support. These data will also support important assessments and comparisons of the effectiveness of different approaches to language learning.

*NSEP Undergraduate Scholarship
and Graduate Fellowships
1997-98 and 1998-99*

*Countries and Languages
Studied by Award Recipients*

NSEP Undergraduate Scholars

Countries of Study	1997-98	1998-99	Languages of Study	1997-98	1998-99
Argentina	6	4	Arabic	10	14
Brazil	8	11	Cantonese	1	—
Chile	8	3	Czech	3	5
China	16	19	French	2	—
Colombia	—	1	Hebrew	3	3
Costa Rica	1	2	Hindi	1	6
Czech Repub	3	5	Hungarian	5	3
Dom Repub	1	—	Indonesian	1	1
Egypt	9	10	Japanese	15	18
Hong Kong	—	3	Kannada	—	1
Hungary	5	3	Korean	—	2
India	2	7	Luganda	—	1
Indonesia	1	1	Macedonian	—	3
Israel	3	4	Mandarin	17	22
Japan	15	19	Marathi	1	—
Korea, South	—	1	Ndebole	1	—
Macedonia	—	3	Polish	3	—
Madagascar	1	—	Portuguese	8	11
Mexico	1	1	Russian	26	27
Morocco	1	2	Shona	1	—
Poland	3	—	Spanish	17	11
Russia	25	27	Swahili	2	4
Senegal	1	2	Turkish	1	1
South Africa	2	6	Ukrainian	1	—
Taiwan	2	—	Uzbek	—	1
Tanzania	2	3	Vietnamese	1	3
Turkey	1	1	Wolof	—	2
Uganda	—	2	Xhosa	—	3
Ukraine	2	—	Zulu	2	3
Uzbekistan	—	1			
Viet Nam	1	3			
Yemen	—	1			
Zimbabwe	2	—			

NSEP Graduate Fellows

Countries of Study	1997-98	1998-99	Language of Study	1997-98	1998-99
Albania	0	1	Afrikaans	0	2
Algeria	1	0	Albanian	1	1
Angola	0	1	Arabic	5	8
Argentina	1	1	Armenian	1	1
Armenia	1	1	Bambara	0	1
Belarus	0	1	Belorussian	0	1
Benin	0	1	Buginese	0	1
Bolivia	0	2	Creole	0	1
Bosnia	0	1	Czech	1	1
Brazil	4	7	Farsi	1	0
Cambodia	1	0	Hebrew	2	1
Chile	1	1	Hindi	2	2
China	7	10	Hungarian	0	1
Colombia	1	1	Indonesian	4	3
Costa Rica	0	1	Japanese	4	4
Cuba	2	0	Kazakh	2	0
Czech Repub	1	1	Khmer	1	0
Congo	0	1	Korean	0	1
Domin Repub	1	0	Lingala	0	1
Ecuador	2	1	Macedonian	1	1
Egypt	2	5	Malay	1	0
Guatemala	4	1	Mandarin	9	9
Guinea	0	1	Malagasy	1	0
Haiti	0	1	Mandingo	0	1
Hungary	0	1	Marathi	0	1
India	2	3	Mayan	2	0
Indonesia	4	4	Polish	2	1
Iran	1	0	Portuguese	4	8
Iraq	0	1	Quechua	2	2
Israel	2	1	Quiche	1	0
Japan	4	4	Russian	6	9
Jordan	1	1	Serbo-Croatian	1	2
Kazakhstan	3	1	Slovenian	0	2
Korea	0	1	Spanish	10	8
Macedonia	1	1	Swahili	1	4
Madagascar	1	0	Thai	2	1
Malaysia	2	0	Turkish	1	1
Mali	0	1	Uighur	0	1
Mexico	2	2	Urdu	1	1
Morocco	1	0	Uzbek	3	0
Namibia	0	1	Vietnamese	5	0
Pakistan	1	1	Wolof	1	1
Peru	1	0	Xhosa	2	2
Poland	2	1	Yoruba	0	1
Russia	4	9	Zulu	1	0
Senegal	1	1			
Slovenia	0	2			
South Africa	3	3			
Taiwan	1	0			
Tajikstan	1	0			
Tanzania	1	2			
Thailand	2	1			
Turkey	1	0			
Uganda	0	2			
Uzbekistan	3	0			
Vietnam	5	0			
Yugoslavia	1	1			

NSEP
Scholars and Fellows

Selected Profiles of NSEP Graduate Fellows

Kenneth Broad, 1996 NSEP Fellow

Dr. Broad received his Doctoral Degree in Anthropology from Columbia University's Teacher's College. He studied advanced Spanish and conducted research in Chile focusing on the impact of El Nino on Chilean fisheries. Dr. Broad is currently fulfilling his NSEP service requirement as an Applications Project Scientist at the International Research Institute for Climate Prediction, United States Department of Commerce (National Oceanic and Atmospheric Administration).

David Gainer, 1997 NSEP Fellow

Mr. Gainer received his Master's Degree in History from the University of Maryland. During his NSEP fellowship he studied Xhosa at the University of Western Cape, South Africa. His research interest focused on U.S. cultural influences in South Africa from both an historical and public policy perspective. Mr. Gainer has recently joined the U.S. Department of Treasury, Financial Management Service as a Financial Education Program Specialist. In this capacity, Mr. Gainer will work with bureaus of Treasury responsible for national security matters such as the Secret Service, Customs Service, and the Bureau of Alcohol, Tobacco and Firearms; he will also support the management of appropriations of all agencies involved in national security matters.

Stephen Guenther, 1996 NSEP Fellow

Dr. Guenther received his Doctoral Degree in Russian Studies from the Johns Hopkins University School of Advanced International Studies. Dr. Guenther studied Russian and conducted research in both Moscow and St. Petersburg. His research focused on whether Russian security services are capable of playing a constructive role in the post-authoritarian transitional process. Dr. Guenther is working for the new Department of Defense Threat Reduction Agency in Washington DC.

Janina de Guzman, 1996 NSEP Fellow

Ms. de Guzman received her Master's Degree in International Environmental Policy from the Monterey Institute of International Affairs. Ms. de Guzman studied Russian at the Irkutsk State University and conducted research on the interaction between environmental policies and business development in Northeast Asia. Prior to her NSEP fellowship, Ms. de Guzman lived and worked overseas for 13 years, many spent as a journalist. She has recently taken a position with the United States Information Agency.

Daniel Hastings, 1997 NSEP Fellow

Mr. Hastings received his Master's of Foreign Service Degree from the Georgetown University School of Foreign Service. Mr. Hastings studied Armenian and conducted research on the status of democracy and governance in Armenia. While there, he was affiliated with the Armenian Center for National and International Studies. Mr. Hastings has recently accepted a position with the U.S. Department of State.

Ms. Lauren Lovelace, 1997 NSEP Fellow

Ms. Lovelace received her Master's Degree in Public Policy from the University of Kentucky. She studied Russian at St. Petersburg State University. Her research interests focus on the implications of globalization and transnational finance on education and language policies in Russia. Ms. Lovelace has recently accepted a position as a Public Affairs Officer in the European Bureau at the U.S. Department of State.

Selected Profiles of NSEP Undergraduate Scholars

Cari Coe, 1996 NSEP Scholar

Ms. Coe was an undergraduate enrolled at the University of Oregon, majoring in Anthropology. As an NSEP Scholar, Ms. Coe studied for one semester at the Hue Teacher University in Vietnam where she studied language, history, and culture. Her goals were to gain an understanding of Vietnamese culture and increase her Vietnamese language ability in order to learn about modern Vietnamese society. In order to complete her service requirement, Ms. Coe worked as a summer intern with the United States Information Service (USIS) at the U.S. Embassy in Hanoi. She helped coordinate activities for the International Visitors Program, English language teaching programs, and other cultural and exchange programs. Ms. Coe is from Montana.

John Wroldsen, 1996 NSEP Scholar

Mr. Wroldsen was an undergraduate enrolled at the University of Oregon, majoring in International Business and minoring in Spanish Language and Literature. As an NSEP Scholar, Mr. Wroldsen studied, as a freshman, at the Universidad de Chile in Santiago with a concentration on Chilean politics, history and economics. His goals were to gain an understanding of Chilean society to support his academic and career focus on Latin American business. In order to complete his service requirement, Mr. Wroldsen worked as an intern at the U.S. Department of State. His duties included compiling economic data on Latin America, the Caribbean and Canada for weekly reports distributed to U.S. embassies. Mr. Wroldsen is from Arizona.

Quentin Hodgson, 1996 NSEP Scholar

Mr. Hodgson was an undergraduate enrolled at the Johns Hopkins University majoring in History and minoring in Slavic Language and Literature. As an NSEP Scholar, Mr. Hodgson studied for one semester at the Vitrus Institute in Cheliabinsk, Russia. He had previously studied in Russia and wanted to return to study and conduct research on a specific period of modern Russian history. This research would support his academic focus on U.S.-Russian diplomatic relations. In order to complete his service requirement, Mr. Hodgson worked as an intern in the Office of the Under Secretary of Defense Policy Action Office. His duties included preparing information in response to Congressional inquiries, preparing materials for briefings and coordinating projects between the DoD and other federal agencies. Mr. Hodgson is from Pennsylvania.

Kanika Bahl, 1996 NSEP Scholar

Ms. Bahl was an undergraduate enrolled at Ohio State University, majoring in Economics and minoring in Mathematics. As an NSEP Scholar, Ms. Bahl studied for one semester at the Universidad San Francisco de Quito, Ecuador where she took courses in development and U.S.-Latin American relations. Her goals were to increase her knowledge of economic development in the Third World with a focus on the interaction between economic, environmental, and political development for a future career working with relief organizations. In order to complete her service requirement, Ms. Bahl worked as an intern on Capitol Hill, first with the House Subcommittee on International Economic Policy and Trade and, second, with the Office of Representative Tony Hall, where she provided research and staff support on defense science and technology spending and human rights and international development legislation. Ms. Bahl is from Ohio.

Douglas Woodard, 1997 NSEP Scholar

Mr. Woodard was enrolled as an undergraduate at Oklahoma State University, majoring in Political Science and Russian Studies. As an NSEP Scholar, Mr. Woodard studied at the Pushkin Language Institute in Moscow for one semester. His goals for study abroad were to increase his Russian language ability and knowledge of Russian politics and history with a career goal of serving in the U.S. Air Force as an intelligence officer. Upon graduation from Oklahoma State University, Mr. Woodard was commissioned as a Second Lieutenant in the U.S. Air Force and is currently on active duty.

NSEP
Institutional Grant Awards

1994 Awards

Beloit College

The grant establishes the Liberal Arts Colleges Consortium for International Exchange (LACCIE) to promote student and faculty study of countries and languages much less commonly studied in the U.S. Brazil, Indonesia, and Turkey are the countries initially emphasized. Consortium includes as charter members: Beloit College; Carroll College (Wisconsin); Centre College (Kentucky); Manchester College (Indiana); Nebraska Wesleyan University (Nebraska) and Wartburg College (Iowa). *Grant Amount: \$198,180*

Columbia College (Chicago)

The grant is to support the establishment of a graduate program in international studies and a teaching/learning center for teachers. By targeting the needs of teachers, this project will serve a sector of the population that has not had the opportunity to be empowered to prepare their students to deal with a more complex, global environment. The program will work with the Chicago Board of Education Department of Languages and Culture to identify and provide teachers for the M.A. in International Education. *Grant Amount: \$357,464*

Oregon State University

The grant is to provide Oregon State University with the resources to fully implement a new international degree for undergraduates offered as a concurrent degree available in conjunction with all other baccalaureate degrees. The degree requires study abroad and competence in a second language by all students. The program includes funding for faculty advisors and senior project supervisors to work with students on the degree program; funding for the 4th year of language instruction in Chinese, Japanese, and Russian; and scholarship funds for minorities and community college students. The project involves the Oregon Community College Association. *Grant Amount: \$361,306*

University of California, Davis

The grant is to establish a consortium of ten medical education institutions in the United States, Latin America, Africa, and Asia designed to create an infrastructure that facilitates international education within medical training. The consortium's primary goal is to establish training programs that are affordable and accessible to all students within U.S. medical schools. The program will include: (1) academic coursework at U.S. institutions geared toward developing cross-cultural awareness and preliminary language instruction; (2) in-country study including daily language interactive courses, cultural exchange, and exposure to community-oriented primary care; and (3) U.S. follow-up program designed to expose other students to the realities of multi-culturalism and language diversity. Participating in the consortium are schools of medicine at the University of California, Davis, University of Wisconsin, University of Rochester, and University of Colorado. Six institutions overseas will work with these U.S. institutions. *Grant Amount: \$346,230*

University of California, San Diego

The grant enables the University of California, San Diego to enhance its super-library computing environment with the implementation of multilingual and multimedia capabilities enabling the more efficient exchange of information around the Pacific Rim. The goal of the project is to produce (1) a multilingual and multimedia computer server as an international electronic informational clearinghouse of Pacific Rim information; (2) an electronic resource-sharing partnership between UCSD and six major research institutions around the Pacific Rim; and (3) a program of systematic training and publications on navigating the Pacific Rim for multilingual and multimedia electronic information. The program will set precedence for other

technologically and economically feasible multilingual/multimedia systems of information exchange. The project links all 9 University of California branch campuses as well as Stanford University. It also involves foreign institutions in Taiwan, Australia, Japan, China, and Korea as well as potentially Mexico and Peru. *Grant Amount: \$112,231*

University of Hawaii at Manoa

This grant will enable the University of Hawaii to pioneer a two-year distance education program in Mandarin Chinese over interactive television and internet in collaboration with Peking University and the Beijing Film Academy. The project will have far-reaching impact in improving the US national capacity in foreign languages, particularly the less commonly taught languages, such as Chinese. By employing distance education, demand for language education can be more economically met across a wider geography. The project will also provide important products including teacher training kits and distance education model kits that will be made available as self+ the University of Pittsburgh. The program will implement an international component into freshman engineering courses, develop integrated programs through which engineering students gain competency either in Chinese or Spanish, and their associated cultures, and provide scholarship support and travel grants to study abroad. The program will address students in 3/2 articulation programs in place with 15 colleges and universities in Pennsylvania. These students study for three years at their home institution and then the School of Engineering at the University of Pittsburgh. *Grant Amount: \$333,213*

University of Illinois, Champaign-Urbana

This grant funds a project that involves the 12 public universities of Illinois and is designed to internationalize higher education through the establishment of the Illinois Consortium for International Education (ICIE). The consortium's goal is to provide minority and low income students with an opportunity to gain critical language and international expertise. The project targets minority and low income students in Business and Education, two strategic disciplines which are traditionally under-represented in international programs. Students will participate in intensive summer programs at the University of Illinois and will prepare students to study abroad, focusing primarily on Mexico and Japan. *Grant Amount: \$300,755*

University of Pittsburgh

The grant funds the International Technology Center of the School of Engineering at the University of Pittsburgh. The program will implement an international component into freshman engineering courses, develop integrated programs through which engineering students gain competency either in Chinese or Spanish, and their associated cultures, and provide scholarship support and travel grants to study abroad. The program will address students in 3/2 articulation programs in place with 15 colleges and universities in Pennsylvania. These students study for three years at their home institution and then the School of Engineering at the University of Pittsburgh. *Grant Amount: \$249,972*

Washington University (St. Louis)

The grant funds the Center for the Study of Islamic Societies and Civilization at Washington University to establish a program aimed at increasing the number of scholars and teachers with expertise in Islamic culture. It will provide a limited number of doctoral students in the U.S. enrolled in any accredited graduate program to gain the advanced linguistic skills and the core textual background for proficiency in the key concepts and central texts of the major disciplines of classical Islamic thought. Students will pursue this program of study at the Arabic Language Institute in Fez, Morocco where they will gain first-hand exposure to contemporary Moroccan society and its Arab, North African, and Islamic culture and heritage. *Grant Amount: \$231,864*

1995 Awards

Morris Brown College

The program establishes an HBCU (Historically Black College and University) Study Abroad Resource Network, a cooperative and collaborative infrastructure that will facilitate study abroad opportunities for a broad range of HBCU students. The Network is designed to address the serious under-representation of African-American students in study-abroad programs, and the need for more formal study-abroad programs at HBCUs. By providing member institutions with resources, training, and support to increase the participation rate of African-American students in study abroad and other international activities, the HBCU Study Abroad Resource Network is expected to contribute to the development of a sustainable study abroad infrastructure for HBCUs. In addition to training and technical assistance for Network members, the program will provide opportunities for the acquisition of foreign language and culture, in conjunction with study abroad programs in Africa. Study Abroad Resource Network includes as members: Morris Brown College, Paine College (Georgia), Fort Valley State College (Georgia), Albany State College (Georgia), Savannah State College (Georgia), Atlanta Metropolitan College (Georgia), Spelman College (Georgia), Morehouse College (Georgia), Morehouse School of Medicine (Georgia), Clark Atlanta University (Georgia). *Grant Amount: \$442,646*

Johns Hopkins University School of Advanced International Studies

The program addresses the need to develop integrated materials for specialists in international affairs with a series of Readers in Arabic, Chinese, Japanese, and Portuguese. These materials will integrate the four languages concerned with the substance of international relations through the subject matter covered and related terminology and idioms in international relations, economic affairs, domestic politics, defense and security, energy and environment, and social issues. The principal objective of these readers is to enable specialists to read articles dealing with all these topics in the press and in journals for content, and with accuracy. The project is a collaborative effort involving all of the fifteen schools of the Association of Professional Schools of International Affairs (APSIA) such as Tufts University, the University of Southern California, Harvard University, and Yale University. *Grant Amount: \$343,926*

Louisiana State University

The program develops and enhances a two-year interdisciplinary project to enhance the only Japan Studies Program serving a 200-mile radius in the Arkansas-Louisiana-Texas area. The project involves a cooperative international education partnership with a small liberal arts college, two community colleges (one historically black), local public school systems, a small religious-based college, Barksdale Air Force Base, and several non-profit organizations. The overall goal of the program is to offer cost-effective international opportunities to students and faculty at institutions that separately cannot afford such programs. Project partners will be able to provide a combined "package" of Japanese language/cultural education programs and activities that will be more extensive than each institution's current and projected capacity. This approach will also serve to increase demand for Japan studies education. The curriculum-based components will enhance Japanese language skill acquisition for diverse types of students, including those who might not otherwise have an opportunity to pursue Japanese language study. *Grant Amount: \$269,273*

Washington State University

The program addresses the critical national shortfall in international veterinary education. Global trade in animal agriculture and international animal movement have dramatically increased in recent years. Due to ratification of free trade agreements, trade will continue to expand both with existing partners and into new markets. However, veterinary medical education in U.S. universities has not been internationally oriented and the rigid curricular structure has not accommodated additional requirements such as foreign language

and cross-cultural training. Consequently, there is a critical shortage of veterinary expertise within the U.S. to adequately address the challenges of the global agricultural marketplace. The Program involves a consortium of universities and government institutions and consists of three components: (1) enhancement of veterinary student knowledge of regional issues concerning animal health, livestock trade, and public health within a cross-cultural context; (2) enhancement of foreign language training; and (3) cross-cultural and regional veterinary studies using directed international externships. *Grant Amount: \$400,737*

The Ohio State University

The program creates China Link, a model six-month program in China that provides 23 American business undergraduate and graduate students the opportunity both to learn Chinese language and culture and to gain first-hand knowledge and experience in Chinese corporate culture. The Ohio State University Foreign Language Center and the U.S.-China Education Council will work with the China Enterprise Management Association to conduct the training program and to secure internships. China Link will begin with an eight-week intensive training program in Beijing. This program will include language training as well as training in intercultural communication and learner-managed learning. Students will then begin a four-month internship in Chinese companies. All U.S. undergraduates and graduate business students are eligible to apply.

Grant Amount: \$320,737

Monterey Institute of International Studies

The program represents a collaborative, intensive language institute in California to provide instruction in less commonly taught languages and cultures of the Pacific Rim nations. Participants in the program include members of the Center for Intensive Language and Culture — a consortium of California and national institutions — the University of California, the California State University, the Monterey Institute of International Studies, Monterey Peninsula College, and the faculty and consultation facilities of the Defense Language Institute. The Center will: enhance language instruction capacity in the intensive mode for Cantonese, Korean, Tagalog, Thai, and Vietnamese; incorporate technology that permits delivery of ancillary and maintenance language and culture learning through distance learning; and offer faculty training and curriculum development. *Grant Amount: \$439,534*

1996 Awards

University of Iowa

This program establishes an educational program that increases the capacity of Historically Black Colleges and Universities (HBCUs) and institutional members of the Hispanic Association of Colleges and Universities to teach international business, politics, foreign languages, and cultures and to increase the number of minority faculty who can educate U.S. citizens in the area of global issues. The goal of the program is to create a summer program that incorporates Russian and Ukrainian languages, Slavic culture, international business and international political studies with hands-on foreign research experience in Russia and Ukraine. The program will also increase the International Curriculum Network (INCNET), an electronic clearinghouse for international curriculum materials. *Grant Amount: \$399,172*

Wright State University

This grant supports a program called Project Chile (The Chilean Internship Learning Experience) in which undergraduate and graduate students study commercial Spanish and Chilean culture, and prepare an international trade plan. The project is designed to develop student knowledge, skills and abilities that will equip them to succeed in the global marketplace. The project aims to develop a model that can be expanded to

other career skill and academic areas. With NSEP funding this grant will enhance and expand the development of Project Chile by enabling the program to recruit a larger and more diverse group of students through the University Studies Abroad Consortium. *Grant Amount: \$239,906*

University of Arizona

This grant provides for the establishment of courseware development for Less Commonly Taught Languages (LCTLs). The project consolidates a new partnership between the National Association of Self Instructional Languages Programs (NASILP), the University of Arizona Computer-Aided Language Instruction group (UACALI), The University of Arizona Press (UAPRESS) and the University of Arizona Critical Languages Program (UACLP). The partnership will help to develop, publish, and distribute a series of urgently needed instructional CD-ROMs to aid learners and teachers of LCTLs. By creating a broad range of user-friendly language instruction materials, this project takes advantage of the latest instructional technology to address some of the historical limitations of self instructional pedagogy. The six languages included in the project are Mandarin Chinese, Turkish, Korean, Cantonese, Kazak, and Brazilian and African Portuguese.

Grant Amount: \$284,441

University of Pittsburgh

This grant is a continuation of a grant presently established to identify, secure and coordinate international educational opportunities for students in science and engineering. The goal of the program is to develop an infrastructure that will quickly become self-sustaining, and will produce graduate engineers who are proficient in Chinese, knowledgeable about China, and conversant with the cultural aspects of technological application. The program creates a pipeline that includes both high school and undergraduate students who plan to study engineering. *Grant Amount: \$298,606*

University of Texas at Austin

The grant provides the Texas Public Policy Program, a consortium of 17 universities in Texas and three Area Studies Centers funds (with matching support) to graduate a minimum of 25 masters or doctoral-level public service professionals. Each graduate will be required to demonstrate advanced proficiency in one of 11 less commonly studied languages, and to have completed a minimum of one year of professional fieldwork overseas using the language. A program goal is that, upon graduating from one of the participating institutions, the graduate would be productive immediately upon entry into a government job. *Grant Amount: \$381,330*

Clark Atlanta University

The purpose of this collaborative project is to increase the number of students who are trained in and have an overall understanding of women's roles in national development, democratization, and production in countries of Africa. The program develops an intensive training program involving 10 weeks of comprehensive development training at Clark Atlanta University, followed by 10 weeks of highly specialized language training, and a 12-week African internship with research component and in-country language and culture training. *Grant Amount: \$276,137*

Lawrence University

This grant gives Lawrence University the resources to launch an internship program for undergraduates at the advanced intermediate level opportunities to study and learn in the business and professional community of China. Students from the five colleges that comprise the Associated China Program will conduct internships in corporate China. The project's collaborative component with local businesses in international ventures will serve as a model for other colleges or universities that seek to join in partnerships with their local corporate communities. *Grant Amount: \$184,904*

1997 Awards

Montana State University

Montana State University, in cooperation with the Middle East Center of the University of Washington, Seattle and six participating colleges and universities in the Northern Rockies/Great Plains, will develop an innovative model program to teach Arabic language and the culture of North Africa/ Middle East. The proposed program combines an innovative approach to Arabic language instruction utilizing distance education technologies with a period of study in Morocco. Students at participating institutions will have the opportunity to study basic Arab language through interactive video classes offered by the Middle East Center at the University of Washington, coupled with a sophisticated web site of Arabic language and cultural material. Following two semesters of language instruction, participating students will have the opportunity to study at a University in Morocco. This high-quality English-language Moroccan private university offers students the opportunity to continue study of modern standard Arabic, take courses of the culture of Morocco, North Africa, and the Middle East, while continuing to pursue their other studies in all NSEP critical field of study.

Grant Amount: \$182,746

Northern Illinois University

This project will make Southeast Asian language instruction and cultural information (Thai, Indonesian, Vietnamese, and Tagalog) available to a national audience by creating SEASite, an innovative World Wide Web site that will feature interactive multimedia language learning activities and cultural materials. SEA site will be designed with input from organizations including the Illinois Consortium for International Education (ICIE), the Council of Teachers of Southeast Asian Studies (COTSEAL), the Consortium of Teachers of Indonesia (COTI), and the Council of Thai Studies (COTS), each of which has agreed to publicize the program through their extensive nationwide networks. Building on NIU's reputation for excellence in Southeast Asian Studies, and a record of fifteen years of successful development of computer-based software for Thai and Indonesian language instruction, this project seeks to enhance the university's involvement in international education in Illinois and to expand critical language learning throughout the United States. The overall goal is to increase the number of scholars, teachers, students, and lay persons with expertise in Southeast Asian languages and cultures. In order to ensure that teachers and students throughout the Midwest will get maximum value from SEASite, NIU will hold a summer camp and faculty workshop on campus and four additional teachers workshops at locations throughout Illinois. *Grant Amount: \$332,179*

University of Illinois at Urbana-Champaign

This project institutionalizes a program to provide low-income and minority undergraduate students with critical language and international expertise that is of increasing importance to the national economy and to the ability of students to function in the global arena. The program, modeled on a successful first NSEP grant, provides funding which allows students to overcome the financial and cultural barriers which often prevent minority and low income students from participating in international curricula and study abroad programs. The program includes intensive language training, two summer institutes of the University of Illinois, Urbana-Champaign campus, and a virtual classroom interface to facilitate student advising and student communication through specially designed electronic chat rooms. During the last semester of the program, students will participate in specially designed study abroad programs, primarily in China and Mexico. Approximately seventy minority and low-income students from around the country will be admitted into the program: twenty University of Illinois students to be financed by the University, forty non-University of Illinois students to be financed by NSEP, and ten non-University of Illinois students to be financed by other participating universities in Illinois and the Midwest region. *Grant Amount: \$345,297*

Ohio State University

This project extends US/China Links, a program already receiving support from NSEP. The project provides internships in China for Americans intent on making China a part of their professional lives. US/China Links (US/CL) is a nationally competitive program that provides a unique opportunity for students or members of American business communities to study the Chinese language and to gain knowledge of Chinese business practices through first-hand experience in Chinese corporate culture. Designed primarily for individuals at the intermediate to advanced levels of Chinese language study, the goal of US/CL is to place pre- or early professionals into the Chinese workplace as astute observers of organizational and corporate relations. US/CL accomplishes this through its Culture Institute, which provides in-depth language and culture training for individuals with the potential for dramatically increasing their language and cultural skills. Developing a consortium of institutions of higher education around this unique internship program will produce an important cadre of Americans engaged in China-oriented careers who have experiences working in Chinese organizations, who have personal connections with senior and mid-level managers of Chinese organizations, and who understand relationships between governmental agencies, business, and social agencies.

Grant Amount: \$357,434

University of California at Berkeley

The Caucasus and Caspian littoral region, consisting of the three Transcaucasian states of Armenia, Azerbaijan, and Georgia; Russia's North Caucasus region; and the littoral areas of Kazakhstan, Turkmenistan, and Iran, is strategically vital, highly volatile, and fascinating. Nevertheless, it remains understudied in the United States. This project will focus on: (1) language training courses for undergraduates and graduate students; (2) a visiting professorship for one term during each year of the grant period to teach a course on the history, politics, and cultures of the region; (3) graduate training, dissertation, and language acquisition fellowships; (4) biannual newsletter and e-mail calendar of scholarship events; (5) working paper series of publications by affiliated faculty and graduates students; (6) curriculum development; (7) library acquisitions; and (8) a lecture series. NSEP funding will leverage off several existing programs already underway at UCB on the region, complementing them by providing for on-campus language training, funding for visiting teaching appointments, and graduate student and faculty publications while building on accomplishments made possible by an earlier grant from the Ford Foundation that expires at the end of academic year 1997-1998. *Grant Amount: \$392,279*

Johns Hopkins University

Access to instruction in the less commonly taught languages, including critical languages, is severely constrained by dispersed expertise and demand. This project will expand national enrollments in 21 NSEP-designated critical languages by making these languages and others available at a greater number and variety of institutions of higher education. The Johns Hopkins University's National Foreign Language Center will collaborate with the National Council of Organizations of Less Commonly Taught Languages and the National Association of Self-Instructional Language Programs (NASILP). The project will implement an Internet-based communication vehicle to facilitate interaction among stakeholders in NASILP: member institutions, campus coordinators, target language experts, campus-based tutors, and students. With this system in place, training programs for campus coordinators and tutors will be placed on-line, language specific list servers will be established to provide assistance from experts, and chat rooms will be created for students of a particular language. With the assistance of testing experts, a plan to pilot cost-effective alternative assessment strategies will be developed to address the issue of distance testing, which is critical to cost containment. The project will have significant impact by bringing critical languages to more institutions, improving the effectiveness of the NASILP program, and demonstrating the first viable instance of sharing of such resources between campuses and fields on a national scale. *Grant Amount: \$361,343*

1998 Awards

Five Colleges, Incorporated

The Five College Foreign Language Video Archive: A Web-Based Resource for Foreign Language and Culture. Classroom and self-instructional courses in the least commonly taught languages (LCTLs), critical to U.S. national security, provide crucial support to academic programs in area studies, political science, international affairs, international business and economics, and geographically based scientific research. There is a scarcity of high-quality instructional materials for the LCTLs. This project will develop a new, easily accessed web-based video resource for foreign language and cultural studies in Bulgarian, Brazilian Portuguese, Czech, Hindi, Hungarian, Indonesian, Japanese, Korean, Polish, Russian, Serbian, Swahili, Thai, Turkish, and Urdu. The video archive will be available free to learners anywhere in the U.S. over the world wide web and to traditional language resource centers via DVD-ROM. It will provide the learner with both authentic speech and the cultural ambience of the speech-making. The Five Colleges, Inc. is comprised of the following institutions: Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts, Amherst. This is a two-year project funded under NSEP's Material and Resource Development Program. *Grant Amount: \$244,492*

University of Hawaii at Manoa

Disseminating Technology-Based Models for Distance Education in Critical Languages. The Second Language Teaching and Curriculum Center and the Language Telecommunications, Resource and Learning Center of the College of Languages, Linguistics and Literature will develop and disseminate models for the effective use of interactive television-based distance education technologies in instruction in languages critical to U.S. national security. The overall aim of the project is to assist institutions nationwide in their development of distance education capacity so as to make instruction in critical languages, especially those less commonly taught, available to currently under served, widely dispersed learner populations. The project will: (1) disseminate national training in pedagogically effective methodologies for the use of integrated technologies in interactive television-based and World Wide Web-based distance education in critical languages; (2) create a model for Web-based instruction in critical languages through the development of WWW-delivered, inter-institutional upper division Chinese language courses; (3) conduct two national video conferences on issues in distance education for foreign language education; and (4) network electronically with the profession through a project web site which will serve as a constantly updated source of information on technology-based, state-of-the-art pedagogical language teaching strategies. This is a two-year project funded under NSEP's Material and Resource Development Program. *Grant Amount: \$230,916*

Indiana University

New Worlds for Authentic Learning Materials. This project is a joint effort of the Inner Asian and Uralic National Resource Center at Indiana University, the American Council of Teachers of Russian, the Satellite Communications for Learning (SCOLA), and the National Foreign Language Center. It addresses the need for addressing the scarcity of materials in Central Asian languages, focusing on Azeri, Kazakh, Turkmen, and Uzbek. The developed materials will utilize direct-feed video and world-wide web technologies to improve acquisition of language and culture in languages critical to U.S. national security, broaden the base of interdisciplinary relationships and international relations, studies, and provide authentic learning materials for languages the currently do not have adequate traditional materials such as textbooks. To improve access to learning materials in these languages, the learning modules will be made available through a dedicated web site — CenAsiaNet, using architecture similar to that of a Russian-language resource center already operational. This is a two-year project funded under NSEP's Material and Resource Development Program. *Grant Amount: \$296,848*

Johnson C. Smith University

Russian Language and Culture Program. Johnson C. Smith University, on behalf of the North Carolina Consortium for International and Intercultural Education will undertake an effort to establish a Russian Language and Culture Program designed to stimulate and facilitate international studies among students and faculty at historically black colleges and universities. The project will: (1) create a consortium-wide Russian language learning infrastructure designed to attract and hold students with occupational interests involving Russian; (2) strength linkages with Russia by expanding relationships with Russian universities; and (3) establish collaboration with the evolving national coalition of schools, colleges, and universities involved in Russian language training and learning. The effort will provide critical benefits for seven historically black colleges and universities, 4 state and 3 private. These institutions range from North Carolina A&T with graduate programs and over 7,000 students to Bennett College, a private women's college with less than 1,000 students. The project will target students in critically under-represented fields of study, including applied sciences, computer science, engineering, and business/economics. This is a four-year project funded under NSEP's Program and Institutional Development. *Grant Amount: \$419,191*

The Johns Hopkins University

Establishing a Professional Track Consortium Model for International Business, Financial Organizations, and NGOs. The Johns Hopkins University School of Advanced International Studies (SAIS), in cooperation with the American University in Cairo and the Fulbright Commission in Cairo, will create a professional track model for international businesses, financial organizations, and NGOs in order to provide advanced Arabic language and culture training. Given the nearly universal lack of such programs in the Arab world, this program will fill the critical national need for professionals with occupationally-specific language skills, with inter-cultural communication skills, and with experience in the Middle East business environment. This new program will serve as a model for other institutions and consortia that wish to operate in the Middle East and North Africa. The program will enhance access to Middle East markets, especially the current expanding Egyptian market. This is a three-year project funded under NSEP's Program and Institutional Development. *Grant Amount: \$378,104*

Metropolitan Community College

Doing Business in Brazil: Language and Culture. Metropolitan Community College will develop a competency-based thirty hour intensive training program designed to assist both students and business people understand and apply the basic cultural considerations and language requirements for doing business in Brazil. Based on a model developed by Command Spanish, Inc. this training program will: (1) focus on occupation-specific language; (2) use materials that are non-grammar based to lower participant stress level; (3) employ phonetic encoding to allow immediate and effective mastery of Brazilian Portuguese pronunciation; (4) focus on one-way communication, teaching direct commands and simple statements that allow students to relay directions and information and ask yes/no questions that are easily understood; and (5) integrate instruction relative to the most important cultural considerations to know when dealing with Brazil. The project will involve the development of several instructional materials including a 75-page workbook, collection of four audio tapes for on-going practice and review, and videotape demonstrating common cultural consideration. This is a two-year project funded under NSEP's *Material and Resource Development Program*. *Grant Amount: \$50,242*

University of New Mexico

Internet Delivery of Latin American News and Information: Developing Americas Regional Expertise and Understanding in the United States. Latin American studies programs and library collections are threatened by budget cutbacks limiting funding for resources and materials necessary to develop the understanding of the region that is critical to U.S. national security. This project will provide unlimited access to the Latin America Data Base (LADB) at the University of New Mexico, a widely respected on-line news and information service which has been writing and delivering news and analysis about Latin America via the Internet since 1986. Respected for its balanced reporting, LADB offers researchers and teachers the information about the region in context. The LADB consists of over 24,000 articles about Latin America. Through this effort, LADB will be able to introduce the service to many new institutions. This will aid in further disseminating the information and in sustaining the LADB for additional years through new subscriptions. This is a one-year project funded under NSEP's Material and Resource Development Program. *Grant Amount: \$74,670*

University of North Carolina

Master's Degree Program in Russian/East European Studies: This project will develop a major interdisciplinary Master's Degree Program in Russian/East European Studies to train a cadre of professionals to respond to the unprecedented geopolitical transformations of the post-Cold war era. The program will integrate three components into individualized plans of study involving learning a Slavic language (Bulgarian, Czech, Macedonian, Polish, Russian, Serbo-Croatian), acquiring country or region-specific expertise in area studies courses, and developing academic concentrations such as business, computer science, economics, history, linguistics, political science, public health. The program is planned primarily as a pre-professional degree for the career advancement of persons in international trade, cultural exchange, foreign policy, government service, and the military. This is a four-year project funded under NSEP's Program and Institutional Development. *Grant Amount: \$369,588*

Utah Valley State College

US-China Professional Development Program. The US-China Professional Development Program is designed to produce a cadre of Americans skilled in Chinese language and culture. The effort will focus on the development and delivery of a new advanced curriculum in Mandarin Chinese designed for students majoring in engineering, computer science, technology management, and related applied, technical and managerial fields. A faculty course development committee will see out "best practice" techniques for teaching scientific and technical Chinese. The course will be introduced into the curriculum and taught at three campuses: University of Utah, Salt Lake City; Brigham Young University; and Utah State University, Logan. It will also be offered to students at Westminster College, Salt Lake Community College, Weber State University and Utah Valley State College. Students will be able to apply their language skills through direct experience in Chinese industry via internships, field studies and study abroad in China. The China program is modeled after the Department of Defense Japan Industry and Management Training Program (JITMIT), managed by the Utah Consortium. This is a four-year project funded under NSEP's Program and Institutional Development. *Grant Amount: \$392,059*

*National Security Education
Trust Fund*

National Security Education Trust Fund: Security Holdings by Maturity Date
(December 1, 1998)

Security Type	Date of Maturity	Yield at Purchase	Interest Rate	Date Acquired	Principal Cost	Book Value	Par Value	Accrued Interest Receivable
Bill	12/31/98	4.029		10/15/98	\$1,035,201.98	\$1,038,972.56	\$1,044,000	
		4.377		09/30/98	\$834,790.08	\$839,595.26	\$844,000	
	03/25/99	4.522		11/16/98	\$1,968,538.33	\$1,968,782.22	\$2,000,000	
	06/24/99	4.520		11/16/98	\$1,946,955.56	\$1,947,196.67	\$2,000,000	
	09/16/99	4.633		11/16/98	\$1,925,688.89	\$1,925,933.33	\$2,000,000	
Total Bill				\$7,711,174.84	\$7,720,480.04	\$7,888,000		
Note	05/15/99	5.659	6.375	12/11/97	\$1,009,687.50	\$1,003,441.82	\$1,000,000	\$352.21
	11/15/99	5.667	5.875	12/11/97	\$4,127,420.00	\$4,120,160.32	\$4,112,000	\$1,334.70
		5.766	5.875	11/15/96	\$1,242,678.28	\$1,240,289.45	\$1,239,000	\$402.16
	09/30/00	4.687	6.125	11/16/98	\$1,025,468.75	\$1,025,432.95	\$1,000,000	\$168.27
	09/30/01	4.739	6.375	11/16/98	\$8,347,500.00	\$8,347,189.30	\$8,000,000	\$1,401.10
		6.348	6.375	01/30/97	\$9,009,843.75	\$9,006,397.75	\$9,000,000	\$75,659.34
	08/15/02	6.073	6.375	02/18/97	\$52,723.13	\$52,518.28	\$52,000	\$846.76
		6.328	6.375	06/26/97	\$180,365.63	\$180,277.73	\$180,000	\$2,931.11
		6.372	6.375	01/30/97	\$5,250,820.31	\$5,250,584.67	\$5,250,000	\$85,490.83
		6.525	6.375	05/15/97	\$938,798.44	\$940,371.56	\$945,000	\$15,388.35
		6.722	6.375	03/27/97	\$374,121.88	\$375,699.49	\$380,000	\$6,187.90
		6.765	6.375	03/31/97	\$169,999.53	\$170,800.39	\$173,000	\$2,817.12
	09/30/02	4.767	5.875	11/16/98	\$8,310,000.00	\$8,309,799.41	\$8,000,000	\$1,291.21
	08/15/03	4.732	5.750	11/16/98	\$4,750,010.94	\$4,749,911.24	\$4,555,000	\$711.72
	Total Note				\$44,789,438.14	\$44,772,864.36	\$43,886,000	\$194,982.78
Total Current Holdings				\$52,500,612.98	\$52,493,344.40	\$51,774,000	\$194,982.78	

NSEP Program Expenditures by Year and Type

Year	Undergraduate Scholarships	Graduate Fellowships	Institutional Grants	Program Administration	Total
1994	\$2,434,915	\$2,880,201	----- ¹	\$931,863	\$6,246,979
1995	\$2,491,350	\$2,458,200	\$2,491,305	\$788,575	\$8,229,430
1996	\$752,752	\$1,135,779	\$2,216,853	\$776,476	\$4,881,860 ²
1997	\$1,132,585	\$1,353,975	\$2,064,496	\$1,158,705 ³	\$5,709,761
1998	\$1,235,536	\$1,548,813	\$1,191,178	\$829,613	\$4,806,140

Notes

- The Institutional Grants Program did not begin until 1995.
- The significant decline in NSEP scholarship and fellowship awards during 1996 resulted from major changes in the NSEP legislation and doubts about the future stability of the program. The decline is also due to Congressionally mandated reductions in the corpus of the Trust Fund resulting in a cutback in total annual scholarship and fellowship commitments from \$2.5 to \$2.0 million.
- The substantial increase in NSEP administrative costs is directly attributable to the NSEP contract with the U.S. Office of Personnel Management (OPM) to develop the NSEP-NET database and to develop a federal placement process for NSEP award recipients. The NSEP-NET developments costs are one-time.

National Security Education Board (NSEB)

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

Federal Members

Department of Defense (Chair) <i>Ambassador Daniel H. Simpson</i> Vice President, National Defense University	Department of State <i>Dr. Morton Halperin</i> Director, Policy Planning Staff Director of Central Intelligence <i>Ms. Ellen Laipson</i> Vice Chair, National Intelligence Council	<i>Mr. John W. Hechinger, Sr.</i> Largo, Maryland <i>Dr. Roger Hilsman</i> Professor Emeritus Columbia University <i>Dr. Eamon M. Kelly</i> President Tulane University
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