



PUBLIC AFFAIRS

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Ref: 96-F-0179

08 MAR 1996

Dr. A. Victorian
P.O. Box 99
West PDO
Nottingham, NG8 3NT
ENGLAND

Dear Dr. Victorian:

This responds to your January 25, 1996, Freedom of Information Act request. Enclosed is the current version of the document entitled, "National Security Education Program (NSEP)," and a copy of the Department of Defense Appropriation Bill on this matter which became law in December 1995. There are no assessable fees for this response.

Sincerely,

A. H. Passarella
Director
Freedom of Information
and Security Review

Enclosures:
As stated

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96-F-0177

**Annual Report on the
Conduct of the
National Security Education Program**

This report on the conduct of the National Security Education Program (the 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).

I. Program Background

A. Legislative Origins 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 (P.L. 102-183), as amended.

B. Program Objectives The objective of the NSEP is to address the future national security and economic competitiveness 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 significantly strengthened pool of applicants for work in the departments and agencies of the U.S. government with national security responsibilities who will help guide and implement an effective U.S. security policy.

- NSEP awards scholarships to undergraduates to study abroad in areas underrepresented by U.S. students. Until the NSEP, approximately 75% of all U.S. students studying abroad did so in Western Europe.

- NSEP awards fellowships to graduate students to study foreign areas, languages and other international fields crucial to U.S. national security. Graduate students receiving NSEP support are required to fulfill a service obligation by working either in the Federal government or in the field of education.

- NSEP awards 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.

C. The National Security Education Board In keeping with the legislation, the Secretary of Defense carries out the Program in consultation with a thirteen-member National Security Education Board on which the Secretary is the statutory Chairman. Secretary Perry has delegated these authorities and responsibilities to his Assistant Secretary of Defense for Strategy and Requirements, Dr. Edward L. Warner, III. Seven representatives from the Federal government have been appointed and are currently serving on the Board. Four of the six non-Federal members, who are appointed by the President with the advice and consent of the Senate, are currently serving on the Board; there are currently two non-Federal member positions vacant. Members of the Board are listed at TAB C. The NSEB met on May 9, 1994 and on October 24, 1994 in Washington, D.C.

#793

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. A Working Group composed of representatives designated by each Board member meets regularly to develop issues for Board consideration and to assist the Program staff. This Working Group helps to define such issues as identifying and defining areas of emphasis for the Program and putting forth recommendations on criteria, qualifications, and dissemination of information. They also serve as a major channel of communication between the Federal government and higher education for the NSEP. The Working Group meets with the Group of Advisors from higher education, which is outlined below.

Also serving the Board and assisting the Program staff is a 28-member Group of Advisors from higher education. They have been appointed by the Secretary of Defense to serve in non-paid positions to provide expert advice to the Board and to the staff and to act as a liaison between higher education and the Federal Government for the NSEP. The group represents a broad cross section of higher education including: (1) colleges and universities of all sizes, including community colleges; (2) major discipline areas such as business, anthropology, engineering, agriculture, etc.; (3) major functional areas important to the goals and objectives of the Program such as foreign languages and area studies; and (4) a quite broad geographical, ethnic and cultural distribution. These advisors meet twice a year just prior to the Board meetings. In 1994, they met on May 9 in Washington, D.C., and again on September 17-18 in Tucson, Arizona; the latter meeting was hosted by the President of the University of Arizona, Dr. Manuel Pacheco, who also serves as a member of the NSEB. Individually and collectively these advisors continue to provide a vehicle for ensuring that a continuing dialogue between higher education and the Federal Government for the NSEP is in place to meet the requirements of the legislation.

D. The National Security Education Trust Fund The National Security Education Trust Fund (NSETF) of \$150 million was established as a result of the Act. Because the Congress did not identify the specific source from which the \$150 million was to be drawn in order to establish the Fund, reprogramming actions were required to make the monies available. The Congress completed these reprogramming actions by early August 1992, and the transfer of funds was completed by early September 1992, thereby fully establishing the NSETF.

Since P.L. 102-183 was enacted, no additional capitalization has been required for the NSETF and the Program continues to operate from the original \$150 million plus the interest earned on the Fund through U.S. Treasury investments. 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. As of the end of 1994, the Secretary had appropriations totaling \$28.5M. These appropriations were made by P.L. 103-50 (\$10M), P.L. 103-139 (\$10.M), and P.L. 103-335 (\$8.5M).

At the close of CY 1994, the total amount of interest earned by the Trust Fund was \$20.7M. Commitments and obligations associated with the NSEP totalled \$16.6M. Actual obligations totalled \$7.8M while actual expenditures (monies taken from the Trust Fund) totalled \$5.4M. The

commitments and obligations will result in expenditures and will be drawn from the NSETF over the next two years during which time new commitments and obligations will also be made for planned expenditures to sponsor additional undergraduate scholarships, graduate fellowships, and institutional grants.

Since the Act stipulated that all expenditures necessary to conduct the Program shall be paid from the NSETF, no other appropriated funds are used in support of the Program, including the salaries for and travel undertaken by the Program staff. The Program office, with full support of Assistant Secretary Warner and the Members of the NSEB, is run with a minimum number of staff who rely, whenever possible, on resources provided free or at a minimal cost. The Program staff currently numbers eight; three additional positions will be filled in 1995. All members of the NSEB, the Working Group, and the Group of Advisors serve the NSEP without pay. Over 1,700 NSEP Campus Representatives associated with higher educational institutions across the country volunteer their time to assist students who compete for the scholarships and fellowships. The Program Office conducted a series of workshops at 15 regional, easily-accessible locations around the country beginning in September 1994. State and private two and four-year colleges and universities provided all facilities and amenities for the academics and administrators attending these regional workshops free of charge. All participants attended these workshops at their own (or their institution's) expense. Other Federal agencies, academic associations, and individuals continue to lend their support to the Program without recompense.

II. Program Implementation

A. Scholarship Competition and Awards 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 is a leader in promoting international education. Their extensive experience and outstanding expertise were widely noted during the recent celebration of their 75th anniversary.

In this first year of competition IIE received 1,811 applications for NSEP undergraduate scholarships from students attending over 400 U.S. colleges and community colleges representing all 50 states. These students applied for study in 80 different countries outside Western Europe which is not included as an area of study for this program because of the substantial number of American students who study abroad in this region. A rigorous merit-based independent review was conducted by scholars and civic leaders who served on the selection panels. Regional reviews were held first; a national nominating panel then met to identify the students who should be recommended for awards. The result was a list of 317 students representing 153 U.S. institutions of higher education whom the panelists recommended for awards. Profile data on these candidates were submitted to the NSEB for review; the Board members utilized these data for an analysis of areas which should be emphasized in future competitions. The Board members agreed that data from a second year of competition was needed, combined with data from the Working Group, to begin to assess which geographic and academic areas should be emphasized.

One hundred and eight (34%) of the scholarship recipients are in academic disciplines generally under-represented in study abroad. For example, 12% are business majors, 9% are majoring in physical or life sciences, and 6% are engineering majors. Their study involves 34 less commonly taught languages.

A statistical summary of the 1994 undergraduate scholarship competition is at TAB A.

The second year of scholarship competition was announced in September 1994 with applications due on December 15, 1994. The independent, merit-review process is currently underway for this competition.

B. Fellowship Competition and Awards 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 Third World. Two types of fellowships were offered in 1994: (1) an Area and Language Studies Doctoral Fellowship for doctoral students specializing in languages and world regions; and (2) a Graduate International Enhancement Fellowship for both master's and doctoral students from any discipline who could develop a compelling proposal which would enhance their program of study by adding an international component.

In the first year of competition AED received 675 applications for these awards from students representing 152 different universities. Following a series of rigorous, independent, campus-based reviews, and review by an independent panel of distinguished scholars, 172 merit-based NSEP Fellowship Awards were made after the Board met in May 1994. These fellowships were awarded to students representing 77 different U.S. universities. Profile data on recommended fellowship recipients were presented to the Board at the same time as the above-outlined scholarship profile data.

All Fellowships were awarded in light of concerns discussed in the Congressional "Findings" and "Purposes" laid out in Section 801 of the original National Security Education Act. Specific examples follow.

- Over 25% of the recipients are in traditionally under-represented disciplines for international study such as business, science and law.
- Fifty-seven different countries and forty-seven different languages are represented in the awards. All involve study outside Western Europe.
- Fellowship award amounts ranged from \$1,000 to a maximum of \$25,000.
- Twenty-seven fellowships were made to students studying toward a doctorate with an area and language core.

A statistical summary of the 1994 graduate fellowship competition is at TAB B.

The second year of fellowship competition was announced in September 1994 with applications due on December 15, 1994. The independent, merit-review selection process is currently underway.

C. Institutional Grant Competition and Awards 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 spring of each year. NSEP institutional grants provide opportunities for U.S. institutions of higher education to develop or strengthen their capabilities to enhance the national capacity to educate U.S. citizens in critical languages, cultures, area, and international fields thus strengthening the nation's ability to operate effectively internationally.

Preliminary guidelines for the first year of competition for NSEP institutional grants were made available in January 1994. The Program Office responded to institutions' requests for information on this competition by mailing 1,076 copies of these guidelines to institutions throughout the country. The first year of competition involved a two-tier process with the initial call for preliminary proposals in May. Applicants initially submitted 358 preliminary proposals from throughout higher education in the United States. An independent, merit-based review of these preliminary proposals identified 61 applicant institutions which were invited to submit final proposals in the second stage of the competition. Fifty-eight final proposals were submitted. A second independent, national merit-review panel of 12 representatives from colleges and universities in the United States, representing areas and fields appropriate to the objectives of the Program, met in Washington, DC in October 1994 to review the 58 final applications. The panel recommended nine programs for funding. The Board reviewed and concurred with the recommendations of the review panels at its meeting on October 24, 1994. In December, 1994 NSEP awarded the following institutional grants. The award amounts provide two years of funding. Since the nine institutions listed below act as lead schools for consortia, the total number of U.S. institutions involved is 58.

<u>Institutional Grant Recipient</u>	<u>No. Institutions Included</u>	<u>Award Amount</u>
Beliot College (Beliot, Wisconsin)	6	\$198,180
Columbia College (Chicago, Illinois)	1	\$357,464
Oregon State University (Corvallis, Oregon)	7	\$361,306
University of California, Davis (Davis, California)	4	\$346,230(est)
University of California, San Diego (San Diego, California)	10	\$112,231
University of Hawaii at Manoa (Honolulu, Hawaii)	1	\$333,213
University of Illinois (Champaign-Urbana, Illinois)	12	\$300,755
University of Pittsburgh (Pittsburgh, Pennsylvania)	16	\$249,972
Washington University (St. Louis, Missouri)	1	\$231,864

D. Program Staffing To conserve Trust Fund resources Program staffing continued at minimal levels during 1994. The number of full-time NSEP staff members is eight.

E. Diversity and Outreach Initiatives The Program Office undertook several diversity and outreach initiatives. These initiatives were aimed at ensuring that knowledge of, and participation in, the NSEP is shared by a wide range of institutions, and that the body of applicants reflects the cultural, racial, ethnic and geographic composition of the United States.

On September 24, 1994, Program administrators met with a focus group of representatives from 12 Historically Black Colleges and Universities to exchange information between Program administrators and institutions that traditionally have not participated fully in international education opportunities. This meeting proved to be highly beneficial. It served to clarify NSEP objectives, to generate a commitment from the deans, faculty, and administrators attending to publicize and advocate on behalf of the program on their campuses, and to establish linkages to institutions whose students are traditionally underserved by international education opportunities. Additional focus group meetings with community and junior college, and tribal college representatives have been scheduled for 1995.

III. Analysis of Trends in Foreign Language, International, and Area Studies

A. Existing Data There exist limited analyses that systematically survey and assess the state of foreign language, international, and foreign area studies in U.S. higher education. During the latter part of 1993 and the first four months of 1994, the National Security Education Program Office (NSEPO) compiled available data and undertook preliminary analyses of major trends within language, international, and area studies in order to identify potential areas for emphasis in the award of scholarships, fellowships, and grants. In undertaking this effort, the NSEPO worked with its 28-member Group of Advisors (listed at TAB C) whose members represent various elements of the higher education community. The preliminary analyses have been provided to the National Security Education Board to form the basis for recommendations concerning potential areas for emphasis in the program.

B. Trends in the Study of Foreign Languages One of the principal challenges facing foreign language instruction on American campuses is to make it more responsive to changing national needs. As Richard Lambert pointed out in a recent paper, "Language Instruction for Undergraduates in American Higher Education," NFLC Occasional Paper, Washington DC: Sept 1990, foreign language instruction is subject to a set of attitudes on American campuses ranging from highly critical to indifferent. These attitudes led to the curtailment and occasionally even the abolition of language instruction during the 1970s and sap its vitality now. The quality of foreign language education in U.S. higher education is extremely varied and uneven. Much of the teaching of foreign languages remains vested in language departments that focus more on literature than on functional competency. However, a significant movement toward more proficiency-based training in foreign languages has begun to emerge on American campuses.

There are several important trends that we can identify concerning language study in the United States.

C. **Enrollments** Very limited data are available detailing estimated enrollments in courses of study in foreign languages as well as on programs of study in foreign languages at U.S. institutions of higher education. In order to remedy this matter, the National Foreign Language Center (NFLC) provided NSEP with a preliminary overview of patterns of foreign language study in the United States with particular emphasis on the less commonly taught languages. Our interest in this information derives from the overall NSEP mission to "develop advanced expertise in languages not commonly taught and regions about which not enough is known by Americans." In their preliminary overview, NFLC cites data made available by the National Endowment for the Humanities, the Modern Language Association, and the Institute of International Education.

French, German, and Spanish continue to be the languages of choice for 80% of students who take a foreign language in higher education in the U.S.; if Italian and Portuguese as well as Latin and Greek are included, the number is 88%. Of the remaining twelve percent of language students in colleges and universities, the bulk of the enrollments are in the four less commonly taught languages: Arabic, Chinese, Japanese, and Russian. This means that, of the approximately fourteen million students in higher education in the U.S., fewer than one hundred and fifty thousand students study languages spoken in areas other than Western Europe and Latin America. In fact, the other several thousand languages spoken in the rest of the world, including those of vital interest to the United States such as Japanese, Arabic and Korean, are taken by a precariously small number of students across the country.

- The principal less commonly taught languages account for the following enrollments: Japanese 45,717; Russian 44,626; Chinese 19,490; Arabic 3,475.
- The much less commonly taught languages account for about thirty non-Western European and non-North American languages. Each of these languages has undergraduate and graduate enrollments in the hundreds. Examples are Armenian, Czech, Hausa, Hebrew, Indonesian, Korean, Thai, and Turkish.
- The least commonly taught languages (another approximately 80 languages) are taken by only a handful and at most dozens of students. Examples of these languages include Bengali, Bulgarian, Farsi, Lithuanian, Ukrainian, and Urdu.
- The rarely (or never) taught languages include several thousand languages such as Azerbaijani, Kazakh, Tagalog, Xhosa, and Zulu, some of which may be viewed as important to U.S. national needs.

Another important indicator is the distribution of language programs across institutions of higher education. While Arabic, Chinese, Russian, and Japanese are currently available at hundreds of institutions, all other non-Western European languages are available at only a handful of institutions across the country on any regular basis. The least commonly taught languages are generally offered at only one or two institutions in a given year, often on an "on-demand" basis. Finally, many languages depend not upon regular course offerings in individual institutions, but upon summer institutes set up as a field-wide resource.

Taken as a whole, then, the pattern of enrollments and course offerings in less commonly taught languages is sporadic at best. We must be sensitive not only to the lack of opportunities for students to pursue serious study of these languages, but a lack of demand among students to take them. Colleges and universities cannot realistically be expected to maintain and offer courses on a regular basis to the very small number of students who may demonstrate an interest in them.

D. Language Competency While enrollment data provide indications of interest and resource allocation in the United States, they certainly do not tell us about the levels of competency that students reach in college and university programs. Unfortunately, there are still remarkably little national data on the competency levels which graduates of language programs attain in speaking, listening, reading and writing.

However, a sample of such data is available for at least one of the less commonly taught languages, specifically Russian. Russian is particularly useful in this regard since it has been rated a "Class III" language in the State Department terms, ranking between languages such as Chinese (Class IV) and German (Class II) in learning accessibility for native speakers of English. According to available data from the Educational Testing Service, the percentage of students with 4 years of college Russian who fail to reach a minimal level of functional competence is: Reading 45%; Listening 67%; and Speaking 87%. Given these data, it is clear that a dual problem exists: a lack of enrollments in less commonly taught languages and a failure to turn out linguistically competent students.

It should be noted that language competency data (and also enrollment data) do not include information on students pursuing study abroad. It is to be expected that these students would improve the competency picture, a fact that should not be lost in setting priorities for the undergraduate study abroad portion of the NSEP.

The enrollment and program offering numbers generally available give a clear indication of relative interest and resource allocation in lesser taught languages in higher education. However, they do not on their own suggest logical emphases or priorities. Accordingly, they might be considered along with the identification of possible areas for emphasis which are discussed below.

E. Trends in Area Studies Foreign area studies are an essential component of the larger international education effort to enhance U.S. global competence. Area studies programs provide a foundation of knowledge and trained personnel for the other components of international education, for government agencies, and for the larger society. Trends in foreign area studies in U.S. higher education have been marked by boom and bust cycles related to the perception of foreign threats to America. The high points of interest and support for area studies coincided with World War I, World War II, and the most intense phase of the Cold War. The landmark National Defense Education Act (NDEA) of 1958 was a manifestation of the shock brought about by the 1957 launch of Sputnik. While the primary purpose of the act was to emulate the Soviet production of rocket scientists and engineers, NDEA included an important provision (Title VI)

for subsidies to foreign area studies. Federal investment in this program reached a high point in the late 1960s, resulting in a highly successful partnership between the government and American higher education. Major private foundations joined the effort, making large grants in support of foreign area studies. Foreign area experts emerged from a number of programs and staffed government agencies, international organizations, colleges and universities.

The 1970s and 1980s brought somewhat of a retrenchment in the federal investment in foreign area studies. While funding levels have remained relatively constant and even shown some modest growth, they have in actuality declined significantly in real dollars.

In the boom and bust cycles referred to above, the 1990s have brought about renewed interest in the competencies of the American population to address the more complex international issues that dominate U.S. broad national security interests. The National Security Education Act of 1991 is a reflection of such interests. It is a recognition that, in order for the United States to remain secure and competitive, Americans must be better trained to deal effectively with a wider array of foreign languages and cultures; and that this capability must be included in the backgrounds of our future leaders in government, science, and business.

IV. NSEP Office Analysis of Trends in Area Studies

A. Overview In order to assess trends in area studies, the NSEPO staff conducted an overview analysis of the state of area studies in higher education. The area studies community represents a diverse array of scholars and specialists from a variety of disciplinary and professional backgrounds. Despite this diversity, they share the belief that the key to understanding other societies and peoples is through the study of their cultures and languages. Within the academic community, professional associations of area studies specialists have been created, primarily along geographic lines. Many appeared after World War II and gained strength in the 1960s. Numerous subregional associations, some devoted to single countries, have also emerged. The goals of these associations include articulating their constituencies' views within the wider academic community and providing a venue to assess the state of their profession. It is this latter activity that is of particular importance to NSEP as it seeks the views of higher education on where regional and discipline emphases might be placed in future years to enhance US national capacity in foreign area studies and languages and, in turn, improve our capability to protect and advance U.S. interests internationally.

The area studies associations, either collectively or as a result of individual efforts, are constantly assessing the "state" of the field. These studies range from evaluations of specific programs to assessments of foreign research conditions and resources. Of particular interest to the profession are the prospects for students and faculty trained in area studies. In this regard, the National Council of Area Studies Associations (NCASA) has recently issued a report on the prospects for

faculty in area studies.¹ The study indicated that of the four reporting associations, African studies seemed to have the best prospects of filling positions of retiring faculty with younger scholars while Slavic studies is uncertain, as it goes through considerable reassessment and redefinition. The report indicated that the Middle East and Asian areas may soon be facing a shortfall in qualified faculty caused by retirements. Such evidence may have important implications for the emphases in NSEP, as it endeavors to address one of its mandates: the next generation of scholars in foreign language and area studies.

The NCASA report is a valuable point of departure for an assessment of the strengths and weaknesses in the various area studies programs. However, it provides only a small part of the picture. A systematic compilation of all the diverse "state of the field" assessments has never been undertaken and falls well beyond the capabilities or tasks for NSEP in the coming years. Nevertheless, it is critical to bring the views of area studies specialists to bear on the process of identifying potential program emphases for regions, countries, languages, and fields/disciplines.

To begin this task, a series of six focus group meetings was conducted during the past year with representatives of higher education representing area studies programs. The areas represented include: (1) Africa; (2) Asia: South; (3) Asia: Southeast and East; (4) Latin America; (5) Middle East; (6) Newly Independent States of the former Soviet Union and Eastern Europe.² A seventh +meeting focused on international issues is discussed in the final portion of this section. The objective of these meetings was to create a dialogue and define a process that will contribute to the overall discussion of possible areas to be emphasized by NSEP in the award of scholarships, fellowships, and grants in the coming years.

As a result of these sessions, some preliminary comments can be made about the strengths and weaknesses in U.S. study of regional issues, languages, and cultures from the perspective of the area studies community. Following are some of the most important conclusions derived from this effort.

¹NCASA is composed of the directors of five major area studies associations: African Studies Association, the American Association for the Advancement of Slavic Studies, the Association for Asian Studies, the Latin American Studies Association, and the Middle East Studies Association. The report is entitled *Prospects for Faculty in Area Studies* (NCASA, Stanford: 1991). It includes assessments provided by the African, Asian, Middle East, and Slavic Studies Associations.

²The focus groups were comprised of from 3-5 members. In each case, the NSEP Staff contacted one individual and asked that person to identify other representatives and to chair the meeting. The meetings were held in locations accessible to the focus group members. A senior NSEP representative attended the meeting to answer questions about the program and to take notes and report back to the group. The draft reports on accounts of the groups' discussions were provided to all group members for comments and revisions. Each group was also asked to consider strategies for expanding the process to include broader representation.

- The need is great in all regions covered by NSEP and it may not be necessary to identify specific languages or regions for emphasis, particularly since Western and Northern Europe, the regions that have traditionally received the largest number of students and greatest financial support, are not covered by NSEP. It may be best to let the merit of proposals serve as the primary guide for awards.

- The need is great for combining both language and area studies. Area studies proposals without a language component and language proposals without an area studies component are incomplete. In some cases, the need to go to the region, even if the student had to rely on English or a European language, could override the stipulation to include an uncommonly taught language as part of the proposal.

- There is a generalized concern that not enough qualified candidates for faculty positions will be produced to replace those who will retire by the year 2000, a view supported at least in part by the NCASA report. If true, this development would have deleterious effects on U.S. efforts to enhance foreign language and area studies capacities.

- Although there are some regional variations, in general, the disciplines of history and political science are seen as the strongest in area studies, with history far and away the strongest. Literature, once the mainstay of area studies, is seen as declining, with China a major exception. Economics was by far the weakest discipline cited by the area studies focus groups and the one they thought should be emphasized more. Area studies specialists were most critical of country or regional economic studies that demonstrated little awareness of local conditions or cultural and social realities.

- In general, all groups agreed that for areas or countries of importance to the U.S., but where accessibility was limited or unavailable, emphasis should be placed on strengthening programs in the U.S. with a view to building capacity for a future time when local conditions, or relations with the U.S., provide such accessibility. This would apply, most specifically, to the Persian regions of the Middle East (Iran, Afghanistan, and Tadjikistan), Kashmir and the Punjab in South Asia and some unsettled regions of Africa.

B. Regional Views Regional specific views provided below are supplemental to those listed above. In most cases they are not intended to override the more general recommendations.

1. Africa. The need is great for support of African studies programs focusing on issues throughout the continent. Identifying particular countries or languages for emphasis is not absolutely necessary and may send unintended political signals.

The group noted a particular weakness in the "Lusophone" (or Portuguese) regions of Africa. They also noted shifts in the interest of students in areas of Africa from West Africa to East Africa and now Southern Africa. Areas that might be considered for additional work include: (1) Sahel, where the divide occurs between Muslim and non-Muslim (with very little expertise existing on

Niger and Chad); (2) Southern Africa where few students have gone in the last 25 years given the political crises in South Africa, Namibia, and Lusophone Africa; (3) Francophone Africa including Zaire.

The most important languages of the continent, after the European languages of English, French, and Portuguese, are seen as Swahili, Zulu, Hausa, and Arabic with the possible addition of Swana and Xhosa. However, there is concern that identifying and prioritizing languages sends a political message that may be misinterpreted.

The group emphasized the importance of issues and topics as opposed to area or language emphases alone. In discussing these issues, several themes emerged, including:

- a. How to fit Africa into the global economy
- b. Environment issues and sustainable development
- c. Health and AIDS
- d. Peacekeeping and conflict resolution
- e. Language and culture; history
- f. Science and Technology including renewable energy, solar.

2. South Asia In general, there is consensus that all South Asian studies could benefit from additional financial support to both institutions and students. Nevertheless, the best programs and greatest number of students currently are focused on the "Hindu Belt." Therefore, emphases might be beneficially placed on other regions. The Muslim areas are in particular need of greater emphasis and in India in particular. Two areas of need are particularly difficult in terms of access: Kashmir and Punjab. The following general rankings of strengths and weaknesses were defined by the focus group (listed from strongest to weakest):

By Country:

India
Pakistan
Nepal
Bangladesh
Sri Lanka

By region:

Northern India
(Hindi regions)
South India

By cultural regions:

Hindi Belt
Bengal-Bangladesh
Tamil Nadu

Andhra Pradesh
Kerala
Karnataka
Orissa
Kashmir
Assam
NE Frontier
Muslim areas
Punjab
South India
Sri Lanka

In terms of languages, the group saw Hindi programs in the U.S. as far ahead of any other languages. It is possible to study Tamil and Bengali but opportunities are limited. Berkeley has one of the only major Urdu programs in the U.S. The following list includes those languages, other than Hindi, where emphasis is needed: Tamil, Bengali, Urdu, Telugu, Punjabi, Malayalam, Gujarati, Marathi, Kannada.

The group also discussed disciplines indicating where emphases were placed and where the weaknesses exist. From the strongest to the weakest the list includes: history, religion, anthropology, language and literature, art and art history, political science, sociology, public health, geography, demography, communications.

The group also considered topics for further emphasis. They agreed unanimously that South Asian Islam should be given greater emphasis. They also noted that gender studies have increased in recent years but that more work needs to be done. Other issues emphasized included popular culture as an insight into societal transitions, developmental economics and military defense and strategic studies.

The group also noted that a general bias exists against doctoral students with area studies and difficult languages as part of their program because deadlines for completion do not take into account the extra time and effort required of such students to develop language skills and master their discipline as well as their specific area. It was recommended that NSEP funding should be used to encourage students to study areas now defined as areas of weakness as well as to gain skills that will enable a new generation to replace South Asian specialists in higher education who are now near retirement.

3. East and Southeast Asia It is clearly difficult to group East and Southeast Asia together, and subsequent discussions will, most likely, separate these two regions. The group indicated that in Asian studies, specialists are often identified by country, especially for Japan, China and Korea. There was consensus that every college and university needs an expert on Japan and noted that a major problem is the cost of study in Japan and Korea.

Problems exist in Korean studies in the U.S., partly due to startup which did not occur until the 1960s. Korean scholars are generally in Korea, not in the U.S. However, study abroad programs in Korea are generally high quality. Most students who study in Korea are Korean-Americans and are not in Korean studies. Furthermore, many U.S. citizens who came into Korean studies through the Peace Corps, missionaries, and the military are gone and are not being replaced. As an example, the University of Washington has had a position open for 4 years and has been unable to fill it.

In terms of foreign languages, Japan is now the fourth most frequently studied language in U.S. higher education. The group identified the following languages in terms of their overall strengths in the U.S. (from strongest to weakest): Japanese, Chinese (Mandarin), Korean, Thai, Vietnamese, Taiwanese, Laotian, Cantonese, Malaysian, Indonesian (Javanese, Balinese), Khmer/Cambodian, and Tagalog. After the first two languages, strength drops precipitously. The

group also indicated that a major problem with Chinese is that it is seen in monolithic terms. It is not. Languages differ in the south, southeast, east, Beijing area, and northwest. Also important in China are Tibetan, Mongolian and Uighur.

The group also defined themes and topics that should be considered for emphasis. They include:

- o medical research (AIDS, public health)
- o environment and deforestation
- o wealth, ethnic, gender and religious stratification
- o population migration and growth
- o regional trade links
- o business/economic impacts on society
- o modern institutions: educational
- o development
- o globalization of economies
- o closed economies
- o Chinese regionalism

4. Latin America Emphasis on regional themes took precedence over placing emphases on languages or countries in Latin America. Since European languages are the primary languages in Latin America, placing greater emphasis on these languages lies somewhat beyond the scope of the NSEP. Nevertheless, if emphasis were to be placed on languages, Portuguese is the language that needs to be strengthened. This point is important when taken together with the Africa focus group's emphasis on Portuguese as a less commonly taught language.

The group also agreed on a number of important assessments of the state of U.S. knowledge of Latin America: (1) the field does not have an acceptable level of competence in Spanish because students choose Latin America as an area too late and never gain competency in the language; (2) knowledge of issues such as revolution, economic adjustment, democratization and voting behavior is weak because too much emphasis is placed on journalistic history which is superficial and unsystematic; (3) our competence in Central and South America is weak.

Ranked according to "importance" were the following countries or regions: Mexico, Brazil, Central America, Cuba, Chile, Argentina, Columbia, Peru, Venezuela. Mexico remains critical even though it is relatively "over-studied." While the group was able to rank according to "importance" they agreed that they were unable to recommend program emphases.

The disciplines of political science, history, anthropology, and literature are well represented by programs and specialists in the U.S. However, economics, sociology, geography/planning as well as the natural sciences, engineering, and business/management should be emphasized.

In addition to Spanish the group highlighted Portuguese, Indian languages (Aymara, Quechua, Guarani, and Mayan), and Creole as important languages. They stressed that Portuguese is very weak.

5. Middle East The state of Middle East area studies and language studies in the U.S. is quite uneven. In discussing potential emphases, the group developed a number of conclusions:

a. Arabic language is well supported in the U.S. relative to other Middle Eastern languages. Therefore, emphasis should be placed on advanced rather than elementary level study.

b. Instruction in modern Turkish is not well developed in the U.S. and requires strengthening.

c. Emphasis should be placed on Turkic languages and Central Asian area studies due to the growing importance of Central Asia and the lack of instructional materials.

d. Persian is a critically important language and Iran, Afghanistan, and Tadjikistan are important to the U.S. Since opportunities for Americans to study in these areas are limited, support for programs in the United States is vital.

e. To the extent that Arabic receives support, developing ties with Arabic language programs in the region is important.

f. Area studies programs that have, or desire to build, capabilities in Northern African studies and Gulf studies should be encouraged and supported.

g. Languages should be emphasized in the following order of priority: Turkic languages, Arabic (advanced modern standard and North African and Gulf dialects), Persian, Modern Turkish, and languages of significant minorities (Kurdish, Berber, Pashto, Baluch, Armenian, and Dinka).

h. Hebrew instruction in the U.S. is well developed and not in need of additional support.

The group underscored that in Arabic studies, the teaching materials are very limited and that study abroad programs are not particularly strong.

6. Newly Independent States The American Association for the Advancement of Slavic Studies (AAASS) is the principal area studies association for this region. With the demise of the Soviet Union, the AAASS, and its field, are undergoing a reassessment and redefinition. Nevertheless, at present, Russian studies and the Russian language still dominate the field and Russia remains the most strategically important country in the region for the United States. Therefore, if language, country, and discipline emphases are to be established for this region, they would most likely not include Russia and Russian since the majority of U.S. resources in this field are already devoted to Russian studies. Programs for Ukraine and Poland

are more advanced than for any of the other countries of this area but their support is much less extensive than for Russian and should receive more support. The nuclear issue has raised the national security profile for Belarus and Kazakhstan, along with Ukraine. As a result, these understudied countries deserve greater emphasis.

Specialized programs for the other countries and languages of this region are extremely limited, where they exist at all. The study of languages not linked to a Russian language program is being encouraged; nevertheless, Russian remains the first or second language in most of these new states and Russian is still recommended as part of a study program for the Commonwealth of Independent States. On the other hand, attempting to visit or do research in a CIS state (other than Russia) with only Russian language skills is also not recommended.

In sum, Russian is the language with the strongest programs and the best instructional materials. However, very recent trends have suggested a serious decline in enrollments in Russian at major universities across the United States. When enrollments decline, universities tend to cut back on programs which has a detrimental affect on capacity. Other languages with some program infrastructure and instructional materials are: Ukrainian, Polish, Uzbek, Serbo-Croatian and Czech (which was often the second language for Slavic students). Other languages recommended for support include: Hungarian, Romanian, Kazakh, Georgian, Estonian, Latvian, Lithuanian, Armenian, Bulgarian, Macedonian, and modern Greek. As with many other regions, any resources added to support the study of these uncommonly taught languages and cultures would enhance the currently, virtually non-existent, U.S. capacity.

Some scholars have suggested that it may be time to reassess our approach to the NIS region and to think in terms of a series of (sometimes overlapping) sub-regions rather than countries or republics, when developing potential areas for emphasis in this region. The regions might be: Russia, Eastern Europe, the Black Sea basin, the Middle East and Central Asia, and the Baltic region. Such an approach might combine the Baltic states with Finland and Sweden; link Poland, Ukraine, and Belarus; the Balkan states (Slovenia, Croatia, Serbia, Bulgaria, Romania); and finally the Central Asian states. Some of the remaining Eastern European states, such as the Czech Republic and Hungary, may slide more towards the West.

In terms of disciplines, many area studies programs are biased towards the humanities. The result is that specialists in 16th century Ukrainian philology are easier to find than political scientists who understand contemporary Ukrainian politics. Outside of Russian studies, greater emphasis needs to be placed on social science disciplines and even history. Highlighting anthropology and sociology for greater support would be particularly valuable. There is also a need to place more emphasis on research outside the capital cities. Access from the governments involved is a critical problem but a greater effort should be made in this area. In addition, four major topic areas were identified for emphasis:

- security - domestic and foreign (criminal justice, organized crime, public safety, drugs, creation of state institutions, regional security, transnational organizations);

- pluralism (institutionalization, local government, ethno-cultural issues, religion, inter-confessional conflict and gender studies);
- human environment (ecology, demography, migration); and
- economics and business (privatization, marketization, new economic institutions).

V. Trends in Study Abroad and in International Studies

A. Study Abroad Trends and Patterns A principal objective of the NSEP is to provide opportunities for U.S. undergraduate students to pursue serious study abroad in critical world areas, primarily those under-represented in current study abroad programs. There are substantial data on patterns of study abroad, primarily from the Institute of International Education's *Open Doors* study.³

What follows is a brief summary and synthesis of study abroad data drawn from this survey. The analysis includes both patterns of study abroad and an analysis of the types and distribution of U.S. students engaged in study abroad. The analysis provides an important baseline for developing recommendations for emphases in study abroad and developing possible criteria for NSEP undergraduate and graduate study guidelines.

The U.S. is generally under-represented in virtually all areas of the world outside Western Europe. In 1991-1992, of the almost 71,000 American undergraduates studying abroad: almost 75% studied in one of 8 countries: United Kingdom (27%); France (13%); Spain (10%); Italy (8%); Mexico (5%); Germany (5%); Australia (2%); and Austria (3%). Only about 1,500 studied in Japan in contrast to almost 43,000 Japanese students studying in the United States. The leading countries of origin for students studying in the U.S. include (in numerical order) China, Japan, Taiwan, India, Republic of Korea, Canada, Hong Kong, Malaysia, Indonesia, and Thailand. Fewer U.S. students (less than 4,200) studied in all of Asia compared with 8,630 students in the United States from Thailand alone. In Africa, Kenya was the largest receiver of U.S. students with a total of 427; only 854 U.S. students studied in the rest of Africa.

U.S. students continue the pattern of representing primarily the humanities and social sciences, with relatively few in engineering and in hard science fields. More than 35% of the students represented the humanities and social sciences. Another 14% represent students majoring in foreign languages. Only business and management (fields that have initiated major emphases in international education) exhibit significant increases in students; approximately 12% (8,538) students represent this area. Only 6.5% of all U.S. students represent the fields of engineering,

³The Institute of International Education undertakes an annual survey of all accredited U.S. postsecondary institutions. The survey collects data on foreign study enrollment in the United States and U.S. students studying abroad. The data summarized in this analysis are drawn from the most recent survey which reports on the 1991-92 academic year. A total of 2,783 institutions responded to the survey (a 92.8% response rate); while not a census, the IIE effort presents a valid overview of patterns of U.S. study abroad.

physical and life sciences, and math and computer sciences.

Open Doors includes diversity data only on gender. In this area, gender distribution of U.S. students who travel abroad for study was the inverse of that of the foreign students in the United States. Just over one-third of the American students abroad were male. While data are not available on other issues of diversity, there is substantial evidence on American campuses that minority students do not actively participate in study abroad initiatives.

Analysis of data by state and type of U.S. institution suggests several important patterns that are relevant to NSEP. The table that follows provides the following information by state: (1) the approximate number of students studying abroad; (2) the approximate number of institutions reporting that students are studying abroad; (3) the approximate number of institutions of higher education by state and the percent of the total number that send students abroad.

Study Abroad by State and Institution⁴
1991-1992 Academic Year

State	# Students Abroad	# Institutions w students abroad	Total # institutions	% of Total w students abroad
ALABAMA	742	13	75	0.17
ALASKA	3	3	15	0.2
ARIZONA	854	7	35	0.2
ARKANSAS	322	10	34	0.29
CALIFORNIA	6495	103	340	0.3
COLORADO	679	18	55	0.33
CONN.	424	13	55	0.37
DELAWARE	459	4	9	0.44
DIST OF COL.	863	10	17	0.59
FLORIDA	1474	30	95	0.32
GEORGIA	1284	29	100	0.29
HAWAII	53	5	15	0.33
IDAHO	282	3	10	0.3

⁴It should be noted that the data reported by colleges and universities to IIE can be misleading in the way it is aggregated. Some schools are highly active in promoting study abroad programs that attract students from many universities. This diversity of institutions may not be entirely accurately reflected in the reports since these single institutions may report on all students studying abroad regardless of their home institution, as long as they participate in that institution's study abroad programs. Nevertheless, the data provide important information on who is studying abroad and where they study.

ILLINOIS	3172	62	150	0.41
INDIANA	3447	33	75	0.44
IOWA	1673	26	50	0.52
KANSAS	754	20	50	0.4
KENTUCKY	540	15	50	0.3
LOUISIANA	1137	14	30	0.47
MAINE	461	10	30	0.33
MARYLAND	532	19	50	0.38
MASS.	3824	59	110	0.64
MICHIGAN	3348	36	100	0.36
MINNESOTA	2916	26	75	0.35
MISSISSIPPI	541	9	40	0.23
MISSOURI	1010	28	80	0.35
MONTANA	152	5	20	0.25
NEBRASKA	399	10	30	0.33
NEVADA	400	2	10	0.2
NEW HAMP.	324	8	28	0.29
NEW JERSEY	796	28	50	0.56
NEW MEXICO	124	5	25	0.25
NEW YORK	7683	109	275	0.4
NORTH CAR.	1973	29	125	0.23
N. DAKOTA	85	4	20	0.2
OHIO	3199	55	150	0.37
OKLAHOMA	339	9	40	0.23
OREGON	820	21	40	0.53
PA.	5485	74	200	0.37
RHODE IS.	582	8	10	0.8
S. CAROLINA	570	16	60	0.27
S. DAKOTA	45	5	20	0.25
TENN.	673	21	75	0.28
TEXAS	2830	49	160	0.31
UTAH	620	5	10	0.5
VERMONT	1015	13	20	0.65
VIRGINIA	1478	37	75	0.49
WASHINGTON	1458	24	50	0.48
WISCONSIN	2239	22	65	0.34
W. VIRGINIA	125	9	25	0.36
WYOMING	125	1	10	0.1

The statistics reveal some important general trends in study abroad. They suggest that participation averages about 36-37% of all institutions by state. Only in relatively few cases is this an exception. Furthermore, as would be expected, the larger the population in a state, the more students are likely to participate in study abroad programs. However, the state-by-state statistics do not provide a complete picture concerning study abroad and suggest broader participation than really exists. A couple of examples highlight this issue. In the state of California, *Open Doors* reports that 6,495 students studied abroad in 1991-92. However, the University of California system accounts for 1833 (28%) of the students. Another 12 schools account for an additional 2841 (44%) of the total. Thus, the University of California and 12 other schools (23 schools in total) account for almost three-quarters of all study abroad. The remaining 80 schools reporting on students abroad share the other 1821 students which would convert to an average of only 23 per school. When this result is combined with the evidence that only 30% of schools in California even report that their students study abroad, we get a picture that underscores a lack of involvement across institutions of higher education.

Examples from other states support this conclusion. While there are 75 institutions in Alabama, only 13 report that their students study abroad, and 4 schools account for 92% of all study abroad. In Colorado, only one-third of the schools report that their students study abroad and the University of Colorado, Boulder and Colorado State account for two-thirds of the total. In Illinois, 9 of the 62 schools reporting that their students study abroad account for 79% of the total and two schools (University of Northern Illinois and University of Illinois, Urbana) account for 42% alone.

In sum, the statistics point overwhelmingly to a skewed pattern of study abroad dominated by a limited number of institutions. It is likely that two factors contribute to this pattern. First, the larger universities are more active in study abroad and provide more opportunities for their students. Second, a limited number of institutions actively promote study abroad as an integral part of undergraduate education.

B. Trends in International Studies There are no recent comprehensive studies of trends in international studies. However, the Association of Professional Schools of International Affairs (APSIA) representing 15 major schools that are a major source for professionals in international affairs, has just completed a report entitled *Professional Schools of International Affairs on the Eve of the 21st Century*.⁵ The report describes trends which can be seen as

⁵APSIA includes the following member institutions: School of International Service, The American University; Graduate School of Int'l Relations & Pacific Studies, Univ. of California, San Diego; School of Int'l & Public Affairs, Columbia Univ; Grad School of Int'l Studies, Univ of Denver; Walsh School of Foreign Service, Georgetown Univ; Elliott School of Int'l Affairs, George Washington Univ; John F. Kennedy School of Gov't, Harvard Univ; Nitze School of Advanced Int'l Studies, Johns Hopkins Univ; School of Public Affairs, Univ of Maryland; Grad School of Public & Int'l Affairs, Univ of Pittsburgh; Woodrow Wilson School of Public and Int'l Affairs, Princeton Univ; School of Int'l Relations, Univ of Southern California; Fletcher School

indicators and examples of changes that the wider international affairs community should embrace.

The study reveals significant change in content as opposed to structure of international studies programs. Functional specializations in fields such as energy and environment, international conflict resolution, international economics, and science and technology increased in importance while "traditional" security studies (defined in mainly military terms) diminished somewhat. Although some schools reported a relative decline in overall importance of regional studies compared with functional studies, every world region with the exception of Africa and the Middle East increased in importance. Particularly significant were increases in the study of the Asia/Pacific region. This overall trend suggests, within international studies, a greater focus on addressing functional specializations through multi-disciplinary approaches to the solution of transnational and regional problems that cut across national boundaries.

In the skill area, economics, **foreign language study** and computer-based analysis were seen as gaining in curricular importance. Explanations for these changes included a trend toward the need for more areas of competence of and by international affairs graduates and the need for more practical skills directly applicable to the work environment. In the area of foreign language study, there is a trend within international studies to attempt to upgrade programs based on the needs of employers for practical language skills.

The study reflects a trend toward lower increases in enrollments for area studies as a concentration. The analysis suggests a trend toward area-based knowledge as a foundation upon which functional and skills-based expertise is formed.

Significant changes in content of international affairs programs are also in evidence. For example, the University of Maryland's School of Public Affairs has combined its Public Policy and Private Enterprise fields with its International Security program to offer a concentration in International Security and Economic Policy. Five of the 15 APSIA schools have altered their language requirement and the same number believe that functional expertise has become more important in recent years. One respondent to the APSIA survey noted, "in many professions we have found that purely regional credentials are not sufficient for a successful job search." Another observed, "more problems and issues appear to cut across regions."

APSIA schools also detect a trend that anticipates the job markets in the future will include financial services, business and trade, telecommunications/media, and development assistance. Again, the survey indicated a general trend for increasing demand for greater skills in economics and foreign languages. Demand for Japanese, Russian, Arabic, and Chinese is strongest. Schools like the Paul Nitze School of Advanced International Studies at the Johns Hopkins University are developing curriculum that is designed to provide students studying Arabic, Chinese and Japanese with skills for a range of international careers.

of Law & Diplomacy, Tufts Univ; Jackson School of Intl Studies, Univ of Washington; and Yale Center for Int'l and Area Studies, Yale University.

In sum, the professional schools of international affairs are important indicators of trends that relate directly to the public and private sector job market outside of higher education. These schools provide both the government and other public sector organizations, as well as the private sector with important international expertise. For this reason, these schools are often at the cutting edge of innovation and change in international curriculum. The trends reported by APSIA are important factors as NSEP structures its program to be responsive to the U.S. national security needs of the 1990s and beyond.

VI. Identifying and Assessing the Needs and Requirements of the Federal Sector

A. Overview In addition to analyzing the above trends, the NSEPO undertook an effort to identify potential areas for emphasis from the perspectives of the Federal government. Within the executive branch, federal government working group representatives of the National Security Education Board (NSEB) were asked to address three important questions from the perspective of their department or agency:

1. What "foreign" areas should be emphasized in the short- and long-term? Where should we be sending a larger number of students and what areas should be the subject of greater study?
2. What languages should be the focus of short- and long-term study? Where should the priorities be and where are we the weakest?
3. What fields and disciplines should be encouraged and emphasized as we attempt to build stronger expertise in those international issues that will dominate the global arena among all professions in the coming years?

These questions were posed in terms of both the short-term (3-5 years) and the longer term (5-10 years and beyond).

The NSEB is made up of representatives who not only represent the diverse interests of the federal government but also reflect the broadest definition of national security. The NSEA stipulates that the Secretaries of Defense, State, Education and Commerce, as well as the Director of Central Intelligence and the USIA, joined by the Chairperson of the NEH (or their representatives) constitute the Federal government members of the Board to provide a wide cross-section of security and national interests in a global village.⁶ Clearly, other federal agencies have significant international interests and a longer-term objective of the NSEP Office is to include this broader perspective.

The federal government recognizes the need to broaden significantly the concept of national

⁶Although not directly reflected in this report, the NEH provided important data on patterns of foreign language study in a report to NSEP in March 1992. Reference to this information is included in the discussion on foreign languages. Additionally, issues and emphases from the Department of Education are reflected both through the analysis of area studies issues and also in the development of national needs referred to in the discussion of other international fields.

security and, at the same time, increase its capacity to deal more effectively with the globalization of economic, political and socio-cultural issues. The preliminary responses from the representatives of the NSEB demonstrate a strong and increasing concern for the ability to communicate in foreign languages, to develop more appreciation for foreign cultures, and to combine these skills with business, scientific and technical competencies.

The objectives of the NSEP are to increase and diversify the representation of foreign areas, languages, and international fields studied by U.S. students. By making this investment in higher education, the federal government hopes to establish a more internationally experienced pool of students who will think in terms of applying their knowledge in all areas of federal employment.⁷ It is in the best interest of the federal government to attract those individuals who bring with them a broader expertise in issues that are global in nature. In the rapidly changing context of global affairs, it is indeed difficult to identify many issues which do not have an international dimension.

It seems most practical to divide the discussion into emphases from two complementary perspectives: (1) those that are "central" to national effectiveness in foreign affairs; and (2) those that are "central" to international economic and social interdependence.

B. National Effectiveness in Foreign Affairs The consensus of those representing the foreign affairs community (Defense, Intelligence, and State) is that the federal government must acquire greater skills in a highly diverse set of foreign languages and cultures. Underscoring the assessments is an assumption that national security as defined in the foreign affairs community must extend well beyond the traditional notion and involve issues of economic security and cooperation, the global environment, the promotion of democracy, and a range of transnational forces and global issues ranging from narcotics trafficking, to population and demographics, to health and quality of life. The overall assessment points to a need for strengthening the technical and professional fields (e.g., engineering, the sciences, environmental studies, agricultural economics, business, etc) as well as to reinvigorate area studies by introducing more interdisciplinary emphases.

The assessment of where these skills will be needed most cuts a wide swath across the globe. Generalizations are inherently risky since there is consensus that additional area, language and interdisciplinary expertise is needed in virtually every region of the world. East Asia, the Middle and Near East, and the Newly Independent States dominate concerns about short- and longer-term expertise. There is also considerable interest in focusing on Central and Latin America, outside of Mexico. Less emphasis seems to be placed on Southeast Asia and Africa, although responses include reference to numerous countries and languages in these regions. While it is difficult, if not impossible, to prioritize countries and regions, it is possible to identify some key areas where emphases might be placed.

⁷Of course, not all students who receive NSEP scholarships and fellowships will work for the federal government, nor is it the intent of the program to achieve that goal. However, many students do seek federal employment and the federal government hopes, through programs like NSEP, to increase the international expertise of those who join the federal work force.

1. East and Southeast Asia

a. Primary Interests:

China. China is one of the most important countries of interest to the United States. Of critical importance are the fast developing trade relationships and the human rights situation. The Chinese government has also demonstrated an interest in providing opportunities for U.S. students to study Chinese language, history and culture.

Japan. The U.S.-Japan relationship remains one of the most critical issues of contemporary international politics. U.S. study of Japan has traditionally been limited to the humanities, arts, and social sciences. More opportunities for study involving business and technology must be pursued in the coming years.

North Korea. It is essential that the federal government develops expertise to understand the serious issues in U.S.-North Korean relations.

b. Other Key Interests: *Taiwan, Thailand, Vietnam, Philippines, Indonesia*

2. Russia, the Newly Independent States, and Central Asia

a. Primary Interests:

Russia. The federal government has many Russian specialists who know the language and are familiar with the culture. Nevertheless, there are few specialists who know any of the numerous local languages and cultures in Russia. Most efforts have been concentrated on Moscow. There are, however, numerous federal government programs offering opportunities for U.S. students to study in Russia and careful consideration needs to be given to the contributions that NSEP might make.

Ukraine. Ukraine is the largest non-Russian Republic of the former Soviet Union. Though most of its leaders speak Russian, the government is making a major effort to Ukrainianize its government and other state-related institutions. The study of Ukrainian language and culture has been extremely limited within the United States.

b. Other Key Interests: *Kazakhstan, Byelarus, Azerbaijan, Armenia.*

Turkey. These countries underscore the importance of developing expertise in areas studied by few U.S. students. Although *Turkey* is sometimes geopolitically placed in Eastern Europe and other times in the Middle East, it is nevertheless a critical gateway to understanding Muslim cultures and gaining important insight into the cultures of the Middle East, Caucasus, Central Asia, and the Balkans. Turkey offers a potentially rich environment for the study of cultures and languages including Modern Turkish, Azerbaijani Turkish or Central Asian Turkish languages.

3. Latin America

Primary Interests:

Argentina, Brazil, Chile, Columbia, Venezuela. Much of Latin America remains understudied, and while Spanish is the most frequently studied foreign language in the United States, cultural familiarity combined with language and technical expertise is limited.

4. Central America

a. Primary Interests:

Cuba: The likely changes in Cuban politics in the coming years suggest increased importance in becoming more familiar with Cuban history, culture and Cuban Spanish.

b. Other Key Interests: *Mexico, Haiti, El Salvador, Nicaragua, Panama.*

The issues for Latin America apply to Central America. From a "narrow" national security perspective, there is confidence in the government's expertise involving Mexico.

5. Near East/South Asia

a. Primary Interests:

Iran: Because the U.S. has not been able to send students to post-revolution Iran, fewer specialists in this area are emerging from the educational system. The significance of Iran is not only in maintaining an understanding of the country, but in Islamic fundamentalism as well.

Iraq: One of the lessons of the Gulf War is the lack of knowledge about Iraq and Iraqi culture. Similar to Iran, the inability to send students to Iraq can create a serious vacuum of specialists in the coming decades.

b. Other Key Interests: *Israel, India, Pakistan, Egypt, Jordan, Syria*

6. Africa

Primary Interests:

Sudan, South Africa, Angola, Ethiopia, Somalia, Nigeria, Kenya, Zaire

The preliminary assessment of federal government requirements also points toward some sense of foreign language needs within the foreign affairs community. Once again, generalizations are somewhat risky since the assessments suggest a highly diverse and wide range of foreign language competencies required within the federal government. Among those seen as most critical are: Arabic, Chinese, Farsi, Japanese, Korean, Spanish (including Cuban), Russian, Turkish, and Ukrainian. A secondary group of languages includes: Armenian, Azerbaijani, Belarusian, Czech, Hebrew, Hungarian, Kazakh, Portuguese, Vietnamese, as well as other East European and Asian languages. Finally, yet a third group of languages includes Kyrgyz, Moldovan, Tajik, Turkmen, and Uzbek as well as the indigenous languages of Africa, including, among others, the languages of Nigeria, Zulu, and Xhosa.

C. National Effectiveness in Commercial and Business Affairs The importance of increasing U.S. knowledge and capacity in foreign languages and areas is underscored by the emphasis placed by the Department of Commerce and other federal agencies on global economic issues, including the development of a National Export Strategy. Specifically within the Department of Commerce, there are several important agencies with significant international responsibilities. The International Trade Administration's U.S. and Foreign Commercial Service has offices in countries around the world, encouraging and providing trade assistance. The Technology Administration has an office of international programs; the National Oceanic and Atmospheric Administration monitors weather and environmental issues around the world; and the Bureau of Export Administration and the Patent and Trademark Office both have important

roles to play in the international arena.

While Europe and Japan have been America's most important trading partners, and will continue to provide important trade and investment opportunities, the U.S. recognizes the economic vitality of many other countries, particularly in Asia and Latin America. In order to better realize the potential of these emerging economies, the Department of Commerce recently concluded a study of what it calls the "Big Emerging Markets" (BEM). These are countries with which the United States and other government agencies will be devoting considerable attention over the years to come. The BEMs include the following countries: **in Asia -- the People's Republic of China, Hong Kong, Taiwan, India, Indonesia, and Korea; in Latin America -- Mexico, Brazil, and Argentina.** These emerging markets all have significant populations, rapidly growing economies, and are "regional drivers" with great influence on neighboring markets. These are also markets in which the United States Government can play an especially effective role assisting the U.S. business community: through negotiating better trade terms, eliminating burdensome export controls not needed for national security, providing export financing, acting as an aggressive advocate, providing useful information and organizing trade missions and other trade development activities.

As the U.S. looks toward these and other emerging markets, the abilities to converse in their respective languages and increase understanding of cultural diversity are paramount. In addition, combining these language and cultural skills, with a knowledge of foreign business practices, an understanding of financial transactions around the world, and an intimate understanding of other countries' management philosophies and technologies, will increase the potential for international economic cooperation.

VII. NSEP Plans

The various trends discussed above were carefully considered by the National Security Education Board, the National Security Education Program Office, and the Group of Advisors, as the NSEP developed guidelines and criteria for the first year of scholarship, fellowship, and grant awards, and will continue to be taken into account in future awards. Consistent with the mission of NSEP, objectives for the program have been designed to address the key gaps and weaknesses identified. The following considerations have guided initial program focus.

- Undergraduates generally do not study abroad in areas outside Western Europe; the purpose of NSEP is to provide meaningful opportunities for students to study in other world regions critical to U.S. national security. NSEP guidelines for scholarships, fellowships, and institutional grants make explicit the need to increase the quality and quantity of students studying in and about other areas critical to U.S. national security.
- There is limited diversity among the population of undergraduate students who study abroad. The typical undergraduate student is white, relatively affluent, and female. As diversity increases in the U.S. population and the Federal workforce, it is critical to ensure

that this changing population is capable of dealing with a complex international environment. NSEP activities have stressed the need for diversity and the program has worked closely with key constituencies in higher education representing diverse groups (e.g., historically Black colleges and universities, Hispanic colleges and universities, community colleges) where minorities more frequently study.

- Limited diversity is also found among the fields of study that dominate international education. Students in the fields of humanities, arts, and social sciences greatly outnumber those drawn from other fields of study that are becoming increasingly critical to U.S. national security. Such underrepresented fields include the physical and life sciences, health, and business. The NSEP has actively encouraged students from these fields to apply for scholarships and fellowships and has worked to ensure that these students' study proposals are considered on a merit basis equally alongside the more traditional international fields of study.
- The Federal government continues to find it difficult to hire qualified personnel trained in international fields. Individuals recruited out of undergraduate or graduate school frequently require retraining in languages and foreign cultures in government sponsored programs (e.g., Foreign Service Institute) at a tremendous cost to the taxpayer. Students specializing in scientific and technical fields frequently lack sufficient training and education in international skills. The NSEP represents an investment in higher education that can help to produce more qualified candidates for Federal employment. The program has worked closely with higher education organizations that promote employment with the federal government and public service. One example is the Association of Professional Schools of International Affairs whose 15 member institutions graduate students that form an important pool of expertise for the federal government.
- There is a shortage of experts in area studies who will become the next generation of scholars to educate American students. As the generation of scholars who emerged from the 1950s and 1960s (many of whom studied with the benefit of National Defense Education Act [NDEA] Fellowships) continues to retire, the U.S. faces a shortage of area studies experts to continue the education of our next generation of students. NSEP represents an effort to provide opportunities for a small cadre of scholars to enrich the educational environment. In order to respond to this national need, the graduate fellowship program has been structured to reserve a limited number of fellowships to students whose career goals involve teaching and research focusing on areas critical to U.S. national security.

It is anticipated that, over the next 3-5 years, the program's efforts to address these issues will result in a significant expansion of the nation's pool of citizens informed in the languages and cultures of areas critical to the United State's interest. The next section of this report provides data regarding the first group of scholarships and fellowships awarded by the NSEP.

VIII. Program Analysis

A. Scholarships and Fellowships Provided Under the NSEP for Fiscal Year 1994

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. Scholarship and fellowship programs are administered for the Secretary of Defense by two national non-profit organizations identified by the NSEP Office. These organizations began work in August 1993. Scholarship and Fellowship Program competitions were announced in September 1993 with awards announced the following April.

The objective of the NSEP, during its first two years of operation, is to attract a diverse population of highly qualified undergraduate and graduate students who will begin to work toward the important program activities outlined above. It is anticipated that after two years of effort, the NSEP together with the NSEP Staff will be in a better position to assess the needs and requirements that are not being met and future program guidelines will be structured to more specifically address these needs. Specific data on subject areas being addressed, the diversity of the students and subjects taught, and the nature of assistance provided can be found in TABs A and B.

B. Analysis of Performance of Award Recipients 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.

No student's assistance was terminated during Fiscal Year 1994. However, in 3 instances (2 undergraduate and 1 graduate) students prematurely terminated their programs. The terminations were due either to personal reasons or, in one case, concern about safety (a graduate student studying on the West Bank in Israel). In cases where students prematurely terminate their programs and are eligible for refunds for tuition and expenses, the administrative agents arrange a financial settlement with the student that is equitable to both parties.

In no case during 1994 did a scholarship or fellowship recipient fail to meet his or her obligations incurred under the program.

C. Analysis of Program Results The summary data which follow provide results of the first year of competition for undergraduate scholarships and graduate fellowships. The graphic summaries include information on: (1) regions where award recipients are studying; (2) fields of study of award recipients; (3) diversity among award recipients; (4) languages studied by award recipients.

Because the NSEP is still in its first year of implementation, data are not available on either the percentage of individuals who have received assistance under the program who subsequently became employees of the US Government or, for those who did not, an analysis of why. The service agreement outlined in Section 802 (b)(2) of P.L. 102-183 is currently implemented; as students complete their scholarships and fellowships, the agreements will take effect and compliance will be closely monitored.

IX. Conclusion This Annual Report provides evidence of significant program activities demonstrating the success and impact of the National Security Education Program after one full year of implementation. The 172 graduate students on NSEP fellowships will, in the coming years, begin to flow into Federal and education positions where they can apply their international skills, consistent with the Program objectives. The 312 undergraduate scholars represent the beginning of a vital pipeline of American students who develop a better appreciation for the global challenges of the 1990s and beyond, and have the skills to meet these challenges. The nine universities awarded NSEP institutional grants will develop programs designed to meet the national need for the development of more effective international skills in the workplace. Scholarship, fellowship, and grant awards in subsequent years will be designed to deepen and broaden U.S. expertise in cultures and languages critical to U.S. national security and economic competitiveness.

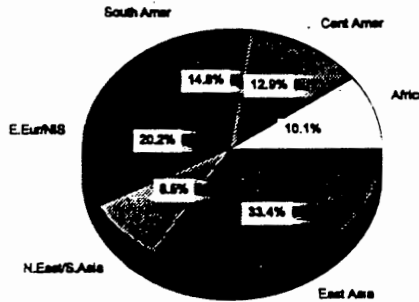
GEOGRAPHICAL FOCI OF SCHOLARSHIP AND FELLOWSHIP AWARDS

Chart 1

This first chart provides data on the distribution of undergraduate scholarships by world region. It demonstrates strong interest among undergraduates in studying in East Asia (primarily Japan and China), Eastern Europe, the Newly Independent States, and Central and South America.

Undergraduate Scholarship Awards

By World Region (1994-95 Academic Yr)



Graduate Fellowship Awards

by World Region (1994-95 Academic Yr)

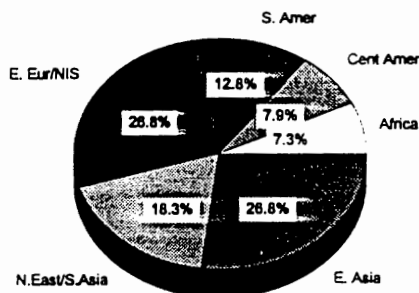


Chart 2

This chart provides data on the distribution of graduate fellowships by world region. Similar to the results for undergraduates, it shows a strong interest among graduate students to study East Asia, the Newly Independent States, Eastern Europe, and Central and South America.

FIELDS OF STUDY: SCHOLARSHIP AND FELLOWSHIP AWARDS

Chart 3

This chart provides data on the major fields of study reported by undergraduates who received scholarships. It is worth noting that while the traditional fields of study are still dominant, almost 1 of every 3 students represents a less traditional field of study (engineering, business, physical life sciences, etc). The NSEP continues to make an effort to attract these students, along with those in international relations, to study abroad.

Undergraduate Scholarship Awards

By Field of Study (1994-95 Academic Yr)

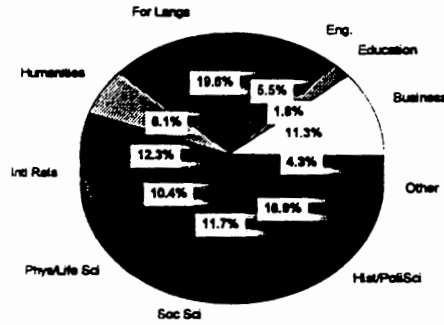
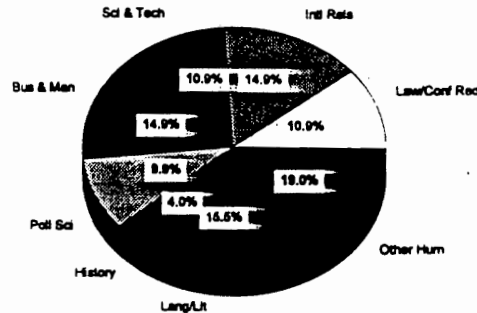


Chart 4

The data in this chart provide insights into the types of graduate students who received fellowship awards. Less than one-third of the students represent the traditional humanities, language, and literature. At the same time, international relations, business, and science and technology account for almost 40% of the fellowship awards.

Graduate Fellowship Awards

By Field of Study (1994-95 Academic Yr)



DIVERSITY AMONG SCHOLARSHIP AND FELLOWSHIP AWARD RECIPIENTS

Chart 5

**Undergraduate Scholarship
Award Recipients**

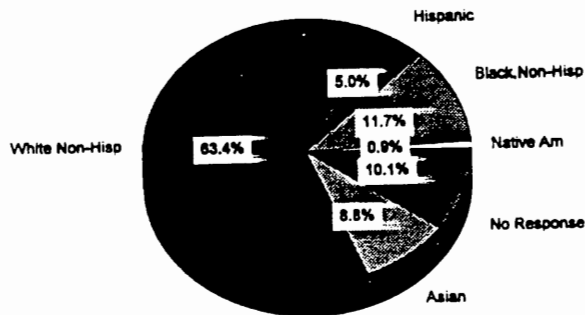
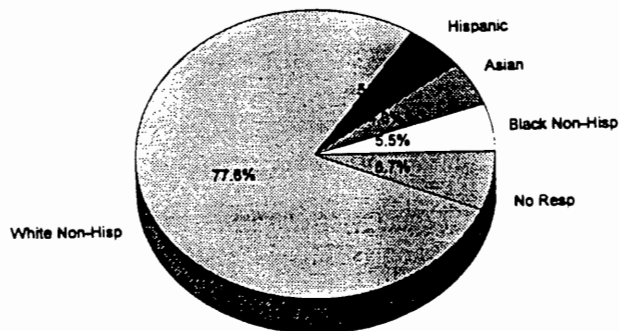


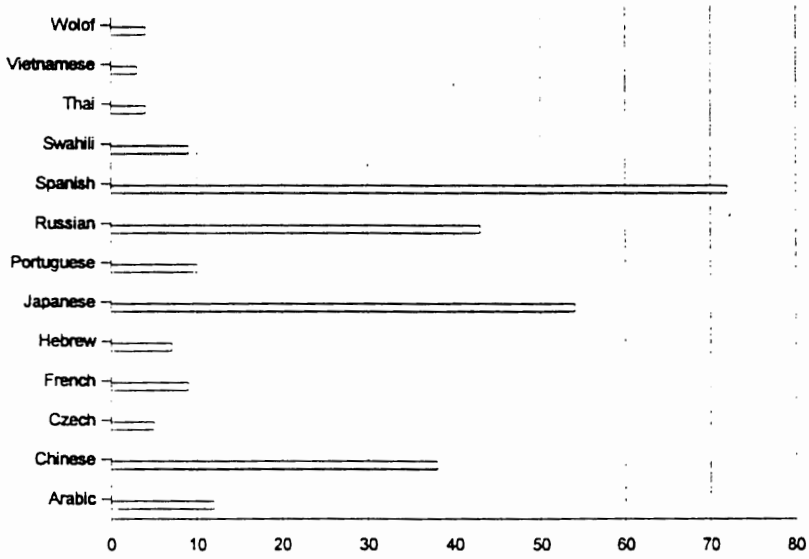
Chart 6

Graduate Fellowship Awards

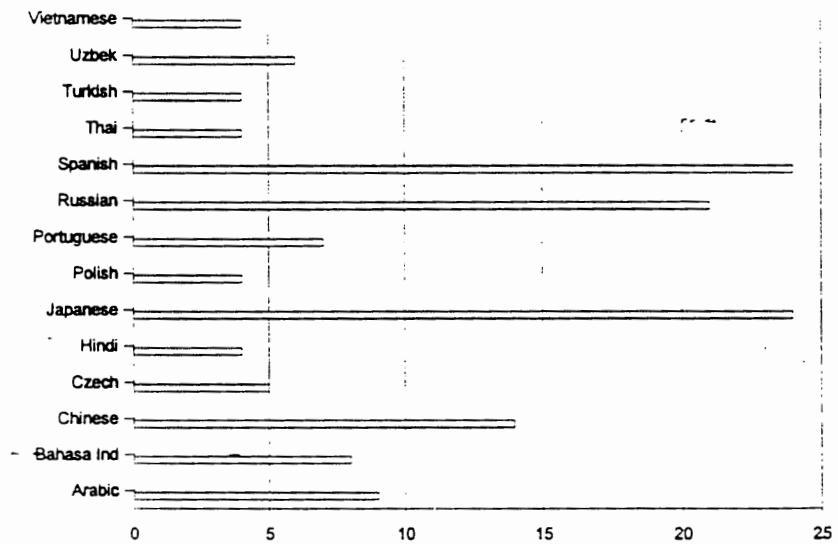


LANGUAGES OF STUDY

Undergraduate Scholarship Awards



Graduate Fellowship Awards



TAB A

**Undergraduate Scholarship Competition Summary
NATIONAL SECURITY EDUCATION PROGRAM**

1994 Undergraduate Scholarship Competition Summary

NATIONAL SECURITY EDUCATION PROGRAM

GENERAL STATISTICS

Total Awards	317
Total Applications	1812
Number of Colleges and Universities Represented	
Applicant Pool	400
Award Recipients	153
Countries and Areas of Study	
Award Recipients	48
Number of Languages Represented	
Award Recipients	34

1994 Undergraduate Scholarship Competition Summary

NATIONAL SECURITY EDUCATION PROGRAM

SEX & ETHNIC DIVERSITY OF NSEP SCHOLARS

Female	172
Male	127
Gender not specified	18
Asian or Pacific Islander	28
Black, Non-Hispanic	37
Hispanic	16
Native American	3
White, Non-Hispanic	201
Ethnicity not indicated	32

**1994 Undergraduate Scholarship Competition Summary
NATIONAL SECURITY EDUCATION PROGRAM**

**U.S. INSTITUTIONS REPRESENTED IN
UNDERGRADUATE SCHOLARSHIP AWARDS**

American University	Middlebury College	Univ of Central Florida
Antioch College	Middlesex CC	University of Chicago
Arizona State University	Moorhead State University	Univ of Cincinnati
Auburn University	Morehouse College	Univ of Colorado, Boulder
Bard College	Morgan State University	Univ of Colorado, Denver
Baylor University	Morris Brown College	Univ of Dist of Columbia
Birmingham-Southern Univ	Mount Holyoke College	University of Florida
Boston College	Nebraska Wesleyan Univ	University of Georgia
Boston University	New Mexico State Univ	Univ of Hawaii, Hilo
Brigham Young University	New York University	Univ of Hawaii, Manoa
Brookdale Community College	Norfolk State University	Univ of Illinois, Urbana
Calif. State Univ, Los Angeles	North Carolina State Univ	University of Kansas
Capital University	Northwestern University	University of Maine
Carleton College	Oakton Comm College	University of Maryland
Central College	Oberlin College	Univ of Mass, Amherst
Christopher Newport University	Ohio Northern University	Univ of Mass, Boston
City College of San Francisco	Ohio University	Univ of Mich, Ann Arbor
Clark Atlanta University	Oklahoma City University	Univ of Minnesota
College of the Holy Cross	Oregon State University	Univ of Minn, Morris
College of Wm & Mary	Penn State University	Univ of Missouri
College of Wooster	Pittsburg State University	Univ of NC, Chapel Hill
Colorado College	Princeton University	Univ of NC, Charlotte
Colorado State University	Pueblo Comm College	Univ of Notre Dame du Lac
Davidson College	Reed College	University of Oregon
Dillard University	Rhodes College	Univ of Pennsylvania
Eckerd College	Rockhurst College	Univ of Puget Sound
Fisk University	Rockland Comm College	Univ of Rochester
Flagler College	Rutgers University	Univ of South Carolina
Fordham University	Saint Mary's College, Md.	Univ of S. California
Georgetown University	Slippery Rock University	Univ of Tennessee
George Washington Univ	South Dakota State Univ	Univ of Texas, Austin
Grinnell College	Southwestern College (KS)	Univ of Texas, El Paso
Gustavus Adolphus College	Southwestern University	University of Utah
Hampshire College	Spelman College	University of Vermont
Harvard University	Spokane Falls CC	University of Virginia
Hiram College	SUNY, Binghamton	University of Wisconsin
Howard University	SUNY, Plattsburgh	University of Wyoming
Iowa State University	SUNY, Buffalo	Utah State University
John Brown University	Susquehanna University	Utah Valley State College
John Carroll University	Swarthmore College	Valparaiso University
Johnson C. Smith University	Texas A&M University	Vassar College
Juniata College	Tufts University	Virginia Polytech Inst
Kalamazoo College	Tulane University	Wartburg College
Knox College	University of Akron	Washington University
Leeland Stanford Jr. Univ	University of Albany	Wellesley College
Lehigh University	University of Arizona	Wheaton College
Linfield College	Univ of Ark, Little Rock	Wheeling Jesuit College
Loyola Marymount	Univ of Calif, Davis	Whitman College
Macalester College	Univ of Calif, Irvine	Williamette University
MIT	Univ of Calif, Los Angeles	Williams College
Michigan State University	Univ of Calif, San Diego	Yale College

1994 Undergraduate Scholarship Competition Summary

NATIONAL SECURITY EDUCATION PROGRAM

FIELD OF STUDY FOR NSEP SCHOLARS

Field of Study	% of Scholars
Agriculture	1%
Business	12%
Education	2%
Engineering	6%
Fine and Applied Arts	2%
Foreign Language	20%
Health Services	1%
Humanities	6%
International Relations	13%
Math/Computer Science	2%
Physical and Life Sciences	9%
Social Sciences	12%
History and Political Science	17%

1994 Undergraduate Scholarship Competition Summary

NATIONAL SECURITY EDUCATION PROGRAM

AREAS AND COUNTRIES OF STUDY BY NSEP SCHOLARS

<u>Country</u>	# of Scholars	<u>Country</u>	# of Scholars
Argentina	4	Krygyzstan	2
Bolivia	2	Madagascar	2
Brazil	10	Mexico	24
Cameroon	3	Morocco	4
Chile	5	Nepal	4
China	31	Niger	2
Colombia	2	Paraguay	2
Costa Rica	15	Poland	4
Czech Republic	5	Romania	1
Dominican Republic	14	Russia	39
Ecuador	7	Senegal	7
Egypt	5	Singapore	1
Ghana	4	South Africa	1
Greece	4	Taiwan	6
Guatemala	2	Tanzania	4
Hong Kong	1	Thailand	4
Hungary	4	Tunisia	2
India	4	Turkey	2
Indonesia	4	Ukraine	2
Israel	7	Uzbekistan	1
Ivory Coast	1	Venezuela	1
Japan	54	Vietnam	3
Kenya	5	Yemen	1
Korea, South	2	Zimbabwe	3

1994 Undergraduate Scholarship Competition Summary

NATIONAL SECURITY EDUCATION PROGRAM

SUMMARY OF LANGUAGES STUDIED BY NSEP SCHOLARS

Arabic	12
Central American Indian	4
Chinese	38
Czech	5
French	9
Greek	4
Hebrew	7
Hindi	3
Hungarian	4
Indonesian	4
Japanese	54
Korean	2
Nepali	3
Polish	4
Portuguese	10
Quechua	2
Russian	43
Shona	3
Spanish	72
Swahili	9
Thai	4
Turkish	2
Twi	3
Vietnamese	3
Wolof	4
Other	9

TAB B

1994 Graduate Fellowship Competition Summary

NATIONAL SECURITY EDUCATION PROGRAM

1994 Graduate Fellowship Competition Summary
NATIONAL SECURITY EDUCATION PROGRAM

GENERAL STATISTICS

Total Awards	172
Doctoral	27
Graduate	145
Total Applications	675
Doctoral	270
Graduate	405
Number of Universities Represented	
Applicant Pool	152
Award Recipients	77
Countries and Area of Study	
Award Recipients	57
Number of Languages Represented	47
Award Recipients	

1994 Graduate Fellowship Competition Summary
NATIONAL SECURITY EDUCATION PROGRAM
SEX & ETHNIC DIVERSITY OF NSEP FELLOWS

Female	92
Male	81
Asian or Pacific Islander	8
Black, Non-Hispanic	9
Hispanic	11
White, Non-Hispanic	128
Other	1
Ethnicity not indicated	16

1994 Graduate Fellowship Competition Summary

NATIONAL SECURITY EDUCATION PROGRAM

U.S. INSTITUTIONS REPRESENTED IN GRADUATE FELLOWSHIP AWARDS

American University
Arizona State University
Baylor University
Boston College
College of Mount St. Joseph
Columbia University
Cornell University
Duke University
Emory University
George Mason University
George Washington University
Georgetown University
Harvard University
Indiana State University
Indiana University, Bloomington
Johns Hopkins University, SAIS
Miami University
Mississippi State University
Monterey Institute of International Affairs
New School for Social Research
New York University
North Dakota State University
Northern Arizona University
Northwestern University
Oklahoma State University
Old Dominion University
Oregon State University
Princeton University
Purdue University
San Diego State University
Seattle Pacific University
Simmons College
Stanford University
SUNY, Binghamton
Texas Tech University
Tufts University, Fletcher School
University of Alabama
University of Arizona
University of Arkansas
University of California, Berkeley
University of California, Los Angeles
University of California, Santa Barbara
University of Colorado
University of Denver
University of Florida
University of Hawaii, Manoa
University of Idaho
University of Illinois, Urbana-Champaign
University of Iowa
University of Kansas
University of Kentucky
University of Maryland, Baltimore
University of Maryland, College Park
University of Massachusetts
University of Medicine and Dentistry of New Jersey
University of Michigan
University of Minnesota
University of Missouri, Kansas City
University of Nevada, Reno
University of New Mexico
University of Oklahoma
University of Oregon
University of Pittsburgh
University of San Francisco
University of South Carolina
University of Texas, Austin
University of Virginia
University of Washington
University of Wisconsin, Madison
Utah State University
Vermont Law School
Virginia Commonwealth University
Wake Forest University
Washington University
West Virginia University

1994 Graduate Fellowship Competition Summary
NATIONAL SECURITY EDUCATION PROGRAM

FIELDS OF STUDY FOR NSEP FELLOWS

Field of Study:	% of Fellows
Law/Conflict Resolution	11%
International Affairs	15%
Science and Technology	11%
Business and Management	10%
Economics	5%
Political Science	10%
History	4%
Language/Literature	16%
Other Humanities	18%

1994 Graduate Fellowship Competition Summary

NATIONAL SECURITY EDUCATION PROGRAM

AREAS AND COUNTRIES OF STUDY BY NSEP FELLOWS

Argentina	2	Hungary	1	Pakistan	1
Balkans	1	India	7	Peru	3
Bolivia	1	Indonesia	8	Philippines	1
Brazil	7	Israel	2	Poland	4
Bulgaria	2	Japan	24	Romania	2
Cambodia	1	Jordan	1	Russia	20
Chile	3	Kazakhstan	2	Senegal	1
China	12	Kenya	1	Siberia	1
Costa Rica	4	Latin America	1	Slovenia	1
Cote d'Ivoire	1	Latvia	2	Syria	3
Cuba	1	Lithuania	1	Taiwan	2
Cyprus	1	Macedonia	1	Thailand	4
Czech Repub	5	Malawi	1	Turkey	3
Ecuador	2	Mali	1	Turkmenistan	1
Egypt	1	Mexico	7	Ukraine	1
El Salvador	1	Mongolia	1	Uzbekistan	5
Ethiopia	1	Morocco	3	Vietnam	4
Georgia	1	Nepal	1	West Bank	1
Honduras	1	Nigeria	1	Zambia	1

1994 Graduate Fellowship Competition Summary

NATIONAL SECURITY EDUCATION PROGRAM

SUMMARY OF LANGUAGES STUDIED BY NSEP FELLOWS

Languages	Number
Arabic	9
Bahasa Indonesia	8
Bulgarian	3
Chichewa	2
Chinese	14
Czech	5
French	2
Hebrew	2
Hindi	4
Japanese	24
Kazakh	2
Latvian	2
Marathi	2
Polish	4
Portuguese	7
Quechua	2
Romanian	2
Russian	21
Sanskrit	2
Spanish	24
Thai	4
Turkish	4
Uzbek	6
Vietnamese	4
Other	23

TAB C

National Security Education Board Members

NATIONAL SECURITY EDUCATION PROGRAM

NATIONAL SECURITY EDUCATION BOARD

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Columbus, OH 43215

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Mr. James B. Steinberg
Director, Policy Planning Staff
Department of State
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2201 C Street, N.W.
Washington, DC 20520

Dr. Gregory T. Treverton
Vice Chairman for Estimates
National Intelligence Council, Room 7E47
Washington, DC 20505

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1400 K Street, N.W., Suite 650
Washington, D.C. 20005-2403
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(800) 618-6737
Facsimile: (202) 326-7698
Internet: nsep@iie.org
- GRADUATE FELLOWSHIPS
Academy for Educational Development (NSEP)
1875 Connecticut Avenue, N.W., Suite 900
Washington, D.C. 20009-1202
Telephone: (202) 884-8285
(800) 498-9360
Facsimile: (202) 884-8408
Internet: nsep@aed.org
- INSTITUTIONAL GRANTS
National Security Education Program
Rosslyn P.O. Box 20010
1101 Wilson Boulevard – Suite 1210
Arlington, VA 22209-2248
Telephone: (703) 696-1991
Facsimile: (703) 696-5667
Internet: nsep@nsep.policy.osd.mil

NATIONAL SECURITY EDUCATION BOARD

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Assistant Secretary for Strategy and Requirements

Department of Education
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Assistant Secretary for Post-Secondary Education

Department of State
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United States Information Agency

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New Orleans, LA

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Hon. Robert N. Shamansky
Lawyer (Former Congressman)
Columbus, OH

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Director, National Security Education Program

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SECURITY

EDUCATION

PROGRAM

NSEP

1995-1996
Academic Year

IN THE
APPROPRIATIONS
BILL

NATIONAL SECURITY EDUCATION TRUST FUND

For the purposes of title VIII of Public Law 102-183, \$7,500,000, to be derived from the National Security Education Trust Fund, to remain available until expended: Provided, That any individual accepting a scholarship or fellowship from this program agrees to be employed by the Department of Defense or in the Intelligence Community in accordance with federal employment standards.

NATIONAL SECURITY EDUCATION TRUST FUND

CONFERENCE
REPORT
LANGUAGE.

SUPPLEMENTAL
TO THE
BILL

The conferees direct the Director of Central Intelligence, in coordination with the NSETF Board, to establish criteria and procedures to ensure that all individuals accepting fellowships or scholarships from this fund meet qualifications for employment by the Department of Defense or Intelligence Community. The conferees further direct that any recipient must be engaged in a course of study that is an identified critical shortage within the Department of Defense or the Intelligence Community. Upon meeting these requirements, the recipient must agree to serve at least two years with the Department of Defense or the Intelligence Community or reimburse the U.S. Treasury for the total costs of the scholarship or fellowship.