

NATIONAL SECURITY EDUCATION PROGRAM ANNUAL REPORT 2012



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AGENCY QUOTES

NSEP awardees have made great contributions to further our organization's mission. Their subject matter expertise, language ability, and experience with other cultures help facilitate progress to open up markets for U.S. firms through official bilateral discussions, as well as public-private sector dialogues. They have also helped provide critical information and analysis to our senior officials.

--U.S. Department of Commerce, International Trade Administration

Analysts with NSEP experience are distinguished by their knowledge of culture, politics, and language that can only truly be gained through their intense study. Their recent, first-hand exposure to critical areas of inquiry complement the experience of their more senior colleagues, and this synergy creates new knowledge on a daily basis.

--U.S. Department of Defense, Defense Intelligence Agency

Our organization has hired nearly two dozen NSEP awardees, including Boren award recipients and several EHLS recipients. We find their previous 'on-the-ground' expertise and their language capability extremely valuable in our analysis of conflicts around the world. They have all been conscientious and often are able to brief senior audiences from the start.

--U.S. Department of Defense, National Ground Intelligence Center

The Office of Naval Intelligence bullishly pursues NSEP graduates as new hires. This talent pool reflects a broader experience with foreign knowledge than the usual academic focus on European Studies. Our NSEP hires have excelled thanks to a flexible capacity to adapt to both a diverse work force and a challenging range of assignments. Their foreign experiences clearly provide a solid foundation on which to build, but is also a source of resilience in exceeding expectations. To truly understand one's own language and culture, the learning of others through foreign immersion is priceless. As NSEP's linguistic and cultural experience is real rather than "book knowledge," graduates with earned "street creds" can confidently approach topics earlier and with greater self-assurance in their time and place, as well as future careers, than competing new analysts. This makes them top investment prospects for further development.

--U.S. Department of Defense, Office of Naval Intelligence

If you are looking for a motivated young professional who thrives in any environment and will quickly learn and excel at any skill you ask of them – hire a Boren Scholar or Fellow. Since 2006, the Private Sector Office has hired over 10 Boren alumni and each one has exceeded expectations and made a tangible impact in the national security community.

--U.S. Department of Homeland Security, Private Sector Office

NSEP awardees consistently enjoy tremendous success and impact at the U.S. Department of State, and we enjoy employing them. Their study abroad, area expertise, and language skills give them a leg up, helping them hit the ground running as productive and insightful analysts who make a genuine difference in our workforce.

– U.S. Department of State, Bureau of Intelligence and Research

STUDENT SERVICE HIGHLIGHTS

2002 – National Ground Intelligence Center, Intelligence Analyst

After graduating from Davidson College, Heather Baldwin went on to pursue a Ph.D. in Cultural and Developmental Psychology at Boston College. As a 2002 Boren Fellow, Dr. Baldwin conducted research with female former child soldiers in Rwanda. As an Intelligence Analyst, Dr. Baldwin focuses primarily on Africa but does cross regional work related to her background in Psychology.

2002 – U.S. Agency for International Development, General Development Officer

Herve Thomas was a 2002 Boren Scholar who studied Arabic in Egypt as an undergraduate at The Ohio State University. Mr. Thomas is the Acting Water Team Leader at USAID, and has led and coordinated the agency's water portfolio worth over \$123 million. Prior to his current position, Mr. Thomas worked on governance, stabilization, health, and infrastructure for two and a half years in Paktya, a remote area in Southeast Afghanistan. Mr. Thomas has also worked for the Department of State as Principal Consultant for Displacement and Migration, where he served as the US Government's primary liaison to the Iraqi Ministry of Displacement and Migration and worked with Iraqi officials as well as international assistance partners to assess organizational weaknesses and devise activities that address them.

2003 – Department of Homeland Security, Deputy Director, European and Multilateral Affairs

Andrea Detjen studied Polish under the Boren Fellowship in 2003 while earning a Master's degree from American University. After serving as the Department of Homeland Security liaison to the German Federal Interior Ministry in Berlin, Germany, Ms. Detjen transitioned into her current position as the Deputy Director of European and Multilateral Affairs with the Office of International Affairs.

2004 – Department of State, Foreign Service Officer

As a Ph.D. candidate at the University of Texas, Austin, Reena Patel used the 2004 Boren Fellowship to conduct research in India for her book, Working the Night Shift: Women in India's Call Center Industry. Prior to graduate school, Dr. Patel served as a Peace Corps Volunteer in Ghana on an IT development project funded by U.S. Agency for International Development. Dr. Patel is currently a Foreign Service Officer in Guadalajara, Mexico, having previously served as a Political Officer in Madrid, Spain.

2005 – Department of State, Foreign Affairs Research Analyst

As a Boren Fellow, Karthik Vaidyanathan spent the 2005-2006 academic year studying Egyptian Colloquial Arabic at the American University in Cairo's Arabic Language Institute. Dr. Karthik received a Ph.D. in Political Science from the University of California, San Diego in June 2010. His dissertation focused on the electoral processes and internal politics of Iran, Algeria, and Egypt. He is currently a Civil Service Officer at the Bureau of Intelligence and Research at the U.S. Department of State, where he frequently briefs senior foreign policy-makers. His written analyses have reached the White House, including President Obama. Last year Dr. Karthik was nominated as Best New Analyst in his bureau and won a Meritorious Honor Award for his work on Egypt and Tunisia.



2002 – National Ground
Intelligence Center,
Intelligence Analyst

After graduating from
Davidson College, Heather
Baldwin went on to
pursue a Ph.D. in Cultural
and Developmental
Psychology at Boston
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Fellow, Dr. Baldwin
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Dr. Baldwin focuses
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does cross regional
work related to her
background in
Psychology.

2012 ANNUAL REPORT

2005 – Department of Homeland Security, Policy Analyst

Yanisha Brown is a 2005 Boren Scholar who studied Mandarin in China as an undergraduate at the University of Arkansas, Fayetteville. After graduation, Ms. Brown went on to earn a dual Master's degree in International Relations/Diplomacy and East Asian Studies from Seton Hall University. In her current position as a Policy Analyst in the Department of Homeland Security's (DHS) Office of Intelligence and Analysis Strategy (I&A) Plans and Policy Division, Ms. Brown is responsible for managing the development and coordination of policies, procedures and other decision support vehicles to strengthen integration and activities of I&A and the DHS Intelligence Enterprise. She manages submission of time-sensitive Presidential Intelligence Priorities by both I&A and DHS intelligence components, thereby maintaining essential DHS equities as top White House priorities.

2006 – Department of Veterans Affairs, Student Nurse Technician

Kara Mealer is a 2006 Boren Scholar who studied in Vietnam while pursuing a degree at Ohio University. Inspired by her experience in Vietnam, Ms. Mealer is currently pursuing a BS in Nursing at Johns Hopkins School of Nursing. As a Nurse Technician on the medical-surgical ward, Ms. Mealer cares for veterans suffering from ailments such as diabetes, dementia, and multiple sclerosis.

2007 – Department of State, Civil Service Officer and Lead Analyst

During the 2007-08 academic year, Nicole Brunda spent her Boren Fellowship in Lucknow, India at the Centre for Innovative Financial Design. In addition to studying Hindi, Ms. Brunda researched the impact of irrigation projects on rural farmers. She also spent the summer of 2007 at the Centre for Microfinance in Chennai, Tamil Nadu and Jabalpur, Madhya Pradesh. Ms. Brunda is currently a Civil Service Officer and lead analyst for South Asia in the Office of Opinion Research at the U.S. Department of State. Her development of innovative research methods has expanded the understanding of regional public opinion among policy-makers and policy-implementers at the Department's Bureau of South and Central Asian Affairs. She has briefed her analyses to U.S. embassies and consulates across South Asia, including Islamabad, New Delhi, Mumbai, Dhaka, and Colombo. Her written reporting has reached audiences that include the White House.

2007 – Department of State, Senior Passport Specialist

Te-Lan (Tina) Wang, a naturalized U.S. citizen originally from China, was a 2007 English for Heritage Language Speakers Scholar. Ms. Wang has worked at the Bureau of Consular Affairs, Seattle Passport Agency since 2008 and is responsible for determining citizenship, identity, and entitlement for U.S. passports, as well as for supporting border security and facilitating legitimate travel to and from the U.S. In addition to her regular duties, Ms. Wang has served on two assignments as a Consular Officer in the U.S. Consulates in Guangzhou and Shanghai, China.

2008 – Executive Office of the President, Office of Management and Budget

Will Metzger was a 2008 Boren Fellow in Kyrgyzstan and Kazakhstan, where he studied Russian and Kazakh and worked at the Organization for Security and Cooperation in Europe. After completing his Masters at Georgetown, Mr. Metzger worked at the U.S. Agency for International Development (USAID), Europe & Eurasia Bureau. In his current position at the Executive Office of the President, Office of Management and Budget, Mr. Metzger's responsibilities include managing the President's budget request

for several State Department, USAID, and Department of Treasury foreign assistance accounts.

2008 – Office of the Secretary of Defense for Policy, Country Director for Argentina, Chile, and Uruguay

Prior to her Presidential Management Fellow (PMF) appointment, Jessie Babcock was a 2008 Boren Fellow in Kenya, where she studied Swahili and conducted research on microenterprises in the Rift Valley. Ms. Babcock graduated with an MBA in Sustainable Development from The Heller School for Social Policy & Management at Brandeis University. Ms. Babcock was appointed a PMF at the Office of the Secretary of Defense in 2009. In her role at the Department, Ms. Babcock has had the opportunity to work on a range of national security and defense policy issues, including peacekeeping in Africa and disaster relief in Haiti.

2008 – Department of State, Foreign Affairs Officer

Michael Bagrosky graduated with a Master's in Development Management and Policy after studying both Spanish and Portuguese in Argentina and Brazil as a 2008 Boren Fellow. Prior to his graduate studies, Mr. Bagrosky served in both the U.S. Navy and as a Peace Corps Volunteer. In his current position as a Presidential Management Fellow (PMF) in the Bureau for International Narcotics and Law Enforcement Affairs (INL) at the Department of State, Mr. Bagrosky focuses on Central America and the U.S. Central America Regional Security Initiative.

2008 – Department of State, Foreign Affairs Officer

While studying International Relations at Johns Hopkins University School of Advanced International Studies, Jeffrey Tang received a Boren Fellowship in 2008 to study Mandarin in China. In his current position at the Department of State's Bureau of Political-Military Affairs, Mr. Tang serves as the government lead on arms sales to foreign countries, particularly in Asia.

2008 – Sandia National Laboratories (Department of Energy), Technical Staff

Lee (Mickey) Clemon received a Boren Scholarship in 2008 to study Mandarin in China while completing a degree in Mechanical Engineering at the University of Kansas. Mr. Clemon is currently working at Sandia Laboratories, focusing on contracts with the Departments of Defense, Energy, and Homeland Security. Specifically, Mr. Clemon focuses on the characterization of the environmental impacts of manufacturing and improving technology in economic, energy, and physical realms within the national security community.

2008 – U.S. Agency for International Development, Agriculture Foreign Service Officer

Lynn Schneider received a 2008 Boren Fellowship to complement her dual MA in International Affairs (American University) and Natural Resources and Sustainable Development (University for Peace, Costa Rica). During her Fellowship, Ms. Schneider collaborated with a local Brazilian non-governmental organization to research the impact of expanding sugarcane ethanol production on rural livelihoods in Northeast Brazil. At the U.S. Agency for International Development, Ms. Schneider works on implementing President Obama's global agriculture and food security initiative, Feed the Future, in the Southern Africa Region. Program goals include increasing intra-

2008 – U.S. Congress,
Research Assistant to
Senator Michael Enzi

Evan Baker, 2008 Boren
Scholar to China,
completed a Bachelor of
Arts in International
Studies at the University
of Wyoming before
finding a position in
Senator Michael Enzi's
office. As a research
assistant, Mr. Baker
supports the Senator's
senior legislative staff
on issues including
government affairs,
energy, environment,
public lands, Native
American affairs, and
education.

2012 ANNUAL REPORT

regional trade in agricultural commodities and improving regional policy for agricultural development, trade and food security.

2009 – Department of the Army, Social Scientist

Amy Bedford received a 2009 Boren Fellowship to research religious pluralism and study Russian in Kyrgyzstan while earning a Masters from Indiana University. Currently on deployment, Ms. Bedford uses her language and culture skills to work with the U.S. Army and local villages to support the mission of the Defense Department in Afghanistan.

2010 – Department of Homeland Security, Public Assistance Specialist

Melissa Crawford, 2010 Boren Scholar to Turkey, works in the newly-established program, FEMA Corps. FEMA Corps is a partnership between the Federal Emergency Management Agency (FEMA) and AmeriCorps. While working with FEMA Corps, Ms. Crawford has been deployed to New Jersey to assist in the recovery efforts of Hurricane Sandy. As a Public Assistance Specialist, she is responsible for working with New Jersey state and local governments to provide them FEMA funding to rebuild their community facilities damaged by the hurricane.

PRINCIPAL DEPUTY ASSISTANT SECRETARY OF DEFENSE FOR READINESS AND FORCE MANAGEMENT LETTER



As Principal Deputy Assistant Secretary of Defense for Readiness and Force Management, I had the privilege of chairing the National Security Education Board in September 2012. The Board, formed as a result of the David L Boren National Security Education Act of 1991, provides the Department of Defense the unique opportunity to work in collaboration with colleagues from the broader national security and academic community. The mission of the Board is to provide insight and guidance to the many unique programs that encompass the National Security Education Program (NSEP) today.

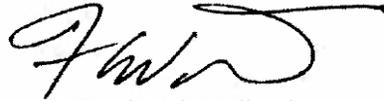
NSEP was established over two decades ago, bridging the federal government and the American educational community and creating a pipeline of individuals trained in global languages and cultures to serve in the federal workforce. NSEP meets its mission through a variety of programs, including the prestigious Boren Scholarship and Fellowship Awards, which provide American undergraduate and graduate students the opportunity to undertake study and research in regions and countries critical to our national interests. Over the course of its history, the Boren program has provided roughly 4,500 students awards for critical language study in over 100 countries throughout the world. Boren award recipients commit to working in positions throughout the federal government, including the Departments of Defense, State, and Homeland Security as well as in agencies represented throughout the broader, federal national security community.

Other innovative NSEP programs, such as The Language Flagship, provide support to our U.S. education community, creating and building national capacity to teach high-level proficiency in languages and cultures critical to our nation. Through The Language Flagship, NSEP has established a K-12 language partnership with the State of Utah, as well as partnerships with undergraduate programs across the country. The Reserve Officer Training Corps Project Global Officer Program (ROTC Project GO) provides support for cadets and midshipmen enrolled in specially designed ROTC critical language programs. Over the past two years, NSEP has also expanded its programming to create ties between U.S. universities and colleges and Department of Defense installations and components in its newly established Language Training Centers. Due to its unique mission, NSEP has remained responsive in its programming to meet the needs of the national security community, broadly defined. In doing so, NSEP works closely with its Board, to gain insight and build relationships, as well as to strengthen the program.

2012 marked an important year for NSEP. In February, the NSEP office was merged with the Defense Language Office, to create a new, more comprehensive Defense Language and National Security Education Office (DLNSEO). In addition to managing NSEP's nine initiatives, this new office provides strategic direction and programmatic oversight to the Military Departments, Defense Agencies, and the Combatant Commands on present and future requirements related to language, regional

expertise, and culture. DLNSEO now stands as the Department of Defense's signature critical language programs and policies headquarters.

In its new home, NSEP remains an organization of action and innovation. Its policies and programs further the goal of building a citizenry skilled in foreign languages and cultures. I am proud to support this Congressional report, which discusses NSEP's 2012 initiatives, accomplishments, and challenges.



Mr. Frederick Vollrath
Principal Deputy Assistant Secretary of Defense
for Readiness and Force Management
U.S Department of Defense

NSEP DIRECTOR LETTER

On September 21, 2011 the Under Secretary of Defense (Personnel & Readiness) signed an Executive Memorandum stating that as a long-term goal, the Department of Defense would create a global force with access to a national language base and linked to specific strategic interests. The memorandum listed combining the Defense Language Office (DLO) and the National Security Education Program (NSEP) as a means to better manage DoD language planning, policy, research and training, and to provide improved coordination and oversight of language and culture. On February 6, 2012, a new office, the Defense Language and National Security Education Office (DLNSEO) was created through an official merge of DLO and NSEP. I am proud to serve as the Director of this new organization.



DLNSEO was established to achieve efficiencies through a synergy of mission. The responsibilities and functions of both NSEP and DLO remain unchanged by this strategic alignment. In point of fact, our merged organization draws on the strengths and best practices of both offices, providing a holistic and integrated approach to language, regional expertise, and culture for the Department of Defense, as well as other federal stakeholders and academia.

We sustain language and regional programs that produce focused support for the national security community. We provide strategic direction and programmatic oversight to the Military Departments, Defense Agencies, and the Combatant Commands on present and future requirements related to language, regional expertise, and culture. We increase the national capacity to deal effectively with foreign cultures and languages. Inherently, our mission underpins the Under Secretary's important call for a language and culture-enabled global force. 2012 has been a dynamic year for DLNSEO. Not only have we successfully merged two world-class offices while continuing to run strong programs and produce strong policy, we have also begun several new initiatives, many of which are elaborated upon in this report. These new initiatives are illustrative of our new organization's broader sense of mission.

All DLNSEO programs and policies are designed to complement one another, ensuring that the lessons learned in one area of expertise inform the approaches of the others. It is my vision that DLNSEO stand at the nation's forefront in providing an integrated national and Department of Defense approach to language, regional expertise, and culture, in order to build and sustain the broad needs of U.S. national security. I congratulate our staff on an excellent year. Looking forward, we are poised and ready to lead the Department in building a language and culture-enabled global force. I am eager to harness the skill-sets, capabilities, history, and knowledge of both DLO and NSEP team members, combined under a united DLNSEO banner, to achieving our mission in the years to come.

Dr. Michael Nugent
Director, National Security Education Program

2012 HEADLINES AND NEWS

Creation of the Defense Language and National Security Education Office

The National Security Education Program (NSEP) Office merged with the Defense Language Office to create the Defense Language and National Security Education Office (DLNSEO). The new organization augments NSEP's national mission by providing better support and collaboration within the Department of Defense. DLNSEO plays a leading role in the Department of Defense's strategic direction on policy, planning, and programs for foreign language, culture, and regional expertise.



Office of Naval Intelligence Hosts Exclusive Job Fair for NSEP Award Recipients

The Office of Naval Intelligence (ONI) hosted its second open house exclusively for NSEP award recipients on January 11, 2012. NSEP awardees from across the country traveled to Washington, D.C. to attend the command-sponsored event. The purpose of the open house was to educate participants about ONI's mission and command structure, inform them of available intern, career, and professional development opportunities, and ultimately to serve as a competitive hiring event, from which hiring managers could make selections directly from a Civilian Intelligence Personnel Office-generated certification list of attendees.

Defense Intelligence Agency Director Addresses NSEP Award Recipients

As part of an exclusive hiring event for NSEP award recipients, Lieutenant General Ronald Burgess, Director of the Defense Intelligence Agency (DIA), addressed a crowd of roughly 100 Boren Scholars, Boren Fellows, Flagship Fellows, and English for Heritage Language Speakers Scholars on February 1, 2012. Similar in format to the ONI exclusive job event, the DIA open house gathered hiring managers from various components of the agency to brief on their offices' mission and areas of responsibility, as well as to conduct interviews with NSEP applicants.



DIA Director General Burgess and DLNSEO Director Dr. Michael Nuagent

The University of Maryland Holds Inaugural National Student Meeting for Flagship Students

On March 5 and 6, 2012, 50 Flagship students and alumni gathered for the inaugural Language Flagship National Student Meeting hosted by the Arabic and Persian Flagship Programs at the University of Maryland, College Park. Students representing 26 Flagship programs from 22 U.S. campuses were invited to share research on topics of global importance, network with their colleagues specializing in other critical languages and regions, and learn about federal job opportunities with professional-level proficiency requirements in critical languages. In total, more than 75 stakeholders attended the two-day meeting.

Project Global Officers (Project GO) Awards New Institutional Grants

Project GO, NSEP's signature Reserve Officer Training Corps (ROTC) initiative, issued a new grants competition in May 2012. In total, 40 institutions of higher education applied to receive Project GO grants, with NSEP issuing 25 awards for the 2012-2013 academic year. Awardee institutions included five of the six Senior Military Colleges, as well as ten geographically-diverse institutions new to the Project GO program. A Project GO Orientation for New Institutions workshop was held on October 16-17, 2012 in Washington, D.C. to acquaint all first-time institutions on program policies and processes. Approximately 30 new program directors and coordinators participated in the workshop, while three current program coordinators connected via Skype to share their experiences.

CIA Hosts Exclusive Hiring Events for NSEP Award Recipients



Boren students at CIA Headquarters

Based on highly-successful exclusive hiring events held by the Office of Naval Intelligence and the Defense Intelligence Agency for NSEP award recipients, the Central Intelligence Agency hosted its own NSEP-exclusive career fair. The fair, held on May 8, 2012, targeted Boren Scholars, Boren Fellows, and English for Heritage Language Speakers Scholars. Several managers were on-site during the open house.

2012 Boren Scholars Visit Capitol Hill, Meet with Elected Officials

As part of their required orientation program for receiving a Boren undergraduate Scholarship, Boren Scholars met with representatives in the Senate and in the House of Representatives. More than 90 percent of the students met with each of their three Members of Congress (two Senators and one House of Representatives member) and/or staff members. In total, more than 400 congressional visits were scheduled and attended by the cohort of 2012 Boren Scholars, wherein they had the opportunity to discuss their upcoming overseas study and career aspirations with their elected officials.

2012 EHLS Cohort Offered Exclusive Contract Linguist Positions with the Federal Bureau of Investigation

The English for Heritage Language Speakers program entered into an agreement with the Federal Bureau of Investigation (FBI) starting in 2012 to allow all program graduates the opportunity to enter the hiring process to become FBI Contract Linguists or Monitors. The FBI expressed that as it moves forward with this agreement, its language needs may change and speakers of some languages may become more vital than others. Nevertheless, it is anticipated that the FBI will continue to make this opportunity available to a majority of the EHLS graduates in 2013 and into the future.

President Obama Names New Member to the National Security Education Board

On July 5, 2012, President Obama appointed Major General Don Loranger, U.S. Air Force (Ret.) to the National Security Education Board. General Loranger currently serves as the Director of the Defense Critical Language and Culture Program at the University of Montana. General Loranger replaces Dr. Todd Stewart, Major General,

U.S. Air Force (Ret.) on the Board. Dr. Stewart is the Director and Chancellor of the Air Force Institute of Technology, Wright-Patterson Air Force Base, Dayton, OH.

Hunter College Hosts The Language Flagship: Results 2012



University of Minnesota professor Dr. Elaine Tarone questions panelists during concluding session of Hunter College's Results 2012 Meeting

The Hunter College Chinese Flagship Center hosted The Language Flagship: Results 2012 event in New York City on October 26, 2012. The meeting focused on results of the first decade of The Language Flagship, which has grown markedly, developing a cadre of talented and knowledgeable global professionals who move into careers in government, international relations, business, and nongovernmental organizations. Speakers at Results 2012 represented Flagship programs as well as other educational institutions, private associations, and the federal government. Meeting sessions focused on current best practices in language teaching and learning, developments that break ground in achieving professional language proficiency, disseminating replicable models, and future directions for language education.

NSEP Partners with the U.S. Air Force

In recognition of the importance of language proficiency and cross-cultural skills for U.S. military officers, NSEP designed a pilot to provide professional-level (Interagency Level Roundtable 3) language training to ROTC students. The pilot draws upon the substantial knowledge and experience accumulated from efforts funded under The Language Flagship and Project GO, and works in collaboration with the Army, Air Force, and Navy. The Services' response to the Flagship/ROTC Initiative has been extremely positive. In 2012, Army ROTC Command worked to draft a Memorandum of Understanding to cover the provision of an Army Foreign Area Scholarship to ROTC students who enroll in Flagship programs. As part of the agreement, qualifying cadets would be able to undertake a fifth year of study to complete a Flagship Overseas Capstone year, with scholarship support from NSEP for the overseas study. In August 2012, the Air Force also announced a joint initiative between NSEP and Air Force ROTC (AFROTC) to build on the momentum of the Flagship/ROTC pilot. Under the joint initiative, AFROTC stood up an Air Force Flagship scholarship program and offered scholarships beginning fall 2012. AFROTC is utilizing both high school scholarships and in college scholarship programs to attract cadets to AFROTC Flagship universities, which include both Flagship/ROTC Initiative universities and other Language Flagship universities that are not currently officially participating in the pilot.

Boren Fellow Named Department of State, Bureau of Intelligence and Research, 2012 Best New Analyst

2008 Boren Fellow Oliver Melton, who studied Mandarin in China under the auspices of NSEP, joined the State Department's Bureau of Intelligence and Research in January 2011, and in 2012 was named their Best New Analyst of the Year. Of Mr. Melton, his Bureau writes: "[Melton's] extensive subject matter expertise and fluent language ability immediately placed him, and our Bureau, ahead of most of his counterparts (some with years of experience) in other agencies."

Language Training Centers Issue Grants to Eight Institutions of Higher Education

The Language Training Centers (LTC) initiative, NSEP's newest pilot, leverages U.S. institutions of higher education to deliver specific linguistic and cultural training to DoD personnel. In 2012, NSEP released a new LTC grants competition, and in total, issued eight awards for the 2012-2013 academic year. Each of the eight centers has an institutional capacity to provide customized training to meet the specific needs of various DoD entities. LTC training is delivered primarily through non-traditional methods such as intensive immersion instruction and online modules. The coursework supports the Services, the Combatant Commands, the National Guard and the Reserve, as well as civilian employees.

Institute of International Education Convenes Annual Boren Fellowship Symposium

The annual Boren Fellowship Symposium was held on September 6-7, 2012. More than 70 Boren Fellows, as well as NSEP and Institute of International Education staff, senior federal hiring officials, and numerous Boren award recipients currently serving in the U.S. Government attended the first day of activities, which included a National Security Education Board welcome panel, discussions with key alumni and representatives from various federal agencies, and a briefing on the NSEP Service Requirement. Boren Fellows, as well as Boren Scholars, EHLS Scholars, and Flagship Fellows, were invited to attend the Symposium's NSEP Federal Job Information Session, where representatives from 13 agencies spoke to award recipients about current job openings and working for the federal government. In total, 125 award recipients participated and were greeted by Michael Mahoney, Supervisory Human Resources Specialist with the Office of Personnel Management's Employee Services, Recruitment and Hiring Office, who gave a briefing about the newly implemented Pathways Program.

Boren Alumni Receive Sol Linowitz and Howard Baker Jr. Awards for Outstanding Federal Service Contributions

The evening of September 6, 2012, two Boren alumni were recognized for their outstanding national security contributions to the federal government at the Boren Fellowship Symposium reception, receiving awards presented by the Assistant Secretary of Defense for Readiness and Force Management Mr. Frederick Vollrath. Howard Baker, Jr. Award winner Ensign Michael Chahinian, United States Navy, was



Pictured (L-R) Michael Chahinian, Katie Davis, Stuart Karaffa, Hilary Wehr, Frederick Vollrath, Michael Nugent

awarded a Boren Scholarship in 2002 to study Mandarin in China while an undergraduate student at Cornell University. Ensign Chahinian is now an Electronics Warfare Officer and a Visit, Board, Search, and Seizure Officer as an active-duty Naval Officer. Sol Linowitz Award winner Ms. Hilary Wehr was awarded a Boren Fellowship in 2008 to study Arabic in Syria while a graduate student at Johns Hopkins School of Advanced International Studies. Ms. Wehr is currently an intelligence analyst in the Middle East North Africa Office of the Defense Intelligence Agency.¹ National Security Education Board member Mr. Mark Gerencser, Executive Vice President of Booz Allen Hamilton, also provided a keynote address at the Symposium reception. His comments focused on the synergies that can exist among the government, private, and civil sectors, encouraging Boren Scholars and Fellows to seek out opportunities to build public/private linkages.

National Language Service Corps Expands

In 2012, National Language Service Corps (NLSC) membership approached 4,100 and of those, 330 were federalized to support U.S. government short-term requirements. In total, more than 500 NLSC members have completed federal assignments since 2006. NLSC members worked 16,500 hours in 2012, supporting agencies both inside and outside the Department of Defense.

Project GO Featured on CNN

On October 19, 2012, Project GO was featured on CNN Newsroom. University of Arizona Program Coordinator and former Army Sergeant Charlie Mink spoke with Anchorwoman Brooke Baldwin about Project GO's overarching goals and 2012 accomplishments. In his interview, Sergeant Mink noted that federal initiatives such as Project GO are vital to U.S. national security, observing that "when our uniformed personnel can speak other languages and engage expertly in the local culture, they are improving the image and the reputation of the United States."

¹ A full listing of Howard Baker, Jr. award winners is included at Appendix A. Appendix B outlines all Sol Linowitz award winners.

TABLE OF CONTENTS

AGENCY QUOTES.....	I
STUDENT SERVICE HIGHLIGHTS.....	III
PRINCIPAL DEPUTY ASSISTANT SECRETARY OF DEFENSE FOR READINESS AND FORCE MANAGEMENT LETTER	VII
NSEP DIRECTOR LETTER.....	IX
2012 HEADLINES AND NEWS.....	XI
EXECUTIVE SUMMARY	2
BACKGROUND.....	2
MAJOR GOALS AND OBJECTIVES.....	2
NSEP PROGRAMS.....	3
DEFENSE LANGUAGE AND NATIONAL SECURITY EDUCATION OFFICE (DLNSEO):	6
NSEP: THE FUTURE OF LANGUAGE AND CULTURE LEARNING	8
PROGRAM EFFECTIVENESS.....	8
NSEP SERVICE REQUIREMENT:.....	10
OPPORTUNITIES FOR SERVICE TO THE NATION.....	10
NSEP SERVICE REQUIREMENT FULFILLMENT.....	10
SERVICE REQUIREMENT PLACEMENT RESULTS	10
FEDERAL PLACEMENT ACTIVITIES	11
SERVICE FULFILLMENT CHALLENGES	12
NATIONAL SECURITY EDUCATION PROGRAM FUNDING.....	15
NEEDS ANALYSIS FOR AREAS OF EMPHASIS	15
NSEP AREA OF EMPHASIS: WORLD REGIONS/COUNTRIES.....	15
NSEP AREA OF EMPHASIS: LANGUAGES.....	16
NSEP AREA OF EMPHASIS: FIELDS OF STUDY	17
NATIONAL SECURITY EDUCATION BOARD	18
2012 NATIONAL SECURITY EDUCATION BOARD	19
NSEB MEETINGS.....	21
NSEB MARCH 2012.....	21
NSEB SEPTEMBER 2012	21
DAVID L. BOREN SCHOLARSHIPS AND FELLOWSHIPS:	24
PROGRAM OVERVIEW	24
FUTURE OF BOREN AWARDS.....	28
PILOT AFRICAN LANGUAGES INITIATIVE.....	32
PROGRAM OVERVIEW	32
2012 HIGHLIGHTS	33
FUTURE OF AFLI.....	35
THE LANGUAGE FLAGSHIP:.....	38
FLAGSHIP PROGRAM	38
INSTITUTIONAL GRANTS.....	42

2012 ANNUAL REPORT

FLAGSHIP K–12 PROGRAMS	43
2012 HIGHLIGHTS OF THE LANGUAGE FLAGSHIP	45
THE FUTURE OF FLAGSHIP	49
PILOT FLAGSHIP/ROTC INITIATIVE:	52
FLAGSHIP/ROTC OVERVIEW	52
FLAGSHIP/ROTC 2012 HIGHLIGHTS.....	52
FUTURE OF FLAGSHIP/ROTC.....	53
ENGLISH FOR HERITAGE LANGUAGE SPEAKERS:	54
2012 UPDATES	55
PROGRAM RESULTS.....	57
PROGRAM EVALUATION.....	59
FUTURE ACTIVITIES	59
NATIONAL LANGUAGE SERVICE CORPS:	62
2012 PROGRAM UPDATES	62
CONCLUSION/FUTURE	66
PROJECT GLOBAL OFFICER (PROJECT GO):	70
PROJECT GO 2012 HIGHLIGHTS.....	71
NETWORK OF DOMESTIC AND OVERSEAS LANGUAGE PROGRAMS	72
SENIOR MILITARY COLLEGE INTERNATIONALIZATION.....	73
INTERCULTURAL DIALOGUE	74
THE FUTURE OF PROJECT GO	74
2011-2012 PROJECT GO INSTITUTIONAL PROGRAMS.....	75
2012-2013 PROJECT GO INSTITUTIONAL PROGRAMS.....	75
LANGUAGE TRAINING CENTERS:.....	76
LANGUAGE TRAINING CENTERS OVERVIEW	76
LANGUAGE TRAINING CENTERS 2012 HIGHLIGHTS	77
THE FUTURE OF THE LANGUAGE TRAINING CENTERS	79
NSEP K–12 PROGRAM INVESTMENTS.....	82
STRATEGIC FOREIGN LANGUAGE EXPANSION PROGRAM	82
STRATEGIC PARTNERSHIPS.....	82
FUTURE OF NSEP: A MORE COORDINATED APPROACH TO LANGUAGE AND CULTURE POLICY AND PROGRAMS	84
APPENDICES	88
APPENDIX A: HOWARD BAKER, JR. AWARD RECIPIENTS AND PROFILES	90
APPENDIX B: SOL LINOWITZ AWARD RECIPIENTS AND PROFILES.....	96
APPENDIX C: FOREIGN LANGUAGE PROFICIENCY SCALES	100
APPENDIX D: LEGISLATIVE HISTORY OF THE NSEP SERVICE REQUIREMENT.....	104
APPENDIX E: LOCATIONS WHERE NSEP AWARD RECIPIENTS HAVE FULFILLED SERVICE	106
APPENDIX F: UNITED STATES GOVERNMENT ORGANIZATIONS WITH NATIONAL SECURITY RESPONSIBILITIES	110

APPENDIX G: 2012 BOREN SCHOLARS.....	112
APPENDIX H: SELECT 2012 DAVID L. BOREN SCHOLAR PROFILES	116
APPENDIX I: 2012 BOREN FELLOWS.....	118
APPENDIX J: SELECT 2012 DAVID L. BOREN FELLOW PROFILES.....	122
APPENDIX K: 2012 BOREN SCHOLARS AND FELLOWS COUNTRIES OF STUDY	124
APPENDIX L: 2012 BOREN SCHOLARS AND FELLOWS LANGUAGES OF STUDY	126
APPENDIX M: LIST OF MAJORS BY ACADEMIC FIELDS	128
APPENDIX N: 2012 THE LANGUAGE FLAGSHIP FELLOWS	130
APPENDIX O: 2012 BOREN/FLAGSHIP SCHOLARS AND FELLOWS.....	132
APPENDIX P: 2012 EHLS SCHOLARS	134
APPENDIX Q: LIST OF NSEP-FUNDED U.S. INSTITUTIONS OF HIGHER EDUCATION .	136

EXECUTIVE SUMMARY

BACKGROUND

The David L. Boren National Security Education Act of 1991 (P.L. 102-183), as amended, codified at 50 U.S.C. §1901 *et seq.*, mandated that the Secretary of Defense create and sustain a program to award scholarships to U.S. undergraduate students; fellowships to U.S. graduate students; and grants to U.S. institutions of higher education. These awards are for study or program development in languages and regions critical to national security. Based on this legislation, the National Security Education Program (NSEP) was established.

Since 1994, NSEP has provided support to thousands of U.S. students who agree, in return, to work in qualifying national security positions. This agreement is known as the Service Requirement. In 2006, the Secretary of Defense designated the Under Secretary of Defense for Personnel and Readiness (USD/P&R) to oversee the program. The Under Secretary also chairs the statutory National Security Education Board, which is comprised of seven members of Cabinet-level government organizations and six Presidentially-appointed representatives. The Assistant Secretary of Defense for Readiness and Force Management performs the functions of the Board Chair when the USD/P&R is not available to chair a session of the Board.

In 2012, the NSEP office was merged with the Defense Language Office (DLO) to create the Defense Language and National Security Education Office (DLNSEO). Both DLO's and NSEP's missions endure under DLNSEO, and NSEP's initiatives, including Boren Scholarships and Fellowships, continue. DLNSEO's broader charge, leveraging both DLO and NSEP's capabilities, is to lead the Department of Defense's strategic direction on policy, planning, and programs for foreign language, culture, and regional expertise. DLNSEO oversees plans and programs, as well as evaluates changes in legislation, policies, regulations, directives, and funding to assess the impact on language, cultural, and regional capabilities within the Department for Active Duty, National Guard and Reserve personnel, DoD civilians, and contractors.

MAJOR GOALS AND OBJECTIVES

NSEP was created to develop a much-needed strategic partnership between the national security community and higher education, addressing the national need for experts in critical languages and regions. NSEP is one of the most significant efforts in international education since the 1958 passage of the National Defense Education Act, and it continues to play a critical role within the Department of Defense as a whole and DLNSEO specifically.

The David L. Boren National Security Education Act (NSEA) outlines five major purposes for NSEP, namely:

- 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;

- To increase the quantity, diversity, and quality of the teaching and learning of subjects in the fields of foreign languages, area studies, counterproliferation studies, and other international fields that are critical to the Nation's interest;
- To produce an increased pool of applicants to work in the departments and agencies of the United States government with national security responsibilities;
- 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; and
- To permit the federal government to advocate on behalf of international education.

As a result, NSEP is the only federally-funded effort focused on the combined issues of language proficiency, national security, and the needs of the federal workforce. NSEP is an integral component of a comprehensive national security strategy to eliminate the serious foreign language deficit in the federal government.

NSEP PROGRAMS

Today, NSEP, as part of DLNSEO, oversees nine critical initiatives designed to attract, recruit, and train a future national security workforce. These initiatives include The Language Flagship program, which supports students of all majors in learning critical foreign languages to a professional-level, the Project Global Officer (GO) program, which provides support for Reserve Officer Training Corps students to learn critical languages, and the English for Heritage Language Speakers program, which provides Americans with native fluency in critical languages the opportunity to improve their English and analytical skills to a level where they can utilize their multiple language proficiencies in the federal workplace.

All of NSEP's programs, as well as DLNSEO's broader strategic policy-making, are designed to complement one another, ensuring that the lessons learned in one program inform the approaches of the others. NSEP's full listing of initiatives follows:

- **David L. Boren Scholarships:** Individual awards to U.S. undergraduate students to study critical languages in geographic areas strategic to U.S. national security and in which U.S. students are traditionally under-represented;
- **David L. Boren Fellowships:** Individual awards to U.S. graduate students to develop independent projects that combine study of language and culture in geographic areas strategic to U.S. national security with professional practical experiences;
- **The Language Flagship:** Grants to U.S. institutions of higher education to develop and implement programs of advanced instruction in critical languages to attain professional-level proficiency²;

² Professional language proficiency is identified by the Interagency Language Roundtable (ILR) and the American Councils for the Teaching of Foreign Languages (ACTFL) scales. Tables outlining the ILR and ACTFL proficiency scales are included in Appendix C. The ILR is an unfunded federal interagency organization.

- **English for Heritage Language Speakers (EHLS):** Individual scholarships to provide intensive English language instruction at U.S. institutions of higher education to U.S. citizens who are native speakers of critical languages;
- **National Language Service Corps (NLSC):** Pilot designed to provide and maintain a readily available corps of civilians with certified expertise in languages determined to be critical to national security, who are available for short-term federal assignments based on national emergency or surge needs;
- **Project Global Officers (Project GO):** Grants to U.S institutions of higher education, with a particular focus given to Senior Military Colleges, to improve the language skills, regional expertise, and intercultural communication skills of ROTC students who will go on to become military officers;
- **Pilot African Languages initiative:** Pilot initiative to expand the quality and quantity of American students learning African languages by providing additional domestic and overseas language training for Boren Scholars and Fellows;
- **Pilot Flagship/ROTC initiative:** Pilot initiative to increase the number of ROTC students completing undergraduate degrees with professional-level proficiency in critical languages through participation in The Language Flagship; and
- **Language Training Centers initiative:** Initiative based at several U.S. institutions of higher education, intended to deliver specific linguistic and cultural training for active duty Reserve and National Guard personnel.

DEFENSE LANGUAGE AND NATIONAL SECURITY EDUCATION OFFICE (DLNSEO): PROVIDING AN INTEGRATED, NATIONAL, AND DOD APPROACH TO LANGUAGE, REGIONAL EXPERTISE, AND CULTURE

In August 2011, Secretary of Defense Leon Panetta stated that “language, regional, and cultural skills are enduring warfighting competencies that are critical to mission readiness in today’s dynamic global environment.” Secretary Panetta’s call for a global DoD force possessing a combination of language skills, regional expertise, and cultural capabilities to meet our nation’s present and future national security education needs shows how important NSEP is in building and sustaining a national citizenry of individuals skilled in critical languages and culture skills and also devoted to public service.

DLNSEO, established in February 2012, merges the missions of the policy-driven Defense Language Office (DLO), with the national, program management mission of the National Security Education Program office. Building upon the 2005 Defense Language Transformation Roadmap, which called for DoD to establish a strategy to have people with the right skills in the right place at the right time, DLNSEO’s broader mission addresses, at a DoD and a national level, the entire language, regional, and cultural spectrum of activity – from public school education to initial foreign language training for civilian and military populations; assessment, enhancement, and sustainment of that training; and the leveraging of international partners. Through DLNSEO, DoD now has the unique ability to develop coherent departmental and national language strategies, develop and coordinate programs, policies, and initiatives, and lead the way forward in shaping our nation’s capability to effectively teach critical languages.

Within the Office of the Under Secretary for Personnel and Readiness, the Director of DLNSEO serves as the Director of NSEP and reports to the Deputy Assistant Secretary of Defense for Readiness (DASD[R]). The DASD[R] serves as the Department of Defense Senior Language Authority for issues related to policy and guidance for DLNSEO. DLNSEO is a component of the Defense Human Resources Activity (DHRA), which provides DLNSEO support for administrative and management issues.

DLNSEO ensures national and Departmental governance through the National Security Education Board (NSEB) and the Defense Language Steering Committee (DLSC). NSEB and DLSC members alike serve in an advisory capacity. While the DLSC is an internal governance body consisting of General Officers/Senior Executive Service members from 25 key components across DoD, the NSEB is an interagency governance body with federal representatives from the Departments of Defense, Commerce, Education, Energy, and State; the Office of the Director of National Intelligence; and the Chairperson of the National Endowment for the Humanities, along with six Presidentially-appointed members.

DLNSEO fills both DoD’s and the nation’s foreign language needs through many avenues. It participates actively in the DoD language community’s strategic planning in order to respond to Personnel and Readiness requirements. It collaborates with other federal partners, including the Office of the Director of National Intelligence, the Department of State, and the Department of Education to tackle inter-agency

language training issues. It has changed the expectations for what can be done by the academic field, as evidenced by external studies, such as the Congressionally-requested *Leveraging Language and Cultural Education and U.S. Higher Education Programs*. It has produced the types of real results required to impact the nation's linguistic, regional, and cultural capabilities for the present and into the future.

In addition to oversight of NSEP's nine key initiatives, including Boren Awards and The Language Flagship, DLNSEO conducts oversight of many high-value training and education programs, including the Defense Language Institute (both the Foreign Language Center and the English Language Center), the Joint Foreign Area Officer program, and DoD's language testing and cross-cultural competence initiatives. DLNSEO also develops and enhances partnerships within the national education structure to support the enhancement of kindergarten through 12th grade to postsecondary education programs, pre-accession training, and formal in-service military and civilian training. Likewise, it supports the development of career pathways for military personnel equipped with language skills.

NSEP: THE FUTURE OF LANGUAGE AND CULTURE LEARNING

Since NSEP began granting awards in 1994, it has focused on providing opportunities for American students to pursue meaningful and rigorous language and culture study in areas of critical need to the United States. By all measures, NSEP, as a strategic component of DLNSEO, continues to achieve this goal. Its programs are comprehensive in scope. They:

- Create a pipeline of U.S. students skilled in critical languages and cross-cultural expertise who are highly-qualified to assume positions in the federal, national security community;
- Support critical language programs at U.S. institutions of higher education;
- Satisfy the immediate need for government surge requirements in language skills through a civilian corps of certified language experts available for short-term assignments; and
- Develop future military officers who possess the cross-cultural communication skills required for effective leadership in the 21st century operational environment.

PROGRAM EFFECTIVENESS

NSEP is an integral component of a national security strategy to eliminate the serious language deficit in the federal government. NSEP provides clear measures of performance and accountability for its initiatives, including: detailed monitoring of the performance of award recipients, language proficiency testing, and federal job placement assistance and tracking.

To understand NSEP's unique contributions to the nation, it is important to compare NSEP award recipients with the average U.S. undergraduate or graduate student:

HOW ARE NSEP INITIATIVES DIFFERENT?	
OTHER INTERNATIONAL EDUCATION EFFORTS	NSEP INITIATIVES
<i>Of all American students studying abroad, approximately 60% are enrolled in programs in Australia, Canada, New Zealand, and Western Europe.³</i>	<i>NSEP exclusively supports language study in regions of the world that are less-common destinations for American students. NSEP award recipients have studied in more than 120 countries, enhancing their proficiencies in more than 100 different languages.</i>
<i>Fewer than 4% of all U.S. students who study abroad enroll in full academic- or calendar-year programs.⁴</i>	<i>NSEP emphasizes long-term academic study. Of all NSEP award recipients from 2012, more than 85% opted to participate in study abroad for an</i>

³ Institute of International Education (IIE). (2012). Open Doors Report 2012. Retrieved from <http://www.iie.org/en/Research-and-Publications/Open-Doors> December 20, 2012.

⁴ Institute of International Education (IIE). (2012). Open Doors Report 2012. Retrieved from <http://www.iie.org/en/Research-and-Publications/Open-Doors> December 20, 2012.

The Boren Awards program has awarded:

2,996 Boren

Scholarships for study

in 82 countries and 72

critical languages, and

1,777 Boren Fellowships

for study in 125

countries and 107

critical languages since

1994

The Language Flagship

supports 26 Flagship

Centers and has

enrolled over 2,000

students since 2002

English for Heritage

Language Speakers

has awarded 219

Scholarships since

2006

Project GO has funded:

33 university programs

since 2007, providing

scholarships to 1,864

ROTC students for

language and culture

training since 2006

2012 ANNUAL REPORT

Of all foreign language enrollments in U.S. higher education, 75% are in Spanish, French, German, and American Sign Language.⁵

The average U.S. college language major reaches limited working proficiency (at best) in commonly taught languages.

academic year or longer.

NSEP focuses on the study of non-Western European languages, including Arabic, Mandarin, Persian, and other languages critical to national security and global competitiveness.

NSEP-sponsored language study is rigorous and effective. Award recipients are high-aptitude language learners who, over the course of their NSEP-funded study, often achieve limited working to fully professional-level proficiency in their chosen, critical language.

⁵ Furman, Goldberg & Lusin (2010). Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2009. Modern Language Association. Retrieved December 10, 2010 from http://www.mla.org/pdf/2009_enrollment_survey.pdf

NSEP SERVICE REQUIREMENT: OPPORTUNITIES FOR SERVICE TO THE NATION

NSEP plays a significant role in the federal government's efforts to address the dearth of foreign language and area experts. NSEP's unique Service Requirement⁶ generates a pool of outstanding U.S. university students with competencies in critical languages and area studies that are highly committed to serve in the national security community at a federal level.

NSEP SERVICE REQUIREMENT FULFILLMENT

The NSEP Service Requirement was amended in 2008 to expand federal employment creditable under the Service Agreement.⁷ Award recipients from 2008-present are required to first search for positions in four "priority" areas of government, namely, the Departments of Defense, Homeland Security, and State, or any element of the Intelligence Community.⁸ If they are unable to secure work in one of the priority areas, they can search anywhere in the federal government for positions with national security responsibilities. As a final option, award recipients may fulfill their service in education. Work in education is only approved after an award recipient has made a demonstrated good-faith effort to first find positions within the four priority areas of government, and then in any national security-related federal position.

As of December 2012, 2,636 NSEP award recipients had completed or were fulfilling their Service Requirements.⁹ The federal entities where award recipients are working include the Department of Defense, the Intelligence Community, and the Departments of Commerce, Energy, Homeland Security, Justice, and State.¹⁰

SERVICE REQUIREMENT PLACEMENT RESULTS

NSEP tracks Service Requirement fulfillment by collecting information from its award recipients through an annually-submitted Service Agreement Report (SAR). The SAR is a Department of Defense form that monitors award recipients' progress from program completion through fulfillment of the Service Requirement.

Of the 2,832 NSEP award recipients who have reached their Service Requirement deadline of December 31, 2012 or sooner, 2,379 (84%) have completed or begun to complete their service obligation through federal service or a position in U.S. education. The Service Requirement is also considered fulfilled if the award recipient opts to repay his or her award or receives a waiver of the Service Requirement. To date, 224 (7.9% of the total 2,379) award recipients have fulfilled service through these means.

⁶ For a full legislative history of the NSEP Service Requirement, please refer to Appendix D.

⁷ National Defense Authorization Act for Fiscal Year 2008, P.L. 110-181, Section 953.

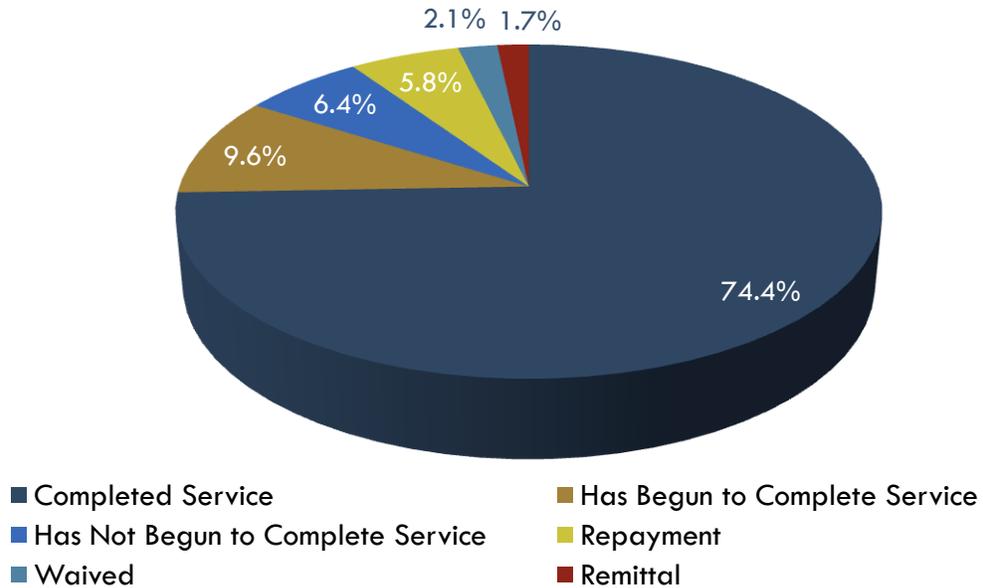
⁸ NSEP considers requests for service approval of priority agency government contract work on a case-by-case basis.

⁹ The 557 Boren Scholars awarded in 1994 and 1995 did not incur an NSEP Service Requirement. Accordingly, NSEP only uses the 1996-2012 Boren Scholars to communicate these service statistics. All other NSEP award recipients have incurred an NSEP Service Requirement upon acceptance of their Scholarship or Fellowship. The 2,636 figure includes all award recipients who have fulfilled or begun to fulfill their NSEP Service Requirement, regardless of their deadline.

¹⁰ A listing of all Federal agencies where NSEP award recipients have fulfilled service is included in Appendix E. Appendix F lists locations potentially appropriate to complete service, per legislation.

The graph below displays the service fulfillment information for award recipients whose deadlines for fulfillment passed on or before December 31, 2012.

1994-2012 NSEP AWARD RECIPIENTS WHO HAVE REACHED THEIR SERVICE REQUIREMENT DEADLINE

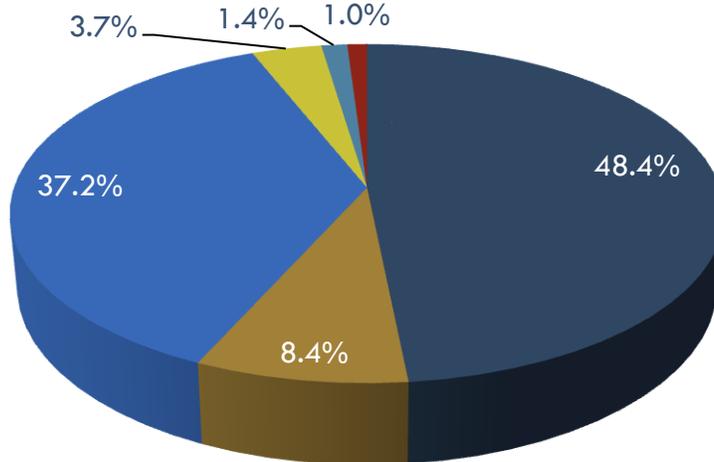


It is estimated that most professionals will work in no fewer than five jobs during their careers. Anecdotal evidence suggests that many NSEP award recipients remain with the federal sector well beyond the duration of the Service Requirement. Although not part of the program’s statutory authority, NSEP is committed to obtaining additional data on post-Service Requirement employment.

SERVICE REQUIREMENT PLACEMENT

Boren Scholarship recipients are given three years from their date of graduation to begin completing the service requirement, while Boren Fellows are given two years from their date of graduation and EHLS Scholars are given two years from the date of program completion. Due to this timeframe, there are several hundred award recipients who have not yet begun to fulfill the Service Requirement. Many award recipients are still students and therefore have not yet begun seeking employment to fulfill their service requirements. Other recipients have entered further education programs and have not yet entered the job market. There are also individuals who have just entered the job market in the past year and those who have been in the job market for more than a year but have not yet found work in fulfillment of the Service Requirement. Service Requirement fulfillment data for all award recipients, regardless of their Service Requirement deadline, is displayed in the graph below.

1994-2012 NSEP AWARD: SERVICE FULFILLMENT



- Completed Service
- Has Not Begun to Complete Service
- Waived
- Has Begun to Complete Service
- Repayment
- Remittal

Award Type	Service in U.S. Government	Service in Higher Education	Service in Both
Boren Scholars	1028	187	29
Boren Fellows	646	478	49
Flagship Fellows	119	2	2
EHLS Scholars	97	1	1

SERVICE ACTIVITIES

The rate of placement of NSEP award recipients in the federal government increases every year. Yet securing employment in fulfillment of the Service Requirement is each award recipient’s responsibility, and too often NSEP Scholars and Fellows, who possess highly-sought skills, experience considerable setbacks when seeking a federal position. This talented pool of award recipients:

- Are actively seeking federal employment or careers in the national security arena;
- Have studied a wide-range of academic disciplines;
- Have documented capabilities in less commonly studied languages;
- Have studied in and about less commonly studied world regions;
- Are academically in the top 15 percent of their classes;
- Are required to seek federal employment as a condition of their award;
- Have resumes online for instant review by potential employers;
- May be hired under Schedule A (Title 5 C.F.R. Part 213.3102 (r)) or NDAA FY 10 (Section 1101, Public Law 111-84); and
- Are U.S. citizens

NSEP has made headway in addressing some of the challenges it faces when trying to assist award recipients in securing positions with the federal government. It has actively partnered with agencies to create specific career pathways. For example, Boren

Fellows are eligible under the State Department's Diplomacy Fellows Program to bypass the Written Examination portion of the Foreign Service exam and may proceed directly to the Oral Assessment.

NSEP also pursues and collects repayment from delinquent award recipients who neither fulfilled their Service Requirement nor repaid their Fellowship or Scholarship. The U.S. Department of the Treasury administers the collection of award money via its Treasury Offset Program. Less than two percent of all award recipients have been delinquent in fulfilling their Service Requirement.



Jomo Smith - 2011 Boren Fellow in China

Significantly, NSEP focuses on identifying scholarship and fellowship applicants motivated to work for the federal government. It then builds pathways to assist their entrance to the federal workforce. NSEP uses a hands-on approach to ensure that every award recipient is equipped with the knowledge and tools necessary to secure a federal job consistent with his/her skills and career objectives. NSEP regularly reviews the federal placement process and routinely implements recommendations for modifications and refinements to this process. NSEP's work to support the job search initiatives of its Scholars and Fellows include the following:

- NSEP ensures that award recipients are committed to working in the federal government. In the applications for both the Boren Scholarships and Fellowships, all applicants are asked to indicate their career goals and to discuss the federal agencies in which they are most interested in working. Clear indication of motivation to work in the federal government is a critical factor in the selection of award recipients by the review panels for both programs.
- From the time of initial application through award-granting, the NSEP Service Requirement is highlighted to students, all of whom are given materials clearly outlining the terms of the Service Requirement. Award recipients sign a document stating that they will seek employment in the Departments of Defense, Homeland Security, State, and the Intelligence Community. The document further stipulates that if they are unable to obtain employment in one of these agencies and have made a good faith effort to find employment, they may seek to fulfill service in any department of the federal government in a position with national security responsibilities as a government or contract employee, as appropriate, on a case-by-case basis. In addition, award recipients are given clear procedures on how to search for jobs and how to verify their efforts in obtaining employment in the federal government with the NSEP office.

- NSEP engaged the Office of Personnel Management (OPM) to develop regulations and processes to facilitate placement of award recipients in the federal government. Under a regulation established by OPM in 1997, NSEP award recipients may be hired non-competitively for up to four years. [See 5 C.F.R. 213.3102(r)]
- Congress supported NSEP with assistance in implementation of its Service Requirement by enacting P.L. 111-84, the National Defense Authorization Act for Fiscal Year 2010, which was passed into law on October 28, 2009. Subsection 1101 of this law states that NSEP award recipients who have completed their NSEP-funded study and have an outstanding service obligation may be appointed to the excepted service with non-competitive conversion eligibility to a career or career-conditional appointment upon completion of two years of substantially continuous service.
- Two full-time NSEP staff members work directly with NSEP award recipients on their job searches. These staff members provide job consultations, résumé and cover letter assistance, lead webinars on the Service Requirement, and provide award recipients with information about the logistics of fulfilling the Service Requirement. Other NSEP staff members liaise with hiring officials at a variety of government agencies to build hiring relationships and programs tailored specifically for NSEP awardees.
- When an NSEP Scholar or Fellow identifies a position in which he or she is interested, he or she may request that NSEP send a letter of certification on his or her behalf to hiring managers. These letters include a brief explanation of NSEP, certify the individual's status as an NSEP award recipient, and provide information about the special hiring advantages that NSEP alumni are eligible to use, thus making the Federal hiring process less daunting.
- NSEP sponsors annual events during which NSEP award recipients are invited to Washington, D.C. to learn about federal agencies and to meet directly with agency representatives.
- NSEP hosts annual convocations for new recipients of Boren Scholarships to introduce them to issues related to the Service Requirement and information on finding federal employment.



Valerie Oliphant - 2011 Boren Fellow in Nigeria

Because of outstanding performance in their federal positions, NSEP award recipients have motivated many federal hiring officials to seek additional NSEP Scholars and Fellows to fill federal positions. The U.S. Departments of Defense, State, Homeland Security, and Commerce (e.g., International Trade Administration), the Library of Congress, and the National Aeronautic and Space Administration are just a few examples.

Through the application of placement efforts, together with aggressive implementation of

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

NATIONAL SECURITY EDUCATION PROGRAM FUNDING

The National Security Education Act included language that created the National Security Education Trust Fund and required an annual report on its status. The trust fund supported NSEP funding and administrative costs from FY1992 through FY2005. In FY2006 NSEP began receiving an annual appropriation instead of funding through the Trust Fund. Based on its statute, NSEP receives its annual appropriation through two sources: the Department of Defense annual appropriations process and a transfer from the Office of the Director of National Intelligence.

NEEDS ANALYSIS FOR AREAS OF EMPHASIS

In 1995, NSEP began surveying federal agencies and organizations involved in national security affairs to assess their needs for individuals with "global skills," based on their knowledge of world regions, languages and cultures, and field of study. The results of these surveys demonstrated that agencies are eager to locate and hire individuals with global skills that extend across a wide breadth of non-Western countries, who are proficient in less-commonly taught languages, and who have expertise in a broad range of disciplines.



Michael Zeller - 2011 Boren Scholar in Russia

This survey process resulted in an annual list of *NSEP Areas of Emphasis*, which is illustrated on the following page. NSEP focuses on languages and areas identified as most critical while maintaining a vital investment in those languages and areas that may be important in the future. NSEP routinely consults with the Department of Defense Senior Language Authority, senior language officers throughout the government, and other national security agencies to revalidate and update the list based on assessments routinely undertaken by these organizations.

NSEP AREA OF EMPHASIS: WORLD REGIONS/COUNTRIES¹¹

East Asia/South Asia/Pacific Islands		
Cambodia	China	India
Indonesia	Japan	Korea, South
Malaysia	Pakistan	Philippines
Sri Lanka	Taiwan	Thailand
Timor-Leste	Vietnam	

¹¹ World Regions and respective countries included are based on the U.S. Department of State classification system.

Eastern Europe		
Albania	Armenia	Azerbaijan
Belarus	Bosnia and Herzegovina	Bulgaria
Croatia	Czech Republic	Georgia
Hungary	Kazakhstan	Kosovo
Kyrgyzstan	Macedonia	Moldova
Montenegro	Poland	Romania
Russia	Serbia	Slovakia
Slovenia	Tajikistan	Turkey
Ukraine	Uzbekistan	
Latin America		
Argentina	Brazil	Chile
Colombia	Cuba	El Salvador
Guatemala	Haiti	Honduras
Mexico	Nicaragua	Panama
Peru	Venezuela	
Middle East/North Africa		
Algeria	Bahrain	Egypt
Israel	Jordan	Kuwait
Lebanon	Morocco	Oman
Qatar	Saudi Arabia	Syria
Tunisia	United Arab Emirates	Yemen
Sub-Saharan Africa		
Angola	Benin	Cape Verde
Congo, Democratic Rep. of	Congo, Republic of the	Eritrea
Ethiopia	Ghana	Kenya
Mali	Liberia	Mozambique
Nigeria	Rwanda	Senegal
Sierra Leone	South Africa	Tanzania
Uganda		

NSEP AREA OF EMPHASIS: LANGUAGES

The list of languages emphasized by NSEP reflects a need for more than 60 languages. The languages are listed in alphabetic order, and reflect the principal languages of each emphasized country of study, as well as all languages spoken on the African continent. Other languages and dialects spoken by a significant population on the Areas of Emphasis: World Regions/Countries list are also emphasized.

Languages		
Albanian	African Languages (all)	Akan/Twi
Amharic	Arabic (all dialects)	Armenian
Azerbaijani	Bahasa Indonesian	Bambara
Belarusian	Bengali	Bosnian
Bulgarian	Cambodian	Cantonese
Croatian	Czech	Gan
Georgian	Hausa	Hebrew
Hindi	Hungarian	Japanese

Javanese	Kanarese	Kazakh
Khmer	Korean	Kurdish
Kyrgyz	Lingala	Macedonian
Malay	Malayalam	Mandarin
Moldovan	Pashto	Persian
Polish	Portuguese	Punjabi
Romanian	Russian	Serbian
Sinhala	Slovak	Slovenian
Swahili	Tagalog	Tajik
Tamil	Telegu	Thai
Turkmen	Turkish	Uighur
Ukrainian	Urdu	Uzbek
Vietnamese	Wolof	Yoruba
Zulu		

NSEP AREA OF EMPHASIS: FIELDS OF STUDY

NSEP accepts applications from individuals seeking degrees in multidisciplinary fields, including those listed below.

Fields of Study	
Agricultural and Food Sciences	Area Studies
Business and Economics	Computer and Information Sciences
Engineering and Sciences (including biology, chemistry, physics, environmental science, mathematics)	Foreign Languages
Health and Biomedical Science	History
International Affairs	Law, Political Science and Public Policy Studies
Social Sciences (including anthropology, psychology, sociology)	

NATIONAL SECURITY EDUCATION BOARD

A 13-member National Security Education Board (NSEB), comprised of representatives from seven Cabinet-level departments and six Presidentially-appointed members, advise on NSEP's administration. The NSEB was established as part of NSEP, prescribed in the National Security Education Act of 1991, P.L. 102-183, December 1991, as amended. The Secretary of Defense oversees NSEP in consultation with the NSEB, of which the Secretary is the statutory chairman. The Secretary delegated these authorities and responsibilities to the Under Secretary of Defense for Personnel and Readiness (USD/P&R), with the Assistant Secretary of Defense for Readiness and Force Management serving as Chair when the USD/P&R is unavailable.

The NSEB includes Cabinet-level members from the Departments of State, Commerce, Energy, and Education, the Office of the Director of National Intelligence, and the Chairman of the National Endowment for the Humanities. NSEB's Presidentially-appointed members include experts from non-profit organizations, industry, and academia. The Board also maintains two ex-officio representatives, one from the Central Intelligence Agency and one from Department of Homeland Security.

NSEP meets with the Board to gain feedback on what skills are required for the national security workforce. Additionally, DLNSEO/NSEP's Director relies on the Board to provide guidance on hiring practices, internships, and security clearances, as well as to assist in crafting policy and guidelines.

The NSEB provides important value to NSEP by ensuring that its programs remain focused on efforts that serve the broad national security interests of the United States. While NSEP falls within the Department of Defense, it has many additional federal beneficiaries, many of whom are represented on the Board. The Board helps build consensus that meets broad national needs, rather than the needs of a single agency. The Board, as established, allows for cross-governmental interests to be represented.

Board members also represent NSEP's key federal constituents. Award recipients must fulfill their government service in federal positions across government agencies related to national security, broadly defined. Board members represent the agencies that hire NSEP awardees, providing feedback on how NSEP can best meet their needs. Presidential appointees represent a broader constituency of members. All serving Board members have staff who can serve as liaisons to various agencies' hiring officials, helping to facilitate the job placement process of NSEP awardees.

2012 NATIONAL SECURITY EDUCATION BOARD



SECRETARY OF DEFENSE DESIGNEE

Mr. Fred Vollrath [Designated to Chair When the USD/P&R is Not Available]

*Performing the Duties of the Assistant Secretary for Readiness and Force Management,
Office of the Under Secretary of Defense (Personnel and Readiness)*



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Mr. Nicholas A. Carlson
*Director Office of International Operations
National Nuclear Security Administration*



U.S. DEPARTMENT OF EDUCATION
Dr. Sylvia Crowder
Acting Deputy Assistant Secretary for International Education



U.S. DEPARTMENT OF STATE
Ms. Meghann Curtis
Deputy Assistant Secretary of State for Academic Programs, Bureau of Educational and Cultural Affairs



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*Executive Vice President
Booz Allen Hamilton*



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Mr. Michael Guest
*U.S. Ambassador (Ret.)
Consultant, Council for Global Equality*



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*President,
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Dr. Christopher Howard
President, Hampden-Sydney College



NATIONAL ENDOWMENT FOR THE HUMANITIES
Dr. Christine Kalke
Senior Analyst and International Coordinator



DIRECTOR OF NATIONAL INTELLIGENCE
Ms. Deborah Kircher
Asst. Director of National Intelligence for Human Capital



PRESIDENTIAL APPOINTEE
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*Major General, USAF (Ret.)
 Director, Defense Language
 and Culture Programs,
 University of Montana*



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*Vice President,
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 COMMERCE
Ms. Michelle O'Neill
*Deputy Under Secretary for
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 International Trade
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*Major General, USAF (Ret.)
 Director, Air Force Institute of
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U.S. DEPARTMENT OF
 HOMELAND SECURITY
 (EX-OFFICIO)
Dr. George Tanner
Chief Learning Officer

**NOT
 PICTURED**

CENTRAL INTELLIGENCE
 AGENCY
 (EX-OFFICIO)
Ms. Christine White
Chief, Recruitment Center



NSEB – DESIGNATED FEDERAL OFFICIAL
Dr. Michael A. Nugent
*Director,
 Defense Language and National Security Education Office*

NSEB MEETINGS

NSEB MARCH 2012 - The National Security Education Board held a meeting in Washington, D.C. on March 15, 2012. The March meeting was the first full Board meeting following the merger of the Defense Language Office with NSEP to create the Defense Language and National Security Education Office (DLNSEO). The opening session of the meeting was devoted to a discussion on the strategic way forward for the new organization. This session focused on the skill-sets, knowledge, sense of history, and abilities of the combined DLNSEO team, as well as the new role within DoD policy-making and program management that DLNSEO would assume.

The Board also heard presentations given by partner federal organizations on their language needs and approaches to building language and culture-enabled workforces. The Senior Language Authorities (SLA) from the Defense Intelligence Agency and the National Security Agency, as well as the Program Officer for DoD's Foreign Area Officers program, spoke on their agencies' missions and language requirements.

Following this session, the Board engaged with several cross-agency representatives, who spoke about their organizations' language training programs. A general discussion closed the meeting.

NSEB SEPTEMBER 2012- The September NSEB meeting was held in conjunction with the Boren Fellowship Symposium on September 6, 2012 in Washington, D.C. The co-mingled events allowed Board members to engage with roughly 80 Boren Fellows in attendance for the annual Symposium. Five Board members, including Presidential appointees Mr. Michael Guest, U.S. Ambassador (Ret.); Dr. Christopher Howard, President, Hampden-Sydney College; and Mr. Don Loranger, Major General USAF (Ret.)/Director, Defense Language and Culture Programs at the University of Montana, and federal members Dr. Sylvia Crowder, Acting Deputy Assistant Secretary for International Education at the Department of Education and Ms. Meghann Curtis, Deputy Assistant Secretary of State for Academic Programs at the Department of State, welcomed Symposium attendees, conducting an opening panel session. Board panelists focused on career pathways, offering stories from their personal career trajectories, and providing advice about navigating the federal job search process.

Following the Symposium welcome session, all Board members convened for a full meeting. Mr. Fred Vollrath, Principal Deputy Assistant Secretary of Defense for Readiness and Force Management, Performing the Duties of the Assistant Secretary of Defense for Readiness and Force Management, led the meeting.

Subsequent to general NSEP updates, the Board turned to an examination of 20 years of Boren Awards. Having reached this milestone, NSEP is collaborating with the Center for Naval Analyses (CNA) to conduct an external review of the Boren program. The review will include a survey of Boren alumni, which will identify the career paths of Boren awardees following completion of their NSEP Service Requirement. CNA spoke to the Board about initial data findings, and solicited input about key areas to target in developing the alumni survey.

The Board also spoke with the Office of Personnel Management's (OPM) Associate Director for Employee Services and the agency's Chief Human Capital Officer, who discussed various pathways OPM is pioneering to bring young professionals into the federal sector. She concentrated in particular on the Presidential Management Fellows (PMF) program, and the opportunities for potential collaboration between the Boren Awards and PMF programs.



Dr. Christopher Howard, NSEB Member and President of Hampden-Sydney College at September 2012 Meeting

A strategic brainstorming session ended the meeting, wherein members shared ideas about advancing an overarching vision for DLNSEO generally and NSEP specifically. Upon the meeting's conclusion, Board members adjourned to the Boren Symposium Formal Reception, at which Presidentially-appointed Board member Mr. Mark Gerencser, Executive Vice President at Booz Allen Hamilton, provided a keynote address.

Two Boren alumni were recognized during the reception for their outstanding national security contributions to the federal government. Mr. Vollrath presented the Howard Baker, Jr. award to Ensign Michael Chahinian and the Sol Linowitz award to Ms. Hilary Wehr. Ensign Chahinian, who studied Mandarin in China under the auspices of a Boren Scholarship in 2002, is both an Electronic Warfare Officer and Visit, Board, Search, and Seizure Officer as an active-duty Naval Officer. Ms. Wehr, a 2008 Boren Fellow who studied Arabic in Syria, is an intelligence analyst in the Middle East/North Africa Office of the Defense Intelligence Agency. They were both nominated by their agencies for the prestigious Boren alumni awards, and Mr. Vollrath underscored their remarkable achievements in his congratulatory remarks.

DAVID L. BOREN SCHOLARSHIPS AND FELLOWSHIPS: PROVIDING AMERICAN STUDENTS EXPERIENCES IN CRITICAL AREAS

PROGRAM OVERVIEW

NSEP awards David L. Boren Scholarships to outstanding undergraduate students and David L. Boren Fellowships to outstanding graduate students who are U.S. citizens studying languages, cultures, and regions of the world critical to national security, including Africa, Asia, Central and Eastern Europe, Eurasia, Latin America, and the Middle East. The Institute of International Education administers the Boren Scholarships and Fellowships program for NSEP through a cooperative agreement.

Boren Scholarship and Fellowship applicants must identify how their study abroad program, as well as their future academic and career goals, contribute to U.S. national security. NSEP draws on a broad definition of national security, recognizing that its scope has expanded to include not only the traditional concerns of protecting and promoting American well-being, but also the challenges of global society, including sustainable development, environmental degradation, global disease and hunger, population growth and migration, and economic competitiveness.

Boren Scholarships and Fellowships are awarded with preference to students who are highly motivated by the opportunity to work in the federal government. Preferences are also given for countries, languages, and fields of study critical to U.S. national security, and for students who study abroad for longer periods of time. Since 1994, NSEP has awarded nearly 5,000 Boren Scholarships and Fellowships.

In exchange for NSEP financial support, all Boren award recipients incur a federal service obligation, which requires employment in a position with significant national security responsibilities for at least one year. It is incumbent upon award recipients to identify and secure appropriate positions, allowing each Boren Scholar and Fellow the flexibility to identify the agency and position that best suits their interests and skill-sets.

Boren award recipients represent the next generation of federal leaders. They are equipped with language and cultural competencies, as well as academic skill-sets ranging from economics to psychology, and from mathematics to business management. They demonstrate the highest intellectual and professional capacity, as determined through a competitive, national, merit-based selection process. And importantly, they maintain a strong desire to contribute to the nation's security through public service.

As international education programs, Boren Scholarships and Fellowships lead in most areas when compared to other study abroad programs by:

- Increasing the number of U.S. students studying in world regions that are important to U.S. national security;
- Funding students for longer, more comprehensive periods of language and culture study;
- Providing the opportunity for students from non-traditional study abroad fields, such as applied sciences, engineering, and mathematics to develop international skills; and

The 2012 Boren Scholars applicant pool was:

- More diverse than the general study abroad population in terms of ethnicity; and
- More diverse than the general study abroad population in terms of gender

Boren Fellows in 2012 were also a diverse group in terms of ethnicity, and were comparable with the Boren Fellowship applicant and general graduate student study abroad populations in terms of gender.

Source: IIE Open Doors Report 2012

2012 ANNUAL REPORT

- Enabling a more diverse array of American students to undertake serious study of languages and cultures critical to U.S. national security

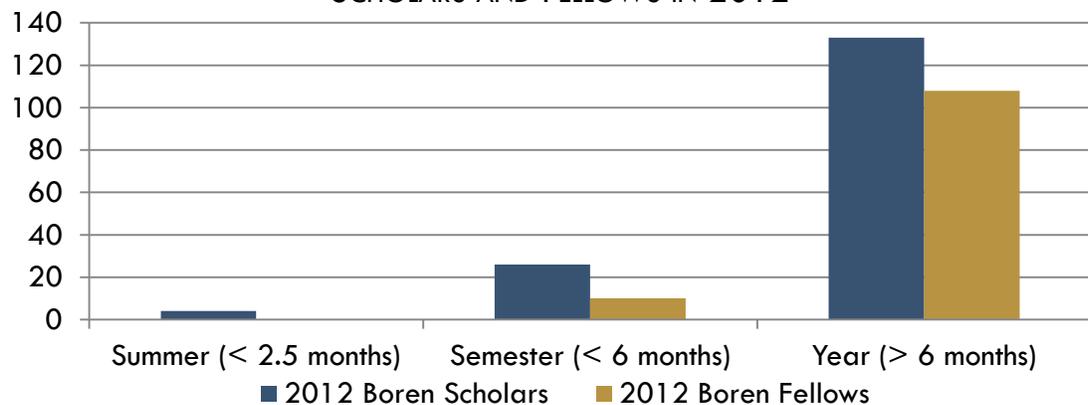
2012 Highlights

In 2012, NSEP awarded 163 Boren Scholarships and 118 Boren Fellowships¹², with applicant acceptance rates of 16 percent and 21 percent respectively.

	2012 Boren Applicants	2012 Boren Recipients
Scholars	1,014	163
Fellows	575	118
TOTAL	1,589	281

Overall, 83% of 2012 Boren Scholars studied abroad for a full year, compared to 63% of Boren Scholarship applicants, and less than 4% of the general study abroad population. A full 92% of 2012 Boren Fellows studied abroad for a full year.

DURATION OF STUDY OVERSEAS BY BOREN SCHOLARS AND FELLOWS IN 2012



Boren Scholars studied 25 languages in a total of 28 countries in 2012, while Boren Fellows studied 31 languages in 32 nations. Full listings of all Boren award recipient countries of study and languages of study are included in Appendix K and Appendix L respectively.

Broken down by region, East Asia and the Middle East/North Africa were the most popular destinations among students.

¹² For a complete list of 2012 Boren Scholars, see Appendix G. Profiles of several 2012 Boren Scholars are included in Appendix H. For a complete list of 2012 Boren Fellows, see Appendix I. Profiles of several 2012 Boren Fellows are included in Appendix J.

World Regions	2012 Boren Scholars	2012 Boren Fellows	TOTAL
East Asia/Pacific Islands	50	33	83
Eastern Europe	28	12	42
Middle East/North Africa/South Asia	46	38	82
Latin America	10	7	17
Sub-Saharan Africa	29	28	57
TOTAL	163	118	281

Significantly, Boren Scholars and Fellows bring diverse academic skill-sets to their abroad experiences. They specialize in a wide variety of disciplines in addition to possessing critical language expertise. In recent years, the number of students awarded Boren Scholarships and Fellowships specializing in the STEM disciplines (science, technology, engineering, and mathematics) has grown significantly.¹³

Fields of Study	2012 Boren Scholars	2012 Boren Fellows	TOTAL
International Affairs	68	48	116
Social Sciences	23	15	38
Applied Sciences (STEM)	19	16	35
Area/Language Studies	41	15	56
Business	4	3	7
Other	8	21	29
TOTAL	163	118	281

The data clearly illustrate the gains Boren Scholars and Fellows are able to achieve through an extended period of overseas study. At the end of 2012, post-tests had been completed by 2,012 Scholars and 892 Fellows,¹⁴ and among this population, roughly 46 percent of Boren Scholars and nearly 63 percent of Boren Fellows achieved a post-test oral proficiency level of advanced or higher following their study overseas. As demonstrated, a majority of Scholars move from novice or intermediate-level proficiency into intermediate or advanced-level proficiency over the course of their Boren experience. Similarly, a majority of Fellows move from intermediate-level proficiency into advanced or superior-level proficiency under the auspices of Boren funding.

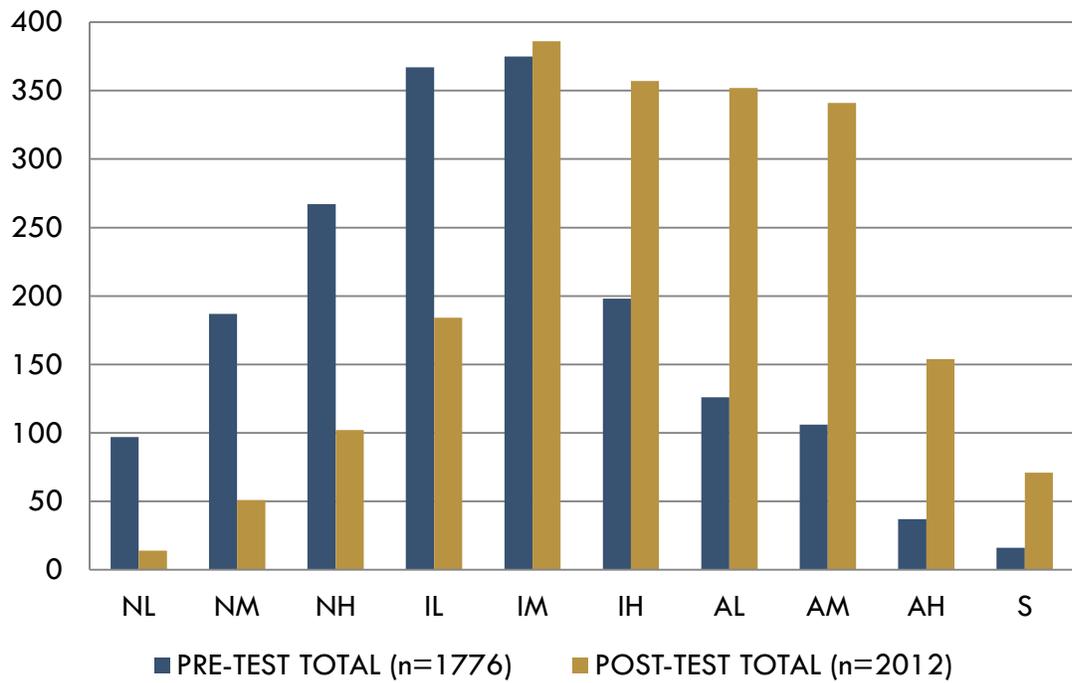
The charts that follow use the ACTFL proficiency scale. The scale, outlined in its entirety, is included at Appendix C. For the purposes of the below data, ACTFL levels have been abbreviated as follows – Novice Low (NL), Novice Mid (NM), Novice High (NH), Intermediate Low (IL), Intermediate Mid (IM), Intermediate High (IH), Advanced Low (AL), Advanced Mid (AM), Advanced High (AH), and Superior (S).

¹³ A full listing of majors among Boren Scholars and Fellows is included at Appendix M.

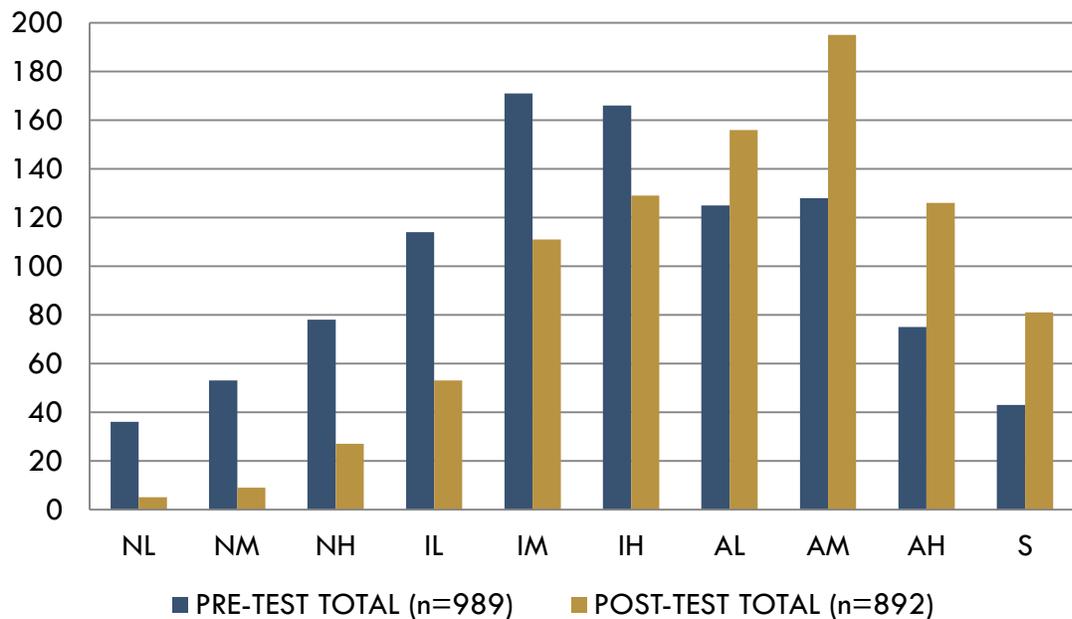
¹⁴ A subset of Boren Scholars and Fellows are not able/do not complete post-program proficiency testing, and accordingly, do not receive their final Boren funding disbursement. Scholars and Fellows who enter the program having had no previous experience in the critical language for which they are being funded do not receive pre-program proficiency testing.

Over its 20-year history, NSEP has learned that Boren applicants are sensitive to changes in international affairs and orient their studies to languages and areas they perceive as having future importance. These student preferences complement the areas emphasized by NSEP, with the African Languages Initiative standing as a clear example.

1996-2012 BOREN SCHOLAR
PRE- AND POST- PROGRAM TESTING



1996-2012 BOREN FELLOW
PRE- AND POST- PROGRAM TESTING



FUTURE OF BOREN AWARDS

The NSEP Service Requirement differentiates Boren Awards from other federal language initiatives. As the program reaches nearly 20 years of awards, Boren Scholars and Fellows have begun to assume key leadership positions throughout the federal sector. The future of the Boren Awards program lies with its alumni – they are the next generation of language and culture-enabled, national security experts, who possess a combination of linguistic, cross-cultural, academic, and professional competencies that will benefit the U.S. government for decades to come.



Iqbal Akhtar | Department of Defense, U.S. Northern Command | 2002 Boren Fellow in Pakistan

Rebecca Keiser | National Aeronautics and Space Administration, Policy Integration | 1996 Boren Fellow in Japan



Benjamin Orbach | Department of State, Middle East Partnership Initiative | 2002 Boren Fellow in Jordan

“NSEP changed my life. This program enables and inspires future leaders and global thinkers. It generates, motivates, encourages, and supports those [who] understand the importance of building international skills, learning critical foreign languages, and serving our country.” Maria “Tonie” Lozano DiGiulio | Department of Commerce, International Trade Administration | 1998 Boren Scholar in the Czech Republic

2012 ANNUAL REPORT

Matthew Parin | Department of Defense,
Defense Intelligence Agency | 2005 Boren
Scholar in Egypt



"I applied [for a Boren Fellowship because the program] focused on studying a foreign language in a native land. It was open to originality ... consequently, I was able to apply and study in Irkutsk Oblast, a place far removed from Moscow." Todd Chappell | Department of Defense, Defense Threat Reduction Agency | 1997 Boren Fellow in Russia



Derek Hoffmann | Department of State,
Foreign Service | 2001 Boren Fellow and
2003 Flagship Fellow in Egypt

Eileen Derby | U.S. Agency for International
Development, Timor-Leste Mission | 2005 Boren
Fellow in Turkey



"The Boren Awards really provide tremendous opportunities. The year abroad I spent with the support of a Boren Scholarship cemented my interest in pursuing a career in the Foreign Service." David Ng | Department of State, Bureau of East Asian and Pacific Affairs | 1999 Boren Scholar in China

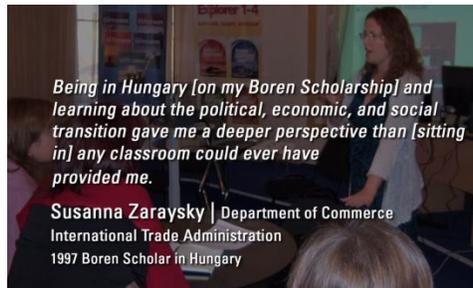


John Sutherland III | Department of Defense,
Prisoner of War/Missing Personnel Office |
1994 Boren Fellow in Vietnam

“Because of my Boren Award in Jordan I was able to gain a solid foundation in Arabic, make some great contacts, and gain a great deal of confidence living independently abroad...I [now] feel like I could go anywhere in the world confidently and teach myself about the culture and language.” Steffen Merten | Department of Defense, Central Command | 2006 Boren Scholar in Jordan and 2008 Boren Fellow in Oman

“The Boren Fellowship allowed me to see a part of the world that was critical to my understanding of the Middle East and prepare myself for my chosen career path ... in the intelligence community.” Dan Emory | Central Intelligence Agency | 1994 Boren Fellow in Syria

Susanna Zaraysky | Department of Commerce, International Trade Administration | 1997 Boren Scholar in Hungary



“The Boren experience was a launching pad for my career and opened many doors for me.” Sara Sultan | U.S. Agency for International Development, U.S. Mission to the Organization for Economic Cooperation and Development | 2003 Boren Scholar in Turkey



Timothy Reuter | U.S. Agency for International Development, Bureau for Asia and the Near East | 2003 Boren Fellow in Egypt

“The Boren Fellowship allowed me to act on my overwhelming desire to impact people’s lives through direct personal involvement, and was an ideal launching point for pursuing a career in international development.” Craig Milroy | Department of Health and Human Services, Centers for Disease Control and Prevention | 1998 Boren Fellow in Brazil

PILOT AFRICAN LANGUAGES INITIATIVE PROMOTING THE STUDY OF CRITICAL AFRICAN LANGUAGES

PROGRAM OVERVIEW

Section 314 of the Intelligence Authorization Act for Fiscal Year 2010 called for the establishment of a pilot program to provide intensive instruction in several African languages. The legislated intent was to build language capabilities in areas critical to U.S. national security interests, but where insufficient instructional infrastructure currently exists domestically. Based on the successes of its many critical language initiatives, NSEP was identified to spearhead the pilot.¹⁵

All AFLI participants are funded through either a Boren Scholarship or Boren Fellowship.¹⁶ Boren Scholars and Fellows participating in AFLI study a targeted African language and enhance their proficiency by completing domestic study, followed by intensive, semester-long study overseas. Through this model, NSEP aims to enable American students to achieve measureable proficiency gains in their chosen language. Boren Scholars and Fellows participating in AFLI are required to attend eight weeks of language training at the University of Florida before departure overseas,¹⁷ as well as complete a full semester of language study in-country.



AFLI participants (L-R) James Johnson, Nikki Kalbing and Victoria Berdini in South Africa to study Zulu

The languages selected for the pilot program were based on four primary criteria: critical need to U.S. national security; critical need to improve U.S. infrastructure for these languages; availability of intermediate and advanced instructional materials for these languages; and basic infrastructure in existing or potential overseas programs for these languages. In addition, NSEP considered the feasibility of designing and implementing domestic and overseas programs in these languages.

The African Languages Initiative has demonstrated clear and measurable results since program inception. Overall, the number of Boren awards made for the study of Akan/Twi, Hausa, Portuguese (for Mozambique), Swahili, Wolof, Yoruba, and Zulu has nearly tripled since 2008, from 12 Boren Scholarships and Fellowships granted in

¹⁵ The funding provided to NSEP is in addition to amounts required pursuant to 50 U.S.C. §1912.

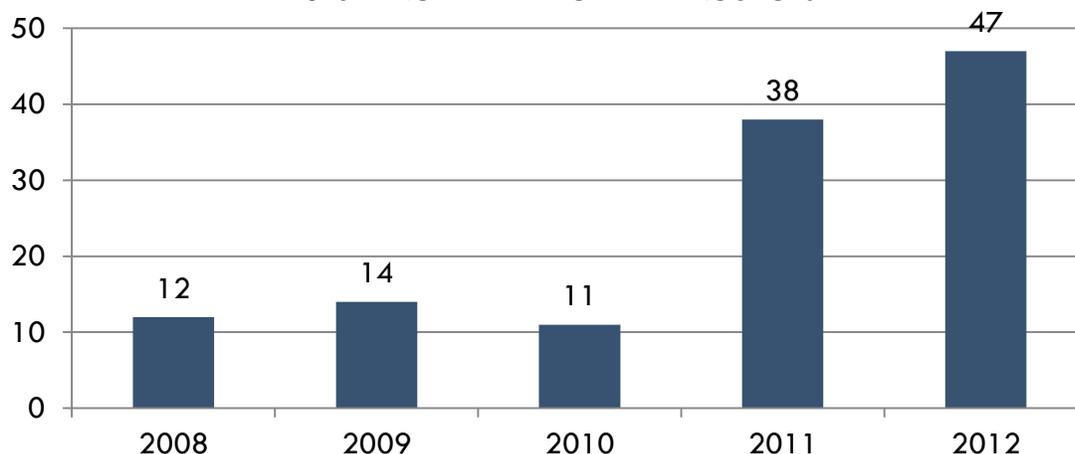
¹⁶ Boren Scholars, Boren Fellows, and Language Flagship undergraduates with experience in Africa were eligible to apply for AFLI funding.

¹⁷ An exception is possible for those students who have already achieved significant language proficiency in the target African language.

NSEP designed the AFLI to model the best practices of the Boren Awards program and The Language Flagship. AFLI's purpose is to help meet the critical need for government specialists in a range of academic and professional fields who are able to operate effectively in major African languages. The languages targeted through the pilot include Akan/Twi, Hausa, Portuguese, Swahili, Wolof, Yoruba, and Zulu.

2008 (two years before the pilot was launched) to 47 Boren Scholarships and Fellowships granted in 2012 (three years into the pilot).

BOREN SCHOLARS AND FELLOWS
STUDYING AFLI-TARGETED LANGUAGES



In five years, awards made for the study of Akan has tripled, for Portuguese (to Mozambique) has increased five-fold, for Swahili has nearly doubled, for Twi has doubled, for Wolof has increased six-fold, for Yoruba has quadrupled, and for Zulu has quadrupled.

Language	2008	2009	2010	2011	2012
Akan	0	0	0	0	3
Portuguese	0	1	0	0	5
Swahili	12	10	9	30	23
Twi	0	0	0	0	2
Wolof	0	0	1	0	6
Yoruba	0	2	0	4	4
Zulu	0	1	1	4	4
TOTAL	12	14	11	38	47

2012 HIGHLIGHTS

In 2012, 77 undergraduates applied for Boren Scholarships to study AFLI-supported African languages, while 61 graduates applied for Boren Fellowships to study AFLI-supported African languages. In total, NSEP awarded 25 AFLI/Boren Scholars and 22 AFLI/Boren Fellows funding to participate in official domestic and/or overseas AFLI programs.

	Boren Scholars	Boren Fellows	Flagship Fellows	Total
Applicants	77	61	3	141
Recipients	25	19	3	47

In concert with NSEP, the University of Florida designed and implemented an AFLI program for the study of Akan/Twi, Swahili, Wolof, Yoruba, and Zulu during summer 2012. Overall, 29 Boren Scholars and Fellows participated in this language training.

Language	Boren Scholars	Boren Fellows	Total
Akan/Twi	3	1	4
Swahili	12	6	18
Wolof	0	3	3
Yoruba	2	0	2
Zulu	1	1	2
TOTAL	18	11	29

The University of Florida’s program, which runs for eight weeks, focuses on performance-based and communicative-oriented instruction. All teaching is conducted by expert, native-speaking instructors. Classes meet four hours a day five days a week, and each day requires one hour of mandatory conversation practice. Boren Scholars and Fellows also spend one day every two weeks with a host native-speaking family to improve communicative competence in the target languages. Over the course of the summer, students earn academic credit equivalent to one year of instruction. The program is open to students from all majors, and is designed to allow participants to achieve functional language proficiency in multiple skills (reading, writing, speaking, and listening) to ensure adequate preparation for the AFLI overseas programs.

The overseas component of the African Languages Initiative focuses on enabling Boren Scholars and Fellows to reach further proficiency in their chosen African language. Institutions collaborating with NSEP as official 2012 AFLI partners included Al-Akhawayn University in Meknes, Morocco (Moroccan Arabic), the Universidade Eduardo Mondlane in Maputo, Mozambique (Portuguese), the Swahili Flagship Center at The State University of Zanzibar in Zanzibar, Tanzania (Swahili), the University of Ibadan in Ibadan, Nigeria (Yoruba), and the University of Zululand in KwaZulu Natal, South Africa (Zulu).¹⁸ Collaborating with NSEP, each program is carefully designed to make the most of each overseas location’s offerings.



AFLI Fellow Mie-Na Srein in Kenya

In total, 39 Boren Scholars and Fellows studied at an official AFLI overseas program in 2012. In addition, six AFLI-funded Borens studied Akan/Twi in Ghana, while five studied Wolof at self-identified programs.

¹⁸ NSEP has not established official AFLI overseas programs for the study of Akan/Twi or Wolof. Thus, Boren Scholars and Fellows pursuing these languages are required to pursue intensive language study overseas at an institution of their choosing.

Country	Boren Scholars	Boren Fellows	Flagship Fellows	Total
Morocco	4	1	3	8
Mozambique	3	2	0	5
Nigeria	2	2	0	4
South Africa	1	3	0	4
Tanzania	11	6	0	17
Total	21	14	3	38



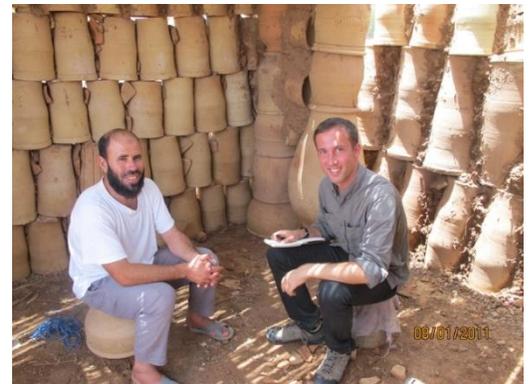
AFLI Fellow Ronya Foy learning Swahili in Tanzania

Curricular approaches among all partnering AFLI overseas institutions include formal and traditional classroom instruction, individual and group conversation practice, methodologies to develop self-managed learner skills, and home-stay experiences. This pilot model allows students to more actively engage in the language acquisition state.

FUTURE OF AFLI

Proficiency levels among AFLI-funded Boren Scholars and Fellows are striking. While complete data for 2012 participants will not be available until spring of 2013 (many AFLI-funded 2012 Boren Scholars and Fellows will remain overseas through the 2013 spring semester), data from 2011 is indicative of concrete programmatic success.

In total, 34 NSEP award recipients participated in AFLI during academic year 2011-12. Domestically, 20 students attended summer 2011 domestic AFLI program, three students completed summer 2011 training in Morocco, and 31 students participated fall 2011 AFLI overseas programs.¹⁹ All 2011 AFLI participants were assessed for language proficiency gains using Oral Proficiency Interviews, both pre- and post-program.²⁰ As demonstrated below, a majority of participants studying under the auspices of Boren/AFLI achieved an Advanced-Mid proficiency or higher on the ACTFL scale.

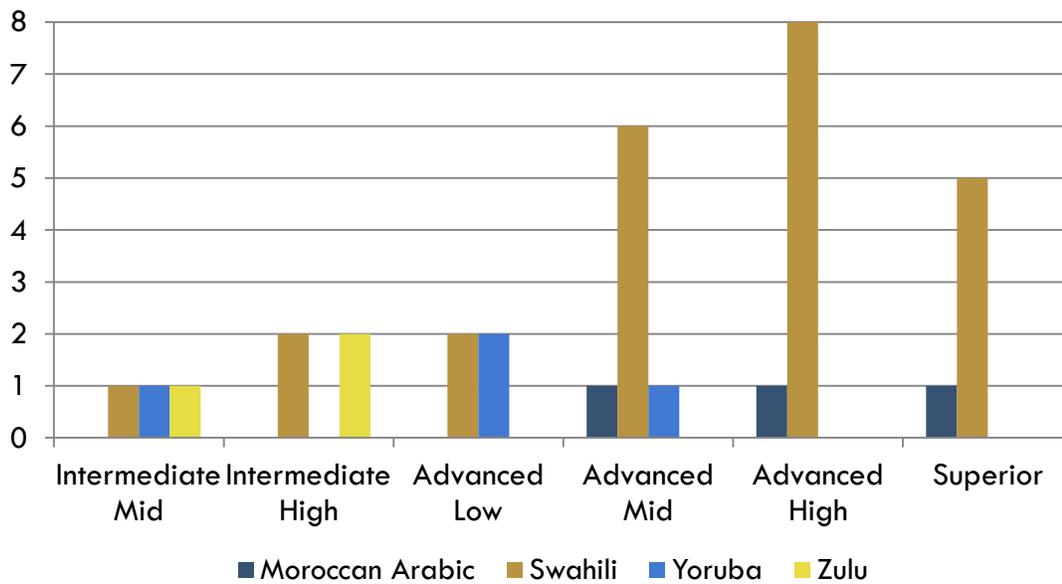


AFLI Fellow Eric Fischer practicing Moroccan Arabic (Darija) in Morocco

¹⁹ Some students participated in multiple components of AFLI during AY11-12, while others participated in only one component.

²⁰ An exception was made for one Zulu student, as an appropriate tester for upper-level Zulu was not available.

AFLI POST-PROGRAM BOREN SCHOLAR AND FELLOW PROFICIENCY DATA



Due to sustained, strong performance, NSEP has received additional 2013 funding for the African Languages Initiative. This funding will be used to increase the number of Boren Scholarships and Fellowships available for the study of African languages. NSEP continues to refine the pilot model, structuring a program that will maximize available funding for the development of domestic and overseas centers, while focusing primarily on providing direct student support.

In 2013, NSEP will continue to build on current investments, increasing program focus and quality. To support AFLI, outreach and recruitment efforts were increased significantly for the 2012 Boren Awards cycle, and will continue in 2013. NSEP anticipates strong application and award levels as the AFLI program expands. The deadline for submission of 2013 AFLI applications is January 31 for Boren Scholars and February 13 for Boren Fellows. Award recipients will be notified in late April 2013 and will begin study at the University of Florida in early June 2013.

NSEP anticipates increasing the overall number of Boren Scholars and Fellows engaged in the study of African languages, as well as increasing students' proficiency levels reached, as a direct result of the African Languages Initiative.

THE LANGUAGE FLAGSHIP: CHANGING THE WAY AMERICANS LEARN LANGUAGES

The Department of Defense is the largest employer, both civilian and military, of Americans with skills communicating in other languages. NSEP recognized that in order for the Department of Defense and the broader U.S. national security and foreign affairs community to meet current and future needs for a globally trained workforce, it must rely on our national education system to graduate high school and college students with abilities in languages critical to our future.

The Language Flagship is a partnership between the federal government and the education community, with the goal of building language programs that produce professionally proficient language speakers in Arabic, Chinese, Hindi Urdu, Korean, Persian, Portuguese, Russian, Swahili, and Turkish. The Language Flagship consists of several components, including: the Language Flagship Program; institutional grants for research in the field of language education and for the development of language learning tools and assessments; the oversight and management of K–12 Flagship programs; and a Pilot Flagship/ROTC Initiative. The Language Flagship strives to graduate students who will become future contributors to and employees of the Department of Defense and the broader national security community.



Flagship student learning Persian at Overseas Flagship Center

FLAGSHIP PROGRAM

The Flagship Program is comprised of undergraduate students currently enrolled at 26 programs at 22 universities focusing on Arabic, Chinese, Hindi Urdu, Korean, Persian, Portuguese, Russian, Swahili, and Turkish.²¹ The goal of the Flagship Program is to graduate students from a variety of majors with an Interagency Language Roundtable (ILR) Level 3 proficiency²² in one of The Language Flagship's target languages. As a result, the Flagship Program creates a pool of qualified individuals in a variety of professions who are linguistically and culturally competent in a language and area of the world critical to U.S. national security. To achieve this goal, Flagship students combine and integrate their language studies into their majors by taking content courses offered in their target language. Moreover, Flagship students are recruited from a wide variety of fields ranging from international studies to mathematics to biology. Thus, the Flagship Program provides opportunities for students from a variety of disciplines to become professionally proficient in one of Flagship's target languages.

²¹ The 2012 Flagship Fellows are included in Appendix N. 2012 Boren/Flagship Scholars and Fellows recipients are included in Appendix O.

²² For a complete description of ILR's proficiency scale, see Appendix C.

The design of the Flagship Program comes from years of experience, research, and evidence demonstrating that advancing students to professional-level language proficiency requires a systematic approach that combines both domestic and overseas study. Flagship curricula, both domestically and overseas, focus on proficiency-based advancement in all four modalities of language learning: reading, writing, listening, and speaking.

To achieve professional-level proficiency in targeted Flagship languages, universities have redesigned their typical language curriculum and have replaced it with intensive language training starting at the beginner level and building through to the superior level. Programs provide:

- Weekly group and individual tutoring;
- Integrated content-based instruction and courses across an array of disciplines at the advanced and superior levels;
- Immersive learning environments, such as language houses; and
- Cultural clubs and events, which give students additional opportunities to use and improve their language.

The Flagship Program builds on what students have learned in the classroom; sets goals for their individual progress; and provides on-going assessments to ensure that students are developing their linguistic skills and meeting the standards of the Flagship program.



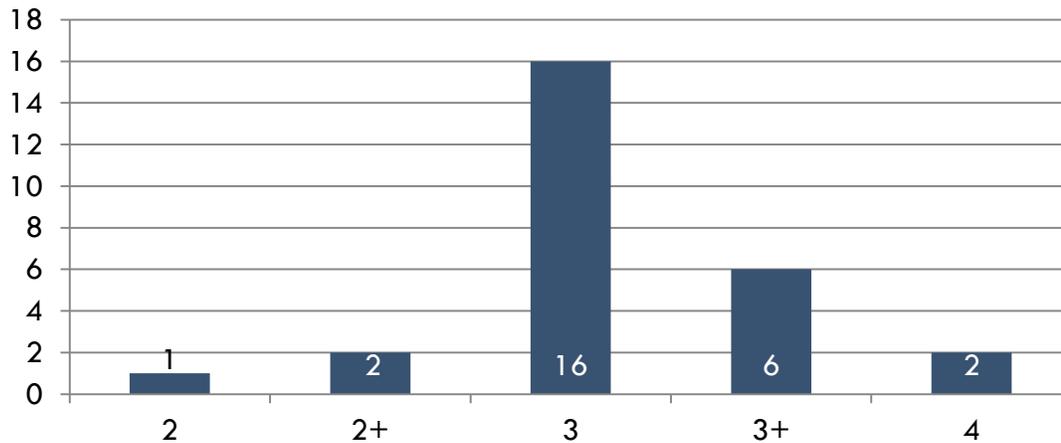
NSEP Delegation meets with Korea University Officials during Overseas Flagship Center visit

In addition, all Language Flagship students are required to complete an academic year overseas at an Overseas Flagship Center program. Overseas Flagship partner institutions articulate and collaborate with their domestic Flagship counterparts. This ensures optimal results for the students, and in language proficiency gains. The Flagship model ensures students have direct experience with the culture of the country and region in which their target language is spoken.

Students participate in the overseas program once they have reached an ILR Level 2 (advanced proficiency) with the goal of achieving an ILR Level 3 (professional proficiency) by the time they complete this capstone year. While overseas, students are required to take language classes, directly enroll in classes in their major at a university in the country where they are studying, and participate in a professional internship. Both the direct enrollment classes and the internship are conducted in their target language and give the students an opportunity to understand and participate in both academic and professional environments. The majority of students also live in a “home-stay” while abroad, which provides them with an opportunity to operate in their target language for the majority of the day and gain a deeper understanding of the culture in which their target language is spoken.

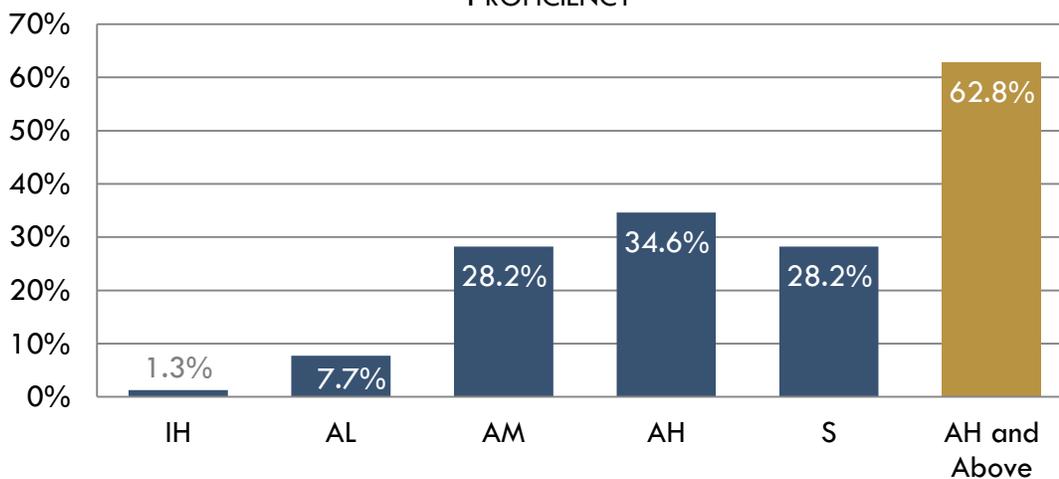
In 2012, 89 undergraduate and graduate students completed the Overseas Flagship Program. Of this group, 27 students received an official Foreign Service Institute (FSI) oral proficiency test, with 96.3% scoring at or above ILR Level 2+, 88.9% (24) scoring at ILR Level 3 or higher, and 29.6% (8) scoring at ILR Level 3+ or higher.

2012 FLAGSHIP FSI SPEAKING PROFICIENCY



All Overseas Flagship Undergraduate students were required to take the ACTFL Oral Proficiency Interview (OPI), and again nearly all students scored in the advanced and superior ranges.²³ Out of 78 students who completed the ACTFL OPI, 62.8% (48) scored in the Advanced High range or higher, and 28.2% (22) scored in the Superior range or higher. Flagship participants who achieved an ACTFL Superior or higher include students of Arabic (4), Chinese (6), and Russian (10).

2012 FLAGSHIP UNDERGRADUATE EXIT ACTFL SPEAKING PROFICIENCY

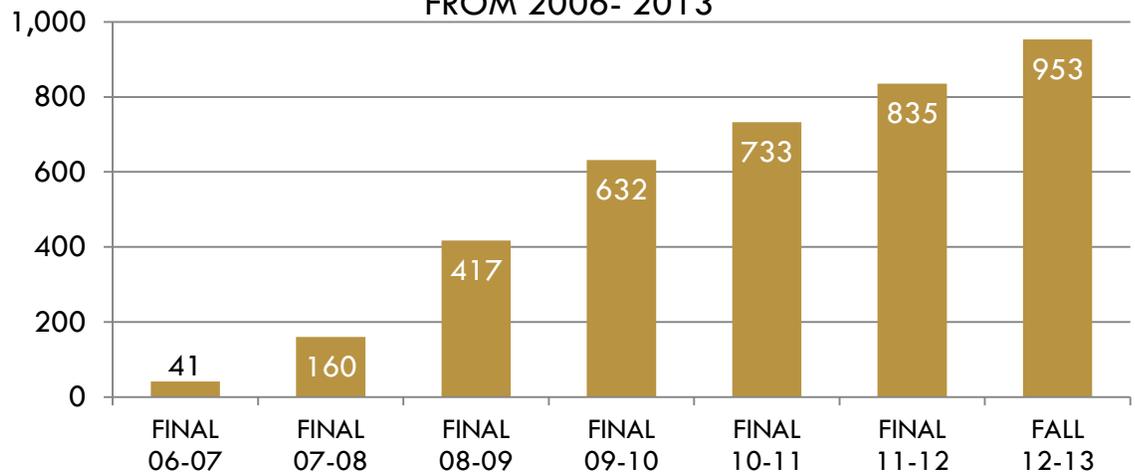


Based on the number of students in the domestic pipeline preparing to study in Overseas Flagship Programs for next year, The Language Flagship is planning for a significant increase in the numbers of students enrolling in overseas Flagship programs for academic year 2012. The current expectation is that there will be at least 130 Flagship undergraduate students studying overseas in 2013.

²³ See Appendix C for a listing of the ACTFL proficiency scale.

The Language Flagship model requires intensive language instruction from absolute beginner through to the superior level. The programs at the Flagship Centers provide opportunities for intensive summer study, individual and group peer tutors throughout the program, and content courses in the target language at advanced and superior levels.

GROWTH IN FLAGSHIP UNDERGRADUATES FROM 2006- 2013

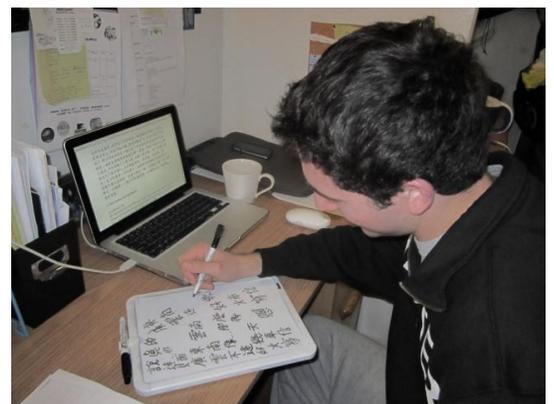


Building on these promising achievements by undergraduate students, The Language Flagship is implementing a number of program improvements to increase the percentage of Overseas Capstone students who complete with ACTFL Superior or ILR Level 3 proficiency. Selection criteria for the Overseas Capstone programs are being tightened across the board so that admitted students must demonstrate an ACTFL Advanced proficiency level (ILR Level 2) before moving on to their Capstone experience.



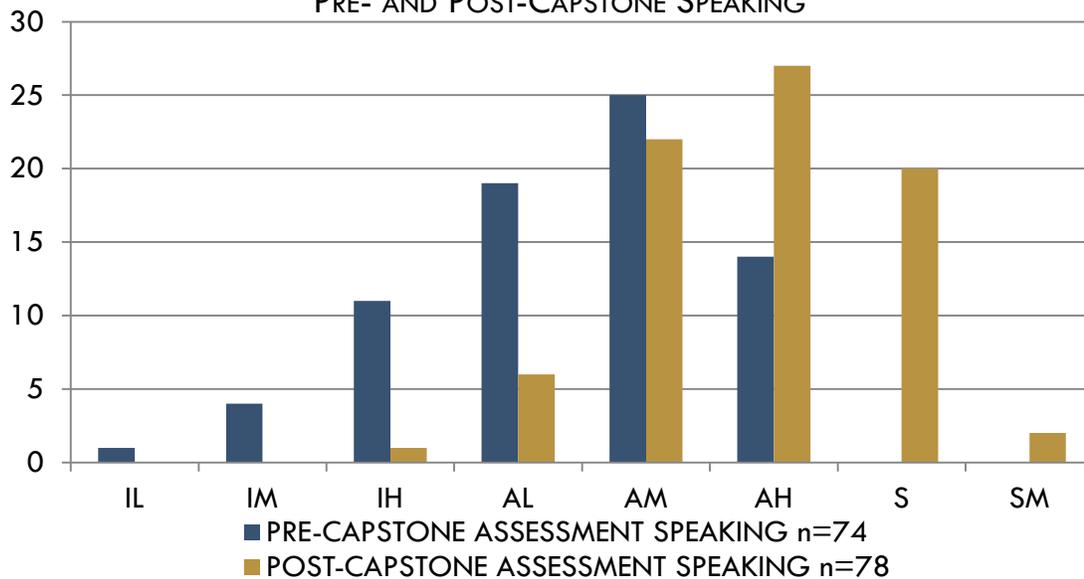
Students attending the National Flagship Student Meeting at University of Maryland

Overseas academic programs are undergoing review for rigor and effectiveness in language instruction, and efforts are underway for additional teacher training for overseas instructors and articulation of domestic and overseas language curricula. Assessment protocols are being normalized for students participating in the Chinese Overseas programs in order to clarify standards for student progress, and assessment instruments in the Arabic field are being examined for their ability to accurately reflect skills gained speaking and understanding the various Arabic dialects, as well as more formal communication in Modern Standard Arabic.



Hunter College Chinese Flagship student practicing Chinese characters using computer-assisted learning tools

2012 UNDERGRADUATE FLAGSHIP
PRE- AND POST-CAPSTONE SPEAKING



Recent Language Flagship graduates have taken positions with the Department of Defense, military services, Department of State, the Intelligence Community, law enforcement, the World Bank, and the Peace Corps. In the private sector, recent graduates are using their skills in international trade, finance, biomedical and health services, and education. Many graduates are also pursuing graduate study in fields such as international studies and diplomacy, law, and medical and health sciences.

INSTITUTIONAL GRANTS

The Language Flagship provides institutional grants to universities to develop language programs that produce professionally proficient language speakers in a number of critical languages. Flagship institutions re-engineer their Flagship language curriculum with the goal of graduating students at ILR Level 3 proficiency. In order to reach this proficiency, The Language Flagship has developed a model that integrates interventions and assessments that exceed the rigor and results of the typical language curriculum.



Students discuss Flagship Employment Opportunities at the National Flagship Student Meeting University of Maryland

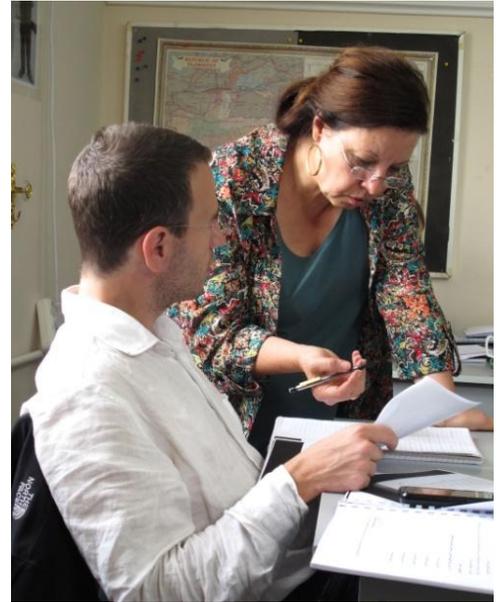
The Language Flagship institutions also produce cutting-edge research and are leaders in the field with respect to language education pedagogy, assessment, and integrating technology into language learning. NSEP provides institutional grants to Language Flagship institutions to support collaborative efforts on research and the creation of materials and tools.

Flagship Undergraduates accepted into a Flagship program must successfully complete the domestic program by demonstrating ACTFL Advanced (ILR 2) proficiency. These students then articulate to a one-year program at an Overseas Flagship Center. The overseas program design include: directed language instruction, direct enrollment in courses, and a meaningful internship using their target language. Certification is earned only by those students demonstrating ACTFL Superior/ILR Level 3 proficiency at the end of the program.

The collaborative nature of the program at the institutional level is one of the key strengths of The Language Flagship program. In addition to collaborating on research, directors of Flagship programs participate on a number of external committees that address policies regarding pedagogy and logistics within their target languages and for The Language Flagship program as a whole. This unique partnership between higher education and government has been the foundation for creating this highly successful, results-oriented program.

FLAGSHIP K-12 PROGRAMS

The Language Flagship continues its investment in results-oriented critical foreign language programs in the K-12 (kindergarten through 12th grade) field that graduate a pool of high school students ready to progress on the way to ILR Level 3 proficiency in Chinese and Arabic.



Dr. Atefeh Oliai at the Persian Overseas Flagship Center

The University of Oregon/Portland Public Schools K-16 Chinese Language Flagship serves as a national demonstration project. The intensive K-12 Mandarin language program allows students to achieve Advanced level proficiency and academic success. The core Mandarin immersion program takes place at Woodstock Elementary School, Hosford Middle School, and Cleveland High School with a World Language Institute for heritage learners at Franklin High School in Portland, Oregon. Six schools also participate in the Chinese World Language programs, which offer four years of instruction in Mandarin Chinese with Advanced Placement (AP) and International Baccalaureate (IB) options.



Woodstock Elementary School students learning Chinese in Portland, OR

The partnership maintains a critical focus on improving literacy results throughout the K-12 sequence and is developing blended online content classes and face-to-face high level language courses for secondary level immersion students. The project is also developing beginning level high school (credit bearing) Chinese asynchronous online language classes for use throughout the nation. Student enrollment in the PPS Mandarin Chinese Immersion program grew from 991 students in fall 2011 to 1076 students in fall 2012. To date, 11 students from PPS have matriculated into the University of Oregon Chinese Language Flagship with advanced levels of Chinese language proficiency.

The Brigham Young University/Utah State Department of Education K-12 Chinese Language Flagship launched the Flagship Chinese Acquisition Pipeline (F-CAP) Consortium in June 2012. The Consortium will expand the dual language immersion model that Portland Public Schools developed and add articulated grade 7-12 and grade 9-12 pathways. The K-12 dual language immersion pathway includes curriculum and translated materials aligned to the common core standards and literacy curricula for the elementary grades that include detailed lesson plans and scripts for teachers to follow.

Plans are underway to develop secondary grade-level immersion curricula based on broad themes in social studies, health and humanities, and world geography. All pathways include target proficiency goals with benchmarks defined for each grade level K-12; articulated curricula for each grade level; proficiency testing; and data-driven decision-making. The consortium includes six Chinese Language Flagship programs (BYU, Arizona State University, Hunter College, and the Universities of Mississippi, Oregon, and Rhode Island), five state departments of education (DE, GA, KY, OK, and SC), and districts in 18 states (AZ, CA, DE, GA, ID, IL, KY, MI, MS, NY, OK, OR, RI, SC, TN, TX, UT, WY).



June 2012 Inaugural Meeting of the BYU and Utah State Department of Education Flagship Chinese K-12 Consortium. The consortium brought together representatives from 18 states who are cooperating in developing articulated Chinese language programs

The Michigan State University Arabic Language Flagship K-12 investment has developed a detailed, 32-unit Modern Standard Arabic curriculum based on the National Standards. The curriculum includes a teacher's guide with instructional materials, such as audio files, visuals, partner activities, and practice exercises. Approximately 75 teachers nationwide have attended best-practices workshops to learn how to utilize this curriculum. All of the materials are hosted on the Atlas Curriculum website so that anyone interested in beginning a secondary Arabic program may access them. In addition, the activities will be available online as 24/7 learning support to Arabic language learners. To date, 75 schools in 17 states (CA, CT, FL, HI, IL, MA, MD, MI, MT, NY, OH, OR, PA, TN, TX, UT, VA, WA) and the District of Columbia are using the materials. Beginning this fall, the writing team will add 32 additional units, materials, and activities to the curriculum so that learners graduate high school with solid Intermediate-Mid/High proficiency, poised to enter and succeed in one of the Arabic Language Flagship programs.

The goal of the K-12 Language Flagship investments continues to be the development of replicable, systemic, demonstration models of articulated critical language instruction that contributes to a national pool of high school students with advanced language skills. On a programmatic level, once in a university Flagship, these students are capable of progressing quickly into upper-level content courses in the language to achieve professional-level language proficiency tied to their academic major. The K-12 Language Flagship investments contribute to the goal of The Language Flagship to create global professionals.

2012 HIGHLIGHTS OF THE LANGUAGE FLAGSHIP

In 2012, The Language Flagship expanded its efforts in the following strategic areas:

1) RESULTS, OUTREACH, AND DISSEMINATION OF THE FLAGSHIP MODEL

2012 marks the 10-year anniversary of the Language Flagship program and has been an opportune time for The Language Flagship Program to concentrate on outreach and dissemination of the results of the program. In 2012 eight Flagship programs concluded nine different projects aimed at disseminating the results of The Language Flagship Program. These projects included several research projects that demonstrate the strength of the Flagship model and publications of these findings in academic journals, video projects aimed at documenting the program and the student's perspective, and several meetings aimed at disseminating various aspects of the Flagship model to non-Flagship institutions.

On October 26, 2012, The Hunter College Chinese Flagship Center and the Institute of International Education (IIE) hosted an event titled Results 2012. The purpose of Results 2012 was to create a forum to disseminate the results of the Flagship program and to discuss developments in the field of language teaching and learning. Flagship program directors and experts in the field of language teaching and learning presented on Applied Linguistics and Linguistic Application in Language Teaching, Best Practices in Advanced Language Pedagogy, Best Practices in Assessing Language Learning, Collaboration with K-12, Developments in Government Language Training, Language in Professional Contexts, Language in the Disciplines, and the Role of Culture in Language Teaching and Learning. Over 200 language experts attended Results 2012 and contributed to discussions on the dissemination of the Flagship model and future directions for language education.

Additionally, on November 15th, 2012, The Language Flagship Program in partnership with the American Council on the Teaching of Foreign Languages (ACTFL) conducted a workshop entitled Increasing Language Proficiency at the Postsecondary Level Using Flagship Principles. This workshop was conducted by six Flagship program directors who discussed practices that can be used on any campus to create Flagship-style language learning relevant to all disciplines and content areas and explained how their undergraduate programs were redesigned to enable students to achieve ACTFL Superior level of proficiency by graduation. Participants discussed how to implement the essential the Flagship components on their own campus, including integrated proficiency assessments, content-based instruction, effective elements of intensive summer programs, and high-level overseas immersion experiences.

2) OVERSEAS PROGRAM DEVELOPMENT

In 2012, The Language Flagship undertook significant initiatives in building new overseas programs and strengthening current overseas programs. In 2011, The Language Flagship Program expanded to include Portuguese and Turkish and worked to establish Portuguese and Turkish language domestic and overseas programs. University of Georgia, Athens was selected as the domestic Portuguese program and has partnered with São Paulo State University in Brazil to build an Overseas Portuguese Flagship Center. In 2012, the University of Georgia, Athens, in partnership with Sao Paulo State University developed the curriculum of the

Overseas Flagship Center in Brazil and prepared for its first cohort of overseas Portuguese Flagship participants in Spring 2013. The Turkish Flagship Center at Indiana University is working with American Councils for International Education and Ankara University in Turkey to develop an Overseas Turkish Flagship Program and is currently developing a curriculum, direct enrollment options, internships, and home stay arrangements for Flagship students with the goal of accepting its first cohort in Fall 2013.

In addition, the Overseas Flagship Persian program relocated from Tajik State National University in Tajikistan to Ankara University in Turkey. The goal of moving the program from Tajikistan to Turkey was to provide a state of the art program for Persian Flagship students in a secure environment immersed in the culture of the broader Middle East. University of Maryland's Persian Domestic Flagship Program in partnership with American Councils for International Education and Ankara University has created a program, which provides Persian Language Flagship students with training in novice and intermediate level Turkish in addition to their advanced training in Persian. The first cohort of this new program started in Fall 2012.

There have also been several changes to the structure of the Overseas Flagship Chinese Program as well. After discussion of the Overseas Flagship Chinese Program at Nanjing University, the Chinese Flagship Academic Council made several recommendations on ways to improve the program such as increasing the hours that students must meet with their tutors, reconfiguring the class structure of the media and writing classes, and increasing teacher training. In 2012, these recommendations are being implemented and will benefit the students who are currently studying at the Flagship Overseas Center at Nanjing University. In addition, The Language Flagship has also provided American Councils for International Education an award for a planning grant to design a second site for the overseas Chinese Flagship Program. This new site will provide continuous curriculum throughout the duration of the program and will specifically accommodate the needs of students from the ROTC Chinese Flagship program.

3) ASSESSMENT

During 2012, The Language Flagship made substantial new commitments to developing high quality high stakes assessments for Hindi, Korean, Portuguese, Turkish and Urdu. These new investments are modeled on the successful existing assessments developed for the Flagship program in Arabic, Chinese, Persian, Russian, and Swahili and provided assessments of reading, listening and writing proficiency. These assessments are being developed by American Councils for International Education and are required for determining student qualifications for overseas study and establishing pre- and post-program measurements of language proficiency across reading, listening and writing skills. Once these online assessment instruments are developed, there will be a standard shared assessment procedure for Flagship programs across all 10 critical languages.

Assessment developers work with all Flagship Centers using their expertise in the individual languages developed. Representatives from each test development and psychometric team confer with and coordinate on issues with the Domestic Flagship Centers. Assessment development teams incorporate test validity and psychometric

analysis into the construct of their assessment design. The assessment development teams work in close coordination with both the item writing and test administration personnel. Assessment development focuses on the creation and rating of item banks for reading and listening with tasks based on authentic sources, and the development of appropriate writing prompts. Current Flagship reading and listening tests are ILR referenced, proficiency-based instruments. All existing assessments have the capacity to test both lower range (ILR 0+ to 2) and upper range (ILR 2 to 3+) proficiency.

By January 2014, the new assessment instruments developed for Hindi, Urdu, Korean, Portuguese and Turkish will be in use by the Flagship program. Each test developed will measure proficiency for pre- and post summer programs, for Overseas Capstone selection, and final proficiency measurement for Flagship Certification at the ILR 3/ACTFL Superior level.

In addition, The Language Flagship is collaborating with Brigham Young University and the Service Academies to develop assessment instruments in Arabic and French in a format that serves the needs of the Service Academies. These lower range test instruments will also serve as assessment tools that can serve as interim or higher stakes testing for students in The Language Flagship and other NSEP initiatives in the future.



Indiana University Chinese Flagship Center Students

4) PROFESSIONAL DEVELOPMENT FOR FLAGSHIP STUDENTS

On March 5 – 6, 2012, 50 Flagship students and alumni gathered at the University of Maryland, College Park for two days of Professional Development training. On March 5, students gave presentations in English and in their target language on topics related to Global Connections: Language, Media, and Cross Cultural Communication. Students also broke out into groups to discuss their Flagship experience and to discuss how to leverage the alumni of the Flagship program for their future career searches.

On March 6th, several students presented on topics related to national security in English and their target language to an audience of their peers and federal hiring managers. Following the presentations, all of the attendees had an opportunity to network with hiring managers from the Office of the Director of National Intelligence, U.S. Department of Homeland Security, the U.S. Department of Defense, U.S. Agency for International Development, and the Defense Language Institute Foreign Language Center to discuss future career opportunities within these agencies. In addition to meeting with hiring managers students also met with Flagship alumni who are currently employed in positions with national security responsibilities to discuss how to leverage their language and culture expertise into a future career within the Federal government.

5) BOREN/FLAGSHIP SCHOLARS AND FELLOWS

In 2012, NSEP expanded the bridge between The Language Flagship and David L. Boren Scholarships and Fellowships. As outlined in the Boren Awards section of this report, Boren Scholarships and Fellowships provide students with resources to acquire skills and experiences in areas of the world critical to the future security of our nation. In exchange, students commit to seek employment in the federal government. Boren Scholarships and Fellowships promote long-term linguistic and cultural immersion overseas that allow American students to develop vital global competencies. Flagship students who receive Boren Scholarships and Fellowships may apply that funding to the yearlong immersion at an Overseas Flagship Program partner university where they directly enroll in courses in their fields of study and engage in professional internships or other experiential activities.

In 2012, NSEP awarded 15 Boren Scholarships and Fellowships to Flagship students studying Arabic, Chinese, Korean, Persian, and Russian. The Flagship program intends to increase the numbers of Flagship students who apply and receive Boren Scholarships and Fellowships by expanding outreach and funding opportunities.

In 2012, NSEP worked with the Foreign Service Institute (FSI) to test the Flagship students who were awarded Boren Scholarships and Fellowships. These tests were conducted at the Foreign Service Institute in the summer of 2012 and assess the students' linguistic proficiency at the end of their Overseas Flagship Program. Of the 14 students that have currently tested, 11 (78.6%) of them received an ILR Level 3 or higher on their FSI speaking assessment. Eleven of these students were also able to take the Defense Language Proficiency Test for listening and reading skills. Of these 11 students tested, nine scored an ILR 3 in listening, and nine scored an ILR 3 in reading. This represents 81.8% who demonstrated professional proficiency.

6) RHODE ISLAND RHODE MAP TO LANGUAGE EXCELLENCE

Developed as an action plan coming out of the Rhode Island Language Summit of December, 2011, the Rhode Island Roadmap to Language Excellence was launched on June 8, 2012. The roadmap has garnered positive local press coverage in The Providence Journal calling for local businesses to contribute to funds that would enable schools to start language education programs, and coverage in the Providence Business News – where local bilingual business and education leaders interviewed showed support of the initiative. A supporter of the initiative, Senator Jack Reed (D-Rhode Island) spoke at the June 8, 2012 launch - commenting on the increasing need for language skills and cultural understanding to help ensure long-term national security, prosperity, and peace.



Senator Jack Reed opening the Rhode Island Language Roadmap Summit

A primary aim of the Rhode Island Language Roadmap is to enhance the language and cultural capabilities of its students, making them more competitive in the global economy. The Rhode Island initiative is the fifth state Language Roadmap sponsored by The Language Flagship, following Ohio, Oregon, Texas, and Utah. The Language Flagship is committed to supporting these and other state-level initiatives to develop the multilingual workforce necessary for American economic competitiveness and national security.

THE FUTURE OF FLAGSHIP



Flagship Students from Arabic Overseas Flagship Center in Egypt

The Language Flagship is making significant progress in demonstrating how its program model has transformed undergraduate language programs and sharing these results with the higher education community. Using extensive assessment data, The Language Flagship is using results data to strengthen all program elements and to improve intensive language instruction on U.S. campuses and in overseas study centers. The Language Flagship is also expanding partnerships with federal and private organizations to meet broad national security needs for graduates with professional language proficiency in a wide variety of disciplines and professions.

The Language Flagship projects significant increases in the number of qualified students enrolling in its overseas study abroad programs. In anticipation of higher Chinese Flagship student enrollment, NSEP is engaging with American Councils for International Education in development of a second overseas study site in China that will serve ROTC students as well as other Flagship students interested in the second site. Expansion of the Arabic Language Flagship initiative will also result in expanded numbers of graduates with professional level Arabic.

The Language Flagship will continue and expand initiatives to provide official government proficiency testing for graduates in order to confirm program success within the federal context and provide graduates with certifications recognized widely within the federal government as they begin their professional careers. Program feedback provided by this coordinated testing will be integral to efforts to continuously improve language teaching models and program results.



Dr. Allan Goodman, President of the Institute of International Education giving opening remarks at "Results 2012" Meeting, with Hunter College Provost Dr. Vita Rainowitz, NSEP Director Dr. Michael Nugent, and Flagship Director Dr. Sam Eisen

The Language Flagship will expand cooperation with ROTC to provide professional language proficiency and overseas experience for future military officers. Scholarship and student support arrangements developed with Air Force and Army ROTC will pave the way for significant numbers of ROTC cadets to engage in language and regional training that greatly exceeds prior expectations for entering officers.

NSEP also anticipates growth in the numbers of states, school districts, teachers, and students participating in the development of K-12 foreign language programs, including dual immersion and 7th-12th grade intensive instruction models in languages including Chinese, Russian, and Arabic.

Partnering with business partners and private organizations is a critical component of The Language Flagship's long-range sustainability of innovations plan. At a meeting convened by Hunter College's President and the Hunter College Chinese Language Flagship, in conjunction with business leaders in New York City, a variety of retail and financial firms expressed their need for graduates with high level language skills and interest in partnering with The Language Flagship. Working with the ACTFL, MLA and other major associations NSEP is disseminating practices and results beyond the departments and institutions that host the Flagship program. By integrating Flagship concepts more broadly into academic programs and planning, NSEP hopes to create demand for programs with proven results and tangible professional opportunities for graduates.

2012 Flagship Programs

ARABIC

Michigan State University
 University of Maryland
 University of Michigan
 University of Oklahoma
 University of Texas, Austin
*Alexandria University, Egypt**

KOREAN

University of Hawaii, Manoa
Korea University, South Korea

PERSIAN

University of Maryland
*Ankara University, Turkey**

CHINESE

Arizona State University**
 Brigham Young University
 Georgia Institute of Technology**
 Hunter College
 Indiana University
 North Georgia State College and University**
 San Francisco State University
 University of Mississippi
 University of Oregon
 University of Rhode Island
 Western Kentucky University
*Nanjing University, China****

PORTUGUESE

University of Georgia, Athens
Sao Paulo State University, Brazil

RUSSIAN

Bryn Mawr College
 Portland State University
 University of California, Los Angeles
 University of Wisconsin, Madison
*St. Petersburg State University, Russia**

SWAHILI

Indiana University
*State University of Zanzibar, Tanzania**

HINDI URDU

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

TURKISH

Indiana University
*Ankara University, Turkey**

Overseas Flagship Centers are in Italics

* Overseas Flagship Center managed by American Councils for International Education

** Domestic Flagship Center with pilot Flagship/ROTC program

*** Overseas Flagship Center managed jointly by Brigham Young University and American Councils for International Education

PILOT FLAGSHIP/ROTC INITIATIVE: DEVELOPING FUTURE MILITARY OFFICERS WITH PROFESSIONAL-LEVEL LANGUAGE PROFICIENCY

FLAGSHIP/ROTC OVERVIEW

Building on the success of The Language Flagship program and the Project Global Officers (Project GO) initiative, NSEP launched the pilot Flagship/ROTC initiative in 2011. The pilot seeks to address strategic language and cultural needs for future U.S. military officers. It aims for a sub-set of this demographic to reach beyond novice foreign language skills, achieving professional-level proficiency (ILR 3) in languages critical to national security. The pilot program has already had an impact beyond anticipated goals, as both Air Force and Army ROTC have entered into arrangements to provide ROTC scholarship support to qualified students at any existing Flagship institutions.

Three institutions currently participate in the pilot program: Arizona State University, the Georgia Institute of Technology (Georgia Tech), and North Georgia College and State University. Key enhancement activities include intensive and immersive learning environments, curricular enhancements, and participation in a yearlong overseas study and internship at designated Flagship Overseas Center. Concurrently, students fulfill all ROTC requirements and complete academic majors such as international affairs, regional studies, science and technology, engineering, and other relevant fields.

FLAGSHIP/ROTC 2012 HIGHLIGHTS

In 2012, the three Flagship/ROTC pilot programs focused on recruiting and advising the first cohort of Flagship/ROTC students into their programs. Each institution concentrated recruitment efforts on current ROTC students who are already, or may become interested, in critical languages and cultures. Additionally, outreach was conducted at regional high schools. Individualized student advising is critical to ensuring that students plan and prepare for completing all requirements for their participation in ROTC, their academic major, and in the Flagship/ROTC language program. Flagship/ROTC pilot program staff works closely with their ROTC detachments to communicate available opportunities to their students.



North Georgia Flagship ROTC cadet demonstrating Chinese

Coordination between The Language Flagship staff and ROTC leadership at the national and institutional levels is paving the way for Flagship/ROTC students at Arizona State University, Georgia Tech, and North Georgia College and State University to participate in the required academic year-long overseas study—the culminating experience of Language Flagship programs. The year-long capstone experience overseas includes not only academic study, but also a professional internship that is coordinated through the Flagship Overseas Centers. The collaboration

FLAGSHIP/ROTC

Language Flagship institutions work closely with their local Army, Air Force, and Navy ROTC detachments and with the national Language Flagship community and ROTC Cadet Command leadership, to discover impediments, formulate solutions and then institutionalize new pathways that ensure that ROTC students are able to participate in learning, activities and requirements that are hallmarks of The Language Flagship program.

of Flagship/ROTC institutions and ROTC leadership is making this year abroad possible for Flagship/ROTC students, despite the scheduling constraints inherent to ROTC program structure.

Based on interest in the pilot model, Army ROTC and Air Force ROTC initiated concepts to provide ROTC language scholarships to Army or Air Force ROTC students at any existing Flagship program that meets their language scholarship requirements. Air Force ROTC has already advertised the opportunity for Flagship language scholarships in coordination with NSEP. Air Force will provide a Flagship Language ROTC scholarship for each qualified student and allow the student the opportunity for a fifth year of study overseas, and The Language Flagship will provide support for summer language study and the fifth year overseas in the Flagship Capstone program. The Language Flagship and Army ROTC are currently negotiating a Memorandum of Agreement for a similar arrangement. These scholarship arrangements will provide full support for future officers to gain professional language proficiency and significant regional experience prior to commissioning. These arrangements arose directly from discussions launched under the pilot program.

Also, in anticipation of significant numbers of ROTC students in overseas programs in future years, The Language Flagship is partnering with the American Councils for International Education to develop a second overseas study center in China (location to be determined) that would provide ROTC students and other interested Flagship students for an overseas option that includes year-long intensive language instruction integrated with professional internships and direct enrollment in courses at a partner Chinese university.

FUTURE OF FLAGSHIP/ROTC

The three official Flagship/ROTC institutions will continue to build upon core programming and develop curricular enhancements during the next year. The pilots will leverage successes and best practices from their experiences, along with those of The Language Flagship and Project GO programs, in order to qualify the first cohorts of ROTC students for overseas study. The scholarship agreements with Army and Air Force ROTC will greatly expand the ability of DoD to provide high level language and regional training to future officers before commissioning. This initiative will leverage existing partnerships in higher education to significantly increase the pipeline of military personnel with professional language proficiency and lessen the need for costly training and retraining of mid-career officers for key positions requiring linguistic and regional expertise. The Language Flagship will also pursue discussions with Naval ROTC to expand their participation in the program.

ENGLISH FOR HERITAGE LANGUAGE SPEAKERS: ENGLISH TRAINING TO MEET THE GOVERNMENT'S CRITICAL NEEDS

Congress created the English for Heritage Language Speakers (EHLS) program in 2005 to provide professional English language instruction for U.S. citizens who are native speakers of critical languages.²⁴ The EHLS program is administered for DLNSEO by the Center for Applied Linguistics (CAL); instruction takes place at Georgetown University. The program provides scholarships for participants who meet program entry requirements and who agree to work for the federal government for at least one year after completing the program.

To be eligible for an EHLS scholarship, applicants must demonstrate the following:

- U.S. citizenship;
- At least a Bachelor's degree or the equivalent;
- Demonstrated native language proficiency at Interagency Language Roundtable (ILR) Level 3 or higher, verified through formal testing²⁵;
- Demonstrated English language skills at ILR Level 2 or higher, verified through formal testing²⁶;
- Commitment to ongoing English language development in pursuit of professional goals; and
- Intent to work for the federal government.

The EHLS program is believed to be the only program of its kind, in that it is the only English for Professional Purposes program that leads to ILR Level 3 proficiency and specifically prepares individuals for careers in the federal government.

The EHLS program combines six months of intensive in-class instruction, including a capstone Open Source Analysis Project (OSAP), with two months of part time follow-on instruction in writing and career skills. The program's goal is to enable participants to achieve professional-level proficiency in English writing, speaking, listening, and reading.

The six-month intensive component provides extensive language instruction and gives participants the opportunity to improve their English skills in a highly structured, professional environment. The curriculum mirrors the skills needed by government personnel involved in national security. For this reason, curriculum development involves close cooperation with federal partner agencies to continually improve the program's focus and results.

The OSAP serves as the capstone of the EHLS curriculum, and incorporates the highest levels of all English communication modalities: speaking, listening, reading, and writing.

²⁴ EHLS was initiated with passage of the Intelligence Authorization Act for Fiscal Year 2005 (Public Law 108-487, Sec. 603).

²⁵ Native language skills are assessed using the Oral Proficiency Interview with raters from Language Testing International or the Defense Language Institute Foreign Language Center.

²⁶ English language skills are assessed using the Oral Proficiency Interview with raters from Language Testing International and the English Language Proficiency Test (ELPT) by permission from the Defense Language Institute English Language Center.

OSAP topics are provided by government agencies, and each EHLS Scholar works with an agency mentor throughout the research and analysis process. The OSAP culminates in a formal symposium each June, at which EHLS Scholars provide briefings on their projects before an audience of senior government officials from around the world, mentors, their peers, and other interested parties. The written version of each project is made available to those government agencies who submit topics, as well as to the broader national security community.

The EHLS curriculum also includes support for Scholars as they begin the process of seeking employment with the federal government to fulfill their one-year NSEP Service Requirement. Over time, the program has gained insight into the complex language skills needed to interpret federal job announcements and develop effective responses to them, and has adjusted its structure and content accordingly. Dedicated job search instructors are included in the EHLS staffing structure, and a significant segment of each week's work is dedicated to language development activities connected with the job search, including development of résumés and cover letters, exploration of USAJOBS (the federal government's official job website) and other resources, and development and submission of job applications. These activities are complemented by additional language development opportunities, such as honing interviewing skills and participating in professional networking activities.

In the final two month, part-time component of the EHLS program, participants continue to develop their analytical writing skills and to pursue employment opportunities in the federal sector. This part-time component gives Scholars time to transition into the workforce after the end of the intensive portion of the program, and provides ongoing support in support of federal job-searching.



EHLS Scholar at the 2012 Graduation Ceremony

2012 UPDATES

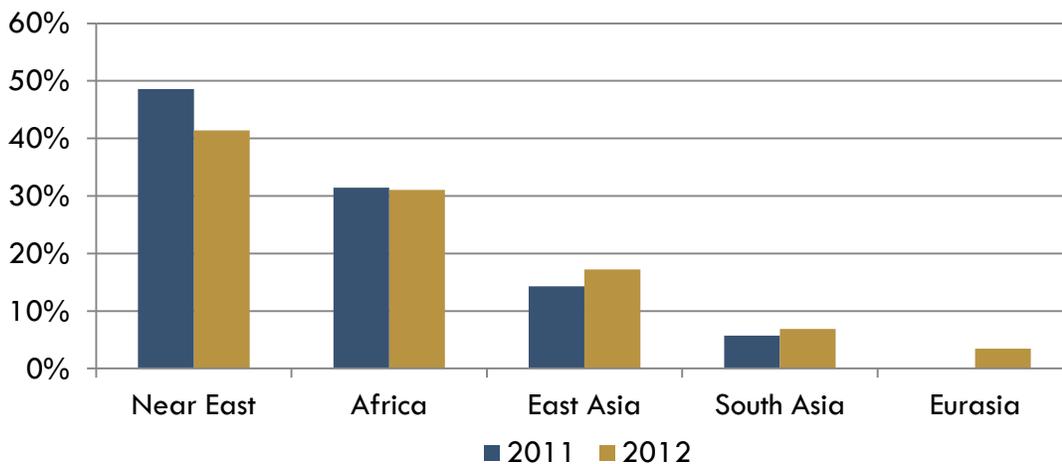
The EHLS program annually reviews which critical language backgrounds to include in its recruiting campaign based on priorities within the Department of Defense and the Intelligence Community. For the 2011 iteration, the program recruited native speakers of Arabic, Dari, Persian Farsi, Hausa, Hindi, Igbo, Mandarin, Pashto, Punjabi, Urdu, Swahili, and Somali; in 2012, the same 12 language groups were recruited and Balochi and Turkish were added. The intent of these adjustments was to better match federal government requirements, and to provide the greatest opportunity for

participants to fulfill their service requirement.²⁷ The program was able to successfully secure applicants in the new languages for 2012 and will build upon the experience to identify individuals who possess the necessary professional-level native language skills. The following chart provides a comparison of participants by language background for the 2011 and 2012 program years.

EHLS Program Year	2011	2012
Arabic	18	11
Balochi	n/a	0
Dari	1	1
Persian Farsi	5	4
Hausa	1	1
Hindi	0	0
Igbo	2	2
Mandarin	5	5
Pashto	0	1
Somali	1	1
Swahili	2	2
Turkish	n/a	1
Urdu	0	0
TOTAL PARTICIPANTS	35	29
TOTAL APPLICANTS	221	325

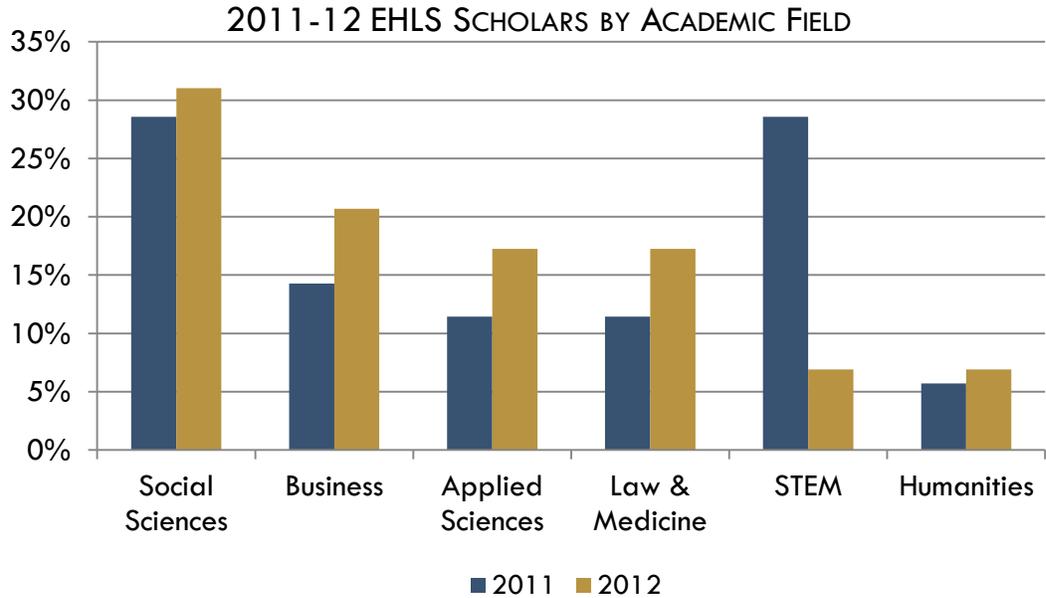
The percentages of scholars from various regions of the world have been relatively consistent for the past two years. The one exception is due to the addition of Turkish to the list of languages included in the class of 2012. Therefore, a column for Eurasia was added to the chart below.

REGIONS OF ORIGIN: 2011-12 EHLS SCHOLARS



²⁷ A list of all 2012 EHLS Scholars can be reviewed in Appendix P.

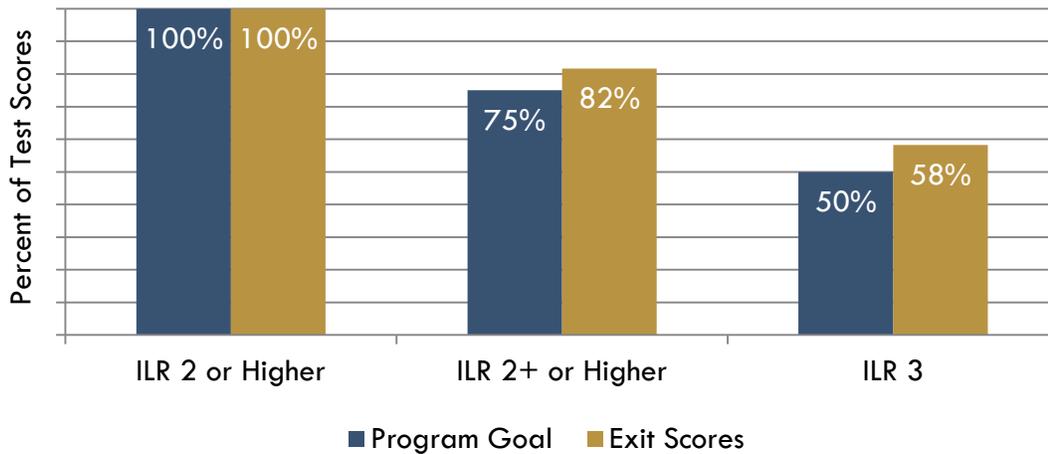
Further demographic changes can be demonstrated by examining the academic degrees of EHLS scholarship recipients. For the class of 2012, the EHLS program experienced a decrease in the number of scholars with a background in Science, Technology, Engineering and Mathematics (STEM), and an increase in all other listed fields of study. The curve of the chart below has shifted significantly for 2012 with a more even distribution than in past years where those with backgrounds in Social Sciences and STEM dominated the cohort distribution.



PROGRAM RESULTS

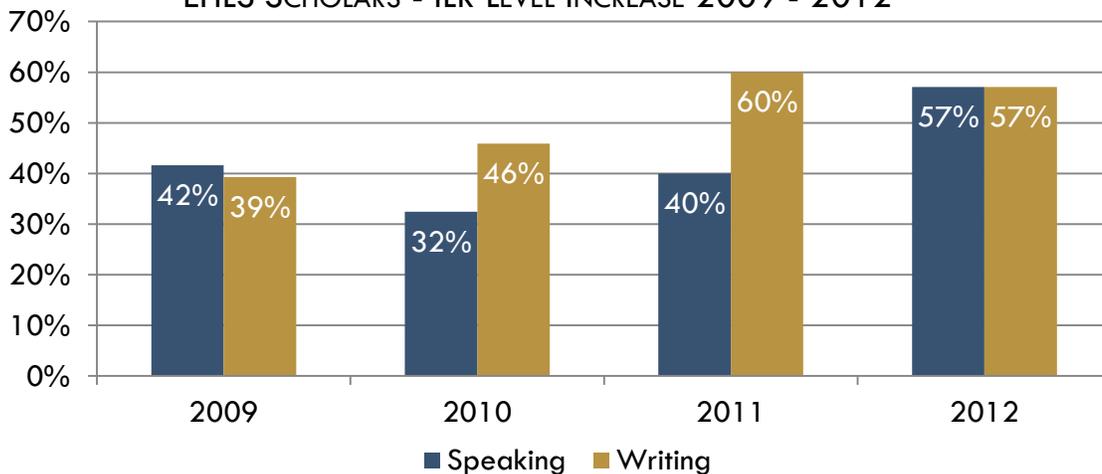
The EHLS program sets benchmark goals for the English proficiency outcomes in listening, speaking, reading, and writing as follows: 50% of exit test scores at ILR Level 3; 75% at ILR Level 2+ or higher; and 100% at ILR Level 2 or higher. For 2012, the program exceeded these goals: 58% of exit test scores were at ILR Level 3, 82% were at ILR Level 2+ or higher, and 100% were at ILR Level 2 or higher. The results for 2012 are a great achievement given the duration of the program, and reflect the best exit scores since the inception of the program. In English speaking, 16 Scholars increased their ability to the next level, and in English writing 16 Scholars achieved gains to the next level. NSEP continues to implement program refinements to realize results that exceed the benchmark goals even further in future years.

EHLS PROGRAM GOALS COMPARED TO 2012 ENGLISH EXIT SCORES



In order of priority, the EHLS program helps Scholars develop their English writing skills, their speaking skills, and then their listening and reading skills. The development of writing skills has been emphasized as the highest priority based on input from government agencies that have hired EHLS Scholars. With the emphasis on improving program quality, there has been a steady rise in the number of Scholars experiencing a level increase on the ILR scale in English writing and speaking; a level increase signifies, for example, that a Scholar improves performance in a modality from 2 to 2+ or from 2+ to 3. The graph below demonstrates that in 2012 the EHLS Scholars achieved the largest comprehensive level increases for a cohort since the program's inception with 57% of the class achieving level increases in speaking and writing.

EHLS SCHOLARS - ILR LEVEL INCREASE 2009 - 2012



The EHLS Scholars also produce a set of reports that address critical issues from around the world as part of the Open Source Analysis Project (OSAP). These reports are available to the national security community on *Intelink-U*, a repository of unclassified information hosted by the Office of the Director of National Security.

PROGRAM EVALUATION

In 2011, NSEP contracted the American Institutes of Research (AIR) to conduct a comprehensive external evaluation of the EHLS program. The final report provided an overall favorable review along with a set of recommendations for improvement. In response, NSEP has made some refinements to the program for 2012, the most significant of which was substantially increasing the living stipend for the intensive portion of the program and adding a new partial stipend for the summer months. While the results of this refinement are anecdotal at this point, program managers have observed an increase in retention of some of the highest quality applicants, and a stable number of applications for the class of 2013 even as recruiting efforts were decreased.

As a result of the comprehensive external evaluation in 2011, NSEP also decided to perform a review of the EHLS curriculum in 2012. NSEP took an exhaustive look at the EHLS curriculum to determine if any efficiencies could be experienced through instructional refinements. This curriculum review included experts in second language acquisition from The Language Flagship and English as a Second Language (ESL) communities, and is scheduled to occur in March 2012. The reviewers found that the EHLS Program has a fully-articulated curriculum that is somewhat less structured than what is typically found in lower-level language acquisition programs. The reviewers commented on the overall structure of the program, and produced observations of the curriculum, particular courses, participants, and instructors. In sum, the reviewers concluded that the EHLS Program is a well-conceived program through which the participants can reasonably attain an ILR level 3 in English in at least three modalities.

FUTURE ACTIVITIES

When NSEP first designed the EHLS program in 2005, program staff identified three challenges the initiative would face to achieving success: recruitment, language skill development, and job placement. The EHLS Program has identified how to succeed within each of these areas, and strives to continue improvement.

- **Targeted recruitment.** NSEP has learned that recruiting those with existing high English and native language skills is the most viable and cost effective way to improve the outcome of the EHLS Program. NSEP will continue to examine fundamental program design issues that incentivize individuals to apply to the program, such as increasing the living stipend. NSEP has just completed selection of the 2013 EHLS Scholars. The languages for this cohort are Arabic, Balochi, Igbo, Kyrgyz, Mandarin Chinese, Pashto, Persian Farsi, Somali, Turkish, Uzbek, and Yoruba. Over 292 applications were received (in comparison to 325 and 221 for 2012 and 2011 respectively) from which 20 scholarship recipients were selected. The 14.6:1 applicant to award ratio for the class of 2013 allowed the EHLS Program management to be particularly selective and seat a distinctly qualified cohort.
- **Language skill development.** The six-month intensive program remains the core of the EHLS Program, preparing those with advanced level English skills to develop professional-level proficiency. The EHLS Program has a unique, fully articulated curriculum that enables non-native speakers of English to reach professional-level proficiency. Adjustments are regularly made as NSEP seeks ways to increase

proficiency gains. NSEP is exploring opportunities for EHLS scholars to continue their language development process directly following their participation in the EHLS program through internships, term appointments, and possibly extended opportunities with OSAP partners.

- **Job placement.** The ability of EHLS participants to obtain Federal jobs that will fulfill their service requirement remains of great interest to program staff, scholarship recipients, and Federal officials. Outcomes in this area have significantly improved over the past several years thanks to partnerships with federal government agencies, which NSEP continues to cultivate. Components of the Intelligence Community, Department of Defense, Combatant Commands (COCOMs), and other agencies in the national security community turn to the EHLS graduates as a critical source of human capital to meet their requirements. In 2012, the Federal Bureau of Investigation (FBI) partnered with the EHLS Program to offer Contract Linguist and Contract Monitor positions to all EHLS Scholars who have not begun fulfilling their service requirement (including the class of 2012) and meet the organization's language needs. The FBI is extending this offer to the class of 2013, which will begin the hiring process near completion of the program.

NATIONAL LANGUAGE SERVICE CORPS: LANGUAGE FOR THE GOOD OF ALL

The National Language Service Corps (NLSC) has completed its 5th year, demonstrating the value and feasibility of the program. The Department has supported the continuation of the program to provide key surge capacity for DoD and to other departments and agencies. The NLSC (formerly identified as the Civilian Linguist Reserve Corps) is listed as a source for language and cultural requirements in the Chairman of the Joint Chiefs of State Instruction (CJCSI) 3126.01: Language and Regional Expertise Planning. The NLSC is also a major component of the DoD's plan to address future surge requirements for language.

As the federal government cannot possess all needed language capabilities, the NLSC was created in 2007 as a pilot to develop a civilian reserve to meet these needs. In 2012, the NLSC transitioned from a pilot program under development to a fully-functioning organization. The NLSC supports all departments and agencies of the U.S. government. In order to activate NLSC members, the requesting agency and the NLSC utilize formal agreements to establish the relationships, roles, and responsibilities of the parties. The NLSC builds on and complements the baseline of capabilities established in other existing foreign language programs and is intended to provide a low-cost solution where no other practical solutions exist.

NLSC membership is comprised of civilian volunteers with proficiency in at least one foreign language. They serve as temporary federal employees, using their diverse certified language skills to support requirements across all federal agencies and may be activated throughout the world. The opportunities for service include strategic language support of Department of Defense operations (analysis, interpretation, and translation), training (instruction), logistics activities, emergency relief activities, and services related to nearly every profession to support federal government domestic and international activities. A number of NLSC members possess Secret or Top Secret clearances. Further, the NLSC possesses the ability to obtain clearances for its members on behalf of government organizations.

NLSC members generally possess Level 3 or higher language proficiency in all modalities of a foreign language and in English – i.e., reading, writing, speaking, and listening, as defined on the Interagency Language Roundtable (ILR) scale. However, the NLSC also maintains a database of individuals who have some measurable skills in less common languages, but who do not meet the Level 3 language proficiency. These individuals may be contacted when a requirement for services at those skill levels develops.

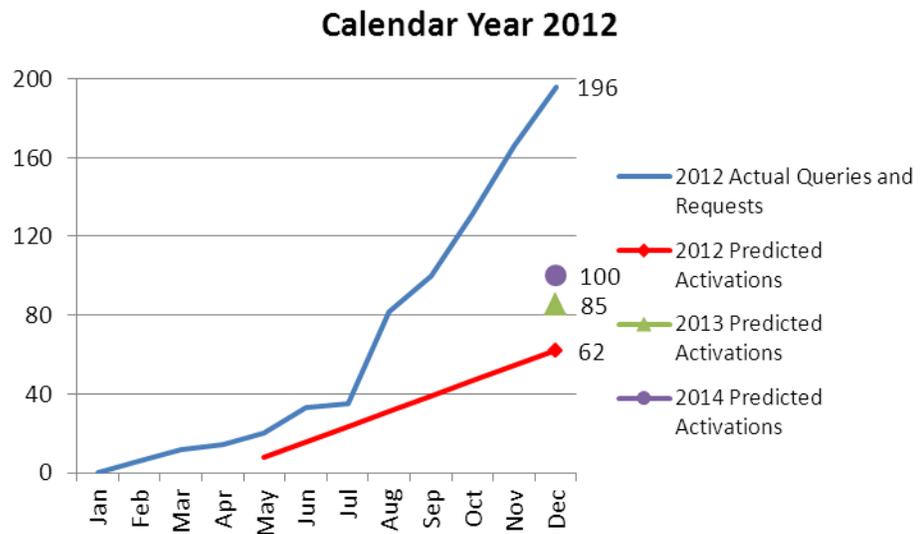
2012 PROGRAM UPDATES

The NLSC continues to grow rapidly. Targeted recruiting and outreach methods have yielded a membership increase of 40 percent since January 2012. The NLSC is rich in its support network and loyalty to its members; current members continuously refer their own contacts to the organization. The NLSC's major accomplishments in 2012 include:

- Response to 92 inquiries

- 29 Mission Support Queries – Government agencies inquiring about the capacity of the NLSC to meet potential future language requirements
- 63 Missions Support Requests – Engaging the full NLSC support process, including the activation of members and providing over 15,000 hours of support
- Responses to member support that represent satisfied government agency customers
- The number of members successfully appointed as intermittent schedule Language Consultants reached nearly 500 by the end of 2012, a more than 300% increase over last year.

Activity in 2012 is shown in the chart below.



The activity shown in the chart above indicates that the number of individual activations is up approximately 270% from those generated by the 53 inquiries in 2011. In 2012, the NLSC has:

- Successfully recruited 1,178 members
 - NLSC membership exceeds 4,100 (includes outstanding commitment letters)
 - More than 250 languages covered by membership
- Continued use of the remote testing capability of the Military Entrance Processing Stations for NLSC operational testing using the web-delivered Defense Language Proficiency Test
- Continued supporting the development of ASTM Main Committee F43, Language Services and Products, the first national standards committee for the language enterprise, representing the federal sector, state and local government users of

language services, the academic sector, and the nation's \$15B private sector language industry

NLSC members are appointed as temporary federal employees on intermittent work schedules and their support is available on a cost-reimbursable basis to the requesting agency. Over the past year, the NLSC has received mission support queries and requests on an increasing basis. These queries and requests represent an ever-escalating interest in the NLSC's capability to provide help to federal organizations and DoD COCOMs with surge requirements for professionals with critical language and culture proficiency.

The following table demonstrates requests from a broad range of federal organizations that worked with NLSC members in 2012.

NLSC Activations and Service Requests for 2012

Organization	Language(s)	Operation	Status
U.S. Central Command (CENTCOM)	Russian, Dari	On-site translation and interpretation Regional Cooperation Exercise in Bishkek, Kyrgyzstan	Activation completed in May 2012. Debrief successfully completed with CENTCOM and NLSC member
U.S. Joint POW/MIA Accounting Command (JPAC)	Vietnamese	On-site translation and interpretation in Vietnam	Activation completed in June 2012. Debrief successfully completed with JPAC and NLSC member
Defense Language Institute Foreign Language Center (DLIFLC)	Serbo-Croatian, Hebrew, French, Mandarin	Participation in a four-day study to assess and set standards for the Defense Language Proficiency Test (multiple members)	Standard setting studies completed in 2012. The NLSC is planning to participate in future studies in 2013
Defense Intelligence Agency (DIA)/NMEC	Hausa, Thai, Cebuano	On-site translation support of document exploitation. All members had active Secret clearances (multiple members)	Activation completed June 2012
Federal Bureau of Investigation (FBI)	Akan/Twi	Courtesy translation assist	Operation successfully completed August 2012

NLSC provides critical surge language and cultural resource capabilities to meet government requirements and has proven that it can do so within very short time frames. NLSC assists in workforce planning for federal agencies by providing dedicated members on a temporary basis to augment permanent staff. This assistance enables agencies to address priority language requirements without the need to request additional employees or go through the lengthy process of contracting external assistance.

Organization	Language(s)	Operation	Status
U.S. Army Pacific (USARPAC)	Bahasa Indonesian	Interpretation for VIP briefing and social events	Activated completed October 2012
U.S. Department of Labor (Wage and Hour Division)	Lao	Consecutive interpretation in small group and one-on-one interviewing to support an investigation (multiple members)	Activation completed August 2012. Debrief successfully completed with Dept of Labor and NLSC members
U.S. Army (162nd Brigade)	Kazakh/Russian	Role playing and cultural training for soldiers preparing for overseas assignment (multiple members)	Activation completed August 2012. Debrief successfully completed with 162 nd Brigade and NLSC members
Department of Justice, Washington INTERPOL	Spanish, French	Document translation (multiple members)	Activation completed for first group in August 2012. Second group currently activated
U.S. Africa Command (AFRICOM)	Portuguese	On-site translation for Commander, AFRICOM and Distinguished Foreign Visitor	Activation completed September 2012. Debrief successfully completed with AFRICOM and NLSC member
Defense Language and National Security Education Office (DLNSEO)	Portuguese, Farsi, Indonesian, Swahili	Development of language materials to support language sustainment efforts for Foreign Area Officers (multiple members)	Operation successfully completed August 2012

U.S. Joint POW/MIA Accounting Command (JPAC) requested an NLSC Vietnamese interpreter during spring 2012. The Corps member worked as a linguist on a JPAC search team, where she interpreted and translated between the American team and local government officials in Vietnam. Working under intense physical conditions, the NLSC member



NLSC Member in Vietnam



served through early summer. Her comments upon return from the assignment described her service as a “personally rewarding mission.”

JPAC stated that the NLSC member “was a great addition to the team and was praised by both the team members and Vietnamese officials. We want to thank the NLSC for the great partnership experience. We will definitely keep NLSC in our thoughts for future planning.”

U.S. Central Command (USCENTCOM) requested NLSC members fluent in Russian and Dari to participate in a regional cooperation exercise in Bishkek, Kyrgyzstan during spring 2012. The members provided consecutive and simultaneous interpretation and translation of English documents.

The NLSC team’s mission on assignment was to facilitate communication at all times between delegates who spoke different languages and to convey cultural information. Within that global framework, NLSC team members were expected to provide simultaneous and consecutive interpretation both in plenary sessions and in working group meetings. They also prepared written translations for the latter.



NLSC Member and Karin Elliot–Whitney, U.S. Central Command in Bishkek.

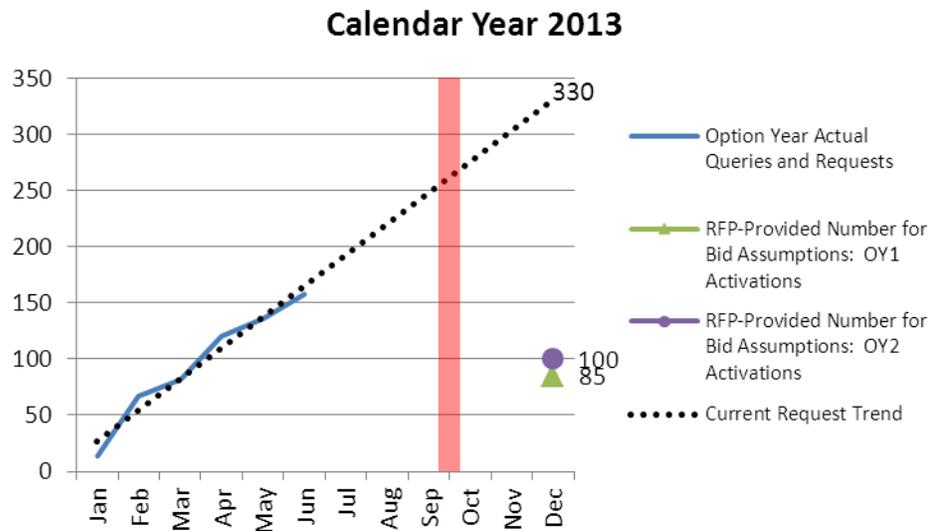
Each NLSC team member was assigned to a regional exercise functional group and was responsible for providing all necessary spoken and written communication for performing the work of his or her respective functional group, as well as for other settings within the exercise. Other settings included: an evening function hosted by the German Marshall Center, the cultural day hosted by the Kyrgyz, daily meals and sidebar conversations during the work day, and other informal evening events, in addition to the official award ceremonies at the close of the exercise.

CONCLUSION/FUTURE

The NLSC has proven to be a cost-effective solution to the tactical and strategic management of foreign language support needs within the U.S. government’s military and civilian enterprise for operations, plans, and workforce requirements. Additionally, the NLSC is a conduit for accessing individuals who are generally unavailable to the government by tapping into our nation’s population of skilled citizens, who in total speak hundreds of languages critical to our nation’s needs. NLSC members also demonstrate a strong sense of service; they are motivated to use their language skills to help others in need. This attitude has been evident in every exercise and operation conducted. Their dedication is consistent with the American spirit of volunteerism and their desire to use their language skills to help others. NLSC members are willing and standing by to volunteer their language skills for any assignment to fill gaps where contracted, military, or government personnel are not available or do not exist to meet emergency or critical needs.

NLSC continues to provide federal organizations stability, ensuring their short-term language support staffing levels can be met, even when permanent staff members are temporarily assigned due to crisis or emergency.

During 2013, DLNSEO expects sustained interest and interaction with the Combatant Commands and several new federal agencies amidst funding issues and budget cuts. NSEP sees a growing role to provide support with members who not only have language expertise but also regional and cultural expertise. These members provide periodic augmentation as federal language consultants and “gap fillers” that fit temporary or part-time needs of these agencies. Trends in 2012 were up approximately 270%. With inquiries we have had to date, we expect a continued increase in the use of NLSC services. The chart below indicates the expected trend in member activations for 2013, which is up from the nearly 200 activations in 2012.



The NLSC has been in contact with all COCOMs and a number of federal agencies. The table below is a compressed list of federal agencies that have expressed interest in utilizing NLSC resources in 2013.

Interested Organization	Language(s)	Proposed Operation
Peace Corps	French	Assist in investigations in Africa
Consumer Financial Protection Bureau	Spanish and as many as 7 additional languages	Augment staff to provide quality assurance for translations
Defense Language and National Security Education Office (DLNSEO)	Cantonese, Czech, Dutch, German, Farsi, Hindi Urdu, Norwegian, Polish, Portuguese, Indonesian, Japanese, Romanian, Serbian, Tagalog, Turkish, Ukrainian, Vietnamese, Swahili and Hausa.	Develop materials to support language sustainment efforts for Foreign Area Officers

Interested Organization	Language(s)	Proposed Operation
U.S. Army Pacific (USARPAC)	Vietnamese, Lao, Khmer, Bahasa (Indonesian and Malay), Burmese, Thai, Cantonese, Mandarin, Korean, Japanese, Nepali, Hindi, Mongolian, Russian and Bengali	Support nation-building exercises planed in the Pacific Rim area of responsibility, to include translation, interpretation, and simultaneous interpretation
Pacific Air Forces (PACAF)	Various (Pacific and South Asia Region)	Support PAC Angles and other operations within PACAF AOR
Joint POW/MIA Accounting Command (JPAC)	Vietnamese, Korean, Japanese, etc.	Support JPAC operations
U.S. Transportation Command (TRANSCOM)	Various (Worldwide)	Support TRANSCOM and NORTHCOM operations within the continental United States (CONUS) and beyond (OCONUS)
U.S. Central Command (CENTCOM)	Various (Central Asia Region)	Discuss language services for CENTCOM exercises
U.S. Southern Command (SOUTHCOM)	Spanish, Portuguese, Dutch, French, Haitian Creole	Discuss language services for SOUTHCOM exercises and operations & support of USNS Comfort operations
U.S. Pacific Command (PACOM)	Bengali, Nepali, Dzongkha (Bhutan), Sinhala and Tamil (Sri Lanka), Burmese and Portuguese (Timor-Leste), Khmer, Shan, Hindi, Karen, Lao, Mar/Man Dhivehi (Maldives), Rohingya, and Mongolian	Discuss language services for Western Pacific operations and exercises
Defense Language Institute Foreign Language Center (DLIFLC)	Various	Assist with Defense Language Proficiency Test standards development
U.S. European Command (EUCOM)	Various	Discuss language services for EUCOM exercises and operations
U.S. Africa Command (AFRICOM)	African languages	Discuss language services for AFRICOM exercises and operations
Department of Homeland Security (DHS)	Various (for U.S. population support)	Support critical DHS language requirements within Civil Rights & Civil Liberties Office

Interested Organization	Language(s)	Proposed Operation
Federal Emergency Management Agency (FEMA)	Various (for U.S. population support)	Support of FEMA operations CONUS
Various National Guards	Various (Worldwide)	Support of National Guard operations CONUS & OCONUS
Intelligence Community	Various (Worldwide)	Discuss supporting roles

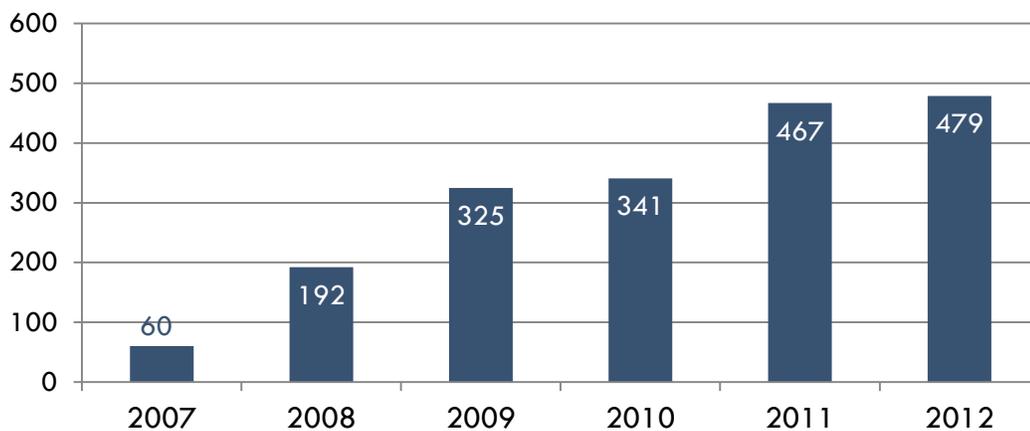
PROJECT GLOBAL OFFICER (PROJECT GO): PREPARING FUTURE OFFICERS FOR INTERNATIONAL LEADERSHIP

Project Global Officers (Project GO) is NSEP's signature Reserve Officer Training Corps (ROTC) program. It promotes critical language education, study abroad, and cultural immersion for this unique student population. Project GO's goal is to develop future military officers for all the services possessing the necessary linguistic and cross-cultural communication skills required for effective leadership in the 21st Century operational environment. Piloted in FY07, Project GO has provided ROTC students with language learning opportunities and funded critical language infrastructure since summer 2007.

Project GO provides grants to U.S. institutions of higher education with large ROTC student enrollments, including the Senior Military Colleges (SMC). In turn, these institutions provide language and culture training to ROTC students from across the nation, funding domestic and overseas ROTC language programs and scholarships. To accomplish Project GO's mission, NSEP closely works with the Army, Air Force, and Navy ROTC Headquarters, and U.S. institutions of higher education. Project GO is administered by the Institute of International Education on behalf of NSEP.

In 2007, Project GO awarded grants to four institutions. Today, institutions participating in the program have increased six-fold and have supported critical language study for more than 1,800 ROTC students nationwide. In 2012, 479 ROTC students benefited from language training opportunities through Project GO. This figure represents an eightfold increase in participation levels from 2007.

2007-2012 ROTC PROJECT GO PARTICIPATION



Project GO has been highly innovative in its approach to reaching the ROTC community. Any interested ROTC student nationwide is eligible to apply for a Project GO scholarship. The student selects the Project GO-funded institution and language that best fits with his or her academic needs and interests, applies, and if selected, receives funding.

In 2012 - 18 Project GO institutions offered 126 critical language summer courses.

50 courses were offered domestically,

70 courses were offered overseas, and

6 courses were blended, coupling domestic study with an overseas immersion.

Of the summer 2012 participants, 209 of the students studied domestically, while 228 studied overseas, an additional 42 coupled domestic study with overseas immersion.

Languages currently offered by Project GO institutions include Arabic, Hausa, Hindi, Korean, Mandarin, Pashto, Persian (Dari, Farsi, and Tajik), Russian, Swahili, Turkish, Urdu, and Uzbek. Project GO is the only national, pre-commissioning resource for future officers who wish to study Pashto, sub-Saharan African Languages (Hausa and Swahili), Persian (beyond an introductory level), Hindi, and Urdu.

The Project GO model focuses on direct student support. In addition to providing scholarship funding to applicants, Project GO also supports tutoring, conversational practice, and dialect acquisition for ROTC students. Project GO funds program coordinators as well, who recruit ROTC students into the classroom, inform them of language learning opportunities, and assist them in identifying appropriate domestic and overseas programs.

PROJECT GO 2012 HIGHLIGHTS

In the summer of 2012, a new competition cycle was held for the program. In total, 25 institutions of higher education were awarded new grants for academic year 2012-13, from the 40 institutions that applied. Applicants included five of the six SMCs. A Project GO Orientation for New Institutions workshop was held on October 16-17, 2012 in Washington, D.C. to acquaint the 10 new institutions on program policies and processes. Approximately 30 program directors and coordinators from the new institutions participated in the workshop.

As Project GO continues to refine and improve its model, DLSNEO remains focused on the five objectives announced during the 2011 annual National Leadership Conference. They are:

1. Establishing the minimum proficiency goal of Interagency Language Roundtable (ILR) Level 1 for all Project GO participants, to be achieved over a series of multiple interventions;
2. Enhancing year-long and extended overseas language study for Project GO students;
3. Maintaining and synchronizing a network of domestic and overseas language programs open to all ROTC students nationwide;
4. Assisting SMCs in internationalizing the experience of their ROTC students; and
5. Creating opportunities for ROTC students to receive cross-cultural exposure through curricular enhancements.

As Project GO establishes mandatory language assessment exams for all participants, it will focus on a results-based program. Most Project GO institutions will target a



2012 Project GO students from Virginia Military Institute in Morocco

student achievement of ILR Level 1 by program completion; however, a select few have taken the task of working toward ILR Level 2 proficiency.

In order to achieve these proficiency targets, Project GO will actively promote language training opportunities among ROTC students year-round. Project GO's preceding model had primarily a summer focus, under which most student participants received language training for a two-month period, during the June, July, and August window. In 2012, Project GO participants were expected to complete, as a minimum, the equivalent of four semesters (12 credits) of the same critical language and study abroad for eight weeks or longer.

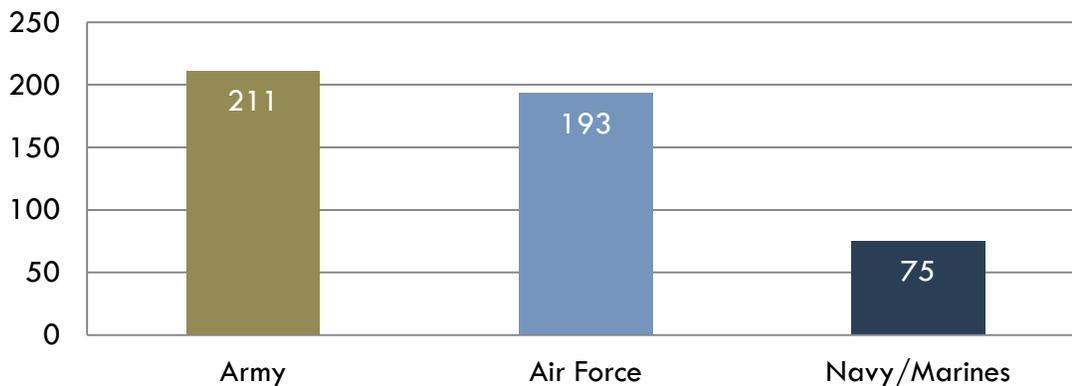
In summer 2012, 270 ROTC students completed critical language training overseas through Project GO, an increase of 36 students from the previous year. DLNSEO aims to significantly increase applicant and participant levels for overseas language training, including summer, semester, and year-long programs of study, in the coming years.

Primary objectives 4-6 were all areas of focus for Project GO institutions in 2011. Results of these objectives follow:

NETWORK OF DOMESTIC AND OVERSEAS LANGUAGE PROGRAMS

During Academic Year 2011-2012, Project GO funded 18 institutions²⁸, five of which were SMCs, to serve as national resources for critical language instruction. Through these universities, Project GO trained a record 479 ROTC participants in critical languages. Of these, 44% were Army students, 40% were Air Force students, and 16% were Navy/Marine students.

2012 ROTC PROJECT GO PARTICIPANTS BY SERVICE



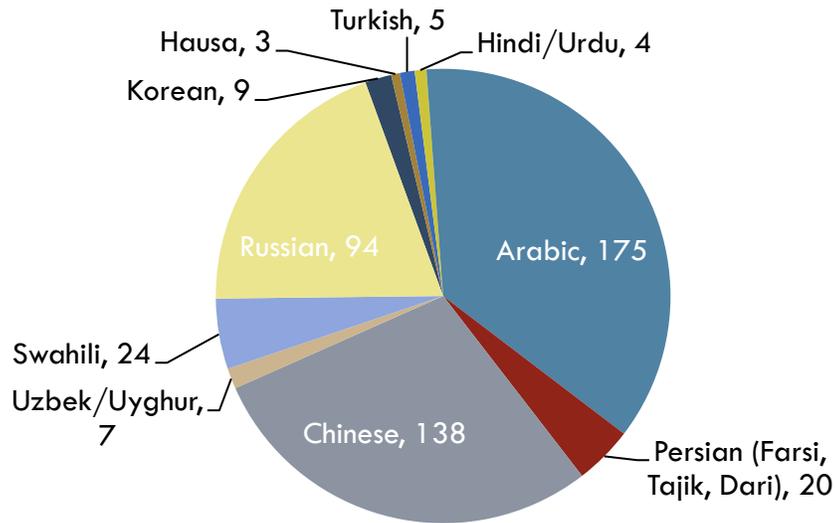
ROTC students from 136 different U.S. institutions participated nationwide in Project GO's summer 2012 critical language offerings. Roughly 44% (209) of these participants were enrolled at a Project GO-funded institution during the academic year. Another 56% (270) were enrolled at a non-Project GO funded institution during the academic year.

²⁸ 18 institutions were renewed for Academic Year 2011-2012

DLNSEO looks to continue strengthening the Project GO model in order to develop future military officers with the language skills and cultural capabilities to meet existing and emerging needs within the Department of Defense. NSEP expects to increase ROTC student participation to over 550 in 2013.

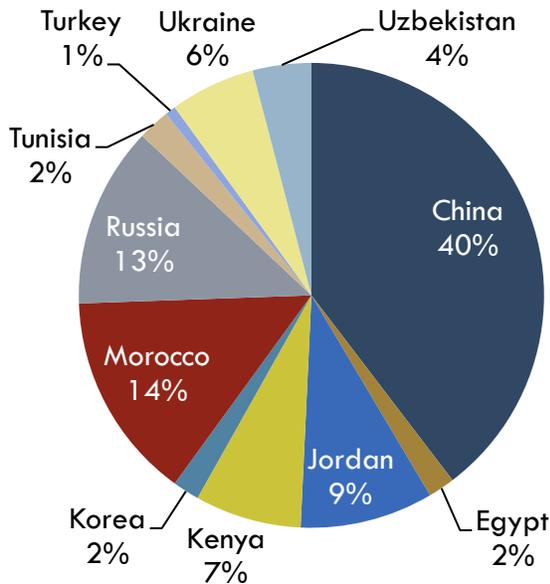
Arabic, Chinese, and Russian were the most popular languages studied by ROTC students through Project GO funding in 2012. Persian and Swahili language courses also experienced large enrollments. A complete breakout of the languages studied by Project GO students is shown below:

2012 ROTC PROJECT GO PARTICIPANTS BY LANGUAGE



Of those students who studied overseas, China, Russia, and Morocco were the most popular destinations, followed by Jordan and Kenya, as demonstrated below:

2012 ROTC PROJECT GO PARTICIPANTS BY COUNTRY



SENIOR MILITARY COLLEGE INTERNATIONALIZATION

Project GO funding for participating Senior Military Colleges primarily supports direct student scholarship funding for study abroad or domestic summer language study.

Project GO funding was also used to support language instructors and tutors, curricular materials, and outreach activities for Arabic and Chinese language programs.



2012 Project GO students in Kenya

Project GO's objectives for internationalizing the Senior Military Colleges are threefold: 1) to increase the number of Senior Military College students who study critical language, particularly overseas; 2) to increase the number of students from other countries studying at Senior Military Colleges by facilitating partnerships between the Senior Military Colleges and overseas educational institutions; and 3) to increase interaction among international students and Senior Military College ROTC students.

INTERCULTURAL DIALOGUE

Another major Project GO objective in 2012 was to increase the number of ROTC students nationwide participating in intercultural dialogue. This initiative was started during the fall of 2010 with four institutions initially participating in the project – North Georgia College and State University, Texas A&M University; San Diego State University, and the University of Mississippi. However, only Texas A&M University and San Diego State University continued the intercultural dialogue project for 2012. Each project integrated international students, either on-campus or in other countries via the internet, into focused dialogue with ROTC students enrolled in the participating universities.

THE FUTURE OF PROJECT GO

Project GO has demonstrated that much progress can be made in training ROTC students in language skills at U.S. institutions. It has also demonstrated that ROTC students are able to achieve success in critical language learning.

As DLSNEO increasingly codifies the Project GO model, it anticipates strong language proficiency gains among program participants. DLNSEO's expectation is that Project GO-funded institutions will provide students the tools and resources required to achieve a minimum ILR Level 1 proficiency over a series of multiple language-learning interventions. Enhancing year-long language study and supporting extended overseas study for participants are key components of this strategy. Strengthening curricula, providing group and individual tutoring, sponsoring cultural events, and further coordinating outreach will also bolster program goals in 2013.

2012 ANNUAL REPORT

2011-2012 PROJECT GO INSTITUTIONAL PROGRAMS

INSTITUTIONS

Arizona State University	North Carolina State University
Boston University	North Georgia College and State University*
California State University, San Bernardino	Norwich University*
The Citadel*	San Diego State University
Embry-Riddle Aeronautical University	Texas A&M University*
Georgia Institute of Technology	University of Mississippi
Indiana University	University of Utah
James Madison University	University of Virginia
Michigan State University	Virginia Military Institute*

*Senior Military College

2012-2013 PROJECT GO INSTITUTIONAL PROGRAMS

INSTITUTIONS

Arizona State University	Norwich University*
Boston University	San Diego State University
California State University, San Bernardino	Texas A&M University*
The Citadel*	University of Arizona
Duke University	University of Kansas
Embry-Riddle Aeronautical University	University of Mississippi
Georgia Institute of Technology	University of Montana
Indiana University	University of Pittsburgh
James Madison University	University of Texas, Austin
Marquette University	University of Virginia
Northeastern University	University of Wisconsin, Madison
North Carolina State University	Virginia Polytechnic Institute*
North Georgia College and State University*	

*Senior Military College

LANGUAGE TRAINING CENTERS: LANGUAGE AND CULTURE TRAINING FOR DOD PERSONNEL

LANGUAGE TRAINING CENTERS OVERVIEW

The Language Training Center (LTC) Program, established in 2011, is a DoD-funded initiative developed for U.S. DoD personnel. To support a report requested by Congress, NSEP funded the study, *Leveraging Language and Cultural Education and U.S. Higher Education Programs*, in 2010-2011. Through case study reports conducted by four higher education institutions, this study highlighted current DoD-funded initiatives at higher education institutions and identified components of these efforts that could be leveraged for the training of DoD personnel. The findings of this study opened the dialogue between military installations and higher education institutions about language training and impacted the creation of the LTC pilot by providing the research based guidance necessary to develop the required criteria for participating higher education institutions.

Findings of the *Leveraging* report revealed that federal investments in language and culture at higher education institutions have produced a group of universities with well-established programs and faculty expertise that are capable of supporting the military's needs for proficiency-based training in critical and less commonly taught languages at various levels of acquisition. Facilitating the establishment and continued growth of relationships between these institutions, military installations, and DoD entities is an integral part of the LTC pilot. The relationships built with various institutions through the LTC pilot have the potential to augment and enhance not only the number of languages available to DoD personnel, but also the range of instruction available in a given language, the quality of textbooks and authentic materials, and the availability of certified instructors and testers. Furthermore, the pilot addresses a key recommendation of the study, which is for the Department to increase planning and support for coordinated strategic efforts with higher education institutions to train DoD personnel.

In 2011, five LTCs delivered specific linguistic and cultural training to DoD personnel: California State University, Long Beach, North Carolina State University, North Georgia College and State University, San Diego State University, and the University of Montana. A new competition was announced in summer 2012 for the 2012-2013 academic year. All five existing LTCs were selected for a second year of funding. Also, three new institutions were selected for the LTC program, including: Coastal Carolina Community College, Indiana University, and Norwich University. The total number of participating LTCs to eight for academic year 2012-2013.

Each center has the institutional capacity to provide customized training for various DoD entities. LTC training is delivered primarily through non-traditional delivery methods, including intensive immersion instruction and online modules. Courses and coursework support the Services, the Combatant Commands, the National Guard and the Reserve, as well as civilian employees.

Each of the LTCs provide:

Through LTC training, participants acquire and maintain knowledge and skills in critical languages, cultures, and strategic regions. The initiative's goal is to increase DoD's language, regional, and cultural capacity, capabilities, and force readiness through language acquisition and proficiency sustainment.

- Training to DoD personnel that yields measurable language skills in reading, listening, and speaking;
- Training to DoD personnel in critical and strategic languages that are tailored to meet operational readiness requirements; and
- Alternative training delivery systems and approaches to meet language and regional area studies requirements of DoD personnel, whether pre-, during, or post-deployment.

Additionally, some LTC programs provide opportunities for ROTC students across the nation to develop skills in critical and strategic languages.

LANGUAGE TRAINING CENTERS 2012 HIGHLIGHTS

Below are some highlights from each of the LTCs during 2011-2012 as well as activities for academic year 2012-2013:

1. **CALIFORNIA STATE UNIVERSITY, LONG BEACH (CSU-LB)** piloted four novice-level online modules and two intensive 12-day in-residence courses in Modern Standard Arabic and Farsi to California-based military personnel; training a total of 27 soldiers and 6 deploying Marines. Training was delivered during off-duty hours.

Based on lessons learned during the first year of the pilot, CSU-LB's project will now focus on integrating language training into military training time. Language training consists of three 15-day intensive courses in Chinese, Farsi, and Modern Standard Arabic and one 8-month sustainment course in Chinese. These courses are being designed to support critical language training needs identified in collaboration with the California Army National Guard (CAARNG). The targeted student groups are active National Guard and Reserve military intelligence linguists from the 223rd and 250th Military Intelligence Battalions assigned to CAARNG's 100th Troop Command.

2. **COASTAL CAROLINA COMMUNITY COLLEGE (CCCC)** will provide multiple, month-long Arabic language training and multiple 3-day Middle East – North Africa (MENA) cultural and regional studies courses in support of the Second Marine Expeditionary Force (II MEF) located at Camp Lejeune, North Carolina.
3. **INDIANA UNIVERSITY (IU)** will provide training to foreign area officers to develop and sustain their ILR 2+/2+ or 3/3 proficiency in Russian and Arabic. Selected participants will enroll in IU's Summer Language Workshop to pursue intensive, immersive language training on the IU campus in accredited courses that are four, five, and eight weeks long and accredited. Participants will also be fully integrated into the Summer Language Workshop, which provides language and cultural extracurricular activities. IU will develop a pilot online language sustainment course, which will use pre-existing materials available on FAOweb and be supervised by language mentors.
4. **NORTH CAROLINA STATE UNIVERSITY (NCSU)** provided intensive foreign language and culture training and instructor training to the U.S. Army John F. Kennedy Special

Warfare Center and School (SWCS) at Fort Bragg. Language training integrated mission-specific linguistic proficiency, cultural constraints, and conflict resolution.

Approximately 72 Special Forces soldiers were trained in six critical languages – Arabic, Chinese, Persian (Dari), Pashto, Russian, and Urdu – across two phases of 24-weeks for each language. Each phase concluded with a 5-day iso-immersion event. Immersion scenarios included humanitarian aid effort, disaster relief, or joint military operations such as drug traffic enforcement. Students also encountered orchestrated dilemmas including challenges in gaining access to elders, negotiating border crossings and security checkpoints, and accidents and demonstrations.

The pilot group received the highest average proficiency scores in the history of Special Warfare Language School on their final oral proficiency interviews (OPI). Based on these results, SWCS accepted the pilot as proof of concept and determined to move their curriculum to classes with integration of culture and social mediation into the curriculum and an immersion-assessment replacing the traditional OPI during the 2012-2013 grant period.

5. **NORTH GEORGIA COLLEGE AND STATE UNIVERSITY (NGCSU)** pilot initiative supported intensive Russian language training for 13 newly commissioned Army lieutenants awaiting accession to the Officer Basic Course. Funding also supported ROTC students studying Russian at NGCSU's summer language institute. NGCSU plans to expand the new "lieutenant model" in year two of the program.
6. **NORWICH UNIVERSITY** will help prepare the Vermont National Guard's Military Transition Team (MiTT) to conduct counter narcotics training in Senegal. The MiTT will deploy several times to Senegal over the next three years with each deployment ranging in duration from four weeks to six months. The LTC will fund the creation of four 8-week credit-bearing courses, providing participants with the opportunity to earn up to 12 credits towards completion of an undergraduate degree. Course 1 will focus on cross-cultural communication, with particular emphasis on elements of Senegalese culture relevant to the mission of the MiTT. Course 2 will be delivered over eight weeks, beginning in mid-January, and will introduce the MiTT to fundamentals of the Wolof language as well as prepare them to effectively utilize interpreters. Courses 3 and 4 will also include Wolof language instruction, with additional cultural elements interwoven in the courses.
7. **SAN DIEGO STATE UNIVERSITY (SDSU)** provided on-site elementary and intermediate level pre-deployment Afghan language (Pashto) training for more than 122 Marines. The goal of this training was to enable participants to reach a minimum Interagency Language Roundtable (ILR) rating of 0+ with the desired goal of ILR Level 1 in three modalities (speaking, listening, and reading). 100% of the Marines reached the target 0+ proficiency threshold, and more than 35% surpassed that threshold with a proficiency score of 1, or higher, after 8 weeks of language training.

Another 420 Marines (Active and Reserve Components) received 1-4 day trainings focused on Afghan culture, with some rudimentary survival words and phrases. The program also conducted an Advanced/Superior level Modern Standard Arabic training for 5 Army linguists from the 706th Military Intelligence Group, and a

Superior level Persian-Farsi training for 1 Marine Corps foreign area officer who is also an Afghanistan-Pakistan Hand. In total, at least 548 DoD personnel benefited from the center at SDSU during the 2011-2012 academic year.

Languages that are offered at SDSU's LTC included Dari, Pashto, Persian, Russian, Modern Standard Arabic, and other strategic languages, as needed. Language training for DoD personnel is conducted in collaboration with the Training and Education Command of the 1st Marine Division at Camp Pendleton, the Center for Advanced Operational Culture Learning (CAOCL), and Twentynine Palms. SDSU is also coordinating with the Marine Corps to provide online, one-on-one, conversational tutoring, and language sustainment training. In addition, SDSU is collaborating with CAOCL to provide culture curriculum development, teacher training, and critical language and culture program delivery for the Marines.

- 8. THE UNIVERSITY OF MONTANA (UM)** through the University's Maureen and Mike Mansfield Center provided: intensive language training to support the U.S. Army John F. Kennedy Special Warfare Center and School, and cultural training to support the Montana National Guard.

UM's LTC graduated 127 students from the 40-hour to 120-hour language and culture courses focused on both Dari and Pashto. The Center conducted 23 language training sessions in Arabic, Pashto, Urdu, and Dari impacting 534 military personnel, including 30 personnel trained to a minimum of ILR 1/1, and eight classes solely focusing on culture benefitting 270 personnel, totaling 804 students for the entire grant year.

Thirty students took the oral proficiency interview and/or Defense Language Proficiency Test. All 30 met, and most exceeded, DoD standards established for contact hours in language training. The average score for the 16-week and 20-week courses was an ILR 1+/1+; the average score for the 24-week course was an ILR 2/2. The Center taught their first 24-week DLPT-focused class to six Marine students with results ranging from ILR 1+/1+ to ILR 2/3, and with half of the class reaching at least an ILR 2/2.

Additionally, the University of Montana's LTC piloted the use of new video conferencing (VTC) units. Out of 41,000+ contact hours trained, over 13,000 hours were conducted solely on VTC units. Finally, the Center expanded support to additional DoD organizations including the U.S. Marine Corps, U.S. Army Training and Doctrine Command, and the U.S. Army's Military Information Support Command. It also continued to develop culture courses/modules in topics specifically requested by U.S. Army Special Operations Command in the following areas: Afghan Women, Medical Terminology, Agriculture, Children's Health, and Village Support Operations. It launched three smart phone applications related to Afghan culture and language learning, with two more in development.

THE FUTURE OF THE LANGUAGE TRAINING CENTERS

The global security environment has grown more complex and is driving the continued demand for DoD to continue investing, building and sustaining language skills in a smaller force. The Language Training Centers will ensure that the language and cultural

skills of the force match the Department's top priorities by working closely with the Services on language training needs.

Strategic documents emphasize that U.S. global leadership and priorities for the 21st century defense include a smaller, ready force that is well-prepared across the spectrum of mission. Language and culture skills are key capabilities and investments that are needed to ensure the Department has agile and well-trained military personnel prepared to engage in the full spectrum of missions. The role of LTCs as an efficient, responsive training resource is part of DoD's long-term investment strategy. NSEP will ensure close monitoring and technical assistance to the centers to make sure that they are meeting the language training needs they have outlined. NSEP views LTCs as a key partner for continuing its investment in a language-capable U.S. military and civilian force.

NSEP K-12 PROGRAM INVESTMENTS

NSEP promotes and programmatically supports sustained foreign language study at the K-12 (kindergarten through 12th grade) levels to improve foreign language proficiency outcomes in critical languages. NSEP's K-12 initiatives address the shortfall of U.S. citizens graduating high school with foreign language proficiency and in-depth knowledge of other cultures and regions. In 2012, in addition to its Flagship-sponsored K-12 initiatives, NSEP is partnering with other organizations to enhance K-12 foreign language education, specifically:

STRATEGIC FOREIGN LANGUAGE EXPANSION PROGRAM

NSEP partners with the Department of Defense Education Activity (DoDEA) to provide grants to our nation's military-connected public schools to strengthen foreign language education and build a collaborative, outcomes-based curriculum. These grants are designed to improve access to foreign language education learning through bi-literacy, dual language immersion, language enrichment, and secondary course offerings in strategic languages and their cultures. The 2012-2013 academic year marked the program's commencement.

In June 2012, grants were awarded to six school districts impacting 22 military installations, 27 schools, 8,200 military-connected students, and 24,900 total students. Languages taught through the pilot program include Chinese, Spanish and German.

The grants were awarded for three years to the following school districts: Beaufort County, South Carolina School District; Fort Sam Houston, Texas Independent School District; Geary County, Kansas Unified School District #475; North Kitsap, Washington School District; San Diego, California Unified School District; and Virginia Beach, Virginia City Public Schools.

The program focuses on several areas: increased student achievement in foreign language; differentiated instruction by grade level and ability; coordinating foreign language programming between schools and school districts, proficiency-based student outcomes measures, and employment of tools such as peer tutors, technology, and coaching support to teachers in providing high-level language instruction.

STRATEGIC PARTNERSHIPS

NSEP also partners with states, higher education, and leading associations to promote foreign language learning at the K-12 level. The Language Flagship has conducted six State Language Roadmap initiatives, with the latest plan launched in Rhode Island in June 2012. The plan includes participation of state and local government, business, and higher education and K-12 educators.

The goal for all NSEP K-12 programs continues to be the improvement and expansion of K-12 foreign language education with proven models for states and localities to replicate. NSEP remains committed to addressing the need for a national pipeline of language-enabled professionals to fill national security-related positions, as well as increase U.S. global competitiveness and prosperity. These model programs will be continually reassessed to review program applicability, student proficiency data, and the return on investment.

FUTURE OF NSEP: A MORE COORDINATED APPROACH TO LANGUAGE AND CULTURE POLICY AND PROGRAMS

In 2012, the National Security Education Program became a part of the new Defense Language and National Security Education Office (DLNSEO). NSEP is a key component to this new organization, providing an important national dimension to the overall Defense Language Program. Through this merger, NSEP has been able to leverage its programs and gain a much deeper dimension within the Defense Department as it continues to train a workforce for the 21st century. At the same time, NSEP remains true to its original purpose: ensuring that the broader national security community has a growing pipeline of individuals prepared to meet the national security demands of a globalizing workforce.

NSEP supports the fundamental goals of DLNSEO to recruit, train, sustain and enhance language and cultural capabilities to support national security and defense readiness. As part of DLNSEO, NSEP's programs and initiatives address the challenges of U.S. foreign language and culture preparedness. In the immediate future, NSEP will provide key support to the following DLNSEO priorities:

- **Building a Talent Pipeline** – Working with schools, universities and federal training institutions to build the capabilities of our nation's citizens to become and to remain skilled in critical languages;
- **Enhancing Workforce Readiness** – Ensuring that a ready pool of U.S. citizens, civilian and military, possess the language and culture expertise critical for public service;
- **Improving Testing and Assessment** – Developing proficiency metrics and tools to validate the language and culture expertise of our nation's citizenry;
- **Creating Surge Capability** – Accessing and deploying personnel with language and culture expertise necessary for immediate needs; and
- **Regional Alignment** – Ensuring that language and culture policies and programs support the specific regional needs of the 21st-century Total Force.

In addition, over the next year NSEP will work closely with the National Security Education Board to ensure that its programs remain strategic in mission: to support both academic and government sectors in high-level program quality and accountability through the sharing of best practices across its growing array of programs.

Over the next year, NSEP will work to leverage the resources, ideas, and practices across agencies, the academic community, and non-governmental organizations to maximize the impact of its programs through the following efforts:

1. Enhanced Career Planning Initiatives

NSEP plans to enhance its placement processes by:

- **Establishing an NSEP Alumni Corps.** Select NSEP alumni now mentor fellow awardees, conduct informational interviews, provide agency-specific guidance, and offer résumé consultations.
- **Facilitating Career Advising Professional Development of NSEP staff.**
- **Building Strategic Agency Partnerships.** NSEP is continuing, and will expand, targeted hiring events at federal agencies such as the Central Intelligence Agency, Defense Intelligence Agency, the Office of Naval Intelligence, and other key organizations.
- **Strengthening the Flagship Network.** NSEP is working to broaden alumni ties among its 26 domestic Flagship programs.

2. Cultural Resources:

NSEP plans to provide additional cultural training to NSEP program participants by:

- **Developing Cultural Competency Awareness Webinars.** NSEP is designing a series of web-based seminars to improve cross-cultural skills among Boren and Flagship awardees.
- **Fostering Foreign Area Officer (FAO)/NSEP Relationships.** NSEP is expanding efforts to connect FAOs and other Embassy staff with Boren, Flagship, and ROTC Project GO award recipients overseas.
- **Leveraging Cultural Tools.** NSEP will grant Boren and Flagship awardees, as well as ROTC cadets and midshipmen, access to cutting-edge language and culture technology developed by DLNSEO, such as the Cross-Cultural Competence Trainer and the series of Virtual Cultural Awareness Trainers that are based on Combatant Commands' Areas of Responsibility.

3. NSEP Stakeholder Analysis:

NSEP plans to undertake a more strategic approach to understanding its stakeholders, including NSEP alumni, senior-level federal hiring officials, national foreign language experts, and former and current NSEB members by:

- **Gathering Stakeholder Input.** The Center for Naval Analyses will develop a survey instrument and interview key stakeholders.
- **Stakeholder Analysis.** NSEP will provide the NSEB an initial analysis by the end of 2013.

4. Leveraging of Technology for Language Sustainment:

- **Presenting technology-enhanced resources.** NSEP will work to draw upon existing tools such as FAOweb, LangNet, Joint Language University, and other products currently available or in development.

- **Making use of Defense Language Institute Foreign Language Center (DLIFLC) to provide a variety of on-line language sustainment and enhancement tools.** DLIFLC resources include GLOSS (lessons in 24 languages), Post-Basic Delivery Service (materials from six-week courses in 8 languages), Phone Conversations (taped casual phone conversations in various Arabic dialects), Accents Library (accent samples illustrating regional speech variations), the Arabic Grammar Search Tool, and Advanced North Korean Dialect materials.
- **Continuing the development of Flagship sustainment materials.** The Flagship community is partnering with National Foreign Language Center to develop user-friendly applications and curricula to leverage previous federal investments in thousands of language learning objects across the critical languages and now available to the academic community.

5. Enhanced Coordination of Testing and Assessment

In 2013, NSEP plans to improve its approaches to testing and assessment by drawing upon the practices of other DoD and government testing centers, ensuring that NSEP award recipients receive valid test results based on the Interagency Language Roundtable proficiency scale. These test results will help provide valuable skill-set information to future employers.

APPENDICES

- Appendix A: Howard Baker, Jr. Award Recipients and Profiles**
- Appendix B: Sol Linowitz Award Recipients and Profiles**
- Appendix C: Federal Foreign Language Proficiency Scale**
- Appendix D: Legislative History of the NSEP Service Requirement**
- Appendix E: Locations Where NSEP Award Recipients Have Fulfilled Service**
- Appendix F: United States Government Organizations with National Security Responsibilities**

- Appendix G: 2012 Boren Scholars**
- Appendix H: Select Profiles of 2012 Boren Scholars**
- Appendix I: 2012 Boren Fellows**
- Appendix J: Select Profiles of 2012 Boren Fellows**
- Appendix K: 2012 Boren Scholar and Fellow Countries of Study**
- Appendix L: 2012 Boren Scholar and Fellow Languages of Study**
- Appendix M: List of Boren Scholar and Fellow Majors**
- Appendix N: 2012 Flagship Fellows**
- Appendix O: 2012 Boren/Flagship Scholars and Fellows**
- Appendix P: 2012 English for Heritage Language Speakers Scholars**
- Appendix Q: 2012 NSEP-Funded U.S. Institutions of Higher Education**

APPENDIX A: HOWARD BAKER, JR. AWARD RECIPIENTS AND PROFILES

Country	Language	Baker Award Recipient	Federal Service	Boren Year
Egypt	Arabic	Andrew DeBerry, 2007	U.S. Air Force	2003
Egypt	Arabic	Matthew Parin, 2008	U.S. Department of Defense	2005
China	Mandarin	Shana Leenerts, 2009	U.S. Department of State	2001
Turkey	Turkish	Paul Meinshausen, 2010	National Ground Intelligence Center	2006
Ukraine	Ukrainian	Meghan Iverson, 2011	Office of Naval Intelligence	2005
China	Mandarin	Michael Chahinian, 2012	U.S. Department of Defense	2002

2007: Andrew DeBerry

In 2003, while an AFROTC student pursuing a Bachelor's of Science in Aerospace and Mechanical Engineering at the University of Notre Dame, Andrew DeBerry received a Boren Scholarship. He used this funding to study Arabic at the American University in Cairo (AUC). Mr. DeBerry was commissioned into the U.S. Air Force in 2004, following in the footsteps of his older brother and his father.

Mr. DeBerry relates that his experience at AUC was “instrumental in [his] educational formation,” and, indeed, continued studying Arabic language and culture at Notre Dame by writing a biweekly column about Arab culture, foreign diplomacy, ethics of conflict, and similarities in Christianity and Islam and organizing Notre Dame’s first annual academic forum: “America and the Middle East – Do We Face a Clash of Civilizations?” Mr. DeBerry also coordinated a seminar entitled “Just Responses to Conflict,” organized a student panel the week Saddam Hussein’s regime fell in Iraq, and used a new university academic fund to sponsor a dialogue with Muslim students. “NSEP provided a clear turning point in my career,” says Mr. DeBerry.

As an Intelligence Officer in the U.S. Air Force, Mr. DeBerry has contributed to our national security throughout his career as a U2 Missions Operations Commander (MOC) and Flight Commander for 75 American and Korean enlisted members in Korea. He has also provided intelligence reports to 3rd AF and USAFE leadership at Ramstein Air Base in Germany and pursuing high-value individuals in al Qaeda and the Taliban while deployed in Afghanistan. Of this experience, Mr. DeBerry commented that “[U]nderstanding aspects of Middle Eastern culture – prayer times, dress, naming traditions – had an operational impact. During my tour, my team worked with the North American Treaty Organization to action the country’s number one target. Missions that identified mosques, women, and children on the battlefield were immediately aborted. There were no civilian casualties during my six months overseas, in line with our strong partnership with [Afghani President] Hamid Karzai’s government.”

After graduating with honors with a Master of Arts in National Security Studies from the American Military University, Mr. DeBerry subsequently received a top-choice assignment at the National Geo-Spatial Intelligence Agency, directing an \$88 million program that collects and disseminates imagery and video to warfighters and disaster relief coordinators around the world. Soon after, Mr. DeBerry received a fellowship for Wharton-Lauder’s MBA/MA Arabic dual-degree program and achieved Dean’s List in both programs while supporting on-ground international development initiatives in Central America, China, India, Brazil, and Tanzania. Mr. DeBerry has now joined the private sector as the Strategy Lead for Microsoft’s Worldwide Public Sector – Education team,

focusing on projects with Ministers of Education in emerging markets. He plans to enter the Air Force Reserves.

“Being a Boren Scholar and my Arabic studies in Cairo continue to bring about life-changing turning points in my education and career. NSEP put into motion a series of events that have multiplied my ability to give more during military service as an intelligence officer in the U.S. Air Force, MBA/MA Arabic graduate education at Wharton-Lauder, and now Microsoft’s Worldwide Public Sector team. I return again and again to the US to rediscover our freedoms with special sensitivity, to share knowledge of human potential far beyond our borders, and to celebrate cultures that make us acutely more aware of who we are, our own homeland, and the opportunities we have in common.”

2008: Matthew Parin

Matthew Parin received his Boren Scholarship in 2005, studying Middle East politics at the American University in Cairo from 2005 to 2006. While in Egypt, Matt studied Arabic one-on-one with the former Executive Director of the Center for Arabic Studies Abroad.

The Boren Scholarship placed Matt alongside the generation of Egyptians who participated in the uprising that ousted President Hosni Mubarak. By developing relationships with these Egyptians in the classroom and through student organizations, Mr. Parin remains plugged-in to developments abroad and has leveraged these ties in his career. The Boren Scholarship also put Mr. Parin in contact with other students focused on Middle East issues, providing him a natural network of future practitioners and scholars in public, private, and non-profit organizations around the world.

Mr. Parin now volunteers with his alma mater American University (AU) to ensure Boren candidates have the necessary academic and professional experience for success. He spends the majority of his time mentoring students and also serves as a member of the AU Honors Program Advisory Committee. Recently, Mr. Parin was asked to assist with the redesign of the AU School of International Service undergraduate program, based on his success in public service and nationally-competitive scholarships.

Recognized by the U.S. Army's senior-most intelligence officer as an "intelligence and policy star," Mr. Parin provides analysis on the Middle East to senior U.S. policymakers, including the President, the Secretary of Defense, and the Secretary of State.

Mr. Parin graduated from American University in 2007 with Latin and University Honors in International Studies. Matt started his career with the Department of Defense in October 2007 and quickly built his reputation as an intelligence and policy professional with a viewpoint informed by his Boren Scholarship experience.

In fall 2008, Mr. Parin deployed with Multi-National Forces-Iraq (MNF-I) in support of Operation IRAQI FREEDOM. While in Iraq, Mr. Parin routinely briefed MNF-I Commanding General Ray Odierno, coalition partners, and senior Iraqi officials. In recognition for his superior work, General Odierno presented Matt with the MNF-I Commanding General challenge coin and the Joint Civilian Service Commendation Award, the highest joint civilian service award under the approval authority of the MNF-I Commanding General.

During his deployment, Mr. Parin gained invaluable experience with public-private partnerships as a member of the Joint Interagency Task Force-Iraq. To compliment his experience, he immersed himself in business and economic development literature to produce an article envisioning a new

framework for public-private partnerships in conflict zones. Mr. Parin's article won the inaugural Young Professionals in Foreign Policy essay competition and was published in the National Defense University's complex operations journal – exposing his ideas to more than 20,000 foreign policy leaders around the world.

From 2009 to 2010, Mr. Parin was on an interagency rotation to the Joint Chiefs of Staff Directorate for Strategic Plans and Policy and the Directorate for Intelligence at the Pentagon. In 2011 Mr. Parin rotated to the Defense Intelligence Agency's North Africa Intelligence Cell, where he supported America's response to unrest in Egypt and coalition activities during Operation UNIFIED PROTECTOR in Libya. Mr. Parin's greatest contribution was his authorship of the primary study on disarming, demobilizing, and reintegrating Libyan militias, which drew on his personal, professional, and academic experience in the Arab world. And last summer, Mr. Parin worked at the American Embassy in Oman, using his Arabic skills during capacity-building initiatives with Oman.

2009: Shana Leenerts

Shana Leenerts received a Boren Scholarship in 2001 to study Mandarin in China while an undergraduate student at the University of California, Irvine. While studying under the Boren Scholarship, tragedy struck the U.S. in the terrorist attacks on September 11, 2001. Reflecting on this time, Ms. Leenerts was very surprised by the overwhelming solidarity the Chinese people showed America. "Experiencing this tragedy in China was a true lesson in public diplomacy, and I learned first-hand that our relations with other countries are only in small part lived out government to government."

Ms. Leenerts earned a Master's degree in International Commerce and Policy from George Mason University in 2008, and has served our nation since 2003. She has worked as a Counterterrorism Fellows Program Specialist within the U.S. Department of Defense, as an Academic Exchange Specialist with the U.S. Department of State, and currently as a Program Analyst with the Transportation Security Administration.

Ms. Leenerts first federal position as a Counterterrorism Fellows Program Specialist was an exclusive opportunity open only to NSEP award recipients. As a Program Specialist, Ms. Leenerts worked with foreign military officers from around the world at the National Defense University. The experiences gained while facilitating a public diplomacy program provided Ms. Leenerts with the necessary expertise to influence policy in the field, which she did in her next posting at the Department of State with the Fulbright and other academic exchange programs. She will soon be celebrating ten years of federal service in February 2013. Ms. Leenerts credits living, studying, and interning in a foreign country with helping her realize that she can be successful in any environment and this flexibility has greatly benefitted her career as she seamlessly transitioned from the Department of Defense to the Department of State, and now to the Department of Homeland Security.

"Working in a multicultural context abroad is very applicable to working in our multicultural context in the American workplace." Ms. Leenerts said, "While I am not currently working in public diplomacy or international relations, my bosses frequently call upon my liaison skills developed in that field when dealing with our multiple stakeholders."

2010: Paul Meinshausen

While Mr. Meinshausen was an undergraduate student at the University of Louisville, he was awarded a 2006 Boren Scholarship to study the Turkish language and anthropology in Turkey. In 2007 he received a Fulbright Critical Language Scholarship, as well as a Fulbright Research Scholarship, to complete a Master's degree in Eurasian Studies from Middle East Technical University (METU). He has served the nation through work as an Intelligence Specialist and Irregular Warfare Analyst at the National Ground Intelligence Center (NGIC) and at the International Security Assistance Force (ISAF) Headquarters in Kabul, Afghanistan. During his time in service he was responsible for conducting research and analysis to help the U.S. military better understand and engage local populations in irregular warfare and counterinsurgency environments.

Funded by the NSEP and Fulbright programs, Mr. Meinshausen spent over two years in Turkey studying and doing research at METU. During that time he lived primarily in Ankara, but also spent several months in Istanbul and traveled to nearly every other area of the country as well as many other countries in the region, including most of eastern Europe, as well as Syria, Lebanon, Jordan, and Egypt. At METU he was enrolled full-time in a graduate program mostly comprised of Turkish students, along with a few students from Central Asia and Eastern Europe. As a full-time student in a Turkish university, Mr. Meinshausen engaged in many aspects of life in Turkey that are not typical experiences for traditional exchange students. He was required to participate in class discussions in Turkish, defended his Master's thesis before a panel of Turkish scholars, and navigated the bureaucratic process of securing his degree from the Turkish Ministry of Higher Education.

After returning from Turkey, Mr. Meinshausen served as an analyst for the US military at NGIC from February of 2009 until June of 2011. During that time he also deployed to Afghanistan as an analyst to ISAF Headquarters in Kabul, Afghanistan where he was responsible for preparing reports and briefing the senior ISAF command staff, including the ISAF Commanding General Stanley McChrystal, the chief intelligence officer Major-General Michael Flynn, as well as senior officials in the Department of Defense and the State Department. Mr. Meinshausen's expertise focused primarily in the areas of the reconciliation and reintegration of insurgents in Afghanistan and the forms of institutional corruption that obstructed the conflict-resolution and peace process. Mr. Meinshausen also spent several weeks in rural areas embedded with Special Forces troops conducting the Village Stability Operations program. For his service Mr. Meinshausen was awarded the US Joint Chiefs of Staff Joint Civilian Service Achievement Award and was subsequently awarded the NSEP Howard Baker, Jr. Alumni Award for distinguished government service.

In July of 2011 Mr. Meinshausen received funding from the Research Lab at the Safra Center for Ethics at Harvard University to conduct research with Professor Mahzarin Banaji in the Implicit Social Cognition Lab in the Department of Psychology at Harvard University. As part of the Project on Institutional Corruption at the Safra Center, Mr. Meinshausen's research focuses on the psychological and cognitive mechanisms that underlie institutional corruption. In the fall of 2012 he applied to a number of PhD programs, in order to continue his research.

Mr. Meinshausen credits the NSEP program with making his experiences and research in Turkey possible. He is also grateful the NSEP program both required and enabled his government service. Both his time in Turkey and the time he spent in service have made an enormous impact both on his personal life and his professional career and research interests.

2011: Meghan Iverson

Ms. Meghan Iverson received a Boren Scholarship in 2005 for study in Chernivisti, Ukraine. While overseas, Ms. Iverson was an observer for the 2006 parliamentary elections and experienced the consequences of energy disputes between Russia and Ukraine when natural gas shortages were common in the winter months. “I had the chance to study the nuances of grammar late into the night, walk through snow-lined streets to barter in the markets, and truly appreciate the gift of others’ generosity. The Ukrainian people shared not only culture and language, but also soup and support. The people I lived with abroad, who took me in and taught me, humble me with their dignity and perseverance in the face of adversity. The experience gave me invaluable lessons in patience, endurance, and humor.”

Following her positive experiences in Ukraine under the Boren Scholarship, Ms. Iverson added Mandarin Chinese to her curriculum and was awarded the Freeman Asia Award in 2007, allowing her to spend a summer immersed in Chinese studies while living in Beijing, China. She credits the Boren Scholarship with providing her with the bulwark to think with a global perspective and appreciate the inherent value in gaining area expertise through experiences abroad. Ms. Iverson remains deeply committed to helping develop U.S. policy and protecting security interests, and improving U.S. relations with both China and Russia, in her career in public service.

Over the last four years, Ms. Iverson has worked as political-military analyst for the Office of Naval Intelligence and an advisor for two of the United State’s fleets. Ms. Iverson contributes to diplomatic engagements, goodwill port visits, humanitarian assistance efforts, and foreign maritime partnerships in addition to supporting military operations, combat missions, ballistic missile defense operations, and writing operational plans, all of which are critical to supporting US national security interests, NATO security interests, and the security of regional partners. Most recently, Ms. Iverson served aboard the USS BLUERIDGE in Japan, advising the Commander of the U.S. Naval Forces Pacific Fleet on multiple threats. She also served as a forward-deployed analyst for the Commander of US Naval Forces Europe and Africa, U.S. Sixth Fleet in Naples, Italy. Ms. Iverson is currently the team lead for the European Analytic Division, providing the operational fleet with current intelligence analysis and assessments on issues as diverse as the impact of ballistic missile defense policy on the fleet operations and the readiness of the Russian Navy. She also provides assessments on potential flashpoints in the Levant, support ongoing missions in Libya and Africa, and work to ensure the success of theater security cooperation efforts with our European allies.

“Receiving a Boren Scholarship was the genesis for a combined six years of language and cultural study that have allowed me to contribute area expertise and linguistic support to the intelligence community and the United States Navy. I have had adventures on the high seas, seen exotic lands, and used the languages I learned at the foothills of the Carpathian Mountains throughout Asia and Europe. I love working in the intelligence field and hope to make the leap into the defense policy realm once I return to Washington in 2014. The National Security Education Program changed my life and gave me an incredible chance to make something more of it than I ever imagined.”

2012: Michael Chahinian

Michael Chahinian studied Mandarin in China as a 2002 Boren Scholar. Ensign Chahinian graduated from Cornell University in 2003, and began work as a Capitol Hill Staffer, where he specialized in trade and military issues. The knowledge of China Ensign Chahinian gained as a Boren Scholar helped him secure a seat for his Congressman on the Congressional-Executive Commission on China, as well as write some of the Commission’s recommendations.

During his time on Capitol Hill, Ensign Chahinian attended the U.S. Naval War College's Graduate Degree Program part-time, pursuing a concentration in Counterinsurgency and Counterterrorism. He engaged in regular debates with his peers on national security issues as well as wrote many national security-related essays.

His War College experience inspired Ensign Chahinian to become an Active-Duty Naval Officer, where his cultural expertise is assisting in the performance of his duties as an Electronic Warfare Officer and Visit, Board, Search, and Seizure Officer. Ensign Chahinian leads the Electronic Warfare Division in their efforts to protect STOCKDALE from incoming missiles as well as gather intelligence. In his duties, he also assures compliance with international laws by boarding vessels for inspection. Ensign Chahinian is currently preparing for his first deployment.

Michael Chahinian has proven himself an invaluable asset to the Navy, and his work has drawn top commendations from his leadership.

APPENDIX B: SOL LINOWITZ AWARD RECIPIENTS AND PROFILES

Country	Language	Linowitz Award Recipient	Federal Service	Boren Year
Egypt	Arabic	Heather Kalmbach , 2007	U.S. Department of State	2001
Jordan	Arabic	Benjamin Orbach , 2008	U.S. Department of State	2002
China	Uyghur	Tamara Crouse , 2009	U.S. Navy Reserve/U.S. Department of State	2003
Egypt	Arabic	Glenda Jakubowski , 2010	Defense Intelligence Agency	2006
Syria	Arabic	Ahren Schaefer , 2011	U.S. Department of State	2005
Syria	Arabic	Hilary Wehr , 2012	Defense Intelligence Agency	2008

2007: Heather Kalmbach

Heather Kalmbach, a 2001 Boren Fellow and 2003 Flagship Fellow, studied Arabic in Egypt. Upon joining the Department of State's Foreign Service in 2004, she served as a Political Officer in Jeddah, Saudi Arabia and then in Jerusalem, where she reported on human rights, Islamic affairs, and internal Saudi and Palestinian politics. She returned to Washington, D.C. in 2008 to serve as a Staff Assistant in the Bureau of Near Eastern Affairs, followed by an assignment as Libya Desk Officer from 2009-2011. In this capacity, Ms. Kalmbach guided the U.S. policy response to the Libyan revolution and managed outreach and assistance to the Libyan opposition. She currently serves as a Program Officer in the Bureau of Population, Refugees and Migration, managing the State Department's humanitarian response for Syrian refugees in Turkey.

As a Foreign Service Officer working primarily on Middle East issues, Ms. Kalmbach has drawn largely on her experience as a Boren Fellow in Egypt. Her advanced knowledge of Arabic has served her well, especially in her assignments in Jeddah and Jerusalem where she used her Arabic in meetings with a range of government, civil society, and business contacts. Ms. Kalmbach's study of not only Modern Standard Arabic (MSA), but also of the Egyptian dialect, provided the basis for learning Levantine Arabic when she arrived to Jerusalem. Her ability to communicate not only in MSA, but also in the local dialect helped break the ice in official meetings and in informal work settings.

As a Boren Fellow in Egypt, Ms. Kalmbach had the chance to travel extensively throughout the country, which served her well when she was asked by the Bureau of Near Eastern Affairs in 2011 to serve as an Embassy elections monitor for Egypt's first Parliamentary elections following the fall of former President Hosni Mubarak. Ms. Kalmbach's familiarity with Egyptian politics and culture helped her tremendously as she led a five-person Embassy team in monitoring more than 20 polling stations in Luxor Governorate. Ms. Kalmbach relied on her solid Arabic skills, thanks to her graduate studies in Egypt funded by NSEP, to conduct meetings in Arabic with Muslim Brotherhood, Salafi, socialist and liberal candidates. Ms. Kalmbach's success at the Department of State comes in large part to her time spent in Egypt as a Boren Fellow. She will continue to draw on this experience in her future assignments at home and abroad.

2008: Benjamin Orbach

Mr. Orbach was a Master's candidate at Johns Hopkins University's School of Advanced International Studies (SAIS) during the attacks on the World Trade Center Towers and the Pentagon on September 11, 2001. After writing his thesis on Osama Bin Laden the year before, Mr. Orbach decided to postpone his graduation to pursue advanced language study in Jordan on a Boren Fellowship. While in Jordan and, later, Egypt, Mr. Orbach not only gained valuable

language skills not attainable in a classroom, but he developed a deeper understanding of key human development issues that are an integral component of the United States' relationship with the rest of the world. Inspired by the people he met and the experiences he had while overseas, Mr. Orbach wrote a book entitled Live from Jordan: Letters Home from My Journey through the Middle East (Amacom Books, 2007).

Upon his return to the United States, Mr. Orbach began a position as the Deputy Regional Coordinator at the Department of State in the Office of the Middle East Partnership Initiative. The language and culture skills gained while on the Boren Fellowship ensured his success in designing and managing programs that addressed the human development issues he witnessed while living in the Arab World. In three years of working at the State Department, Mr. Orbach received superior achievement and meritorious achievement awards. In 2007, Mr. Orbach left the State Department to work with Creative Associates International – a major implement of US foreign assistance – as their Resident Country Director for the West Bank and Gaza. Over a two year period, Mr. Orbach set up and managed a small grants program that developed and supported community-level leadership with nearly 100 projects in West Bank cities, villages, and refugee camps.

Currently, Mr. Orbach is the founder and director of the America's Unofficial Ambassadors initiative at Creative Learning. America's Unofficial Ambassadors is a citizen diplomacy initiative that is increasing the number of Americans who volunteer in development on a short-term basis throughout the Muslim world. Volunteers have an impact in supporting locally-led development initiatives and at the same time, form people-to-people partnerships that dispel stereotypes, both abroad and at home. The initiative is a culmination of Orbach's experience as a Boren Fellow, State Department official, and development professional. "The Boren Fellowship was instrumental in my development as a professional and person, for that matter," Orbach said. "The fellowship gave me an opportunity to build my skills but also to gain an understanding of the "other" and the challenges that we share and that can be solved together. My time in Jordan and in Egypt and in traveling around the Middle East was extraordinarily valuable to me. There is no way I would be doing what I am today if it weren't for that experience."

2009: Tamara Crouse

Tamara Crouse was awarded a Boren Fellowship in 2003 while a Master's candidate studying global studies at the University of Denver's Graduate School of International Studies. Prior to entering graduate school, Ms. Crouse worked in Colorado in the field of water resources engineering. She also served as an intelligence analyst in the United States Navy Reserve preparing and presenting intelligence briefs with an emphasis on China.

As a Boren Fellow, Ms. Crouse studied Mandarin and Uighur – both deemed as critical languages by the Boren Fellowship program. Her Boren Fellowship provided Ms. Crouse the opportunity to live in China, where she was able to conduct academic interviews with nationally and internationally recognized Chinese experts. These interviews supported her master's thesis, which focused on Chinese/Central Asian relations and the Shanghai Cooperation Organization.

During Ms. Crouse's undergraduate and graduate study, she had taken many courses and seminars on Chinese history, language, literature, politics and civilization, but she had not had the chance to see what life in China was like first-hand. Ms. Crouse credits the flexibility of the Boren Fellowship program with its emphasis on enabling Fellows the opportunity to directly experience the culture of these countries as the chance of a lifetime. This opportunity, which allowed her to

experience with her family Chinese culture in a very personal way, has opened many doors and deepened and broadened her understanding of this dynamic relationship.

By virtue of the Boren Fellowship, Ms. Crouse was offered a position as a Foreign Affairs Officer with the U.S. State Department. She served with the State Department from October 2006 through September 2010 -- first working with the Bureau of Democracy, Human Rights and Labor as the policy action officer for ten maritime-Asian countries, including Taiwan, the Philippines, and Singapore. In this capacity she oversaw rule of law, human rights, and democracy-building programs and edited the annual human rights reports sent to Congress. Ms. Crouse then transitioned to the Bureau of International Narcotics and Law Enforcement Affairs, where she was the program and action officer for over \$40 million in bilateral counternarcotics assistance programs for Ecuador and Peru.

In 2010, Ms. Crouse left the Department of State to assume her position as an intelligence analyst with the Civil Aviation Intelligence Analysis Center (CAIAC), located at Joint Base Anacostia-Bolling. In this role she monitors foreign civil aviation threats posed to the U.S. and its allies by non-U.S. entities. She is currently serving as the Assistant to the CAIAC Director.

2010: Glenda Jakubowski

Ms. Jakubowski was pursuing her Master's degree in International and Security Studies at East Carolina University when she received her 2006 Boren Fellowship to study Arabic in Cairo, Egypt. The opportunity to study colloquial Egyptian dialect as well as Modern Standard Arabic and to live immersed in the culture were particularly rewarding aspects of her overseas experience.

Ms. Jakubowski joined the Defense Intelligence Agency (DIA) as a Senior Analyst on the Sunni Resistance Team at the Joint Intelligence Operations Center in May 2007. Ms. Jakubowski completed her second deployment to Iraq with DIA in 2010, where she conducted analyses related to tribal, gender and cultural concerns. Following her deployment, Ms. Jakubowski departed for Jordan, to provide analytic support to the Defense Attaché Office in Amman. Because of her extensive experience in the region, the DIA Iraq Office Chief designated Ms. Jakubowski to implement our portion of the DIA/DI Strategic Research Plan, a one-year project in Washington, DC. After completion of that project she served as a DIA liaison to the ODNI Middle East Task Force at CIA, focusing on the Syria crisis.

In the course of her career Ms. Jakubowski has been to Iraq, Kuwait, Qatar, Jordan, Egypt, and Turkey. Her knowledge of Arabic has helped me navigate each place she has worked and visited, and DIA will continue to send her to the Middle East in the future. Regarding her experience as a Boren Fellow, Ms. Jakubowski says, "More than the language skills, what I learned through the fellowship about Arab culture enhances my value to DIA on a daily basis. A firsthand knowledge of the culture sharpens my analysis and helps me to be a better forecaster for senior policy makers."

2011: Ahren Schaefer

Mr. Schaefer received a Boren Fellowship in 2005-2006 to study Arabic in Syria. In addition to Arabic language study, Ahren researched conflict in the Arab World while overseas as a Fellow. Highlights including living in the old city of Damascus, immersion language courses, and travel throughout the region.

In 2012, Mr. Schaefer was assigned to U.S. Embassy Algiers as the Regional Coordinator and RSI Officer for North Africa and the Sahel. From 2007-2011, Mr. Schaefer served as a Senior

Foreign Affairs Analyst at the U.S. Department of State, Bureau of Intelligence and Research (INR), where he worked as the lead analyst for counterterrorism issues in North and sub-Saharan Africa in the Office of Analysis for Terrorism, Narcotics, and Crime (TNC). Mr. Schaefer is recognized as a U.S. Government expert on Somalia's al-Shabaab and AQIM in the Trans-Saharan region of Africa, with the knowledge and background needed to provide senior policymakers with an in-depth historical perspective on the groups. In 2011, he published "Clan and Conflict in Somalia: al-Shabaab and the Myth of Transcending Clan Politics." From 2006-2007, immediately after completing his Boren Fellowship in Damascus, Syria, Mr. Schaefer worked as a Special Assistant to the Deputy Assistant Secretary in the Department's Bureau of Administration. He holds an MA in International Affairs from the George Washington University.

Of his Boren Fellowship, Mr. Schaefer remarked: "The regional expertise and cultural background provided by the Boren Fellowship have proven essential to my career. In addition to linguistic and cultural background, the experiences gained during my time in the Middle East have directly contributed to my subsequent work in North Africa and the region."

2012: Hilary Wehr

Ms. Hilary Wehr received a Boren Fellowship in 2008 to study Arabic in Syria. She earned a master's degree in International Economics and Middle East Studies from Johns Hopkins University. The cultural and linguistic expertise that Ms. Wehr developed as a Boren Fellow are imperative to her work with the Defense Intelligence Agency, or DIA, where she works as an Intelligence Analyst at the Middle East North Africa Office. Ms. Wehr produces all-source intelligence analysis for senior U.S. government and Department of Defense policy-makers. Her contributions include multiple Presidential Daily Briefs and numerous national level intelligence products for use by the Executive and Legislative branches of government, the Office of the Secretary of Defense, the Joint Staff, and combatant commanders on critical issues impacting U.S. Middle East policy.

In August 2012, Ms. Wehr received an Annual Achievement Award from the DIA Middle East North Africa Office for her contributions to focusing research efforts on the future of Syria, and her leadership recently selected her to organize an international conference with U.S. foreign partners. She will open with an introductory presentation in Arabic – linguistic skills which were certainly honed during her Boren Fellowship.

In her nomination letter, Chief of DIA's Mediterranean Division wrote of Ms. Wehr: "I believe [Hilary] represents the best of what the Boren program is designed to build. If building cultural awareness, language knowledge and an understanding of the people in a country is the goal of the program, it has succeeded with Ms. Wehr...she is clearly a Boren success story and worthy of this recognition."

APPENDIX C: FOREIGN LANGUAGE PROFICIENCY SCALES

The U.S. government relies on the Interagency Language Roundtable (ILR) language proficiency scale to determine linguistic expertise. The following table outlines the proficiency descriptions for each ILR proficiency level. Below are the ILR descriptors for speaking. There are also ILR skill level descriptions for Reading, Listening, Writing, Translation Performance and Interpretation Performance and are located at (<http://www.govtilr.org/>).

ILR RATING	ILR PROFICIENCY DESCRIPTION
0	<i>No Proficiency:</i> Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability.
0+	<i>Memorized Proficiency:</i> Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful.
1	<i>Elementary Proficiency:</i> Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/questions from this individual. This speaker has a functional, but limited proficiency. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The individual is unable to produce continuous discourse except with rehearsed material.
1+	<i>Elementary Proficiency Plus:</i> Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances.
2	<i>Limited Working Proficiency:</i> Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The individual can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The individual's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances. but unusual or imprecise elsewhere.
2+	<i>Limited Working Proficiency Plus:</i> Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space and person references, or to be in some way inappropriate, if not strictly incorrect.

3	<p><i>General Professional Proficiency:</i> Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social and professional topics. Nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs and the implications of nuances and idiom may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate: but stress, intonation and pitch control may be faulty.</p>
3+	<p><i>General Professional Proficiency Plus:</i> Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.</p>
4	<p><i>Advanced Professional Proficiency:</i> Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references and understanding. Language ability only rarely hinders him/her in performing any task requiring language; yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as in informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty.</p>
4+	<p><i>Advanced Professional Proficiency Plus:</i> Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well educated, highly articulate native speaker. Language ability does not impede the performance of any language-use task. However, the individual would not necessarily be perceived as culturally native.</p>
5	<p><i>Functional Native Proficiency:</i> Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect.</p>

The **American Council on the Teaching of Foreign Languages** (ACTFL) proficiency scale is another rubric to describe linguistic proficiency (<http://www.actfl.org/i4a/pages/index.cfm?pageid=1>). An abbreviated version of the ACTFL speaking scale follows.

ACTFL RATING	ACTFL PROFICIENCY DESCRIPTION
Novice Low	Speakers at the Novice Low sublevel have no real functional ability, and, because of their pronunciations, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, given their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.
Novice Mid	Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.
Novice High	Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask formulaic questions.
Intermediate Low	Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate Level, although just barely.
Intermediate Mid	Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests, and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.
Intermediate High	Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time.
Advanced Low	Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest. Advanced Low speakers can demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven.

<p>Advanced Mid</p>	<p>Speakers at the Advanced Mid sublevel are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance. Advanced Mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.</p>
<p>Advanced High</p>	<p>Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are most comfortable discussing a variety of topics concretely.</p>
<p>Superior</p>	<p>Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinion on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.</p>
<p>Distinguished</p>	<p>Speakers at the Distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic.</p> <p>Speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level, oral discourse typically resembles written discourse.</p> <p>A non-native accent, a lack of a native-like economy of expression, a limited control of deeply embedded cultural references, and/or an occasional isolated language error may still be present at this level.</p>

APPENDIX D: LEGISLATIVE HISTORY OF THE NSEP SERVICE REQUIREMENT

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

In 2004, Congress modified the NSEP Service Requirement to state that award recipients must seek to obtain “work in a position in the Department of Defense or other element of the Intelligence Community that is certified by the Secretary (of Defense) as appropriate to utilize the unique language and region expertise acquired by the recipient...”²⁹ The time frame to begin service was shortened to three years from graduation for Boren Scholars and two years from graduation for Boren Fellows. It is worth noting that since this amendment, beginning with the 2005 cohort of Scholars and Fellows, NSEP has noticed a marked increase in the urgency and importance award recipients place on finding federal, national security-related positions.

In 2007, the NSEP Service Requirement was again modified to make the Departments of Defense, Homeland Security, State, and any element of the Intelligence Community priority organizations in which to fulfill service. At the same time, the law stated that, “if no suitable position is available in the Department of Defense, any element of the Intelligence Community, the Department of Homeland Security, or Department of State, award recipients may satisfy the Service Requirement by serving in any federal agency or office in a position with national security responsibilities.”³⁰

The NSEP Service Requirement was again amended in 2008 to expand creditable employment.³¹ Award recipients from 2008-present are required to first search for positions in four “priority” areas of government, namely, the Departments of Defense, Homeland Security, and State, or any element of the Intelligence Community. If they are unable to secure work in one of the priority areas, they can search anywhere in the federal government for positions with national security responsibilities. As a final option, award recipients may fulfill their service in education. Work in education is only approved after an award recipient has made a demonstrated good faith effort to first find positions within the four priority areas of government, and then in any security related federal position.

NSEP engaged the Office of Personnel Management (OPM) to develop regulations and processes to facilitate placement of award recipients in the federal government. Under a regulation established by OPM in 1997, NSEP award recipients may be hired non-competitively for up to four years. (See 5 C.F.R. 213.3102 (r).)

²⁹ National Defense Authorization Act for Fiscal Year 2004, P.L. 108-136, Section 925.

³⁰ John Warner National Defense Authorization Act for Fiscal Year 2007, P.L. 109-364, Section 945.

³¹ National Defense Authorization Act for Fiscal Year 2008, P.L. 110-181, Section 953.

Congress also supported NSEP by enacting P.L. 111-84, the National Defense Authorization Act for Fiscal Year 2010, which was passed into law on October 28, 2009. Subsection 1101 of this law states that NSEP award recipients who have completed their NSEP-funded study and have an outstanding service obligation may be appointed to the excepted service with non-competitive conversion eligibility to a career or career-conditional appointment upon completion of two years of substantially continuous service.

APPENDIX E: LOCATIONS WHERE NSEP AWARD RECIPIENTS HAVE FULFILLED SERVICE

Organization Office	Total by Organization	Total by Office
Broadcasting Board of Governors		2
Central Intelligence Agency		86
Commission on Security and Cooperation in Europe		3
Corporation for National and Community Service		3
Department of Agriculture		26
Agricultural Marketing Service	3	
Agriculture Research Service	1	
Economic Research Service	1	
Food Safety and Inspection Service	2	
Foreign Agricultural Service	7	
Forest Service	2	
Natural Resources and Conservation Service	1	
Other: Department of Agriculture	9	
Department of Commerce		83
Bureau of Economic Analysis	6	
Bureau of Industry and Security	2	
Economics and Statistics Administration	1	
International Trade Administration	50	
National Oceanic and Atmospheric Administration	11	
Other: Department of Commerce	13	
Department of Defense		702
Asia-Pacific Center for Security Studies	2	
Combatant Commands	15	
Contractor	157	
Defense Information Systems Agency	2	
Defense Intelligence Agency	54	
Defense Language Institute	5	
Defense Threat Reduction Agency	6	
Department of the Air Force	29	
Department of the Army	88	
Department of the Navy	74	
National Defense University	51	
National Geospatial Intelligence Agency	20	
National Ground Intelligence Center	15	
National Security Agency	40	
OSD: Personnel and Readiness	45	
U.S. Marine Corps	20	
National Language Service Corps	63	

Organization	Office	Total by Organization	Total by Office
	Other: Department of Defense	16	
Department of Education			4
Department of Energy			33
	DOE National Laboratory	13	
	Energy Information Administration	1	
	National Nuclear Security Administration	4	
	National Renewable Energy Laboratory	2	
	Office of Environmental Management	1	
	Other: Department of Energy	12	
Department of Health and Human Services			34
	Centers for Disease Control and Prevention	14	
	Food and Drug Administration	1	
	National Institutes of Health	4	
	Office of Global Health Affairs	2	
	Other: Department of Human Services	13	
Department of Homeland Security			85
	U.S. Customs and Border Protection	7	
	Federal Emergency Management Agency	3	
	Office of the District Counsel	1	
	Private Sector Office	6	
	Transportation Security Administration	8	
	U.S. Coast Guard	1	
	U.S. Citizenship and Immigration Services	24	
	Other: Department of Homeland Security	25	
Department of the Interior			15
Department of Justice			53
	Central and East European Law Initiative	1	
	Civil Rights Division	2	
	Drug Enforcement Administration	6	
	Federal Bureau of Investigation	22	
	Immigration and Naturalization Service	3	
	U.S. Attorney's Office	1	
	U.S. District Office	2	
	Other: Department of Justice	16	
Department of Labor			4
Department of State			468
	Bureau of Administration	7	
	Bureau of Arms Control	1	
	Bureau of Consular Affairs	20	
	Bureau of Democracy, Human Rights, and Labor	5	

Organization	Office	Total by Organization	Total by Office
	Bureau of Diplomatic Security	9	
	Bureau of East Asian and Pacific Affairs	23	
	Bureau of Educational and Cultural Affairs	23	
	Bureau of European and Eurasian Affairs	20	
	Bureau of Intelligence and Research	13	
	Bureau for International Narcotics and Law Enforcement Affairs	5	
	Bureau of International Security and Nonproliferation	5	
	Bureau of Near Eastern Affairs	23	
	Bureau of Political-Military Affairs	12	
	Bureau of Population, Refugees, and Migration	3	
	Bureau of Public Affairs	10	
	Bureau of South and Central Asian Affairs	6	
	Bureau of Western Hemisphere Affairs	10	
	Foreign Service	123	
	Iraq Reconstruction Management Office	3	
	U.S. Mission to the United Nations	4	
	Other: State Department	143	
Department of Transportation			7
Department of Treasury			25
	Financial Management Service	1	
	Internal Revenue Service	4	
	Office of Foreign Exchange Operations	1	
	Office of Intelligence and Analysis	4	
	Office of International Affairs	5	
	Office of the Comptroller of the Currency	2	
	Other: Department of Treasury	8	
Department of Veterans Affairs			25
Environmental Protection Agency			7
Executive Office of the President			16
	Office of Management and Budget	6	
	National Security Council	3	
	Office of the U.S. Trade Representative	2	
	Office of the Special Envoy to the Americas	1	
	Other: Executive Office	4	
Federal Communications Commission			2
Federal Judiciary			19
	U.S. Court of Appeals	2	
	U.S. District Courts	16	

Organization Office	Total by Organization	Total by Office
Other : Federal Judiciary	2	
Federal Reserve		7
Office of the Director of National Intelligence		11
Intelligence Community (Unspecified)		12
Inter-American Foundation		1
Millennium Challenge Corporation		8
National Aeronautics and Space Administration		22
National Science Foundation		10
Overseas Private Investment Corporation		3
Peace Corps		50
Securities and Exchange Commission		2
Small Business Administration		2
Smithsonian Institution		3
Social Security Administration		4
U.S. African Development Foundation		1
U.S. Agency for International Development		175
U.S. Holocaust Memorial Museum		1
U.S. Congress		72
Congressional Budget Office	3	
Congressional Executive Commission on China	1	
Government Accountability Office	5	
Library of Congress	7	
U.S. House of Representatives	29	
U.S. Senate	26	
U.S. Institute of Peace		3
U.S. International Trade Commission		1
U.S. Postal Service		1
U.S. Trade and Development Agency		1
TOTAL		2,093

APPENDIX F: UNITED STATES GOVERNMENT ORGANIZATIONS WITH NATIONAL SECURITY RESPONSIBILITIES

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

Intelligence Community (All agencies and offices)

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

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

Department of Homeland Security (All agencies and offices)

Department of Commerce

- Bureau of Industry and Security
- International Trade Administration

Department of Energy

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

Department of Justice

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

Department of the Treasury

- Office of Foreign Assets Control
- Office of International Affairs

Independent Agencies

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

Executive Office of the President

- National Security Council Staff
- Office of Management and Budget-National Security and International Affairs Division
- Office of National Drug Control Policy

- Office of Science and Technology Policy
- Office of the U.S. Trade Representative

United States Congress

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

Senate

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

House of Representatives

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

APPENDIX G: 2012 BOREN SCHOLARS

Country	Language	Institution	Major	Home State
Argentina	Spanish	Claremont McKenna College	Political Science	WA
Armenia	Persian	Arizona State University	Foreign Languages	AZ
Bosnia-Herz.	Persian	George Washington University	International Affairs	PA
Brazil	Portuguese	University of New Hampshire	Political Science	NH
Brazil	Portuguese	University of Pittsburgh	Communications	DE
Brazil	Portuguese	American University	International Affairs	NY
Brazil	Portuguese	Dartmouth College	Economics	TX
Brazil	Portuguese	University of Georgia	Sociology	GA
Brazil	Portuguese	University of Cincinnati	Business	OH
Brazil	Portuguese	Hanover College	International Affairs	IN
Brazil	Portuguese	University of Louisville	Economics	KY
Brazil	Portuguese	Marymount Manhattan College	International Affairs	PA
Brazil	Portuguese	Columbia University	Political Science	IL
China	Mandarin	University of Wisconsin, Madison	Foreign Languages	VT
China	Mandarin	University of Alabama	Anthropology	AL
China	Mandarin	College of William and Mary	History	MD
China	Mandarin	University of Idaho	International Affairs	ID
China	Mandarin	University of Illinois	Political Science	IL
China	Mandarin	Fordham University	Foreign Languages	NJ
China	Mandarin	Western Kentucky University	International Affairs	KY
China	Mandarin	Ohio State University	Economics	OH
China	Mandarin	Washington State University	Computer Sciences	WA
China	Mandarin	University of Georgia	Political Science	GA
China	Mandarin	Boston College	Political Science	NY
China	Mandarin	Ohio State University	International Affairs	OH
China	Mandarin	University of Richmond	International Affairs	VA
China	Mandarin	University of South Florida	Economics	FL
China	Mandarin	University of Kansas	Foreign Languages	KS
China	Mandarin	Arizona State University	Economics	MN
China	Mandarin	University of South Carolina	Political Science	TX
China	Mandarin	University of Oregon	Business	OR
China	Mandarin	American University	International Affairs	IN
China	Mandarin	University of Notre Dame	Mathematics	IL
China	Mandarin	Washington State University	Mathematics	WA
China	Mandarin	University of Maryland	Foreign Languages	KY
China	Mandarin	Seton Hall University	International Affairs	FL
China	Mandarin	Beloit College	Foreign Languages	CA
China	Mandarin	Carnegie Mellon University	Economics	FL
China	Mandarin	Northwestern University	Political Science	IL
China	Mandarin	Villanova University	International Affairs	FL
China	Mandarin	University of California, Los Angeles	Mathematics	CA
China	Mandarin	Eastern Michigan University	International Affairs	MI
China	Mandarin	Boston College	Biology	MD
Egypt	Arabic	Georgia State University	Political Science	GA
Egypt	Arabic	University of Texas	Foreign Languages	TX
Egypt	Arabic	University of California, Berkeley	Economics	CA

Country	Language	Institution	Major	Home State
Egypt	Arabic	Northwestern University	Area Studies	CA
Egypt	Arabic	University of Texas	Foreign Languages	TX
Egypt	Arabic	University of Washington	Religion	WA
Egypt	Arabic	American University	Business	FL
Egypt	Arabic	American University	Environmental Studies	MN
Egypt	Arabic	Boston College	Political Science	MD
Egypt	Arabic	University of Oklahoma	Foreign Languages	OK
Egypt	Arabic	Wellesley College (MA)	Economics	VI
Egypt	Arabic	Montana State University	Anthropology	MT
Egypt	Arabic	University of Texas	Political Science	TX
Egypt	Arabic	Michigan State University	International Affairs	MI
Egypt	Arabic	Middlebury College	Economics	CA
Egypt	Arabic	University of Virginia	Area Studies	VA
Egypt	Arabic	University of Oklahoma	International Affairs	OK
Ethiopia	Amharic	University of Georgia	International Affairs	GA
Ghana	Akan/Twi	University of the Pacific	Economics	CA
Ghana	Akan/Twi	University of Maryland	Foreign Languages	MD
Ghana	Akan/Twi	West Virginia University	Geography	MD
Guinea	Duala	Barnard College	Anthropology	RI
India	Hindi	Georgetown University	Political Science	CA
India	Hindi	University of Georgia	World Religions	GA
India	Marathi	Barnard College	Literature	ME
Israel	Arabic	University of Pittsburgh	Political Science	NY
Japan	Japanese	University at Buffalo, SUNY	History	NY
Japan	Japanese	Pennsylvania State University	Transportation	PA
Japan	Japanese	University of Maryland	Foreign Languages	MD
Japan	Japanese	Emory University	History	FL
Japan	Japanese	Ursinus College	International Affairs	TX
Japan	Japanese	James Madison University	International Affairs	VA
Japan	Japanese	University of Oregon	Political Science	OR
Japan	Japanese	University of Florida	Political Science	FL
Japan	Japanese	University of Kentucky	Foreign Languages	KY
Japan	Japanese	Hampton University	Psychology	PA
Jordan	Arabic	University of Oregon	International Affairs	OR
Jordan	Arabic	Arizona State University	Foreign Languages	AZ
Jordan	Arabic	University of Chicago	Biology	MD
Jordan	Arabic	University of Georgia	English	GA
Jordan	Arabic	California State University, Fresno	Sociology	CA
Jordan	Arabic	University of Maryland, Baltimore County	Political Science	MD
Jordan	Arabic	Ohio State University	Foreign Languages	OH
Jordan	Arabic	University of Illinois	Political Science	IL
Jordan	Arabic	University of Massachusetts	Urban Studies	MA
Jordan	Arabic	Claremont McKenna College	World Religions	MD
Jordan	Arabic	Adrian College	History	MI
Jordan	Arabic	Indiana University	International Affairs	IN
Jordan	Arabic	University of Minnesota, Twin Cities	Arts	WI
Jordan	Arabic	University of Central Florida	History	FL
Jordan	Arabic	University of Maryland, Baltimore County	Arts	MD

Country	Language	Institution	Major	Home State
Jordan	Arabic	DePaul University	International Affairs	WI
Jordan	Arabic	University of Maryland	History	FL
Kosovo	Albanian	Arizona State University	Business	AZ
Kyrgyzstan	Russian	Colorado State University	Agricultural Sciences	CO
Kyrgyzstan	Kyrgyz	Nebraska Wesleyan University	Political Science	NE
Morocco	Arabic	East Carolina University	World Religions	NC
Morocco	Arabic	University of North Carolina, Chapel Hill	Foreign Languages	NC
Mozambique	Portuguese	Pen. State University, N. Kensington	Mathematics	PA
Mozambique	Portuguese	Brigham Young University (ID)	Political Science	ID
Mozambique	Portuguese	Florida State University	Chemistry	FL
Nigeria	Yoruba	Seattle University	Philosophy	OR
Nigeria	Yoruba	University of Chicago	History	NY
Qatar	Arabic	Johns Hopkins University	Political Science	NJ
Russia	Russian	Centre College	International Affairs	KY
Russia	Russian	Wheaton College (MA)	Area Studies	NY
Russia	Russian	University of Louisville	Anthropology	KY
Russia	Russian	Central Washington University	Foreign Languages	WA
Russia	Russian	College of the Holy Cross	Political Science	CA
Russia	Russian	Middlebury College	Geography	NY
Russia	Russian	Portland State University	Foreign Languages	OR
Russia	Russian	University of California, Los Angeles	Foreign Languages	CA
Russia	Russian	Grand Valley State University	International Affairs	MI
Russia	Russian	George Mason University	Area Studies	VA
Russia	Russian	Clemson University	Economics	SC
Russia	Russian	Lewis and Clark College	Economics	WI
Russia	Russian	University of Florida	Political Science	FL
Russia	Russian	Portland State University	International Affairs	OR
Russia	Russian	George Washington University	International Affairs	MA
Russia	Russian	Portland State University	Foreign Languages	OR
Russia	Russian	College of William and Mary	Area Studies	NJ
Russia	Russian	Dickinson College	Area Studies	CT
Russia	Russian	Queens College, CUNY	Foreign Languages	NY
Russia	Russian	Ohio State University	Foreign Languages	OH
Russia	Russian	University of the Pacific	Engineering	CA
Rwanda	Acholi	Western Washington University	Social Work	WA
Senegal	Wolof	American University	International Affairs	PA
Senegal	Wolof	Georgetown University	International Affairs	PR
Serbia	Serbian	University of Vermont	Geography	VT
South Africa	Zulu	James Madison University	International Affairs	PA
South Korea	Korean	University of Maryland	Engineering	FL
South Korea	Korean	University of Minnesota, Twin Cities	Foreign Languages	MN
South Korea	Korean	Drexel University	International Affairs	PA
South Korea	Korean	College of William and Mary	Anthropology	VA
South Korea	Korean	Swarthmore College	Area Studies	IL
South Korea	Korean	City College of San Francisco	Economics	CA
South Korea	Korean	University at Albany, SUNY	Sociology	NY
South Korea	Korean	Arizona State University	Mathematics	AZ
Taiwan	Mandarin	University of Saint Thomas (MN)	Biology	MN
Taiwan	Mandarin	University of Maryland	Chemistry	MD

Country	Language	Institution	Major	Home State
Tanzania	Swahili	University of Nebraska	Agricultural Sciences	NY
Tanzania	Swahili	Indiana University	Foreign Languages	PA
Tanzania	Swahili	University of South Florida	Economics	FL
Tanzania	Swahili	University of Wyoming	Economics	CO
Tanzania	Swahili	University of Nebraska	Communications	MD
Tanzania	Swahili	Mount Holyoke College	Area Studies	NJ
Tanzania	Swahili	James Madison University	History	VA
Tanzania	Swahili	University of Rhode Island	Biology	NJ
Tanzania	Swahili	University of Arizona	International Affairs	TX
Tanzania	Swahili	University of Nebraska	Education	NE
Tanzania	Swahili	College of William and Mary	Political Science	NJ
Tanzania	Swahili	University of Oklahoma	Economics	TX
Tanzania	Swahili	University of South Florida	Afro-American Studies	FL
Tanzania	Swahili	Southern Methodist University	Engineering	TX
Turkey	Turkish	University of Alabama	Economics	OH
Turkey	Turkish	University of Pittsburgh	Mathematics	PA
Turkey	Turkish	Ohio University	Biology	OH
Turkey	Turkish	Trinity University (TX)	Political Science	AZ
Turkey	Turkish	University of Maryland	Area Studies	MD
Turkey	Turkish	University of Maryland	Foreign Languages	TX
Uganda	Luo	University of Tennessee	Political Science	TN

APPENDIX H: SELECT 2012 DAVID L. BOREN SCHOLAR PROFILES

- A junior at the University of Chicago majoring in biology and with a minor in Middle East studies is spending the academic year studying Arabic in Jordan. In the future, he hopes to serve in the U.S. Army Special Forces as a Medical Sergeant.
- A Carnegie Mellon University senior who is double majoring in Chinese language and economics, is studying Mandarin during an academic year in Beijing, China. She would like to serve as an economic Foreign Service Officer for the U.S. State Department.
- An agriculture and technology senior at the University of Nebraska is studying Swahili under the African Languages Initiative in Tanzania. Under this initiative, she also received supplementary funding to study Swahili domestically during summer 2012. She plans to work as a Food Security Analyst for the U.S. government.
- A sophomore at the University of Georgia is spending the academic year studying Urdu in India, and she later plans to work in the national security community.

APPENDIX I: 2012 BOREN FELLOWS

Country	Language	Institution	Major	Home State
Bosnia-Herz.	Bosnian	University of Mississippi	Political Science	MS
Brazil	Portuguese	American University	Social Work	LA
Brazil	Portuguese	Syracuse University	International Affairs	NY
Brazil	Portuguese	American University	International Affairs	NJ
Brazil	Portuguese	University of Maryland, Baltimore County	International Affairs	IN
Brazil	Portuguese	Fordham University	International Affairs	NY
Cambodia	Cambodian	College of William and Mary	Law	ID
Cambodia	Cambodian	Oregon State University	Public Administration	OR
China	Mandarin	Purdue University	Biological Sciences	PA
China	Mandarin	Monterey Institute of International Studies	International Affairs	OR
China	Mandarin	Johns Hopkins University, SAIS	International Affairs	CA
China	Mandarin	University of Maryland	Political Science	MD
China	Mandarin	University of California, San Diego	Economics	GA
China	Mandarin	American University	International Affairs	VA
China	Mandarin	Vanderbilt University	Public Health	CA
China	Mandarin	University of Denver	Journalism	KY
China	Mandarin	Johns Hopkins University, SAIS	International Affairs	FL
China	Mandarin	Tufts University	International Affairs	IL
China	Mandarin	Tufts University	International Affairs	KY
China	Mandarin	Yale University	International Affairs	HI
China	Mandarin	University of California, Berkeley	Engineering	CA
China	Mandarin	Harvard University	Area Studies	OK
China	Mandarin	University of Minnesota, Twin Cities	International Affairs	MN
Egypt	Arabic	Georgetown University	International Affairs	CO
Egypt	Arabic	Texas A&M University	Language and Literature	TX
Egypt	Arabic	University of Maryland	Political Science	MD
Egypt	Arabic	Johns Hopkins University, SAIS	International Affairs	CA
Ethiopia	Amharic	Johns Hopkins University	Public Health	NC
Georgia	Georgian	Georgetown University	Area Studies	IL
Ghana	Akan/Twi	University of Florida	Anthropology	FL
Ghana	Akan/Twi	University of Florida	Political Science	FL
Haiti	Haitian	University of Florida	Computer Science	AK
Hungary	Hungarian	University of Chicago	Law	IL
India	Urdu	American University	International Affairs	DC
India	Hindi	Vermont Law School	Law	VA
India	Hindi	Johns Hopkins University, SAIS	Economics	PA
India	Hindi	Massachusetts Institute of Technology	Urban and Regional Planning	MA
India	Hindi	Arizona State University	Agriculture	MI

Country	Language	Institution	Major	Home State
India	Hindi	Georgetown University	International Affairs	CT
India	Hindi	University of Maryland	Other	MD
India	Urdu	University of Michigan	Language and Literature	PA
Indonesia	Indonesian	University of California, Santa Cruz	Anthropology	CA
Indonesia	Indonesian	Monterey Institute of International Studies	Public Administration	MO
Indonesia	Indonesian	American University	International Affairs	DC
Indonesia	Indonesian	Yale University	Environmental Sciences	IL
Indonesia	Indonesian	University of Virginia	Political Science	NY
Indonesia	Indonesian	University of Michigan	Area Studies	IL
Israel	Arabic	Tufts University	Business Administration	NJ
Israel	Arabic	Colorado State University	Public Health	CO
Israel	Arabic	American University	International Affairs	VA
Israel	Hebrew	Fordham University	Psychology	CA
Israel	Arabic	Johns Hopkins University	Public Health	CO
Israel	Hebrew	Georgetown University	International Affairs	NY
Japan	Japanese	University of Texas	International Affairs	TX
Japan	Japanese	Ohio State University	History	OH
Japan	Japanese	Purdue University	Engineering	CA
Japan	Japanese	University of California, Berkeley	Political Science	CA
Jordan	Arabic	Brigham Young University	Sociology	CO
Jordan	Arabic	Tufts University	International Affairs	MA
Jordan	Arabic	Stanford University	Education	CA
Jordan	Arabic	Seton Hall University	Political Science	CA
Jordan	Arabic	George Washington University	Language and Literature	DC
Jordan	Arabic	Monterey Institute of International Studies	International Affairs	MA
Jordan	Arabic	American University	International Affairs	GA
Jordan	Arabic	Rutgers University	Political Science	CA
Jordan	Arabic	Rutgers University	Political Science	NJ
Jordan	Arabic	Carnegie Mellon University	International Affairs	FL
Kazakhstan	Kazakh	New York University	International Affairs	NY
Kenya	Swahili	University of Chicago	Other	NH
Kenya	Swahili	Michigan Technological University	Engineering	MI
Kuwait	Arabic	George Washington University	Political Science	DC
Morocco	Arabic	Johns Hopkins University, SAIS	International Affairs	CA
Morocco	Arabic	American University	Law	CA
Morocco	Arabic	American University	International Affairs	MD
Morocco	Arabic	Portland State University	Political Science	OR
Morocco	Arabic	University of Chicago	Area Studies	OR
Mozambique	Portuguese	Syracuse University	International Affairs	PA
Mozambique	Portuguese	University of Texas	Language and Literature	VA
Nigeria	Yoruba	University of Illinois, Chicago	Public Health	IL

Country	Language	Institution	Major	Home State
Nigeria	Yoruba	Arizona State University	Anthropology	IA
Peru	Quechua	University of Pittsburgh	Other	MD
Romania	Romanian	Indiana University	Agriculture	PA
Russia	Russian	University of Southern California	History	MD
Russia	Russian	Georgetown University	Area Studies	LA
Russia	Russian	Middlebury College	Language and Literature	CO
Russia	Russian	Yale University	Sociology	CT
Russia	Russian	Texas A&M University	Language and Literature	TX
Russia	Russian	Arizona State University	History	AZ
Senegal	Wolof	University of Wisconsin, Madison	Area Studies	WI
Senegal	Fulfulde	Brandeis University	International Affairs	WA
Senegal	Wolof	New York University	Education	NY
Senegal	Wolof	Boston University	Anthropology	NY
Senegal	Fulfulde	Cornell University	Political Science	MN
Senegal	Wolof	Ohio State University	Linguistics	OH
South Africa	Zulu	University of Pennsylvania	History	FL
South Africa	Zulu	University of California, Los Angeles	Sociology	CA
South Africa	Zulu	University of California, Santa Barbara	History	CA
South Korea	Korean	University of Louisville	Law	NC
South Korea	Korean	University of Hawaii, Manoa	Area Studies	NJ
South Korea	Korean	George Mason University	Political Science	VA
South Korea	Korean	University of California, San Diego	International Affairs	CA
Taiwan	Mandarin	Pennsylvania State University	Law	CA
Taiwan	Mandarin	University of Washington	Sociology	MD
Tanzania	Swahili	University of Michigan	Engineering	MI
Tanzania	Swahili	Tulane University	Public Health	FL
Tanzania	Swahili	Montana State University	Economics	MT
Tanzania	Swahili	Mercyhurst College	International Affairs	NJ
Tanzania	Swahili	University of Colorado at Boulder	Geography	CO
Tanzania	Swahili	University of Denver	International Affairs	MY
Tanzania	Swahili	University of Colorado, Denver	Other	CO
Thailand	Thai	Brigham Young University	Political Science	UT
Turkey	Turkish	San Francisco State University	International Affairs	CA
Turkey	Turkish	Southern Illinois University	History	IL
Turkey	Turkish	Johns Hopkins University, SAIS	International Affairs	MA
Turkey	Turkish	University of Illinois	Area Studies	TX
Turkey	Persian	University of Maryland	Language and Literature	MN
Uganda	Acholi	University of Saint Mary	Psychology	KS
Uganda	Luganda	University of California, Davis	Agriculture	CA
Uganda	Luganda	University of Denver	International Affairs	CO

APPENDIX J: SELECT 2012 DAVID L. BOREN FELLOW PROFILES

- A law student at the University of Louisville would like to specialize in intellectual property and trade law with the U.S. Department of State. He is spending the year in Seoul, South Korea, pursuing intensive language and legal studies.
- An American University master's degree student, focusing on international development, is spending the year studying Portuguese and completing an internship in Brazil.
- As part of the African Languages Initiative, a master's of public health student at the University of Illinois, Chicago, is studying Yoruba in Ibadan, Nigeria during fall 2012. During the spring, she will remain in Nigeria and continue studying Yoruba, as well as medical sociology.
- A doctoral student in history at Southern Illinois University, Carbondale, is spending the year in Turkey. He hopes to become an advanced speaker of Turkish, and he is also completing his dissertation research. In the future, he would like to use his language and cultural skills in the federal government.
- A political science Ph.D. student at the University of Mississippi is studying Bosnian in Bosnia-Herzegovina. He is also the relationship between the educational system and peace and stability in the country. In the future, he hopes that his expertise in the region will benefit the U.S. government.

APPENDIX K: 2012 BOREN SCHOLARS AND FELLOWS COUNTRIES OF STUDY

Country	Boren Scholars	Boren Fellows	TOTAL
Argentina	1	0	1
Armenia	2	0	2
Bosnia Herzegovina	1	1	2
Brazil	9	5	14
Cambodia	0	2	2
China	30	14	44
Egypt	19	4	23
Georgia	0	1	1
Ghana	3	2	5
Guinea	1	0	1
Haiti	0	1	1
Hungary	0	1	1
India	2	8	10
Indonesia	0	6	6
Israel	1	6	7
Japan	10	4	14
Jordan	17	10	27
Kosovo	1	0	1
Kazakhstan	0	1	1
Kenya	0	2	2
Kyrgyzstan	2	0	2
Kuwait	0	1	1
Morocco	0	5	5
Mozambique	3	2	5
Nigeria	2	2	4
Peru	0	1	1
Qatar	1	0	1
Romania	0	1	1
Russia	21	6	27
Rwanda	1	0	1
Senegal	2	6	8
Serbia	1	0	1
South Africa	1	3	4
South Korea	8	4	12
Taiwan	2	2	4
Tanzania	14	7	21
Thailand	0	1	1
Turkey	6	5	11
Uganda	1	3	4
TOTAL	163	118	281

APPENDIX L: 2012 BOREN SCHOLARS AND FELLOWS LANGUAGES OF STUDY

Language	Boren Scholars	Boren Fellows	TOTAL
Acholi	1	1	2
Akan	1	2	3
Albanian	1	0	1
Amharic	1	1	2
Bahasa Indonesian	0	6	6
Bosnian	1	1	2
Cambodian	0	1	1
Duala	1	0	1
Fulfulde	0	2	2
Georgian	0	1	1
Haitian	0	1	1
Hebrew	0	2	2
Hindi	0	5	5
Hungarian	0	1	1
Japanese	10	4	14
Kazakh	0	1	1
Khmer	0	1	1
Korean	8	4	12
Kyrgyz	1	0	1
Luganda	0	2	2
Luo	1	0	1
Mandarin	32	16	48
Marathi	1	0	1
Persian	4	1	5
Portuguese	12	7	19
Quechua	0	1	1
Romanian	0	1	1
Russian	22	6	28
Serbian	1	0	1
Spanish	1	0	1
Swahili	14	9	23
Thai	0	1	1
Turkish	4	4	8
Twi	2	0	2
Urdu	1	3	4
Wolof	2	4	6
Yoruba	2	2	4
Zulu	1	3	4
TOTAL	163	118	281

APPENDIX M: LIST OF MAJORS BY ACADEMIC FIELDS

Area/Language Studies

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

Applied Sciences

Agriculture
Biochemistry
Biological Sciences
Chemistry
Engineering, Civil

Engineering

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

Business

Accounting
Business
Marketing

Education

International Affairs

International Economics
International Health
International Politics
International Relations
International Studies

Journalism

Law

Social Sciences

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

Other

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

APPENDIX N: 2012 THE LANGUAGE FLAGSHIP FELLOWS

Country	Language	Domestic Flagship Institution	Overseas Flagship Center	Home State
China	Mandarin	Indiana University	Nanjing University	CT
China	Mandarin	Ohio State University	Nanjing University	VA
China	Mandarin	Ohio State University	Nanjing University	OH
China	Mandarin	Ohio State University	Nanjing University	VA
Egypt	Arabic	University of Maryland	Alexandria University	TX
Egypt	Arabic	University of Maryland	Alexandria University	DC
Egypt	Arabic	University of Maryland	Alexandria University	MN
Egypt	Arabic	University of Maryland	Alexandria University	IL
Egypt	Arabic	University of Maryland	Alexandria University	CA
Egypt	Arabic	University of Maryland	Alexandria University	IL
Egypt	Arabic	University of Maryland	Alexandria University	CA
Egypt	Arabic	University of Maryland	Alexandria University	MA
Egypt	Arabic	University of Maryland	Alexandria University	MD
Egypt	Arabic	University of Maryland	Alexandria University	NY
Egypt	Arabic	University of Maryland	Alexandria University	DC
Egypt	Arabic	University of Maryland	Alexandria University	VA
South Korea	Korean	University of Hawaii	Korea University	UT
South Korea	Korean	University of Hawaii	Korea University	CA
South Korea	Korean	University of Hawaii	Korea University	NY
South Korea	Korean	University of Hawaii	Korea University	UT
South Korea	Korean	University of Hawaii	Korea University	CA
Tajikistan	Persian	University of Maryland	Tajik State University	PA
Tajikistan	Persian	University of Maryland	Tajik State University	TN
Turkey	Persian	University of Maryland	Ankara University	VA
Turkey	Persian	University of Maryland	Ankara University	CA

APPENDIX O: 2012 BOREN/FLAGSHIP SCHOLARS AND FELLOWS

Country	Language	Domestic Flagship Institution	Overseas Flagship Center	Home State
China	Mandarin	Arizona State University	Nanjing University	AZ
China	Mandarin	Arizona State University	Nanjing University	AZ
China	Mandarin	Arizona State University	Nanjing University	MN
China	Mandarin	Brigham Young University	Nanjing University	UT
China	Mandarin	University of Oregon	Nanjing University	CA
China	Mandarin	University of Oregon	Nanjing University	MD
China	Mandarin	University of Oregon	Nanjing University	OR
China	Mandarin	University of Oregon	Nanjing University	OR
Egypt	Arabic	Michigan State University	Alexandria University	MI
Egypt	Arabic	University of Oklahoma	Alexandria University	OK
Egypt	Arabic	University of Oklahoma	Alexandria University	OK
Egypt	Arabic	University of Maryland	Alexandria University	MA
Egypt	Arabic	University of Maryland	Alexandria University	MD
Egypt	Arabic	University of Michigan	Alexandria University	IL
Egypt	Arabic	University of Texas	Alexandria University	LA
Egypt	Arabic	University of Texas	Alexandria University	TX
Egypt	Arabic	University of Texas	Alexandria University	TX
Egypt	Arabic	University of Texas	Alexandria University	TX
Russia	Russian	Portland State University	St. Petersburg State University	WA
Russia	Russian	Portland State University	St. Petersburg State University	OR
Russia	Russian	Portland State University	St. Petersburg State University	OR
Russia	Russian	Portland State University	St. Petersburg State University	OR
Russia	Russian	University of California, LA	St. Petersburg State University	CA
Russia	Russian	University of California, LA	St. Petersburg State University	CA
South Korea	Korean	University of Hawaii	Korea University	IL
Tajikistan	Persian	University of Maryland	Tajik State University	CA
Tanzania	Swahili	Indiana University	State University of Zanzibar	PA
Turkey	Persian	University of Maryland	Ankara University	MN
Turkey	Persian	University of Maryland	Ankara University	MD
Turkey	Persian	University of Maryland	Ankara University	TX

APPENDIX P: 2012 EHLS SCHOLARS

Country of Origin	Heritage Language	EHLS Institution	Professional Field	Home State
Sudan	Arabic	Georgetown University	Law, Interpretation	VA
Kuwait	Arabic	Georgetown University	Translation/Interpretation	VA
Saudi	Arabic	Georgetown University	News Analysis, Journalism	VA
Yemen	Arabic	Georgetown University	Higher Education, Journalism	VA
Jordan	Arabic	Georgetown University	Linguistics, Research Analysis	MD
Sudan	Arabic	Georgetown University	Language Education	MD
Sudan	Arabic	Georgetown University	Interpretation, Language Education	IA
Tunisia	Arabic	Georgetown University	Law, Sales, Customer Service	FL
Egypt	Arabic	Georgetown University	Finance, Dermatology	VA
Egypt	Arabic	Georgetown University	Finance, Accounting	PA
Morocco	Arabic	Georgetown University	Interpretation, Language Education	VA
Afghanistan	Dari	Georgetown University	Urban Planning & Engineering	VA
Nigeria	Hausa	Georgetown University	Telecommunications, Banking	MD
Nigeria	Igbo	Georgetown University	Security, Education, Journalism	DC
Nigeria	Igbo	Georgetown University	Library Administration & Management	MI
China	Mandarin	Georgetown University	News Analysis, Journalism	NY
China	Mandarin	Georgetown University	Reception, Military	TX
Taiwan	Mandarin	Georgetown University	Language Education, Sales	WA
Taiwan	Mandarin	Georgetown University	Nuclear Medicine, System Analysis	NJ
Taiwan	Mandarin	Georgetown University	Banking & Business Management	VA
Afghanistan	Pashto	Georgetown University	Language Education, Management	VA
Iran	Persian	Georgetown University	Customer Service, Crisis Intervention	VA
Iran	Persian	Georgetown University	Data Collection, IT	CT
Iran	Persian	Georgetown University	Translation/Interpretation, Political Analysis	VA
Iran	Persian	Georgetown University	Investment & Mortgage Banking	MN
Somalia	Somali	Georgetown University	Translation/Interpretation, Education	MN
Kenya	Swahili	Georgetown University	Program Coordination, Physiotherapy	MN
Kenya	Swahili	Georgetown University	Non-Profit Administration	DC
Turkey	Turkish	Georgetown University	Consulting, Entrepreneurship	IL

APPENDIX Q: LIST OF NSEP-FUNDED U.S. INSTITUTIONS OF HIGHER EDUCATION

University	AFLI	EHLS	Language Flagship	LTC	Project GO
Arizona State University			✓*		✓
Boston University					✓
Brigham Young University			✓		
Bryn Mawr College			✓		
California State University, San Bernardino					✓
California State University, Long Beach				✓	
Coastal Carolina Community College				✓	
Duke University					✓
Embry-Riddle Aeronautical University					✓
Georgia Institute of Technology			✓*		✓
Georgetown University		✓			
Hunter College			✓		
Indiana University			✓	✓	✓
James Madison University					✓
Marquette University					✓
Michigan State University			✓		
North Carolina State University				✓	✓
North Georgia College and State			✓*	✓	✓
Northeastern University					✓
Norwich University				✓	✓
Portland State University			✓		
San Diego State University				✓	✓
San Francisco State University			✓		
Texas A&M University					✓
The Citadel					✓
University of Arizona					✓
University of California, Los Angeles			✓		
University of Florida	✓				
University of Georgia			✓		
University of Hawaii, Manoa			✓		
University of Kansas					✓
University of Maryland			✓		
University of Michigan			✓		
University of Mississippi			✓		✓
University of Montana				✓	✓
University of Oklahoma			✓		
University of Oregon			✓		
University of Pittsburgh					✓
University of Rhode Island			✓		
University of Texas, Austin			✓		✓
University of Virginia					✓

University	AFLI	EHLS	Language Flagship	LTC	Project GO
University of Wisconsin, Madison			✓		✓
Virginia Polytechnic Institute					✓
Western Kentucky University			✓		
TOTAL (46 Institutions)	1	1	22	8	25

* Indicates institutions selected for the Flagship/ROTC Pilot Initiative