

LOYOLA UNIVERSITY CHICAGO

THE NATIONAL SECURITY EDUCATION PROGRAM AND ITS SERVICE
REQUIREMENT: AN EXPLORATORY STUDY OF WHAT AREAS OF
GOVERNMENT AND FOR WHAT DURATION NATIONAL SECURITY
EDUCATION PROGRAM RECIPIENTS HAVE WORKED

A DISSERTATION SUBMITTED TO
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DOCTOR OF PHILOSOPHY

PROGRAM IN CULTURAL AND EDUCATIONAL POLICY STUDIES

BY

DAVID J. COMP

CHICAGO, IL

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For my wife Ana and children Gabriela, Andrés y Lucas

It's human talent that is key to our national security.
- David L. Boren

PREFACE

I began my employment The University of Chicago as an Assistant Director in the Office of International Affairs in September 2000. In addition to being responsible for issuing visa eligibility documents to every international student admitted to The University of Chicago (~700 annually) I was charged with the responsibility of advising undergraduate and graduate students on and managing the process for several major international study and research scholarship/fellowship/grant competitions including the Fulbright U.S. Student Program, the DAAD German Academic Exchange Service Scholarships and the National Security Education Program Fellowships and Scholarships. In September 2005 I accepted a new position in The College at The University of Chicago as an Academic Adviser and the undergraduate components of the three international study and research funding competitions listed above continued under my bailiwick at the request of the Dean of The College through my tenure in The College as Senior Adviser for International Initiatives, January 2008 to September 2011.

During these eleven years, I advised hundreds of University of Chicago students on the National Security Education Program competitions and numerous alumni can list their success in the competitions on their resume. Over time, I learned more about the early history of the program and became fascinated with how it found its place within higher education in the United States given the early concerns and critiques lodged against it from a variety of stakeholders across academia. I transitioned from advocating

for the program because it was one of my professional responsibilities and I valued opportunities to help send students abroad to study or to conduct research to advocating for the program because it also provided recipients with valuable career path opportunities that would not be as readily available had they not studied or researched on National Security Education Program funding. I relished talking with prospective applicants, applicants and recipients about how the National Security Education Program fit into their future academic and career goals. I also appreciate the purpose and goals of the National Security Education Program as it is critical, on many levels, that the United States have people who have studied and conducted research in a variety of countries across the globe that are familiar with foreign cultures and languages who are working in the Federal Government and, in particular, in positions important to national security.

The writings and conclusions in this dissertation are those of me and do not necessarily represent the views or opinion of the National Security Education Program or of the Boren Awards for International Study or of David L. Boren. Additionally, no compensation or benefits of any kind were provided to me by the National Security Education Program, the Boren Awards for International Study or from any other entity as incentive to conduct this research project or as a result of completing this research project. My experiences over the many years I was involved in managing the National Security Education Program competitions at The University of Chicago lead me to focus my dissertation research on the program.

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ABSTRACT

The National Security Education Program, established under the National Security Education Act of 1991, has had a post-funding service requirement in the Federal Government for undergraduate scholarship and graduate fellowship recipients since its inception. The service requirement, along with the concern that the National Security Education Program was and remains funded by the United States Department of Defense, was very controversial in the early years of the program and remains a concern for some faculty and scholarly organizations to this day. Questions arise about whether the National Security Education Program is successfully achieving government objectives of employing National Security Education Program Alumni in critical areas of federal service and how long National Security Education Program Alumni are working in such positions. The research question of this study is: *In what areas of government and for what duration (retention) have National Security Education Program Alumni worked?* This research project surveyed National Security Education Program Alumni from the first ten years of the program as a means to answer the research question. The project was a quantitative endeavor and the results demonstrate that the National Security Education Program is successful in meeting the goals, both past and present, set forth in the legislation for the scholarship and fellowship initiatives of the program.

CHAPTER ONE
STATEMENT OF THE PROBLEM

Introduction

The world watched and celebrated as thousands of East Germans peacefully crossed the Berlin Wall into West Germany on November 9, 1989. With the end to the Cold War in sight this jubilation was short lived as the world watched the armies of Iraq invade Kuwait on August 2, 1990. During the build-up of United States and Coalition armed forces in the Gulf region during Operation Desert Shield and the military campaign of Operation Desert Storm it became clear that the United States needed to rethink national security matters and priorities for the country. Then-United States Senator David L. Boren¹, a Democrat from Oklahoma who voted against authorizing the Persian Gulf War but ultimately supported President George H.W. Bush once the war

¹ David L. Boren has had a prolific career in public service as a state legislator, Governor of the State of Oklahoma from 1974-1978 (the youngest Governor in the nation) and then in the United States Senate from 1979 to 1994. During his tenure in the United States Senate, Boren was the longest serving Chairman of the Senate Select Committee on Intelligence. In 2009, President Barack H. Obama appointed Boren along with former-United States Senator Chuck Hagel [R-NE] as Co-Chairs of the President's Intelligence Advisory Board (PIAB) as well as a member of the Intelligence Oversight Board (IOB) Chaired by Hagel. In 1994, Boren became the thirteenth President of the University of Oklahoma. David L. Boren also excelled academically graduating from Yale University in 1963 (and serving on the Yale Board of Trustees from 1988 to 1997) and elected into Phi Beta Kappa as well as graduating in the top one percent of his class. During his graduate studies, Boren was awarded a Master's degree from Oxford University in England in 1965 as a Rhodes Scholar and then a law degree from the University of Oklahoma College of Law in 1968. A complete biography on David L. Boren is available on the website of the Office of the President, The University of Oklahoma at https://www.ou.edu/content/web/about_ou/presidentwelcome/borenbio.html; White House, President Barack Obama. *President's Intelligence Advisory Board and Intelligence Oversight Board, Members.* <http://www.whitehouse.gov/administration/eop/piab/members>.

started², authored the National Security Education Act which was eventually signed into law on December 4, 1991 by President George H.W. Bush. The National Security Education Act was the first major piece of international education legislation focusing on the national security (and defense) of the United States since Title VI of the former National Defense Education Act of 1958³. Senator Boren's idea for the National Security Education Act came during his service as Chairman of the Senate Select Committee on Intelligence. Senator Boren, while recounting his motivations for authoring the National Security Education Act, stated:

When I was chairing the Intelligence Committee we brought in all the old pioneers: those [who] were there from the beginning with intelligence, helped start the CIA [and] helped us win World War II...They said the most important thing you can have is a group of highly intelligent people who are extremely well educated, who understand the cultures and speak the languages, who can go into [other] countries and be advocates for the United States.... It's human talent that is key to our national security.⁴

² Barbara Allen and others, "The Media and the Gulf War: Framing, Priming, and the Spiral of Silence," *Polity* 27, no. 2 (Winter, 1994): 255-284; Elaine S. Povich. "Limelight Falls on Clinton Thorn," *Chicago Tribune*, May 26, 1993, http://articles.chicagotribune.com/1993-05-26/news/9305260308_1_btu-tax-sen-david-boren-energy-tax; and, "President's Intelligence Advisory Board: Who is David Boren?"; and, Noel Brinkerhoff. "President's Intelligence Advisory Board: Who is David Boren?" *AllGov*, December 23, 2009, <http://www.allgov.com/news/appointments-andresignations/presidents-intelligence-advisory-board-who-is-davidboren?news=840063>.

³ In 1957, the Union of Soviet Socialist Republics (USSR) launched the tiny Sputnik I satellite thus beating the United States in innovation and exploration of the new and unexplored frontier of outer space. As a result, the United States Congress passed the National Defense Education Act of 1958 (P.L. 85-864; 72 Stat. 1580). The National Defense Education Act (often referred to as NDEA) highlighted the critical importance of education to national defense and was signed into law by President Dwight D. Eisenhower on September 2, 1958. To learn more about the National Defense Education Act, see, National Defense Education Act (NDEA) (P.L. 85-864). *United Statutes at Large*, 72, 1580-1605, http://www.edu.oulu.fi/tohtorikoulutus/jarjestettava_opetus/Troehler/NDEA_1958.pdf; and, Office of Postsecondary Education, U.S. Department of Education. *Title VI Programs: Building a U.S. International Education Infrastructure*. Archived Information, International Education Programs Service, January 21, 2011, <http://www2.ed.gov/about/offices/list/ope/iegps/title-six.html>.

⁴ David L. Boren, n.d. "Commentary," *Breaking the Language Barrier*, Video, prepared by the National Security Education Program and hosted on the National Security Education Program website at

Senator Boren and the majority of his colleagues on the Senate Intelligence Committee and across the Senate Floor believed that sending United States undergraduate and graduate students abroad to learn about the people, languages and cultures of other countries, in particular non-Western countries, was critical to building an intelligent and capable cadre of professionals and future federal employees that would benefit and support the changing and challenging national security efforts of the United States.

While David L. Boren authored the National Security Education Act, he was not alone in visualizing the legislation in the creation of an international education trust fund.

Modeled after the post-Sputnik National Defense Act of 1958, Senator Boren along with co-sponsor colleagues then-Senator Sam Nunn [D-GA], chairman of the Armed Services Committee, and then-Senator John Warner [R-VA], ranking minority member of the Armed Services Committee, announced on July 18, 1991 their intent to create an international education trust fund focusing on scholarships for United States undergraduate students to study abroad in in underrepresented countries and on graduate level fellowships and institutional grants for area studies and foreign language study. The Boren National Security Education Program Trust Fund was the result of the Boren-Nunn-Warner National Security Education Act which was contained in the 1992 Intelligence Authorization Act.⁵

<http://www.nsep.gov/about/history/>.

⁵ Steve Kennedy and Jynks Burton. "Ferment on Capitol Hill." *NAFSA Newsletter* 42, no. 8, 1 and 23, August/September 1991; and, Theodore M. Vestal, *International Education: Its History and Promise for Today*. Westport, CT: Praeger, 1994, 151.

The National Security Education Act of 1991 established the Boren National Security Education Program Trust Fund of \$150 million to provide: 1) scholarships for undergraduate study abroad; 2) graduate foreign language and area studies fellowships; and, 3) university grants to create or improve foreign language and area studies programs.⁶ National Security Education Program funding was and remains intended for academic study and research in non-Western countries with a requirement to incorporate the study of foreign languages deemed critical to the national security of the United States. The National Security Education Program⁷ has had a mandated post-funding

⁶ John M. Keller and Maritheresa Frain, The Impact of Geo-Political Events, Globalization, and National Policies on Study Abroad Programming and Participation,” in *A History of U.S. Study Abroad: 1965-Present*, ed. William W. Hoffa and Stephen C. DePaul (Carlisle, PA: Frontiers: The Interdisciplinary Journal of Study Abroad, 2010), 37; The Modern Language Journal. “The Boren National Security Education Program Trust Fund,” *The Modern Language Journal* 77, no. 1 (1993): 44; and, National Security Education Program, “Legislative History of NSEP,” <http://www.nsep.gov/about/history/index.html>; Vestal, 152; Association of Departments of Foreign Languages. “Back Matter Spring 1992,” *The ADFL Bulletin Online*, (1992), <http://www.adfl.org/bulletin/V23N3/OLD/233999.HTM>; and, NAFSA: Association of International Educators, Major Funding Boost for International Education, *NAFSA Newsletter* 43, no. 3, December 1991/January 1992, 40.

⁷ In 2001, the National Security Education Program Scholarships and Fellowships change their names to the “David L. Boren Scholarships” and the “David L. Boren Fellowships.” For the sake of consistency I will refer to the Scholarship and Fellowship programs as the “National Security Education Program Scholarships and Fellowships.” The National Security Education Program has grown and matured since its inception in 1991 and currently consists of the following initiatives: David L. Boren Scholarships award United States undergraduate students scholarships to study abroad in countries deemed critical to the national security of the United States and to study the languages and cultures of these countries; David L. Boren Fellowships award United States graduate students fellowships to conduct independent research projects combining language and cultural studies in countries deemed critical to the national security of the United States; The Language Flagship implements a “new paradigm” for advanced foreign language study of Arabic, Chinese, Hindi, Korean, Persian, Portuguese, Russian, Swahili, Turkish and Urdu for graduate students through a partnership of the Federal Government, higher education and the private sector; English for Heritage Language Speakers (EHLS) provides professional native speakers of Arabic, Chinese and other critical foreign languages a similar level of English language proficiency; National Language Service Corps (NLSC) is an effort to create a national corps of “on-call language-certified Americans” who are able and ready to serve the United States with their foreign language skills during times of crisis and national need; Project GO (Global Officers) is a United States Department of Defense initiative to train and improve the foreign language skills in Arabic, Chinese, Hausa, Hindi, Urdu, Korean, Pashto, Persian (Dari, Farsi, Tajik), Russian, Swahili, Tatar, Turkish, Uzbek and Wolof and to develop regional expertise and

service requirement in the Federal Government for undergraduate scholarship and graduate fellowship recipients since its inception. The National Security Education Program, its service requirement and post-service requirement employment in the Federal Government are the focus of this dissertation.

Historical Background of the National Security Education Program

A precursor of what was to come with the National Security Education Act was Senator Boren's collaboration on two significant international educational exchange agreements with his Senate colleague Clairborne Pell, a Democrat from Rhode Island. First was Senator Boren's and Senator Pell's proposal in 1989 to President George H.W. Bush to establish an annual exchange of 20,000 students between the United States and the Soviet Union which was then followed by their sponsorship of the Educational Exchanges Enhancement Act of 1991 (S.517)⁸ which was established to increase the number of United States graduate and undergraduate students (up to 10,000) heading on international educational exchanges to the new democracies of Eastern Europe and non-

intercultural communication skills of future military officers by working with ROTCs of the Army, Air Force and Navy and 18 higher education institutions across the United States; African Languages Initiative seeks to increase the number of David L. Boren Scholars, Fellows and Alumni engaged in the study of the critical languages of Africa (former United States Representative Dan Boren [D-OK], son of David L. Boren, worked on the African Languages Initiative provision of H.R. 2701, the Intelligence Authorization Act of 2010); and, Language Training Centers which provide university-based grants focused on providing foreign language and culture training to United States Department of State personnel. More information on these initiatives of the National Security Education Program are available online at <http://www.nsep.gov/initiatives/>. National Security Education Program, *Nine Critical Initiatives, One Goal*, <http://www.nsep.gov/initiatives/>.

⁸ The Educational Exchanges Enhancement Act of 1991 was introduced into the United States House of Representatives by Representative Howard Wolpe [D-MI] as HR 2504. Amy Yenkin and Lisa Treacy. "Government Watch: Legislative and Regulatory Update," *NAFSA Newsletter* 43, no. 3, December 1991/January 1992, 3; and, Vestal, 149.

Western countries. Elements from and the objectives of both of these international education initiatives sponsored by Senator Boren can be found in the National Security Education Act.⁹

The National Security Education Act brought with it much controversy and many concerns within the academic community. For one thing, the National Security Education Program Trust Fund was placed under and administered by the Defense Intelligence College which is part of the United States Department of Defense with the National Security Education Board, chaired by the United States Secretary of Defense, or designee, providing guidance and oversight of the program. Having an international education “Trust Fund” housed under and administered by the United States Department of Defense rather than under the auspices of the United States Departments of State or Education, or even Commerce for that matter, was a major shift in the focus and goals of international education funding in the United States. Additionally, recipients of National Security Education Program funding were held to a service requirement in the Federal Government. There have been several changes to the conditions associated with fulfilling the service requirement since the start of the National Security Education Program but this requirement remains an essential component of the program. The National Security Education Program Trust Fund funded the program from FY1992 through FY2005 and since FY2006 the program began receiving an annual appropriation through the Department of Defense annual appropriations and through a transfer from the

⁹ Kennedy and Burton, 23.

Office of the Director for National Intelligence.¹⁰ Finally, the National Security Education Board was established to set policy for the program but had no management responsibilities. Of particular concern was the legislatively mandated make-up of the National Security Education Board members which designated the United States Secretary of Defense as Chairman to govern the National Security Education Program with other Board members including the United States Secretaries of State, Commerce and Education as well as the Directors of the United States Information Agency and the Central Intelligence Agency or designees. The requirement that the National Security Education Board be chaired by the United States Secretary of Defense and include the Director of the Central Intelligence Agency were the appointments that caused the most concern within the higher education community across the United States.

The National Security Education Program certainly has had its share of critics as well as its share of supporters. The National Security Education Act was signed into law in December 1991 and the debates within the academic community, and in particular within the Area Studies communities, began to percolate shortly thereafter in early 1992. On February 14, 1992, the Presidents of the African Studies Association, Latin American Studies Association, and the Middle East Studies Association of North America sent a letter to Senator Boren on behalf of their Boards of Directors expressing their grave

¹⁰ National Security Education Program. *National Security Education Program 2010 Annual Report*. Arlington, VA: National Security Education Program, 2011, 13. For an excellent overview on the National Security Education Program from idea in 1990 through the first year of President Bill Clinton's Administration including specifics on the political side of the program and funding levels to the establishment of the NSEP Office by then-Secretary of Defense Richard Cheney to details on the early leadership of the program, etc., see, previously cited Theodore M. Vestal, *International Education: Its History and Promise for Today*. Westport, CT: Praeger, 1994, 149-180 and 208-217

concern for the administration of the program and the presence of the Director of the Central Intelligence Agency having a role in the oversight of the program [as a member on the National Security Education Board].¹¹ Additionally, these three scholarly associations (in general agreement with similar organizations expressing concern for the National Security Education Program) wrote in their letter to Senator Boren that

linking university based research to U.S. national security agencies, even indirectly, will restrict our already narrow research opportunities; it will endanger the physical safety of scholars and our students studying abroad; and it will jeopardize the cooperation and safety of those we study and collaborate with in these regions.¹²

Other scholarly organizations such as the Association for Asian Studies also wrote directly to Senator Boren¹³ while groups such as Concerned Asian Scholars published their concerns in the scholarly bulletins and organizations such as the South Asia Council of the Association for Asian Studies, the Joint Committee on South Asia of the Social Science Research Council and the American Council of Learned Societies issued a joint resolution in November 1992 urging the “institutions that may act as pass-through organizations [organizations contracted to administer the National Security Education Program] for these funds not to accept any monies under the administration of U.S. national security agencies, including the Department of Defense and the Central

¹¹ Barbara Aswad, Middle East Studies of North America, Edmond Keller, African Studies Association, and Lars Schoultz, Latin American Studies Association, to Senator David L. Boren, Chair of the Senate Select Committee on Intelligence, 14 February 1992, copy in the author’s possession; and Vestal, 168.

¹² Ibid.

¹³ Tatsu Najita, Association for Asian Studies, and Robert S. Ingersoll, University of Chicago, to Senator Boren, 1 March 1993, copy in the author’s possession.

Intelligence Agency.”¹⁴ The Social Science Research Council even took the step of writing Vice-President Gore in July 1993 with their concerns of the National Security Education Program and included the following recommendations for changes to the program as part of his Reinventing Government Program [National Performance Review]:

- First, build a coalition among a small number of key players in support of transferring the program to an agency – presumably the Center for International Education in the Department of Education – and putting it under legislative oversight – presumably Labor and Human Resources in the Senate and Education and Labor in the House – that are consistent with its real goals;
- Second, change the composition of the Program’s board so that it no longer includes representation from the Department of Defense or the Director of Central Intelligence; and
- Third, modify the language rationalizing the program so that it no longer emphasizes contributions to the intelligence establishment [in the form of the post-award service requirement].¹⁵

Additionally, the early days of the National Security Education Act also saw featured articles such as “Spooks on campus. (National Security Education Act of 1991 allows intelligence agencies to control university international relations programs)” published in the media which continued the discussion beyond academia.¹⁶ Despite assistance from

¹⁴ Resolution of the South Asia Council of the Association for Asian Studies and the Joint Committee on South Asia of the Social Science Research Council and the American Council of Learned Societies, November 1992, copy in the author’s possession; and, James K. Boyce, “The National Security Education Act of 1991: Issues and Analysis,” *Bulletin of Concerned Asian Scholars* 24, no. 2, April-June 1992, 85-87.

¹⁵ Stanley J. Heginbotham to The Honorable Albert Gore, Vice-President of the United States, 19 July 1993, copy in author’s possession.

¹⁶ David MacMichael, “Spooks on campus. (National Security Education Act of 1991 allows intelligence agencies to control university international relations programs),” *The Nation*, June 8, 1992.

international education groups such as the Liaison Group for International Educational Exchange and NAFSA: Association of International Educators who worked with Senate staff in refining the concept and structure of the Trust Fund so that it would be acceptable to the higher education community there remained serious concerns about the program.¹⁷ To be sure, not every scholar or professional who held membership in these academic associations or area studies communities had concerns about the National Security Education Act or the National Security Education Program but it was the voice of those opposed to the program that was the loudest.

There was also a healthy and rigorous debate within the international education community on the National Security Education Program and what it meant for the field and, more importantly, United States students studying and conducting research abroad on United States Department of Defense funds. There was no clear majority position that the field of international education held on the National Security Education Program and no formal resolutions were issued by any of the stake holder organizations. Individual international educators (administrators and faculty), however, held strong positions both in opposition of and support for the National Security Education Program and many were well versed on the National Security Education Act legislation and were heavily consulted on their campuses and other organizations on the National Security Education Program. The debates and individual position statements on the National Security

¹⁷ Yenkin and Treacy, 3.

Education Program were well informed, articulately written and primarily posted to SECUSS-L for the entire international education to view and respond.¹⁸

As the National Security Education Program was preparing for the first scholarship and fellowship application cycles throughout 1993, institutions of higher education across the United States were faced with the need to formally decide how they would handle applications from their undergraduate and graduate students. Several institutions across the country struggled with how (and if) they would participate in the first year of the program and beyond. Institutions including: Montclair State University, Yale University¹⁹, Michigan State University, University of Iowa, Indiana University, University of California at Santa Cruz, Augsburg College, Clemson University, Texas Tech University, University of Washington, Trinity College, Wesleyan University, Villanova University and Santa Clara University all struggled internally on how they would or would not support the National Security Education Program.²⁰ The following

¹⁸ Bill Hoffa, *One Person's View of the Current NSEP Situation*, e-mail message sent to SECUSS-L listserv, 21 December 1993, copy in author's possession; Barbara B. Burn, *NSEP Discussion*, e-mail message sent to SECUSS-L listserv, 18 January 1994, copy in author's possession; Norm Peterson, *The National Security Education Program*, e-mail message sent to SECUSS-L listserv, 21 December 1993, copy in author's possession; David L. Szanton, *The Dangers of the NSEP*, e-mail message sent to SECUSS-L listserv, December 14 1993, copy in author's possession; Charles Gliozzo, *NSEP Summary*, e-mail message sent to SECUSS-L listserv, 23 November 1993, copy in author's possession; and, Desruisseaux, November 24, 1993, A5. SECUSS-L is the major study abroad listserv focused on students from the United States who study abroad. SECUSS-L, since inception, has been based out of the United States with a majority of subscribers from the United States.

¹⁹ David L. Boren was a member of the Yale University Board of Trustees from 1988 to 1997.

²⁰ Joanne M. Picard, Mount Holyoke College, to NSEP Scholarship Applicants, 23 February, 1994, copy in the author's possession; and, Mary Cay Martin, The University of Chicago, to Jeff, internal University of Chicago Memo, *Participation in the NSEP Competition*, 16, February, 1993; and, Jane Cary, *a Pretty Definitive List (kind of)*, e-mail message sent to SECUSS-L listserv, February 8, 1994; and David L. Szanton, University of California at Berkeley, to Shelly Pollack, University of Chicago, 6 January 1994,

table highlights how an additional group of colleges and universities dealt with the first pilot 1994-1995 National Security Education Program application cycle.

Table 1. Institutional Policies on the 1994-1995 National Security Education Program Application Cycle

Institution	Designated National Security Education Program Campus Representative?	Established National Security Education Program Campus Evaluation Committee?	Notes
University of California at Berkeley	No	No	Deferred participation and reviewed for next competition cycle.
University of Minnesota	Yes	Yes	Provided all prospective applicants a letter with summary document of National Security Education Program history of concerns.
University of Pennsylvania	Yes	No	Information about controversial nature of the National Security Education Program and potential implications of accepting National Security Education Program grants was disseminated to all prospective applicants.

copy in author's possession.

University of California at San Diego	Yes	Yes	Provided all prospective applicants with background information on the program and informed students of institutional concerns of the National Security Education Program and rationale for institutional participation.
Stanford University	Yes	Yes	Required both undergraduate and graduate applicant's signature and date on disclosure statement before evaluation and mailing applications.
Harvard University	No	No	Faculty of Arts and Sciences (FAS) Faculty Council decided to help Harvard students apply on their own.
The University of Chicago	Yes	Yes	Program competition was not advertised to students. At the time of the undergraduate deadline, applications were signed but not rated. By the graduate deadline, campus was prepared to convene a committee to rate the applications but none applied. Provided all prospective applicants with background information on National Security Education Program and the controversial nature of the program.
Mount Holyoke College	Unknown	Unknown	Forwarded all submitted applications to Regional Screening Committees. Provided all applicants with letter outlining the controversial nature of the program but supportive tone for the program was prevalent throughout letter

Sources: Richard M. Buxbaum, University of California at Berkeley, to Ms. R. Charlene King, Director, National Security Education Program, 22 November, 1993, copy in the author's possession; Michael F. Metcalf, The University of Minnesota, to The National Security Education Program, 16 February 1994, copy in the author's possession; Harvard University. *The National Security Education Program (NSEP): Application Modifications and Issues Summary for Harvard Graduate Students*, January 1994; Esherrick, J., *National Security Education Program: Some Background Information*, University of California San Diego, February 1, 1994; Joyce M. Randolph, *The University of Pennsylvania and the 1994 National Security Education Program, Summary Report*, 9 March, 1994; Betchel International Center, Stanford University. *Disclosure Statement for Undergraduates: National Security Education Program*, February 1994; Mary Cay Martin, The University of Chicago, to Joyce Randolph, The University of Pennsylvania, 3 March, 1994, copy in the authors' possession; Ralph W. Nicholas, The University of Chicago, to Prospective Applicants for NSEP Fellowships, 26 October, 1994, copy in the author's possession; Mary Cay Martin, The University of Chicago, to Barbara Burn, Group of Advisors of the National Security Education Program and the University of Massachusetts at Amherst, 14 March 1994, copy in the author's possession; and, Joanne M. Picard, Mount Holyoke College, to NSEP Scholarship Applicants, 23 February, 1994, copy in the author's possession.

Decisions on institutional policy and response to the National Security Education Program did not come easy and were often times a laborious process involving many stakeholders across campus. Institutions such as the University of Chicago struggled to finalize an institutional response to National Security Education Program given the controversy of the program both within the campus community and across the United States. Faculty and administrators at The University of Chicago with focus on languages and area studies, international education and financial aid met on multiple occasions throughout late 1993 and early 1994 and sent several letters and updates to the President and Provost of the University outlining their concerns about the program, peer institutional responses and recommending an institutional response. As noted in the above table, The University of Chicago's faculty believed then, as they do now, in freedom of choice and in not preventing students from applying for funds for which they were eligible.²¹

²¹ Ralph W. Nicholas, to Hugo Sonnenschein, President and Geoffrey Stone, Provost, 21 April, 1994, copy in the author's possession.; Mary Cay Martin, e-mail message to Barbara Burn, 14, March 1994, copy in

While the debates and concerns about the National Security Education Program continued across the academic community, both the Institute of International Education and the Academy for Educational Development were able to assemble qualified and credentialed academics and professionals from across the United States and from a variety of higher education institutions to serve on the inaugural application screening/review panels.²² The Association of American Universities was supportive of the National Security Education Program and, while understanding the concerns of their colleagues, issued a statement of support stating that “we believe that the National Security Education Program is an important new initiative that can make a very positive contribution to American higher education.”²³ Shortly after her appointment as Director of the National Security Education Program in 1993, Charlene King sent letters to 3,300 college presidents to inform them of the new National Security Education Program opportunity and asked that they appoint a campus liaison for the program. King and the National Security Education Program anticipated between 300 and 500 responses but in

the author’s possession.; Mary Cay Martin, to Joyce Randolph, 3 March, 1994, copy in the author’s possession; Ralph W. Nicholas, to Hugo Sonnenschein, President and Geoffrey Stone, Provost, 21 January, 1994, copy in the author’s possession.; and, Ralph W. Nicholas, to Hugo Sonnenschein, President, 11 December, 1993, copy in the author’s possession.

²² Institute of International Education, “National Security Education Program, Undergraduate Scholarships, Regional Screening Panel Members,” (1994); and, Academy for Educational Development, “National Security Education Program, Graduate Fellowships Panelists 1994,” (1994).

²³ Gil Merx, University of New Mexico, to John Vaughn, Association of American Universities, Confidential 2nd Draft letter of support of NSEP, 27 January 1994, copy in author’s possession; David Wiley, “National Security Education Program: Who’s Setting the Agenda.” *The Journal of the International Institute* 1, no. 1, (Winter, 1994), <http://hdl.handle.net/2027/spo.4750978.0001.102>; and, National Security Education Program. *List of National Security Education Program Representatives on AAU Campuses*, 21, December, 1993.

the end the National Security Education Program received contact information for campus liaisons from over 1,500 institutions.²⁴ These examples highlight that not everyone within higher education in the United States was against the National Security Education Program.

In order to address the concerns and criticism leveled against the National Security Education Act and the National Security Education Program, some changes were made to the program but, in most cases, not to the satisfaction of the numerous critics. In September 1992, a number of amendments to the National Security Education Act were made to include increasing the size of the National Security Education Board from ten to 13 members to include the chairperson of the National Endowment for the Humanities as an ex officio member and two additional private members to be appointed by the president, removing requirements that the Act be administered by the Defense Intelligence College and to allow independent centers to administer the program such as the Institute of International Education for the undergraduate scholarship and the Academy for Educational Development²⁵ for the graduate program.²⁶ A transition in National Security Education Program leadership occurred in May 1993 as the new Clinton Administration was reorganizing the Department of Defense. Specifically,

²⁴ Desruisseaux, P. "Expanding International Study: Critics are Still Bothered by Program's Defense and Intelligence Ties," *The Chronicle of Higher Education*, November 24, 1993; A34-35.

²⁵ In 2006, administration of the Graduate Fellowship program moved from the Academy for Educational Development to the Institute of International Education which was already administering the Undergraduate Scholarship program since inception.

²⁶ Vestal, 155; Paul Desruisseaux, "Expanding International Study: Critics are still bothered by program's defense and intelligence ties," *The Chronicle of Higher Education*, November 24, 1993: A34-A35.

Charlene King was appointed Director and Bob Slater became Deputy Director.²⁷ Both King and her predecessor Martin Hurwitz made extensive efforts to reach out to the higher education community in the United States. This was evidenced not only by King sending frequent updates and letters to National Security Education Program campus liaisons/representatives but also by the establishment of a twenty-eight member Group of Advisors to the National Security Education Program which came to be known as the “Breakfast Club” and by the establishment of the National Security Education Program Standards and Assessment Group.²⁸ Additionally, the National Security Education Program, the Institute of International Education and the Academy for Educational Development staff travelled across the country holding workshops and briefings to update the higher education community on the details of the program and to clarify any questions. These advisory groups of academics and professionals allowed for more dialogue and information distribution among stakeholders and the National Security Education Program. In one of his first acts as United States Secretary of Defense, Les Aspin issued a *Decision Memorandum* that delegated authority for the National Security

²⁷ In April 1992, United States Secretary of Defense Richard Cheney established the National Security Education Program Office in the Pentagon and charged Dwane P. Andrews, Assistant Secretary for Command, Control, Communications, and Intelligence, to implement the National Security Education Act. Martin Hurwitz was appointed Administrator of the National Security Education Program Office on May 12, 1992 and Charlene King was named Director of External Affairs of the National Security Education Board, Vestal, 159.

²⁸ Vestal, 160, National Security Education Program, *Members of the Group of Advisors*, 1993; The NSEP Standards and Assessment Group, *Designing a Quality Study Abroad Experience*, November 1993; Institute of International Education, “National Security Education Program a Reality,” *Educational Associate, the Newsletter for Members of the Institute of International Education* 6, October-December, 1993: 1-2; and , Charlene King, National Security Education Program, to NSEP Representative, “Overview of Recent Congressional Actions”, 1 August 1994, copy in author’s possession.

Education Act to the Undersecretary of Policy and under the leadership of the Assistant Secretary for Democracy and Peace Keeping.²⁹ Finally, while unsuccessful due to a host of complicated administrative and legal issues, Vice-President Gore's National Performance Review Commission made the recommendation that the National Security Education Program be moved to the United States Department of Education accompanied by the endorsement of President Bill Clinton and United States Secretary of Defense Les Aspin.³⁰

After two years of successful Scholarship and Fellowship competitions (more than 900 awards were distributed to United States undergraduate and graduate students during this period) the program faced many challenges, both internally and externally. The United States Congress reduced the National Security Education Trust Fund by \$75 million which reduced the amount of funds available for Scholarships and Fellowships by approximately 20% from \$2.5 million to \$2.0 million.³¹ The National Security Education Program also experienced a change in the mandated service requirement as a result of new language inserted into the Defense Appropriations Bill in the United States House of

²⁹ Vestal, 163; Institute of International Education, "National Security Education Program a Reality," *Educational Associate, the newsletter for members of the institute of international education*, no. 6 (October-December, 1993): 2; Desruisseaux, A35; and, David L Szanton, *The Dangers of the NSEP*, e-mail message sent to SECUSS-L listserv, December 14, 1993.

³⁰ NAFSA: Association of International Educators, "Boren Trust Stays Alive," *NAFSA Newsletter*, 45, no. 2, November 1993, 1 & 13; NAFSA: Association of International Educators, "NSEP Clears Another Hurdle," *Government Affairs Bulletin*, 10, no. 2, November, 1993, 1-2. Desruisseaux, A35; and, Szanton, December 14, 1993.

³¹ Office of the Secretary of Defense, National Security Education Program, to NSEP Campus Representatives, July 1995, copy in author's possession; Amy Magaro Rubin, "Federal Foreign-Study Program Names Scholarship, Fellowship Winners," *The Chronicle of Higher Education*, May 12, 1995: A42.

Representatives that stated “any individual accepting a scholarship or fellowship from this program agrees to be employed by the Department of Defense or in the Intelligence community in accordance with federal employment standards.”³² The proposed change to the service requirement almost doomed the program but it was then-Senator Paul Simon [D-IL], a stalwart supporter of international education programs, who proposed that the service requirement be altered to allow service in any agency in the Federal Government with national security responsibilities. The change to the National Security Education Program service requirement sparked a renewed concern about the program among many in academia as evidenced by the Association of African Studies Programs to renew its call for the National Security Education Program to move from the United States Department of Defense to the United States Department of Education during its 1994 spring meeting and it was believed by many that the program was no longer available and did not promote the 1996 competition to students and thus the program saw a decline in the number of applications from United States undergraduate and graduate students.³³

³² Stephen F. Moseley, Academy for Educational Development, to NSEP Applicants, Fellows, Campus Representatives, Alliance for International Educational and Cultural Exchange, 12 December 1995, copy in author’s possession;

³³ NSEP Program Office, *Update: Congressional Actions Concerning NSEP*, e-mail message sent to SECUSS-L listserv, 7 April 1995, copy in author’s possession; Paul Desruisseaux, “First Winners Picked in National Security Education Program,” *The Chronicle of Higher Education*, April 1, 1994; Amy Margaro Rubin, “National Security Education Program Keeps Awards Level, Despite Fall in Applications,” *The Chronicle of Higher Education*, May 30, 1997: A50; Amy Margaro Rubin, “National Security Education Program Changes Controversial Service Requirement,” *The Chronicle of Higher Education*, October 4, 1996: A50; Amy Margaro Rubin, “Change in Service Requirement Seen Hurting Foreign-Study Program,” *The Chronicle of Higher Education*, October 13, 1995: A43; Amy Margaro Rubin, “Congress Supports-but Modifies-Federal Foreign-Study Program,” *The Chronicle of Higher Education*, December 8, 1995: A38; Sandra Lauffer, Academy for Educational Development, to Mary Martin, University of Chicago, 11 June

While the fervor in opposition to the National Security Education Program subsided substantially after the first several (and successful) years of the program, the debates continued into the 2000's and flared up again in the immediate years following the September 11, 2001 attacks. The concerns resulted in a renewed boycott of the program by many scholars.³⁴ In addition, debates among scholars/commentators arose such as Stanley Kurtz criticizing Area Studies scholars and Title VI centers for their boycott and lack of support for programs like the National Security Education Program³⁵ and a rebuttal to Stanley Kurtz's public criticisms by The American Council on Education³⁶ that was evident in the media and during Congressional testimony. Despite the concerns and debates over the years against the National Security Education Program, students continued to apply, receive and accept program funding and continued to fulfill their mandated service requirement.

The academic community in the United States perhaps has been justified with their concerns of the National Security Education Act and the National Security

1996, copy in author's possession; Matt Schulze, *NAFSA Update 317: NSEP Saved by Senate*, e-mail message sent to SECUSS-L listserv 9 March 1995, copy in author's possession; and, Carl A. Herrin, *NSEP Target of Hill Action*, e-mail message sent to SECUSS-L, 23 February 1995, copy in author's possession; and, Cindy Chalou, *NSEP*, e-mail message sent to SECUSS-L listserv, 20 November 1995, copy in author's possession.

³⁴ Anne Marie Borrego, "Scholars Revive Boycott of U.S. Grants to Promote Language Training," *The Chronicle of Higher Education*, August 16, 2002.

³⁵ Stanley Kurtz, "Studying Title VI: Criticisms of Middle East Studies get a Congressional Hearing," *The National Review Online*, June 16, 2003, <http://article.nationalreview.com/269123/studying-title-vi/stanley-kurtz>; Stanley Kurtz, "Ivory Scam: Federally Funded Leftist Professors Gang Up Against a National-Security Program," *The National Review Online*, May 29, 2002, <http://old.nationalreview.com/kurtz/kurtz052902.asp>.

³⁶ American Council on Education, *Talking Points Refuting Stanley Kurtz's Attack on HEA-Title VI Area Centers*, July 7, 2002, <http://www.acenet.edu/washington/letters/2002/07july/titlevi.talking.points.cfm>.

Education Program given the covert funding and influence that the CIA exerted over a variety of student organizations, foundations, non-governmental organizations and within many universities themselves during the 1950s and 1960s. Organizations such as the National Student Association,³⁷ the Asia Foundation and even the Institute of International Education (which would later be selected to administer the National Security Education Program undergraduate scholarship as one of the so-called pass-through organizations) were identified as having received funding from the CIA.³⁸ Such exploits of the CIA and other federal agencies involved in intelligence matters with the academic community were not forgotten and the passing of the National Security Education Act ignited fears that history would repeat itself. For instance, in 2005, then-Director of the Federal Bureau of Investigation Robert S. Mueller, III created the National Security Higher Education Advisory Board which was made up of nineteen university presidents and chancellors as a means to improve relations and

³⁷ To learn more about the National Student Association and information on the CIA involvement with this organization read John M. Keller and Maritheresa Frain, "The Impact of Geo-Political Events, Globalization, and National Policies on Study Abroad Programming and Participation," in *A History of U.S. Study Abroad: 1965-Present*, ed. William W. Hoffa and Stephen C. DePaul (Carlisle, PA: Frontiers: The Interdisciplinary Journal of Study Abroad, 2010), 27-28 and William W. Hoffa, *A History of US Study Abroad: Beginnings to 1965* (Lancaster, PA: Whitmore, 2007), 192-200.

³⁸ Vestal, 165; Sol Stern, "A Short Account of International Student Politics and the Cold War with Particular Reference to the NSA, CIA, Etc.," *Ramparts*, March 1967, 29-38; National Research Council, Committee on Educational Paradigms for Homeland Security, Policy and Global Affairs, *Frameworks for Higher Education in Homeland Security* (Washington, D.C.: The National Academies Press, 2005); Thomas Nilsson, "Students as Cold Warriors: The International Student Movement during the Cold War (1946-1969)" *European Student Link, The European Student Magazine of ESIB* 28, no. 3, December 2004, 3, http://www2.fzs.de/uploads/international_student_movement02.pdf; and, Phil Agee, Jr. "CIA Infiltration of Student Groups: The National Student Association Scandal," *Campus Watch*, Fall, 1991, 12-13.

communications with higher education.³⁹ Mueller appointed Graham B. Spanier, President of Pennsylvania State University, to Chair the National Security Higher Education Advisory Board and he served in this capacity until he was fired from Pennsylvania State University in November 2011 in the wake of the sex abuse scandal involving a former Football coach. In 2012, Spainer took up working with the Federal Government on a special (and undisclosed) national security related project and it remains unclear if he continues this work in the wake of eight criminal charges (including three felonies) in the aftermath of the sex abuse scandal.⁴⁰

A second, and more relevant, example of the Federal Government combining intelligence work with higher education programs occurred in November 2007 when U.S. Student Fulbright Scholar to Bolivia John Alexander van Schaick reported to ABC News that he was asked by United States Embassy of Bolivia Assistant Regional Security Officer, Vincent Cooper during a mandatory orientation and security briefing session to “keep tabs” on and provide the “names, addresses, and activities of any Venezuelan or Cuban doctors or fieldworkers [he] came across” during his time in Bolivia.⁴¹ The

³⁹ Scott Jaschik, “Academic-FBI Rapprochement,” *Inside Higher Ed*, September 19, 2005, <http://www.insidehighered.com/news/2005/09/19/fbi>; and, Elizabeth Redden, “Update on FBI-College Relations,” *Inside Higher Ed*, October 4, 2007, <http://www.insidehighered.com/news/2007/10/04/fbi>.

⁴⁰ Jack Stripling, “Spanier, Ex-President of Penn State, to Work on National-Security Issues,” *The Chronicle of Higher Education, The Ticker*, April 10, 2012, <http://chronicle.com/blogs/ticker/spanier-ex-president-of-penn-state-to-work-on-national-security-issues/42257>; and, Emily Heil, “Graham Spanier’s Gig as a Federal Worker is a Mystery,” *The Washington Post, In The Loop Blog*, July 27, 2012, http://www.washingtonpost.com/blogs/in-the-loop/post/graham-spaniers-gig-as-a-federal-worker-is-a-mystery/2012/07/26/gJQAbAx5BX_blog.html.

⁴¹ Monica Campbell. “American Official Asked Fulbright Scholar to Spy on Cubans and Venezuelans in Bolivia” *The Chronicle of Higher Education*, February 11, 2008, <http://chronicle.com/article/American-Official-Asked/40417>.

Chronicle of Higher Education reported that van Schiack was conducting research as a Fulbright Scholar in the Santa Cruz department of Eastern Bolivia which is an area that Cuba frequently sends doctors to support free medical services sponsored by Bolivia's president Evo Morales who is an ally of Cuban President Fidel Castro. Earlier during July 2007, Vincent Cooper made a similar request of tracking and reporting the whereabouts of Venezuelan and Cuban doctors to the United States Embassy of Bolivia while presenting to a group of United States Peace Corps Volunteers serving in Bolivia.⁴² The United States Department of State acknowledged that Vincent Cooper would be reprimanded and that this was against Embassy policy but four months later Cooper repeated this act with Fulbright Scholar van Schiack. At the time of Vincent Cooper's contact with the Peace Corps Volunteers and Fulbright Scholar van Schiack, Philip S. Goldberg was serving as United States Ambassador to Bolivia (2006-2008). On February 16, 2010, Ambassador Goldberg was sworn in as Assistant Secretary of the Bureau of Intelligence and Research and currently holds that position.⁴³ To be sure, the Fulbright U.S. Student Program and the United States Peace Corps are very different programs than the National Security Education Program Scholarships and Fellowships.

⁴² Jean Friedman-Rudovsky, "Recruiting Spies in the Peace Corps," *In These Times*, March 12, 2008, <http://www.inthesetimes.com/article/3562/>; Jean Friedman-Rudovsky and Brian Ross, "Exclusive: Peace Corps, Fulbright Scholar Asked to 'Spy' on Cubans, Venezuelans," *ABC News, The Blotter*, February 8, 2008, <http://abcnews.go.com/Blotter/story?id=4262036&page=1>; Eric Benson, "Spying Scandal Erupts in Bolivia," *The Argentina Independent*, February 22, 2008, <http://www.argentinaindependent.com/currentaffairs/newsfromlatinamerica/the-scholar-who-came-in-from-the-cold-a-spying-scandal-erupts-in-bolivia/>;

⁴³ United States Department of State. *Biography, Philip S. Goldberg*, <http://www.state.gov/r/pa/ei/biog/136919.htm>.

However, the Bolivia incident described above is the perfect example of the concerns and critiques levied at the National Security Education Program since the National Security Education Act was signed into law back in December 1991.

This abbreviated historical overview of the National Security Education Act of 1991 and of the early years of the National Security Education Program offers a glimpse into how this program developed over time and provides insight on the types of students who applied for National Security Education Program Scholarship and Fellowship funding and on those who did not apply for funding. This overview also provides a perspective on the challenges many early National Security Education Program applicants, Scholars and Fellows faced in the early years of the program as it developed as well as the push back many students faced from faculty who were vehemently opposed to the program from the beginning and remain so today.

Purpose of the Research

As previously mentioned, the service requirement, along with the concern that the National Security Education Program was and remains funded by the United States Department of Defense and the connection to the Central Intelligence Agency, was very controversial in the early years of the program and remains a concern for some faculty and scholarly organizations to this day. The primary concerns of the National Security Education Program within the scholarly community focused on mixing academic work and intelligence work as well as the safety and welfare of students and scholars who may be known to be financially supported by or plan to eventually work for the United States Department of Defense and/or for the intelligence community. Questions arise about

whether the National Security Education Program is successfully achieving government objectives of employing National Security Education Program Alumni in critical areas of federal service and how long National Security Education Program alumni are working in such positions.

The following text from the *2007 National Security Education Program Annual Report* demonstrates the clear need for my research:

Although NSEP award recipients are committed to working in the Federal Government, NSEP is aware that job mobility is a critical aspect of the modern career. It is estimated that most professionals will work in no fewer than five jobs during their careers. Anecdotal evidence suggests that many NSEP award recipients remain with the Federal sector well beyond the duration of the Service Requirement. Although not part of the program's statutory authority, NSEP is committed to obtaining additional data on post-Service Requirement employment.⁴⁴

In order to assist the National Security Education Program in their data collection efforts on post-service requirement employment of Alumni the research question for this study asks: *In what areas of government and for what duration (retention) have National Security Education Program Alumni worked?*

To my knowledge there has not been any formal research studies conducted on the National Security Education Program service requirement or on any post-service requirement employment in the Federal Government. This research project is an effort to not only learn more about post-service requirement employment in the Federal

⁴⁴ National Security Education Program. *National Security Education Program 2007 Annual Report*. Arlington, VA: National Security Education Program, 2008: 50.

Government by National Security Education Program Alumni but also to serve as a catalyst for future scholarship on this topic.

CHAPTER TWO

LITERATURE REVIEW

There have been National Security Education Program Scholars and Fellows over the years who decided in the end to forgo the service requirement which required them to repay their full Scholarship or Fellowship award. Data from the National Security Education Program Office shows that <1% of National Security Education Program Scholars and Fellows are delinquent in completing their service requirement and they are pursued for repayment.¹ What is missing, however, is a more complete picture of the career choices made and the directions taken by the National Security Education Program Alumni once they have met the minimum obligations of their service requirement and, in particular, those who fulfilled their service requirement in the Federal Government.

While the research question for this study will attempt to provide insight into the federal employment and careers of National Security Education Program Alumni the following literature review provides a valuable perspective on employment in the Federal Government and in particular in the national security arena. This literature review chapter is broken down into thematic sections pertaining to employment in the Federal Government from the perspective of National Security Education Program Alumni.

¹ National Security Education Program, 2011, 84.

National Security Education Program Service Requirement

As observed above, the National Security Education Program was controversial from the beginning due to it falling under the auspices of the United States Department of Defense, the Director of the Central Intelligence or designee serving on the National Security Education Board and the mandated service requirement that program Alumni must fulfill. In reviewing the National Security Education Act, one cannot miss that two of the five “Purposes” of the Act directly relate to the service requirement. Specifically, Purpose (3) of the Act is “to produce an increased pool of applicants for work in the departments and agencies of the United States Government with national security responsibilities” and Purpose (4) of the Act is “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.”² During the first pilot competition of the National Security Education Program, the service requirement was vague and read:

Individuals who receive NSEA graduate fellowships, or undergraduate scholarships covering a period of 1 year or longer, will be obligated to serve either as a Federal employee or an educator for a minimum period of time in return. The length of service requirement will be established by regulation; it can be longer than the period of assistance for scholarship recipients, and may be 1-3 times the period of assistance for fellowship recipients. Individuals can meet this obligation by employment in any Federal agency, or as an educator, in the area of study for which the scholarship or fellowship as awarded.³

² David L. Boren National Security Education Act of 1991, Public Law 102-183, as amended.

³ Wayne Clifton Riddle. *National Security Education Act of 1991: Summary and Analysis*. CRS Report for Congress. (Washington, DC: Congressional Research Service, January 15, 1992): 4.

The wording of the service requirement left many (both academics concerned about the National Security Education Program as well as prospective applicants) wondering what the service requirement entailed. Despite the vagueness of the service requirement and despite the controversy of the program and lack of promotion at many colleges and universities across the United States, a total of 1,812 undergraduate students applied to the National Security Education Program in the first year of the competition with 312 offered scholarships.⁴ According to the Chronicle of Higher Education, 675 graduate students applied to the National Security Education Program in this same year and 172 of them were offered fellowships.⁵ The following example of one of the 172 graduate Fellows from the 1994-1995 competition highlights the type of service one was able to give back in the early years of the program. The Fellow was a student from the Monterey Institute of International Studies who studied at the Institute off Foreign Trade in Shanghai for six weeks during the summer and upon her return she was able to fulfill her service requirement by working at an internship at the National Committee on United States-China Relations in New York.⁶

The service requirement has changed over the years due to legislative mandates and the following table provides an overview of the specific details pertaining to the service requirement by dates of Scholarship/Fellowship.

⁴ Institute of International Education, *National Security Education Program: Undergraduate Scholarships 1994-1995 Competition Cycle Summary Report* (Washington, DC: Institute of International Education, 1996), 1 & 23.

⁵ Desruisseaux, September 12, 1994, A46.

⁶ Ibid.

Table 2. Legislative Changes to the National Security Education Program Service Requirement

Years	National Security Education Program Service Requirement Details
1991-1996 (with first pilot cycle being 1994-1995)	The initial service requirement was vague and for the most part excluded Scholars. Fellows could fulfill the requirement by working in the Federal Government or in education in an area related to one's program/area of study
1996-2003	All recipients were required to seek employment with an agency/office in the Federal Government involved with national security affairs. Those unsuccessful in securing federal employment could work in higher education related to their National Security Education Program study. Scholars had eight years and Fellows had five years to fulfill their service requirements.
2004-2006	All recipients were required to fulfill their service requirement in a position at 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. Scholars have three years and Fellows have two years to fulfill their service requirements after graduation.

2007	All recipients are required to fulfill their service requirement with the Department of Defense, any element of the intelligence community, the Department of Homeland Security, or the Department of State as priority organizations. If there is no suitable position available then the Scholars and Fellows may fulfill the requirement in any federal agency or office with national security responsibilities.
2008 to present	All recipients are required to first search for positions in four “priority” areas of Government, namely, the United States 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.

Sources: National Security Education Program, 2011, 120; Boren Awards for International Study, 2013, <http://borenawards.org/service.html>; Amy Magaro Rubin, “Service Requirement Broadened for Federal Foreign-Study Program,” *The Chronicle of Higher Education*, October 3, 1997: A61.

As evidenced in the table above, the service requirement has evolved over time and since inception, a total of 4,497 National Security Education Program Scholars and Fellows (2,839 Scholars and 1,658 Fellows) have been awarded funding.⁷ Of these nearly 4,500 Scholars and Fellows, the National Security Education Program Office reports that as of November 2011, a total of 2,344 or 52% of NSEP award recipients had completed or

⁷ National Security Education Program. *National Security Education Program 2011 Annual Report*. Arlington, VA: National Security Education Program, 2012, 9.

were fulfilling their service requirement.⁸ The National Security Education Program Office also reports that 48% of the NSEP award recipients completed their service requirement within the four “priority” areas of Government with an additional 28% serving in other positions related to national security.⁹

The National Security Education Program Office staff members have done a yeoman’s job over the years in providing information and resources to National Security Education Alumni as they sought employment in the Federal Government. Dating back to 1995, the National Security Education Program Office has been surveying federal agencies with national security responsibilities to learn what global skills are needed for their workforce based on their “knowledge of world regions, languages and cultures, and field of study.”¹⁰ A somewhat more recent example can be seen in the creation of NSEPnet which is an online federal service employment hiring website designed specifically for National Security Education Program Alumni that includes valuable career advice and resources on working in the Federal Government.¹¹ The National Security Education Program Office also created a Senior Executive Liaison Officer position to assist hiring managers across the Federal Government in learning more about

⁸ National Security Education Program, 2012, 81. A interesting footnote to this citation in the 2012 Annual Report states “the 557 Boren Scholars awarded in 1994 and 1995 did not incur a Service Requirement. Accordingly, NSEP only uses the 1996-2011 Boren Scholars to communicate these service statistics. All other NSEP award recipients have incurred a Service Requirement upon acceptance of the Scholarship or Fellowship.”

⁹ National Security Education Program, *National Security Education Program: 20 Year Anniversary Review*, Arlington, VA: National Security Education Program, 2012, 37.

¹⁰ National Security Education Program. *National Security Education Program 2010 Annual Report*. Arlington, VA: National Security Education Program, 2011, 17.

¹¹ More information on NSEPnet is available online at <https://www.nsepnet.org/>.

the National Security Education Program, its service requirement and special hiring authority they have when they receive applications from program Alumni and, most importantly, the valuable talent and knowledge that program Alumni bring to their open agencies. The National Security Education Program Office has also worked hard to partner with specific agencies as a means to create career pathways for program Alumni. One prime example is with the United States Department of State's Diplomacy Fellows Program where National Security Education Program Fellows are eligible to bypass the Written Examination portion of the Foreign Service exam and may proceed directly to the Oral Assessment.¹² National Security Education Program Alumni have also been afforded specific employment seeking benefits that are not available to follow¹³:

- **The National Defense Authorization Act for Fiscal Year 2010 (NDAA FY 10)**

Provides the Secretaries of Defense, Homeland Security, and State, as well as the heads of other federal agencies with national security responsibilities, the ability to appoint NSEP award recipients to 'Excepted Service' positions. NDAA FY 10 also authorizes award recipients, upon satisfactory completion of two (2) years of substantially continuous service, the ability to be noncompetitively converted to career or career-conditional status.

¹² National Security Education Program, 2012, 84.

¹³ Ibid, 120-121.

- Schedule A Appointment Authority**
 Recipients of National Security Education Program Awards (Scholarships/Fellowships) may be appointed to positions in the Federal Government under a Schedule A government-wide hiring authority, Code of Federal Regulations Title 5, Volume 1, Section 213.3102 (r) (positions established in support of fellowship and similar programs). The authority became effective November 28, 1997. Under this Schedule A, agencies may appoint individuals to federal positions without applying an examination process.
- Section 1332 of The Homeland Security Act of 2002, P.L. 107-296, November 25, 2002**
 It shall be the policy of the United States Government to advertise and open all federal positions to United States citizens who have incurred service obligations with the United States Government as the result of receiving financial support for education and training from the United States Government.

The National Security Education Program Office has understood and acknowledged for many years the difficulty program Alumni experience when applying for positions that require extensive security clearance reviews. The various bureaucratic hurdles and frustrations that program Alumni face is problematic were best summed up in the testimony of Dr. Robert O. Slater, then-Director of the National Security Education Program, to the House Permanent Select Committee on Intelligence on April 1, 2004:

The major challenge confronted by NSEP is increasing the number of award recipients who succeed in gaining employment in the Federal Government, and more specifically the national security community, in a reasonable and timely fashion. The program cannot by itself overcome and be held responsible for the process. NSEP could easily double and triple the numbers joining the Defense and IC with some assistance. But NSEP award recipients confront a daunting set of challenges. Our award recipients, anxious to find employment, routinely submit resumes that are frequently unacknowledged. Access to jobs is highly restricted – more than fifty percent of all federal jobs, at any given moment, are reserved for those already employed in the Federal Government. A Homeland Security Act of 2002 provision guaranteeing access for NSEP award recipients to any federal job vacancy is yet to be implemented. And the security clearance process, particularly for NSEP award recipients can take 18-24 months to complete. The irony for NSEP is that while our candidates are exactly what the national security community needs and wants, the very process that enabled them to gain their expertise – their intensive language study overseas – is often the major reason why they cannot secure timely security clearances.¹⁴

A 2012 study by PricewaterhouseCoopers found that lengthy security checks and the lack of security reciprocity across agencies not only reduces agency/department efficiency by not being able to place highly skilled employees on time sensitive projects but also negatively impacts employee morale and career advancement within the national security sector.¹⁵

The National Security Education Program Office continues its hard work to advance the employment support offered to program Alumni as evidenced by the following select accomplishments in 2011¹⁶:

¹⁴ Robert O. Slater, Testimony for the House Permanent Select Committee on Intelligence, on April 1, 2004.

¹⁵ PricewaterhouseCoopers, Public Sector, *The Waves of Change in Federal Human Capital Management*, 2012, 8 and 12.

¹⁶ National Security Education Program, 2012, 11.

- The National Security Education Program held its 13th Annual Symposium of Fellows and Federal Job Information Session in Washington, DC in September. This Symposium brought 63 Fellows together to meet with federal hiring officials to learn about employment opportunities and to network.
- Also in September, the National Security Education Program launched their Security Clearance Pilot Initiative that saw ten program Alumni begin the process of obtaining SECRET level clearance and ten program Alumni to begin the process of obtaining ten TOP SECRET level clearances. Not only will these twenty program Alumni be hired for federal employment but they will serve as a control group and offer perspective on the security clearance process of National Security Education Program Alumni.

The National Security Education Program Office has also done an excellent job of collaborating with and supporting the Boren Forum staff and the Boren Awards for International Study staff at the Washington, D.C. office of the Institute of International Education. The Boren Forum is the National Security Education Program Alumni group and they are very active in supporting alumni in meeting their service requirement obligations as well as pursuing positions in the Federal Government post-service requirement completion. The Boren Forum provides members with numerous benefits for seeking and securing employment in the Federal Government including:

- An online message board with forums dedicated to job postings, job search advice, international experiences, and more;
- Professional and social events including meetings with federal recruiters, lectures on current events, regular happy hours, and the annual summer barbecue;
- An annual job fair featuring federal contractors in the Washington, DC area; and,

- A semiannual newsletter, featuring federal opportunity updates, alumni success stories, foreign cultural highlights, and more.¹⁷

The work of the National Security Education Program Office, the Boren Forum and the Boren Awards for International Study staff based out of the Washington, DC office of the Institute of International Education has not only paid off for the program Alumni but also for the various federal agencies and departments that have benefited from the expertise and skills gained by hiring National Security Education Program Alumni. The Army Intelligence and Security Command's National Ground Intelligence Center, for example, has hired twelve National Security Education Program Alumni over the years with great success.¹⁸ To be sure, there are many other federal agencies that are actively hiring program Alumni and the Army Intelligence and Security Command's National Ground Intelligence Center is but one prime example of one that has greatly benefited.

Federal Government Employment in the National Security Arena

There certainly is no shortage of examples in the literature for calls to increase and enhance the foreign language skills and the international experiences of college and university students as a means to increase the global competitiveness and national security capabilities of the United States.¹⁹ These calls for increased global competence

¹⁷ You can learn more about the Boren Forum and the work they are doing to support National Security Education Program Alumni on their website at <http://www.borenforum.org/>.

¹⁸ Richard Comfort, "Breaking Language Barriers," *Government Executive*, 1 May 2011, <http://www.govexec.com/magazine-analysis/magazine-analysis-viewpoint/2011/05/breaking-language-barriers/33870/>.

¹⁹ A very broad and select sample of literature highlighting the strong need and demand for a globally competent workforce in the Federal Government, *see* Strategic Task Force on Education Abroad, *Securing America's Future: Global Education for a Global Age*, NAFSA, 2003; Elaina Loveland, "International Education and National Security: Interview with Robert M.Gates," *International Educator*,

and expertise also extends to those currently working in the Federal Government as there are immediate staffing needs for those with area study and foreign language expertise.

An excellent example of one such observation and concern is conveyed by the Iraq Study Group in their 2006 Report:

All of our efforts in Iraq, military and civilian are handicapped by Americans' lack of language and cultural understanding. Our embassy of 1,000 has 33 Arabic speakers, just six of whom are at the level of fluency. In a conflict that demands effective and efficient communication with Iraqis, we are often at a disadvantage. There are still far too few Arab language-proficient military and civilian officers in Iraq, to the detriment of the U.S. mission.²⁰

This statement by the Iraq Study Group highlights the critical need for human talent and a federal workforce that is well trained and educated on area studies and cultures and in critical languages such as Arabic so that the various national security missions and operations of the United States run as effectively as possible. The National Security Education Program was created to meet this need and serves this exact purpose.

November/December 2012, 10-12; The Iraq Study Group, *The Iraq Study Group Report, The Way Forward-A New Approach*, (New York: Vintage Books, 2006); Burton Bollag, "A Failure to Communicate." *The Chronicle of Higher Education*, April 27, 2007, A24; U.S. General Accounting Office, *Foreign Languages: Human Capital Approach Needed to Correct Staffing and Proficiency Shortfalls, Report to Congressional Requesters*, GAO-02-375, January 2002; William J. Lahneman, *The Future of Intelligence Analysis: Volume I, Final Report*, Center for International Security Studies at Maryland, The University of Maryland, 2006, http://www.cissm.umd.edu/papers/files/future_intel_analysis_final_report1.pdf; U.S. Congress. Senate. Homeland Security and Governmental Affairs Subcommittee on Oversight of Government Management, the Federal Workforce, and the District of Columbia, Hearings on "A National Security Crisis: Foreign Language Capabilities in the Federal Government, May 21, 2012, <http://www.hsgac.senate.gov/subcommittees/oversight-of-government-management/hearings/a-national-security-crisis-foreign-language-capabilities-in-the-federal-government>; Research & Policy Committee, Committee for Economic Development ("CED"), *Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security* (Washington: Committee for Economic Development, 2006); and, Gregg H.S. Golden, "Notes on a National Strategy for Global Education" (master's thesis, Naval Postgraduate School, 2011).

²⁰ The Iraq Study Group, 92.

There have been numerous calls by key stakeholders (students, language instructors, area studies instructors, national security and intelligence community members, and business leaders) for a strategic plan and national collaborative effort to enhance the foreign language, area studies and cultural expertise of federal employees working in the national security sector in many of these reports.²¹ While the Federal Government appears to be working towards identifying areas for improvement, streamlining efforts and consolidating programs that provide critical language and area studies training for those working in national security positions, in many instances, the approach remains a decentralized process. For example, higher education to intelligence community/feeder programs such as the National Security Education Program appear to operate independently and in a more decentralized manner rather than in partnership with other feeder programs.

An example of a higher education to intelligence community feeder program and perhaps the most direct linkage between the intelligence community in the United States and academia is evidenced in section 318 of the 2004 Intelligence Authorization Act. With this Act, the United States Congress approved \$4 million to fund a pilot program known as the Pat Roberts Intelligence Scholars Program. The Pat Roberts Intelligence Scholars Program was named after Senator Pat Roberts [R-KS]²² who had the vision to establish the program during his four-year term as Chair of the United States Senate

²¹ Glenn Nordin, *Statement for the Record on Behalf of the Office of the Director of National Intelligence before the Senate Homeland Security and Governmental Affairs Committee*, May 21, 2012.

²² United States Senator for Kansas Pat Roberts, *Biography*, <http://www.roberts.senate.gov/public/index.cfm?p=Biography>.

Intelligence Committee.²³ Housed within the United States Central Intelligence Agency, the Pat Roberts Intelligence Scholars Program is “demand-driven and compliments the hiring requirements of the Directorate of Intelligence” and in addition to serving at least one internship in a Directorate of Intelligence office or center, the Pat Roberts Intelligence Scholars Program provides financial incentive to the immediate hiring of eligible candidates.²⁴ The Pat Roberts Intelligence Scholars Program works with eligible candidates that have expertise in the following specialties: area expertise in many countries and regions of the world deemed critical to the national security of the United States; coursework in critical areas of study such as in counterterrorism, physical and biological sciences, engineering, cyber security, etc.; expertise or academic training in national security, international affairs, analytic methodology, etc.; language training or proficiency in several non-Western less commonly taught languages deemed critical to national security efforts of the United States and this language training adds a “significant competitive edge” to those in the program.²⁵ President Barack H. Obama believed in the value of the Pat Roberts Intelligence Scholars Program so much that only a few months after he took his first Oath of Office that he indicated he wanted to fund the program on a permanent basis with no more earmarks.²⁶ While the Pat Roberts Intelligence Scholars

²³ Senator Pat Roberts held the same Senate Chairmanship position as then-Senator David L. Boren at the time he authored and pushed forth the National Security Education Act of 1991.

²⁴ United States Central Intelligence Agency, *Pat Roberts Intelligence Scholars Program – (PRISP)*, <https://www.cia.gov/careers/opportunities/analytical/pat-roberts-intelligence-scholars-program-prisp.html>.

²⁵ Ibid.

²⁶ Intelligence Authorization Act for Fiscal Year 2010, Public Law 111-259, Sec. 311. Permanent authorization for the Pat Roberts Intelligence Scholars Program, <http://www.gpo.gov/fdsys/pkg/PLAW->

Program did not see the same debates within academia as the National Security Education Act and the National Security Education Program had there was a fair amount of coverage and dialogue expressing concerns for the program.²⁷

A 2002 research report conducted by the United States General Accounting Office, at the request of Senators Thad Cochran [R-MS] and Christopher J. Dodd [D-CT] and Representatives James A. Leach [R-IA] and Sam Farr [D-CA] (members of the House-Senate International Education Study Group), analyzed the need for personnel with and the use of foreign language capabilities of the United States Army, the United States Department of State, the United States Department of Commerce's Foreign Commercial Service and the Federal Bureau of Investigation. The research found that while these four agencies reported varied types and degrees of foreign language shortages they specifically noted "shortages of translators and interpreters and people with skills in specific languages, as well as a shortfall in proficiency level among people who use foreign language skills in their jobs" and that such deficiencies have had a negative

111publ259/html/PLAW-111publ259.htm; David Goldstein, "Obama Gives Backing to Kansas Republican's Ridiculed Plan," *McClatchy Newspapers*, 23 June 2009, <http://www.mcclatchydc.com/2009/06/23/70542/obama-gives-backing-to-kansas.html>.

²⁷ For a selection of information and literature on the Pat Roberts Intelligence Scholars Program, see David H. Price, *Weaponizing Anthropology: Social Science in Service of the Military State* (Oakland, California: CounterPunch and AK Press, 2011); Dave H. Price, "Exposing the Pat Roberts Intelligence Scholars Program: The CIA's Campus Spies," *CounterPunch*, 12-14 March 2005, <http://www.counterpunch.org/2005/03/12/the-cia-s-campus-spies/>; Senator Pat Roberts, *Pat Roberts Intelligence Scholars Program (PRISP)*, <http://www.roberts.senate.gov/PRISP.htm>; BBC, "Rears over CIA 'University Spies,'" *BBC News*, 2 June 2005, http://news.bbc.co.uk/2/hi/uk_news/education/4603271.stm; Paul J. Nuti, "The Pat Roberts Intelligence Scholars Program: FAQs," *American Anthropological Association*, 2006, <http://www.aaanet.org/press/an/infocus/prisp/nuti-faqs.htm>.

impact on the ability of these agencies to operate as maximum potential.²⁸ The General Accounting Office research report also highlighted the various strategies these agencies were implementing to meet their foreign language needs to include: allocating significant funding to further train employees in foreign language studies, providing pay incentives to employees who study certain languages for “language-designated positions”; creating attractive career paths for linguists with the opportunity to rise to positions above the GS-12 level in some agencies; hiring contract staff and recruiting native language speakers; and, recruiting language-capable employees including National Security Education Program Alumni.²⁹

In 2006, the Office of the Director of National Intelligence issued a five year *Strategic Human Capital Plan* to:

- 1) Build an agile, “all source” workforce by projecting and planning for mission critical human resource requirements;
- 2) Win the war for talent, by attracting and retaining the best and the brightest candidates, recognizing and rewarding technical expertise, performance excellence, integrity, and commitment to service; and,
- 3) Strengthen the Intelligence Community by creating a culture of personal, professional, technical and managerial leadership at all organizational levels³⁰

Recognizing that a changing generational workforce and the fierce competition for human talent is at play the world today, the Report identified several human capital

²⁸ U.S. General Accounting Office, 2002, 6.

²⁹ Ibid, 15-19.

³⁰ Office of the Director of National Intelligence, *The US Intelligence Community’s Five Year Strategic Human Capital Plan, An Annex to the US National Intelligence Strategy*, June 22, 2006, 1, <http://www.fas.org/irp/dni/humancapital.pdf>.

challenges currently facing the intelligence community. The intelligence community recognized that it faces what it calls “hyper-competition” for the best and the brightest employees proficient in the most difficult languages and scientific disciplines and frequently in competition with their own contractors for their own employees. This was also evidenced in the study by PricewaterhouseCoopers in that they highlighted the increased competition with the Private sector for employees with “specialized skills in mission-critical areas.”³¹

The Office of the Director of National Intelligence *Strategic Human Capital Plan* Report also identified the generational gaps of its workforce and the challenges brought by generational differences. Beyond the generational “culture clashes” between the different generations in the workforce, the intelligence community needs to “recalibrate” their human capital policies and practices to accommodate a younger generational workforce that see themselves as holding multiple jobs with a variety of employers than seek a 25-30 year career.³² Additionally, the Report also identified what they call an imbalanced workforce as the tight budgets and hiring freezes and downsizing of the 1990’s created the current situation of critical shortfalls of experienced mid-career professionals moving into leadership positions. This mid-career professional population is predominately from Generation X and they have been the focus of other studies pertaining to federal employment and retention. The National Security Education

³¹ PricewaterhouseCoopers, , 8 and 12; and, Booz Allen Hamilton, *Keeping Talent: Strategies for Retaining Valued Federal Employees*, Partnership for Public Service, January 2011, http://www.boozallen.com/media/file/PPS_Retention_Report-2011.pdf.

³² Ibid, 6; Achievers, *Engaging Gen X and Gen Y Employees: Three Significant Trends in Recognition*, 2011, <http://www.achievers.com/sites/default/files/achievers-whitepaper-engaging-genx-and-geny-employees.pdf>.

Program Alumni population under investigation in this research study is from a generation typically referred to as Generation X, those born between 1961 and 1981. Some estimate that approximately 25-29% of the federal workforce is comprised of employees from Generation X compared to approximately 40% of those from Generation X employed in the private sector due, primarily, to the lack of hiring for federal positions in the 1990s just as these individuals would be entering federal service.³³ Additionally, the private sector is not as constrained as the Federal Government when it comes to hiring and professional advancement practices. These private sector differences are very attractive to many from Generation X who feel frustrated with the challenges and uncertainty on advancing their careers, salary and responsibilities within the Federal Government.³⁴ As previously mentioned above, employees from Generation X will hold multiple professional positions and with a variety of employers as they tend not to be overly loyal to employers.³⁵

Summary of Literature Review

As previously mentioned, the National Security Education Program Office is working hard to place Scholars and Fellows into federal positions that would benefit from

³³ Peter Ronayne, *Getting the "X" Into Senior Executive Service: Thoughts on Generation X and the Future of the SES*, Thought Leader Forum, Washington, DC, April 10, 2007, United States Office of Personnel Management, <http://www.opm.gov/policy-data-oversight/senior-executive-service/executive-development/gettingxintos.es.pdf>; and; PricewaterhouseCoopers, 7.

³⁴ Amit Bordia and Tony Cheesebrough, *Insights on the Federal Government's Human Capital Crisis: Reflections off Generation X, Winning the War for Talent*, Harvard University John F. Kennedy School of Government and Partnership for Public Service, 2002, 2.

³⁵ Office of the Director of National Intelligence, 6; and, Anick Tolbize, *Generational Differences in the Workplace*, University of Minnesota, August 16, 2008, http://rtc.umn.edu/docs/2_18_Gen_diff_workplace.pdf.

the area study expertise and foreign language skills gained while studying and researching abroad on National Security Education Program funding. Similar programs like the Pat Roberts Intelligence Scholars Program, while relatively new, most likely add a layer of competition to finding employment in the national security sector that is already difficult and cumbersome to enter and navigate. Data on the Pat Roberts Intelligence Scholars Program is not made publically available so we have do not have the opportunity to further investigate the impact it has had on the intelligence community in the United States or to allow for comparison to similar programs such as the National Security Education Program. Furthermore, the various challenges faced by those from Generation X in finding employment in the Federal Government and, in particular, within the national security sector provide insight into the career paths of National Security Education Program Alumni.

CHAPTER THREE

METHODOLOGY

Introduction

As previously mentioned, there have not been any formal/published research studies conducted on the National Security Education Program service requirement nor have there been any formal/published research studies conducted on the employment of National Security Education Program Alumni in the Federal Government post-service requirement. This provided an exciting and unique opportunity to produce the first methodological research roadmap in this area and it allowed me to forge through an uncut and uncharted landscape. Navigating without a methodological roadmap to highlight valuable panoramas and perspectives worthy of viewing and consideration was challenging. Similarly, having a guide to alert one to the potential hazards and pitfalls one might encounter along the route would have been a very valuable tool. In order to plot this new route, roadmaps from related territories were consulted and modified with the advice and support of fellow research cartographers familiar with the terrain I planned to explore. After much deliberation and plotting a methodological research roadmap and strategy were produced and I set out on this research expedition.

Conducting this research was important on many levels. Foremost, this was the first research study focusing on the post-service requirement Federal Government employment of National Security Education Program Alumni to ever be conducted

Second, as the National Security Education Program is a publically funded program of the Federal Government it is important to investigate if the program is meeting the objectives set forth in the legislation. The creation and dissemination of new knowledge is a critical part of scholarship and this research projects meets this criteria. The hope is that this research project will stimulate interest in navigating this terrain further and that future researchers will use this methodological research roadmap as an initial guide in their explorations.

Instrumentation

A recent study conducted by the Office of Postsecondary Education in the United States Department of Education entitled *A Study of Four Federal Graduate Fellowship Programs: Education and Employment Outcomes* and the survey instruments used will serve as a useful model to my own study and survey instrument.¹ This Department of Education study focused on the academic and employment outcomes of graduate students who received financial support through one of four federal fellowship programs (the Fulbright-Hays Doctoral Dissertation Research Abroad fellowship program, the Foreign Language and Area Studies Fellowship Program, the Graduate Assistance in Areas of

¹ U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *A Study of Four Federal Graduate Fellowship Programs: Education and Employment Outcomes*, Washington, D.C., 2008.

National Need Fellowship Program, and the Jacob K. Jacob K. Javits Fellowship Program)² between 1997 and 1999.

For the purposes of my study I decided to create and model my survey instrument after that used in this Department of Education study with specific attention paid to the survey administered to the Foreign Language and Area Studies Fellowship Program recipients as they most closely resemble the National Security Education Program Scholars and Fellows.³ Specifically, the purpose of the Foreign Language and Area Studies Fellowship Program is:

- to assist in the development of knowledge, resources, and trained personnel for modern foreign language and area or international studies;
- to foster foreign language acquisition and fluency; and
- to develop a domestic pool of international experts to meet national needs.

Similar to the Foreign Language and Area Studies Fellowship Program, the purpose of the National Security Education Program is “to enhance the national security of the United States by increasing our national capacity to deal effectively with foreign cultures and languages.” A skip logic survey instrument design was implemented for this study as not all questions pertained to all National Security Education Program Alumni. Please see Appendix B for my survey instrument.

² For more information on the Foreign Language and Area Studies Fellowship Program please visit <http://www2.ed.gov/programs/iegpsflasf/index.html>; for information on the Fulbright-Hays Doctoral Dissertation Research Abroad please visit <http://www2.ed.gov/programs/iegpsddrap/index.html>; for more information on the Graduate Assistance in Areas of National Need Fellowship Program please visit <http://www2.ed.gov/programs/gaann/index.html>; and, for more information on the Jacob K. Javits Fellowship Program please visit <http://www2.ed.gov/programs/jacobjavits/index.html>.

³ As this report is in the public domain, authorization to reproduce it in whole or in part is granted and permission to reprint this publication is not necessary; Ibid, ii.

In social science research it is important for researchers to pilot test their survey questions as a means to discover elements of the instrument that may need refinement, deletion or the possibility of adding new questions.⁴ Pilot testing a survey instrument is also a method for improving reliability of the measurement and should be done whenever possible. I was not able to test pilot the online survey instrument with the National Security Education Program Alumni per the requirements with the National Security Education Program Office. However, the online survey instrument used in this study went through multiple levels of review and revision. As previously mentioned above, my online survey instrument was modeled after the study conducted by the Office of Postsecondary Education in the United States Department of Education entitled *A Study of Four Federal Graduate Fellowship Programs: Education and Employment Outcomes* as the goals of this project closely aligned with what I wanted to learn about the National Security Education Program. The first level of review was conducted by two international education colleagues holding Ph.D.'s from the Center for Global Education at the University of California, Los Angeles. After revisions were made a second and more intensive review of the online survey instrument was conducted in person with several National Security Education Program staff members, including research staff and senior staff, as well as with the Executive Director of the Boren Forum and this review session was held at their headquarters in Roslyn, Virginia. This review consisted of a

⁴ Sarmishta Rina Majumdar, "Using the Survey as an Instrument of Inquiry in Research," in *Handbook of Research Methods in Public Administration*, 2nd ed. ed. Gerald J. Miller and Kaifeng Yang, (Boca Raton, FL: CRC Press, 2007), 246-257; David E. McNabb, *Research Methods for Political Science: Quantitative and Qualitative Approaches*, 2nd ed. (Armonk, NY: M.E. Sharpe, Inc, 2009), 105-106; W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches* (Needham Heights, MA: Allyn & Bacon, 1997), 141 &195; and, Burke Johnson and Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, 2nd ed. (Boston: Pearson Education, Inc., 2004), 177.

question by question review and discussion on the value and purpose of each question. A third level or review occurred during the oral defense of my dissertation proposal by my faculty adviser and faculty reviewers. A final review of the online survey instrument occurred during the Loyola University of Chicago Institutional Review Board approval process as I sought final approval of my research study as a means to ensure that all ethical standards would be met during the data collection phase of the project.

Population and Sample

In order to answer my research question: *In what areas of government and for what duration (retention) have National Security Education Program Alumni worked?* My study focused on Alumni who received funding during the first ten years of the National Security Education Program (1994-1995 to 2003-2004). Specifically focusing on the first ten years of the program was important because older National Security Education Program Alumni had, for the most part, already completed their service requirement obligations and would have been able to continue with their careers in the Federal Government thus allowing me to fully investigate the areas of government and for what duration the National Security Education Program Alumni worked.

I did not select a random sample of National Security Education Program Alumni to survey for my study. Since my study did not select a sample for which to survey I conducted what is technically known in research terms as a census inquiry. In a census, an entire population is studied instead of a sample or subset of the population.⁵ For my study, in cooperation with the National Security Education Program Office, the e-mail

⁵ C.R. Kothari, *Research Methodology: Methods & Techniques* (New Delhi, India: New Age International (P) Limited, Publishers, 2004), 55; Johnson and Christensen, 198; and Neuman, 228.

invitation to participate in my study was sent to all 2,420 Alumni listed in the National Security Education Program Office database who participated on the program between 1994 and 2004 as this was the complete population I wished to study.

Data Collection Procedure

My research project received Expedited approval from the Institutional Review Board at Loyola University Chicago as it was determined that my project carried minimal risk level. Further, the Institutional Review Board determined that documented consent was not required for participants and they approved a waiver of documentation of informed consent.

A survey participation invitation message, written by me and approved by Institutional Review Board, was sent to all National Security Education Program Alumni who received program funding during the first ten years of the program (1994-2004) via e-mail by the National Security Education Program Office on my behalf. This invitation e-mail was sent to prospective participants prior to them having access to the survey. The final statement of the invitation e-mail read:

By beginning the online survey, you acknowledge that you have read this information and agree to participate in this research, with the knowledge that you are free to withdraw your participation at any time without penalty. You may print a copy of this Consent to Participate in Research form for your records.

and this statement informed all prospective participants of their informed consent. At the end of the survey participation letter participants viewed the link to the online survey instrument and by clicking the on the survey button "I agree" I obtained their informed consent.

The National Security Education Program Office staff sent out the request to participate in my research project to all National Security Education Program Alumni on my behalf in November 2011 and those who participated were directed to my online survey instrument via a link embedded within my message. The online survey instrument was open and available to National Security Education Program Alumni for completion for 30 days. While it was necessary to work under the timeline and schedule of the National Security Education Program Office in terms of when they would be able to send my initial and follow-up messages there were no known problems related to the launch date of my data collection activities.

A second e-mail message was sent to National Security Education Program Alumni on my behalf by the National Security Education Program Office staff one week before the online survey instrument closed to serve as a reminder of the study and as a second request to complete the online survey instrument. Please see Appendix A for my recruitment e-mail message sent to National Security Education Program Alumni.

I was required to use Snap Surveys 10 software which was licensed by Loyola University Chicago as this was an online survey instrument.⁶ The survey instrument data was securely stored within the Snap Surveys software as well as on my personal home computer for the duration of the study.

Alumni and participant confidentiality was very important for this study given the nature of the types of employment National Security Education Program Alumni may

⁶ You can learn more about Snap Surveys via their website at <http://www.snapsurveys.com/software/us/>. It is important to note that while the Snap Survey 10 was an online survey with limited mobile/PDA functionality according to Loyola University of Chicago.

have completed during their service requirement and/or during any post-service requirement employment in the Federal Government. Research participant confidentiality is a crucial and necessary component of ethical research and protecting participant identity and treating their responses in a confidential manner was so important to me that I decided not to conduct any individual interviews with Alumni.⁷ This was also the reason why the National Security Education Program Office sent the participation e-mail message to Alumni on my behalf. Not having access to the Office database and Alumni personal information ensured that their identity would remain confidential. Finally, no identifying IP addresses of those completing the online survey instrument were collected by me or the Snap Survey 10 software.

Data Analysis Procedure

This research project was a quantitative data analysis endeavor and the data were predominately presented in frequency distribution tables as both total counts (the total number of instances, for example) and/or base percent for each of the questions. This data analysis mirrors what was done and presented in the Department of Education report *A Study of Four Federal Graduate Fellowship Programs: Education and Employment Outcomes* that I modeled my survey after.

Additionally, several cross-tabulations analyses were completed using Chi-square (X^2) as a means to examine the association between the two variables and I reported the

⁷ Lee Sternberger, Bruce LaBrack and Brian Whalen, "How to Begin: Key Decision Points in the Assessment Process," in *A Guide to Outcomes Assessment in Education Abroad*, ed. Mell C. Bolen, (Carlisle, PA: The Forum on Education Abroad/Frontiers: The Interdisciplinary Journal of Study Abroad, 2007), 71-87.

statistical significance of the relationships. While we typically want to see a significance level lower than 5% ($p < 0.05$) or 1% ($p < 0.01$), for this study I looked for a significance level no greater than 0.10 (10% level) which is a very generous level to use.⁸ The main variable of interest for the cross-tabulation analysis that I ran was question #28 “How many years total did you spend employed in these federal positions?” and it is this question from which all of the cross-tabulations were prepared.

⁸ Stephen A. Sweet and Karen Grace-Martin, *Data Analysis with SPSS: A First Course in Applied Statistics*, 2nd ed. (Boston: Pearson Education, Inc., 2003), 89; Frederick J. Gravetter and Larry B. Wallnau, *Statistics for the Behavioral Sciences: A First Course for Students of Psychology and Education*, 4th ed. (Minneapolis, MN: West Publishing Company, 1996), 546-579; Neuman, 320-322; and, Johnson and Christensen, 491-493.

CHAPTER FOUR

FINDINGS

Introduction

In this chapter I present the findings of the data collected from the online survey instrument. Analyzing the data for my study was a quantitative endeavor. For the majority of the chapter I present and provide analysis of the data in the form of frequency tables displaying both counts and base percentage for each of the questions.¹ For my research project, measuring and reporting central tendency (mean, median and mode) was neither relevant nor necessary during the data analysis process. A secondary and more thorough data analysis and reporting process utilizing cross-tabulation and the Chi-square test for independence with certain questions was also employed to provide additional insight into the federal employment directions and histories of National Security Education Program Alumni.

This chapter is structured and organized thematically rather than chronologically by question number as this allows for the reader to better digest and interpret the findings in a more productive and meaningful manner.

¹ This analysis mirrors what was presented in the Department of Education report *A Study of Four Federal Graduate Fellowship Programs: Education and Employment Outcomes*; the study previously mention that I modeled my survey instrument after.

Response Rate

This section of the chapter will report on the response rate for my study.

Response rate is a basic calculation of survey completion, typically presented as a percentage, that provides both the researcher and consumers of the research a basis for which to evaluate the quality of the data collected and analyzed² It has been noted in multiple sources that it is not uncommon for surveys to suffer from low response and completion rates and that there is generally no agreed upon standard of an acceptable minimum response rate.³ A white paper produced by the online survey company SuperSurvey analyzed meta-data for 199 online surveys conducted using the SuperSurvey cluster found that the average survey response rate was 32.52%, the median survey response rate was 26.45% and the total response rate was 13.35%.⁴ In this meta-analysis study by SuperSurvey, the total response rate of 13.35% was calculated by the percentage of invitations sent that resulted in a response. While online surveys are not new to academic research they are, however, a relatively new phenomena in survey

² Bill Gillham, *Developing a Questionnaire* (New York: Continuum, 2000), 9; Floyd J. Fowler, Jr., *Survey Research Methods*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2009), 50-51; Center for Teaching and Learning at The University of Texas at Austin, "Response Rates," *Instructional Assessment Resources*, <http://www.utexas.edu/academic/ctl/assessment/iar/teaching/gather/method/survey-Response.php>; and, Johnson and Christensen, 199-200.

³ Gillham, 9-14; Fowler Jr., 51; Janet M. Ruane, *Essentials of Research Methods: A Guide to Social Science Research* (Malden, MA: Blackwell Publishing, 2005), 124-125; Neuman, 247; Linda Suskie, *Assessing Student Learning: A Common Sense Guide* (Bolton, MA: Anker Publishing Company, Inc., 2004), 235-237; Michael Braun Hamilton, *Online Survey Response Rates and Times: Background and Guidance for Industry*, Ipathia, Inc: SuperSurvey, http://www.supersurvey.com/papers/supersurvey_white_paper_response_rates.pdf; and, Lorraine Bennett and Chenicheri Sid Nair, "A Recipe for Effective Participation Rates for Web-Based Surveys," *Assessment & Evaluation in Higher Education* 35, no. 4 (2010), 359.

⁴ Hamilton, 2-3.

research and are ripe for analysis and better understanding in an ever changing technological landscape. It has been noted that surveys, and in particular, online surveys are becoming a commodity and that we may have reached a saturation point in society where they are no longer valued.⁵ Society has entered into a state of information overload and we are bombarded with messages across a variety of electronic platforms such as e-mail, Chat and Instant Message, Facebook, Twitter, and Google Alerts to name just a few of the more popular communication and information aggregator tools, and there is likelihood that invitation e-mail messages to complete online surveys go unnoticed.⁶ Survey fatigue and information overload may lead to what some research has found leading to lower response rates when comparing online and other types of survey methods.⁷ It has been found that online surveys yield 11% lower response rates than other methods of surveying and this difference is reduced an additional 5% if the survey invitations were received via e-mail.⁸ Despite the above information pertaining to low response rates with online surveys, I determined that the best manner with which to reach

⁵ Mick P. Couper and Michael Bosnjak, "Internet Surveys," in *Handbook of Survey Research*, 2nd ed., ed. Peter V. Marsden and Michael Bosnjak (Bingley, United Kingdom: Emerald, 2010), 536-537.

⁶ Couper and Bosnjak, 536 and 538; and, Contance F. Citro, Peter V. Marsden, and James D. Wright, "Legal and Human Subjects: Considerations in Surveys" in *Handbook of Survey Research*, 2nd ed., ed. Peter V. Marsden and Michael Bosnjak (Bingley, United Kingdom: Emerald, 2010), 73.

⁷ Bennett and Sid Nair, 358; Stephen R. Porter, Michael E. Whitcomb, and William H. Weitzer, "Multiple Surveys of Students and Survey Fatigue," *New Directions for Institutional Research* 2004, no. 121 (March 2004): 63-66; and, Associated Press, "For Some Consumers, Surveys Breed Feedback Fatigue," *USA Today Money*, January 7, 2012, <http://usatoday30.usatoday.com/money/story/2012-01-07/consumer-feedback-fatigue/52432412/1>.

⁸ Citro, Marsden and Wright, 537.

National Security Education Program Alumni was via an e-mail invitation and that the best method to answer my survey instrument was via an online survey tool.

The response rate for this study is also being reported as a “total response rate” as calculated by the percentage of survey invitations sent to National Security Education Program Alumni that resulted in a response (or completion) of the survey instrument. Specifically, the response rate for my survey is calculated to be 15.34% as a total of 1,793 National Security Education Program Alumni successfully received my invitation to participate in the study and 275 of those Alumni participated in my study and completed the survey instrument. It is important to note that a total of 2,420 e-mail invitations were originally sent on my behalf to National Security Education Program Alumni and 627 of those e-mail invitations bounced leaving 1,793 National Security Education Program Alumni who successfully received my invitation to participate in the study.⁹ As previously mentioned, I calculated the response rate for my study by factoring out the number of bounced e-mail invitations and using the 1,793 National Security Education Program Alumni who successfully received my invitation. To provide further response rate analysis I have calculated the response rate based on the total 2,420 invitations sent to participate in the study (including the 627 e-mail invitations that bounced) to be an 11.36% response rate.¹⁰ This response rate of is only four percentage

⁹ According to Webopedia at “Why E-Mails Bounce,” *Webopedia*, June 24, 2010. <http://www.webopedia.com/DidYouKnow/Internet/2002/BouncedEmail.asp>, a bounced e-mail is one that “never arrives in the recipient’s inbox and is sent back, or bounced back, to the sender with an error message that indicates to the sender that the e-mail was never successfully transmitted.”

¹⁰ Data on the number of e-mail invitations to participate in my survey (2,420) and the number of bounced e-mail invitations (627) were provided to me by Stuart Karaffa, Research Specialist, National Security

points below the total response rate of 15.34% I reported and calculated based on the total number of survey invitations received and completed by National Security Education Program Alumni.

One explanation for a 15.34% total response rate is that I intentionally did not incentivize the National Security Education Program Alumni into completing my survey instrument despite knowing that this had the potential to increase the response rate of my study.¹¹ Aside from the personal financial implications involved with offering incentives, I did not offer any incentives, financial or otherwise, to National Security Education Program Alumni to complete my survey as a way to protect their confidentiality. It was important and necessary for me to protect confidentiality and knowing which National Security Education Program Alumni responded to my invitation and completed my survey instrument would have violated this important protection. A second explanation for a 15.34% total response rate is that the Snap Survey 10 software I was required to use by Loyola University Chicago was not very mobile friendly for uses to view and complete my survey instrument via mobile devices such as smart phones and tablets even though the capability was available. With the rapid growth of smart phone and tablet ownership and use across the United States and globe it is highly likely that

Education Program, U.S. Department of Defense via e-mail on January 27, 2012.

¹¹ Gillham, 48.; Ruane, 142; Couper and Bosnjak, 538; Citro, Marsden and Wright, 73; John Adams and others, *Research Methods for Graduate Business and Social Science Students* (Thousand Oaks, CA: Sage Publications, Inc., 2007), 138-139; and, Constance F. Citro, Daniel R. Ilgen and Cora B. Marrett. *Protecting Participants and Facilitating Social and Behavioral Research, Panel on Institutional Review Boards, Surveys, and Social Science Research*. (Washington, D.C.: The National Academies Press, 2003), 102-103.

many of the National Security Education Program Alumni only received my e-mail invitation to complete my survey via their smart mobile device. In such a case where the Alumni wanted to use their smart mobile device to complete my survey instrument and they found the Snap Survey 10 online software to be less mobile friendly on their device they most likely would have not even started to complete the survey instrument.¹² A final explanation for a 15.34% total response rate can be extrapolated from the explanation of the findings to Question #2 “What year did you participate on your National Security Education Program scholarship or fellowship?” which is explained below in the “Analytic Findings” in more detail.

Demographics of Survey Response Pool

In an effort to better determine if my survey response pool is representative of the National Security Education Program recipient pool I present data and several tables below pertaining to the demographic questions on my survey instrument to allow for a comparative analysis. Specifically, I present the demographic data of the National Security Education Program Alumni completing my survey instrument along with the

¹² Rimma Kats, “90 Percent of Adults Use at Least One Mobile Device: Study,” *Mobile Marketer*, 31 March 2010, <http://www.mobilemarketer.com/cms/news/research/5824.html>; and, Joanna Brenner, *Pew Internet: Mobile*, 31 January 2013, <http://pewinternet.org/Commentary/2012/February/Pew-Internet-Mobile.aspx>.

National Security Education Program recipient demographic data from the 1995, 1999 and 2004 competition years.¹³

Question #3 of my survey instrument asked “What academic term did you complete your National Security Education Program scholarship or fellowship?” As one can see in Table 3 below, 45.82% (126 respondents) of National Security Education Program Alumni completed their scholarship or fellowship for an academic year. That group was followed by 39.63% (109 respondents) of National Security Education Program Alumni who completed their scholarship or fellowship for one semester¹⁴ with only 14.55% (40 respondents) of the National Security Education Program Alumni completing their scholarship or fellowship during the summer term.

¹³ The National Security Education Program competition years of 1995, 1999 and 2004 were selected to provide snapshots of various competition data over time for comparative purposes. Specifically, the 1995, 1999 and 2004 National Security Education Program competitions are spaced four and five years apart from each other and I felt that this would provide a good overview of select National Security Education Program competition demographic data for comparative analysis purposes. I selected 1995 as the earliest year for comparative purposes because it was the second application/competition cycle after the 1994-1995 pilot competition and more was known about the National Security Education Program and refinements to the application and review process could be made.

¹⁴ The 39.63% (109 respondents) figures are calculated from a combination of both autumn and spring semester figures.

Table 3. Question #3 Analysis – What academic term did you complete your National Security Education Program scholarship or fellowship?

Academic Term	Freq.	Percent
Autumn Term	53	19.27
Spring Term	56	20.36
Summer Term	40	14.55
Academic Year	126	45.82
Total	275	100

The 2003 and 2004 combined National Security Education Program Annual Report shows similar findings to what National Security Education Program Alumni reported for their academic term of study. For the 2003-2004 National Security Education Program Scholars, more than half participated on academic-year programs and nearly 40% participated on semester-long programs with summer-long programs rounding out to approximately 10%.¹⁵ Data from the National Security Education Program on the length of study and research for National Security Education Program Fellows is less specific than the National Security Education Program Scholar data. However, data presented in the form of a chart listed in the 2003 and 2004 combined *National Security Education Program Annual Report* shows that the majority of the

¹⁵ National Security Education Program, 2005, 6.

National Security Education Program Fellows spend a year or longer abroad while being funded.¹⁶

Question #4 of my study asked “In what type of degree program were you enrolled at the time of your National Security Education Program Award?” Table 4 below shows that 56.73% (156 respondents) of the National Security Education Program Alumni participating in my study were completing their Bachelor’s degree at the time of their National Security Education Program Scholarship. Additionally, 27.27% (75 respondents) of the National Security Education Program Alumni participating in my study were working on their Doctoral degree at the time of the National Security Education Program Fellowship with the remaining 16% (44 respondents) working towards their Master’s or professional degree. The following table shows the breakdown by degree program of National Security Education Program Alumni for my study.

Table 4. Question #4 Analysis - In what type of degree program were you enrolled at the time of your National Security Education Program award?

Degree Program	Freq.	Percent
Bachelor's	156	56.73
Master's	41	14.91
Doctoral	75	27.27
Professional/Other	3	1.09
Total	275	100

¹⁶ Ibid, 9; based on my interpretation of the not so specific data chart presented in the *NSEP Combined Annual Report For Years 2003 and 2004* I determined at a minimum 80% of NSEP Fellows received funding to spend a year or longer abroad.

Table 5 below presents the type of degree program National Security Education Program recipients were enrolled in at the time of their National Security Education Program award during the 1995, 1999 and 2004 competitions. The National Security Education Program annual reports consulted for this comparative analysis exercise present data on undergraduate Scholars and graduate Fellows only and do not break down post-undergraduate degree program levels such as Master's, Doctoral and Professional/Other as I did in my survey. Nonetheless, the data present themselves to be comparatively close to one another. The National Security Education Program Alumni at the Bachelor's degree program level participating in my study represent, as indicated above, 56.73% of the total survey response pool while the National Security Education Program undergraduate Scholars represent 60.52% for the 1995 recipient pool (+3.79% over the National Security Education Program Alumni percentage at the Bachelor's level in my study), 62.96% for the 1999 recipient pool (+6.23% over the National Security Education Program Alumni percentage at the Bachelor's level in my study) and 65.82% for the 2004 recipient pool (+9.09% over the National Security Education Program Alumni percentage at the Bachelor's level in my study). The National Security Education Program Alumni at the Master's, Doctoral and Professional/Other degree program level participating in my study represent 43.27% of the total while the National Security Education Program graduate Fellows represent 39.48% for 1995 recipient pool (-3.79% less than the National Security Education Program Alumni percentage at the graduate level in my study), 37.04% for 1999 recipient pool (-6.23% less than the National Security Education Program Alumni percentage at the graduate level in my

study) and 34.18% for 2004 recipient pool (-9.09% less than the National Security Education Program Alumni percentage at the graduate level in my study).¹⁷

Table 5. National Security Education Program recipients type of degree program enrolled in at the time of National Security Education Program award

National Security Education Program Recipients Degree Program	1995	1995	1999	1999	2004	2004
Undergrad Scholars	138	60.52%	153	62.96%	183	65.82%
Graduate Fellows	90	39.48%	90	37.04%	95	34.18%
Total	228	100%	243	100%	278	100%

Understanding the academic background of National Security Education Program Alumni was the focus of question #6. Specifically, question #6 asked “What was your major field of study in this degree program?” Question #6 was an open ended question and a variety of answers for major field of study were given by the respondents. In order to better analyze and interpret the results I categorized each of the answers into more common fields of study as well as reduced the fields to one per National Security Education Program Alumni respondent. For those National Security Education Program Alumni who listed more than one field of study I simply used the first field listed and then aggregated all fields of study into broad colleges to better categorize the responses.

¹⁷ U.S. Department of Defense. *1995-1996 Annual Report on the Conduct of the National Security Education Program*. National Security Education Program: Arlington, VA, 1997, E-1, F-1; National Security Education Program. *Annual Report 1999*. Arlington, VA: National Defense University, National Security Education Program, 2000, 14, 17; and, National Security Education Program. *Combined Annual Report for Years 2003 and 2004*. Arlington, VA: National Defense University, National Security Education Program, 2005, 4, 7.

Table 6 below provides an aggregated breakdown of fields of study by college pursued by the National Security Education Program Alumni at the time of their awards.

Table 6. Question #6 Analysis - What was your major field of study in this degree program?

College	Freq.	Percent
Engineering, Physical Sciences, & Math	16	5.82
Health and Human Services	7	2.55
Liberal Arts	210	76.36
Life Sciences and Agriculture	20	7.27
Business and Economics	19	6.91
Law	3	1.09
Total	275	100

Table 30 in Appendix D provides a complete list of all fields of study pursued by National Security Education Program Alumni participating in my study. In order to further evaluate the results of question #6 “what was your major field of study in this degree program?” I extracted the data for the top five fields of study (non-aggregated) pursued by National Security Education Program Alumni in my study as well as data for the top five fields of study from the 1995, 1999 and 2004 National Security Education Program competitions and present them in the tables below. The top five fields of study in my study represent 57.82% of the total for all fields of study pursued by National Security Education Program Alumni at the time of their awards. Following is the specific break down of these top five fields of study in my study as presented in Table 7 below: 33.82% (93 of the 275 National Security Education Program Alumni) studied International Relations/Political Science; 8.0% (22 of the 275 National Security

Education Program Alumni) studied Area Studies; 8.0% (22 of the 275 National Security Education Program Alumni) studied History; 4.36% (12 of the 275 National Security Education Program Alumni) studied Anthropology; and 3.64% (10 of the 275 National Security Education Program Alumni) studied Business.

Table 7. National Security Education Program Alumni Top Five Fields of Study

Top National Security Education Program Alumni Fields of Study	
	International Relations/Political Science
1	International Relations/Political Science
2	Area Studies
3	History
4	Anthropology
5	Business

Tables 8 and 9 below break down the top five fields of study for National Security Education Program Scholars and National Security Education Program Fellows from the 1995, 1999 and 2004 National Security Education Program competitions.¹⁸ As one can see from comparing the top five fields of study for the National Security Education Program Alumni in my study with the top five fields of study for National Security

¹⁸ U.S. Department of Defense, 1997, D-3, F-3; *National Security Education Program, 2000*, 16, 19; and, *National Security Education Program, 2005*, 4, 7. While compiling data for the top five fields of study for the 1995, 1999 and 2004 National Security Education Program Scholars and Fellows I intentionally excluded fields of study such as “Others” and “Social Sciences” from Tables 9 and 10 because these categories contained multiple fields of study. Additionally, these annual reports did not provide specific numbers or percentages for fields of study pursued by National Security Education Program Scholars and Fellows. Rather, these annual reports presented most of the data pertaining to fields of study in the form of bar charts and pie charts and while it was easy to determine the top five fields of study for the 1995, 1999 and 2004 competition years specific number counts and/or percentages were not provided.

Education Program Scholars and Fellows from the 1995, 1999 and 2004 competitions there is much overlap in the fields of study pursued among all of these National Security Education Program recipient groups.

Table 8. Top Five Fields of Study of National Security Education Program Scholars

Top Fields of Study of Scholars	1995	1999	2004
1	Foreign Lang.	Political Science/Hist.	Int'l Relations
2	Hist. & Political Sci.	Int'l Relations	Political Science
3	Int'l Relations	Physical/ Life Science	History
4	Business	Engineering	Applied Sciences
5	Physical/Life Science	Business & Econ.	Economics

Table 9. Top Five Fields of Study of National Security Education Program Fellows

Top Fields of Study of Fellows	1995	1999	2004
1	Political Science	Political Science	Int'l Affairs
2	History	Int'l Affairs	Political Science
3	Anthropology	History	History
4	Int'l Affairs	Applied Sciences	Anthropology
5	Lang. & Literature	Anthropology	Education

While these data demonstrate and enhance the probability that my survey response pool is representative of the entire National Security Education Program recipient pool I surveyed they also provide insight into the types of students who are drawn to the National Security Education Program.

In an effort to understand where National Security Education Program Alumni in my study studied during their National Security Education Program award I asked question #7 “In what country did you study in during your National Security Education Program award?” Question #7 was an open ended question and in the end National Security Education Program Alumni participating in my study went to a total of 58 different countries during their National Security Education Program awards. There were several National Security Education Program Alumni who listed more than one country of study in the response field and I simply used the first country specified in the answer and then categorized all 58 countries of study into world regions to better view and understand the responses.¹⁹ Table 10 below provides a breakdown of the countries of study by world region.

Table 10. Question #7 Analysis – In what country did you study in during your National Security Education Program award?

World Region	Freq.	Percent
Africa (sub-Saharan)	21	7.64
East Asia and the Pacific	68	24.73
East Europe and Eurasia	77	28
Near East (North Africa/Middle East)	37	13.45
South and Central Asia	17	6.18
Western Hemisphere	55	20
Total	275	100

¹⁹ To better categorize the 58 countries of study into world regions I consulted the United States Department of State world regions classification system found on their website at <http://www.state.gov/countries/>.

As evidenced in Table 10 above, the largest percent (28%) of National Security Education Program Alumni participating in my study went to East Europe and Eurasia during their National Security Education Program award. The East Europe and Eurasia region is followed in popularity by East Asia and the Pacific (24.73%) and the Western Hemisphere (20%) regions as the biggest draws for National Security Education Program Alumni in my study. These three world regions combined constitute 72.73% of all countries of study for the National Security Education Program Alumni in my study. The remaining world regions of the Near East, includes North Africa and the Middle East, (13.45%), Africa, sub-Sahara, (7.64%) and South and Central Asia (6.18%) attracted only 27.27% of all National Security Education Program Alumni participating in this study.

Question #16 asks “What year did you complete your National Security Education Program service requirement?” This question and the results provide no major insight into my sample population other than identifying that the majority of my survey respondents (64.01%) completed their service requirement between 2005 and 2011. I have included Table 35 in Appendix D for review and critique of question #16.

Demographic data on gender follows and as observed in Table 13 below, of the 275 National Security Education Program Alumni participating in my study, a total of 115 (41.82%) were men and 160 (58.18%) were women. Data for the 1995 and 2004 National Security Education Program competitions, as displayed in table 11 below, show that demographic data based on gender are comparable to the National Security Education Program Alumni participants in my survey with the data for the 1995 National

Security Education Program Scholars and Fellows being nearly identical to the population I surveyed.²⁰

Table 11. Question #33 Analysis – What is your gender?

Gender	Freq.	Percent
Male	115	41.82
Female	160	58.18
Total	275	100

Table 12. Gender of 1995 and 2004 National Security Education Program Scholars and Fellows

Gender of National Security Education Program Scholars & Fellows	1995	2004 ²¹
Male	40.71%	50%
Female	58.09%	50%
Not Specified	1.2%	--

I also collected demographic data on race and ethnicity for the National Security Education Program Alumni participating in my study. I asked two questions pertaining to race and ethnicity with the first question, question #34, asking “What is your race?”

²⁰ U.S. Department of Defense, 1997, D-2, F-2; and, *National Security Education Program, 2005*, 22. Data pertaining gender of Scholars and Fellows from the 1999 NSEP national competition was not available in the *1999 National Security Education Program Annual Report*, nor in either of the 1997-1998 and 2000 *NSEP Annual Reports*, to present in Table 14.

²¹ The *2003-2004 National Security Education Program Annual Report* does not provide specific data pertaining to gender of Scholars and Fellows who received National Security Education Program awards. The reports does state that “in 2003 and 2004, National Security Education Program awarded an average 50 percent of its awards to men” which is why I set the percentages for both men and women at 50% each.

and the second question, question #35, asking “Are you of either Hispanic or Latino origin?” Tables 13 and 14 below show the race and ethnic background of the National Security Education Program Alumni participating in my study with 86.16% as White, 7.27% as Asian/Asian-American, 5.45% Black/African-American and 1.09% as American Indian/Alaskan or Hawaiian/Pacific Islander. Additionally, of the 275 National Security Education Program Alumni participating in my study only 4.73% (13 Alumni) indicated that they are of Hispanic or Latino origin.

Table 13. Question #34 Analysis – What is your race?

Race	Freq.	Percent
White	237	86.18
Black/African-Am.	15	5.45
Asian/Asian-Am.	20	7.27
Am. Indian/Alaskan Nat.	2	0.73
Nat. Haw./Other Pac. Isl.	1	0.36
Total	275	100

Table 14. Question #35 Analysis – Are you of either Hispanic or Latino origin?

Hispanic / Latino Origin?	Freq.	Percent
Yes	13	4.73
No	262	95.27
Total	275	100

For comparative purposes I prepared Table 15 below which provides a breakdown by race and ethnicity for the 1995 and 2004 National Security Education Program Scholars and Fellows. It should be noted that race and ethnicity data appear to have been collected

differently which in turn requires a slightly different presentation of the race and ethnicity breakdown.²² Perhaps the biggest discrepancy between the National Security Education Program Alumni participating in my study and the National Security Education Program Scholars and Fellows from 1995 and 2004 is with the percentage of White/Caucasian student. Specifically, White/Caucasian National Security Education Program Alumni participating in my study made up 86.18% of my survey response pool where as White/Caucasian Scholars and Fellows made up 66.66% of the 1995 National Security Education Program national competition award recipients (a difference of 19.5%) and White/Caucasian Scholars and Fellows made up 60% of the 2004 National Security Education Program national competition award recipients (a difference of 26.18%). Further comparison among Black/African-Americans and Asian/Asian-Americans groups shows less of a difference percentage wise. Specifically, Black/African-American National Security Education Program Alumni in my study make up 5.45% of the total compared to 8.33% for 1995 National Security Education Program Scholars and Fellows and 6.0% for 2004 National Security Education Program Scholars and Fellows while Asian/Asian-Americans make up 7.27% of the total of the National Security Education Program Alumni in my study compared to 9.52% for the 1995 National Security Education Program Scholars and Fellows and 11% of the 2004 National Security Education Program Scholars and Fellows. It is worth noting that the 10.97% (1995 National Security Education Program competition) and 18% (2004 National Security

²² My survey instrument asked a separate question about Hispanic and Latino heritage where it appears that NSEP collected and reported this data together. Additionally, NSEP presented “No Response” and “Other” data where I did not collect this data on my survey instrument and thus could not report it in Table 17.

Education Program competition) calculation for “no response/other” may explain in part why there is such a large percentage discrepancy between White/Caucasian National Security Education Program Alumni participating in my study and the Scholars and Fellows from the 1995 and 2004 competitions.

Table 15. Race and Ethnicity of 1995 and 2004 National Security Education Program Scholars and Fellows

Race of National Security Education Program Scholars and Fellows	1995	2004
Caucasian	66.66%	60%
African-American	8.33%	6%
Asian-American	9.52%	11%
Hispanic	3.33%	4%
Native American	1.19%	1%
No Response/Other	10.97%	18%
Total	100%	100%

Sources: United States Department of Defense, 1997, D-2, F-2; and, National Security Education Program, 2005, 21.

The race and ethnicity breakdown of the National Security Education Program Alumni participating in my study align more with race and ethnicity data for the national United States student study abroad population as seen in Table 16 below.²³ For instance, White/Caucasian National Security Education Program Alumni participating in my study represented 86.18% of my survey response pool compared to 83.80% of the total United States student study abroad population in 1994 and 83.70% in 2004. Further comparison

²³ There are also discrepancies between the race and ethnicity data collected on my survey instrument and the data collected and presented in the annual Open Doors Report prepared and published by the Institute of International Education on the national U.S. study abroad student profile.

between National Security Education Program Alumni participating in my study and the national student study abroad population reveals that while Black/African-Americans made up 5.45% of the survey response pool in my study they represented only 2.8% of the total United States student study abroad population in 1994 and 3.4% of that population in 2004. Further, Asian-Americans made up 7.27% of the National Security Education Program Alumni participating in my study compared to 5% of the 1994 United States student study abroad population and 6.10% of that population in 2004.

Table 16. United States Study Abroad Data on Race and Ethnicity

U.S Study Abroad Student Profile	1993/94	1995/96	1997/98	1999/00	2001/02	2003/04
Caucasian	83.80%	84.40%	84.50%	83.70%	82.90%	83.70%
Asian American	5.00%	5.10%	4.80%	4.80%	5.80%	6.10%
African American	2.80%	2.90%	3.80%	3.50%	3.50%	3.40%
Hispanic American	5.00%	5.00%	5.50%	5.00%	5.40%	5.00%
Multiracial	3.10%	2.30%	0.80%	0.90%	2.00%	1.30%
Native-American	0.30%	0.30%	0.60%	0.50%	0.40%	0.50%
Total	100%	100%	100%	98.40%²⁴	100%	100%

Source: Rajika Bhandari and Patricia Chow, "Profile of U.S. Study Abroad Students, 1998/99-2007/08." *Open Doors 2009: Report on International Educational Exchange*. (New York: Institute of International Education, 2009), 95; and, David Comp, "Comparative Data on Race and Ethnicity in Education Abroad." *Diversity in International Education Hands-On Workshop Summary Report*. (Stamford, CT: American Institute For Foreign Study, 2010), 19.

Questions #36 and #37 are additional demographic questions I included in my survey instrument. In the end, the answers to questions #36 "What was your age at the time of your National Security Education Program funding?" and #37 "What is your

²⁴ Total percentage equals 98.4% because this was the only year that IIE Open Doors collected and reported visa students into the figure and when factoring in these students at 1.6% you reach 100%

current age” provide little insight into better understanding completion of the National Security Education Program service requirement. The notable data from these two questions is that 43.27% of the National Security Education Program Alumni participating in my study were between 18 and 21 years of age at the time of the National Security Education Program funding followed by 39.64% of the National Security Education Program Alumni were 26 years or older at the time of National Security Education Program funding. Tables 49 and 50 have been included in Appendix D for each of these questions for review and critique.

The various data presented above indicate that my survey response pool is relatively representative of the National Security Education Program recipient pools. To be sure, there are some discrepancies between my sample population and the National Security Education Program recipient pools but my analysis demonstrates many similarities between the two populations. Despite all of the explanations above about lower response rates associated with online surveys, the fact that I did not include incentives to complete my survey instrument and the representativeness of my survey response pool demographics against National Security Education Program Scholar and Fellow demographic data, a 15.34% response rate is low and it should be taken into consideration when reading and critiquing the results.

Analytic Findings

This section of the findings chapter will report and provide analysis of the survey instrument data in the form of frequency tables displaying both counts and base percent for each of the questions. It is important to provide the results for the individual

questions asked on the survey instrument as the results are not only informative about National Security Education Program Alumni and their employment histories but also because this process allows for a more detailed critique of the survey instrument as a whole. After presenting and analyzing the data for the individual questions on the survey instrument I will report and provide cross-tabulation analysis for several questions on the survey instrument that bear interesting results.

Question #2 of my survey instrument asked National Security Education Program Alumni “What year did you participate on your National Security Education Program scholarship or fellowship?” Interestingly, National Security Education Program Alumni respondents from the first five years of the program (1994-1995 competition through the 1998-1999 competition) comprised only 26.5% of respondents. The remaining 73.5% of the National Security Education Program Alumni respondents participated on their scholarship or fellowship during the second five years of the program (1999-2000 competition through the 2003-2004 competition). Table 17 below highlights this phenomena and breaks down survey completion rates by National Security Education Program Alumni by competition year.

Table 17. Question #2 Analysis – What year did you participate on your National Security Education Program scholarship or fellowship?

Year	Number	Percent
1994-1995	5	1.8
1995-1996	6	2.2
1996-1997	10	3.6
1997-1998	30	10.9
1998-1999	22	8
1999-2000	30	10.9
2000-2001	35	12.7
2001-2002	23	8.4
2002-2003	36	13.1
2003-2004	78	28.4
Total	275	100

It is difficult to explain this rather large difference in response rates between these National Security Education Program Alumni from the first five years of the program and National Security Education Program Alumni from the second five years of the program. One hypothesis regarding this discrepancy in response rates between National Security Education Program Alumni from the first five years of the program and National Security Education Program Alumni from the second five years of the program is that older Alumni (those from the first five years of the program) did not have e-mail or had older institutional e-mail addresses at the time of application that are no longer valid or in use. Lack of an e-mail address or using an institutional e-mail address that is no longer valid reduces the probability that the National Security Education Program Office has current contact information for National Security Education Program Alumni. In the year 1994 and through the first five years of the National Security Education Program, e-mail, while

widely used by college and university students, was not as robust or flexible as it was during the second five years of the National Security Education Program. E-mail technology changed rapidly during the late 1990s and early 2000s in functionality and use was most likely adopted by National Security Education Program Scholars and Fellows in greater numbers and collected by the National Security Education Program.²⁵ My hypothesis about the discrepancy in response rates between National Security Education Program Alumni from the first five years of the program and National Security Education Program Alumni from the second five years of the program may explain, in part, the low overall response rate of 15.34% for this study.

In an effort to understand the graduation/degree completion rate of National Security Education Program Alumni I asked question #5 “Did you complete this degree?” The results demonstrate that only five (or 1.82%) of the 275 National Security Education Program Alumni who participated in my study did not complete the degree program they were enrolled in at the time of their National Security Education Program award. A 98.18% graduation/degree completion rate for National Security Education Program Alumni is an important statistic to highlight for the National Security Education Program.

²⁵ This is evidenced by a review of the “National Security Education Program (NSEP) Service Agreement for Scholarship and Fellowship Awards” forms (1. DD FORM 2752, JAN 1997 with “principal purposes to establish a service requirement for all individuals who receive NSEP scholarships or fellowships; and 2. DD FORM 2753, JAN 1997 with “principal purposes(s) to monitor the award winner’s progress toward fulfilling the service agreement required of NSEP scholarship and fellowship recipients) included in the *Department of Defense 1995-1996 Annual Report on the Conduct of the National Security Education Program*, Tab J section “Department of Defense, Instruction Number 1025.6, National Security Education Program Service Agreement” do not ask for National Security Education Program recipients e-mail addresses nor is there an e-mail address or website indicated as a method of communication with the National Security Education Program Office.

This is compelling evidence that participation in the National Security Education Program does not interfere with degree completion. Running a cross-tabulation between question #5 “Did you complete this degree?” and question #4 “In what type of degree program were you enrolled at the time of your National Security Education Program Award?” demonstrated that the five National Security Education Program Alumni who did not complete the degree program that were enrolled in at the time of the National Security Education Program award were all Doctoral students.

As discussed earlier in the historical background section of this study, there were, and still remains, strong opinions and debate about the National Security Education Program. Concerns about the National Security Education Program began quickly after it was established and they have primarily been embedded within the academic community and in particular within the area studies community. To understand the impact that the larger concern and debate about National Security Education Program may have had on applicants I added question #8 “Did any faculty member, scholar or other individual at your institution advise against your application to the National Security Education Program?” to my survey instrument. Analysis of the responses show that 10.18% of the National Security Education Program Alumni participating in my study received advice against applying to the National Security Education Program. What is unknown, and nearly impossible to assess, is how many students were interested in the National Security Education Program but ultimately decided not to apply for the Scholarship or Fellowship based on the concerns and advice of faculty or other individuals at their institutions.

Completion of the Service Requirement

The main purpose of this research study was to learn if the National Security Education Program is successful in achieving the purpose and goals of the program. Specifically, is the National Security Education Program successful in retaining Alumni in the federal employment sector upon completion of the mandated service requirement? In addition to completing one's service requirement obligations in the Federal Government, National Security Education Program Alumni have been approved, at various points in the history of the program, to fulfill their service requirement by teaching in the higher education sector. Both of these service requirement areas were explored with the National Security Education Program Alumni in this study and are addressed below.

Question #11 on my survey instrument asked "How long did it take you after graduation to begin completing the National Security Education Program service requirement?" As one can see in Table 18 below, within six months of graduation a third of National Security Education Program Alumni begin fulfilling their service requirement obligations. Further analysis shows that 73.45% of the National Security Education Program Alumni participating in my study were able to begin completing their National Security Education Program service requirement within only two years of graduation from their degree program and this percentage increases to 82.54% when calculating all National Security Education Program Alumni who begin fulfilling their service requirement within three years of graduation.

Table 18. Question #11 Analysis - How long did it take you after graduation to begin completing the National Security Education Program service requirement?

Length after Graduation	Freq.	Percent
1-6 Mo	91	33.09
7-12 Mo	24	8.73
1 Yr	42	15.27
2 Yrs	45	16.36
3 Yrs	25	9.09
4 Yrs	22	8
6 Yrs	12	4.36
7 Yrs	12	4.36
Did Not Complete	2	0.73
Total	275	100

Question #12 asks “How many jobs in the Federal Government or as a Federal Government contractor have you held since your National Security Education Program award ended?” This question is poorly worded and it was included on the survey instrument to learn how many jobs one has held in the Federal Government while completing the service requirement. This question did not yield useful results as survey respondents may have considered post-service requirement employment in the Federal Government as possible to include in answer this question. Questions specific to post-service requirement will appear later in this analysis.²⁶ I include Table 33 in Appendix D for question #12 for review and critique and no analysis has been done.

²⁶ Questions #27-#32 focus specifically on post-service requirement service in the federal government.

In an effort to further understand the service requirement and the positions National Security Education Program Alumni participating in my study may have held I included question #13 “Among the jobs you reported in question #12, how many involved the use of expertise you gained through your study or research that was supported by your National Security Education Program award?” on my survey instrument. Since question #13 asks survey respondents to answer with question #12 in mind I have determined that this question also yields inaccurate results and will not be analyzed. I present the results for question #13 in Table 34 in Appendix D for review and critique.

Analysis of question #14 “How many years have you or did you work in the Federal Government after completion of your service requirement” has been moved down to the analysis I provide about questions #27 and #28 as they are similar in focus and yield slightly different results.

In an effort to better understand where National Security Education Program Alumni participating in my study completed their service requirement I included question/statement #15 “Please indicate if you completed your service requirement in the Federal Government, with a Federal Government contractor, in the higher education sector or if you completed your service requirement with a mix of these options.” As observed in Table 19 below, 46.55% of the National Security Education Program Alumni participating in my study completed their service requirement in the Federal Government. Interestingly, 30.55% of the National Security Education Program Alumni completed their service requirement in higher education. While not considered employment in the

Federal Government, 11.64% of the National Security Education Program Alumni completed their service requirement with a Federal Government contractor and combining this total figure with the 46.55% of the National Security Education Program Alumni who worked in the Federal Government during their service requirement we see a total of 58.19% of the National Security Education Program Alumni serving the Federal Government.

Table 19. Question/statement #15 Analysis - “Please indicate if you completed your service requirement in the Federal Government, with a Federal Government contractor, in the higher education sector or if you completed your service requirement with a mix of these options.”

Service Requirement Employer	Freq.	Percent
In the Federal Gov't	128	46.55
With federal contractor	32	11.64
In higher education	84	30.55
Mix of these options	31	11.27
Total	275	100

Question #17 “Has employment in the higher education sector been one of your primary responsibilities in any of the jobs you have held since your National Security Education Program award ended?” employed skip logic rules with questions #18 and #19. If National Security Education Program Alumni participating in my study answered “no” for this question they were next directed to answer question #20. If National Security Education Program Alumni answered “yes” for this question they were next directed to answer questions #18 and #19. As observed in Table 36 in Appendix D,

42.18% (116) of the respondents answered “yes” that employment in the higher education sector had been one of their primary responsibilities in any of the jobs they held since their National Security Education Program award ended.

To further determine the success of the National Security Education Program and to better understand the impact the National Security Education Program award may have on the teaching within higher education by National Security Education Program Alumni I asked question #18 “In your higher education sector employment have you taught subjects related to your studies/research abroad for which you received your National Security Education Program award?” Table 37 in Appendix D shows that of the 116 National Security Education Program Alumni participating in my study who answered that employment in the higher education sector had been one of their primary responsibilities in any of the jobs they held since their National Security Education Program award ended 87 of the Alumni (75%) indicated that they taught subjects related to their studies/research abroad for which they received their National Security Education Program award.

In an effort to learn the length of time National Security Education Program Alumni spent teaching in higher education since the funding for their National Security Education Program award ended I asked question #19 “Considering the higher education sector employment you have held since the funding for your National Security Education Program award ended, how much time have you spent teaching?” I requested that the National Security Education Program Alumni do not include teaching they performed in conjunction with their studies toward their degree program. Table 20 below provides a

breakdown of time spent teaching and 39.66% of National Security Education Program Alumni participating in this study taught for five or more years in the higher education sector and when calculating the percentage total for National Security Education Program Alumni who taught for three or more years we see this increase to 54.32%.

Table 20. Question #19 Analysis - Considering the higher education sector employment you have held since the funding for your National Security Education Program award ended, how much time have you spent teaching? Please do not include teaching that you did in conjunction with your work toward the degree supported by your National Security Education Program award. (Please round to the nearest half-year.)

Time Spent Teaching	Freq.	Percent
1 Yr or Less	35	30.17
1.5 Yrs	4	3.45
2 Yrs	11	9.48
2.5 Yrs	3	2.59
3 Yrs	6	5.17
3.5 Yrs	5	4.31
4 Yrs	3	2.59
4/5 Yrs	3	2.59
5+ Yrs	46	39.66
Total	116	100

One of the most important components of the National Security Education Program is that all Scholars and Fellows must incorporate foreign language study into their study and research activities abroad. For this reason, I added questions pertaining to the foreign language study to my survey instrument in order to learn what languages were studied and to learn if foreign languages were an important component of federal employment held by the Scholars and Fellows. In order to understand the breadth of foreign languages studied by National Security Education Program Alumni participating

in my study I added question/statement #9 “In the space below, please indicate the language (or the main language) you studied with the support of National Security Education Program funding.” This was an open ended question/statement and as I did with the other open ended questions I selected the first foreign language indicated for those who listed more than one foreign language. In total, National Security Education Program Alumni participating in my study focused their studies on 48 different foreign languages. You can see a complete list of all of the foreign languages studied by National Security Education Program Alumni participating in my study in Table 32 found in Appendix D. However, I felt it was important to highlight the most popular foreign languages studied by National Security Education Program Alumni participating in my study so I prepared Table 21 below showing all foreign languages studied by at least ten National Security Education Program Alumni.

Table 21. Top Foreign Languages Studied by National Security Education Program Alumni Participating in this Study

Language of Study	Freq.	Percent
Russian	47	17.09%
Arabic	38	13.82%
Spanish	33	12%
Mandarin	31	11.27%
Japanese	18	6.55%
Portuguese	15	5.45%
Czech	10	3.64%

To further understand the foreign languages studied by National Security Education Program Alumni participating in my study I added question #10 “Did you study other

languages with the support of National Security Education Program funding?” to my survey instrument. Analysis of the data shows that of the 275 National Security Education Program Alumni who completed my survey instrument only 26 Alumni (9.45%) studied two or more foreign languages during their National Security Education Program award.

To learn if the languages studied and/or the expertise gained while abroad on National Security Education Program awards were important factors in the types of jobs National Security Education Program Alumni participating in my study applied for I asked question #20 “Since the funding for your National Security Education Program award ended have you looked for a job that involved use of the language you used in your studies or other expertise you gained through the National Security Education Program Award?” As Table 38 in Appendix D demonstrates, 213 (77.45%) of the National Security Education Program Alumni sought jobs where they could use their foreign language skills and or expertise gained during their National Security Education Program award.

In an effort to further understand how and if National Security Education Program Alumni capitalize on and utilize their foreign language skills and/or expertise they gained during their National Security Education Program award I asked question #21 “Do you consider the expertise you gained through your studies supported by your National Security Education Program award to be part of a job you currently have, are pursuing or intend to pursue?” As Table 39 in Appendix D shows, 222 (80.73%) of the National Security Education Program Alumni participating in my study indicated that they

consider the expertise they gained through their studies during their National Security Education Program award to be part of their current job, jobs they are pursuing or intend to pursue.

Question #22 sought to learn if the National Security Education Program Scholarship and Fellowship programs attracted applicants who had not previously intended to work in the Federal Government prior to applying. To learn more about this I added the question “Did you intend to work in the Federal Government prior to applying to the National Security Education Program?” As Table 40 in Appendix D shows, 49.09% of the National Security Education Program Alumni participating in my study had no intention of working in the Federal Government prior to applying for National Security Education Program funding. Further analysis of my survey response data reveals that of 135 National Security Education Program Alumni (49.09%) who did not intend to work in the Federal Government prior to applying for National Security Education Program funding 66 (48.88%) of them were primarily employed in the higher education sector.

Question #23 was included on my survey instrument to learn if the service requirement influenced the National Security Education Program Alumni’s interest in working with a particular department or agency in the Federal Government. As observed in Table 41 in Appendix D, the service requirement influenced only 89 (32.36%) of the National Security Education Program Alumni while 186 (67.64%) of the National Security Education Program Alumni did not focus on working in a particular department or agency in the Federal Government as a result of the service requirement.

Schedule A, which is described in more depth above in the literature review section of this study, affords special hiring privileges in the Federal Government to National Security Education Program Scholars and Fellows. I was interested in learning if National Security Education Program Alumni participating in my study were aware of Schedule A at the time of their National Security Education Program application. A total of 147 National Security Education Program Alumni (53.45%) indicated that they were aware of Schedule A at the time of their National Security Education Program application. While 26.91% of the National Security Education Program Alumni did not know about Schedule A at the time of National Security Education Program application, 19.64% of the National Security Education Program Alumni were still not familiar with Schedule A at the time this survey instrument was completed. To further assess the value of Schedule A to National Security Education Program Alumni participating in my study I added question #25 “Did you take advantage of Schedule A to fulfill your service requirement?” A total of 128 (87.07%) of the National Security Education Program Alumni reported that they did not take advantage of Schedule A to fulfill their service requirement. See Appendix D for Tables 42 and 43 pertaining to Questions #24 and #25.

The next section of my survey instrument sought to learn about post service requirement employment in the Federal Government. Question #26 simply asked if the National Security Education Program Alumni participating in my study completed their service requirement and 99.27% reported completed this mandatory component of their National Security Education Program Scholarship or Fellowship. Question #27 asked “Beyond fulfilling your service requirement have you had additional jobs in the Federal

Government?” and employed skip logic with questions #28 through #32. National Security Education Program Alumni who responded “no” to question #27 were directed to question #33 as their next question on the survey to complete. National Security Education Program Alumni who responded “yes” to question #27 were then directed to question #28 as their next question on the survey to complete. As revealed below in Table 45 in Appendix D, 91 National Security Education Program Alumni (33.09%) held employment in the Federal Government beyond fulfilling their service requirement and 184 (66.91%) did not.

To better understand how long the 91 National Security Education Program Alumni worked in the Federal Government beyond the service requirement I asked question #28 “How many years total did you spend employed in these federal positions?” Further analysis of the data presented in Table 22 below reveals that 52.76% of the National Security Education Program Alumni worked four or more years in the Federal Government but that number drops 10.99% to 41.77% when calculating all National Security Education Program Alumni who worked five or more years in the Federal Government.

Table 22. Question #28 Analysis - How many years total did you spend employed in these federal positions?

Years in Fed. Jobs	Freq.	Percent
Up to 1 Year	12	13.19%
1+ Years	7	7.69%
2+ Years	7	7.69%
3+ Years	17	18.68%
4+ Years	10	10.99%
5+ Years	4	4.45%
6+ Years	10	10.99%
7+ Years	6	6.59%
8+ Years	9	9.89%
9+ Years	4	4.4%
10+ Years	2	2.2%
12+ Years	2	2.2%
13+ Years	1	1.1%
Total	91	100%

As mentioned previously, question #14 was moved to this part of the findings section because it is similar to questions #27 and #28. Besides the fact that question #14 was not strategically placed on my survey instrument it is nearly identically to question #28 described above. The main difference between question #14 and question #28 is that question #28 was only available to answer for those who answered “yes” to question #27 “Beyond fulfilling your service requirement have you had additional jobs in the Federal Government?” and were thus allowed to continue with question #28 rather than being routed to question #33 as part of the skip logic rules in place for question #27. Further analysis in my research study will focus on question #28 rather than #14 and I have included Table 23 below for review and critique.

Table 23. Question #14 Analysis - How many years have you or did you work in the Federal Government after completion of your service requirement?

Years in Fed. Jobs After Completion	Freq.	Percent
0 Years	108	39.27
1 Years	34	12.36
2 Years	27	9.82
3 Years	19	6.91
4 Years	18	6.55
5 Years	16	5.82
6 Years	19	6.91
7 Years	11	4
8 Years	11	4
9 + Years	12	4.36
Total	275	100

As previously discussed above pertaining to foreign language study, 77.45% of the National Security Education Program Alumni participating in this study sought jobs that involved use of the language studied or other expertise gained through support of their National Security Education Program award. Questions #29 and #30 below focused on the use of the foreign language and/or the expertise gained through the National Security Education Program award in the federal employment positions held after completion of the service requirement by National Security Education Program Alumni. Question #29 asks “Have you used the language you studied through the National Security Education Program award in these federal positions?” and 43.96% of the National Security Education Program Alumni participating in my study responded that they have indeed used their foreign language skills in their federal positions while

56.04% reported that they did not. See Table 46 in Appendix D for a breakdown of this data.

Question #30 asked “Have you used the expertise you gained through your studies supported by the National Security Education Program award in these federal positions?” Of the 91 National Security Education Program Alumni who had worked in the Federal Government beyond the service requirement, 84.62% of them reported that that have used the expertise they gained during their National Security Education Program award in their federal positions versus 15.38% who had not. See Table 47 in Appendix D for a breakdown.

Another attempt to understand how important Schedule A was to the National Security Education Program Alumni participating in my study is found in question #31 where I asked “Did you take advantage of Schedule A when applying for your additional federal positions beyond the service requirement?” Only 10.99% of the 91 National Security Education Program Alumni took advantage of Schedule A when applying for positions in the Federal Government beyond their service requirement. See Table 48 in Appendix D.

In an effort to learn what federal agencies National Security Education Program Alumni participating in this study worked for after completing their service requirement I added question #32 “In what federal agencies or with which federal contractors have you worked since fulfilling your service requirement?” to my survey instrument. Table 24 in below provides a breakdown of where National Security Education Program Alumni have worked beyond fulfilling the service requirement.

Table 24. Question #32 Analysis – In what federal agencies or with which federal contractors have you worked since fulfilling your service requirement?

Federal Agency	Freq.	Percent
CIA	1	1.11
Dept. of Defense	29	32.22
Dept. of Homeland Sec.	5	5.56
Dept. of Justice	5	5.56
Dept. of State	17	18.89
Other Fed. Agencies	29	32.22
US Congress	1	1.11
USAID	3	3.33
Total	90	100

The data above demonstrate that 32.22% of the National Security Education Program Alumni working in the Federal Government since fulfilling their service requirement did so in what I categorized as “Other Federal Agencies.” There was a vast variety in the agencies where National Security Education Program Alumni held employment such as: The United States Treasury Department, Office of the Comptroller of the Currency & Federal Deposit Insurance Corp.; The Office of Management and Budget, National Security Division; The United States Fish and Wildlife Service; and, The Environmental Protection Agency.

Analysis of Cross-Tabulations

This section will present the findings of several cross-tabulation data tables. In addition to presenting the data from the various cross-tabulations in the tables below I also use a Chi-square test to examine the association between the two variables and report the statistical significance of the relationships. In statistics, we generally look for a

probability value (p-value) level lower than 5% ($p < 0.05$) or 1% ($p < 0.01$) in order to speak to statistical significance but for this study I decided to use $p < 0.10$ (10% level) in analyzing the cross-tabulations.

The main variable of interest for the cross-tabulation analysis is question #28 “How many years total did you spend employed in these federal positions?” and it is this question that the cross-tabulations were calculated. As previously identified, only 91 (33.09%) out of the 275 National Security Education Program Alumni held employment in the Federal Government beyond fulfilling their service requirement. The following cross-tabulation analyses are based on these 91 National Security Education Program Alumni who held employment in the Federal Government beyond their service requirement.

One of the variables of interest to investigate is the type/level of degree program National Security Education Program Alumni were enrolled in at the time of the National Security Education Program award and the relationship, if any; it has on length of employment in the Federal Government. Cross-tabulation analysis shows that 65.9% of the National Security Education Program Alumni who received their award during their Bachelor’s degree program spent the longest time employed in federal positions. While there is not a statistically significant association, $X^2 (6, N=91) = 7.23, p > 0.10$, between degree program level at the time of National Security Education Program award and length of time employed in the Federal Government this is an interesting finding and worth noting. Table 25 below provides an overview of this cross-tabulation.

Table 25. Questions #28 x #4 Cross-Tabulation Analysis

Degree Program	Years in Fed. Jobs							
	1-4 Yrs.		5-9 Yrs.		10-13 Yrs.		Total	
	No.	Col %	No.	Col %	No.	Col %	No.	Col %
Bachelor's	39.0	73.6	20.0	60.6	1.0	20.0	60.0	65.9
Master's	6.0	11.3	6.0	18.2	2.0	40.0	14.0	15.4
Doctoral	7.0	13.2	6.0	18.2	2.0	40.0	15.0	16.5
Professional/Other	1.0	1.9	1.0	3.0	--	--	2.0	2.2
Total	53.0	100.0	33.0	100.0	5.0	100.0	91.0	100.0

The question about major field of study at the time of National Security Education Program Award and the length of service in the Federal Government is an additional relationship I wanted to explore. There is not a statistically significant association between major field of study and length of service in the Federal Government, $\chi^2 (10, N=91) = 12.07, p > 0.10$. That said, the cross-tabulation data table presented below reveals that students who studied Liberal Arts worked in the Federal Government the longest at 73.6% out of all other fields over a thirteen year period. The Life Sciences & Agriculture fields of study were second at 11.0% of all fields over thirteen years. Table 26 below provides an overview of this.

Table 26. Questions #28 x #6 Cross-Tabulation Analysis

Major Field of Study	Years in Fed. Jobs							
	1-4 Yrs.		5-9 Yrs.		10-13 Yrs.		Total	
	No.	Col %	No.	Col %	No.	Col %	No.	Col %
Eng., Phys. Sci. & Math	4.0	7.5	--	--	--	--	4.0	4.4
Health/Human Services	--	--	1.0	3.0	--	--	1.0	1.1
Liberal Arts	35.0	66.0	28.0	84.8	4.0	80.0	67.0	73.6
Life Sci. & Agriculture	9.0	17.0	--	--	1.0	20.0	10.0	11.0
Business & Econ.	4.0	7.5	3.0	9.1	--	--	7.0	7.7
Law	1.0	1.9	1.0	3.0	--	--	2.0	2.2
Total	53	100	33	100	5	100	91	100

The length of time it took National Security Education Program Alumni to begin completing their service requirement and the relationship this had with the length of employment in the Federal Government provides some interesting insight. While this relationship is not statistically significant, $\chi^2(16, N=91) = 6.80, p > 0.10$, it is important to note that 60.5% of the students who began completing their service requirement within one year of graduation worked the longest in the Federal Government over a thirteen year period. Table 27 below provides an overview of this relationship.

Table 27. Questions 28 x #11 Cross-Tabulation Analysis

Length After Graduation	Years in Fed. Jobs							
	1-4 Yrs.		5-9 Yrs.		10-13 Yrs.		Total	
	No.	Col %	No.	Col %	No.	Col %	No.	Col %
1-6 Mo	20.0	37.7	13.0	39.4	1.0	20.0	34.0	37.4
7-12 Mo	4.0	7.5	4.0	12.1	1.0	20.0	9.0	9.9
1 Yr	7.0	13.2	4.0	12.1	1.0	20.0	12.0	13.2
2 Yrs	9.0	17.0	7.0	21.2	2.0	40.0	18.0	19.8
3 Yrs	5.0	9.4	3.0	9.1	--	--	8.0	8.8
4 Yrs	4.0	7.5	1.0	3.0	--	--	5.0	5.5
6 Yrs	2.0	3.8	--	--	--	--	2.0	2.2
7 Yrs	1.0	1.9	1.0	3.0	--	--	2.0	2.2
Did Not Complete	1.0	1.9	--	--	--	--	1.0	1.1
Total	53.0	100.0	33.0	100.0	5.0	100.0	91.0	100.0

National Security Education Program Alumni have had a variety of options available to them to fulfill the service requirement for their scholarships and fellowships. As a means to learn if service in the Federal Government, a federal contractor, higher education areas or a mix of these options had an impact on length of time in future service in the Federal Government I sought to learn if there was a relationship between these two variables.

While there is not a statistically significant association, $\chi^2 (6, N=91) = 6.65, p > 0.10$, it is important to note that 70.3% of those completing their service requirement in the Federal Government will continue employment in the Federal Government followed by 17.6% of those who completed their service requirement with a mixture of options, both over a thirteen year period. See Table 28 below for more details.

Table 28. Questions #28 x #15 Cross-Tabulation Analysis

Service Requirement EmPLY.	Years in Fed. Jobs							
	1-4 Yrs.		5-9 Yrs.		10-13 Yrs.		Total	
	No.	Col %	No.	Col %	No.	Col %	No.	Col %
In Fed Gov	35.0	66.0	27.0	81.8	2.0	40.0	64.0	70.3
With Fed Contr.	3.0	5.7	1.0	3.0	1.0	20.0	5.0	5.5
In Higher Ed	4.0	7.5	1.0	3.0	1.0	20.0	6.0	6.6
Mix	11.0	20.8	4.0	12.1	1.0	20.0	16.0	17.6
Total	53.0	100.0	33.0	100.0	5.0	100.0	91.0	100.0

A question that arises is if the National Security Education Program Alumni intended to work in the Federal Government prior to applying for National Security Education Program funding. As was previously indicated, 50.91% of the National Security Education Program Alumni intended to work in the Federal Government prior to applying for the National Security Education Program Scholarship or Fellowship. Of the 91 National Security Education Program Alumni who continued their employment in the Federal Government after fulfilling their service requirement it is interesting to note that 59.3% had intended to work in the Federal Government prior to applying for National Security Education Program funding. There is a statistically significant association, $\chi^2(2, N=91) = 4.84, p < 0.10$, between these two variables. Also of interest was to see if there was a relationship between length of employment in the Federal Government and the service requirement influencing the National Security Education Program Alumni's interest in working with a particular department or agency in the Federal Government. Of the 91 National Security Education Program Alumni who continued their employment in the Federal Government, only 38.5% indicated that the service requirement influenced

the agency or department they worked in. There is a statistically significant relationship between these two variables, $\chi^2 (2, N=91) = 4.84, p < 0.10$. Table 29 below provides an overview of this cross-tabulation.

Table 29. Question 28 x #22 and #23 Cross-Tabulation Analysis

	Years in Fed. Jobs			Total Col %
	1-4 Yrs. Col %	5-9 Yrs. Col %	10-13 Yrs. Col %	
Intend to Work for Fed Prior?				
Yes	56.6	69.7	20.0	59.3
No	43.4	30.3	80.0	40.7
Total	100.0	100.0	100.0	100.0
Service Requirement Influence?				
Yes	45.3	24.2	60.0	38.5
No	54.7	75.8	40.0	61.5
Total	100.0	100.0	100.0	100.0
N	53.0	33.0	5.0	91.0

Summary of Data Analysis

The preceding data analysis reveals a number of informative findings about National Security Education Program Alumni and the completion of their service requirement and, most importantly, their employment in the Federal Government after fulfilling their service requirement obligations. It is important to note again that this study had a relatively low response rate for the completion of the online survey instrument. Despite the 15.34% response rate, a comparison of various demographic variables between the National Security Education Program Alumni surveyed in this

study and the National Security Education Program recipient pools indicate that the survey response pool is relatively representative of the National Security Education Program recipient pools since inception of the program. Having a survey response pool representative of the National Security Education Program recipient pools is important when analyzing the data and interpreting the results. A low response rate coupled with a survey response pool that is not representative of the National Security Education Program recipient pool brings into question many, if not all, of the overall findings in this study.

Again, the data analysis process for this study was a quantitative endeavor. Specifically, the majority of the results are presented in the form of frequency distribution tables highlighting both counts and base percentage for each of the questions. The results of several questions that provide brief information, such as “Yes” and “No” questions, are simply stated in the text with a notation that the frequency distribution tables associated with each question are available in Appendix D for further review and criticism. Many of the results presented in the frequency distribution tables for the various survey instrument questions provide interesting information and insight into the National Security Education Program service requirement and post-service requirement employment in the Federal Government. Despite the multi-layered question-by-question review process the survey instrument went through, there were several questions that yielded limited or useless results and this was highlighted within the text above. Questions such as #12 and #13 were poorly worded and therefore provided data that was not useful to this study. Additionally, questions such as #14 was misplaced on the

instrument and was similar in nature to questions #27 and #28 and could have either been removed or reworded to better capture useful data. Results derived from calculating counts and base percentages will be discussed in more detail in the Findings section of Chapter Five.

In an effort to add another level of data analysis for this study I conducted several cross-tabulations and used a Chi-square test to examine the association between two variables and report any statistical significance in the relationship. I determined that question #28 “How many years total did you spend employed in these federal positions?” was perhaps the most valuable question on the survey instrument and I selected this question to run in all cross-tabulations. I present a select number of cross-tabulations above as they yield interesting information with the remainder presented in Appendix D for review and critique. While most of the cross-tabulations were not statistically significant they do shed some interesting light on the post-service requirement federal employment of National Security Education Program Alumni and these results were important to share on many levels. A more detailed discussion of the cross-tabulation results will be presented in the Findings section of Chapter Five.

CHAPTER FIVE

CONCLUSION

Summary

There is no doubt that the National Security Education Program has had a significant impact on the higher education community ever since President George H.W. Bush signed the National Security Education Act into law on December 4, 1991. During the very early days of the legislation in 1991 and 1992, concerns about the objectives and outcomes of the National Security Education Program began to percolate and intensify within the academic community. In 2011, the National Security Education Program celebrated its twentieth anniversary and a majority, but not all, of the concerns and debates focusing on the program have all but disappeared. During this time period, thousands of undergraduate and graduate students across the United States applied for and received National Security Education Program Scholarship and Fellowship funding in competitions that have become more and more competitive as time progressed. These National Security Education Program Scholars and Fellows headed to non-Western countries and regions of the world not commonly visited by students from the United States. They have studied the language(s) of these countries. They have studied and conducted research on the culture, history, economics, politics and religion of these countries. A majority of these National Security Education Program Alumni completed

their mandated service requirement within a variety of agencies within the Federal Government or they have passed on their acquired knowledge and expertise from studies and research abroad to others via the higher education classroom setting. Many National Security Education Program Alumni continued their employment within the Federal Government beyond the completion of their mandate service requirement. It is this group of National Security Education Program Scholarship and Fellowship Alumni I was most interested in learning about and in particular, whether the National Security Education Program is successfully achieving government objectives of employing these National Security Education Program Alumni in critical areas of federal service and how long these National Security Education Program Alumni have worked in such positions. Specifically, my study asked: *in what areas of government and for what duration (retention) have National Security Education Program Alumni worked?*

This research project was a quantitative endeavor and I employed the use of frequency tables that presented both counts and base percent for each of the questions followed by cross-tabulation analysis for several questions on the survey instrument. The total response rate for this study was rather low at 15.34% with 73.5% of the National Security Education Program Alumni respondents participating on their scholarship or fellowship during the second five years of the program which ran from 1999-2000 competition through the 2003-2004 competition.

More detailed analysis and summary of specific findings from this research project follow below.

Findings Related to the Completion of the Service Requirement

One of the findings from my study that I wish to highlight in this area focuses on the amount of time after graduation National Security Education Program Alumni took to begin completing their service requirement. The results of my study show that 38.82% of the National Security Education Program Alumni began to complete their service requirement within the first twelve months after their graduation. Additionally, within two years of graduation the percentage of National Security Education Program Alumni starting to complete their service requirement increased to a total of 73.45%. These figures demonstrate that program Alumni were able to secure federal positions relatively quickly and that the efforts of the National Security Education Program Office to assist program Alumni with securing employment is effective. These results also indicate that National Security Education Program Alumni are proactive and eager in seeking opportunities to meet this mandated service requirement. Furthermore, only 0.73% of the respondents did not complete their service requirement thus producing a 99.27% success rate in placing National Security Education Program Alumni in positions deemed valuable to the national security of the United States. This is data mirrors what the National Security Education Program Office reported in their *2011 Annual Report* in that less than 1% of NSEP Alumni failed to complete or were delinquent in completing their service requirement.¹ To be sure, the maximum length of the service requirement is only one year in length and this statistic does not address the main question of my study which is: *in what areas of government and for what duration (retention) have National Security*

¹ National Security Education Program, 2012, 84.

Education Program Alumni worked? Nonetheless, this is an important finding to highlight.

Focusing attention to completing the service requirement in the Federal Government, an additional finding I wish to highlight is where National Security Education Program Alumni fulfilled their service requirement. The data reveals that 46.55% of the National Security Education Program Alumni completed their service requirement with the Federal Government. Further, adding those National Security Education Program Alumni who completed their service requirement with a federal contractor (11.64%) the total percentage of National Security Education Program Alumni completing their service requirement in the national security efforts of the Federal Government increases to a total of 58.19%. This total is less than the reported combined total of 76% of program Alumni fulfilling their service requirement by the National Security Education Program Office.² Nonetheless, this is a significant finding because the program Alumni are selecting employment positions that align with the goals and focus of the National Security Education Program.

As previously mentioned in more detail above, Schedule A is a Federal Government hiring authority, effective starting November, 1997, for United States citizens who have incurred service obligations with the United States Government as the result of receiving financial support for education and training from the United States Government. Schedule A allows federal agencies to appoint eligible individuals to federal positions without applying an examination process. Analysis of the data

² National Security Education Program, *National Security Education Program: 20 Year Anniversary Review*, Arlington, VA: National Security Education Program, 2012, 37.

pertaining to Schedule A in this study find that while 53.45% of the National Security Education Program Alumni were aware of the special hiring privileges afforded by Schedule A, only 12.93% of the National Security Education Program Alumni took advantage of Schedule A to fulfill their service requirement. These findings suggest that new and additional information delivery systems should be considered as a way to promote the policy and benefits that Schedule A affords National Security Education Program Alumni. This is not to say that the 40.52% of program Alumni who were aware of the Schedule A benefits afforded to them did not consider accessing this benefit. There are two different perspectives to be gained from the fact that only 12.93% of the program Alumni took advantage of Schedule A when completing their service requirement. First, is simply that Schedule A helped 12.93% program Alumni secure service requirement positions rather than helping 0%. Second, it is important to remember that the Schedule A only became effective November 28, 1997 which would explain why 46.55% of the NSEP Alumni in this study were either unfamiliar with Schedule A or unaware of its hiring benefits.

Findings Related to Employment in the Higher Education Sector

While employment in the higher education sector does not answer my research question it does impact the number of National Security Education Program Alumni who fulfill their service requirement in the Federal Government. Employment in the higher education sector, however, is a valid option and one that can contribute to national security needs and interests of the United States. By educating future generations of students on subjects related to National Security Education Program Alumni studied and

researched abroad produces a more informed citizenship on world affairs and for any of these students who seek federal employment within the national security arena, a more educated and capable federal workforce.

Of the 275 National Security Education Program Alumni participating in my study, 30.55% (84) completed their service requirement in the higher education sector and 42.18% (116) of them indicated that employment in the higher education sector had been one of their jobs since their National Security Education Program award ended. While these are noteworthy findings it is important to highlight that of the 116 National Security Education Program Alumni who have held employment in the higher education sector after their National Security Education Program award ended, 75.0% (87) indicated that they taught subjects related to their studies and research while abroad on their National Security Education Program Scholarship or Fellowship. Analysis of responses pertaining to employment in the higher education sector finds that 54.32% of the National Security Education Program Alumni taught for three or more years. Further analysis of the data finds that 39.66% of the National Security Education Program Alumni with five or more years of higher education teaching experience. These data figures are important as they demonstrate that those who worked in the higher education sector were committed to their teaching and, more importantly, to teaching the next generation on subjects related to their studies and research while abroad thus increasing the global competency off their students.

Findings Related to Foreign Language Study and Expertise Gained

Study of a non-Western foreign language is a required component of National Security Education Program Scholarship and Fellowship funding. As such, I sought to understand what impact, if any, the foreign language knowledge and expertise gained while abroad on National Security Education Program funding had on one's job search strategies since National Security Education Program funding and if their expertise gained abroad (including foreign language study) is part of one's current employment responsibilities or thought to be part of employment opportunities they are currently seeking or plan to pursue. Of special note is that 77.45% (213) of the National Security Education Program Alumni indicated that they sought employment since their National Security Education Program award ended where they could utilize the foreign language knowledge and expertise gained from their studies and research abroad. An additional finding worthy of highlighting is that 80.73% (222) of the National Security Education Program alumni considered the expertise gained through their studies supported by their National Security Education Program award to be part of a job they currently held, were pursuing or intended to pursue. These findings suggest that non-Western foreign language study continues to be a valuable requirement of the National Security Education Program Scholarship and Fellowship and an important variable in the employment experiences and searches of National Security Education Program Alumni.

The need for skilled foreign language and globally informed talent is a constant need for a variety of industries and fields across the United States as evidenced by many of the research reports and testimony cited in the literature review section of this study.

There are a plethora of opportunities for National Security Education Program Alumni to utilize their foreign language knowledge and expertise gained while abroad on National Security Education Program. This was witnessed in the United States General Accounting Office 2002 research study that identified major foreign language deficiencies in the four federal agencies they surveyed. As indicated in the report, these agencies implemented a variety of strategies to combat the foreign language deficiencies with one focused on the recruitment of language-capable employees including National Security Education Program Alumni.³ Additional evidence on the critical needs for the Federal Government to have a workforce in the national security sector with critical foreign language capability is found in the May 2012 Congressional Hearings “A National Security Crisis: Foreign Language Capabilities in the Federal Government.” Of particular relevance to the language capabilities of National Security Education Program Scholars and Fellows is the testimony of Glenn Nordin, Principal Foreign Language and Area Advisor in the Office of the Under Secretary of Defense for Intelligence, where he highlighted that “of the 7,000 recorded languages of the world, the Intelligence Community is challenged to collect and process information in about 150, many of these are among the less and least commonly or never taught languages.”⁴ Nordin further highlights in his testimony that the intelligence community in the United States is invested in the National Security Education Program as a means to meet their current critical language needs.

³ U.S. General Accounting Office, 2002.

⁴ Nordin.

Further opportunities to serve the Federal Government and utilize their foreign language expertise could be for National Security Education Program Alumni to volunteer to support the National Language Service Corps (NLSC) which also falls under the umbrella of the National Security Education Program but has no formal overlap with the Scholarship and Fellowship programs.⁵

Findings Related to Post-Service Requirement Federal Employment

Perhaps one of the most important findings related to the post-service requirement federal employment and one that directly addresses the research question for this study was question #28 “Beyond fulfilling your service requirement have you had additional jobs in the Federal Government?” Data analysis shows that 33.09% (91) of the National Security Education Program Alumni participating in my study held additional employment in the Federal Government. An important question that arises from this data is if a 33.09% post-service requirement federal employment rate is significant and important to report?

Additional analysis of several questions from the survey instrument provides additional insight on the 91 National Security Education Program Alumni who held additional employment in the Federal Government. For instance, of these 91 National Security Education Program Alumni, 41.77% (38) of them worked in the Federal Government for five or more years and this percentage increases to 52.76% (48) when you calculate those who worked in the Federal Government for four or more years. As

⁵ The National Language Service Corps (NLSC), established in 2006 by Congress, is a pilot program “to form a national corps of individuals who would offer their support to federal agencies, particularly surge requirements that occur during times of crisis or urgent national need.” More information on the NLSC is available at <http://nsep.gov/initiatives/corps/>.

previously discussed in the literature review, for the most part, the National Security Education Program Alumni who participated in this research study are from the generation commonly referred to as Generation X. This generation of National Security Education Program Scholars and Fellows began seeking federal employment during the budget and hiring freezes and downsizing of the Federal Government during the 1990s which often times made it very difficult for them to secure positions anywhere let alone in the national security sector. Additionally, research has shown that those from Generation X are not seeking long term, 25-30 year, careers as is more common among members of the preceding Baby Boomer Generation. Instead, Generation X professionals will typically hold several positions throughout their professional careers. Finally, as the national security and intelligence communities are experiencing “hyper-competition” from outside entities, such as government contractors and even Corporate America, for highly skilled and technical employee talent they are often times losing valuable talent.⁶ These factors provide further insight into why 33.09% of the National Security Education Program Alumni are working in the Federal Government post-service requirement.

Relating back to the earlier findings section on foreign language study and

⁶ PricewaterhouseCoopers, , 8 and 12; Booz Allen Hamilton, *Keeping Talent: Strategies for Retaining Valued Federal Employees*, Partnership for Public Service, January 2011, http://www.boozallen.com/media/file/PPS_Retention_Report-2011.pdf; Achievers, *Engaging Gen X and Gen Y Employees: Three Significant Trends in Recognition*, 2011, <http://www.achievers.com/sites/default/files/achievers-whitepaper-engaging-genx-and-geny-employees.pdf>; and, Office of the Director of National Intelligence, *The US Intelligence Community's Five Year Strategic Human Capital Plan, An Annex to the US National Intelligence Strategy*, June 22, 2006, 1, <http://www.fas.org/irp/dni/humancapital.pdf>.

expertise gained while on National Security Education Program funding, we find that 43.96% (40) of the National Security Education Program Alumni reported that they have used their foreign language skills in their federal positions. When questioned further about the use of their expertise gained through their studies supported by the National Security Education Program award in their federal positions, 84.62% (77) of the National Security Education Program Alumni reported that they have indeed utilized their National Security Education Program expertise in their post-service requirement federal positions.

These additional findings certainly add much more meaning and value to the 33.09% post-service requirement federal employment rate as reported earlier. This is not to say that a 33.06% post-service requirement employment rate with the Federal Government is not a good return on investment for the National Security Education Program. I believe that this percentage rate is significant enough for this study to report. Factoring in the findings that 52.76% of the National Security Education Program Alumni reported working in the Federal Government for four or more years, 43.96% of the National Security Education Program Alumni reported using their foreign language skills in the federal positions, and 84.82% of the National Security Education Program Alumni reported utilizing their expertise in their post-service requirement federal employment indicates that the National Security Education Program is preparing future federal employees with valuable knowledge of foreign languages and area expertise that are not only important to the national security efforts of the United States but also difficult to obtain without National Security Education Program funding.

Findings Related to Cross-Tabulations

In an effort to better utilize the data obtained from the survey instrument I carried out several cross-tabulations to see what, if any, interesting results emerged. As previously mentioned above, in statistics we look for a probability value (p-value) no greater than 5% ($p < 0.05$) or 1% ($p < 0.01$) if we are to speak of statistical significance but for this study I focused on a 10% significance level when analyzing the cross tabulations data prepared for this study. As highlighted in the discussion of the findings section above related to the post-service requirement federal employment I identified that question #28 “Beyond fulfilling your service requirement have you had additional jobs in the Federal Government?” most directly addresses the research question for this study and it is question #28 that I used in each of the cross-tabulations presented in this study. Five cross-tabulations were selected and presented in this study as they provided interesting results for review and discussion. It is important to note that four of the five cross-tabulations are not statistically significant.

In the first cross-tabulation I looked to see if there was a relationship between the amount of time spent employed in the Federal Government post-service requirement and the type/level of degree program National Security Education Program Alumni were enrolled in at the time of their National Security Education Program award. There was not a statistically significant relationship, $\chi^2 (6, N=91) = 7.23, p > 0.10$, with this cross tabulation but an interesting factor emerges. Specifically, the cross-tabulation reveals that 65.9% of the National Security Education Program Alumni who received their National Security Education Program funding during their Bachelor’s degree program

worked in the Federal Government post-service requirement and spent the longest amount of time employed in these positions. This is an interesting finding because it suggests that by increasing the number of undergraduate recipients, thus increasing funding for the undergraduate Scholarship, the number of National Security Education Program Alumni who bring their expertise gained during their studies and research abroad into federal positions post-service requirement.

The next relationship I explored was between the amount of time spent employed in the Federal Government post-service requirement and the major field of study of National Security Education Program Alumni at the time of National Security Education Program award. The cross-tabulation run on these two questions did not demonstrate a statistically significant relationship, $\chi^2 (10, N=91) = 12.07, p > 0.10$, but an interesting result emerged from the data analysis. This cross-tabulation revealed that of all the major fields of study studied by National Security Education Program Alumni who worked in the Federal Government post-service requirement, 73.6% of them studied Liberal Arts with the next closest major field of study, 11.0%, being Life Sciences and Agriculture. This result suggests that, while National Security Education Program seeks to diversify the academic background of recipients and the future federal employees, those studying the Liberal Arts will most likely continue to lead the way in working in the Federal Government post-service requirement.

Another relationship that was an area I wished to look at was between the amount of time spent employed in the Federal Government post-service requirement and the length of time it took National Security Education Program Alumni to begin completing

their service requirement. This cross-tabulation also found that there was no statistical significance with this relationship, $X^2 (16, N=91) = 6.80, p > 0.10$. Despite not being statistically significant this, cross tabulation shows that 60.5% of the National Security Education Program Alumni who began completing their service requirement within one year of graduation worked the longest in the Federal Government. This finding suggests that supporting National Security Education Program Alumni in finding suitable positions to meet the service requirement before graduation and within the first year after graduation is an important time period in retaining these Alumni in future federal positions post-service requirement. This finding provides valuable information on the need to assist to National Security Education Program Scholars and Fellows in completing their service requirement as soon as possible to get them into the “pipeline” so to speak. As seen in the literature review section of this research study, the National Security Education Program Office has worked hard to assist program Alumni in securing federal positions to meet their service requirement obligations and by continuing and expanding this assistance to program Alumni immediately after their graduation is critical as the potential for long-term employment in the Federal Government is visible.

In order to understand the relationship between where National Security Education Program Alumni complete their service requirement (in the Federal Government, with a federal contractor, in the higher education sector or through a mix of these options) and the amount of time spent employed in the Federal Government post-service requirement I ran a cross-tabulation. There was not a statistically significant relationship between these two questions, $X^2 (6, N=91) = 6.65, p > 0.10$, but the data

from the cross-tabulation reveal that 70.3% of the National Security Education Program Alumni who completed their service requirement in the Federal Government will continue their employment in the Federal Government. While this is certainly not a ground breaking finding it demonstrates the importance of locating Federal Government positions during the service requirement as a means for National Security Education Program Alumni to continue working in the Federal Government post-service requirement.

One of the two statistically significant relationships I investigated via cross-tabulations , $\chi^2 (2, N=91) = 4.84, p < 0.10$, was between the amount of time spent employed in the Federal Government post-service requirement and if the National Security Education Program Alumni intended to work in the Federal Government prior to applying for their National Security Education Program Scholarship or Fellowship. Of particular interest with this cross-tabulation is that 59.3% of the National Security Education Program Alumni who intended to work in the Federal Government prior to applying to National Security Education Program funding continued to work in the Federal Government post-service requirement. This finding highlights the importance of putting the National Security Education Program Scholarships and Fellowships on the radar of students interested in federal service as a means to continue to feed the Federal Government with employees who bring valuable knowledge of and expertise in non-Western countries and regions of the world and the foreign languages spoken in those countries.

The second statistically significant relationship I investigated was between the amount of time spent employed in the Federal Government post-service requirement and if the National Security Education Program service requirement influenced the Alumni's interest in working with a particular department or agency in the Federal Government, $\chi^2(2, N=91) = 4.84, p < 0.10$. This cross-tabulation found that of the 91 National Security Education Program Alumni who were employed in the Federal Government post-service requirement, 38.5% indicated that the service requirement influenced the agency or department they worked in. While this data doesn't indicate whether the service requirement influenced future federal employment in a positive or negative way for the National Security Education Program Alumni it does suggest that the service requirement provides a valuable introduction to federal employment and serves an important stepping stone for Alumni as they continue their public service work.

Significant Contributions of the Study

As previously mentioned, the total response rate for this research study was rather low at 15.34%. Despite this, there are several contributions my study provides to the National Security Education Program and to the literature that I wish to highlight below.

First, my study provides the National Security Education Program with initial benchmarking data on post-service requirement employment in the Federal Government. The National Security Education Program has only tracked completion of the National Security Education Program Alumni's service requirement as mandated by the legislation. This initial benchmarking data that my research study provides the National Security Education Program Office will hopefully serve as a motivating springboard for

future research in this area. Additionally, my research study provides the National Security Education Program Office with valuable insight on how they may wish to approach future research on National Security Education Program Alumni and their post-service requirement employment in the Federal Government. For instance, the response rate for my study has already been of interest to the National Security Education Program research staff as they plan future online surveys of Alumni. Additionally, my study highlights the importance of maintaining an up to date database of contact information and other information as much as possible. This will certainly be a challenge given the various privacy laws afforded to individuals but there is high value in being able to contact Alumni after completion of their service requirement. My study also provides the National Security Education Program with an online survey instrument that has already been utilized. The National Security Education Program research staff will be able to see what questions were valuable and which were not on my survey instrument. This will allow National Security Education Program to construct a more valuable analytic tool in the future should they further pursue similar research.

My research study also contributes to the limited literature base on the National Security Education Program and the National Security Education Act. Despite recently celebrating its twentieth anniversary, the National Security Education Program is not commonly written about, particularly within the scholarly community. In fact, my study is perhaps the first and largest study to investigate the National Security Education Program, in any manner, outside of the research and data collection efforts of the National Security Education Program itself and presented in their annual reports. While

the annual National Security Education Program reports are critical pieces of literature that provide helpful data and research results, my study provides an outside research perspective that is currently not available to my knowledge.⁷ My research study may very well prompt other scholars to conduct research on the National Security Education Program and/or on the Alumni to better understand the value of this program.

There are several findings from this research project that may prove useful to National Security Education Program Scholarship and Fellowship advisers on campus in their recruitment and advising efforts of prospective applicants. Additionally, the research findings may also be beneficial to Scholarship and Fellowship applicants themselves. To be sure, I don't expect Scholarship and Fellowship advisers and applicants to seek out and read this study as I do not believe they will do this. However, if the National Security Education Program finds value in some of the findings from this study they may work to incorporate them into their promotional, advising and application materials.

Finally, there may be some interest on Capitol Hill and within the United States Department of Defense in the findings of this research study as budget debates continue to be a significant focus of Congress. Similar to the usefulness of the findings to Scholarship and Fellowship advisers and prospective applicants I do not foresee Legislators or their staff members seeking out this study. Instead, any stakeholders aware

⁷ This is not to suggest that my research project is entirely independent of the National Security Education Program as my meeting with senior National Security Education Program staff and research staff to review my survey instrument question by question took many of the National Security Education Program insight into consideration when refining my online survey instrument. Additionally, this research project would have been possible with the assistance for National Security Education Program staff in approving my study to begin with and in e-mailing my recruitment message to National Security Education Program Alumni on my behalf.

of this study may find value in citing some of the findings should they support their position on and value of the National Security Education Program.

Limitations of the Study

There are four primary limitations identified with this research project. The first of these primary limitations is the very low response rate of 15.34%. While I provide possible explanations for this response rate and the fact remains that it is quite low and this should be taken into consideration when reviewing the findings of this study. The second of these primary limitations is that four of the six cross-tabulations I prepared were not statistically significant. While these cross-tabulations did provide some interesting results the fact that they were not statistically significant these findings should also be questioned while being consumed and potentially quoted in the future. To be sure, these limitations are very disappointing to report.

Another limitation of this study that is important to report is that there were several poorly written questions on the online survey instrument. For instance question #12 asked “How many jobs in the Federal Government or as a Federal Government contractor have you held since your National Security Education Program award ended?” This question was included on the survey instrument in an effort to ascertain the number of jobs National Security Education Program Alumni held in the Federal Government while completing their service requirement. This question did not yield useful results as survey respondents may have considered post-service requirement employment in the Federal Government as possible to include in answer this question. Additionally, as question #13 asks survey respondents to answer with question #12 in mind the data

obtained may also be skewed as respondents may have answered with post-service requirement federal employment positions and this was not the focus of these questions. As such, both questions (#12 and #13) were not analyzed for this project and, in a sense, wasted questions and opportunities. Additionally, question #14 “How many years have you or did you work in the Federal Government after completion of your service requirement” was misplaced on the survey instrument and was much more in line with questions #27 “Beyond fulfilling your service requirement have you had additional jobs in the Federal Government?” and #28 “How many years total did you spend employed in these federal positions?” Not only did the misplacement of question #14 on the survey instrument potentially interrupt the flow of completion for the National Security Education Program Alumni it may have also been confusing as questions #14 and #28 are very similar in nature. Despite the numerous layers of review my online survey instrument went through there were noticeable problems with certain questions and these are important limitations to highlight for this research study.

As was discussed earlier in the historical background and literature review sections of this research project, there are numerous difficulties associated with the intensive security background checks and clearance policies and procedures that prospective federal employees seeking certain national security positions must navigate and endure. Given the impact the intensive and lengthy security background checks have on National Security Education Program Alumni when applying for positions in order to complete their service requirement in the Federal Government and/or the impact on these Alumni when securing federal positions post-service requirement I failed to include

questions pertaining to this variable. Asking several questions about the impact that security background checks, if applicable, had on National Security Education Program Alumni and their ability to complete their service requirement as well as their ability to secure federal employment post-service requirement may have provided rich and valuable data.

A final limitation of my study is that a main part of my research question “*In what areas of government and for what duration (retention) have National Security Education Program Alumni worked?*” is not specifically addressed in this study. Specifically, the part asking “*In what areas of government?*” is only covered by question #32 “*In what federal agencies or with which federal contactors have you worked since fulfilling your service requirement? (please be specific)*” and this is not addressed in additional questions. While question #32 did produce interesting information and insight into the post-service requirement federal employment of National Security Education Program Alumni (see Table 24), the lack of additional inquiry into federal employment of Alumni is a significant limitation to my study. Asking additional questions pertaining to where National Security Education Program Alumni worked in the Federal Government may shed light on the relevance of Alumni employment towards the national security of the United States.

It would have also been beneficial to learn more about the career paths of National Security Education Program Alumni who completed their service requirement but did not continue employment in the Federal Government. Adding questions to the survey instrument to learn the motives and reasons as to why they did not continue

employment in the Federal Government would have been very important to this study and the National Security Education Program Office.

Recommendations for Future Research

The following recommendations for future research are not only directed to fellow scholars and professionals in the fields of international education and scholarship/fellowship advising but also towards the National Security Education Program itself should they find some of the findings in this study to be of interest and worthy of further investigation

The first recommendation for future research is to further investigate and collect data on the professional paths taken by all National Security Education Program Alumni upon completion of their service requirement. This data collection effort could most certainly be a longitudinal investigation that would provide rich and valuable historical information on the types of employment National Security Education Program Alumni pursue post-service requirement and where they employed in such positions. Not only would this provide rich findings for future research but it would provide valuable to the United States Department of Defense as well as to the elected officials on Capitol Hill who have budget oversight for the National Security Education Program. If a longitudinal investigation were not feasible then perhaps a more robust study focusing on this aspect of the National Security Education Program could be implemented. While a onetime research project on the post-service requirement employment patterns of National Security Education Program Alumni would not provide the valuable historical

data that a longitudinal study would provide it would be an important next step to build on the initial benchmark findings of this study.

Another recommendation for future research directions would be to focus more on the foreign language and expertise gained during Alumni's Scholarships or Fellowships abroad. In this study, foreign language knowledge gained and expertise gained were grouped together in the same questions and while the findings are interesting they could be much more robust and meaningful if these two variables were explored independently and in more depth. Focusing on the foreign language skills gained while abroad on National Security Education Program funding and, more importantly, how the foreign language skills were used in positions meeting the service requirement as well as employment post-service requirement would be extremely valuable. The same can be said for more rigorous and focused research on the expertise gained by Alumni while abroad on National Security Education Program funding and how this knowledge is employed during their service requirement and in their employment post-service requirement. More understanding on these topics would be a valuable contribution to the literature base.

It would also be valuable to conduct further research on the value of Schedule A for National Security Education Program Alumni as they seek federal employment opportunities to fulfill their service requirement and when securing a position in the Federal Government post-service requirement. There is no data or research that I am aware of pertaining to Schedule A and National Security Education Program Alumni and research in this area is needed. Building upon the questions on my survey instrument and

my initial benchmark findings one can further explore how Schedule A benefits National Security Education Program Alumni and where improvements can be made to allow Alumni to best capitalize on the benefits provided by this legislation.

Concluding Remarks

During the twenty year history of the National Security Education Program it has weathered strong and early opposition and debate within academic community on the merits and purpose of the program and pockets of opposition remain today, although rather quiet. The National Security Education Program umbrella has grown substantially and now encompasses nine critical initiatives focused on the goal of providing professionals with the necessary language and cultural skills necessary to succeed in Federal Government service. The National Security Education Program has awarded Scholarship and Fellowship funding to over 4,500 students across the United States in order to study and to conduct research abroad to far reaches across the globe. These National Security Education Program Alumni have brought the knowledge and expertise gained during these studies abroad into various professional positions as they completed their mandatory service requirement and for many as they continued their professional track by working in the Federal Government. It will be interesting to see where the next twenty years takes the National Security Education Program and it is my hope that this research study serves as a spring board for future research and data collection initiatives on the National Security Education Program!

APPENDIX A

SURVEY PARTICIPANT RECRUITMENT E-MAIL

Subject: Request to complete a survey on the National Security Education Program for doctoral dissertation research

Dear Former National Security Education Program Scholarship/Fellowship Recipient:

You are being asked to take part in a research study being conducted by David Comp for a dissertation entitled “The National Security Education Program and its Service Requirement: In what Areas of Government and for what Duration have National Security Education Program Recipients Worked?” under the supervision of Noah Sobe, Ph.D. in the Department of Cultural and Educational Policy Studies at Loyola University of Chicago.

You are being asked to participate because you received either a Boren Scholarship or a Boren Fellowship through the National Security Education Program. To date, more than 1,500 individuals have received scholarship or fellowship funding through the National Security Education Program and all former recipients through the 2003-2004 competition will be asked to participate and complete the survey.

The purpose of this study is to determine if the National Security Education Program is successfully achieving government objectives of recruiting people into critical areas of federal service. I am conducting a study that asks: in what areas of government and for what duration have post-fellowship National Security Education Program recipients worked? If you agree to be in the study, you will be asked to complete a survey instrument containing thirty-eight questions that is estimated to take no more than fifteen minutes to complete. There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life. There are no direct benefits to you from participation, but the National Security Education Program will learn if service requirement component of the scholarship and fellowship is meeting the goals and purpose of the 1991 National Security Education Program legislation and subsequent revisions.

The National Security Education Program is distributing the link to the online survey to all scholarship and fellowships on my behalf and I have no access to personal information. Additionally, personal information will not be collected during the survey. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty.

If you have questions about this research project or interview, feel free to contact David Comp at dcomp@luc.edu or the faculty sponsor Noah Sobe at nsobe@luc.edu. If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689. Thank you in advance for your consideration in completing the survey.

Sincerely, David Comp

APPENDIX B
ONLINE SURVEY INSTRUMENT

The National Security Education Program and its Service Requirement

Project Title: The National Security Education Program and its Service Requirement: In what Areas of Government and for what Duration have National Security Education Program Recipients Worked?

Researcher: David Comp
Faculty Sponsor: Noah Sobe, Ph.D.

Introduction:

You are being asked to take part in a research study being conducted by David Comp for a dissertation under the supervision of Noah Sobe, Ph.D. in the Department of Cultural and Educational Policy Studies at Loyola University of Chicago.

You are being asked to participate because you received either a Boren Scholarship or a Boren Fellowship through the National Security Education Program. To date, more than 4,500 individuals have received scholarship or fellowship funding through the National Security Education Program and all former recipients through the 2003-2004 competition will be asked to participate and complete the survey.

Please read this form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:

The purpose of this study is to determine if the National Security Education Program is successfully achieving government objectives of recruiting people into critical areas of federal service. I am conducting a study that asks: In what areas of government and for what duration have post-fellowship National Security Education Program recipients worked?

Procedures:

If you agree to be in the study, you will be asked to complete a survey instrument containing up to thirty-seven questions that is estimated to take **no more than ten minutes to complete**.

Risks/Benefits:

There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

There are no direct benefits to you from participation, but the National Security Education Program will learn if service requirement component of the scholarship and fellowship is meeting the goals and purpose of the 1991 National Security Education Program legislation and subsequent revisions.

Confidentiality:

The National Security Education Program is distributing the link to the online survey to all participants on my behalf and I have no access to personal information. I will be the only person who will have access to data which will be stored on my personal computer and then deleted upon completion of my research. Data will be reported in aggregate. Additionally, personal information will not be collected during the survey.

Voluntary Participation:

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty. Your decision to participate or not will have no affect on your relationship with the National Security Education Program.

Contacts and Questions:

If you have questions about this research project or survey, feel free to contact David Comp at dcomp@luc.edu or the faculty sponsor Noah Sobe at nsobe@luc.edu.

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

Statement of Consent:

By beginning the online survey, you acknowledge that you have read this information and agree to participate in this research, with the knowledge that you are free to withdraw your participation at any time without penalty. You may print a copy of this Consent to Participate in Research form for your records.

1. **Records from the National Security Education Program show that you received National Security Education Program funding. Is that correct?**
 - Yes
 - No (*Thank you for your time as your answer completes the survey*)

2. **What year did you participate on your National Security Education Program scholarship or fellowship?**
- 1994-1995
- 1995-1996
- 1996-1997
- 1997-1998
- 1998-1999
- 1999-2000
- 2000-2001
- 2001-2002
- 2002-2003
- 2003-2004
3. **What academic term did you complete your National Security Education Program scholarship or fellowship?**
- Autumn Semester
- Spring Semester
- Summer Semester
- Academic Year
4. **In what type of degree program were you enrolled at the time of your National Security Education Program Award?**
- Bachelor's degree
- Master's degree
- Doctoral degree
- Professional or other degree
5. **Did you complete this degree?**
- Yes
- No
6. **What was your major field of study in this degree program?**
-
7. **In what country did you study in during your National Security Education Program award?**
-
8. **Did any faculty member, scholar or other individual at your institution advise against your application to the National Security Education Program?**
- No
- Yes

9. **In the space below, please indicate the language (or the main language) you studied with the support of National Security Education Program funding.**
-
10. **Did you study other languages with the support of National Security Education Program funding?**
- No more languages*
- One more language*
- Two or more languages*
11. **How long did it take you after graduation to begin completing the National Security Education Program service requirement?**
- 1-6 months*
- 7-12 months*
- 1 year*
- 2 years*
- 3 years*
- 4 years*
- 6 years*
- 7 years*
- I did not complete the National Security Education Program service requirement.*
12. **How many jobs in the Federal Government or as a Federal Government contractor have you held since your National Security Education Program award ended?**
- 0*
- 1*
- 2*
- 3*
- 4*
- 5*
- 6*
- 7*
- 8*
- 9+*

13. Among the jobs you reported in Question 12, how many involved the use of expertise you gained through your study or research that was supported by your National Security Education Program award?
- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9+
14. How many years have you or did you work in the Federal Government after completion of your service requirement
- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9+
15. Please indicate if you completed your service requirement in the Federal Government, with a Federal Government contractor, in the higher education sector or if you completed your service requirement with a mix of these options.
- in the Federal Government*
 with a Federal Government contractor
 in the higher education sector
 a mix of these options

16. **What year did you complete your National Security Education Program service requirement?**
- 1995
 - 1996
 - 1997
 - 1998
 - 1999
 - 2000
 - 2001
 - 2002
 - 2003
 - 2004
 - 2005
 - 2006
 - 2007
 - 2008
 - 2009
 - 2010
 - 2011
17. **Has employment in the higher education sector been one of your primary responsibilities in any of the jobs you have held since your National Security Education Program award ended?**
- Yes*
 - No*
18. **In your higher education sector employment have you taught subjects related to your studies/research abroad for which you received your National Security Education Program award?**
- Yes*
 - No*
 - Not applicable*

19. **Considering the higher education sector employment you have held since the funding for your National Security Education Program award ended, how much time have you spent teaching? Please do not include teaching that you did in conjunction with your work toward the degree supported by your National Security Education Program award. (Please round to the nearest half-year.)**
- 1 year or less
 - 1.5 years
 - 2 years
 - 2.5 years
 - 3 years
 - 3.5 years
 - 4 years
 - 4.5 years
 - 5+ years
20. **Since the funding for your National Security Education Program award ended have you looked for a job that involved use of the language you used in your studies or other expertise you gained through the National Security Education Program Award?**
- Yes
 - No
21. **Do you consider the expertise you gained through your studies supported by your National Security Education Program award to be part of a job you currently have, are pursuing or intend to pursue?**
- Yes
 - No
22. **Did you intend to work in the Federal Government prior to applying to the National Security Education Program?**
- Yes
 - No
23. **Did the service requirement influence the particular department or agency in the Federal Government with which you wished to work?**
- Yes
 - No
24. **Were you aware of the special hiring privileges afforded by Schedule A at the time of your National Security Education Program application?**
- Yes
 - No
 - I am not familiar with Schedule A.

25. **Did you take advantage of Schedule A to fulfill your service requirement?**
 Yes
 No
26. **Did you complete the service requirement?**
 Yes
 No
27. **Beyond fulfilling your service requirement have you had additional jobs in the Federal Government?**
 Yes
 No
28. **How many years total did you spend employed in these federal positions?**
 ≤1 year
 1+ years
 2+ years
 3+ years
 4+ years
 5+ years
 6+ years
 7+ years
 8+ years
 9+ years
 10+ years
 11+ years
 12+ years
 13+ years
 14+ years
 15+ years
29. **Have you used the language you studied through the National Security Education Program award in these federal positions?**
 Yes
 No
30. **Have you used the expertise you gained through your studies supported by the National Security Education Program award in these federal positions?**
 Yes
 No

31. **Did you take advantage of Schedule A when applying for your additional federal positions beyond the service requirement?**
 Yes
 No
32. **In what federal agencies or with which federal contractors have you worked since fulfilling your service requirement? (please be specific)**

33. **What is your gender?**
 Male
 Female
34. **What is your race?**
 White
 Black or African-American
 Asian or Asian-American
 American Indian or Alaska Native
 Native Hawaiian or Other Pacific Islander
35. **Are you of either Hispanic or Latino origin?**
 Yes
 No
36. **What was your age at the time of your National Security Education Program funding?**
 18
 19
 20
 21
 22
 23
 24
 25
 26
 27
 28
 29
 30+

37. What is your current age?

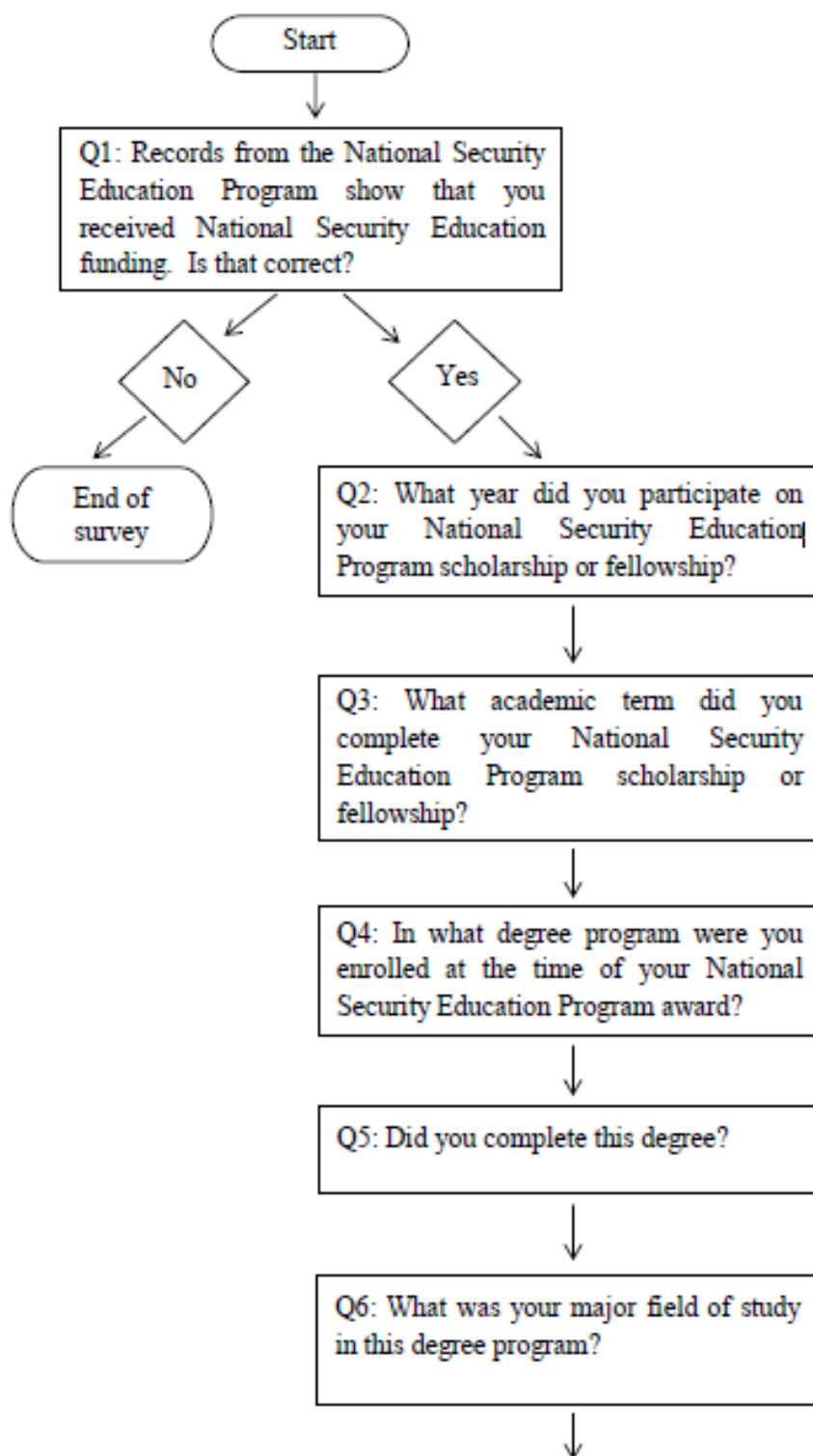
- 24 and under
- 25-27
- 27-29
- 29-31
- 31-33
- 33-35
- 35-37
- 37-39
- 39+

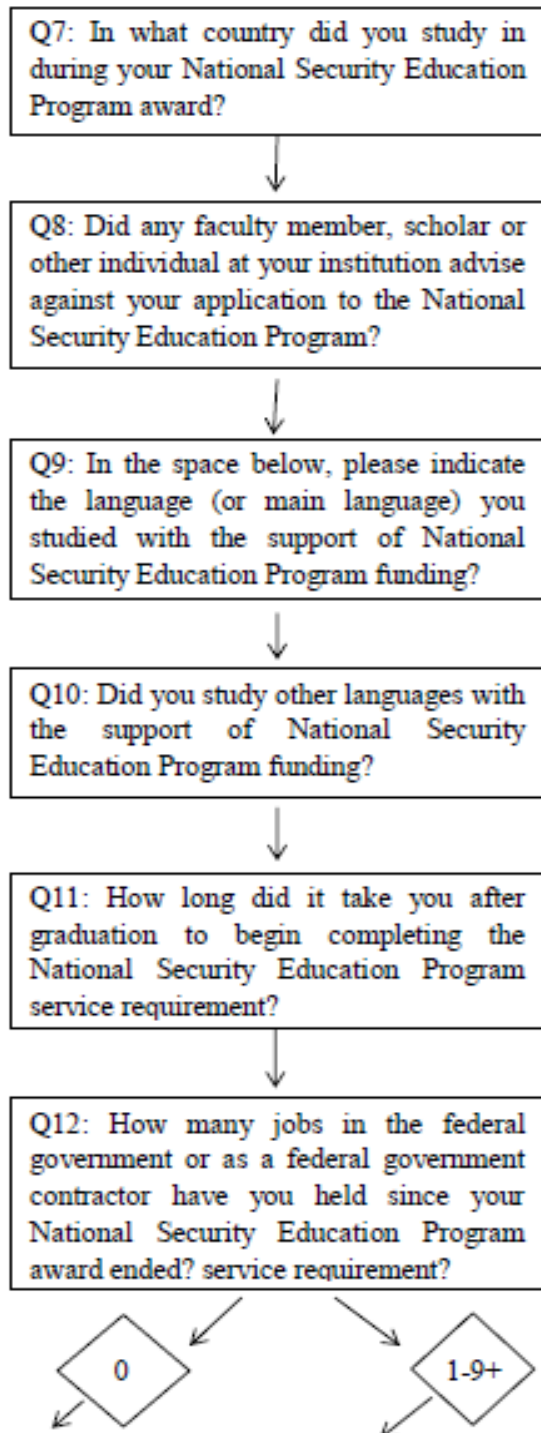
Thank you for taking the time to complete this survey!

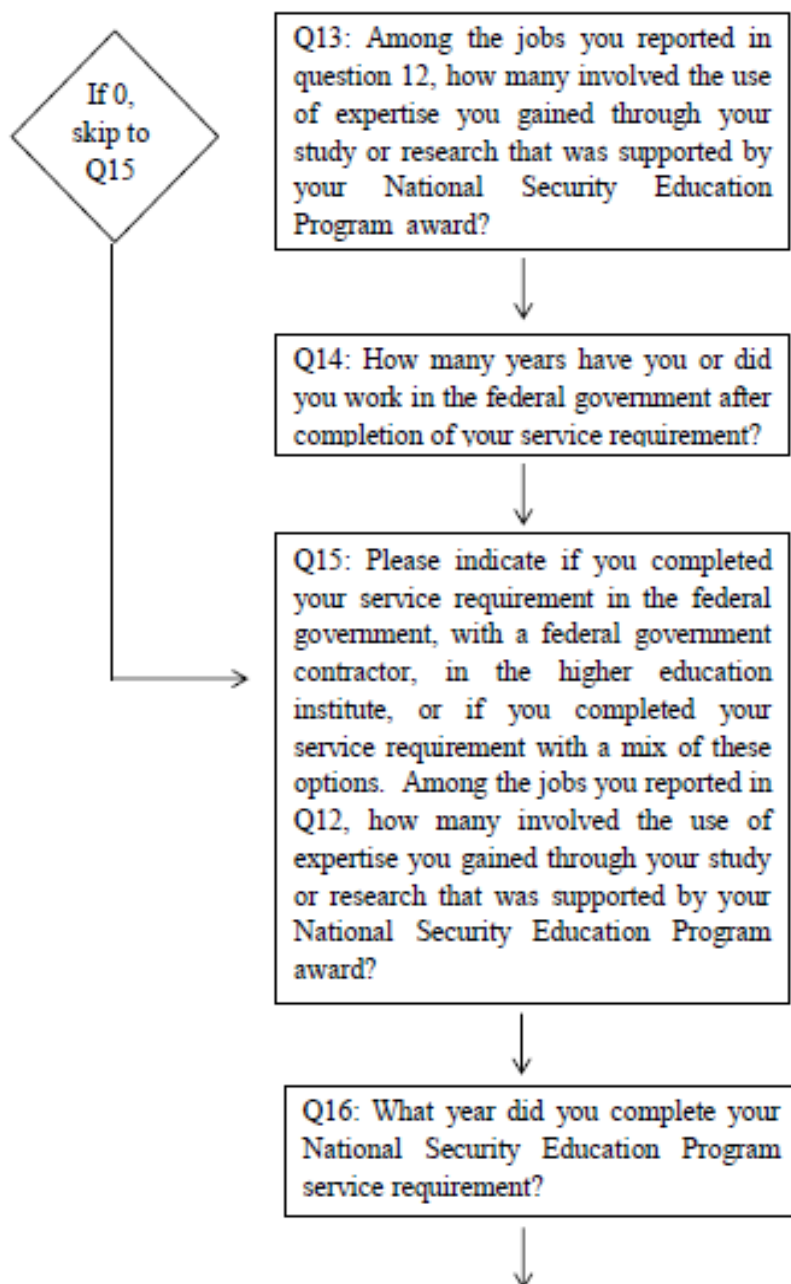
APPENDIX C

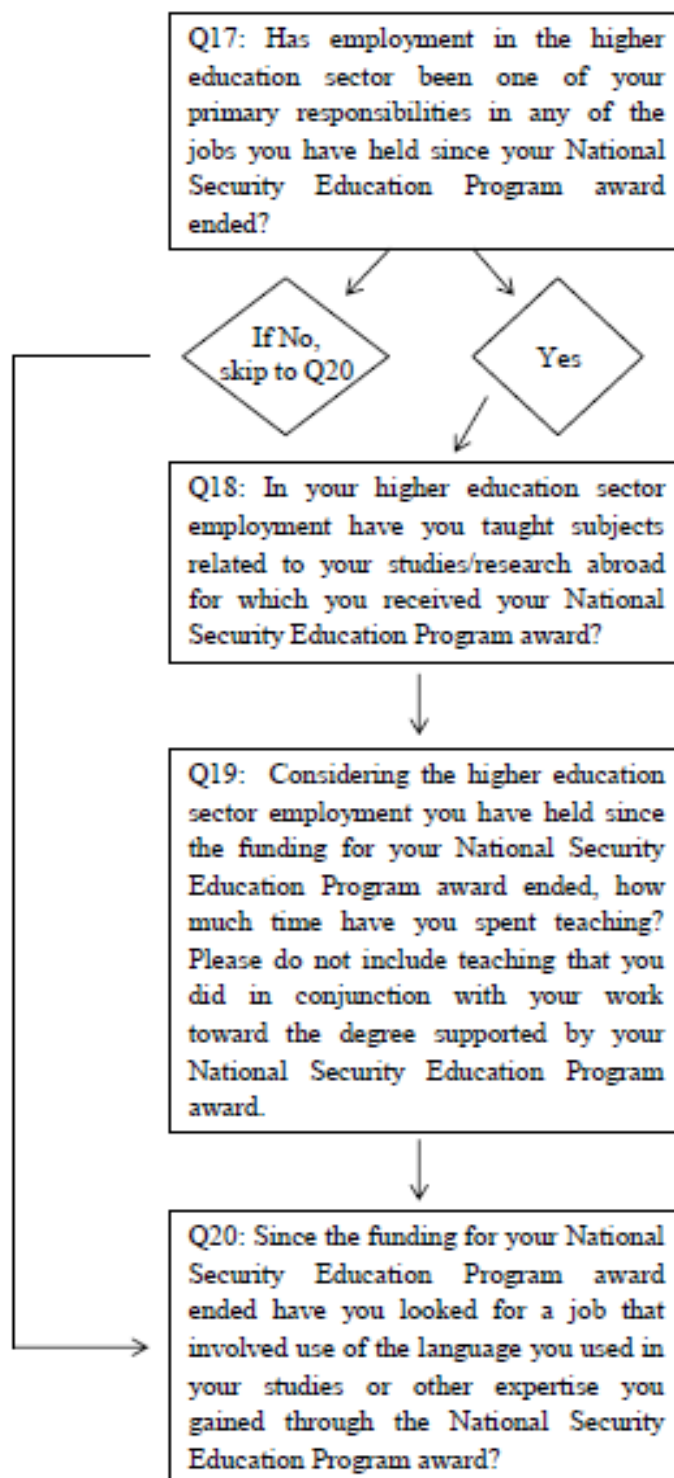
SURVEY INSTRUMENT FLOW CHART

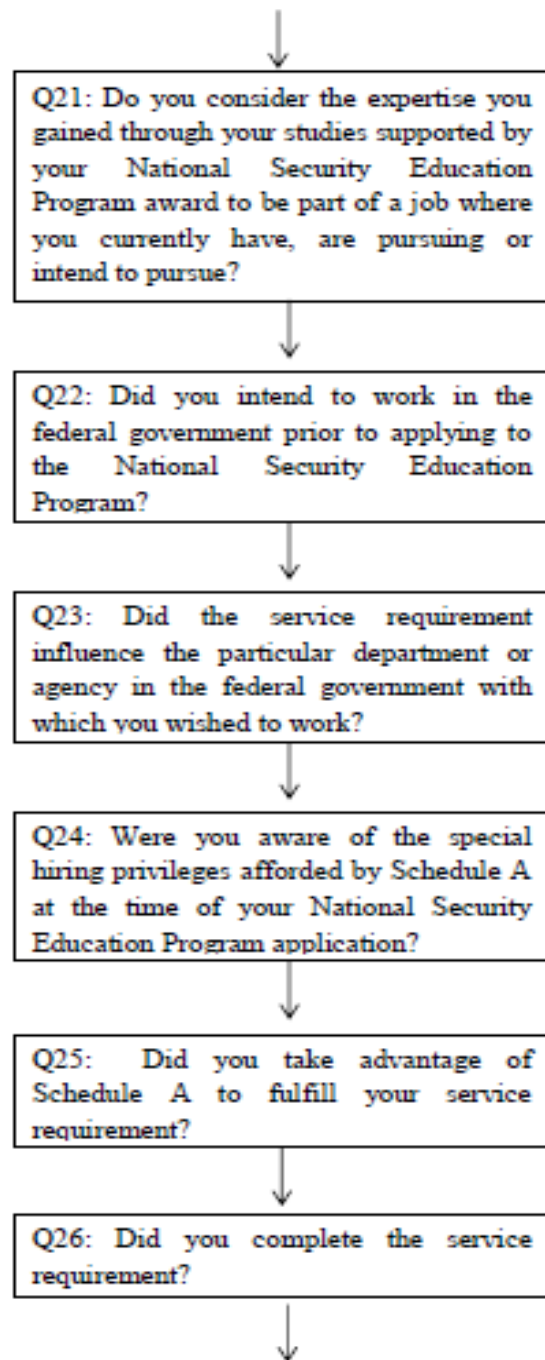
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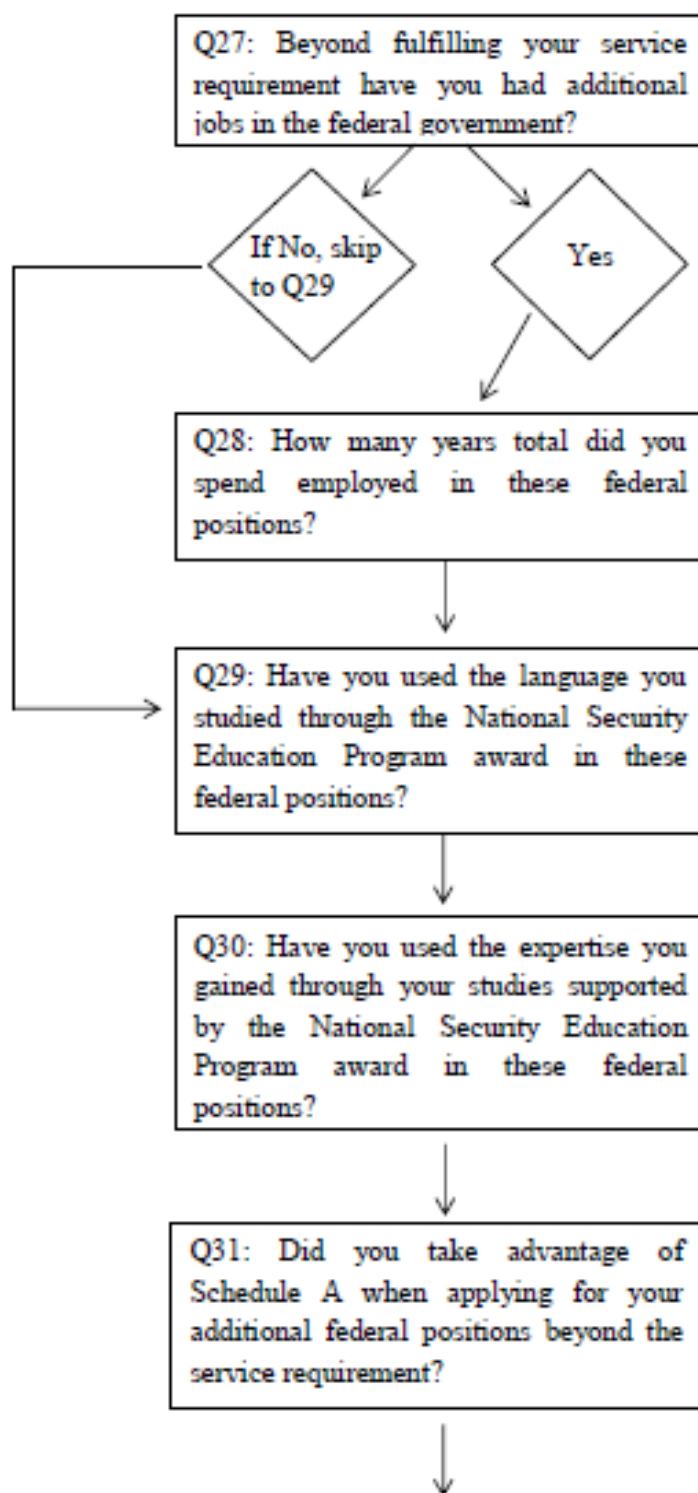


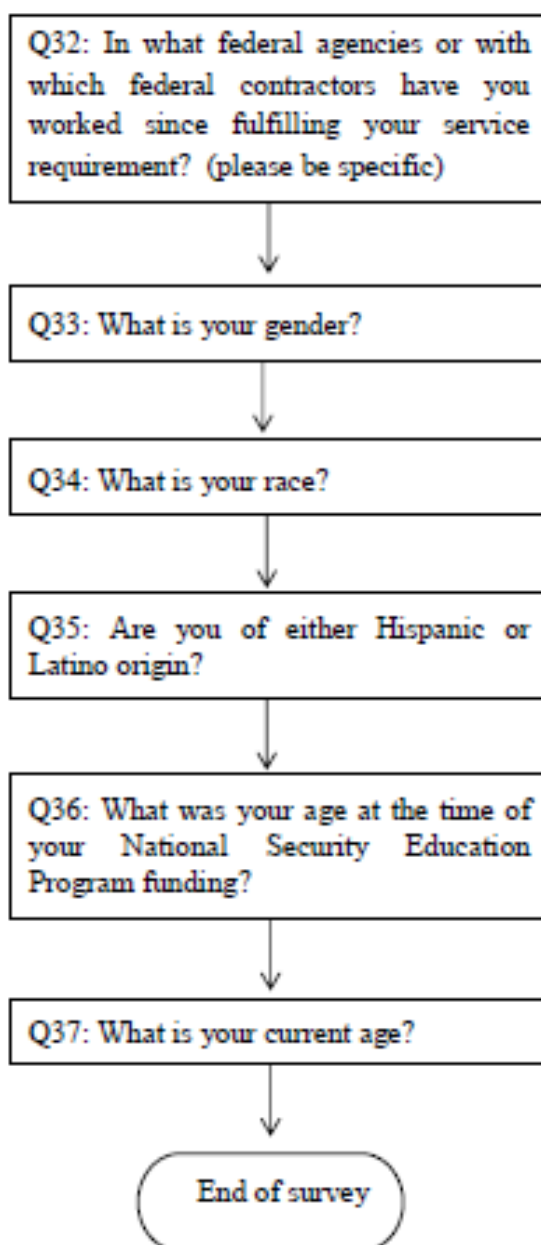












APPENDIX D
SUPPLEMENTAL DATA TABLES

Table 30. Question #6 Analysis - What was your major field of study in this degree program? Complete breakdown of fields of study of National Security Education Program Alumni

Major Area of Study	Freq.	Percent
Aerospace Engineering	1	0.36
Agriculture	1	0.36
Anthropology	12	4.36
Architecture	1	0.36
Area Studies	22	8
Biological Chemistry	1	0.36
Biological Sciences	6	2.18
Business Admin / Mgmt	10	3.64
Chemistry	3	1.09
Chinese	4	1.45
Communications	2	0.73
Computer Science	1	0.36
Criminal Justice	2	0.73
Ecology	3	1.09
Economics	9	3.27
Educational Policy / Admin	7	2.55
Electrical Engineering	1	0.36
Engineering	1	0.36
English Literature	2	0.73
Environmental Studies	4	1.45
French	2	0.73
Geography	6	2.18
Geophysical / Enviro Sciences	6	2.18
History	22	8
Interdisciplinary Studies	5	1.82
International Relat. / Poli Sci	93	33.82
Law	3	1.09
Linguistics	5	1.82
Literature	1	0.36
Mathematics	3	1.09
Philosophy	2	0.73
Physics	4	1.45
Psychology	2	0.73
Public Affairs	1	0.36
Public Health	7	2.55

Religious Studies	8	2.91
Russian	8	2.91
Social Work	1	0.36
Sociology	2	0.73
Spanish	1	0.36
Total	275	100

Table 31. Question #7 Analysis – In what country did you study in during your National Security Education Program award? Complete breakdown of countries of study of National Security Education Program Alumni

Country of Study	Freq.	Percent
Argentina	6	2.18
Bolivia	2	0.73
Bosnia and Herzegovina	3	1.09
Brazil	15	5.45
Bulgaria	1	0.36
Chile	10	3.64
China	32	11.64
Taiwan	1	0.36
Colombia	1	0.36
Costa Rica	1	0.36
Croatia	2	0.73
Cuba	2	0.73
Czech Republic	10	3.64
Ecuador	4	1.45
Georgia	1	0.36
Ghana	1	0.36
Guinea	1	0.36
Hong Kong, China	1	0.36
Hungary	4	1.45
India	9	3.27
Indonesia	4	1.45
Israel	1	0.36
Japan	18	6.55
Kazakhstan	2	0.73
Jordan	4	1.45
Kenya	2	0.73

Korea, Rep.	2	0.73
Kyrgyz Republic	1	0.36
Mali	1	0.36
Mexico	5	1.82
Mongolia	1	0.36
Morocco	7	2.55
Mozambique	1	0.36
Nepal	2	0.73
Nicaragua	1	0.36
Pakistan	1	0.36
Peru	2	0.73
Philippines	1	0.36
Poland	3	1.09
Qatar	1	0.36
Romania	1	0.36
Russian Federation	42	15.27
Senegal	2	0.73
Vietnam	3	1.09
South Africa	5	1.82
Zimbabwe	1	0.36
Spain	1	0.36
Syrian Arab Republic	4	1.45
Thailand	5	1.82
Turkey	7	2.55
Ukraine	1	0.36
Macedonia, FYR	1	0.36
Egypt, Arab Rep.	19	6.91
Tanzania	7	2.55
United States	5	1.82
Uzbekistan	2	0.73
Venezuela	1	0.36
Yemen, Rep.	1	0.36
Total	275	100

Table 32. Question/statement #9 – In the space below, please indicate the language (or the main language) you studied with the support of National Security Education Program funding. Complete breakdown of languages studied by National Security Education Program Alumni

Language of Study	Freq.	Percent
Arabic	38	13.82
Bahasa Indonesia	4	1.45
Bosnian	3	1.09
Bulgarian	1	0.36
Croatian	1	0.36
Czech	10	3.64
French	1	0.36
Georgian	1	0.36
Hebrew	1	0.36
Hindi	5	1.82
Hungarian	4	1.45
Indonesian	2	0.73
Japanese	18	6.55
Kiswahili	6	2.18
Korean	2	0.73
Kyrgyz	1	0.36
Macedonian	1	0.36
Mandarin	31	11.27
Maninkakan	1	0.36
Marathi	1	0.36
Mongolian	1	0.36
Ndau	1	0.36
Nepali	2	0.73
None	1	0.36
Polish	3	1.09
Portuguese	1	0.36
Portuguese	15	5.45
Quechua	1	0.36
Romanian	1	0.36
Russian	47	17.09
Sanskrit	1	0.36
Serbo Croat	1	0.36
Shona	1	0.36
Spanish	33	12

Swahili	2	0.73
Tagalog	1	0.36
Tamil	1	0.36
Thai	6	2.18
Tibetan	2	0.73
Turkish	7	2.55
Twi	1	0.36
Urdu	1	0.36
Uyghur	1	0.36
Uzbek	2	0.73
Vietnamese	3	1.09
Wolof	2	0.73
Xhosa	2	0.73
Zulu	3	1.09
Total	275	100

Table 33. Question #12 Analysis - How many jobs in the Federal Government or as a Federal Government contractor have you held since your National Security Education Program award ended?

# of Fed Jobs Post National Security Education Program	Freq.	Percent
0 Jobs	84	30.55
1 Jobs	113	41.09
2 Jobs	44	16
3 Jobs	24	8.73
4 Jobs	7	2.55
5 Jobs	2	0.73
6 Jobs	1	0.36
Total	275	100

Table 34. Question #13 Analysis - Among the jobs you reported in Question 12, how many involved the use of expertise you gained through your study or research that was supported by your National Security Education Program award?

Jobs Involving National Security Education Program Expertise	Freq.	Percent
0 Jobs	124	45.09
1 Jobs	105	38.18
2 Jobs	34	12.36
3 Jobs	10	3.64
4 Jobs	2	0.73
Total	275	100

Table 35. Question #16 Analysis - What year did you complete your National Security Education Program service requirement?

Service Completion Year	Freq.	Percent
1997	1	0.36
1998	4	1.45
1999	5	1.82
2000	10	3.64
2001	12	4.36
2002	19	6.91
2003	26	9.45
2004	22	8
2005	40	14.55
2006	42	15.27
2007	27	9.82
2008	24	8.73
2009	21	7.64
2010	11	4
2011	11	4
Total	275	100

Table 36. Question #17 Analysis - Has employment in the higher education sector been one of your primary responsibilities in any of the jobs you have held since your National Security Education Program award ended?

Employment in Higher Ed.?	Freq.	Percent
Yes	116	42.18
No	159	57.82
Total	275	100

Table 37. Question #18 Analysis - In your higher education sector employment have you taught subjects related to your studies/research abroad for which you received your National Security Education Program award?

Taught Related Subjects?	Freq.	Percent
Yes	87	75
No	20	17.24
N/A	9	7.76
Total	116	100

Table 38. Question #20 Analysis - Since the funding for your National Security Education Program award ended have you looked for a job that involved use of the language you used in your studies or other expertise you gained through the National Security Education Program Award?

Looked for Job?	Freq.	Percent
Yes	213	77.45
No	62	22.55
Total	275	100

Table 39. Question #21 Analysis - Do you consider the expertise you gained through your studies supported by your National Security Education Program award to be part of a job you currently have, are pursuing or intend to pursue?

Expertise Relevant?	Freq.	Percent
Yes	222	80.73
No	53	19.27
Total	275	100

Table 40. Question #22 Analysis - Did you intend to work in the Federal Government prior to applying to the National Security Education Program?

Work for Fed Prior?	Freq.	Percent
Yes	140	50.91
No	135	49.09
Total	275	100

Table 41. Question #23 Analysis - Did the service requirement influence the particular department or agency in the Federal Government with which you wished to work?

Service Influence?	Freq.	Percent
Yes	89	32.36
No	186	67.64
Total	275	100

Table 42. Question #24 Analysis - Were you aware of the special hiring privileges afforded by Schedule A at the time of your National Security Education Program application?

Aware of Special Hiring Privileges of Schedule A?	Freq.	Percent
Yes	147	53.45
No	74	26.91
Not Familiar w/ Sched. A	54	19.64
Total	275	100

Table 43. Question #25 Analysis - Did you take advantage of Schedule A to fulfill your service requirement?

Take Advantage of Schedule A to Fulfill Requirement?	Freq.	Percent
Yes	19	12.93
No	128	87.07
Total	147	100

Table 44. Question #26 Analysis - Did you complete the service requirement?

Complete Service	Freq.	Percent
Yes	273	99.27
No	2	0.73
Total	275	100

Table 45. Question #27 Analysis - Beyond fulfilling your service requirement have you had additional jobs in the Federal Government?

Additional Federal Jobs	Freq.	Percent
Yes	91	33.09
No	184	66.91
Total	275	100

Table 46. Question #29 Analysis - Have you used the language you studied through the National Security Education Program award in these federal positions?

Used Language Studied in Federal Positions?	Freq.	Percent
Yes	40	43.96
No	51	56.04
Total	91	100

Table 47. Question #30 Analysis - Have you used the expertise you gained through your studies supported by the National Security Education Program award in these federal positions?

Used Expertise in Fed. Jobs?	Freq.	Percent
Yes	77	84.62
No	14	15.38
Total	91	100

Table 48. Question #31 Analysis - Did you take advantage of Schedule A when applying for your additional federal positions beyond the service requirement?

Take Advantage of Sched. A?	Freq.	Percent
Yes	10	10.99
No	81	89.01
Total	91	100

Table 49. Question #36 Analysis – What was your age at the time of your National Security Education Program funding?

Age at National Security Education Program?	Freq.	Percent
18-21	119	43.27
22-25	47	17.09
26-30+	109	39.64
Total	275	100

Table 50. Question #37 Analysis – What is your current age?

Age	Freq.	Percent
25-27 Years Old	5	1.82
27-29 Years Old	36	13.09
29-31 Years Old	42	15.27
31-33 Years Old	36	13.09
33-35 Years Old	35	12.73
35-37 Years Old	21	7.64
37-39 Years Old	23	8.36
39 + Years Old	77	28
Total	275	100

APPENDIX E
LETTER OF COOPERATION



DEPARTMENT OF DEFENSE
NATIONAL SECURITY EDUCATION PROGRAM
 1101 WILSON BOULEVARD, SUITE 1210
 ARLINGTON, VIRGINIA 22209-2248

27 April 2011

To Whom It May Concern:

Mr. David Comp, a candidate for a doctoral degree in Cultural and Educational Policy Studies at Loyola University Chicago, has been in communication with staff at the National Security Education Program (NSEP) about his dissertation research entitled "*The National Security Education Program and its Service Requirement: In what Areas of Government and for what Duration have NSEP Recipients Worked?*" In view of the relevance of his project it gives me great pleasure to offer him the support necessary from my office for him to complete his research including sending a link to his survey instrument to all alumni of the National Security Education Program's Scholarship and Fellowship programs.

If you have any further questions please do not hesitate to contact me at kevin.gormley@wso.whs.mil or 703-696-5672.

Sincerely,

GORMLEY.KEVIN
N.J.1250695540

Digitally signed by GORMLEY.KEVIN.J.1250695540
 DN: c=US, o=U.S. Government, ou=DoD, ou=PKI,
 ou=DODHRA, cn=GORMLEY.KEVIN.J.1250695540
 Date: 2011.04.27 08:10:00 -0400

Kevin Gormley, PhD
 Senior Program Officer

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VITA

David Comp currently works as the Associate Director of International Programs at The University of Chicago Booth School of Business. David also serves as a Study Abroad Research Consultant for the Center for Global Education at the University of California, Los Angeles. Prior to his position at Chicago Booth, David worked as the Senior Adviser for International Initiatives in The College and an Assistant Director in the Office of International Affairs, both at The University of Chicago.

David serves on the editorial advisory board of the *Journal of Studies in International Education* (JSIE) and has co-authored several book chapters, journal articles, annotated bibliographies and reports on international education topics for the field. Additionally, David edits and publishes the *International Higher Education Consulting Blog*, one of six blogs worldwide selected by the *New York Times* editors to feed into the International Education section of the *New York Times* online. David has also served on multiple task forces and committees of The Forum on Education Abroad and NAFSA: Association of International Educators and is currently on the Board of the Fund for Education Abroad.

David's research interests include: standards of good practice in international education, program evaluation and outcomes assessment in U.S. study abroad, methodology and history of data collection on global student and scholar mobility, use of international education for soft power and public diplomacy efforts, history of

international education exchanges in the United States, and the diversification of the U.S. student profile in education abroad.

David received his Bachelor of Arts in Spanish and Latin American Studies from the University of Wisconsin-Eau Claire and his Master of Science in Family Science from the University of Nebraska-Lincoln.