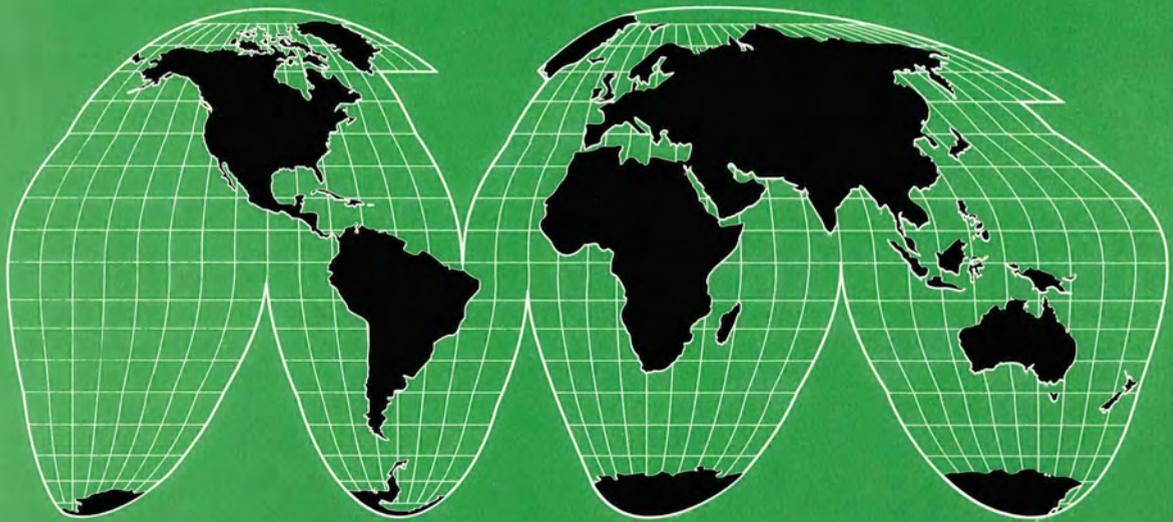




DEPARTMENT OF DEFENSE

NATIONAL SECURITY EDUCATION PROGRAM



1995-1996 ANNUAL REPORT

1995-1996 Annual Report
on the
Conduct of the
National Security Education Program

**1995-1996 ANNUAL REPORT ON THE
CONDUCT OF THE
NATIONAL SECURITY EDUCATION PROGRAM**

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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. Summary. The National Security Education Program (NSEP) has successfully implemented a program to expand our national capacity to deal effectively with foreign cultures and languages. The NSEP is currently in its fourth year of awarding scholarships to undergraduates to study abroad in areas under represented by U.S. students, fellowships to graduate students to study foreign areas, languages and other international fields critical to U.S. national security, and grants to U.S. institutions of higher education to build or enhance programs which support study of foreign languages, area studies, or other important national-security related fields, the NSEP has already awarded 755 **scholarships**, 381 **fellowships** and 22 **institutional grants** which directly benefit 129 **U.S. colleges and universities**.

Significant changes to the National Security Education Act of 1991, made by the U.S. Congress in September 1996, have resulted in important revisions in the programs guidelines and the service obligation incurred by recipients of NSEP undergraduate scholarships and graduate fellowships. This report outlines these changes in the discussion on Program Background which follows.

This Annual Report for 1996 includes information for both 1995 and 1996. Because of major changes to the legislation during 1996, the 1995 Annual Report to Congress was delayed and has been incorporated into this report. This Annual Report for 1996 also includes a report on improvements to the NSEP that have resulted from the amendment to the National Security Education Act included in the FY 1997 Defense Authorization Act (P.L. 104-201).

II. 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, as amended (Section 1901-1910, Title 50, U.S. Code).

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

Subsequent legislation relating to the NSEP has provided authority to obligate additional funds from the NSETF, effected the size of the NSETF, and imposed new service requirements on students studying under the auspices of the NSEP. The subsequent legislation is discussed in greater detail later in this report.

B. Legislative Developments. In December 1995, as part of the FY 1996 Defense Appropriations Act, the Congress added a stipulation that all recipients of NSEP awards must “agree to be employed by the Department of Defense or in the intelligence community” as a condition of accepting the award. Because NSEP’s annual competition cycle for undergraduate scholarships and graduate fellowships begins in September with application deadlines in December and January, this new requirement was not part of the 1996 guidelines. The Department of Defense, while expressing concern to Congress about the implications of this new requirement, began, in early 1996, to develop and promulgate a new DoD Instruction that would govern the service obligation under this revised requirement. Because awards are normally made in May it was determined that there was not sufficient time to complete a new instruction that would result in a legal service requirement that award recipients could sign at that time. A decision was made to defer all spring awards until fall 1996, at which time a revised instruction would be completed. A letter, signed by the Assistant Secretary of Defense, Strategy and Requirements, was sent to each student indicating that in the fall 1996 they would, once again, be contacted by the Department and offered an award based on the service requirement in place at that time.

During these intervening months, the Congress began consideration of a major amendment to the National Security Education Act. This amendment, eventually passed as part of the FY 1997 Defense Authorization Act and signed into law on September 23, 1996 (P.L. 104-201), repealed the language passed in December 1995 and replaced it with an extensive reformulation of the service requirement. The amendment specifies the following major changes in the service requirement for NSEP award recipients:

1. All undergraduate and graduate recipients of NSEP awards incur a service obligation whose duration is linked to the length of time of NSEP-supported study.
2. As a first priority, award recipients are called upon to fulfill their obligation by working in a national security position for an agency or office of the Federal government with national security responsibilities. If they cannot locate such work in the Federal government, recipients can fulfill their obligation through work in the field of higher education.

Upon enactment, the Department of Defense commenced immediate implementation of this new legislation. Finalists for awards, who were deferred from spring 1996, were informed of the new legislation and informed of the timetable for awards. The Department began drafting a revised DoD Instruction that would govern awards under this new requirement. The Instruction was completed on December 20, 1996. The majority of the 1996 undergraduate scholarship and graduate fellowship finalists, 228 of the 307 initially selected in the spring of 1996 have begun,

or plan to begin NSEP-sponsored study in 1997. The vast majority of the students who did not accept their delayed awards were unable to do so because they had found another source of funding for their program, could not shift their program to another academic term, or graduated. The new requirement was incorporated into application guideline material for 1997, sent out to U.S. colleges and universities in early October, and thus will apply to all undergraduate and graduate award recipients selected in the spring of 1997.

C. Program Objectives. The objective of the NSEP is to help enhance the future national security of the U.S. by increasing our national capacity to deal effectively with foreign cultures and languages. Integral to the NSEP is the objective to produce a better educated pool of applicants for work in the departments and agencies of the U.S. government with national security responsibilities who will make an effective U.S. security policy. NSEP awards scholarships to undergraduates to study abroad in geographic areas traditionally under represented by U.S. students. Prior to the implementation of 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. NSEP also 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.

D. 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 (NSEB) on which the Secretary is the statutory Chairman. The Secretary 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. All six non-Federal members, who are appointed by the President with the advice and consent of the Senate, are currently serving on the Board. Members of the Board are listed at TAB A. In 1995 the NSEB met on October 30, 1995 in Washington, D.C. In 1996 the NSEB met in Arlington, VA on May 20 and October 28.

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 for the NSEP between the Federal government and the higher education communities.

Also serving the Board and assisting the Program staff is a 12-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 NSEP Board and staff and to act as a liaison between higher education and the NSEP. The Group of Advisors represents a cross section of higher education including: (1) colleges and universities of all sizes, including community colleges; (2) major discipline areas such as business, engineering, etc.; (3) major functional areas important to the goals and objectives of the Program such as foreign languages and area studies; and (4) a broad geographical, ethnic and cultural distribution. These advisors meet prior to Board meetings and at other appropriate times when their input is needed. In 1995, they met on September 18-19 in Washington, D.C. and in 1996 on April 22 and September 27. Individually and collectively these advisors provide a vehicle for ensuring that a continuing dialogue between higher education and the NSEP is in place to meet the requirements of the legislation.

During 1995, the NSEP Group of Advisors was reduced in size from 28 to 12 members. Completion of the initial two years of the NSEP, which was a period of time in which a larger Group of Advisors facilitated Program implementation, as well as the Congressionally mandated reductions in the NSETF, made such a reduction in the membership on the Group of Advisors beneficial from both a management and fiscal perspective. Although members of the Group of Advisors do not receive pay, they are reimbursed for their travel expenses associated with Group of Advisor meetings.

E. The National Security Education Trust Fund. The National Security Education Trust Fund (NSETF) of \$150 million was established as a result of The National Security Education Act. The Congress completed actions to formally establish the Trust Fund in September 1992. This corpus, invested in U.S. Government securities, has been earning interest since its establishment.

Since the enactment of the Program's originating legislation two Congressional actions have resulted in reductions of the balance in the NSETF. P.L. 103-178, the Intelligence Authorization Act for FY 1994, included a provision that required the balance of the NSETF in excess of \$120,000,000 to be transferred to the Treasury of the United States as miscellaneous receipts. P.L. 102-183, the Supplemental Appropriations Act for Fiscal Year 1995, included a provision that rescinded an additional \$75,000,000 from the NSETF. DoD has complied with both provisions and the Program now operates on a Trust Fund consisting of approximately \$60 million in total assets.

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 1996, the Secretary had authority to obligate \$41.1 million in support of the NSEP. This "authority to obligate" was granted in P.L. 103-50 (\$10M), P.L. 103-139 (\$10.M), P.L. 103-335 (\$8.5M), P.L. 104-61 (\$7.5M), and P.L. 104-201 (\$5.1M).

At the close of FY 1996, the total amount of interest earned by the Trust Fund, from the date of inception, was \$35,430,443. During FY96 the total amount of interest earned was \$4,815,388. Commitments (funds committed to scholarships, fellowships, and grant competitions which have

been publicly solicited but not yet awarded) and obligations (funds obligated by the Secretary of Defense to specific students and institutions for scholarships, fellowships, and grants but which have not yet been expended, i.e., actually disbursed from the Trust Fund) associated with the NSEP totaled \$22,179,387. The foregoing commitments and obligations of the NSEP will result in expenditures which will be drawn from the NSETF over the next two years during which time new commitments and obligations will also be made 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 of Defense 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. At the end of 1996 the Program staff consisted of five full-time employees. This represents a reduction in staff of three full-time employees from January 1995. There are currently no plans to expand the staff beyond the current five. 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 NSEP scholarships and fellowships.

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

The National Security Education Program relies on assessments of trends in higher education regarding foreign languages, international affairs, and area studies undertaken by a number of national educational associations. The two most significant assessments come from the *Open Doors, 1995-96* Survey undertaken by the Institute of International Education (IIE) and the study of foreign language enrollments in American colleges and universities administered by the Modern Language Association.

The latest *Open Doors* study reports on U.S. students abroad during 1994-95. It provides some important insights into where American students study and, equally important, the demographic composition of this student population. The study reveals an increase of 10.6 per cent over 1993-94 in the number of American students studying abroad. Europe continues to account for approximately two-thirds of all students who study abroad and the United Kingdom, alone, accounts for more than one out of every five students studying abroad. While there are some potentially significant increases in study abroad in areas outside of Western Europe, the level continues to remain low. Japan actually shows a decrease from the previous year and all of Asia accounted for 6.4% or 5402 students. A total of 11,563 (13.7%) students studied in all of Latin America and after subtracting Mexico from this, the total drops to 6848, or only 8% of the total. Other critical areas like the Middle East account for very few students (3.3%) -- and only 165 U.S. students studied in the Middle East, outside Israel.

The demographics of the students who are studying overseas are equally important to NSEP. Eighty six percent of the students are white and 62% are female. The social sciences account for 37% of all students with the following breakdown in other major fields of study:

Business:	14%	Engineering	2%
Foreign languages	10%	Health Sciences	2%
Fine or applied arts	9%	Mathematics and	
Physical Sciences	7%	Computer Science	1%
Education	4%	Agriculture	1%

These data suggest that while there is evidence of a trend toward more diversity in the areas studied by American students, the demographics of the typical American student studying abroad remain largely the same: white, female, studying in the social sciences, humanities or foreign languages. Only in its third year of awards, NSEP has already been cited as a stimulus for some changes in trends that are beginning to occur related to where American students study.

The Modern Language Association (MLA) recently related the results of its latest study of foreign language enrollments in America's colleges and universities. MLA reports that from 1990 to 1995 the number of students studying Spanish increased by 13.5 percent and both Chinese and Arabic enrollments grew significantly, 36 percent and 2 percent respectively. It must be noted, however, that percentages can be misleading in that these two latter languages start from a very small base. However, the trends are not as optimistic as might be suggested. The percentage of all college undergraduates engaged in any level of formal foreign language study was actually slightly lower in the fall of 1995 (7.6 percent) that it was in the late 1970s and less than half of what it was thirty years ago. The majority of students who do study a foreign language do so for only two or three semesters; thus, very few of them ever reach a level of competence that is useful to their professional and personal lives. Consequently, while the overall MLA data might suggest a trend toward increased language enrollments, the implications for NSEP objectives are quite different. Most of the increase is accounted for by a surge in Spanish enrollments. Although Chinese and Japanese enrollments have increased, Russian enrollments have dropped precipitously (45 percent). Not only does this suggest a dangerous trend in a language that remains critical to U.S. national security, but declines in enrollments in languages normally portend elimination of faculty positions and, potentially, programs in these languages on American campuses. This translates into an issue of the national capacity in critical languages -- one that has confronted the United States for decades and one that apparently will continue.

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

At its October 30, 1995 meeting, the National Security Education Board concurred with a recommendation from the NSEP staff that a more comprehensive analysis of federal needs be undertaken leading to identification of more specific areas of emphasis for the Program. The

analysis began in November 1995. A *Critical Needs Assessment* was disseminated throughout the agencies, with national security responsibilities, represented on the National Security Education Board. The assessment was also provided to other Federal offices with national security responsibilities such as the Office of the U.S. Trade Representative, Office of Science and Technology Policy, and the Office of Management and Budget. This effort resulted in a comprehensive assessment of federal needs in areas appropriate to the mission of the NSEP. Recommendations for identifying areas of emphasis were presented to the Board in May 1996, and were then translated into revised guidelines for scholarships, fellowships, and grants in the 1996-97 annual competition. Each 1996-97 application includes a list of emphasized areas and clearly indicates that applications that address these areas will be weighted more heavily than those that do not. NSEP awards made in May 1997 will reflect these areas of emphasis. A copy of the *Critical Needs Assessment* and the Areas of Emphasis are included in this report at TAB B and TAB C, respectively.

Most notable among the critical needs identified across federal agencies is the emphasis on requirements for international skills among personnel in the sciences and professional fields of study. There was a strong consensus across federal agencies that engineers and physical scientists with more exposure to foreign languages and cultures is a critical need. However, the survey also confirms the need for language and cultural expertise in critical non-European languages among the mainstream fields: political science, history, and studies that focus on public policy issues (policy sciences).

The critical needs assessment will be updated on an annual basis. The results of each assessment will be completed by April 30 of each year, reported to the Board at its spring meeting, and incorporated into the guidelines for scholarships, fellowships, and grants.

V. Program Analysis

This section includes an analysis of the status of the NSEP undergraduate scholarship, graduate fellowship, and institutional grant programs for 1995 and 1996. Due to uncertainties created by Congressional actions that took place in December 1995, the award of undergraduate scholarship and graduate fellowships normally scheduled for May 1996 was delayed until October 1996. This section provides a summary of the status of awards made to students and institutions during 1995 and 1996.

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 has been a leader in promoting international education for over 75 years.

In the second year of competition (1995) IIE received 1,102 applications for NSEP undergraduate scholarships from students attending 309 U.S. colleges and community colleges located in 47 states. This applicant pool included students whose primary residences represent

all 50 states. These students applied for study in 48 different countries, excluding Western Europe, Australia, New Zealand, and Canada. These countries are not included as an area of study for this program because of the substantial number of American students who already study abroad in these countries. 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. Awards were made to 300 students representing 153 U.S. institutions of higher education.

In the third year of competition (1996) IIE received 775 applications for NSEP undergraduate scholarships from students attending 267 U.S. colleges and community colleges located in 47 states. This applicant pool included students whose primary residences represent all 50 states and the District of Columbia. These students applied for study in 34 different countries, excluding Western Europe, Australia, New Zealand, and Canada. These countries are not included as an area of study for this program. Following merit-based independent reviews and regional reviews, a national nominating panel met and recommended 138 students to whom awards were made. These students represent 87 U.S. colleges and universities.

A statistical summary of the 1995 undergraduate scholarship competition is at TAB D, and a statistical summary of the 1996 undergraduate scholarship competition is at TAB E.

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 the competition cycle concluded in 1995: (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 second year of competition (1995), AED received 798 applications for these awards from students representing 185 different universities. Following a series of rigorous, independent, campus-based reviews, and review by an independent panel of distinguished scholars, 119 merit-based NSEP Fellowship Awards were made. These fellowships were awarded to students representing 62 different U.S. universities. Studies to be undertaken in fifty-seven different countries and 52 different languages are represented in the awards. All involve study outside Western Europe. Fellowship award amounts ranged from \$4,000 to a maximum of \$25,000. Nineteen fellowships were made to students studying toward a doctorate with an area studies and language core.

The third year of fellowship competition was announced in September 1995 with applications due on December 15, 1995. The independent, merit-review selection process for this competition was accomplished in March 1996. In the third year of competition (1996) AED

received 483 applications for these awards from students representing 49 different universities. Following a series of rigorous, independent, campus-based reviews, and review by an independent panel of distinguished scholars, 100 merit-based NSEP Fellowship Awards were offered. Following the previously-mentioned program delays, awards were made to 90 of these students who were still able to study under NSEP sponsorship. These fellowships were awarded to students representing 44 different U.S. universities. Forty-two different countries and 39 different languages are represented in the awards. All involve study outside Western Europe. Fellowship award amounts ranged from \$2,000 to \$25,000.

Area and Language Studies Doctoral Fellowships were not offered in 1996, nor will they be offered in 1997. The hiatus in making these awards as 39 doctoral fellows proceed through the pipeline will allow for a proper assessment of the benefits from doctoral fellowships.

A statistical summary of the 1995 graduate fellowship competition is at TAB F, and a statistical summary of the 1996 graduate fellowship competition is at TAB G.

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 early spring and concluding in the early winter of each year since 1994. NSEP institutional grants provide opportunities for U.S. institutions of higher education to develop or strengthen their capabilities to enhance the national capacity to educate U.S. citizens in critical languages, cultures, area, and international fields thus strengthening the nation's ability to operate effectively in the international environment. The lead institutions that were awarded grants in this process in 1995 and 1996 are listed below. Most work in consortia with other colleges and universities.

<u>Institutional Grant Recipient</u>	<u>No. Institutions Included</u>	<u>Award Amount</u>
Johns Hopkins University		
School of Advanced International Studies	15	\$343,926
Louisiana State University	5	\$269,273
Monterey Institute of International Studies	1	\$439,534
Morris Brown College	10	\$442,646
The Ohio State University	1	\$320,737
Washington State University	4	\$400,737

Preliminary guidelines for the third year of competition for NSEP institutional grants were made available in February 1996. The Program Office responded to institutions' requests for information on this competition by mailing 1285 copies of these guidelines to institutions throughout the country. The selection of grant recipients involved a two-tier process with the initial call for preliminary proposals in April 1996. Applicants initially submitted 120 preliminary proposals from throughout higher education in the United States. An independent, merit-based review of these preliminary proposals identified 34 applicant institutions which were

invited to submit final proposals in the second stage of the competition. Thirty-three final proposals were submitted. A second independent, national merit-review panel of 9 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 1996 to review the 33 final applications. The panel recommended seven programs for funding. Since the seven institutions listed below act as lead schools for consortia, the total number of U.S. institutions which benefit this year from the institutional grant component of the NSEP is 42. In December 1996 NSEP awarded the following institutional grants.

<u>Institutional Grant Recipient</u>	<u>No. Institutions Included</u>	<u>Award Amount</u>
Clark Atlanta University	5	\$276,137
Lawrence University	5	\$184,904
University of Arizona	1	\$284,441
University of Iowa	11	\$284,441
University of Pittsburgh	2	\$298,606
University of Texas at Austin	17	\$381,330
Wright State University	1	\$239,906

A complete listing of all U.S. colleges and universities benefiting from NSEP Institutional grants and the programs they are undertaking is at TAB H.

D. Program Staffing. To conserve Trust Fund resources, Program staffing continued at minimal levels during 1995 and 1996. The number of full-time NSEP staff members at the end of 1996 was five, its smallest level since the Program's inception, and reduced from eight at the beginning of 1995. The NSEP professional staff has been augmented by the addition of two Visiting Scholars who will be with the program for one to two years: Dr. Robert Filippone, National Security Specialist, Doctorate from the Fletcher School of Law and Diplomacy, and Dr. Lori Gronich, International Affairs Specialist, Doctorate from the University of California, Los Angeles. These visiting scholars are integral contributors to the area-of-emphasis study directed by the National Security Education Board at the October 1995 meeting, and previously discussed in greater detail in paragraph IV.

E. Diversity and Outreach Initiatives. The establishing legislation requires that awards from the NSEP reflect the cultural, racial, and ethnic diversity of the population of the United States. The Program Office undertook over 50 initiatives during 1995 and 1996 to ensure that knowledge of, and participation in, the NSEP is shared by a diverse range of institutions and individuals. Some examples of these initiatives follow.

In January, 1995 Program staff participated in a workshop organized by Black/Multi-cultural Professionals in International Education, a special interest group of NAFSA: Association of International Educators (formerly, National Association for Foreign Student Affairs). This workshop was highly beneficial in that it clarified for these senior administrators how the NSEP

might be one vehicle for preparing a more diverse cohort of citizens with an international perspective for employment in the Federal sector.

In February 1995, Program administrators convened a focus group of twelve representatives of community colleges from across the nation. This session generated a commitment from the participants to seek more effective means of publicizing and advocating the NSEP at their campuses, through regional organizations, and at the national level.

Staff presented the NSEP as a resource for international education on a panel at the Annual Asian Studies Development Conference in April, 1995 at Towson State University in Baltimore, Maryland. This session enabled this group of faculty and administrators representing an Asian Studies constituency to learn firsthand of NSEP opportunities for their undergraduate and graduate students.

In July, 1995 NSEP staff participated in a conference at the University of Iowa. The focus was on recruiting students in general, and minorities in particular, into graduate programs in scientific fields with an international focus. NSEP study opportunities were presented to over 200 students and faculty representing 12 Midwestern colleges and universities.

The NSEP's administrative agents sent special mailings to colleges with large Native American student populations and to Tribal Colleges at the beginning of the 1995 round of competition in order to increase their awareness of NSEP scholarship and fellowship opportunities.

In October, 1995 the Program staff conducted a seminar and workshop at the Ninth Annual Meeting of the Hispanic Association of Colleges and Universities (HACU), and Hispanic Serving Institutions. The information presented at this event should help to increase the number of applicants from schools with large Hispanic student populations.

Another outreach initiative was a workshop conducted by Program staff at the NAFSA: Association of International Educators Region VII Annual Conference on October 27, 1995. The overall theme of this conference was diversity, and the NSEP workshop focused on successful approaches that have included a more diverse set of students in international education programs.

On November 30, 1995 Program administrators discussed NSEP scholarship and grant funding opportunities with the American Council on International Intercultural Education (ACIIE). ACIIE is the primary community college organization that works specifically with member schools, students, faculty and staff on matters related to international education. At a follow-up meeting with representatives from the AACC national office on December 8, plans were formulated to increase the opportunities for NSEP input to community college media and meetings during 1996. This initiative fully supports a NSEP goal to include students and schools that reflect the diversity of the United States.

In February, 1996 Program staff made several formal and informal presentations at the Annual Meeting of the Association of International Education Administrators in San Antonio, Texas. This is the organization of senior officials who administer international education programs at colleges, universities, and associations throughout the country. Presentations centered around opportunities afforded by the new NSEP service agreement provisions.

In March, 1996 the Fogarty International Center and the Office of Minority Health at the National Institutes of Health convened a meeting of program directors in Bethesda, Maryland. Program staff presented information on NSEP opportunities for undergraduates, graduates, and institutions actively involved with academic programs related to international health.

Also in March, 1996 Program staff participated in a workshop sponsored by The College Fund/United Negro College Fund in which various educational assistance programs sponsored by the Department of Defense were presented to an audience representing approximately 40 colleges and universities.

The National Council for Resource Development, an affiliate of the American Association of Community Colleges, conducted a Resource Development Specialist Training Program in Washington, D.C. in May, 1996. NSEP staff participated in the training session by presenting information on award opportunities available from the NSEP, and procedures for assisting students who pursue NSEP scholarship and fellowship opportunities.

In April, 1996 NSEP staff made a formal presentation and contributed to numerous panel discussions at the 76th Annual Convention of the American Association of Community Colleges. These presentations were designed to reassure community college staff that two-year schools are eligible to compete for NSEP Institutional Grants, and their students are eligible to compete for undergraduate scholarships.

In July, 1996 NSEP staff contributed to six formal, and numerous informal presentations and discussions regarding the status of the NSEP at the NAFSA: Association of International Educators Annual Conference in Phoenix, Arizona. The focus of these discussions was to clear up misunderstandings regarding legislative changes to the NSEP service obligations, and to reassure this group of key constituents that the NSEP remained a viable program.

In August, 1996 NSEP staff participated in a workshop sponsored by the American Society for Engineering Education in Washington, D.C. This workshop was designed to explore funding possibilities to support engineering internships for U.S. students in Japan.

In September, 1996 Program staff outlined NSEP award opportunities at a leadership conference of the American Association of University Women Educational Foundation in Washington, D.C.

In November, 1996 Program staff presented two information sessions at the annual meeting of the National Association of State Universities and Land Grant Colleges (NASULGC). One

session was for NASULGC school presidents, deans, and senior administrators. The other was for faculty and administrators. Both sessions were used to explain legislative changes affecting the NSEP, and the implications of these changes for these audiences and for their students.

During October-December, 1996 NSEP staff attended 10 of the 11 NAFSA Annual Regional Meetings to inform these international educators of changes to the Program. Taking advantage of travel opportunities resulting from the NAFSA regional meetings, Program staff conducted focus group meetings the University of Maryland, Georgia Institute of Technology, University of Texas at Austin, Tufts University, and University of California at Los Angeles. These meetings served as fora for presenting changes to the NSEP, as mandated in the Department of

Defense Authorization Act of 1997, and generated valuable inputs which will influence the implementation of new initiatives.

Outreach initiatives for 1997 will more intensively target students representing those academic disciplines, languages, and areas identified as critical to national security, as discussed in Sections III. and IV., above. An example of this focus would be our meeting with the Deans of the Association of Professional Schools of International Affairs in October, 1996.

F. 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 1995 or 1996. However, in 12 instances graduate students prematurely terminated their programs. The terminations were all due to personal reasons. In all cases, the NSEP administrative agents arranged a financial settlement with the student that is equitable to both parties. Monies that are returned to the administrative agents are carefully accounted for and are used either to fund additional students or returned to the Trust Fund.

In no case during 1995 or 1996 did a scholarship or fellowship recipient fail to meet his or her obligations incurred under the program.

G. Analysis of Program Results. The summary data at TABS D through G provide results of the 1995 competition for undergraduate scholarships and graduate fellowships. The 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.

The service agreement outlined in NSEP's originating legislation, Section 802 (b)(2) of P.L. 102-183, governs the obligation for all NSEP award recipients prior to October 1, 1996. At the end of 1996, 204 graduate students had completed their programs funded by NSEP. Though many still remain in school, 16 of these students are currently fulfilling their service agreement obligations and 11 have completed their service agreement obligations. Department of Defense regulations for NSEP provide NSEP students with a five-year period during which they must complete their service obligation. As such, we expect the number of students beginning to fulfill their service requirement to increase dramatically during 1997 as more students complete their degree programs and move into the five year service agreement payback period.

The more significant changes in the service requirement that took effect on October 1, 1996 will begin to have an impact during 1997. The NSEPO has recently informed all award recipients governed by the previous service obligation that it is putting into place a process to assist in the identification of Federal employment opportunities. NSEPO is offering to work with students who would like to take advantage of these opportunities even if they are governed by the original service requirement.

VI. Improvements to the National Security Education Program This section responds to the requirement in Section 806(d)(1)&(2) of the FY 1997 Defense Authorization Act (P.L. 104-201) requiring a report to the Congress on the improvements to the NSEP resulting from the amendment. The discussion that follows summarizes all actions taken by the Department of Defense to comply with the changes in the legislation and to strengthen the overall performance and success of the NSEP.

The Department of Defense believes that the changes in the legislation have strengthened the National Security Education Program and in the short-run will ensure significant improvement in the direction of the program and, in the longer-run, will be evidenced by a stronger pool of qualified candidates for positions with the national security structure in the Federal government.

A. Areas of Emphasis. Beginning with the application material disseminated to U.S. colleges and universities in fall 1996, NSEP now emphasizes areas, languages, and fields of study determined to be critical to U.S. national security. The list of critical areas is updated on an annual basis. All applicants are strongly encouraged to propose study of these areas and languages, and applicants from critical fields of study are given greater weight in the merit review process. This approach will ensure that NSEP is focusing its resources on regions and languages that are critical to U.S. national security. The focus on areas of emphasis has also led to the identification of critical needs in international skills among specific fields of study and disciplines. NSEP has restructured its guidelines in an effort to attract more students from technical and professional fields of study to apply for undergraduate scholarships and graduate fellowships.

B. Service Obligation. Significant changes in the service obligation now require that all recipients of NSEP awards, both undergraduate and graduate, agree to a service requirement that

emphasizes work for a federal agency or office involved in national security. Since taking effect on September 23, 1996 DoD has implemented a number of major steps to comply with these changes:

1. A list of all federal agencies and offices with national security responsibilities has been developed and was submitted to Congress on December 17, 1996 in compliance with Section 802(g)(1) of P.L. 104-201. This list, included at TAB I, provides the first working document that will govern where students may work in order to fulfill their service requirement.

2. A Department of Defense Instruction (TAB J) has been revised to implement procedures to comply with the new service requirements in P.L. 104-201. The new instruction places new requirements on NSEP award recipients to ensure compliance with the service obligation and a good faith effort to identify employment opportunities with the Federal government. Included in these requirements is the obligation for each award recipient to complete application material for Federal jobs that will be provided by the National Security Education Program Office (NSEPO). NSEPO will provide each award recipient with this material no less than twelve months before the recipient's anticipated graduation date and the recipient will be required to return it no less than nine months before graduation. Each award recipient will also provide information to NSEPO on preferred agencies and organizations for employment. Each award recipient will also be expected to independently explore job opportunities with the Federal government and NSEPO will provide important information on searching for Federal jobs to each recipient.

3. NSEPO has contacted all NSEP award recipients from 1994 and 1995 and informed them of the changes in the service requirement effective October 1, 1996. Although the changes do not affect these award recipients, NSEP is encouraging those previous award recipients, with significant interest in national security positions with the Federal government, to contact NSEPO to be included in the overall effort.

4. NSEPO has added to its staff a personnel officer with 28 years of experience in the Federal government, specifically with the national security community.

5. NSEPO has met with all major agencies and offices with national security responsibilities to discuss employment opportunities for NSEP award recipients. NSEP has also met with the intelligence interagency personnel committee (under the Director of Central Intelligence, Community Management Staff) and the federal interagency personnel committee (under the Office of Personnel Management) for further discussions.

6. The NSEPO Staff has undertaken a major outreach effort with U.S. colleges and universities to explain the new service requirements and to encourage students who are interested in a potential public service/federal career to apply for a scholarship or fellowship.

C. Language Testing. P.L. 102-201 also includes a new requirement for all NSEP award recipients to be tested for language proficiency both before and after they undertake their language study funded by NSEP. NSEP is the only federal program with this requirement. In less than two months, NSEP responded to this requirement by designing a process of language proficiency testing that will ensure that all award recipients, beginning immediately, will be tested. NSEP is working with Language Testing, International, the official certification arm of the American Council on the Teaching of Foreign Languages (ACTFL). Each NSEP award recipient will be tested for language proficiency by nationally certified language testers. The results from these data will, over the next several years, play an important role in guiding the structuring of NSEP programs to emphasize opportunities for increasing language proficiency. The results will also provide invaluable information to the international education community in the United States to help structure programs for American students that maximize the potential for effective language learning.

VII. Legislative Recommendations. The Department of Defense has no recommendations for legislative changes during 1997.

VIII. Conclusion. The National Security Education Program (NSEP) continues to represent a major opportunity for increasing the national capacity in areas and languages of the world critical to U.S. national security. Major changes in the legislation guiding the NSEP have resulted in significant refocusing of the Program beginning with all awards made after October 1, 1996. The Department of Defense is confident that these changes will provide more focus on areas, languages, and fields of study most critical to U.S. national security and infuse Federal agencies and offices with important expertise not normally found within the Federal Government.

TAB A

NATIONAL SECURITY EDUCATION PROGRAM

List of National Security Education Board Members

NATIONAL SECURITY EDUCATION BOARD

Honorable Edward L. Warner, III
Chair
Assistant Secretary of Defense
for Strategy & Requirements
Department of Defense, Room 4E831
Washington, DC 20301

Dr. Herschelle Sullivan Challenor
Dean, Graduate School of International Studies
Clark Atlanta University
1660 Adams Drive, S.W.
Atlanta, GA 30311

Dr. Richard Cooper
Chair, National Intelligence Council
National Intelligence Council, Room 7E47
Washington, DC 20505

Honorable John Despres
Assistant Secretary for Export Enforcement
Dept. of Commerce, Bureau of Export Admin.
14th Street and Constitution Avenue, N.W.,
Room 3727
Washington, DC 20230

Honorable Joseph D. Duffey
Director
United States Information Agency
301 4th Street, S.W., Room 800
Washington, DC 20547

Mr. John W. Hechinger, Sr.
1801 McCormick Drive
Largo, MD 20774

Dr. Roger Hilsman
Professor Emeritus, Columbia University
448 Riverside Drive, Apt. 122
New York, NY 10027

Dr. Eamon M. Kelly
President
Tulane University
New Orleans, LA 70118

Honorable David A. Longanecker
Assistant Secretary for Post-Secondary Education
Department of Education
400 Maryland Avenue, S.W., Room 4082, ROB3
Washington, DC 20202

Dr. Juan E. Mestas
Deputy Chairman
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W., Room 503
Washington, DC 20506

Dr. Manuel T. Pacheco
President
University of Arizona
Tuscon, AZ 85721

Honorable Robert N. Shamansky
Former Member, U.S. House of Representatives
Attorney at Law
88 East Broad Street
Columbus, OH 43215

Mr. James B. Steinberg
Director, Policy Planning Staff - Room 7311
Department of State
2201 C Street, N.W.
Washington, DC 20520

TAB B

NATIONAL SECURITY EDUCATION PROGRAM

Critical Needs Assessment Summary

CRITICAL NEEDS ASSESSMENT SUMMARY

Introduction

At its October 1996 meeting, the National Security Education board directed that a study be undertaken to identify the critical national security education needs of the Federal sector. The enacting legislation of the National Security Education Program also mandates that the Board annually identify critical areas. This assessment identifies countries, languages, and disciplines that are considered critical by the Federal sector and are in need of emphasis by the Program.

Methodology

This assessment employed a written survey as well as a series of formal interviews to collect data. The survey queried the departments of the Federal sector that have national security responsibility and who are represented on the National Security Education Board. This included the Departments of Defense, State, Commerce, USIA, and the intelligence community. In each case, the NSEB member was asked to identify appropriate organizations within their department to respond to the survey. Over 50 responses have been received at this point.

The interviews were conducted with individuals from the same organizations that responded to the survey. In addition, individuals in a variety of other organizations with national security responsibility were interviewed. This helped to broaden and deepen the study. Interviewees were asked a series of questions that were very similar to the written survey. This permitted the results to be compared and combined with those of the written survey. Over 50 interviews were conducted.

National Security

For the purposes of this study, the scope and definition of national security were determined by the *National Security Strategy of Engagement and Enlargement*. This outlines three pillars of our national security strategy: Enhancing our security, promoting prosperity at home, and promoting democracy abroad.

Survey Responses

The survey asked the respondents to provide answers to five basic questions: Which issues present the greatest challenges to your organization, which languages are most important to your work, which countries are most important to your work, which academic backgrounds are most important to your work, and which combinations of languages, countries, and academic backgrounds are most important to your organization. While the survey asked about short-term and long-term needs separately, the results indicated that there were no significant differences between short- and long-term needs. The survey also asked the respondents to identify the languages, countries, and disciplines for which they had the most difficulty finding qualified individuals.

Important Issues

The responses to this question were as varied as the organizations which responded. The responses can be lumped into three distinct groups, each representing an enduring theme of U.S. national security policy. First, geopolitical considerations will remain central to identifying national interests and potential trouble spots. States with large economies, significant human and natural resources, important geostrategic positions, and large militaries will remain central to U.S. national security over the long-term.

The second enduring theme is the proliferation of weapons of mass destruction. While the threat of a global nuclear war remains dormant, disturbing trends in the proliferation of nuclear capabilities to rogue states or to terrorist organizations will continue to present a serious threat to U.S. national security for the foreseeable future. In addition, the proliferation of chemical and biological weapons in combination with the spread of ballistic missile capabilities will remain a central concern for U.S. national security. These weapons present the most direct threat to U.S. national security. Countries that possess these weapons and countries that are in the process of developing these weapons are of vital concern.

The third enduring theme is the growth of information technology. The combination of telecommunications technology and high-speed computing capability is changing the international system with unprecedented rapidity. Information technology is now replacing heavy industry as a source of national power. Understanding its influence on foreign competitors and integrating it into our own institutions will remain a central national security challenge well into the next century. This technology has important implications for both military and economic competitiveness. Information warfare and strategy is at the forefront of our efforts to exploit the opportunities that technology affords to change the way we organize, equip, and fight. Understanding the way foreign societies, both allies and potential enemies, use information and information systems is now an important aspect of understanding foreign cultures.

While these three enduring themes are not all inclusive, they provide a framework in which to place most of the important issues identified by the survey of the Federal sector. These themes also help us to understand why certain countries and languages were identified as being particularly critical to U.S. national security.

Critical Languages

There was a consensus among the organizations that responded to the survey as to which languages should be emphasized. The list of critical languages includes all languages specifically mentioned by survey respondents, with the exception of Hebrew and Haitian Creole. These two languages were identified as critical on only one of the survey responses (DIA). At the same time, a few languages were added to the critical list that were not specifically mentioned. It is important to note that, with these minor exceptions, there was almost total agreement on which languages are of critical importance to U.S. national security.

Critical Countries

As with the critical languages, there was a consensus on which countries should be emphasized. There were a few countries which did not make the critical list that were mentioned by one survey respondent. With this minor exception, there was near unanimity on the countries which should be identified as critical to U.S. national security.

Critical Disciplines

Critical disciplines included those usually associated with foreign policy and international relations, i.e. political science, history, and international affairs. What was most notable in the survey responses was the virtually unanimous identification of science and technology backgrounds as being critical to every part of the Federal sector. This is an area that traditionally has not included foreign area and language studies as part of their curriculum. In addition to science and technology, business and economics backgrounds were identified as being a critical need.

Critical Combinations

Answers to this question varied widely, but there were some common threads running through the responses. The greatest need appears to be for students with science, technology, business, and economics backgrounds. There is particular interest in students with these backgrounds who also have area and language expertise in China, Japan, the Middle East, Russia, and the Former Soviet Union. More generally, there was most interest in science, technology, business, and economics students who had area and language expertise in any of the countries that were identified as being critical to national security

Interview Responses

The responses to the interviews supported the results of the written survey. There was tremendous consistency throughout the responses. The interviews also served to provide more detailed information than the surveys and allowed for survey respondents to explain the reasoning behind their responses. The interviews were also helpful in gathering detailed information on especially complex areas, such as Central Asia. The interview responses were combined with the written survey responses to generate the list of critical countries, languages, and disciplines.

TAB C

NATIONAL SECURITY EDUCATION PROGRAM

NSEP Areas of Emphasis

NSEP AREAS OF EMPHASIS

COUNTRIES FOR PRIMARY EMPHASIS

Albania	Georgia	Russia
Algeria	Hungary	Saudi Arabia
Argentina	India	Serbia
Armenia	Indonesia	Slovenia
Azerbaijan	Iran	South Africa
Bahrain	Iraq	Sudan
Bosnia	Japan	Syria
Brazil	Kazakhstan	Taiwan
Chile	Korea	Thailand
China	Macedonia	Tunisia
Croatia	Morocco	Turkey
Cuba	Nigeria	Ukraine
Czech Republic	Pakistan	Uzbekistan
Egypt	Poland	Vietnam

COUNTRIES FOR SECONDARY EMPHASIS

Afghanistan	Kuwait	Qatar
Bulgaria	Libya	Romania
Colombia	Malaysia	U.A.E.
Eritrea	Mexico	Venezuela
Guatemala	Moldova	Yemen
Israel	Oman	
Jordan	Panama	

LANGUAGES FOR EMPHASIS

Albanian	Farsi	Macedonian	Thai
Arabic	Georgian	Mandarin	Turkish
Armenian	Hindi	Polish	Uighar
Azeri	Hungarian	Portuguese	Ukrainian
Bahasa	Japanese	(esp. Brazilian)	Urdu
Bulgarian	Kazakh	Romanian	Uzbek
Cantonese	Korean	Russian	Vietnamese
Czech	Kurdish	Serbo-Croatian	

FIELDS OF STUDY FOR PRIMARY EMPHASIS

Business & Economics
Political Science & Policy Sciences
History
International Affairs
Sciences and Engineering
(incl. Biology, Chemistry, Computer Science,
Environmental Science, Mathematics & Physics)

FIELDS OF STUDY FOR SECONDARY EMPHASIS

Law
Health
Other Social Sciences
(Anthropology, Psychology, Applied
Sociology)

TAB D

NATIONAL SECURITY EDUCATION PROGRAM

1995 Undergraduate Scholarship Competition Summary

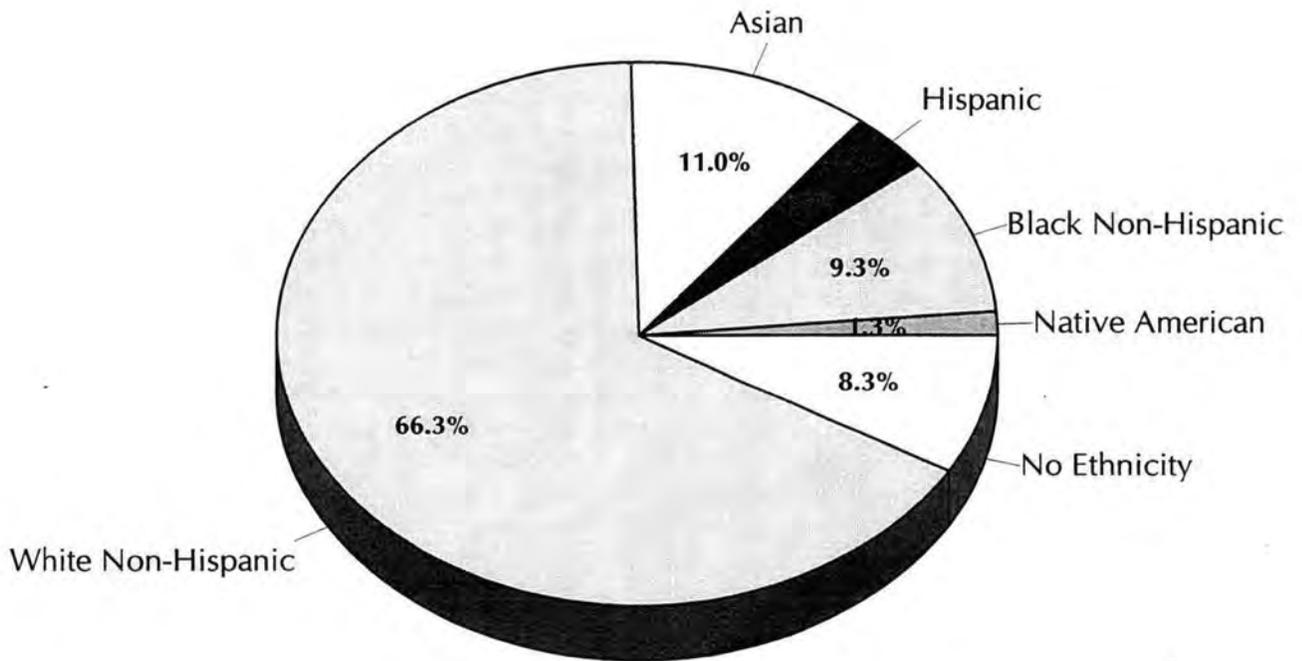
NATIONAL SECURITY EDUCATION PROGRAM
1995 Undergraduate Scholarship Competition Summary

GENERAL STATISTICS

Total Awards	300
Total Applications	1,102
Number of Universities Represented	
Applicant Pool	309
Award Recipients	153
Countries and Area of Study	
Award Recipients	48
Number of Languages Represented	
Award Recipients	35

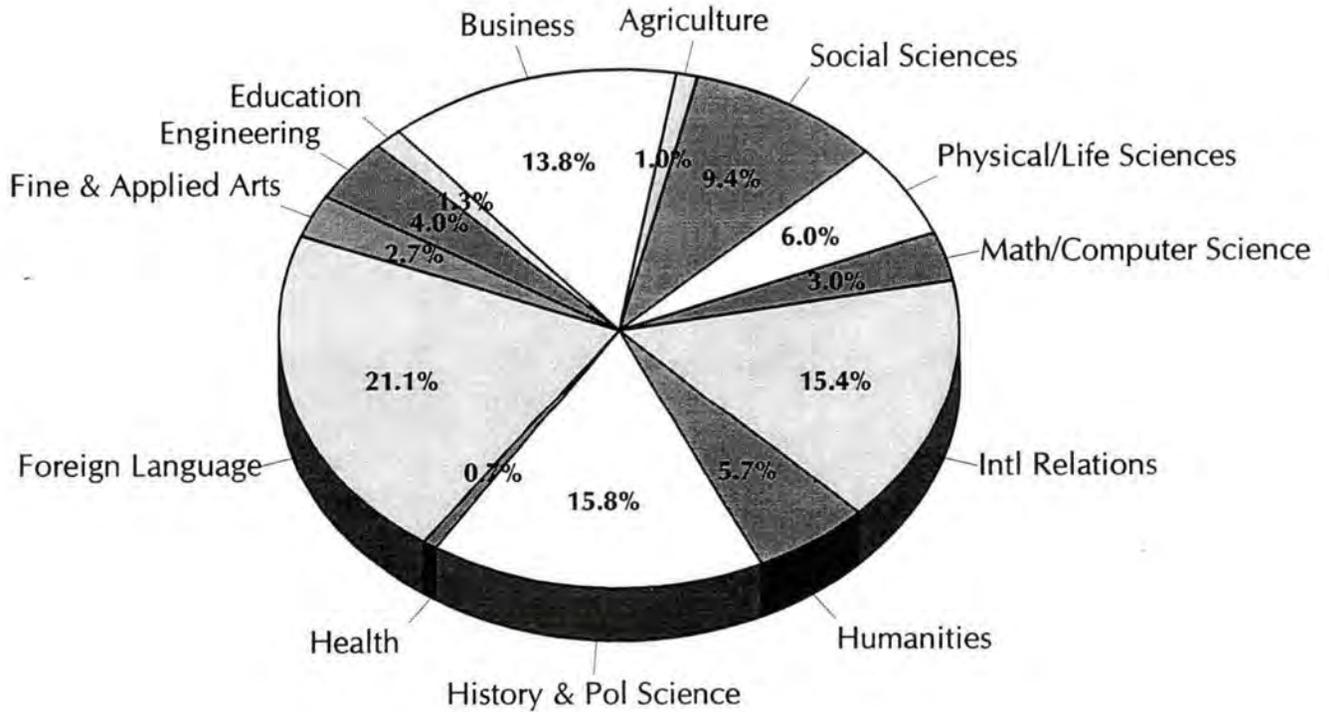
NATIONAL SECURITY EDUCATION PROGRAM
Undergraduate Scholarship Awards
Sex and Ethnic Diversity of NSEP Scholars - 1995

Female	181
Male	114
Gender not specified	5
Asian	33
Black, Non-Hispanic	28
Hispanic	11
Native American	4
No Ethnicity	25
White, Non-Hispanic	199



NATIONAL SECURITY EDUCATION PROGRAM
Undergraduate Scholarship Awards
By Fields of Study (1995 Academic Year)

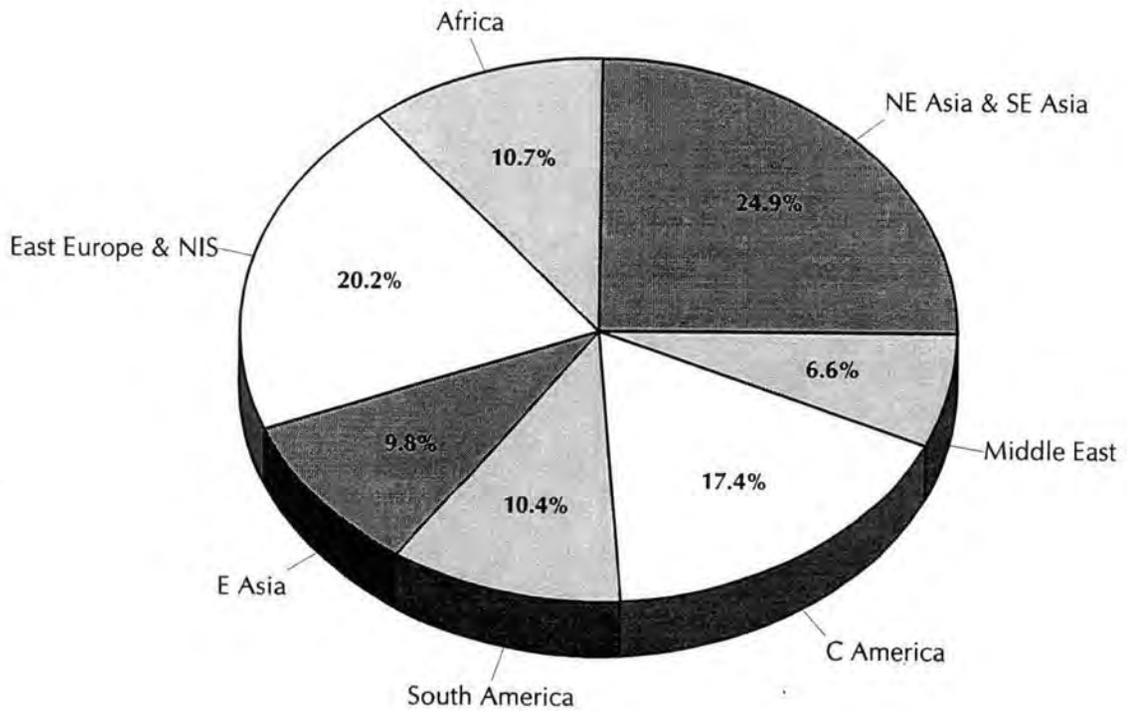
Agriculture	3
Business	41
Education	4
Engineering	12
Fine & Applied Arts	8
Foreign Language	63
Health Services	2
History & Political Science	47
Humanities	17
International Relations	46
Math/Computer Science	9
Physical & Life Sciences	18
Social Sciences	28



NATIONAL SECURITY EDUCATION PROGRAM
Undergraduate Scholarship Awards

By World Region (1995 Academic Year)

Africa	34
Central America	55
East Asia	31
East Europe & Newly Independent States	64
Northeast Asia & Southeast Asia	79
Middle East	21
South America	33



NATIONAL SECURITY EDUCATION PROGRAM

1995 Undergraduate Scholarship Competition Summary

SUMMARY OF LANGUAGES STUDIED BY NSEP SCHOLARS

<u>Languages</u>	<u>Number</u>	<u>Languages</u>	<u>Number</u>
Akan	1	Portuguese	8
Arabic	11	Quechua	4
Araucanian	1	Russian	45
Chinese	38	Sero-Croatian	1
Czech	8	Shona	6
Estonian	1	Slavic	1
French	8	Spanish	62
Hebrew	7	Swahili	9
Hindi	3	Tagalog	2
Hungarian	4	Telugu	1
Indonesian	4	Thai	3
Japanese	54	Turkish	3
Kazakh	1	Twi	7
Korean	2	Ukranian	2
Lithuanian	1	Vietnamese	1
Marathi	1	Wolof	2
Mendo	1	Xhosa	1
Nahuatian	1	Zulu	1
Polish	4		

NATIONAL SECURITY EDUCATION PROGRAM
1995 Undergraduate Competition Summary

U.S. INSTITUTIONS REPRESENTED IN UNDERGRADUATE SCHOLARSHIP AWARDS

Andrews University	Mount Holyoke College	University of Connecticut
Arizona State University	New College of University of South Florida	University of Denver
Baldwin-Wallace College	New Mexico State University	University of Evansville
Bay de Noc Community College	New York University	University of Florida
Baylor University	North Carolina State University	University of Hawaii at Manoa
Bellevue Community College	North Harris Montgomery Community College	University of Idaho
Beloit College	Northwestern University	University of Illinois Urbana
Boston College	Oberlin College	University of Kansas
Brandeis University	Oglethorpe University	University of Massachusetts Amherst
Brigham Young University	Ohio Northern University	University of Michigan, Ann Arbor
Brown University	Ohio University	University of Minnesota-Morris
California State University	Ohio Wesleyan University	University of Minnesota- Twin Cities
Carleton College	Oklahoma State University Main Campus	University of Missouri-Kansas
Case Western Reserve University	Pennsylvania State Univ University	University of Montana
Centenary College of Louisiana	Piedmont Virginia Community College	University of New Hampshire
City College of San Francisco	Pikes Peak Community College	University of Notre Dame
Cleveland State University	Pittsburg State University	University of Oklahoma
College of the Holy Cross	Portland Community College	University of Oregon
College of William and Mary	Princeton University	University of Puget Sound
College of Wooster	Rice University	University of Richmond
Colorado College	Sacred Heart University	University of Rochester
Colorado State University	Saint John's College Main Campus	University of South Carolina
Columbia University	Saint Louis University	University of Southern California
Connecticut College	Saint Mary's College	University of Southern Maine
Cooper Union	Santa Monica College	University of Tennessee, Knoxville
Cornell University	Sarah Lawrence College	University of Texas at Austin
DePaul University	Smith College	University of the District of Columbia
Dickinson College	Southwestern College in Kansas	University of the South
Dillard University	Spelman College	University of Virginia
Duke University	St. John's College	University of Washington
Edmonds Community College	St. Mary's College of Maryland	University of Wisconsin-Madison
Elizabeth City State University	St. Norbert College	University of Wisconsin- Milwaukee
Emory University	St. Olaf College	University of Wyoming
Fordham University	Stanford University	Vassar College
George Washington University	State University of New York	Wake Forest University
Georgetown University	SUNY College at Geneseo	Washington and Lee University
Georgia State University	Swarthmore College	Washington University
Goucher College	Syracuse University	Wellesley College
Grinnell College	Tarrant County Junior College	West Virginia University
Gustavus Adolphus College	Tidewater Community College	Western Washington University
Harvard University	Tufts University	Whitman College
Howard University	UNC-Chapel Hill	Wilkes University
Jackson State University	UNC-Charlotte	Wittenberg University
James Madison University	University of Arizona	Xavier University of Louisiana
Johns Hopkins University	University of California, Berkeley	Yale University
Johnson C. Smith University	University of California, Irvine	
Kalamazoo College	University of California, Los Angeles	
Kansas State University	University of California, Riverside	
Kirtland Community College	University of California, San Deigo	
Leward Community College	University of Colorado at Boulder	
Linfield College	University of Colorado at Denver	
Louisiana State University		
Loyola University		
Mankato State University		
Metropolitan State College		
Miami University		
Middlebury College		
Montana State University		
Morehouse College		

TAB E

NATIONAL SECURITY EDUCATION PROGRAM

1996 Undergraduate Scholarship Competition Summary

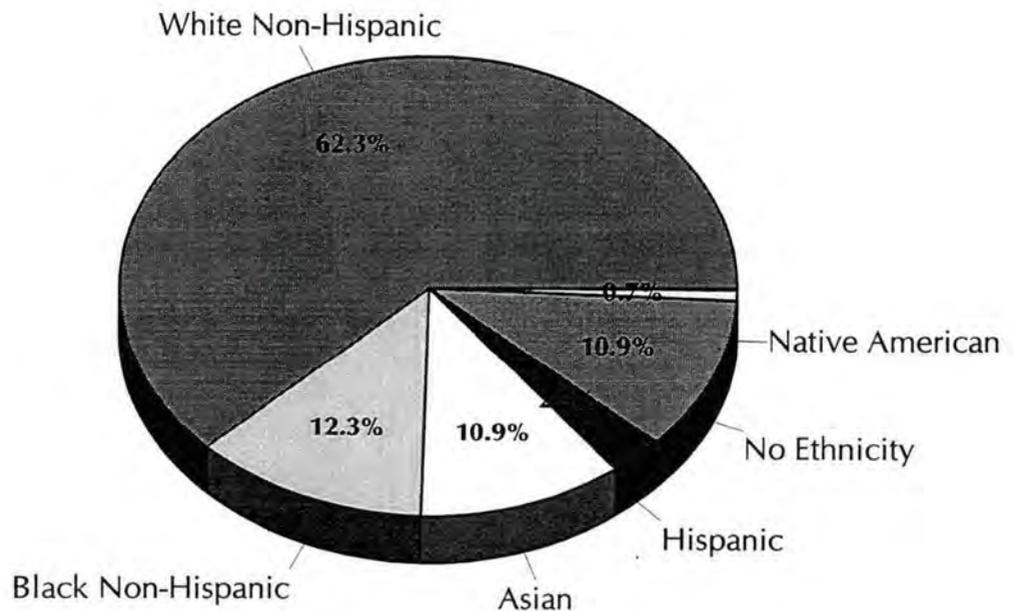
NATIONAL SECURITY EDUCATION PROGRAM
1996 Undergraduate Scholarship Competition Summary

GENERAL STATISTICS

Total Awards	138
Total Applications	775
Number of Universities Represented	
Applicant Pool	267
Award Recipients	87
Countries and Area of Study	
Award Recipients	34
Number of Languages Represented	
Award Recipients	27

NATIONAL SECURITY EDUCATION PROGRAM
Undergraduate Scholarship Awards
Sex and Ethnic Diversity of NSEP Scholars - 1996

Female	78
Male	58
Gender not specified	2
White Non-Hispanic	86
Black Non-Hispanic	17
Aisan	15
Hispanic	4
No Ethnicity	15
Native American	1

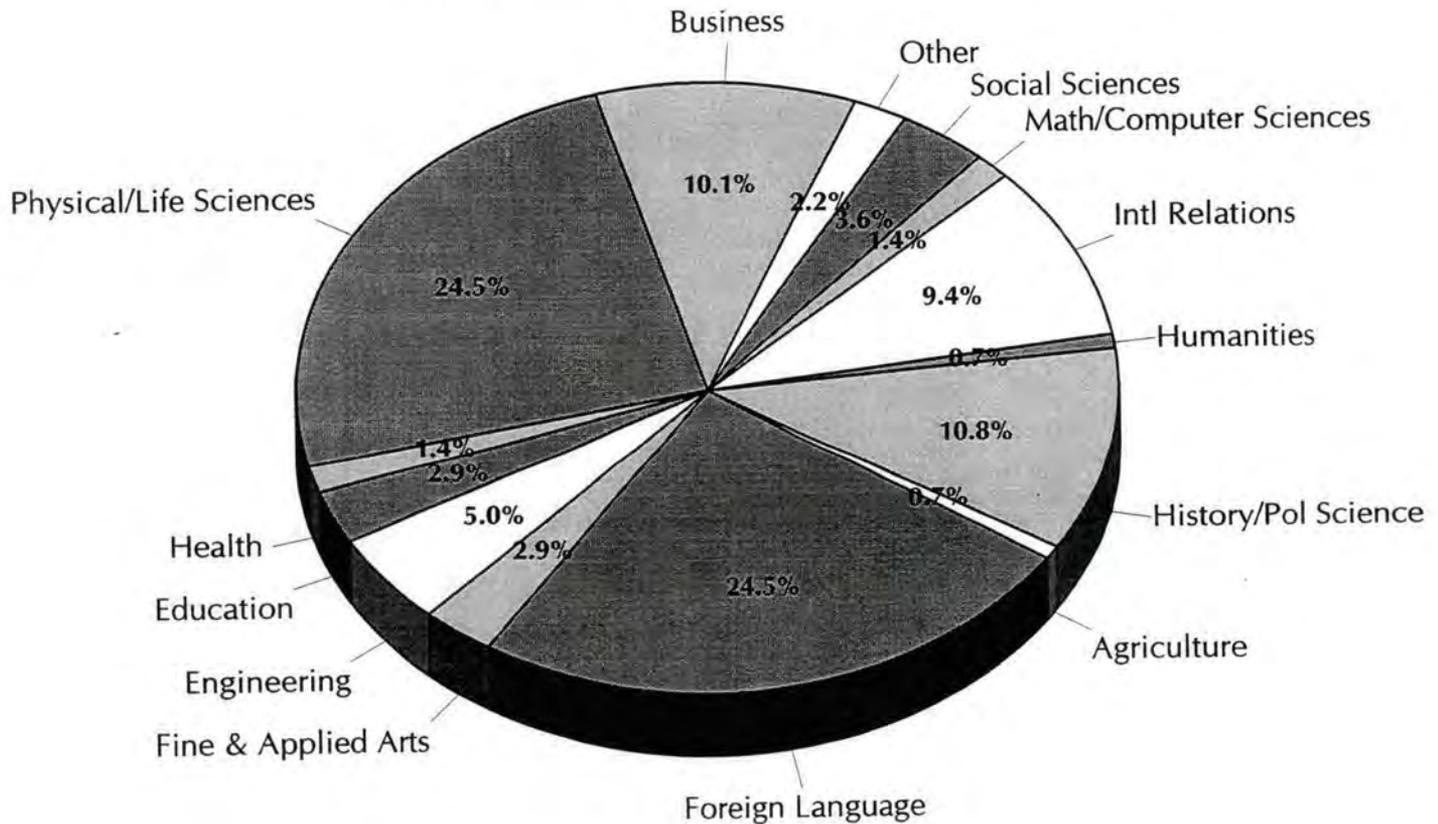


NATIONAL SECURITY EDUCATION PROGRAM

Undergraduate Scholarship Awards

By Field of Study (1996 Academic Year)

Agriculture	1
Business	14
Education	4
Engineering	7
Fine & Applied Arts	4
Foreign Language	34
Health Services	2
History & Political Sciences	15
Humanities	1
International Relations	13
Math/Computer Sciences	2
Other	3
Physical & Life Sciences	34
Social Sciences	5

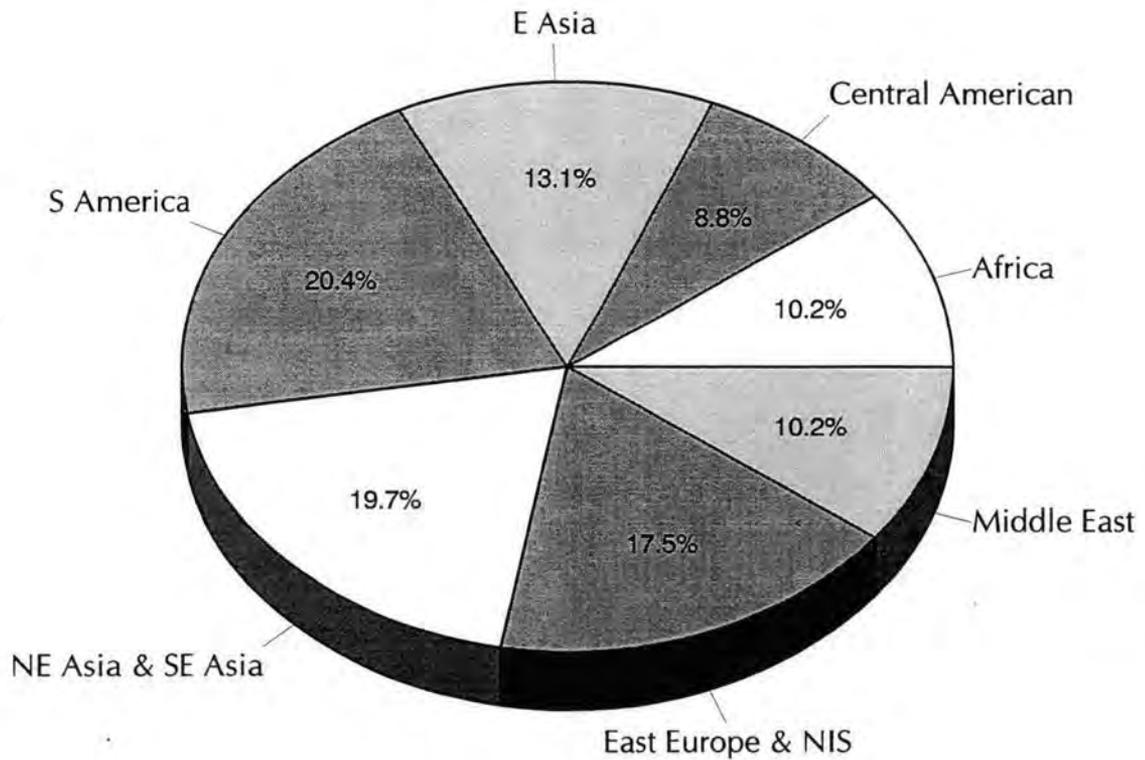


NATIONAL SECURITY EDUCATION PROGRAM

Undergraduate Scholarship Awards

By World Region (1996 Academic Year)

Africa	14
Central America	12
East Asia	18
East Europe & Newly Independent States	24
Northeast Asia & Southeast Asia	27
Middle East	14
South America	28



NATIONAL SECURITY EDUCATION PROGRAM
1996 Undergraduate Scholarship Competition Summary
SUMMARY OF LANGUAGES STUDIED BY NSEP SCHOLARS

Arabic	10
Araucanian	1
Chinese	20
Czech	3
French	4
Greek Modern	1
Hebrew	1
Hungarian	1
Indonesian	1
Japanese	21
Macedonian	1
Malagasy	1
Marathi	1
Nepali	1
Polish	2
Portuguese	3
Quechua	3
Russian	17
Shona	1
Spanish	34
Thai	2
Tibetan	1
Turkish	1
Twi	3
Vietnamese	1
Wolof	2
Zulu	1

NATIONAL SECURITY EDUCATION PROGRAM

1996 Undergraduate Scholarship Competition Summary

U.S. INSTITUTIONS REPRESENTED IN UNDERGRADUATE SCHOLARSHIP AWARDS

Andrews University	1	Princeton University	1
Arizona State University	3	Rutgers University - New Brunswick	1
Bard College	1	Saint Ambrose University	1
Barry University	1	Sarah Lawrence College	1
Baylor University	1	Solano Community College	1
Boston University	1	Southwestern College	1
Bryn Mawr College	1	Spelman College	2
California Institute of Technology	1	St. Mary's College of Maryland	1
California State University, Fullerton	1	Stanford University	2
Carleton College	2	State University of New York - Albany	1
Case Western Reserve University	1	State University of New York-Binghamton	2
Centenary College of Louisiana	1	Stonehill College	1
Centralia College	1	Sweet Briar College	1
City College of San Francisco	3	Syracuse University	1
College of DuPage	1	Temple University	1
College of Our Lady of the Elms	1	Texas A&M University	1
College of the Holy Cross	2	University of Arizona	5
College of William and Mary	2	University of Arkansas at Little Rock	1
College of Wooster	1	University of Arkansas, Fayetteville	2
Colorado State University	1	University of California, Los Angeles	1
Depaul University	1	University of California, San Diego	2
DePauw University	1	University of Chicago	1
Duke University	1	University of Connecticut	1
East Carolina University	1	University of Florida	1
Fordham University	3	University of Hawaii at Manoa	1
Georgetown University	2	University of Idaho	1
Goucher College	1	University of Illinois at Urbana Champaign	3
Haverford College	1	University of Kansas	8
J. Sargeant Reynolds Community College	1	University of Maryland-College Park	1
Johns Hopkins University	1	University of Michigan-Ann Arbor	4
Kalamazoo College	2	University of Minnesota-Twin Cities	1
LeMoyne-Owens College	1	University of Oregon	3
Louisiana State University	1	University of Tennessee, Knoxville	1
Metropolitan State University	1	University of Texas at Austin	5
Montana State University	1	University of the Pacific	1
Morgan State University	1	University of Tulsa	1
New Mexico State University	1	University of Utah	1
New York University	1	University of Vermont	1
Normandale Community College	1	University of Wisconsin-Madison	5
Ohio State University	3	University of Wisconsin-Milwaukee	1
Oklahoma City University	1	Utah State University	1
Portland Community College	1	West Virginia University	1
		Wright State University Main Campus	1
		Willamette University	2
		Yale University	3

TAB F

NATIONAL SECURITY EDUCATION PROGRAM

1995 Graduate Fellowship Competition Summary

NATIONAL SECURITY EDUCATION PROGRAM

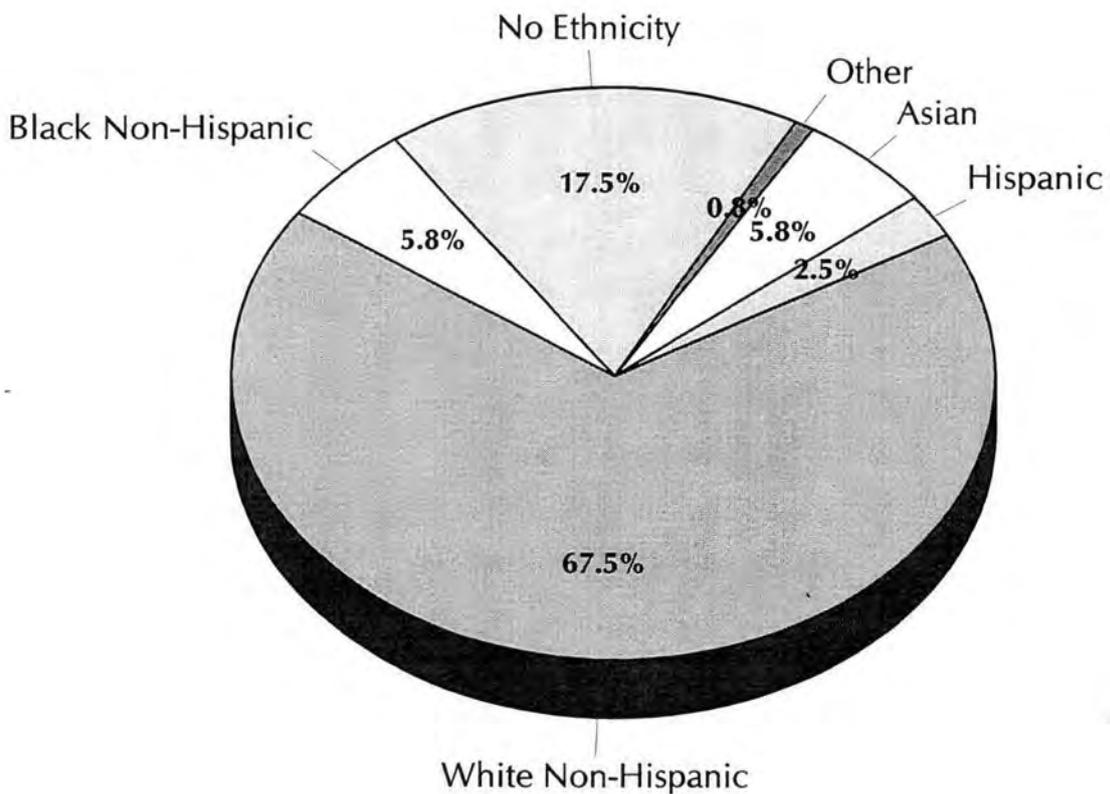
1995 Graduate Fellowship Competition Summary

GENERAL STATISTICS

Total Awards	119
Doctoral	19
Graduate Enhancement	100
 Total Applications	 798
Doctoral	298
Graduate Enhancement	500
 Number of Universities Represented	
Applicant Pool	185
Award Recipients	62
 Countries and Area of Study	
Award Recipients	57
 Number of Languages Represented	
Award Recipients	52

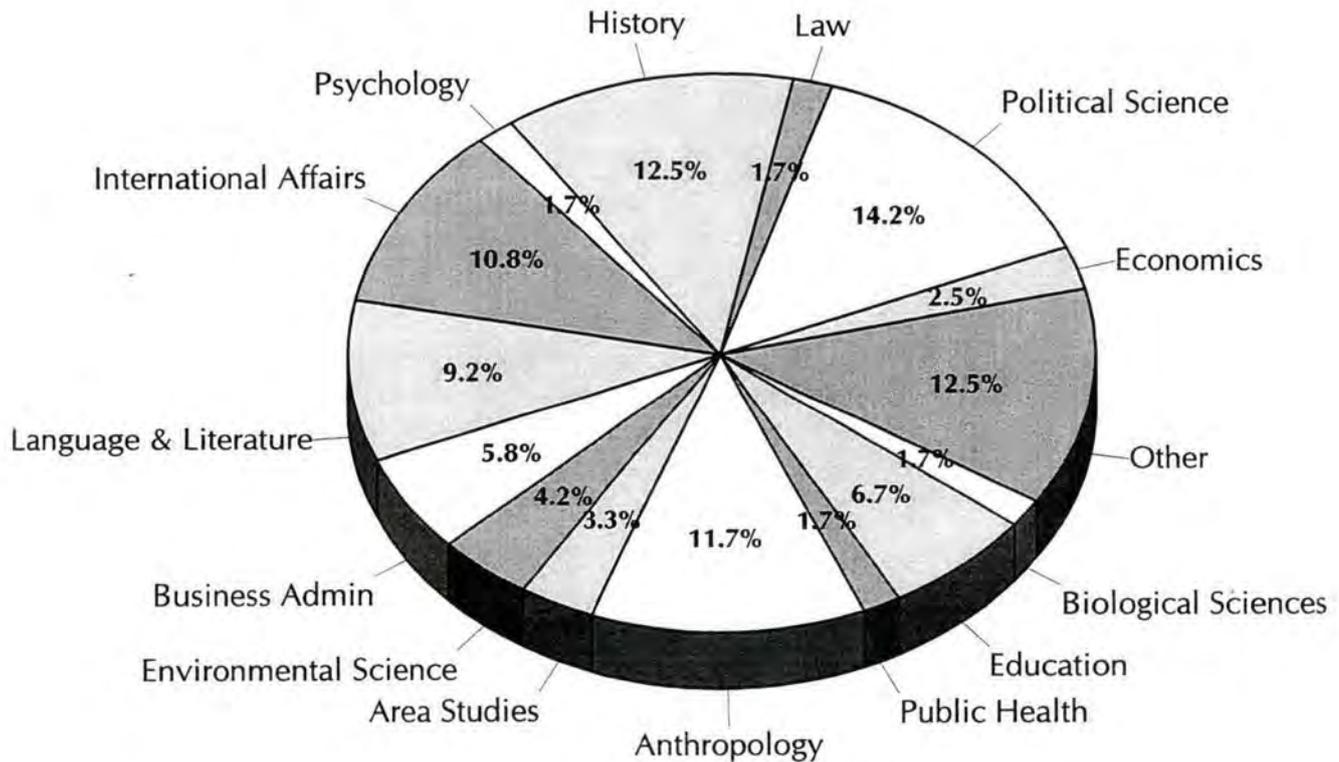
NATIONAL SECURITY EDUCATION PROGRAM
Graduate Fellowship Awards
Sex and Ethnic Diversity of NSEP Fellows - 1995

Female	63
Male	57
Asian	7
Black Non-Hispanic	7
Hispanic	3
No Ethnicity	21
Other	1
White Non-Hispanic	81



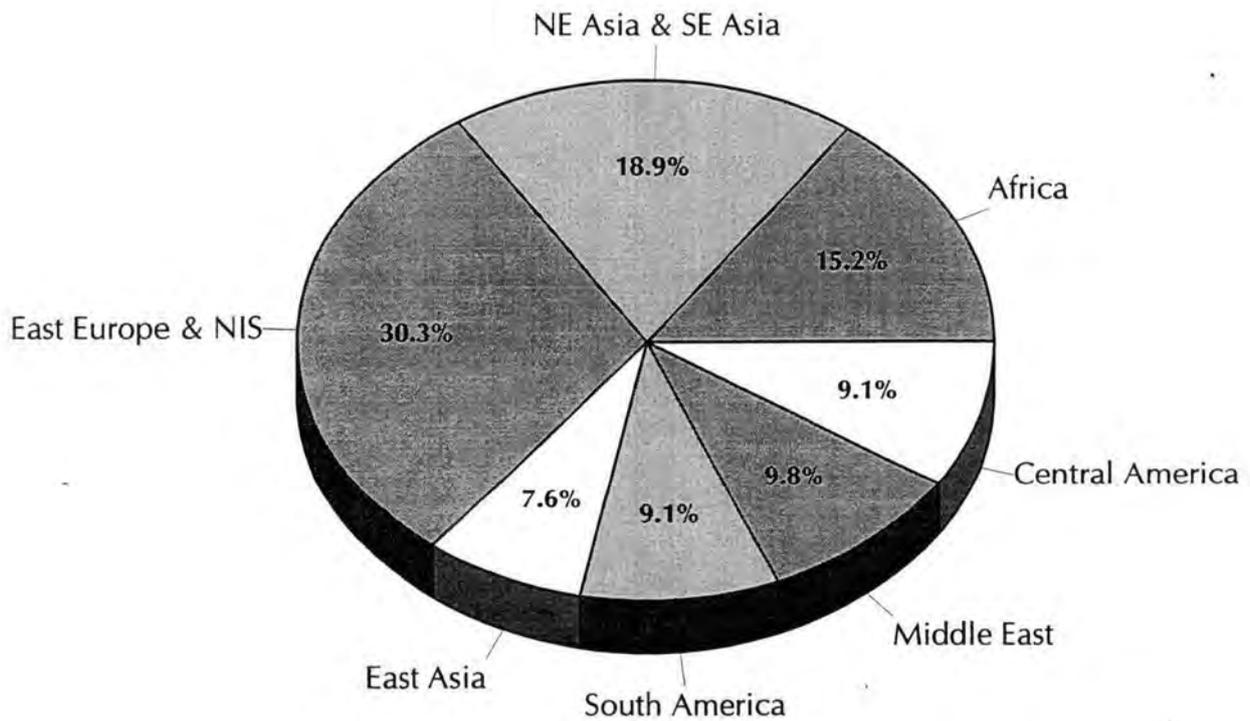
NATIONAL SECURITY EDUCATION PROGRAM
Graduate Fellowship Awards
By Fields of Study (1995 Academic Year)

Anthropology	14
Area Studies	4
Biological Sciences	2
Business Administration	7
Economics	3
Education	8
Environmental Science	5
History	15
International Affairs	13
Language & Literature	11
Law	2
Other	15
Political Science	17
Psychology	2
Public Health	2



NATIONAL SECURITY EDUCATION PROGRAM
Graduate Fellowship Awards
By World Region (1995 Academic Year)

Africa	20
Central America	12
East Asia	10
East Europe & Newly Independent States	40
Middle East	13
Northeast Asia & Southeast Asia	25



NATIONAL SECURITY EDUCATION PROGRAM
1995 Graduate Fellowship Competition Summary

SUMMARY OF LANGUAGES STUDIED BY NSEP FELLOWS

<u>Languages</u>	<u>Number</u>	<u>Languages</u>	<u>Number</u>
Acateco	1	Mongolian	2
Arabic	9	Ndonga	1
Armenian	1	Polish	4
Bambara	1	Ponape	1
Bengali	1	Portuguese	8
Chinese	8	Quechua	2
Creole and Pidgins	3	Romanian	1
Czech	6	Russian	13
French	3	San	1
Hausa	1	Serbo-Croatian	2
Hebrew	1	Slovak	1
Hindi	2	Spanish	10
Hungarian	2	Setswana	1
Indonesian	3	Swahili	3
Japanese	10	Tagalog	2
Kaqchikel	1	Tamasheq	1
Kazakh	2	Tamil	1
Kirghiz	1	Telugu	1
Korean	1	Thai	4
Kurdish	1	Tibetan	1
Lingala	1	Turkish	1
Lithuanian	2	Ukrainian	2
Macedonian	1	Urdu	1
Malagasy	1	Vietnamese	2
Malay	1	Wolof	3
Mayan	2	Xhosa	1

NATIONAL SECURITY EDUCATION PROGRAM

1995 Graduate Fellowship Competition Summary

U.S. INSTITUTIONS REPRESENTED IN GRADUATE FELLOWSHIP AWARDS

American University	San Diego State University
Arizona State University	Seattle Pacific University
Baylor University	Simmons College
College of Mount St. Joseph	Stanford University
Columbia University	SUNY Binghamton
Cornell University	Texas Tech University
Duke University	University of Alabama
Emory University	University of Arizona
Fletcher School (Tufts University)	University of Arkansas
George Mason University	University of California, Berkeley
George Washington University	University of California, Los Angeles
Georgetown University	University of California, Santa Barbara
Harvard University	University of Colorado
Indiana University - Bloomington	University of Denver
Johns Hopkins University, (SAIS)	University of Florida
Miami University	University of Hawaii, Manoa
Mississippi State University	University of Idaho
Monterrey Institute of International Studies	University of Illinois, Urbana-Champaign
New School for Social Research	University of Iowa
New York University	University of Kansas
North Dakota State University	University of Maryland, Baltimore
Northern Arizona University	University of Maryland, College Park
Northwestern University	University of Massachusetts
Oklahoma City University	University of Medicine and Dentistry of New Jersey
Oklahoma State University	University of Michigan
Old Dominion University	University of Minnesota
Oregon State University	University of Missouri, Kansas City
Princeton University	
Purdue University	

TAB G

NATIONAL SECURITY EDUCATION PROGRAM

1996 Graduate Fellowship Competition Summary

NATIONAL SECURITY EDUCATION PROGRAM

1996 Graduate Fellowship Competition Summary

GENERAL STATISTICS

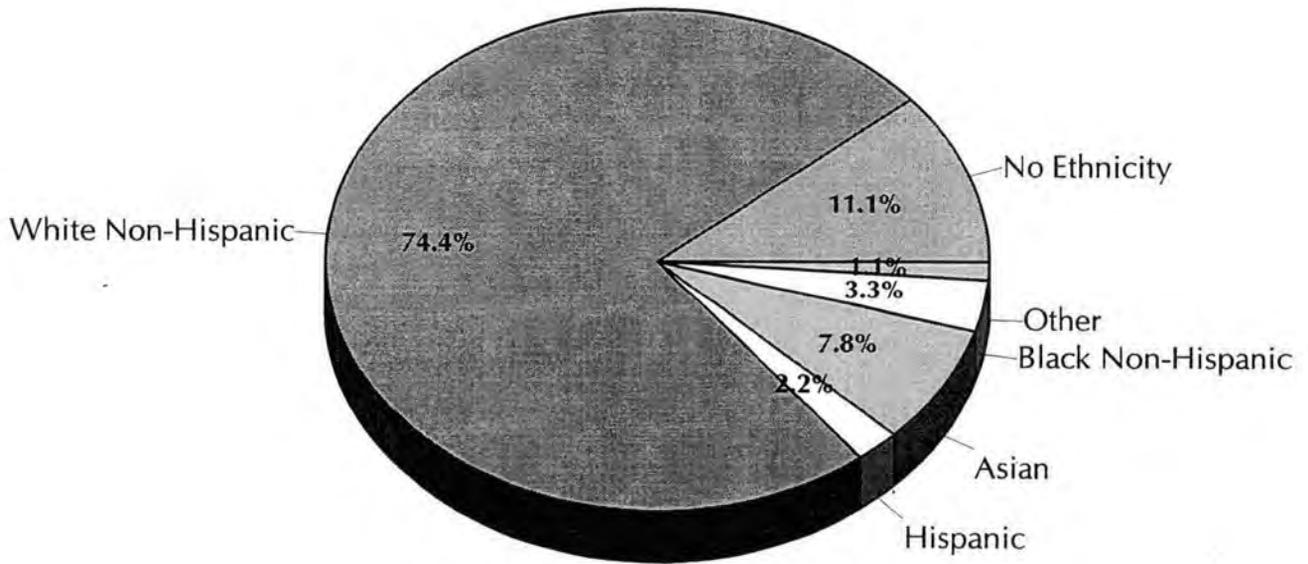
Total Awards	90
Total Applications	483
Number of Universities Represented	
Applicant Pool	49
Award Recipients	44
Countries and Area of Study	
Award Recipients	42
Number of Languages Represented	
Award Recipients	39

NATIONAL SECURITY EDUCATION PROGRAM
Graduate Fellowship Awards

Sex & Ethnic Diversity of NSEP Fellows - 1996

Female	45
Male	45

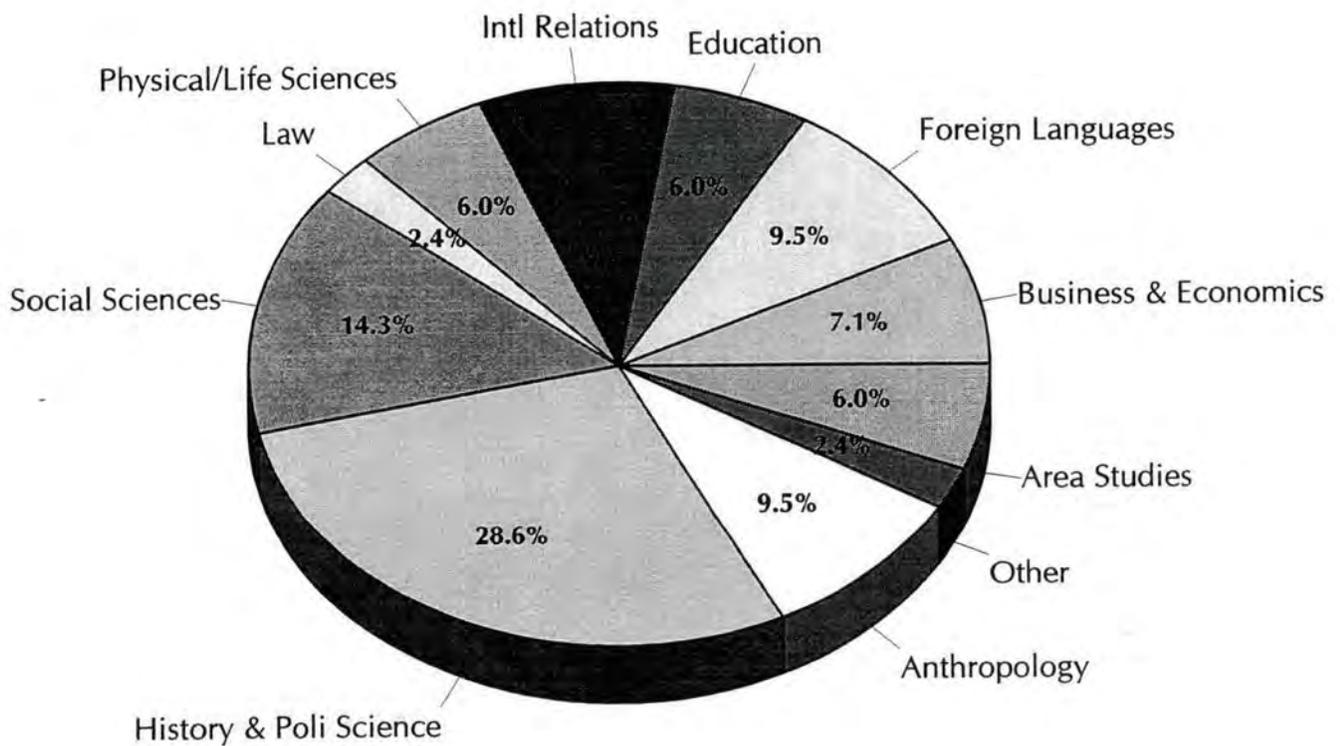
White Non- Hispanic	67
Black Non-Hispanic	3
Asian	7
Hispanic	2
No Ethnicity	10
Other	1



NATIONAL SECURITY EDUCATION PROGRAM

Graduate Fellowship Awards
By Field of Study (1996 Academic Year)

Anthropology	8
Area Studies	5
Business & Economics	7
Education	5
Foreign Language	8
Helath	2
History & Political Science	24
International Relations	7
Law	2
Physical & Life Sciences	5
Social Sciences	12
Other	2

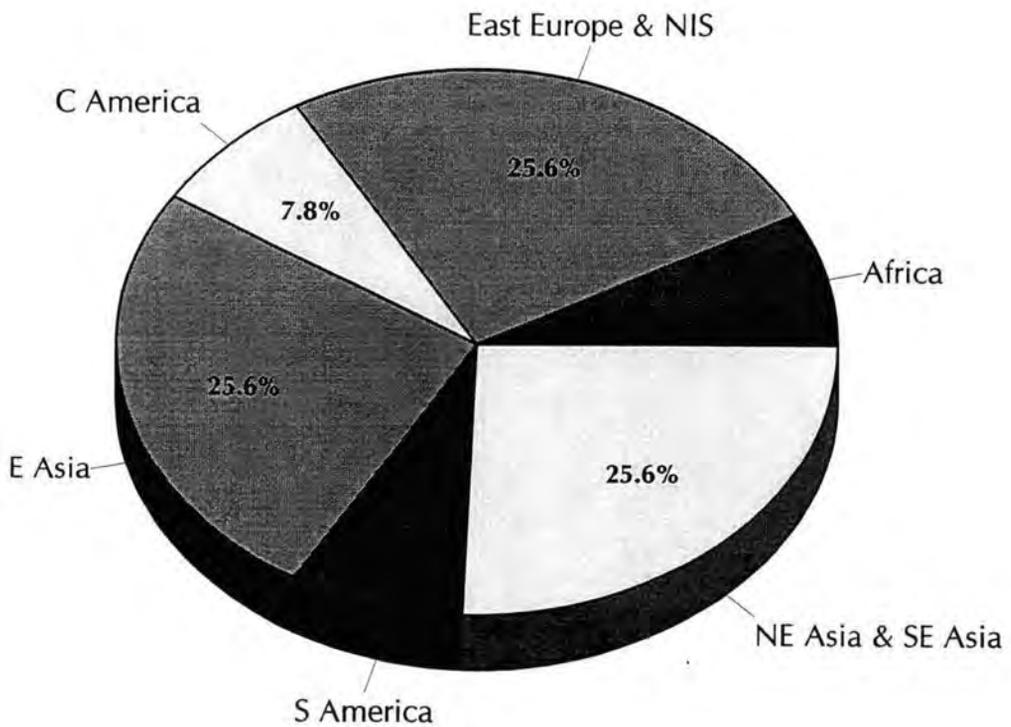


NATIONAL SECURITY EDUCATION PROGRAM

Graduate Fellowship Awards

By World Region (1996 Academic Year)

Africa	7
Central America	7
East Asia	23
East Europe & Newly Independent States	23
Northeast Asia & Southeast Asia	23
South America	7



NATIONAL SECURITY EDUCATION PROGRAM

1996 Graduate Fellowship Competition Summary

SUMMARY OF LANGUAGES STUDIED BY NSEP SCHOLARS

Arabic	3
Azeri	1
Bambara	1
Bulgarian	1
Cantonese	1
Chinese	1
Creoles	1
Czech	2
Estonian	1
French	1
Georgian	1
Hindi	3
Hungarian	2
Indonesian	3
Japanese	9
Kazakh	1
Korean	3
Kurdish	1
Macedonian	1
Marathi	2
Malay	2
Mandarian	8
Nepali	1
Portuguese	3
Russian	5
Serbo-Croatian	1
Slovan	1
Spanish	12
Swahili	3
Tajik	1
Tibitan	1
Turkish	2
Ukranian	2
Urdu	1
Uzbek	1
Venda	1
Vietnamese	3
Wolof	1

NATIONAL SECURITY EDUCATION PROGRAM

1996 Graduate Fellowship Competition Summary

U.S. INSTITUTIONS REPRESENTED IN GRADUATE FELLOWSHIP AWARDS

<u>University</u>	<u>Number of Fellows</u>
Arizona State University	2
Boston University	1
Columbia University	6
Duke University	1
Fletcher School (Tufts University)	3
Harvard University	5
Johns Hopkins University (Baltimore Campus) 1 (SAIS) 1	2
Indiana University - Bloomington	1
Loyola College - Baltimore	1
Miami University - Ohio	1
Monterrey Institute	1
New School for Social Research	2
Northwestern University	2
Ohio State University	2
Siena College	1
St. John's College	1
Stanford University	4
Syracuse University	1
University of Arizona	3
University of California - Berkeley	5
University of California - Los Angeles	4
University of California - Riverside	1
University of California - San Diego	1
University of Chicago	1
University of Hawaii	1
University of Kansas	2
University of Maryland - College Park	1
University of Massachusetts - Amherst	1
University of Michigan	4
University of Minnesota	1
University of Pittsburgh	4
University of South Carolina	1
University of Tennessee	1
University of Texas - Austin	7
University of Virginia	1
University of Washington	1
University of Wisconsin - Madison	5
Washington State University	1
Washington University - St Louis	2
Xavier University	1

TAB H

NATIONAL SECURITY EDUCATION PROGRAM

U.S. Colleges and Universities

Benefiting from National Security Education Program Institutional Grants

NATIONAL SECURITY EDUCATION PROGRAM

U.S. Colleges and Universities Included in NSEP Institutional Grants

1994 Recipients

Beloit College

Carroll College
Centre College
Manchester College
Nebraska Wesleyan University
Wartburg College

Columbia College (Chicago, Illinois)

Oregon State University (Corvallis, Oregon)

University of California, Davis (Davis, California)

University of Wisconsin
University of Rochester
University of Colorado

University of California, San Diego (San Diego, California)

University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Riverside
University of California, San Francisco
University of California, Santa Barbara
University of California, Santa Cruz
Stanford University

University of Hawaii at Manoa (Honolulu, Hawaii)

University of Illinois (Champaign-Urbana, Illinois)

Chicago State University	Sangamon State University
Eastern Illinois University	Southern Illinois University at Carbondale
Governors State University	Southern Illinois University at Edwardsville
Illinois State University	University of Illinois at Chicago
Northern Illinois University	University of Illinois at Urbana-Champaign
Western Illinois University	

University of Pittsburgh (Pittsburgh, Pennsylvania)

Allegheny College	Edinboro University of Pennsylvania
California University of Pennsylvania	Gannon University
Chatham College	Indiana University of Pennsylvania
Clarion University of Pennsylvania	Jamestown Community College
Community College of Allegheny County	Saint Francis College
Duquesne University	Saint Vincent College
Seton Hill College	Theil College
Valley Forge Military College	

Washington University (St. Louis, Missouri)

1995 Recipients

Louisiana State University (Shreveport, Louisiana)

Centenary College	Southern University in Shreveport
Bossier Parish Community College	East Texas Baptist University

Morris Brown College (Atlanta, Georgia)

Paine College	Morehouse College
Morehouse School of Medicine	Clark Atlanta University
Savannah State College	Fort Valley State College
Albany State College	Atlanta Metropolitan College
Spelman College	

Washington State University (Pullman, Washington)

Purdue University College of Veterinary Medicine
Texas A&M University College of Veterinary Medicine
Tufts University School of Veterinary Medicine

Johns Hopkins University (Baltimore, Maryland)

American University	University of California, San Diego
Columbia University	University of Denver
Georgetown University	George Washington University
Harvard University	University of Maryland
University of Pittsburgh	Princeton University
University of Southern California	Tufts University
University of Washington	Yale University

Monterey Institute of International Studies (Monterey, California)

Ohio State University (Columbus, Ohio)

1996 Recipients

Clark Atlanta University (Atlanta, Georgia)

Morehouse College
Prairie View College
Savannah State University
Spelman College

Lawrence University (Appleton, Wisconsin)

Carleton College
Swarthmore College
Whitman College
Bryn Mawr College

University of Arizona (Tucson, Arizona)

University of Iowa (Iowa City, Iowa)

Prairie View A&M University
University of Texas - San Antonio
Xavier University of Louisiana
Morgan State University
Howard University
Southern University and A&M College

Chicago State University
Alcorn State University
Northeastern Illinois University
New Mexico Highlands University

University of Pittsburgh (Pittsburgh, Pennsylvania)

St Vincent's College

University of Texas at Austin (Austin, Texas)

University of Texas at Arlington
University of Texas at El Paso
University of Texas at Tyler
Texas A&M University at Corpus Christi
University of North Texas
Texas Southern University
Southwest Texas State University
Lamar University

University of Texas at Dallas
University of Texas at San Antonio
Texas A&M University at College Station
University of Houston at Houston
Texas Tech University
Sul Ross University
Midwestern State University
Angelo State University

Wright State University (Dayton, Ohio)

OVERVIEW OF NATIONAL SECURITY EDUCATION GRANTS TO INSTITUTIONS OF HIGHER EDUCATION, 1994-1996

1994 GRANTS

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

Grant Amount: \$198,180.00

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

Grant Amount: \$357,464.00

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

Grant Amount: \$361,306.00

4. **University of Wisconsin** (Madison, Wisconsin). The grant is to establish a consortium of ten medical education institutions in the United States, Latin America, Africa, and Asia designed to create an infrastructure that facilitates international education within medical training. The consortium's primary goal is to

establish training programs that are affordable and accessible to all students within U.S. medical schools. The program will include: (1) academic course work at U.S. institutions geared toward developing cross-cultural awareness and preliminary language instruction; (2) in-country study including daily language interactive courses, cultural exchange, and exposure to community-oriented primary care; and (3) U.S. follow-up program designed to expose other students to the realities of multi-culturalism and language diversity. Participating in the consortium are schools of medicine at the University of California, Davis, University of Wisconsin, University of Rochester, and University of Colorado. Six institutions overseas will work with these U.S. institutions.

Grant Amount: \$346,230.00

5. **University of California, San Diego** (San Diego, California). The grant enables the University of California, San Diego to enhance its super-library computing environment with the implementation of multilingual and multimedia capabilities enabling the more efficient exchange of information around the Pacific Rim. The goal of the project is to produce (1) a multilingual and multimedia computer server as an international electronic informational clearinghouse of Pacific Rim information; (2) an electronic resource-sharing partnership between UCSD and six major research institutions around the Pacific Rim; and (3) a program of systematic training and publications on navigating the Pacific Rim for multilingual and multimedia electronic information. The program will set precedence for other technologically and economically feasible multilingual/multimedia systems of information exchange. The project links all 9 University of California branch campuses as well as Stanford University. It also involves foreign institutions in Taiwan, Australia, Japan, China, and Korea as well as potentially Mexico and Peru.

Grant Amount: \$112,231.00

6. **University of Hawaii at Manoa** (Honolulu, Hawaii). This grant will enable the University of Hawaii to pioneer a two-year distance education program in Mandarin Chinese over interactive television and Internet in collaboration with Peking University and the Beijing Film Academy. The project will have far-reaching impact in improving the US national capacity in foreign languages, particularly the less commonly taught languages, such as

Chinese. By employing distance education, demand for language education can be more economically met across a wider geography. The project will also provide important products including teacher training kits and distance education model kits which will be made available as self-contained modules. The project will open up opportunities for US students for in-country language and culture study in China.

Grant Amount: \$333,213.00

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

Grant Amount: \$300,755.00

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

Grant Amount: \$249,972.00

9. Washington University (St. Louis, Missouri). The grant funds the Center for the Study of Islamic Societies and Civilization at Washington University to establish a program aimed at increasing the number of scholars and teachers with expertise in Islamic culture. It will provide a limited number of doctoral students in the U.S. enrolled in any accredited graduate program to gain the advanced linguistic skills and the core textual background for proficiency in the

key concepts and central texts of the major disciplines of classical Islamic thought. Students will pursue this program of study at the Arabic Language Institute in Fez, Morocco where they will gain first-hand exposure to contemporary Moroccan society and its Arab, North African, and Islamic culture and heritage.

Grant Amount: \$231,864.00

1995 GRANTS

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

Grant Amount: \$442,646.00

2. Johns Hopkins University School of Advanced International Studies (Washington, D.C.). The program addresses the need to develop integrated materials for specialists in international affairs with a series of Readers in Arabic, Chinese, Japanese, and Portuguese. These materials will integrate the four languages concerned with the substance of international relations through the subject matter covered and related terminology and idioms in international relations, economic affairs, domestic politics, defense and security, energy and environment, and social issues. The principal objective of these readers is to enable specialists to read articles

dealing with all these topics in the press and in journals for content, and with accuracy. The project is a collaborative effort involving all of the fifteen schools of the Association of Professional Schools of International Affairs (APSA) such as Tufts University, the University of Southern California, Harvard University, and Yale University.

Grant Amount: \$343,926.00

3. Louisiana State University

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

Grant Amount: \$269,273.00

4. Washington State University

(Pullman, Washington). The program addresses the critical national shortfall in international veterinary education. Global trade in animal agriculture and international animal movement have dramatically increased in recent years. Due to ratification of free trade agreements, trade will continue to expand both with existing partners and into new markets. However, veterinary medical education in U.S. universities has not been internationally oriented and the rigid curricular structure has not accommodated additional requirements such as foreign language and cross-cultural training. Consequently, there is a critical shortage of veterinary expertise within the U.S. to adequately address the challenges of the global agricultural marketplace. The Program involves a consortium of universities and government institutions and consists of three components; (1) enhancement of veterinary

student knowledge of regional issues concerning animal health, livestock trade, and public health within a cross-cultural context; (2) enhancement of foreign language training; and (3) cross-cultural and regional veterinary studies using directed international externships.

Grant Amount: \$400,737.00

5. The Ohio State University (Columbus, Ohio).

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

Grant Amount: \$320,737.00

6. Monterey Institute of International Studies

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

Grant Amount: \$439,534.00

1996 GRANTS

1. **University of Iowa** (Ames, Iowa) This program establishes an educational program that increases the capacity of Historically Black Colleges and Universities (HBCUs) and

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

2. Wright State University (Dayton, Ohio). This grant supports a program called **Project Chile (The Chilean Internship Learning Experience)** in which undergraduate and graduate students study commercial Spanish and Chilean culture, and prepare an international trade plan. The project is designed to develop student knowledge, skills and abilities that will equip them to succeed in the global marketplace. The project aims to develop a model that can be expanded to other career skill and academic areas. With NSEP funding this grant will enhance and expand the development of Project Chile by enabling the program to recruit a larger and more diverse group of students through the University Studies Abroad Consortium.

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

4. University of Pittsburgh (Pittsburgh, Pennsylvania). This grant is a continuation of a grant presently established to identify, secure and

coordinate international educational opportunities for students in science and engineering. The goal of the program is to develop an infrastructure that will quickly become self-sustaining, and will produce graduate engineers who are proficient in Chinese, knowledgeable about China, and conversant with the cultural aspects of technological application. The program creates a pipeline that includes both high school and undergraduate students who plan to study engineering.

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

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

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

TAB I

NATIONAL SECURITY EDUCATION PROGRAM

Federal Agencies and Offices with National Security Responsibilities

Federal Agencies and Offices with National Security Responsibilities

Executive Departments¹

Department of Defense

- All agencies and offices
(incl Federal Contract Research Centers)

Intelligence Community

- All agencies and offices associated with the National Foreign Intelligence Program

Department of State

- Foreign Embassies
- Regional and Functional Bureaus
- National Foreign Affairs Training Center

Department of Commerce

- Bureau of Export Administration
- International Trade Administration

Department of Energy

- Office of Nonproliferation and National Security
- Office of Nuclear Energy
- Office of International Energy Policy
- National Laboratories²

Department of Justice

- Drug Enforcement Administration
- National Drug Intelligence Center
- Immigration and Naturalization Service

Department of the Treasury

- Office of the Assistant Secretary for Int'l Affairs
- U.S. Customs Service

Independent Agencies

Agency for International Development

- Offices responsible for sustainable development, democracy and governance, and environment

U.S. Arms Control and Disarmament Agency

U.S. Information Agency

- Offices with national security responsibilities

United States International Trade Commission

Executive Office of the President

National Security Council Staff

Office of Management and Budget

- Nat'l Security and Int'l Affairs Division

Office of National Drug Control Policy

Office of Science and Technology Policy

Office of the U.S. Trade Representative

United States Congress

- Selected Committee Staffs³

- Congressional Budget Office, Defense and Int'l Affairs

- Congressional Research Service

¹Includes all Executive Departments that include at least two offices within the Department that have national security responsibilities. Other Executive Departments with only one identifiable office with national security responsibilities will be considered on a case-by-case basis.

²See list of national laboratories.

³See list of Congressional committees.

Department of Defense

Federally Funded Research and Development Centers:
The Aerospace Corporation
MITRE C³I
RAND Corporation
Center for Naval Analysis
Institute for Defense Analysis
Logistics Management Institute
Lincoln Laboratory
Software Engineering Institute

Department of Energy Department National Laboratories:

Ames Laboratory; Ames, Iowa
Argonne National Laboratory; Argonne, Illinois
Bates Linear Accelerator Laboratory; Middleton, Mass.
Bettis Atomic Power Laboratory; West Mifflin, Pa.
Brookhaven National Laboratory; Upton, NY
Energy Tech Eng Center; Canoga Park, Ca.
Fermi National Accelerator Laboratory; Batavia, Ill.
Idaho National Eng Laboratory; Idaho Falls, Id.
Lawrence Livermore Nat'l Laboratory; Livermore, Ca.
Los Alamos Nat'l Laboratory; Los Alamos, NM
Morgantown Energy Tech Center; Morgantown, WV
National Renewable Energy Laboratory; Golden, CO
Oak Ridge National Laboratory; Oak Ridge, TN
Pacific Northwest Laboratory; Richland, WA
Princeton Plasma Physics Laboratory; Princeton, NJ
Sandia National Laboratory; Albuquerque, New MM
Savannah River Technology Center; Aiken, SC
Stanford Linear Accelerator Facility; Menlo Park, Ca.

List of Congressional Committees:

United States Senate

- Committee on Appropriations
- Committee on Armed Services
- Committee on Commerce, Science, and Transportation
 - Subcommittee on Oceans and Fisheries
 - Subcommittee on Science, Technology, and Space
- Committee on Energy and Natural Resources
 - Subcommittee on Energy Production and Regulation
 - Subcommittee on Energy Research and Dev
- Committee on Finance
 - Subcommittee on International Trade
- Committee on Foreign Relations

(U.S. Senate continued....)

- Committee on the Judiciary
 - Subcommittee on Immigration
 - Subcommittee on Terrorism, Technology, and Government Information
- Select Committee on Intelligence
- Senate Arms Control Observer Group

United States House of Representatives

- Committee on Appropriations
- Committee on Banking and Financial Services
 - Subcommittee on Domestic and Int'l Monetary Pol
- Committee on the Budget
- Committee on Commerce
 - Subcommittee on Comm, Trade, and Hazardous Materials
 - Subcommittee on Energy and Power
- Committee on Econ and Educational Opportunities
 - Subcommittee on National Security, International Affairs, and Criminal Justice
- Committee on International Relations
- Committee on the Judiciary
 - Subcommittee on Immigration and Claims
- Committee on National Security
- Committee on Resources
 - Subcommittee on Energy and Mineral Resources
 - Subcommittee on Fisheries, Wildlife, and Oceans
- Committee on Science
 - Subcommittee on Energy and Environment
 - Subcommittee on Space and Aeronautics
 - Subcommittee on Technology
- Committee on Transportation and Infrastructure
 - Subcommittee on Coast Guard and Maritime Trans.
 - Subcommittee on Water Resources and Environment
- Committee on Ways and Means
 - Subcommittee on Trade
- Permanent Select Committee on Intelligence

TAB J

NATIONAL SECURITY EDUCATION PROGRAM

**Department of Defense
Instruction Number 1025.6
National Security Education Program Service Agreement**



Department of Defense **INSTRUCTION**

December 20, 1996
NUMBER 1025.6

ASD(S&R)

SUBJECT: National Security Education Program (NSEP) Service Agreement

- References:
- (a) Sections 1901-1910 of title 50, United States Code
 - (b) Section 558 of Public Law 103-337, "National Defense Authorization Act for Fiscal Year 1995," October 5, 1994
 - (c) DoD Instruction 1025.3, "Administrator, National Security Education Program," January 19, 1993
 - (d) Section 3717 of title 31, United States Code
 - (e) Section 111 of title 10, United States Code

A. PURPOSE

This Instruction under reference (a) provides guidance for administering and executing the Service Agreement under the NSEP. The Service Agreement is an obligation signed by those students receiving scholarship and fellowship awards.

B. APPLICABILITY AND SCOPE

This Instruction applies to:

1. The Office of the Secretary of Defense.
2. All applicants and recipients of awards under the NSEP.

C. DEFINITIONS

Terms used in this Instruction are defined in enclosure 1.

D. POLICY

It is DoD policy that:

1. A recipient must enter into a Service Agreement before receipt of an award. The recipient shall agree:
 - a. To maintain satisfactory academic progress; and,

b. To work in an agency or office of the Federal Government having national security responsibilities, or, if no such position is available, work in the field of higher education in a discipline relating to the foreign country, foreign language, area study, or international field of study for which the award was made after completion of the program of study for which the award was granted.

2. Neither the Secretary of Defense nor the United States Government is obligated to provide or offer work or employment to recipients as a result of their participation in the program.

3. Program participation shall be restricted solely to those institutions of higher education, associations, organizations, and other entities that do not discriminate against applicants, students and employees on the basis of race, religion, sex, color, disability that is not disqualifying, age or national or ethnic origin, and do not bar campus military recruiting or do not have an anti-Reserve Officer Training Corps policy, as that term is defined in Pub. L. No. 103-337 (1994), Section 558 (reference (b)).

E. RESPONSIBILITIES

The Assistant Secretary of Defense for Strategy and Requirements under the Under Secretary of Defense for Policy, directly or by delegation to the Director of the NSEP under DoD Instruction 1025.3 (reference (c)), shall:

1. Make available competitive scholarship and fellowship awards to U.S. citizens who wish to engage in study consistent with the objective of Sections 1901-1910 of 50 U.S.C. (reference (a)).

2. Administer or designate an appropriate administrative agent to administer Service Agreements on behalf of the Secretary.

3. Provide recipients with Federal employment application material no fewer than 12 months before the completion of the degree for which they are enrolled.

4. Work with Agencies or offices in the Federal Government to identify potential employment opportunities for award recipients and make employment opportunities and information readily available to all recipients of awards.

5. Require recipients to enter into a Service Agreement as a condition for receiving an award.

6. Review and revise the provisions of the Service Agreement and the Service Agreement Reports, as necessary.

7. Consider all notices of requests for deferrals, or waivers of the Service Agreement, including adjudication of all cases involving Recipient decline of job offers.

8. Stipulate that the recipient of any scholarship or fellowship under this program shall:

a. Sign a Service Agreement as a condition of receiving an award.

b. Maintain satisfactory academic progress in the course of study for which assistance is provided, according to the regularly prescribed standards and practices of the institution in which the recipient is matriculating. (Extenuating circumstances, as set forth in paragraph F.3.b., below, may be considered as acceptable reasons for non-satisfactory academic progress.)

c. Acknowledge, in writing, an understanding that failure to maintain satisfactory academic progress constitutes grounds upon which the award may be terminated and the recipient is required to return to the U.S. Treasury the scholarship or fellowships funds already received.

d. No fewer than nine months before completion of the degree for which enrolled, submit appropriate Federal employment application material; e.g., Optional Application for Federal Employment (Optional Form 612), resume, curriculum vitae, to the appropriate Administrative Agent for forwarding to National Security Education Program Office (NSEPO).

e. Upon successful completion of the award program and either completion of the degree for which the student is matriculated or withdrawal from such degree program, accept a position, for a period of time specified in the Service Agreement, either in an Agency or office of the Federal government having national security responsibilities or, if no such position is available, work in the field of higher education in a discipline relating to the foreign country, foreign language, area study, or international field of study for which the award was made.

f. Reimburse the U.S. Treasury for the total cost of the scholarship or fellowship if the recipient fails to meet the obligations set forth in paragraphs E.8.b.,c.,d., and e., above.

g. Submit a Service Agreement report to the NSEPO through the appropriate Administrative Agent upon successfully completing the program of study, and semi-annually thereafter until all obligations are satisfied.

h. Submit to the Administrative Agent any proposed changes to the approved award program.

i. Notify the Administrative Agent within ten days if advised of failure to maintain academic progress by the institution of matriculation.

j. Notify the Administrative Agent within ten days of any changes to the recipient's address.

k. Notify the Administrative Agent should any request for deferral, exemption, or waiver become necessary.

F. PROCEDURES

1. Implementing the Service Obligation

a. The period of service obligation will be determined by the length of time for which assistance is provided for study.

b. The length of service obligation for undergraduate scholarship recipients shall be no longer than the period for which the scholarship was provided.

c. The length of service obligation for graduate fellowship recipients shall be equal to the length of support under NSEP auspices but, in general, not less than one year.

d. In the case of paragraph F.1.c., above, intermittent, sporadic, or part-time work undertaken to fulfill the service agreement may extend the time required to fulfill the agreement up to a maximum of three years.

e. The Service Agreement and obligation will be specified to the recipient and shall be endorsed by the recipient and by the Director, NSEP, before assistance begins.

f. The period to begin fulfilling the service obligation for undergraduate scholarship recipients starts on the date of completion of the recipient's study for which the scholarship was provided under the program, and ends not later than eight years after the recipient completes the study for which the assistance was provided, per reference a.

g. The period to begin fulfilling the service obligation for graduate fellowship recipients starts upon completion of the graduate study (either completion of degree program or termination of program of study) for which the award was made and will end five years from that date, per reference a.

h. The recipient must accept a reasonable offer of employment in an Agency or office of the Federal government with national security responsibilities, at a salary deemed commensurate with the recipient's education level, consistent with the terms and conditions of the Service Agreement. Failure to accept such a position will result in an immediate requirement to reimburse the United States Treasury for the amount of NSEP support.

i. Failure on the part of the Federal Government to identify and offer to recipients at the time of graduation from undergraduate education or upon completion of graduate study, a salaried position commensurate with the recipient's education level, in an agency or office of the Federal Government with national security responsibilities, shall result in a formal waiver of the requirement that the obligation must be fulfilled in the Federal Government.

j. In cases of waiver of the REQUIREMENT to fulfill the service obligation in the Federal Government, the obligation must be fulfilled either by work in the field of higher education in a discipline relating to the foreign country, foreign language, area study, or international field of study for which the award was made, or by service in an Agency or office of the Federal Government having national security responsibilities, per reference d.

2. Reporting Requirements

a. Recipients will submit the Service Agreement Report to the Administrative Agent semi-annually until all obligations are satisfied.

b. The recipient will submit the first Service Agreement Report to the Administrative Agent no later than three months after completion of the period of study for which the award was made and will submit semi-annual reports thereafter.

c. The Service Agreement Report must include: (1) Any requests for deferrals, exemptions, or waivers; (2) The recipient's current status (e.g., still pursuing study, completed study, or anticipated completion date); and, (3) A description of specific efforts to obtain employment in the Federal sector or in the field of higher education that would fulfill the service obligation, including a description of positions sought and any positions offered to the recipient.

3. Procedures for Terminating Assistance

a. If the recipient fails to maintain satisfactory academic progress for any term in which assistance is provided, probationary measures of the host institution will apply to the student. Failure to meet the institution's requirements to resume satisfactory academic progress within the prescribed guidelines of the institution will result in the termination of assistance to the recipient.

b. Extenuating circumstances, such as illness of the recipient or a close relative, death of a close relative, or an interruption of study caused by the host institution, may be considered as acceptable reasons for non-satisfactory academic progress. The recipient must notify the Administrative Agent of any such extenuating circumstances within 10 days of occurrence. The Administrative Agent will review these cases on an individual basis to determine what course of action is appropriate and recommend such action to the NSEPO for final determination.

c. The Director of the NSEPO will, upon receipt of a request from the Administrative Agent, determine when to terminate assistance to the recipient, if assistance may be reinstated, and when.

4. Reimbursements to the U. S. Government

a. In cases where assistance to the recipient is terminated, the amount the recipient owes to the Federal Government is equal to the support received from NSEP. Reimbursement to the U.S. Government must be made within 6 months of termination of assistance. Noncompliance will result in the initiation of standard Government collection procedures to obtain payment for overdue indebtedness to the Government, together with interest at the prescribed rate under Section 3717 of 31 U.S.C. (reference (d)), unless a deferral is specifically granted by the NSEPO. Deferrals will be granted only for such extenuating circumstances as outlined in paragraph F.3.b., above.

b. No recipient will be awarded further assistance if any outstanding debt remains unpaid as a result of termination of an award.

c. If the recipient fails to fulfill the service obligation, either in whole or in part, reimbursement to the U.S. Government for the amount of assistance provided becomes due.

d. Recipients who do not submit the Service Agreement Report, or who do not have a current Service Agreement Report on file, will be notified by the NSEPO of the intent to pursue collection action.

e. Reimbursement recovery procedures will include one or a combination of the following:

(1) Voluntary repayment schedule arranged between the recipient and the Administrative Agent;

(2) Deduction from accrued pay, compensation, amount of retirement credit, or any other amount due the employee from the U.S. Government, or;

(3) Such other methods as are provided by law for recovery of amounts owed to the U.S. Government.

5. Conditions for Deferrals and Waivers of the Service Obligation

a. The NSEPO will consider requests for deferrals and waivers of the service obligation only under special circumstances. The recipient must submit such requests in writing to:

Director, National Security Education Program
1101 Wilson Boulevard, Suite 1210
Rosslyn P.O. Box 20010
Arlington, Virginia 22209-2248

The request must set forth the basis, circumstances, and causes which support the requested action.

b. The Director, NSEPO, may approve a request for deferral or waiver of the service obligation for a period of one year, and a renewal of the deferral may be granted if properly justified. Final decisions on granting deferrals or waivers rest with, and are at the discretion of, the Director, NSEP.

c. Conditions under which a deferral of the service obligation may be granted include:

- (1) Allowing the recipient to continue in an existing program of study;
- (2) Delays in the hiring process not caused by the recipient, including delays in obtaining a security clearance if required for employment;
- (3) Federal hiring freezes that adversely affect recipients who are seeking positions with the Federal Government;
- (4) Unsuccessful good faith efforts to obtain work in the field of study for which assistance was provided;
- (5) Interruptions in service due to temporary physical or medical disability, or other causes beyond the recipient's control;
- (6) Conditions under which compliance by the recipient is either impossible, would involve extreme hardship to the recipient, or enforcement of the service or payment obligation would be against the standards of equity and good conscience.

d. Conditions for requesting a waiver of the service obligation may include:

- (1) Permanent physical or medical disability that would prevent the recipient from fulfilling the obligation.

(2) Inability of the recipient, despite good faith efforts, to obtain a security clearance if such a clearance is deemed necessary for Federal employment.

(3) Inability to complete the service obligation due to terminations or interruptions of work beyond the recipient's control.

(4) Subsequent active duty service in the U.S. Armed Forces.

(5) Death of the recipient.

G. INFORMATION REQUIREMENTS

Information collection requirements imposed by this issuance are licensed under Office of Management and Budget Control Number 0704-0368.

H. EFFECTIVE DATE

This Instruction is effective immediately.



Edward L. Warner, III
Assistant Secretary of Defense
for Strategy and Requirements

Enclosures - 3

1. Definitions
2. DD Form 2752, Service Agreement Form
3. DD Form 2753, Service Agreement Report

DEFINITIONS

1. Administrative Agent. An organization, association, college, or university given authority by the Secretary of Defense to administer and monitor the Student Service Agreement. Administrative agents must be private national organizations or associations having an expertise in foreign languages, area studies, and other international fields, that act individually, as a team, or in consortia.
2. Agency or Office with National Security Responsibilities. A Federal Agency or office identified by the Secretary of Defense, in consultation with the National Security Education Board, at which a NSEP scholarship or fellowship recipient may fulfill the Service Agreement obligation.
3. Agree to be Employed. An act of consent on the part of a scholarship or fellowship recipient to accept employment with an organization defined by the terms and conditions of the service requirement under conditions met by both the Federal Government and the award recipient and stipulated in the terms and conditions.
4. Award. Any amount of financial assistance given for undergraduate or graduate study under the NSEP.
5. Deferrals. Delay or postponement of obligations included in the Service Agreement.
6. Department of Defense. The Executive Department established by Section 111 of 10 U.S.C. (Reference (e)) including the components thereof.
7. Federal Government. Organizations and Agencies that comprise the Executive, Legislative, and Judicial Branches of the U.S. Government.
8. Fellowship. A competitive award given for graduate study under the program.
9. Matriculation. Enrollment in an institution of higher education.
10. National Security. The definition that is used and implied in the President's National Security Statement, published annually.
11. National Security Education Board. A 13-member board established by the Secretary of Defense under Section 1903 of 50 U.S.C. (reference (a)), with responsibilities as specified therein.
12. National Security Education Program Office (NSEPO). The office established to administer the NSEP.
13. Recipient. An individual who receives a scholarship or fellowship under the program.

14. Satisfactory Academic Progress. Performance by the recipient that meets the academic standards and degree requirements of the institution in which he or she is matriculating.

15. Scholarship. A competitive award given for undergraduate study abroad under the program.

16. Service Agreement. An agreement signed by a recipient in which he or she agrees to maintain satisfactory academic progress while receiving an award, and agrees to perform a specified term of service in return for the award.

17. Service Agreement Report. Semi-annual status reports submitted by the recipient to the NSEPO until all Service Agreement obligations are satisfied.

18. Waiver. General relief or forgiveness, in whole or in part, of an obligation or obligations incurred through the Service Agreement.

19. Work. Any activity, whether remunerative or not, that satisfies the service obligation incurred under this program.

**NATIONAL SECURITY EDUCATION PROGRAM (NSEP)
SERVICE AGREEMENT FOR SCHOLARSHIP AND FELLOWSHIP AWARDS**

PRIVACY ACT STATEMENT

AUTHORITY: P.L. 102-183, David L. Boren National Security Education Act of 1991, December 4, 1991, as amended, DoDD 1025.2, and E.O. 9397.

PRINCIPAL PURPOSES: To establish a service agreement for all individuals who receive NSEP scholarships or fellowships.

ROUTINE USE(S): In the case of a recipient in default of a service agreement, information may be disclosed to consumer reporting agencies to report credit information; and, to other governmental agencies or private organizations to facilitate collection of amounts owed the government. Information is also subject to review through computer matching programs with other agencies to help collect any delinquent debt incurred as a result of the NSEP.

DISCLOSURE: Voluntary; however, failure to furnish the requested information on this form will result in the DoD not being able to finalize your application for a scholarship or fellowship.

The information contained in this form will be entered by the Administrative Agent.

1. RECIPIENT

a. FULL NAME (<i>Last, First, Middle Initial</i>)	b. SOCIAL SECURITY NUMBER	c. TYPE OF AWARD (<i>X one</i>)	
		<input type="checkbox"/> SCHOLARSHIP	<input type="checkbox"/> FELLOWSHIP

d. MAILING ADDRESS

(1) STREET AND APARTMENT/SUITE NUMBER	(2) CITY	(3) STATE	(4) ZIP CODE

2. SATISFACTORY ACADEMIC PROGRESS AND SERVICE OBLIGATION ACKNOWLEDGEMENT

I agree that by accepting this National Security Education Program award, I will maintain the academic standards of my home and host institution(s) for the duration of my study program. In accepting this award, I also agree that upon completion of my study program I will be employed in a national security position in the Federal Government or work in the field of higher education in my study-related area.

3. TERMINATION OF ASSISTANCE

I understand that this award may be terminated if I fail to maintain the academic standards of my home and host institutions during my study program. If this occurs I understand that I must reimburse the U.S. Government for the amount tendered to me for the award plus interest on that amount from the date of the award at the prescribed rate under Section 3717 of 31 U.S.C.

4. AMOUNT AND DURATION OF AWARD

a. AMOUNT	b. DURATION		
	(1) BEGINNING (YYYYMMDD)	(2) ENDING (YYYYMMDD)	(3) TOTAL NUMBER OF MONTHS

5. SERVICE OBLIGATION

Based on the currently calculated length of time covered by my award, I understand that my term of service will be _____ months. I understand that I am required to submit to the designated Administrative Agent the DD Form 2753, "Service Agreement Report," on an annual basis until all my obligations are satisfied. I understand that I must reimburse the U.S. Government for the amount of the award plus interest if I do not fulfill my work obligations incurred under this program.

6. CHANGES TO AWARD PROGRAM

I agree to obtain approval from the Administrative Agent for any academic or administrative change to the approved program for which this award was made (*i.e., course and schedule changes, withdrawals, incompletions, unanticipated or increased costs, etc.*).

7. DISCLAIMER

I understand that this Agreement does not in any way obligate the Federal Government, the Administrative Agent, or the educational institutions with which I am associated to provide me employment, or continue my employment.

8. CERTIFICATION BY RECIPIENT

In accepting my award, I certify that I have read and understand the terms and conditions of this agreement and that I will comply with them. This agreement is an important condition of your award. Please read it carefully before signing.

a. SIGNATURE	b. DATE SIGNED (YYYYMMDD)	9. NOTARY PUBLIC SIGNATURE AND SEAL
10. DIRECTOR, NATIONAL SECURITY EDUCATION PROGRAM		
a. SIGNATURE	b. DATE SIGNED (YYYYMMDD)	

11. ADMINISTRATIVE AGENT

a. NAME (<i>Last, First, Middle Initial</i>)	b. SIGNATURE	c. DATE SIGNED (YYYYMMDD)

**NATIONAL SECURITY EDUCATION PROGRAM (NSEP)
SERVICE AGREEMENT REPORT (SAR) FOR SCHOLARSHIP AND FELLOWSHIP AWARDS**

*Form Approved
OMB No. 0704-0368
Expires Oct 31, 1997*

The public reporting burden for this collection of information is estimated to average 10 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to Department of Defense, Washington Headquarters Services, Directorate for Information Operations and Reports (###-###-####), 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.

PLEASE DO NOT RETURN YOUR FORM TO THE ABOVE ADDRESS.

PRIVACY ACT STATEMENT

AUTHORITY: P.L. 102-183, David L. Boren National Security Education Act of 1991, December 4, 1991, as amended, DoDD 1025.2, and E.O. 9397.

PRINCIPAL PURPOSE(S): To monitor the award winner's progress toward fulfilling the service agreement required of NSEP scholarship and fellowship recipients.

ROUTINE USE(S): In the case of a recipient in default of a service agreement, information may be disclosed to consumer reporting agencies to report credit information; and to other governmental agencies or private organizations to facilitate collection of amounts owed the government. Information is also subject to review through computer matching programs with other agencies to verify employment status and to help collect any delinquent debt incurred as a result of the NSEP.

DISCLOSURE: Voluntary; however, failure to furnish the requested information may result in your being required to reimburse the U.S. Treasury for the total cost of your scholarship or fellowship.

SECTION I - DEMOGRAPHIC DATA

1. NSEP SCHOLARSHIP OR FELLOWSHIP IDENTIFICATION NUMBER		2. RECIPIENT NAME (Last, First, Middle Initial)		3. SSN	
4. RECIPIENT ADDRESS					
a. STREET AND APARTMENT/SUITE NUMBER		b. CITY		c. STATE	d. ZIP CODE
5. RECIPIENT TELEPHONE NUMBER (Include area code)		6. HAS THIS ADDRESS CHANGED (X one)			YES NO
		a. SINCE YOU RECEIVED YOUR INITIAL AWARD?			<input type="checkbox"/>
		b. SINCE YOUR LAST SERVICE AGREEMENT REPORT?			<input type="checkbox"/>
7. REPORTING PERIOD		8. RECORD OF PAYBACK OBLIGATION			
a. FROM (YYYYMMDD)	b. TO (YYYYMMDD)	a. TOTAL MONTHS OF NSEP SUPPORT		b. TOTAL MONTHS OF SERVICE PREVIOUSLY FULFILLED	

SECTION II - RECIPIENT'S STATUS (X as applicable)

<input type="checkbox"/>	9. I HAVE NOT ENGAGED IN ACTIVITIES TO FULFILL MY SERVICE OBLIGATION DURING THIS REPORTING PERIOD. (Complete Section VI.)
<input type="checkbox"/>	10. I REQUEST TO DEFER THE INITIATION OF MY SERVICE OBLIGATION UNTIL _____ (YYYYMMDD). (Justify your request in Section V.)
<input type="checkbox"/>	11. I REQUEST AN EXEMPTION OR WAIVER FROM MY SERVICE REQUIREMENT. (Justify your request in Section V.)
<input type="checkbox"/>	12. I HAVE BEEN ENGAGED IN WORK IN FULFILLMENT OF MY OBLIGATION DURING THIS REPORTING PERIOD. (Complete Sections III, IV, and VI.)

SECTION III - DESCRIPTION OF WORK OR SERVICE

13. NUMBER OF MONTHS ENGAGED IN WORK OR SERVICE DURING THIS REPORTING PERIOD		14. DATES	
		a. FROM (YYYYMMDD)	b. TO (YYYYMMDD)
15. POSITION TITLE			
16. TYPE OF WORK OR SERVICE (X as applicable)			
<input type="checkbox"/>	a. FULL-TIME POSITION IN THE FEDERAL GOVERNMENT	<input type="checkbox"/>	b. PART-TIME POSITION IN THE FEDERAL GOVERNMENT
		<input type="checkbox"/>	c. POSITION IN HIGHER EDUCATION
17. DESCRIPTION OF DUTIES (Include average number of hours per week.)			
18. THE ACTIVITY PROPOSED BY YOU IN ITEM 17 ABOVE IS APPROPRIATE WORK TO HELP FULFILL YOUR SERVICE OBLIGATION.			
a. NAME (Last, First, Middle Initial)		b. SIGNATURE OF NSEPO OFFICIAL	c. DATE SIGNED (YYYYMMDD)

SECTION IV - EMPLOYMENT INFORMATION**19. NAME OF EMPLOYING ORGANIZATION****20. EMPLOYMENT ADDRESS****a. STREET AND SUITE NUMBER****e. TELEPHONE NUMBER**
*(Include area code)***b. CITY****c. STATE****d. ZIP CODE****21. SUPERVISOR VERIFICATION****a. SUPERVISOR'S NAME** *(Last, First, Middle Initial)***b. TITLE****c. SUPERVISOR'S SIGNATURE****d. DATE SIGNED** *(YYYYMMDD)***SECTION V - STATEMENT OF JUSTIFICATION/REQUEST FOR DEFERRAL, EXEMPTION, OR WAIVER OF SERVICE OBLIGATION**

22. *(Complete this section if you marked Items 10 or 11 in Section II. Fully and factually justify your request. If you require additional space, please continue your justification on one sheet of 8 1/2" by 11" paper, and attach it to this report.)*

SECTION VI - CERTIFICATION**23. I CERTIFY THAT ALL OF THE ABOVE STATEMENTS ARE TRUE, COMPLETE, AND CORRECT TO THE BEST OF MY KNOWLEDGE.****a. NAME** *(Last, First, Middle Initial)***b. SIGNATURE****c. DATE SIGNED** *(YYYYMMDD)*

TAB K

NATIONAL SECURITY EDUCATION PROGRAM

**Public Law 102-183, as Amended
National Security Education Act of 1991**

DAVID L. BOREN NATIONAL SECURITY EDUCATION ACT OF 1991,
SIGNED BY THE PRESIDENT DECEMBER 4, 1991
P.L. 102-183, AS AMENDED

TITLE VIII-NATIONAL SECURITY SCHOLARSHIPS,
FELLOWSHIPS, AND GRANTS

SEC. 801. SHORT TITLE, FINDINGS, AND PURPOSES

(a) SHORT TITLE.-This title may be cited as the "David L. Boren National Security Education Act of 1991."

(b) FINDINGS.-The Congress makes the following findings:

(1) The security of the United States is and will continue to depend on the ability of the United States to exercise international leadership.

(2) The ability of the United States to exercise international leadership is, and will increasingly continue to be, based on the political and economic strength of the United States, as well as on United States military strength around the world.

(3) Recent changes in the world pose threats of a new kind to international stability. as Cold War tensions continue to decline while economic competition, regional conflicts, terrorist activities, and weapon proliferation have dramatically increased.

(4) The future national security and economic well-being of the United States will depend substantially on the ability of its citizens to communicate and compete by knowing the languages and cultures of other countries.

(5) The Federal Government has an interest in ensuring that the employees of its departments and agencies with national security responsibilities are prepared to meet the challenges of this changing international environment.

(6) The Federal Government also has an interest in taking actions to alleviate the problem of American undergraduate and graduate students being inadequately prepared to meet the challenges posed by increasing global interaction among nations.

(7) American colleges and universities must place a new emphasis on improving the teaching of foreign languages, area studies, and other international fields to help meet those challenges.

(c) PURPOSES.-The purposes of this title are as follows:

(1) To provide the necessary resources, accountability, and flexibility to meet the national security education needs of the United States, especially as such needs change over time.

(2) To increase the quantity, diversity, and quality of the teaching and learning of subjects in the fields of foreign languages, area studies, and other international fields that are critical to the Nation's interest.

(3) To produce an increased pool of applicants for work in the departments and agencies of the United States Government with national security responsibilities.

(4) To expand, in conjunction with other Federal programs, the international experience, knowledge base, and perspectives on which the United States citizenry, Government employees, and leaders rely.

(5) To permit the Federal Government to advocate the cause of international education.

SEC. 802. SCHOLARSHIP, FELLOWSHIP, AND GRANT PROGRAM.

(a) PROGRAM REQUIRED. -

(1) IN GENERAL. - The Secretary of Defense shall carry out a program for -

~~(A) awarding scholarships to undergraduate students who are United States citizens in order to enable such students to study, for at least one academic semester or equivalent term, in foreign countries that are critical countries (as determined under section 803 (d) (4) (A); awarding scholarships to undergraduate students who -~~

(i) are United States citizens in order to enable such students to study, for at least one academic semester or equivalent term, in foreign countries that are critical countries (as determined under section 803(d)(4)(A) of this title) in those languages and study areas where deficiencies exist (as identified in the assessments undertaken pursuant to section 806(d) of this title); and

(ii) pursuant to subsection (b)(2)(A) of this section enter into an agreement to work for an agency or office of the Federal Government or in the field of education in the area of study for which the fellowship was awarded in a national security position or work in the field of higher education in the area of study for which the scholarship was awarded;"; and

“(j) pursuant to subsection (b)(2)(A) of this section, enter into an agreement to work in a national security position or work in the field of higher education in the area of study for which the scholarship was awarded.

(B) awarding fellowships to graduate students who-

(i) are United States citizens to enable such students to pursue education as part of a graduate degree program of a United States institution of higher education in the disciplines of foreign languages, area studies, and other international fields relating to the national security interests of the United States that are critical areas of those disciplines (as determined under section 803 (d) (4) (B); and

(ii) pursuant to subsection (b) (2), enter into an agreement to work ~~for an agency or office of the Federal Government~~ in a national security position or in the field of higher education in the area of study for which the fellowship was awarded; and

(C) awarding grants to institutions of higher education to enable such institutions to establish, operate, or improve programs in foreign languages, area studies, and other international fields that are critical areas of those disciplines (as determined under section 803 (d) (4) (C)) .

(2) FUNDING ALLOCATIONS. - Of the amount available out of the National Security Education Trust Fund for any fiscal year for the purposes stated in paragraph (1), the shall have a goal of allocating -

(A) -1/3- of such amount for the awarding of scholarships pursuant to paragraph (1) (A);

(B) -1/3- of such amount for the awarding of fellowships pursuant to paragraph (1) (B); and

(C) -1/3- of such amount for the awarding of grants pursuant to paragraph (1) (C).

(3) CONSULTATION WITH NATIONAL SECURITY EDUCATION BOARD.
- The program required under this title shall be carried out in consultation with the National Security Education Board established under section 803.

(4) CONTRACT AUTHORITY. -The Secretary may enter into one or more contracts, with private national organizations having an expertise in foreign languages, area studies, and other international fields, for the awarding of the scholarships, fellowships, and grants described in paragraph (1) in accordance with the provisions of this title. The Secretary may enter into such contracts without regard to section 3709 of the Revised Statutes (41 U.S.C. 5) or any other provision of law that requires the use of

competitive procedures. In addition, the Secretary may enter into personal services contracts for periods up to one year for program administration, except that not more than 10 such contracts may be in effect at any one time.

(b) SERVICE AGREEMENT. - In awarding a scholarship or fellowship under the program, the Secretary or contract organization referred to in subsection (a) (4), as the case may be, shall require a recipient of any fellowship, or of ~~scholarships that provide assistance for periods that aggregate more than 12 months or more~~ or of any scholarship, to enter into an agreement that, in return for such assistance, the recipient-

(1) will maintain satisfactory academic progress, as determined in accordance with regulations issued by the Secretary and agrees that failure to maintain such progress shall constitute grounds upon which the Secretary contract organization referred to in subsection (a) (4) may terminate such assistance;

~~(2) will, upon completion of such recipient's baccalaureate degree or education under the program, as the case may be, and in accordance with regulations issued by the Secretary, work for the Federal Government or in the field of education in the area of study for which the scholarship or fellowship was awarded for a period specified by the Secretary, which period for the recipients of scholarships shall be no more than the same period for which scholarship assistance was provided and for the recipients of fellowships shall be not less than one and not more than three times the period for which the fellowship assistance was provided;; and~~

~~will-~~

~~(A) not later than eight years after such recipient's completion of the study for which scholarship assistance was provided under the program, and in accordance with regulations issued by the Secretary--~~

~~(i) work in a national security position for a period specified by the Secretary, which period shall be no longer than the period for which scholarship assistance was provided; or~~

~~(ii) if the recipient demonstrates to the Secretary (in accordance with such regulations) that no national security position in an agency or office of the Federal Government having national security responsibilities is available, work in the field of higher education in a discipline relating to the foreign country, foreign language, area study, or international field of study for which the scholarship was awarded, for a period specified by the Secretary, which period shall be determined in accordance with clause (I); or~~

~~(B) upon completion of such recipient's education under the program, and in accordance with such regulations -~~

~~(i) work in a national security position for a period specified by the Secretary, which period shall be not less than one and not more than three times the period for which the fellowship was provided; or~~

~~(ii) if the recipient demonstrates to the Secretary (in accordance with such regulations) that no national security position is available upon the completion of the~~

degree, work in the field of higher education in a discipline relating to the foreign country, foreign language, area study, or international field of study for which the fellowship was awarded, for a period specified by the Secretary, which period shall be established in accordance with clause (D); and

(3) if the recipients fails to meet either of the obligations set forth in paragraph (1) or (2), will reimburse the United States Government for the amount of the assistance provided the recipient under the program, together with interest at a rate determined in accordance with regulations issued by the Secretary.

(c) EVALUATION OF PROGRESS IN LANGUAGE SKILLS. - The Secretary shall, through the National Security Education Program Office, administer a test of the foreign language skills of each recipient of a scholarship or fellowship under this title before the commencement of the study or education for which the scholarship or fellowship was awarded and after the completion of such study or education. The purpose of the tests is to evaluate the progress made by recipients of scholarships and fellowships in developing language skills as a result of assistance under this title.

(ed) DISTRIBUTION OF ASSISTANCE. -In selecting the recipients for awards of scholarships or fellowships, or grants pursuant to this title, the Secretary or a contract organization referred to in subsection (a) (4), as the case may be, shall take into consideration (1) the extent to which the selections will result in there being an equitable geographic distribution of such scholarships, fellowships, or grants (as the case may be) among the various regions of the United States, and (2) the extent to which the distribution of scholarships and fellowships to individuals reflects the cultural, racial, and ethnic diversity of the population of the United States.

(de) MERIT REVIEW.- The Secretary shall award scholarships, fellowships, and grants under the program based upon a merit review process.

(ef) LIMITATION ON USE OF PROGRAM PARTICIPANTS.- No person who receives a grant, scholarship, or fellowship or any other type of assistance under this title shall, as a condition of receiving such assistance or under any other circumstances, be used by any department, agency, or entity of the United States Government engaged in intelligence activities to undertake any activity on its behalf during the period such person is pursuing a program of education for which funds are provided under the program carried out under this title.

(g) DETERMINATION OF AGENCIES AND OFFICES OF THE FEDERAL GOVERNMENT HAVING NATIONAL SECURITY RESPONSIBILITIES --

(1) The Secretary, in consultation with the Board, shall annually determine and develop a list identifying each agency or office of the Federal Government having national security responsibilities at which a recipient of a fellowship or scholarship under this title will be able to make their foreign area and language skills available to such

agency or office. The Secretary shall submit the first such list to the Congress and include each subsequent list in the annual report to the Congress, as required by section 806(b)(6) of this title.

(2) Notwithstanding section 804 of this title, funds may not be available from the Fund to carry out this title for fiscal year 1997 until 30 days after the date on which the Secretary of Defense submits to Congress the first such list required by paragraph (1).

SEC 803. NATIONAL SECURITY EDUCATION BOARD.

(a) ESTABLISHMENT. - The Secretary of Defense shall establish a National Security Education Board.

(b) COMPOSITION.- The Board shall be composed of the following individuals or the representatives of such individuals:

(1) The Secretary of Defense, who shall serve as the chairman of the Board..

(2) The Secretary of Education.

(3) The Secretary of State.

(4) The Secretary of Commerce.

(5) The Director of Central Intelligence.

(6) The Director of the United States Information Agency.

(7) The Chairperson of the National Endowment for the Humanities.

(8) Six individuals appointed by the President, by and with the advice and consent of the Senate, who shall be experts in the fields of international, language, and area studies education and may not be officers or employees of the Federal Government.

(c) TERM OF APPOINTEES.-Each individual appointed to the Board pursuant to subsection (b) (7) shall be appointed for a period specified by the President at the time of the appointment, but not to exceed four years. Such individuals shall receive no compensation for service on the Board but may receive reimbursement for travel and other necessary expenses.

(d) FUNCTIONS.-The Board shall perform the following functions:

(1) Develop criteria for awarding scholarships, fellowships, and grants under this title including an order of priority in such awards that favors individuals expressing an interest in national security issues or pursuing a career in a national security position.

(2) Provide for wide dissemination of information regarding the activities assisted under this title.

(3) Establish qualifications for students desiring scholarships or fellowships, and institutions of higher education desiring grants under this title, including, in the case of students desiring a scholarship or fellowship, a requirement that the student have a demonstrated commitment to the study of the discipline for which the scholarship or fellowship is to be awarded.

(4) Make recommendations to the secretary regarding After taking into account the annual analyses of trends in language, international, and area studies under section 806(b)(1), make recommendations -

(A) which countries are not emphasized in other United States study abroad programs, such as countries in which few United States students are studying and countries which are of importance to the national security interests of the United States, and are, therefore, critical countries for the purposes of section 802 (a) (1) (A);

(B) which areas within the disciplines described in section 802 (a) (1) (B) are areas of study in which United States students are deficient in learning and are, therefore, critical areas relating to the national security interests of the United States within those disciplines for purposes of that section;

(C) which areas within the disciplines described in section 802 (a) (1) (C) are areas in which United States students, educators, and Government employees are deficient in learning and in which insubstantial numbers of United States institutions of higher education provide training and are, therefore, critical areas within those disciplines for the purposes of that section; and

(D) how students desiring scholarships or fellowships can be encouraged to work for an agency or office of the Federal Government involved in national security affairs or national security policy upon completion of their education.

(5) Encourage applications for fellowships under this title from graduate students having an educational background in any academic discipline, particularly in the areas of science and technology.

(6) Provide the Secretary biennially with a list of scholarship recipients, including an assessment of their foreign area and language skills, who are available to work in a national security position.

(7) Not later than 30 days after a scholarship or fellowship recipient completes the study of education for which assistance was provided under the program, provide the

Secretary with a report fully describing the foreign area and language skills obtained by the recipient as a result of the assistance.

(85) Review the administration of the program required under this title.

SEC. 804. NATIONAL SECURITY EDUCATION TRUST FUND.

(a) ESTABLISHMENT OF FUND.-There is established in the Treasury of the United States a trust fund know as the "National Security Education Trust Fund." The assets of the Fund consist of amounts appropriated to the Fund and amounts credited to the Fund under subsection (e).

(b) AVAILABILITY OF SUMS IN THE FUND.- (1) Sums in the Fund shall, to the extent provided in appropriations Acts, be available-

(A) for awarding scholarships, fellowships, and grants in accordance with the provisions of this title;

(B) for properly allocable costs of the Federal Government for the administration of the program under this title.

(2) No amount may be appropriated to the Fund, or obligated from the Fund, unless authorized by law.

(c) INVESTMENT OF FUND ASSETS.-The Center shall invest in full the amount in the Fund that is not immediately necessary for expenditure. Such investments may be made only in interest-bearing obligations of the United States or in obligations guaranteed as to both principal and interest by the United States. For such purpose, such obligations may be acquired on original issue at the issue price or by purchase of outstanding obligations at the market price. The purposes for which obligations of the United States may be issued under chapter 31 of title 31, United States code, are hereby extended to authorize the issuance at par of special obligations exclusively to the Fund. Such special obligations shall bear interest at a rate equal to the average rate of interest, computed as to the end of the calendar month next preceding the date of such issue, borne by all marketable interest-bearing obligations of the United States then forming a part of the public debt, except that where such average rate is not a multiple of $\frac{1}{8}$ of 1 percent, the rate of interest of such special obligations shall be the multiple of $\frac{1}{8}$ of 1 percent next lower than such average rate. Such special obligations shall be issued only if the Secretary of the Treasury determines that the purchases of other interest-bearing obligations of the United States, or of obligations guaranteed as to both principal and interest by the United States or original issue at the market price, is not in the public interest.

(d) AUTHORITY TO SELL OBLIGATIONS. - Any obligation acquired by the Fund (except special obligations issued exclusively to the Fund) may be sold by the

Secretary of the Treasury at the market price, and such special obligations may be redeemed at par plus accrued interest.

(e) AMOUNTS CREDITED TO THE FUND. -(1) The interest on, and the proceeds from the sale or redemption of, any obligations held in the Fund shall be credited to and form a part of the Fund.

(2) Any amount paid to the United States under section 802 (b) (3) shall be credited to and form a part of the Fund.

SEC. 805. REGULATIONS AND ADMINISTRATIVE PROVISIONS.

(a) REGULATIONS. -The Secretary may prescribe regulations to carry out the program required by this title. Before prescribing any such regulations, the Secretary shall submit a copy of the proposed regulations to the Select Committee on Intelligence of the Senate and the Permanent Select Committee on Intelligence of the House of Representatives. Such proposed regulations may not take effect until 30 days after the date on which they are submitted to those committees.

(b) ACCEPTANCE AND USE OF GIFTS. -In order to conduct the program required by this title, the Secretary may-

(1) receive money and other property donated, bequeathed, or devised, without condition or restriction other than that it be used for the purpose of conducting the program required by this title; and

(2) may use, sell, or otherwise dispose of such property for that purpose.

(c) VOLUNTARY SERVICES. - In order to conduct the program required by this title, the Secretary may accept and use the services of voluntary and noncompensated personnel.

(d) NECESSARY EXPENDITURES. -Expenditures necessary to conduct the program required by this title shall be paid from the Fund, subject to section 804 (b).

SEC. 806. ANNUAL REPORT.

(a) ANNUAL REPORT. -The Secretary shall submit to the President and to the Congress an annual report of the conduct of the program required by this title. The report shall be submitted each year at the time that the President's budget for the next fiscal year is submitted to Congress pursuant to section 1105 of title 31, United States Code.

(b) CONTENTS OF REPORT. -Each such report shall contain-

(1) an analysis of the trends within language, international, and area studies, along with a survey of such areas as the Secretary determines are receiving inadequate attention:

(2) the effect on those trends of activities under the program required by this title:

(3) an analysis of the assistance provided under the program for the previous fiscal year, to include the subject areas being addressed and the nature of the assistance provided;

(4) an analysis of the performance of the individuals who received assistance under the program during the previous fiscal year, to include the degree to which assistance was terminated under the program and the extent to which individual recipients failed to meet their obligations under the program;

(5) an analysis of the results of the program for the previous fiscal year, and cumulatively, to include at a minimum -

(A) the percentage of individuals who have received assistance under the program who subsequently became employees of the United States Government;

(B) in the case of individuals who did not subsequently become employees of the United States Government, an analysis of the reasons why they did not become employees and an explanation as to what use, if any, was made of the assistance by those recipients; and

(C) the uses made of grants to educational institutions; and

(6) the current list of agencies and offices of the Federal Government required to be included in such report by section 802(g).

(67) and legislative changes recommended by the Secretary to facilitate the administration of the program or otherwise to enhance its objectives.

(c) SUBMISSION OF INITIAL REPORT. -The first report under this section shall be submitted at the time the budget for fiscal year 1994 is submitted to Congress.

(d) REPORT ON PROGRAM -

(1) Not later than six months after the date of the enactment of this Act, the Secretary of Defense shall submit to Congress a report assessing the improvements to the program established under the David L. Boren National Security Education Act of 1991 (50 U.S.C. 1901 et seq.) that result from the amendments made in this section.

(2) The report shall include an assessment of the contribution of the program, as so improved, in meeting the national security objectives of the United States.

SEC. 807. GENERAL ACCOUNTING OFFICE AUDITS.

The conduct of the program requires by this title may be audited by the General Accounting Office under such rules and regulations as may be prescribed by the Comptroller General of the United States. Representatives of the General Accounting Office shall have access to all books, accounts, records, reports, and files and all other papers, things, or property of the Center pertaining to such activities and necessary to facilitate the audit.

SEC. 808. DEFINITIONS.

For the purpose of this title:

(1) The term "Board" means the National Security Education Board Center established pursuant to section 803.

(2) The term "Fund" means the National Security Education Center Trust Fund established pursuant to section 804.

(3) The term "institution of higher education" has the meaning given that term by section 1201 (a) of the Higher Education Act of 1965 (20 U.S.C. 1141(a)).

(4) The term "national security position" means a position-
(A) having national security responsibilities in an agency or office of the Federal Government that has national security responsibilities, as determined under section 802(g) of this title; and
(B) in which the individual in such position makes their foreign language skills available to such agency or office.