

EST. 1979

# GLOBE



## Through Uncharted Territory

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# GLOBE

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FRONT COVER: Staff Sgt Angela Jackson stands in formation on Soldier Field during a change of command ceremony June 30. (Photo by Leonardo Carrillo)

BACK COVER: An empty hallway, located in Middle East School III, lacks the hustle and bustle of students and teachers going to and from class. (Photo courtesy of IWTC)

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DLIFLC students during a PT session on Soldier Field.  
(Photo courtesy of Emily McCormick)

## FROM THE TOP

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I am very proud of the DLIFLC students, faculty, staff and cadre for their ability to stay on course and withstand the pressures brought on by the coronavirus, a worldwide pandemic that no one could have anticipated.

The DLIFLC faculty has done an amazing job in transitioning from face-to-face foreign language training to foreign language instruction via online tools. Within two weeks, the faculty migrated over 400 classes to a digital format that enabled training to continue without skipping a day. This incredible feat, for which there was little time to prepare, has enabled DLIFLC to continue foreign language training in a manner that is safe for our faculty and students during the current COVID-19 situation.

Much of what we were able to achieve over the past months has been thanks to our robust information technology network that enabled us to empower our students and faculty to access critical authentic foreign language material on and off campus. Our investment in laptop computers for our students and faculty for mobility throughout the Institute and beyond, was a critical component to support at-home language learning. Our leveraging of Office 365 and Microsoft Teams as a collaborative tool for virtual learning undoubtedly set us up for success, to a degree which I could not have anticipated.

But most importantly, our success in continuing the Department of Defense mission to train the world's best linguists is due to the amazing faculty full of innovative ideas on how to challenge and motivate students to work from their dorms or homes day in and day out during the shelter-in-place orders and ensuing restrictions.

Instructors have had to create lesson diversions, such as virtual immersions or student contests, in order to offer variety and reduce screen fatigue. You will find the following pages full of stories of resilience, determination and will power on the part of all at the Institute.

As the virus runs its course, we continue to evaluate the situation to ensure we are taking the best measures to carry out our mission while still protecting our team.

In time, we will return to the classrooms but with important lessons learned, albeit forced upon us by the pandemic. We have learned that no matter how good the technology, nothing replaces human interaction and the highly educated faculty who are native speakers of the languages they teach. They are irreplaceable in the way they interact, motivate and educate our students who serve in critical intelligence roles to safeguard us against our adversaries.

Colonel Gary M. Hausman



**COLONEL GARY M.  
HAUSMAN**



**COMMAND SGT.  
MAJ. THOMAS B.  
DONEHUE**

## COMMAND SERGEANT MAJOR CORNER

---

Since our last edition of the Globe magazine we have seen many changes at the Defense Language Institute Foreign Language Center and as the title of this issue suggests, we are in “Uncharted Territory.”

This summer we bade farewell to some outgoing commanders and senior enlisted leaders while welcoming new teams in each service unit and a new Presidio of Monterey garrison commander.

The most obvious change, however, has been the transition from face-to-face classroom language training to language instruction occurring in the virtual environment due to the COVID-19 pandemic. COVID-19 has changed how we do many other things at DLIFLC; from receiving our students, to physical training, to how we conduct graduations, ceremonies and special events. This edition captures unprecedented times and how we have made efforts to still complete our Department of Defense mission to train the world’s best linguist warriors.

We had the privilege to honor our fallen during our Memorial Day ceremony. The commandant and former commandant, retired Col. Dino Pick, gave inspiring remarks. We honored one of our own, Sgt. 1st Class Jeremy Griffin, who was killed in Afghanistan in September 2019. Griffin was a 2005 graduate of the basic Korean course. Taking time to remember our fallen gives us a stark reminder of the sacrifices our service members make every day and the importance of our mission to provide great linguists in support of the DoD mission.

I want to take a moment to thank our faculty and students for their efforts as we transitioned to the virtual teaching environment. Language instruction in the virtual environment is much different than face-to-face training. Preparing our instructors and students to teach and learn in this environment would not have been possible without the behind-the-scenes efforts of our academic leaders, faculty developers and technology specialists.

Weekly, we learn more and more about how to thrive in the virtual environment. I love the quote in one of our articles in which a Navy petty officer compared the virtual learning environment to a home gym. He said, “You can have all the awesome tools available to you in the comfort of your own home, but if you lack the individual focus to accomplish your goals, you simply won’t.” Much is asked of our students in this environment. I challenge them to own their language training.

Command Sgt. Maj. Thomas B. Donehue

*Thomas B. Donehue*

CITY OF MONTEREY CELEBRATES

# 250<sup>TH</sup> ANNIVERSARY



*Historical photo of the Presidio and the city of Monterey.*

*By Joseph Kumzak,  
Presidio of Monterey Public Affairs*

Celebrating the 250th anniversary of the city of Monterey, the Presidio of Monterey Garrison Commander Col. Greg Ford presented mayor Clyde Roberson with a patriotic service award on June 8.

Marking more than 100 years of cooperation between the city of Monterey and the first U.S. Army troops stationed on the Presidio as a musketry school in 1907, Ford took the opportunity to thank city leadership and the local community for their

support over the years.

“The reason our partnership is so successful is because the City of Monterey has embraced our diversity,” said Ford. “As we bring students here from across the nation and faculty from across the globe, the City of Monterey has provided a place where diversity is embraced and cherished, and that’s why Monterey is the Language Capital of the World.”

With the Defense Language Institute Foreign Language Center present on the Presidio since 1946, the Institute

has graduated more than 230,000 students since its inception. About 2,000 students complete their studies at DLIFLC per year in one of the 16 languages taught, while the platform teaching staff numbers some 1,500 instructors who come from more than 90 countries.

“I am always so impressed when I see the young students and the staff ... how intelligent they are, how caring they are, and how much they appreciate our city,” said Roberson. “There’s a sense of family we have with the Defense Language Institute.”



*(Above) Col. Greg Ford, Presidio of Monterey commander, presents Mayor Clyde Roberson with a Patriotic Public Service Award to commemorate the City of Monterey's 250th anniversary. (Photo by Joseph Kumzak, Presidio of Monterey Public Affairs)*

He added, "Monterey is truly the language capital of the world, but I like to think it's a place of diversity, welcome and warmth."

The City of Monterey and the Presidio have a long and rich history together.

Captain Don Gaspar de Portola, a Spanish soldier, established the Presidio of Monterey on June 3, 1770, to defend Monterey's port. It took about a year to erect the original fort.

The City of Monterey is the second oldest city in California after San Diego. Throughout its history,

Monterey has been under the control of four countries: Spain, Argentina, Mexico and the United States.

In 1846 during the Mexican–American War, Commodore John D. Sloat, commander of the U.S. Navy's Pacific Squadron, raised the American flag at the Custom House and claimed California for the United States, a symbolic act for Monterey and the country.

The Presidio's mission has changed many times throughout its history, but its most lasting mission has been

the development of military linguists, crucial to the security of the nation.

Roberson said the City of Monterey values the military for the diversity it brings to the peninsula, and appreciates seeing the students and faculty enjoying the Monterey community. ●

# ACLPM HELD VIRTUALLY

By Natela Cutter  
DLIFLC Public Affairs

Every year, the Advanced Command Language Program workshop is held at the Presidio of Monterey, home of the Defense Language Institute Foreign Language Center. But rather than cancel the event due to the pandemic, more than 230 Command Language Program Managers and other language professionals from the all over the world attended the event virtually Aug. 25-27.

"I never thought I would have to organize a traditionally in-person workshop into an online event. I am amazed that it worked out well for everyone, the participants and guest speakers," said Frank Everson, the DLIFLC lead for the CLPM office and emcee of the event.

The purpose of the ACLPM is to assist and inform language program managers in interpreting new doctrine,

identifying innovative developments in managing foreign language professionals and discussing new language learning resources offered to service members in order for them to maintain and enhance their foreign language skills.

The highlight of the event is the announcement of the results of a Department of Defense competition for the best Command Language Program and best Language Professional of the Year. "Each service submits their nominee to compete for the DoD CLPoY and their nominee to compete for the DoD LPoY. Then, a joint-service E-9 selection panel selects the winners," explained Everson.

This year, the 2019 awards were announced by Everson online. "I am proud to announce that the 706th Military Intelligence Group from Fort

Gordon, Georgia, has won the DoD 2019 Command Language Program of the Year," he said, while virtual clapping could be heard in the background.

Competing against this year's winner were 3rd Radio Battalion, Kaneohe Bay, Hawaii, the U.S. Navy Information Operations Command, Bahrain, and the 316th Training Squadron, San Angelo, Texas.

The DoD Language Professional of the Year award was received by Cryptologic Technician Interpretive 1 David Dillon from the Center for Information Warfare Training Detachment, Fort Gordon, Georgia. Though many elements of service are considered for the individual award, Dillon particularly stood out for his high scores in Modern Standard Arabic; Reading 3 and Listening 3+. Dillon also speaks a variety of dialects at that level





Winners of the Command Language Program and Professional of the Year receive marble obelisks engraved with their names.  
(Photo by Leonardo Carrillo, DLIFLC Public Affairs)

to include Iraqi, Syrian, Sudanese, and Saudi, while he maintains a 2+3 in Yemeni and Egyptian.

Those considered for the prestigious award were Army Staff Sgt. Michael Vander Vegt, 513th Military Intelligence Brigade, Fort Gordon, Georgia; Marine Corps Cpl. Jaesong Kim, 9th Engineer Support Battalion, Camp Hansen, Okinawa, Japan; and Tech. Sgt. Cody Cardinal of the 316th Training Squadron at Goodfellow Air Force Base, San Angelo, Texas.

“We all know that linguists are doing amazing things day in and day out. They are empowered, embedded and invested. With the support of their unit’s command emphasis, they bring a language-enabled lethality to the fight,” said DLIFLC Commandant Col. Gary Hausman, congratulating the winners.

While some technical difficulties did occur in the beginning of the workshop, most of the participants did not appear to be distracted by it. “Technical glitches are commonplace and I do not think they were troublesome for most of us. It happens,” said Elaine Weiner-Reed, the deputy senior language authority for U.S. Cyber Command. “For me personally, the workshop held the right balance of strategic and tactical views and perspectives... This workshop charted the course for moving forward, and I like where it is going.”

Most importantly, those new to the CLPM job were able to learn about the ins and outs of their responsibilities in managing linguists across the force. “I appreciate you and your team putting this amazing workshop together for us! It’s one of the best online workshops I have attended,” said Staff Sgt. Yongqin

Li, from the 338th Combat Training Squadron at Offutt AFB, Nebraska.

DoD policy states that units which are assigned linguists must establish a command language program and units that have a CLP must have a certified CLPM. The ACLPM workshop provides an opportunity for CLPMs to not only build their networks but also to hear firsthand from key leaders across the DoD about the importance of the CLPM role in boosting mission readiness. The program has received increased attention across the DoD since the passing of the most recent National Defense Authorization Act that directed commanders at all levels to tie language to mission readiness in all DoD readiness reporting systems. ●



The Defense Language Institute Foreign Language Center hosted a virtual Memorial Day ceremony to remember fallen military members on May 21.

The event was posted to multiple social media platforms to reach an audience that has largely been working from home under a shelter-in-place order since March 18.

“This year, our observance is different from previous years while we help to slow the spread of the COVID-19 pandemic by social distancing and by conducting this event virtually,” said Col. Gary Hausman, commandant of DLIFLC. “Instead of parades or large memorial events, we can remember the men and women who made the ultimate sacrifice in a more private way.”

Col. Gregory Ford, commander of the Presidio of Monterey, and guest speaker retired Col. Dino Pick, a former

commandant of DLIFLC, were also part of the prerecorded event held at the cemetery on POM.

“Let us live lives worthy of their sacrifice, especially in these challenging times of a pandemic,” said Pick, speaking about the fallen. “We honor their memories through the grace of our actions towards each other, through the strength of our character and doing what is right.”

The ceremony also memorialized Sgt. 1st Class Jeremy W. Griffin, a graduate of the Korean basic course in 2005, who was killed in action by small arms fire, Sept. 16, 2019, while engaged in combat operations in Wardak Province, Afghanistan, in support of Operation Freedom’s Sentinel.

“Memorial Day is a time to honor our commitment to never forget those who served and sacrificed for America,” said Hausman. “And today, we do that once again.” ●



*Honoring*  
**THE FALLEN**

By DLIFLC Public Affairs

*Command Sgt. Major Thomas Donehue carries a wreath across the Presidio of Monterey cemetery in commemoration of the fallen on Veterans Day. (Photo by Leonardo Carrillo, DLIFLC Public Affairs)*

# LOCAL CHINESE INSTRUCTORS PAY IT FORWARD

By DLIFLC Public Affairs



On Friday, April 17, two Defense Language Institute Foreign Language Center instructors and a doctor with Stanford Children's Health, representing the Monterey Chinese Antivirus Team, donated 500 N95 masks, 30 gowns, and 318 medical surgical masks to the MONTAGE Health group to be used by doctors and nurses at the local hospital in the fight against COVID-19.

"The point of contact at MONTAGE Health, together with several staff, were waiting for us in front of their warehouse," said Danni Lu, who, with her DLIFLC colleague Yue Meng, and a Stanford doctor, Yanli Tao, dropped off the six boxes of medical supplies over the weekend.

The donation was only the latest good deed for a group that began working together two months ago.

It all started February of 2020.

The team initially began as a group that connected on WeChat, China's version of Facebook, to exchange information and find out what was going on in their homeland.

"The group started from collecting donations for Wuhan, China," said Hanwei Tan, an associate professor at DLIFLC and founding member of the group, who says they collected over \$14,000 in 24 hours.

From there, with the spread of the virus worldwide, their efforts turned toward their own community. They first pitched in to help make contacts in China and determine if the goods they wanted to purchase were from a trustworthy source. Once that was settled, they were able to secure the purchase of 10,000 KN95 masks for the Monterey County Office of Emergency Services.

Soon after, Changling Qin, the CEO of China Shandong Makeronly Digital Technology Co., whose son has been admitted to UC Berkeley, decided to donate 20,000 surgical gloves where the supplies were sorely needed.

The team's mission is to "organize local Chinese to do our best to help local people fight against COVID-19," Tan said.

DLIFLC Commandant, Col. Gary Hausman, commended the instructors for their efforts in a report called "Heroes of the Battlefield," saying that the Institutes's Chinese instructors did a remarkable job by using their own contacts and resources to help the community. "All wanted to do something to help our local emergency services providers," he said.

In an interview with the local Monterey County Weekly, Tan explained his motivation. "We are not a virus ourselves," he said, referring to those who might make COVID-19 synonymous with China. "We are ready to help people fight against the virus."

There are currently 66 members of the Monterey Chinese Anti-Virus Team. Their next goal, Tan says, is to collect \$40,000 to purchase 100,000 masks for Monterey County. ●

(L-R) Mr. Douglas Clark, Dr. Danni Lu, Dr. Yue Meng, Dr. Yanli Tao and Jeffrey Bautista stand in front of the MONTAGE Warehouse building in Monterey. (Photo courtesy Dr. Danni Lu)

# GRADUATION CELEBRATIONS GO VIRTUAL

By DLIFLC Public Affairs

When COVID-19 struck and travel was severely restricted this March, it meant that standard graduations at the Defense Language Institute Foreign Language Center came to a halt. Students, family members and faculty were not able to enjoy that last step of celebrating the incredibly hard feat of receiving a DLIFLC diploma, earned with sweat, tears and dedication.

“It was a shame that the students couldn’t celebrate and relish that moment with their family members,” said DLIFLC commandant Col. Gary Hausman. “For this reason, I asked the staff to figure out a safe way to make it happen using available technology,” he explained.

Solutions were needed - and fast. In contrast to civilian educational institutions, military training simply could not stop for some 2,500 students studying one of the 16 foreign languages offered. With year-round instruction, DLIFLC graduates students nearly every Thursday.

“As luck would have it, the DLIFLC information technology team was already introducing Microsoft Office

365 cloud services and along with it came an easy add-on to the service called Microsoft Teams, a communication and collaboration platform, developed from Skype for business,” said Dusan Tatomirovic, DLIFLC Public Affairs videographer, content manager and technology guru.

But having an incredibly good communications tool for virtual instruction did not mean that graduations could be shown securely outside the confines of the DLIFLC network.

“It quickly became obvious that MS Teams was not the best platform to provide access for family members during graduations,” explained Tatomirovic.

After reviewing several proposals offered by the Information Technology Division, along with Public Affairs, the commandant chose an option that was practical, safe and could be accomplished with no additional cost to the Institute.

“YouTube was selected, over alternative streaming solutions, for several reasons: its ubiquity, reliability, ease of use, and because it is a free platform for both broadcasters and the public,” explained Tatomirovic. From the YouTube content delivery network, a player with the live feed is embedded into a dedicated Virtual Graduation page on the DLIFLC website.

“Ever since April, weekly graduations have been taking place online, with students, faculty and staff all logged into MS Teams on Thursday mornings,” said Tatomirovic. Each participant is able to be seen and heard, so students can still deliver their graduation speeches - just like they would in a normal environment. Likewise, faculty and staff are able to congratulate students, while family and friends follow the event virtually.

“Watching my son graduate, and seeing the self-pride in his achievements, and the achievements of his classmates, was certainly worth [it]. We truly appreciate your efforts in providing us the opportunity to see these graduations,” said George Father, a parent of one of the graduates, in an email to DLIFLC staff.

On average, each event has more than 400 outside viewers, which is more than the usual number of visitors who attend in-person graduations. Since the beginning of April, there have been 17 virtual graduations for 49 classes.

“Until life goes back to normal, we will continue to conduct virtual graduations. I must say that they are enjoyable in a different way. Normally, our graduations are steeped in tradition including dress uniforms and pomp and circumstance. But, for the virtual graduations, we make them more informal and cordial. We allow the students to say a few words of thanks and we all use the chat option to chime in and congratulate them directly in a fun way,” explained Hausman. ●



Public Affairs videographer, Dusan Tatomirovic, facilitates a change of command with live streaming. (Photo by Leonardo Carrillo, DLIFLC Public Affairs)

By Natela Cutter  
DLIFLC Public Affairs

The first batch of Defense Language Institute Foreign Language Center Army students departed to their next duty station May 18, after four weeks of waiting for the Department of Defense to lift a directive that called for a pause in troop movement to new installations because of COVID-19.

“DLI just completed its first sanitized shipment of 45 outbound service members in order to continue follow-on training. This is very exciting because we are able to get as close to normal operations as possible within the constraints of COVID-19,” said Deputy Chief of Staff for Operations Joseph Kuykendall.

Just a week prior, the first group of 49 Army service members, fresh from boot camp, arrived from Ft. Leonard Wood, Missouri, via sanitized transportation with a commercial jet that landed at Monterey Peninsula Airport. Another two groups of about 40 students each arrived from other locations Monday and Tuesday.

As the Soldiers deboarded the flight, each group of incoming students was picked up by a team from DLIFLC with disinfected buses and vans to transport them back to the Presidio of Monterey.

“I felt safe on the flight. We all wore masks and we tried to social distance,” said Pvt. Tyler Tufflebean, who had been waiting to come to Monterey to study Russian since Jan. 27.

Like his peers, Tufflebean underwent a medical evaluation for any COVID-19 symptoms before leaving basic training. Due to these measures, and the sanitized transportation, there will be no need for additional isolation or quarantining of the new arrivals.

Currently, the same type of measures are being taken for outbound students, with robust pre-screening taking place by California Medical Detachment personnel on the Presidio.

“We are pursuing a conditions-based, phased recovery approach to resume



normal operations at DLI,” explained Kuykendall. “This approach allows the command to assess ... guidance from federal, state and local authorities to ensure we resume operations by making the safety of our personnel and local community our primary goal.”

But until the return to Presidio classrooms takes place, these new foreign language students will begin their lessons virtually as they wait for optimal conditions to go back to school. ●

*Soldiers either arriving from boot camp or departing the Presidio of Monterey to their new duty station are safely transported via sanitized vehicles or aircraft. Pictured are new Soldiers socially distanced in front of B Company, as their drill sergeants give them instructions regarding inprocessing. (Photo by Natela Cutter, DLIFLC Public Affairs)*



# FIRST ARMY SOLDIERS DEPART DLIFLC VIA SANITIZED TRANSPORTATION



*“What we see on standardized tests is highly significant differences when they are getting eight hours of sleep,” Dr. Nita Shattuck said. “It’s as if we gave these people an infusion of IQ...”*

# THE IMPORTANCE OF SLEEP

*By Tammy Cario  
DLIFLC Public Affairs*

In an online town hall at the Defense Language Institute Foreign Language Center this spring, students were asked to fill out a questionnaire about their studies and subsequent stress. Col. Gary Hausman, DLIFLC commandant, asked service members to respond honestly to a question: how much sleep did each student get on a school night?

More than two-thirds of the students who responded said they received six or less hours of sleep per night. This means that less than a third of the students at DLIFLC are getting the recommended seven to nine hours of sleep.

Lack of sleep is a detriment because,

according to sleep expert Dr. Nita Shattuck, adequate sleep is crucial for learning. DLIFLC students spend at least seven hours per day in class and have about two to three hours of homework each night. On top of this, they have military duties.

Shattuck, a professor of operations research at the Naval Postgraduate School with 30 years of experience in studying sleep, spoke to DLIFLC students in a virtual meeting. During her talk, Shattuck explained a study she and her team conducted with the Navy Recruit Training Command in Great Lakes, Michigan. The recruits were getting roughly six hours of sleep per night. With a simple shift from six hours to eight hours a

night, Shattuck’s team collected and compared the before and after test results to see if getting more sleep had affected their training.

“What we see on standardized tests are highly significant differences when they are getting eight hours of sleep,” she said. “It’s as if we gave these people an infusion of IQ. [To] make them smarter, give them more sleep.”

Another way sleep deprivation can affect you is an imbalance of the hormone ghrelin and leptin. When these hormones get disrupted, she said, “you crave carbs and you don’t have any brakes” to know when to stop consuming food. This can lead to weight gain and obesity.



More important to the students at DLIFLC, proper sleep means better learning.

“Sleep affects molecular, cellular and network mechanisms that govern memory systems,” Shattuck said, “The sleeping brain is optimized for memory consolidation but sleeping for just a few hours is not enough to retain all new information.”

Obviously, sleep is not the only answer to learning. But it’s a matter of prioritizing what is important.

For Dr. Jonathan Gajdos, dean of the Persian Farsi school, the idea of bringing Shattuck to speak started when one of the students fell asleep in their barracks while taking a test remotely. Shattuck had spoken during a DLIFLC event last year and she came to mind, he said, when this problem was brought to his attention.

“Sleep is an issue our students struggle with due to the demands of balancing their military and academic obligations,” Gajdos said. He went on to explain that with all of the recent upheaval, “the remote environment, schedule disruptions, screen time and restrictions on activities, sleep issues can be an impediment to academic success.”

DLIFLC leadership is raising awareness and encouraging their students to get enough sleep because, as Shattuck explained, “improved test scores, better retention of knowledge, fewer sick calls, and a decrease in discipline problems and depression, [all] improve morale and lower attrition rates.”

So where does that leave someone who is chronically deprived of sleep? Shattuck has some suggestions.

### **Make a sleep plan**

You need to set a bedtime early enough to get at least seven hours of sleep. “Protect your circadian rhythm by going to bed at the same time each day,” Shattuck advised. “Exercise sleep discipline.”

### **Preparation starts in the daytime**

Limit caffeine and energy drinks to the first half of your day. Avoid alcohol and heavy foods before bedtime.

### **Ideal sleep conditions**

Shattuck advises complete darkness – not even a pinhole of light – and quiet, as well as sleeping in a cool environment. She also suggested using essential oils as a soothing aid for better sleep.

Perhaps most importantly, Dr. Shattuck noted that these days, with a very real threat of viral infections, sleep and immunity are inextricably linked and emphasized that the risk of getting sick goes up significantly if you don’t get adequate sleep.

“One of the most important things you can do if you’re trying to avoid getting ill and contracting any virus, including COVID-19, is to get sleep.” ●

## **Just how good can sleep be for you? A lot, according to Shattuck.**

### **Better sleep is linked to:**

- Improvements in memory
- Alertness and concentration
- Productivity and performance
- Endurance
- Ability to tolerate frustration
- Happiness and optimism
- Reduced risk of injury

### **Sleep deprivation is linked to:**

- Reduced impulse control
- Difficulty interpreting other’s emotions
- Difficulty interacting effectively
- Difficulty maintaining good relationships
- Difficulty paying attention or remembering new information
- Increased risk of motor vehicle accidents
- Associated with depression, suicidal ideation and substance abuse

*U.S. Army Specialist Steven McGovern of Quartz Hill, Calif., from the 16th Military Police Brigade, 503rd Military Police Battalion (Airborne), 21st Military Police Company (Airborne) Fort Bragg, North Carolina, beds down for the night at Forward Operating Base Whitehouse, in the Kajaki district, Afghanistan. (U.S. Air Force photo/ Tech. Sgt. DeNoris A. Mickle/Released)*

# MARINE RECEIVES AWARD FOR SAVING DRIVER'S LIFE

By Tammy Cario  
DLIFLC Public Affairs



Marine Sgt. Christopher Ellis stands at attention while receiving his Commendation Medal during a ceremony held at the Presidio of Monterey May 28. (Photo by Joseph Kumzak Presidio of Monterey Public Affairs)

A Marine with the Defense Language Institute Foreign Language Center was awarded for his heroic actions in a ceremony held at the Presidio of Monterey May 28.

The Marine Corps Detachment awarded Sgt. Christopher C. Ellis with the Navy and Marine Corps Commendation Medal for his life-saving actions in 2019.

"This is an awesome occasion in the midst of these unprecedented times to recognize the heroic actions of a Marine," said Lt. Col. Jason Schermerhorn, commanding officer of MCD, during the ceremony.

In January of 2019, Ellis was on his way to his language training at DLIFLC when he noticed a two-vehicle accident on the side of the road and stopped to check on those involved.

After assessing the vehicles, he found a woman, Vilma Perez, of Monterey, unconscious in the driver's seat of a crushed car that was billowing smoke. Ellis, along with the help of another fellow Good Samaritan, broke a window and pulled Perez to safety.

In explaining what he was thinking at the time, Ellis said, "I just knew decisions needed to be made and things needed to be done" as a capable young person on the scene.

Ellis and the Good Samaritan were able to get the unconscious Perez across to the other side of the road when her car became engulfed in flames.

"The actions he took showed exactly the Corps' values, especially courage," Schermerhorn told the Marines. "He didn't just stand there, he took action."

The Navy and Marine Corps Commendation Medal is a prestigious award reserved for service members who distinguished themselves by heroic or meritorious actions and/or achievements. ●



(Photo courtesy of the USMC)



Col. Gary Hausman, DLIFLC commandant, hosted Lt. Gen. James Rainey, commanding general of the Combined Arms Center, Ft. Leavenworth, Kansas, on a virtual tour of the Institute May 4. (Photo by Leonardo Carrillo, DLIFLC Public Affairs)

## THREE STAR VIRTUAL TOUR OF DLIFLC

By DLIFLC Public Affairs

Col. Gary Hausman, DLIFLC commandant, hosted Lt. Gen. James Rainey, commanding general of the Combined Arms Center, Ft. Leavenworth, Kansas, on a virtual tour of the Institute May 4.

The virtual tour was held on a video platform that DLIFLC has been using for online training for their students. While an in-person visit from Rainey was on the original schedule, events resulting from COVID-19 forced a few changes.

“This is our new normal,” said Hausman during the tour, showcasing the virtual capabilities to which the teachers and students have adapted in the last several months.

As part of the tour, Hausman and Rainey dropped in virtually to two Persian Farsi online classes. Rainey asked the students their thoughts about their online training.

“It’s really crazy how quickly you learn the alphabet and learn to speak it,” said Marine Lance Cpl. Otoniel Delgado, Jr., a first semester student. Delgado and his classmates

started their language learning after the training moved online.

Following a presentation given entirely in Persian Farsi, Navy Seaman Mariela Prieto-Torres, a third semester student, told Rainey she was thankful for the work her instructors put into shifting them to completely online training.

“It was as smooth a transition as they could make it,” she said, adding how quickly both the teachers and the students made the change.

At the end of the classroom visits, Rainey complimented the students. “I was very impressed with your competency,” he said, thanking them for stepping up to join the military. He closed out by reminding the students that COVID-19 is a real danger. “This virus thing is no joke. Don’t be going to the beach...stay in your rooms...we need you,” he said. ●



# EIGHTEEN INDIVIDUALS NATURALIZED AT PRESIDIO OF MONTEREY

By Natela Cutter  
DLIFLC Public Affairs

Despite the global pandemic, a team from the San Jose office of U.S. Citizenship and Immigration Services traveled to the Defense Language Institute Foreign Language Center at the Presidio of Monterey to naturalize 18 individuals on June 25.

"I am proud to announce that DLI and POM [Presidio of Monterey] have 18 new citizens. It is always inspiring to see [individuals] achieve their goal and become U.S. citizens," said DLIFLC Commandant Col. Gary Hausman.

The group of naturalized individuals consisted of instructors, their family members and several POM employees. The process normally includes interviews with the prospective U.S. citizens earlier in the day. Once the interviews are completed successfully, USCIS representatives prepare certificates for those who passed the naturalization exam.

"I am so excited to be an official citizen of the United States," said Dody Ghassan Mounjed, the son of one of the instructors and a 7th grader at Monte Vista Christian School. Mounjed was chosen to lead the newly naturalized group in the Pledge of Allegiance.

"We say the Pledge of Allegiance every day at school, but I am so nervous," said Mounjed, prior to the ceremony. "I have practiced for two weeks every day," he explained, as his mother looked on proudly. Munjed came to the U.S. when he just a baby

from Beirut, Lebanon, with his parents.

Sitting next to each other, though socially distanced by six feet and wearing masks, Immaduaddin Burhani was equally excited. "I love the U.S. because it allows everyone to achieve their dreams without any limitation."

One dream has already come true for the Burhani family, originally from Afghanistan. They recently became new home owners in Seaside, California.

"It's awesome! We just bought a house and I built a deck from watching YouTube," said the 20-year-old, who lives with his parents and is finishing up his prerequisites at Monterey Peninsula College. "Home Depot is the best place ever," said Burhani, who is planning to attend the University of California Berkeley to become a network engineer.

With COVID-19 all pervasive, the usually well attended ceremony was much smaller this year, with family and friends socially distanced and no get-together with a ceremonial American flag cake. Regardless, the new U.S. citizens could not have been more excited as they enthusiastically posed for photos with their naturalization certificates.

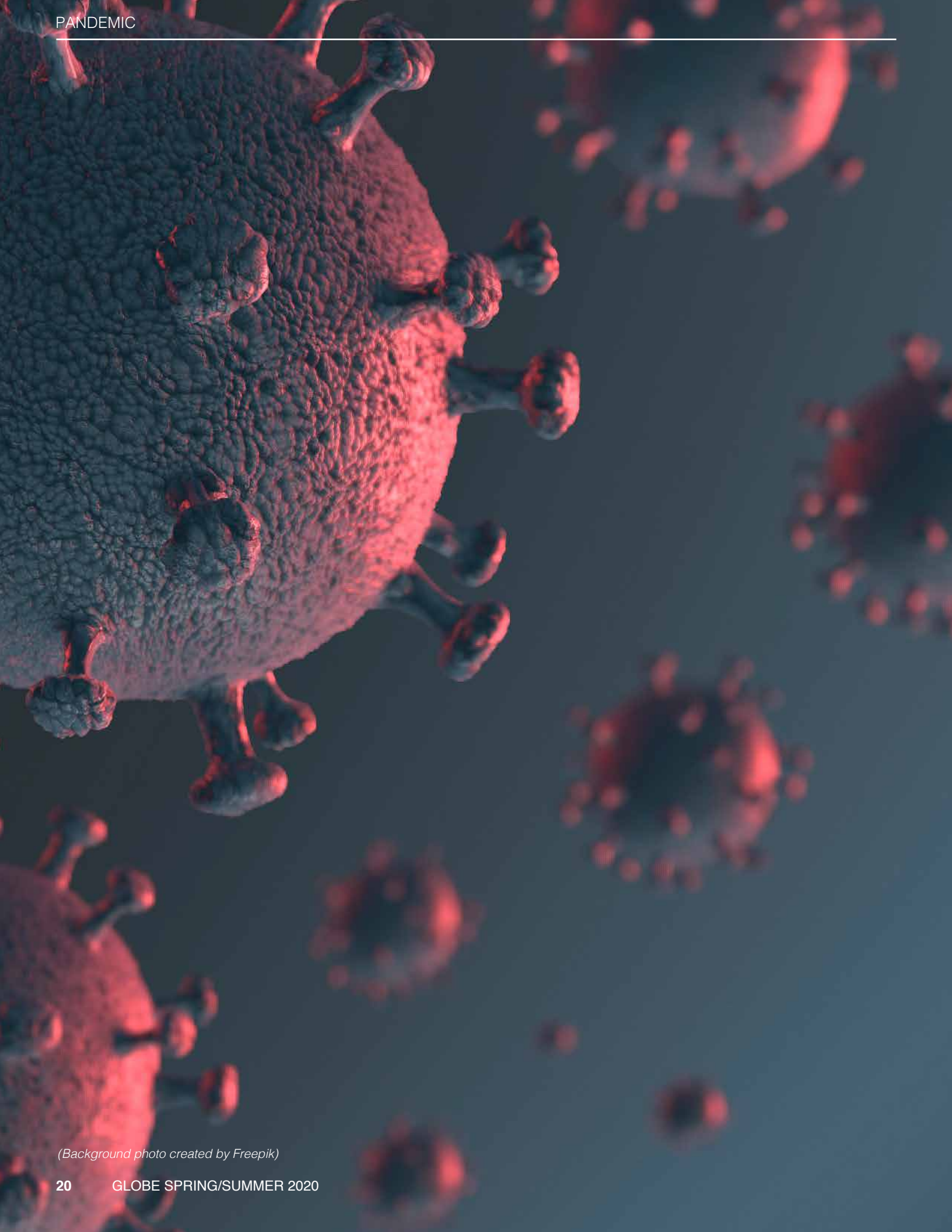
USCIS offices were closed in March as part of the effort to stop the spread of the coronavirus, suspending in-person services. They began reopening their offices in early June. ●



(Top) Chi-Ping Shih and her husband Cong-Kai Jin came to the United States from Taiwan in 2006. Mrs. Shih began teaching Chinese in 2014 at the Institute.

(Far left) Dody Ghassan Mounjed, originally from Lebanon, and Immaduaddin Burhani from Afghanistan, pledge allegiance to the flag and the United States constitution during the naturalization ceremony sponsored by DLIFLC.

(Right) Elena and Romulo Uy decided to immigrate to the United States in 2014 after their hometown in the Philippines was destroyed by a typhoon. The couple took their oath of allegiance at DLIFLC because their son works at the Institute. (Photos by Natela Cutter, DLIFLC Public Affairs)



*(Background photo created by Freepik)*

# WEATHERING THE PANDEMIC

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The following pages of this edition of the Globe magazine are stories about courage, perseverance, ingenuity and adaptation to the coronavirus pandemic that has touched all of our lives and enveloped the world. The Defense Language Institute Foreign Language Center's ability to continue training service members without missing a day of foreign language instruction speaks to the incredible stamina and discipline of students, faculty, staff, cadre and leadership. Each have played a significant role in weathering the COVID-19 pandemic by staying the course and contributing to the success of the DLIFLC mission and ultimately protecting the nation they serve.

# TRAINING IN THE TIME OF CORONAVIRUS

By Tammy Cario  
DLIFLC Public Affairs

Between the end of December 2019 and March 2020, the coronavirus disease, or COVID-19, spread like wildfire to six continents. In this new world where health conditions develop rapidly from one minute to the next, phrases like “fluid situation” and “continually changing” are a frequent part of the lexicon when training during a pandemic.

In times like these, flexibility is paramount. Especially when your job working for the Department of Defense is considered mission essential.

“The Department of Defense relies on linguists to communicate with our partners and serve in critical intelligence roles against our adversaries,” said Col. Gary Hausman, commandant of the Defense Language Institute Foreign Language Center. “A linguist cannot be replaced by technology. They are a critical component to protecting and

defending our great country and our ally partners.”

In an effort to balance the needs of the mission and the safety of the faculty and staff, on March 17, DLIFLC students began attending their language classes online from their barrack rooms or homes. The next day, faculty were also able to telework, a move that was part of DLIFLC’s implementation of the DoD and Centers for Disease Control and Prevention guidelines to slow the spread of COVID-19. As a result, classes are being conducted through an online platform that hosts video conferencing and chats. This platform allows for the sharing of materials, enabling instructors and students to continue their mission-essential training while maintaining safe distances.

Going from face-to-face classes to 100% online classes was an adjustment, although not as much as

one might think, according to Pfc. Tia Daniels, a Marine studying Korean who is living in the barracks on the Presidio of Monterey.

“The transition was easier from a technology standpoint more so than any other adjustment that had to be made,” she said. “It’s like I’m studying on some efficient power saving mode which lets me do more for longer,” she said, adding that it has made it easier for her to focus.

For Marine Lance Cpl. Ian Graham, also a student of Korean who lives in the barracks, the changeover to online courses was not as easy because of the human element.

“The hardest part about the transition was not having the teachers directly available to communicate with...” There was also a change in classroom activities and exercises, he added, though overall, “I would say the transition has been fairly smooth, all things considered.”



*Soldiers from 95th Adjutant General Battalion, 434th Field Artillery Brigade, Fort Sill, Oklahoma, stand in formation while wearing masks and maintaining physical distancing during reception before entering basic combat training May 14. (U.S. Army photo by Sgt. Dustin D. Biven / 75th Field Artillery Brigade)*

A little further away off post, Airman 1st Class Kaleb Christiansen, a DLIFLC student of Pashto, is also learning his language online, albeit in a different location. For him, the online classes are much easier.

“My class leader, a Navy petty officer with a lot of years under his belt, compared it to a home gym. [He said] you can have all the awesome tools available to you in the comfort of your own home, but if you lack the individual focus to accomplish your goals, you simply won’t.”

Christiansen said he doesn’t see it as just for the health and wellness of everyone around him, but as “a chance to practice some willpower and determination to push through the physical limitations of online classes.” Self-discipline will come into play with a refrigerator so close, he says, and when it comes to maintaining physical fitness, he is on his own.

Other than going online, the classes

haven’t changed that much, which is a good thing, Christiansen says.

“I think I’ve heard every one of my classmates say that we lucked out with the best teaching team possible, and I completely agree. As much as they’re getting used to the new format, they haven’t stopped the workload at all. Our teaching team cares a lot about every student, and it’s evident by the speaking hours they’ve scheduled. We’re able to use screen sharing to discuss specific tasks, texts or even audio [recordings].”

The online training and teleworking are one part of DLIFLC’s modifications to keep the students, faculty and staff safe while continuing their essential mission.

The dining hall is takeout only, access to the Presidio has been severely restricted to mission-essential personnel and the weekly graduations were first reduced in size and then went virtual rather than being held

indoors or even on a large, crowded field outdoors.

“We are still conducting graduations,” explained Hausman during a post-wide virtual question and answer session. The difference is that graduations are now virtual, where family and friends can watch the ceremony live from the comfort of their homes.

“Our students have achieved great things to be a graduate and we want to recognize them and congratulate them for that success.”

While it is uncertain how long this situation will last, DLIFLC leadership has told faculty, students and staff to remain cautious and take care of their health.

As of right now, however, Hausman says he doesn’t anticipate rapid change in the situation, which means flexibility is key for everyone, something military members are no stranger to. ●

# TECHNO

## TO THE RESCUE DURING THE PANDEMIC

*By Tammy Cario  
DLIFLC Public Affairs*

*(Stock photo from pexels.com)*

# DIOLOGY



### Education, Training and Development by the numbers



157

trainings held



16,652

attendees



17

ETD team members

*(Stock photo from pexels.com)*

Never has the value of technology been so evident as in the time of a worldwide pandemic, when, for some, being able to telework from their own homes is the difference between life and death. For the faculty and staff at the Defense Language Institute Foreign Language Center, the speed of the switch from face-to-face to online training only happened over the course of one week.

“It was like an airplane taking flight,” said Golnaz Monazamfar. “We were putting pieces together as we were midair.”

Monazamfar is the lead for Education, Training and Development’s Microsoft 365 team, a group of DLIFLC staff that was brought together March 18, the first day the Institute began to shelter in place. Essentially, they provide online training that teaches the teachers. “We just had to jump on it and provide training to all faculty and staff and get them ready” to teach online rather than in the traditional classroom setting.

It was no easy task. To begin with, the timeline to learn the online platform was quick. One week the instructors were

doing practice runs with the students and the next they were working from home.


Aymen Alqasem, a lead instructor at the Arabic language schoolhouse and someone who considers himself fairly tech savvy, said he and his fellow teachers were excited to work from home. “We are thinking this was going to be easy. No commute, that’s wonderful! We were looking forward to it actually.”

One week in, however, he and his team discovered there was an adjustment period.

“It was hard, especially with communication,” Alqasem said.

It was ETD’s job in the beginning to help the instructors not only learn how to teach better but how to use the online communication format with each other. They started teaching staff the basics and it took off, taking them from a seven-person team to 17.

“The questions kept coming,” said Monazamfar, “Now we’re kind of in everything.” Over the course of six months, they went from addressing pedagogical issues to coaching,



***“It was like an airplane taking flight,” said Golnaz Monazamfar. “We were putting pieces together as we were midair.”***

teaching and providing technical support. “So, we wear many hats.”

Hong Kim, a lead instructor at the Korean language schoolhouse, and his team use different software applications, depending on the class, he says, “because each team has their own unique culture and characters and colors.” He utilizes EDT’s videos based on what application the instructor is using.

Every instructor has their own method of teaching and working online is no different. For this reason the EDT team put together a monthly meeting where instructors share their best practices. The discussions range from using video as a teaching tool to how to raise reading comprehension scores.

“I like to get teachers’ feedback,” said Kim, because he feels it saves his team time based on what other teachers have gone through.

Screen fatigue is a topic that comes up often. Alqasem, who also likes EDT’s instructional sessions on best practices, believes balance is important. He uses something he calls Operation Autonomous Learner – time

in the afternoon for the student to get away from the screen. “We give students autonomous reading. They read the article on their own,” he said. “We encourage them not to read the PDF version. Read your books and use paper dictionaries.”

Kim has a similar philosophy for his students, who are at the halfway point of their classes. “If you run too fast, you will run out,” he said. “I ask them to go and hang out with a friend or even just go to the beach and walk around.”

Joemer Ta-Ala, assistant provost with ETD, has heard repeatedly that the question is not if DLIFLC staff, faculty and students will going back to work at the Presidio of Monterey, but when. For Ta-Ala, that doesn’t mean his team will fade into obsolescence. It will be what he describes as a “happy marriage between content and technology.”

“If there’s anything I’ve learned from this unfortunate event that is COVID,” he said, “it’s that it is possible to blend fun and content...and make this our new normal. That’s the vision ETD has.” ●

# HOW TO CREATE ONLINE CLASSES THAT ENGAGE

By Tammy Cario  
DLIFLC Public Affairs

Under the best of circumstances, change is difficult. When it's not the best circumstances, change is especially challenging, particularly when it comes in the lightning fast, world-upending way that was COVID-19, ushering in a new kind of normal in everyday life.

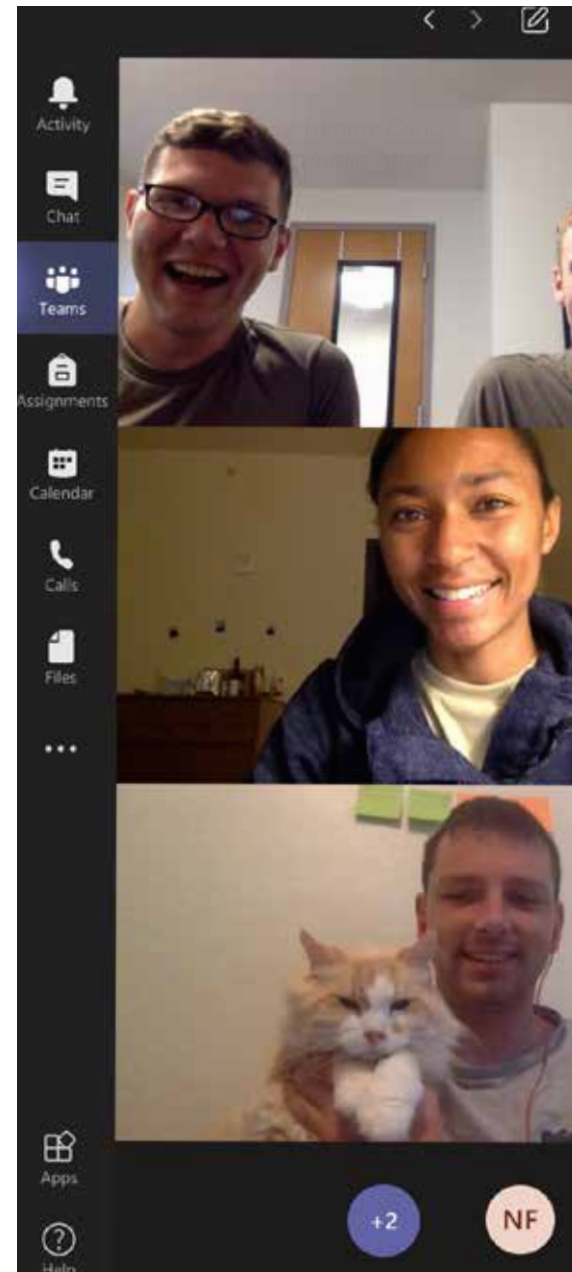
The students, faculty and staff at the Defense Language Institute Foreign Language Center were no exception.

"At first it was really difficult," said Mariah East (using an alias), a Coast Guard petty officer 3rd class studying Spanish at DLIFLC. "It was a huge learning curve for all of us. Our teaching team had to adjust everything

and reconstruct the classes to be taught online."

In days, face-to-face learning moved rapidly to sitting in front of a computer all day. Not only were the students challenged with social distancing in the barracks while studying in small rooms for the most part, instructors had the added challenge of keeping their students focused, engaged and interested in learning.

But during the months of the shelter-in-place order, a lot of growth opportunities for the students and faculty have taken place, says Lucia Artacho, lead instructor of East's teaching team at the Spanish schoolhouse. Along with four other



instructors, Artacho has embraced the huge task of switching learning formats with energy and enthusiasm.

"As dire as the situation was that forced us into this virtual environment," Artacho said, "we are grateful...that so much growth has come out of this for our team!"

East agreed, saying the team only took a week or two to hit their stride. "Now our classes go much smoother so that we're able to cover everything we need to. And the coordination between the teaching team I think has been really great through all of this."

Here, Artacho shares what she and her team have learned to keep their students engaged, motivated, and



healthy physically and mentally while maintaining the shelter-in-place restrictions.

**Communication, communication, communication**

Artacho has her team – that is, instructors and students – check in every morning for a huddle. Any changes and updates are talked about, and they get feedback on the previous day’s new activities. And then they all have a meeting at the end of the class day.

Good communication isn’t just about meetings. It’s just as often talking through things that might be worrying the students.

“I think they’ve been doing a good job at helping us not freak out about what level we’re at and giving us realistic feedback about where we’re supposed to be in the course at this point,” said East, whose class is halfway through the course at week 37.

**Go off-screen**

“Student’s brains get fried in front of the screen all day,” said Artacho. Her team has scheduled their day to have four hours of intense and focused learning in the morning. After that, two hours in the afternoon are used for other tasks, usually, as Artacho says, “something lighter and more engaging.” Some of the tasks are completed off screen.

Over in the Hebrew department, Yaniv Oded, the department chair, has started mandating no-screen speaking hours, at least one hour a day, where his students and teachers can sit outside while talking.

“Instead of having them sit in front of the computers for six hours every day,” Oded explained, “we tell them to go outside and call in the online meeting rooms so that they do not burn their eyes in front of their computers all day long.”

*Photo above: Lucia Artacho (right, middle) pauses during an online class session with her students. Since March 18, due to COVID-19 restrictions, all classes at DLIFLC have been held online.*



*Army Pvt. Richard Heintzelman works on Spanish classes online from his home with the help of his dog Asher.*

### One-on-one time

Each teacher on Artacho’s team is responsible to counsel five or six students on their team. They have reserved the afternoon to decide how they can better help each student one-on-one.

“Some of them need oral practice, some of them review grammar one-on-one,” she said, “while some of them just need a friendly ear to share their personal worries with.”

### Humans First

“Our whole team’s philosophy is that the human in all of us needs to be taken care of before we can teach or learn anything,” Artacho said. They have been talking about purpose, motivation and mindset a lot, she added, and have been integrating it in their activities.

One of the things they’ve added to their daily routine is a student-led workout held in Spanish.

East has led several so far.

“The first time I was terrible,” she laughed. By the time she led her fourth, East didn’t hesitate over the Spanish words or what stretches to do.

In the Korean schoolhouse, lead instructor Soyoung Jeong

learned a lesson from staying home to raise her children for several years between her time as an instructor at DLIFLC.

“When mom isn’t happy, the kids aren’t happy,” she said. That means she works hard to make sure her teachers are taken care of and are getting their needs met.

At the Hebrew schoolhouse, Oded has a similar philosophy about his instructors. “We are working on fun staff initiatives,” he said, naming a few things that included a teacher video song.

### Autonomy

Artacho says she and her team give the students the ability to decide for themselves whenever possible.

For instance, she says, “material for a scheduled activity can be worked in different ways and they get to choose which one and commit to their decisions by sharing them with the group.”

The student leaders are given a level of autonomy as well, deciding how the class wants to handle things like class divisions or how a task is accomplished.

Jeong works to bring that level of autonomy to her students as well, making the classes as student directed as possible.



That was how they came up with the idea to let the students make their own videos, like YouTubers.

**Have fun!**

Jeong and her team worked with their students to create YouTube-like videos in Korean.

It came about when they wanted to celebrate what was supposed to be Language Day, DLIFLC’s cancelled annual open house, by watching a movie.

“But we wanted to make it more fun,” she said.

Someone suggested making a YouTube video like Unboxing, and the idea took off. Each student made their own videos in Korean, with Jeong joining in the fun with

her own creation on how to make Chapaguri (Ram-Don), a popular noodle dish used in the movie “Parasite.”

“Actually, it was a really good way to deliver language in an engaging way,” Jeong said. “It was really good practice (for the) OPI test as well,” she said, speaking about the Oral Proficiency Interview that is the final oral exam for students.

Artacho’s team took a more technological approach. They created an app that took their students on a day-long virtual immersion to Mexico.

For Artacho, having her students engaged, motivated and physically and mentally healthy, is a rush. “Just seeing them willing to be playful in Spanish, regardless of their level, is an absolute success in my heart.” ●

*“As dire as the situation was that forced us into this virtual environment,” Artacho said, “we are grateful...that so much growth has come out of this for our team!”*



*Lucia Artacho shows her work desk space while teaching online classes. Artacho and her team of Spanish instructors have worked hard to keep their students engaged.*



*Cathedral at the Zocalo square in Mexico City.  
(Photo courtesy of Adrian Sampson)*

# GAMING: A GATEWAY TO IMMERSIVE VIRTUAL LEARNING

*By Tammy Cario  
DLIFLC Public Affairs*



*Cynthia Cea Aguilar, Spanish instructor at DLIFLC, proudly shows off a few of her students after a day spent on a virtual immersion in Mexico. (Photo courtesy of Cynthia Cea Aguilar)*



It all started in April when instructor Lucia Artacho and her team were brainstorming ways to engage their students in the Spanish classes that are now being taught online.

“Our main challenge during this COVID experience has been keeping our students engaged, motivated and healthy, physically and mentally,” said Artacho. She asked her team of four instructors if a virtual trip to a Spanish-speaking country was possible.

“I said yes without knowing where to begin,” laughed Cynthia Cea Aguilar, one of the Spanish instructors on Artacho’s team at the Defense Language Institute Foreign Language Center, who is working from home.

The next day, while covering technology topics in Spanish, Aguilar decided to ask her students about video games.

“Half of my class spends more than two hours on video games – a day,” Aguilar said. That was when it hit her – they could do a virtual immersion using an educational app.

Why an app?

The majority of the population in the U.S. has had a handheld video

game in their lives since childhood. Although the first video game arrived on the scene in 1958, according to the Brookhaven National Laboratory, it wasn’t until 1976 that the first handheld device came out.

Surprisingly, a survey done by Entertainment Software Association found that the majority of adult gamers use smartphones to play video games rather than a personal computer or a dedicated console.

According to the Pew Research Center, 96% of Americans have cell phones, 81% of them being smartphones. Smartphone games are ubiquitous.

An added wrinkle to Aguilar’s game, however, is that this virtual experience, designed by the instructors using a free online app, would truly be an immersion – done entirely in Spanish.

“You’ll start at the Monterey Airport and fly to Mexico City,” she said. Aguilar explained that the game is all about triggers. It will ask you a question and you have to choose an answer. It’s similar to a role-playing game, or RPG, where your character goes on a journey through a series

of structured decisions you have to make.

When she was brainstorming how to give the students an immersive experience, Aguilar researched different apps before she found one that was free to use for educational purposes. All that was needed to build into the game within the app was a little technological know-how. Well, and determination, something Aguilar has in spades.

“For the first four days, I was just stuck,” she said of her work on the app. “But I have taken some classes before, so I’m not scared of technology. And then I just kept pushing and pushing.” It wasn’t long before she got the hang of what she called, “the flow,” where she made the connections and everything clicked.

Three weeks and a lot of hard work later, I held my phone in my hand, waiting for Artacho’s teaching team to give the word that the virtual immersion tour to Mexico would begin.

I had been invited to participate in their virtual immersion, despite not speaking Spanish. Fortunately, I had my bilingual co-worker, Leonardo

Carrillo, with me on video chat using the app as well.

The app started me off at my location, similar to Google Maps. I scrolled around to find the Monterey Regional Airport and clicked on the icon. The screen took me to the inside of the airport and an attendant told me what I could and could not bring on the flight. There was a small quiz asking me what she said – I guessed – and from there the airplane took off, with another in-flight quiz.

Even though I couldn't understand the language, there was a certain kind of glee in being able to answer the quizzes, along with a sense of accomplishment when I moved on to the next decision. If this is the future of language learning, sign me up!

We arrived at the Mexico City International Airport, or rather, we had to scroll down the map to find Mexico City, where an airplane icon waited for us. Once we arrived, there were a series of things we would have to do in order to leave.

"It's everything you would do in an airport," said Aguilar. Among other

things, you have to exchange money, take transportation and go through a COVID-19 screening. Essentially, all the things you would normally have to do if you flew into an airport in a foreign country. And, in the theme of a game, each stop would net you a certain amount of money to spend.

Each icon was an opportunity for the students to practice different parts of their Spanish. For instance, the COVID-19 stop, where Artacho pretended to be a doctor on the video chat, had the students interacting with their lead instructor about their symptoms and previous travel.

Another icon on the airport map was a cell phone store. The instructions in the app sent us to a virtual video chat room where Luis Ortega, one of the Spanish teachers, played a salesman. After going through the phone plans in Spanish, he told us, "This is all authentic material," meaning they had to go do research about cell phone stores in the Mexico City airport. And that was just one of over 50 stops Aguilar had programmed into the game.

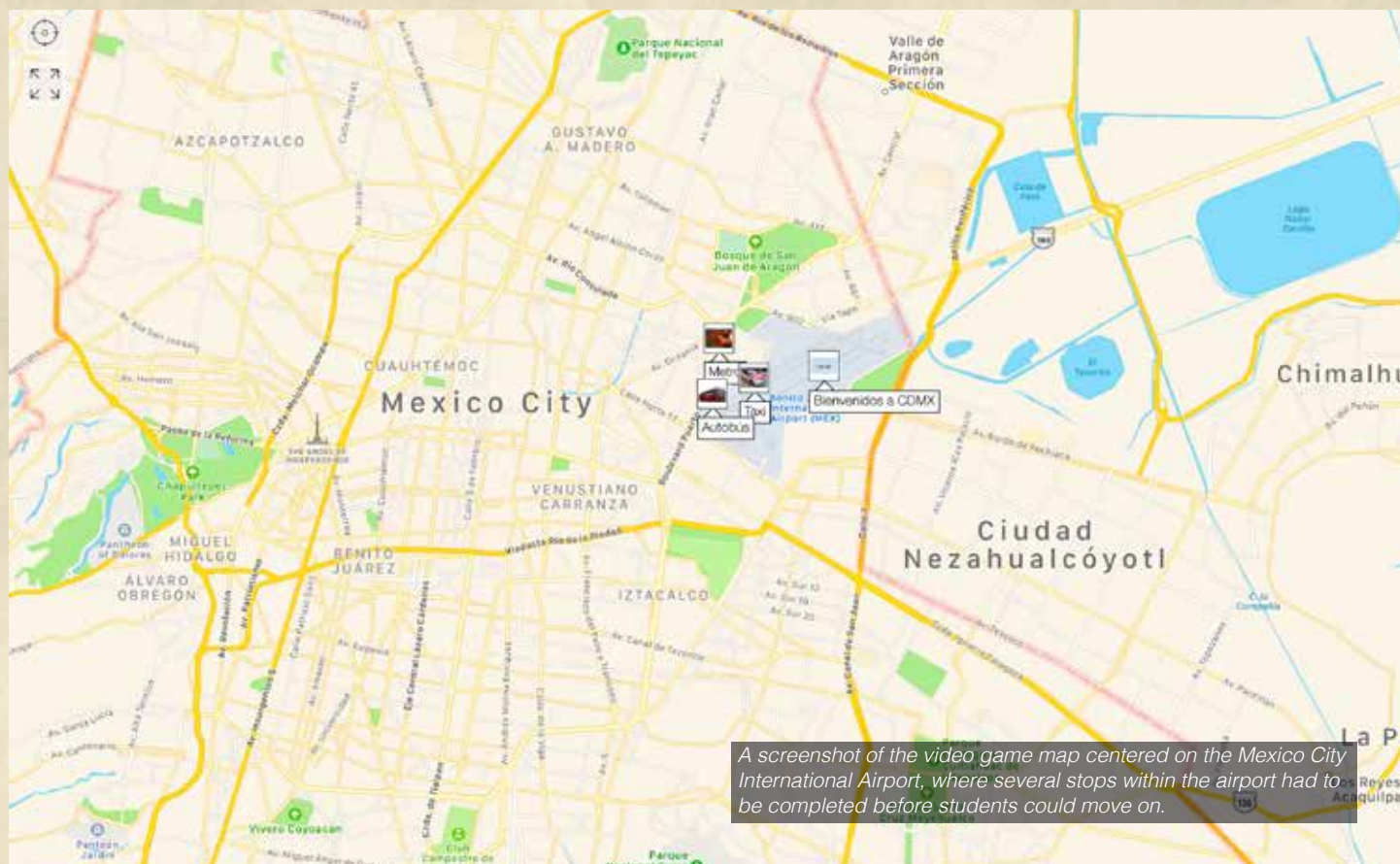
Back to the app, Carrillo and I chose phone plans using the money we had earned along the way and it triggered the end of that stop. On to the next until all the stops at the airport had been completed.

Once the students finished with the airport, which took most of the morning, they moved on to the iconic Zocalo, where they had many other icons to visit. They learned history and culture, as well as interacting with civilians and other tourists (the instructors doing more role playing). It was a way for the students to expand their vocabulary in real situations, or as real as it could be in a virtual world.

More than that, it was engaging.

The students gave their feedback at the end of the day with an abundance of enthusiastic laughing and the retelling of their experiences.

For Aguilar, it was euphoric. "I am so overwhelmed with the great response of our students," she said. "Today we connected with our students on a different level; we learned, we laughed, we danced and we thrived together." ●

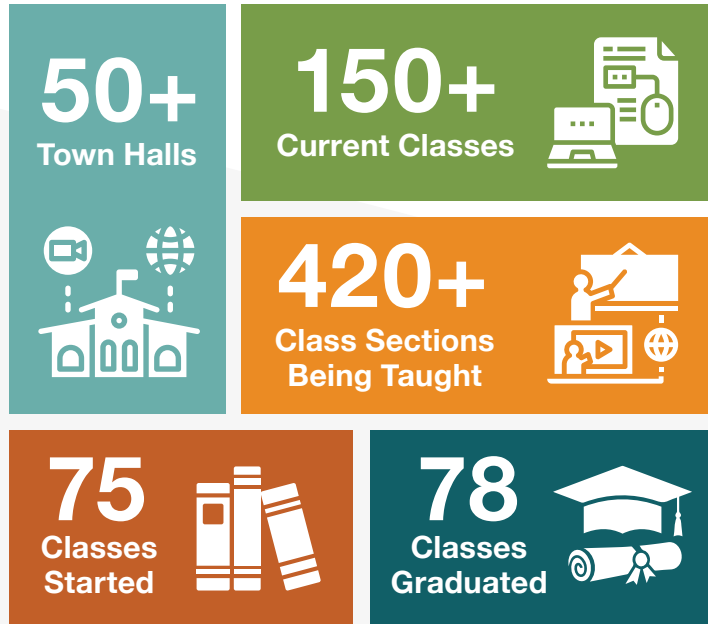




# By the Numbers

We are extraordinarily proud of the effort and extra mile DLIFLC students, faculty and staff have put into these last six months. Not only did they have to quickly adjust to all virtual instruction, but also faced the pandemic, shelter-in-place orders, and other restrictions. The compiled numbers from mid March to mid September explain in sharper detail just what the students, faculty and staff have been able to accomplish.

## DLIFLC data since shelter-in-place began



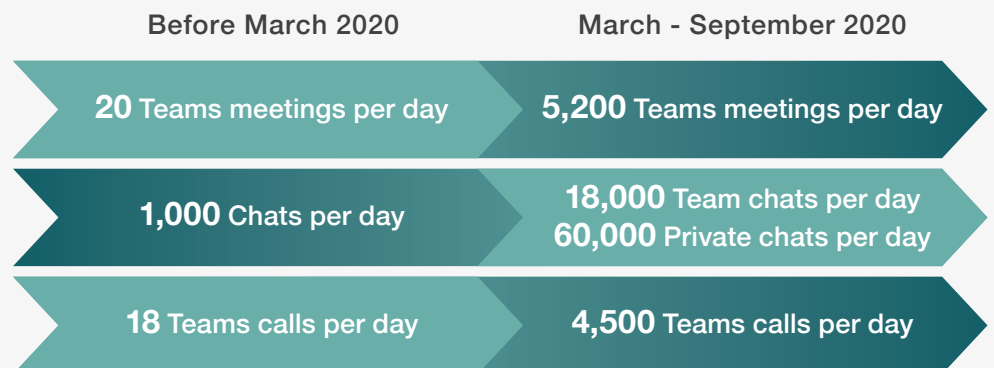
## Education, Training and Development



## Collaborative tools: Microsoft 365

DLIFLC was fortunate to have begun implementing Microsoft 365 into the Institute's daily routine several months prior to the spread of COVID-19. Because of features like MS Teams, a collaborative communication platform, students and faculty were able to switch to virtual learning with relative ease.

## Teams Data



## Groups in Teams

**786**

Class Groups  
(Including LTDs)

**502**

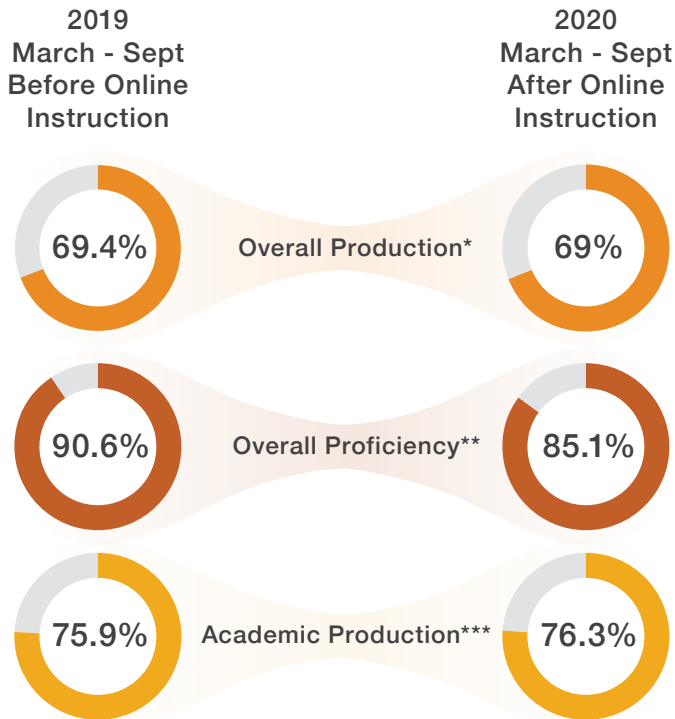
Non-Class Groups  
(e.g. staff and faculty)

**1,288**

Total  
Collaborative Groups

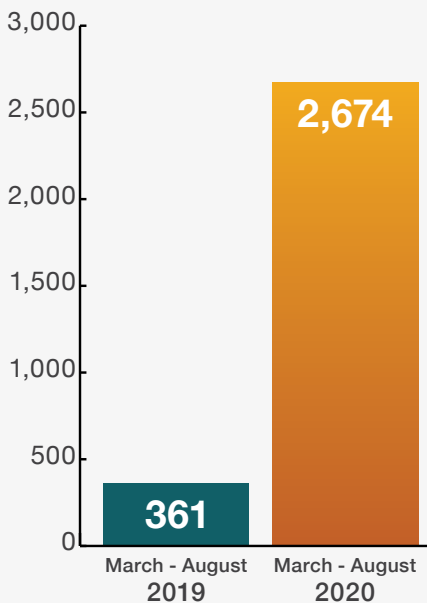
## Defense Language Proficiency Test (DLPT) Comparison

Our current standard to pass the Defense Language Proficiency Test is 2 in Listening, 2 in Reading and 1+ in Speaking. For more on the Interagency Language Roundtable scale visit <https://www.govtilr.org/>.



\* Overall Production is the percentage of graduates among all students who started courses  
 \*\* Overall Proficiency is the percentage of graduates among students who took the DLPT  
 \*\*\* Academic Production is the percentage of graduates among students who met all military requirements

## Universal Curriculum and Assessment Tool (UCAT)



COVID-19 forced staff and developers to think outside the box for UCAT. After months of adjustments, what started as a curriculum development tool is now capable of handling hundreds of students simultaneously taking tests even outside of the schoolhouse walls.

Total graded events in UCAT

## Language Training Detachments and Continuing Education

DLIFLC's language training and sustainment efforts go beyond the schoolhouse walls. The Institute has 16 Language Training Detachments at home and across the globe. Instructors and students at these locations have also had to face the challenge of continuing their training virtually to maintain mission-ready standards.

Since March 2020

186

Instructors

16

Language Training Detachments

331

Courses

18

Different languages

1,644

Students

53,891

Instructional hours



*"In this unique period of dealing with the pandemic, DLIFLC faculty and students have risen to the occasion to continue the mission without skipping a day of class."*

- DLIFLC Commandant  
Col. Gary Hausman

# THROUGH UNCHARTED TERRITORY

By Natela Cutter  
DLIFLC Public Affairs

Preparing an educational institution for the onslaught of a global pandemic is something that many commanders never think could happen during their careers. As most around the world, the Defense Language Institute Foreign Language Center was faced with a rapidly changing situation. The need to continue the critical mission of teaching foreign languages to service members forced leadership to rapidly develop innovative ways to respond to the new coronavirus.

"International news channels did a good job reporting on COVID-19 starting in early January 2020 which caught our attention. I just didn't know how fast it was going to move and how harshly it would hit," said DLIFLC Commandant Col. Gary Hausman.

With more than 1,800 faculty, many of whom travel to their home countries for the holidays annually, it was clear to Institute leadership that they would have to begin communicating with faculty and staff to alleviate fears and put some perspective on the situation.

"Early January was key because many of our faculty were visiting China for either the Western Holiday Season or the Chinese Lunar New Year," explained Hausman, recalling that instructors in the Asian I school became increasingly fearful that their colleagues might bring the virus back to Monterey.

Hausman decided to hold the very first virtual town hall on Jan. 29, using a new communications software that is a chat-based collaboration platform with video conferencing, file storage and text messaging - all rolled into one.

"We had just begun introducing Microsoft 365 Teams last fall. COVID-19 mitigation put us on an accelerated schedule, literally shifting overnight to online learning," said DLIFLC Provost Dr. Robert Savukinas, explaining that instructors were able to participate in the first town hall from the comfort of their offices. This was possible because the Institute introduced a robust IT infrastructure that included issuing MacBook Pros and iPads to instructors and students.

By mid-February, while instructors who traveled abroad underwent 14-day voluntary self-isolation, news of the looming pandemic still appeared to be something happening internationally. Nevertheless, DLIFLC leadership continued to make contingency plans.

"In late February, my guidance to the faculty was to increase users on MS Teams in preparation for a potential transition in a month or two. The purpose was to enable classes to continue if we had to self-isolate broadly," said Hausman, not realizing that a month or two would actually turn into a couple of weeks.



*Drill Sgt. Wilely Pinaperez stands in formation on Soldier Field during a change of command ceremony June 30. (Photo by Leonardo Carrillo, DLIFLC Public Affairs)*





Students learn Modern Standard Arabic sound and script within the first week of class which is conducted in person. (Photo courtesy of Col. Gary Hausman)

“The key question for timing was when would be too soon and when would be too late. If an outbreak occurred, we would have been too late,” said Hausman, concerned that students who resided in the barracks might become ill and that the virus would spread like wildfire. He decided that safety had to be the priority for both students and faculty.

By early March, the writing was on the wall. Hausman called for the rapid piloting of virtual instruction to check not only connectivity but the technical capabilities of both students and teachers.

“I thought we would have months to prepare but we needed to show that we could transition within a week,” Hausman told his leaders in the second week of March.

“Starting on Wednesday, 18 March, DLI transitioned to full time virtual instruction without missing a day of training. This decision was mainly made with an abundance of caution to not decide too late and put the faculty and students at unnecessary risk,” Hausman said.

“I think a combination of factors helped us transition to a new way of working,” stated deputy chief of staff for operations director Joseph Kuykendall, himself a two-time DLIFLC graduate. “We live in an information age and our students know how to leverage that technology. The instructors, who had the technology, just needed a nudge.”

Several months down the road, both military and academic leadership have kept a close eye on student test results

of the 78 graduating classes since the pandemic began. Looking at statistics between March and September, student scores had not drastically plunged.

“We are not exactly seeing the entire equation. For instance, some students who are now graduating have had some face-to-face instruction in the beginning,” said Hausman, explaining that challenges may come up for new students who have not had the benefit of face-to-face classes.

To remedy this problem, using social distancing, schools brought students back to the classroom for short periods of time to learn sound and script, or the sounds of a foreign alphabet and the writing of non-Latin-based scripts.

While Hausman says he is satisfied with the current student proficiency results and is encouraged by the ability of students and faculty to get their work done online, he recognizes that instruction will not be able to take place solely in a virtual world.

“It is not a question of if we will go back to the classrooms, it is a question of when,” he said, in a recent meeting that dealt with an extensive plan for returning to work with proper social distancing measures. “I am not in a hurry to bring people back to work until it is safe, but we have to make plans for this eventuality.” ●



**“I thought we would have months to prepare but we needed to show that we could transition within a week,” said DLIFLC Commandant Col. Gary Hausman**



*(Above) DLIFLC Commandant Col. Gary Hausman speaks at a change of command ceremony on Soldier Field attended by key personnel only.*

*(Left) A Soldier sitting in the Presidio of Monterey health clinic holds a mask in his hands. (Photo courtesy of Emily McCormick)*

A student receives a haircut at the Presidio Exchange during the COVID-19 Pandemic. (Photo by Joseph Kumzak, Presidio of Monterey Public Affairs)



# PANDEMIC PHOTOS *in* 2020



A Marine sits on a wall at Soldier Field just before the beginning of a ceremony for a fellow service member who received an award. (Photo by Leonardo Carrillo, DLIFLC Public Affairs)



Soldier Field eerily empty on a school day during the pandemic. (Photo courtesy of Emily McCormick)



A service member carries the ceremonial wreath for Memorial Day toward the cemetery just before the event. (Photo by Leonardo Carrillo, DLIFLC Public Affairs)

Marines stand in formation on Soldier Field during an award ceremony for a fellow Marine. (Photo by Leonardo Carrillo, DLIFLC Public Affairs)



A Presidio of Monterey security guard checks IDs at Pvt. Bolio Gate. (Photo by Joseph Kumzak, Presidio of Monterey Public Affairs)



Amber Gallagher shows a mask she made with the Globe and Anchor logo that she will donate to a Marine. Amber and her husband Patrick made over 1,000 masks that they donated to people in the Monterey area and mailed to friends and service members across the U.S. and overseas -- all at their expense. (Photo by Joseph Kumzak, Presidio of Monterey Public Affairs)

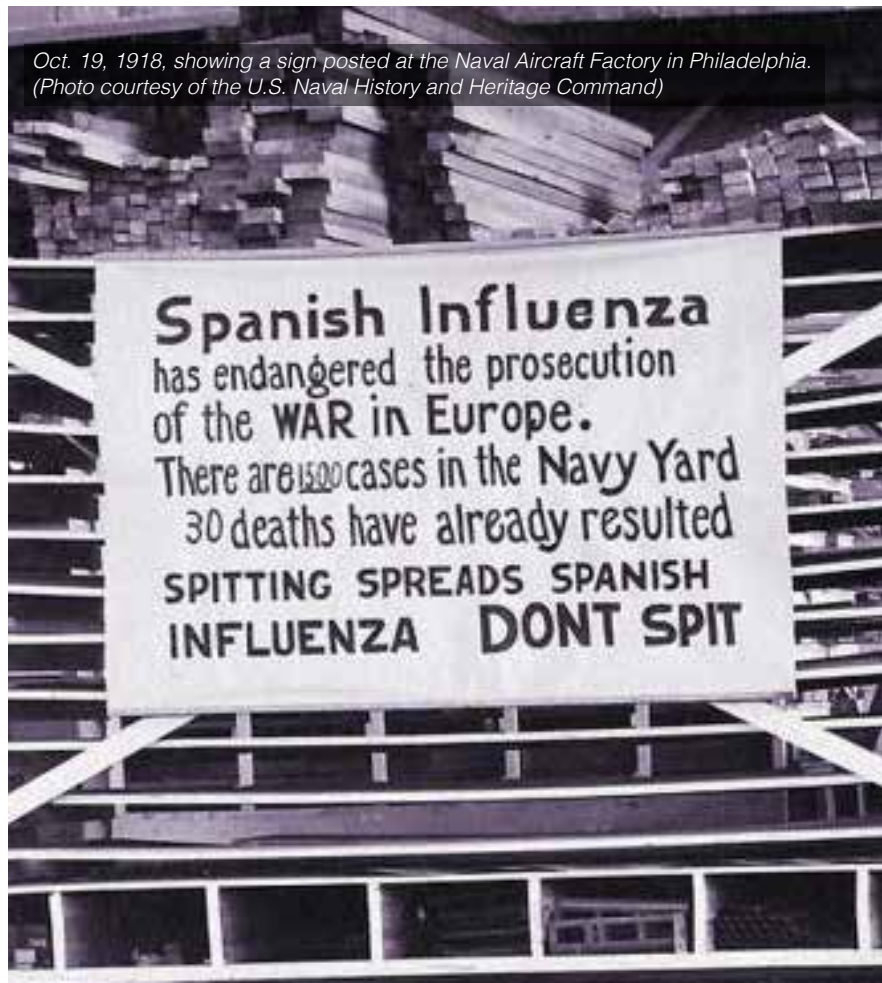




Service members pose for a group photo after the Memorial Day ceremony held at the Presidio cemetery. (Photo by Natela Cutter, DLIFLC Public Affairs)



An AAFES employee carries sandwiches at the Fort Ord Exchange. (Photo by Joseph Kumzak, Presidio of Monterey Public Affairs)



Oct. 19, 1918, showing a sign posted at the Naval Aircraft Factory in Philadelphia. (Photo courtesy of the U.S. Naval History and Heritage Command)

**Spanish Influenza**  
has endangered the prosecution  
of the **WAR** in Europe.  
There are ~~1500~~ cases in the Navy Yard  
30 deaths have already resulted  
**SPITTING SPREADS SPANISH  
INFLUENZA DONT SPIT**



*(Above/below) Soldiers during a change of command ceremony of the 229th MI BN on Soldier Field. (Photo by Marcus Fichtl, Presidio of Monterey Public Affairs)*



*A sign on the door to the California Medical Detachment clinic points out the new reality of life during the COVID-19 pandemic. (Photo by Joseph Kumzak, Presidio of Monterey Public Affairs)*



*Spc. Kaicie Flores gives a thumbs up while working behind plexiglass at the Presidio of Monterey pharmacy. (Photo courtesy of Emily McCormick)*

# SOCIAL INJUSTICE: A PERSPECTIVE FROM THE RANKS

By Tammy Cario  
DLIFLC Public Affairs

Less than six months into a global pandemic that saw entire nations come to a complete halt, social unrest sparked when George Perry Floyd Jr. was killed during a police arrest in Minneapolis, Minnesota. What followed was a wave of protests so strong, it echoed around the world. People from all walks of life across the United States, with international support, gathered to stand against racism and violence against their African American communities.

For Army Maj. Teisha Barnes, a student at the Defense Language Institute Foreign Language Center, it was a particularly trying time.

“Not everyone understands how we have to compartmentalize our life,” explained Barnes, who is African American and a student at DLIFLC on the Presidio. “Because even though black lives matter, and I’m seeing someone who looks just like me or my brother dying on TV, I still have to get up and go to class and act like nothing is happening.”

In the days that followed, tensions in the U.S. were at an all-time high with people of all races and ethnicities demonstrating in unprecedented numbers. The presence of coronavirus seemingly took second place to fighting for justice.

In response, Col. Gary Hausman,

commandant of DLIFLC, held a virtual town hall June 4, and invited anyone who wanted to have an open and honest discussion about racism and discrimination and what recent events had brought up.

“(It) is an important topic right now given what’s going on around the United States,” Hausman said in the town hall. “I’m not going to pretend that I know what it’s like to be discriminated against. I recognize that I am a white man who potentially can have an advantage that others do not. So...I want to have a conversation because I want to listen and I want to learn and I want all of you to come into this and be able to achieve the same because we can all learn from each other.”

What came out during the candid discussion was eye-opening for some who had never faced this type of negative attention.

One service member talked about discrimination while at the store. Another spoke of young friends she hadn’t been allowed to play with because of the color of her skin.

After the students broke up into smaller groups to talk, another service member, Barnes said, told of how he has to be careful when he is out exercising.

“He said when he’s running and he sees someone of a different race, he’s like, ‘Oh hey, how you doing?’ Like you have to be extra friendly because you don’t want anyone to think otherwise. That’s a lot. That’s so draining.”

And, as Barnes explained, there are other problems that people might not see. When moving to a new assignment, her teenage son normally flies to their duty station. Barnes, on the other hand, drives their car and has to carefully plan routes to get to her destination while making sure to go through certain areas before dark and to gas up in a city area.

“There are certain towns where you can and cannot drive as a black person,” she said, “There are places that still have signs that say, ‘No Coloreds After Dark.’ And you sometimes have to go through those places...to get to your next duty station.”

More telling, however, might be the talk she was given by her parents, and advice that she has now passed on to her son as he learned to drive. “He has a whole speech memorized if he’s leaving the house so that I can guarantee he comes home,” if he gets pulled over, she explained.

“It’s scary because at what point does my son go from adorable to a threat?”,





Maj. Teisha Barnes, a student at DLIFLC, speaks during a virtual town hall hosted by Col. Gary Hausman June 4. (Screenshot)

she asked. “At what point do people become afraid of him?”

While the Army now actively works against discrimination, it wasn’t always that way. It took nearly two decades before a presidential mandate made in 1948 was put into action across all the branches, stating that all units had to be free from discrimination irrespective of their color.

What has since followed is a sincere effort by policy makers and service members alike to put this mandate into everyday life. It hasn’t always been successful, but people like DLIFLC Assistant Commandant Air Force Col. Stephanie Kelley and her staff work to keep a vigilant eye on equality in the military. In large part because of the protests, she, along with her staff, felt spurred into action: producing a study called The Equity Project.

The Equity Project will comb through the Institute’s administrative actions records and look at disenrollments in

the past five years to see if any race has been punished more harshly than another. For instance, if 15% of the student population is African American and 35% of the administrative actions are against African Americans, it would be flagged that there is an issue.

“One of the reasons I wanted to do this study is that it’s upsetting,” said Kelley. “I mean, it’s 2020. I thought we were done, that we were in a new age, a new era. That we are enlightened.”

Another impetus for the study was the reality of discrimination in today’s military. A study done in 2018 found there was significant racial discrimination in military justice across all the branches. Summed up, Kelley said, “if you’re a black service member, you’re more likely to have some sort of non-judicial punishment or some sort of corrective action taken against you.”

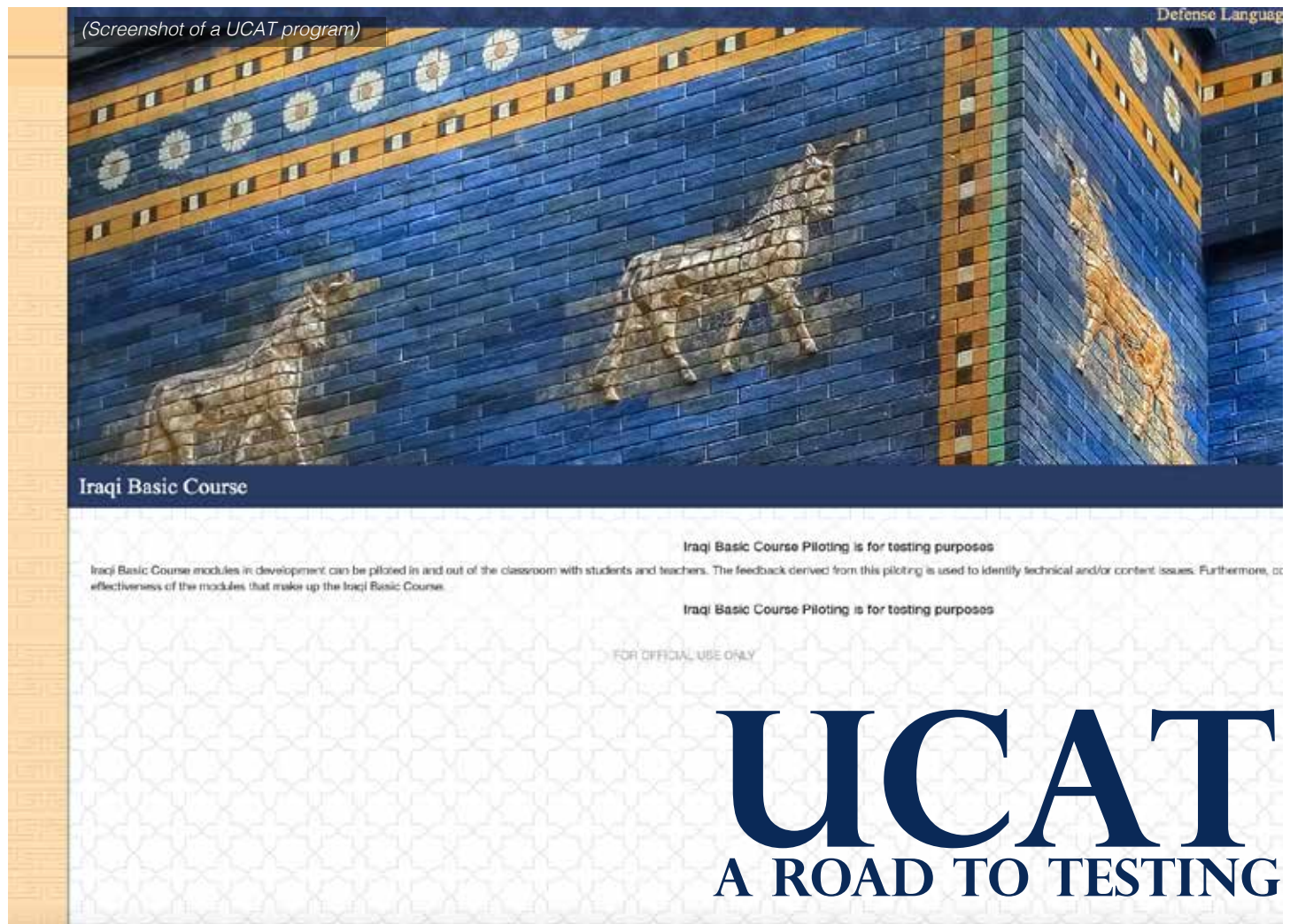
The problem today, Kelley said, is that people may be unaware of their

innate preference. “The issue with unconscious bias is that no one is doing it on purpose.” The hope with this study, she added, is if they find anything, it will bring that bias to light and people will become more aware of their actions.

As for Barnes, she is looking at the situation with hope and determination.

“I think some people are getting the picture,” she said, in expressing her gratitude to Hausman for holding that difficult discussion with the students. “I’m feeling like there’s more people now who are willing to listen.”

In the meantime, Barnes tells her African American friends the same thing her parents told her – it’s all about hard work. “You have to prove yourself,” she said. “So, you make it work or you give up.” For Barnes, giving up isn’t an option, a trait that has taken her far in her military career and in life. ●



*By Natela Cutter  
DLIFLC Public Affairs*

One would think that students in general hate taking tests. Not so at the Defense Language Institute Foreign Language Center where well over 2,500 students are currently engaged in online learning due to the COVID-19 pandemic.

“Students were actually freaking out because they were not sure how they were doing in the course,” said Chief Military Language Instructor Sgt. 1st Class Rebecca Babcock, about the service members learning Persian Farsi. “We obviously turned to online instruction very quickly, but we did not have a method for testing students from afar,” Babcock explained.

While both instructors and students rose to the challenge of transitioning to a virtual classroom by using

commercial software that allows for online collaboration through meetings, chat and document sharing, unit testing outside the schoolhouse walls remained an issue. “We quickly tested several different systems to see what would work,” explained Babcock.

The technical solutions team faced a daunting challenge. How does one find a tool that supports more than 10 different language scripts and provides listening, transcription, text selection and ordering features? The system also needed to support more than 200 students simultaneously taking a test with real-time interactivity – and be secure.

An unlikely candidate rose to the surface – the Universal Curriculum and Assessment Tool, called UCAT, initially

designed as an in-house curriculum development support tool around 2010.

As the product gained popularity, by 2016 it became evident that the lack of assessment was a major gap. Two years later, the testing feature was added and operationalized but was not broadly used.

“We looked at different systems to see what would work to meet our needs, but commercial options would not handle many of the foreign language scripts or DLIFLC’s listening assessment requirements,” explained Babcock, a lead member of the technical solution recommendation team.

“I made the decision to go with UCAT because we needed a tool that could build assessments quickly, be

extremely agile, offer adequate security, adequately assess a student's performance, and be cost effective," said DLIFLC Commandant Col. Gary Hausman, with the knowledge that more work needed to be done.

In fact, Hausman told the UCAT development team, "I want you to break it, so that we know what we have to fix to make it effective."

For Umer Farooq, lead of the UCAT development team, the message was clear – make this work. "We were excited that UCAT was finally getting the attention it needed to make it a viable tool but we were also afraid of not having enough time to make it work," he said, adding that the front end was ready, but that there were still questions about how the system would handle the assessment load.

"Everyone banded together, the MLIs, testing department and the teachers [to input exams] ... we jumped on the problem and tackled it ... to keep the GPAs reflective and give our students good assessments," explained Babcock, adding that providing this measurement was key for students to track their progression and prepare for the final Defense Language Proficiency Test.

"By early May, a lot of the problems had been overcome," said Joey Holguin, director of Information Technology support. "Once we saw that this was the solution the Institute was going with, we stepped in to help and make sure the program was up to industry standards in terms of securing data." A single-sign on solution was also achieved, easing access for users.

"Since May, we have conducted 2,674 assessments, or GPA influencing events," said Farooq proudly, illustrating data on slides that showed more than 150 tests being conducted per week for about 2,500 students, currently attending 155 classes which are running simultaneously in 16 different languages.

"UCAT is a great tool," chimed in Babcock. "You can assign the student all of their military studies materials and they can go through them at their own pace. It gathers all the student data so you can go in and look at the minor assessments that the students have done ...and it saves all of their answers of their daily work – as well as quizzes."

As for the students, Spc. Mark Meixell said he didn't feel he was short-changed by the rapid switch to online learning or the initial struggle with assessments. "I thought the teachers did a good job of transferring the classroom to remote teaching.... UCAT definitely had some bumps, like using the right browser and going through a virtual desktop, but it was fine for evaluating our progress."

Though claiming that he often experienced distractions while studying in his room six to seven hours per day, Meixell received a 3/3 on the final DLPT exam, a score that is deemed quite exceptional, not least during a pandemic. ●

The screenshot displays the UCAT program interface. At the top, it says "Chinese" and "Defense Language Institute Foreign Language Center". The main menu on the left includes "Chinese Basic Course", "Semester One", and "Unit 1" with lessons 1 through 6. Lesson 3 is selected. The main content area shows a scenic image of a high-speed train in a mountainous region. Below the image, it says "Chinese Basic Course" and "Lesson 3". A search bar is visible. A list of lesson topics is shown below, including "Lesson 3 - Chinese Area Studies 中国文化常识", "Lesson 3 - Presentation 1 课文一", "Lesson 3 - Presentation 2 课文二", "Lesson 3 - Presentation 3 课文三", "Lesson 3 - Grammar and Usage 语法和用法", and "Lesson 3 - Using Chinese in Context".

(Screenshot of a UCAT program)



# USMC AT PRESIDIO OF MONTEREY CHANGES COMMAND

By Natela Cutter  
DLIFLC Public Affairs

The Marine Corps Detachment at the Presidio of Monterey carried out a change of command June 12, in which Lt. Col. Jason Schermerhorn relinquished command to Lt. Col. Timothy Mayer, who will be taking charge of Marines studying a foreign language at the Defense Language Institute Foreign Language Center.

“Thank you for being here today! For some of us, today’s ceremony is the first large event we’ve attended since COVID-19 became a real threat,” said outgoing commander Schermerhorn.

Due to the pandemic, the presiding officer, Col. Derek Lane, commanding officer of the Marine Corps Communication-Electronics School headquartered in Twentynine Palms, California, was not able to attend, but sent a letter.

“Your ability to also command, control, and take care of the Marines not only at DLI, but also at the Naval Post Graduate School, highlights your ability to lead an expansive, diverse command while ensuring mission accomplishment in every regard,” said Lane to Schermerhorn, in the letter read by Sgt. Ryan McGuinness.

While thanking his own Marines and academic leadership for their hard work, Schermerhorn singled out DLIFLC Army leadership.

“I thank all of you for your commitment to the mission and all the service members,” said Schermerhorn. “One thing that really sticks with me is that Col. [Gary] Hausman and Command Sgt. Maj. [Thomas] Donehue really look at our

Marines as if they are their responsibility as much as a Soldier in the 229th [Military Intelligence Battalion],” he said.

“I am very fortunate to follow Lt. Col. Schermerhorn’s leadership and the positive forward momentum that this command has been taking,” said incoming commander Mayer, who served with Schermerhorn before.

“But for the Marines out there, we’ve got a lot of responsibilities and work to complete,” he said, adding that “there are challenging times ahead for our nation...and your role to our national defense is crucial.”

Mayer came to DLIFLC from the 24th Marine Expeditionary Unit, North Carolina, where he served as a senior ground intelligence officer. Mayer has most recently supported civilian authorities’ operations in Puerto Rico and worked as a part of an Africa crisis response team while stationed in Moron, Spain. His experience with tactical deployment of ground reconnaissance units gives him a unique understanding of the Marine linguist.

Due to his successful leadership of Marines at DLIFLC, Marine officers attending the neighboring Naval Postgraduate School and two units at Naval Air Station Lemoore, Schermerhorn was selected to attend the Joint Advanced Warfighting School in Norfolk, Virginia, where he will complete a year-long rigorous study to become an expert in joint campaign planning. He received the Meritorious Service Medal for his actions during his time at the Presidio of Monterey. ●



Lt. Col. Jason Schermerhorn passes the detachment colors to incoming Marine Corps Detachment commander Lt. Col. Timothy Mayer. (Photo by Joseph Kumzak, Presidio of Monterey Public Affairs)



Members of the 314th Training Squadron participate in a change of command ceremony, welcoming Lt. Col. Joseph Ladymon, as Lt. Col. Jaclyn Deroush relinquished command on June 17. (Photo by Tammy Cario, DLIFLC Public Affairs)

# 314TH TRAINING SQUADRON CHANGES COMMAND

By Natela Cutter  
DLIFLC Public Affairs

Lt. Col. Jaclyn Deroush relinquished command of the 314th Training Squadron to Lt. Col. Joseph Ladymon during a change of command ceremony atop Munakata Hall at the Presidio of Monterey, California, June 17.

Due to the COVID-19 pandemic, the ceremony was carried out with precaution and the implementation of social distancing measures. Certain segments of the event were prerecorded to prevent direct contact, and to enable staff, students and family members to watch the ceremony live online.

“Jayce (Jaclyn) is as tough as nails, don’t be fooled by her small stature,” said Defense language Institute Foreign Language Center Assistant Commandant Col. Stephanie Kelley, who is also commander of the 517th Training Group. Kelley commended Deroush for her outstanding service as commander of more than 700 airmen who are studying a foreign language at one of the toughest schools in the military.

Among Deroush’s accomplishments was the support she provided for the writing and updating of the Persian Farsi curriculum by providing professional airmen linguists from the field to help as subject matter experts. Deroush’s squadron was recognized as the squadron of the year for 2019 with an increase in graduation proficiency rates: 76

distinguished graduates; 33 academic awards and 107 Associate of Arts degrees in foreign language.

Deroush received the Meritorious Service Medal, first oak leaf cluster from DLIFLC’s assistant commandant.

In her final remarks to the squadron, Deroush thanked her airmen and said, “You have empowered me as I watched you grow and I am excited to see where you will go...you have risen to every challenge,” she said, adding, “Together we are stronger and thank you for doing great things.”

Officially taking command of the 314th Training Squadron, Ladymon thanked organizers of the event and said he will have “ginormous shoes to fill,” adding that celebratory events will have to wait for a post COVID-19 time.

Deroush will be going to training before being assigned as assistant air attaché at the U.S. Embassy in Moscow, Russia. Though not a DLIFLC graduate, Deroush studied Russian and German in college.

The 314th and 311th Training Squadrons are part of the U.S. Air Force 517th Training Group, which develops and instills Air Force values in airmen while they train to become linguists at DLIFLC. ●

# IWTC MONTEREY CHANGES COMMAND



*By Information Warfare Training  
Command Monterey Public Affairs*

Navy Capt. Michael Salehi was relieved by Cmdr. Josie Moore as commanding officer of Information Warfare Training Command Monterey during a small change of command ceremony in the Senior Chief Shannon Kent Navy Yard at the Defense Language Institute Foreign Language Center July 2.

Due to COVID-19 mitigation measures, the ceremony was attended by the official party and a small number of close family members, while IWTC Monterey crew members were provided a digital recording.

Col. Gary Hausman, commandant of DLIFLC, presided over the ceremony and praised Salehi on his tour.

“Capt. Salehi is a successful cryptologic officer, and he served in support of the fleet, and also at the National Security Agency,” shared Hausman. “As a former graduate of DLI’s Persian Farsi school, he knows what the Sailors must overcome to graduate and also be successful in the field. He brought his knowledge of leading at the National Security Agency and applied it to the Sailors here.”

Highlighting the incoming commanding officer, Hausman

continued, “Today we have a new IWTC Monterey commander – Cmdr. Josie Moore. She’s not new to challenges. She knows the trade. She didn’t join the Navy yesterday. She’s ready for this, and will do great. A unit benefits from a fresh set of eyes.”

Some of Salehi’s major achievements during his time at IWTC Monterey include a 41% reduction in academic attrition, the establishment of IWTC Monterey Det. Goodfellow Air Force Base, and the construction and dedication of the Senior Chief Shannon Kent Navy Yard. These achievements were recognized with Salehi receiving a Meritorious Service Medal.

Salehi praised the hard work and dedication of the IWTC Monterey staff, and then turned his comments toward the students and said, “To the students, I know these past few months have not been easy under the restrictions, especially as you go through one of the most demanding courses of instruction that we have in the Navy. While you might not have always understood certain actions at the command, please realize that every decision was done with the intent of protecting you, assuring your safety and



*Cmdr. Josie Moore speaks during her change of command ceremony. (Photo courtesy of IWTC)*

ensuring you are the best possible warrior-Sailor-linguists that our fleet deserves to have.”

Salehi continued, “I’ve learned a lot from you through engagement forums to see how resilient and tough you are; your perseverance, perpetual optimism and humor continues to humble me. Continue to be vocal and don’t suffer in silence, and, like I’ve said before, ‘learn to take a punch,’ because they will keep coming, at different times in your career. Get back into the fight. The only punch that will keep you down is the one that you let defeat you. Keep pushing through the adversity, never quit, and always keep your eye at the end state—getting on mission and advancing our national security interests around the globe.”

Salehi’s next assignment will be at the Indo-Pacific Command Joint Intelligence Operation Center.

Moore is the daughter of a retired Navy senior chief petty officer and grew up moving from duty station to duty station, claiming California as her home. She received her commission through the Naval Reserve Officer Training Corps program at the University of San Diego. A prior surface warfare officer, she transitioned to the cryptologic community in 2005. Her most recent assignment was Navy

Information Operations Command Georgia, serving as the executive officer.

In her remarks, Moore shared, “To the students: We are living in a difficult time. That’s an understatement, I know. I trust each of you to do the right thing and to hold each other to the naval standard. As with all things, this too will pass, and we’ll be stronger for it. You’re some of the brightest, most engaging Sailors the Navy has to offer and that the nation has called to duty.”

IWTC Monterey, as part of the Center for Information Warfare Training, provides a continuum of foreign language training to Navy personnel, which prepares them to conduct information warfare across the full spectrum of military operations.

With four schoolhouse commands, two detachments and training sites throughout the United States and Japan, CIWT trains over 20,000 students every year, delivering trained information warfare professionals to the Navy and joint services. CIWT also offers more than 200 courses for cryptologic technicians, intelligence specialists, information systems technicians, electronics technicians and officers in the information warfare community. ●

# PRESIDIO WELCOMES NEW GARRISON COMMANDER



The Presidio of Monterey welcomed Col. Varman Chhoeung as the new garrison commander during a change of command ceremony July 9. (Photo by Marcus Fichtl, Presidio of Monterey Public Affairs)

By Marcus Fichtl  
Presidio of Monterey Public Affairs

The Presidio of Monterey welcomed Col. Varman Chhoeung as the new garrison commander during a change of command ceremony July 9.

Chhoeung replaced Col. Greg Ford, who is retiring after 24 years of military service, during a small, socially distanced ceremony at the Presidio’s Weckerling Center. The post’s new commander said he will rely heavily on what he called the “unstoppable force” that is the garrison team.

“I have been a member of many great teams in the past and I know that this is an outstanding team,” Chhoeung remarked. “As you’ve provided outstanding support to the community in the past, I trust and empower you to continue to do the same.”

Born in Cambodia and raised in Virginia, Chhoeung was commissioned at West Point in 1999 and began his career as an engineer with the 1st Armored Division in Germany. He later passed the Special Forces qualification course

and has spent much of his career as a Green Beret in the jungles of the Philippines, the mountains of Afghanistan and the halls of the Pentagon. His most recent position before arriving at the Presidio was as U.S. Army Special Operation Command’s operations officer.

Capt. Rich Wiley, Naval Support Activity Monterey’s commander, who presented Ford the Legion of Merit, called the outgoing garrison commander his friend and a humble servant to Monterey’s military community.

“When you look at what defines a leader, [Ford] has all the traits,” he said.

Before stepping away from the podium, Ford made sure to let everyone know Chhoeung was the best man for the job.

“He’s a proven leader who will take the garrison to the next level,” Ford said. “He and I worked together many years ago and the officer I served with then, is even better now.” ●



# 229TH WELCOMES NEW COMMAND TEAM

*Marcus Fichtl, Presidio of  
Monterey Public Affairs Office*



*Lt. Col. Matthew Upperman passes the 229th Military Intelligence Battalion guidon to Command Sgt. Maj. Lourdes Barragan, the battalion's senior enlisted advisor, in his first act as the unit's commander. (Photo by Marcus Fichtl, Presidio of Monterey Public Affairs)*

The Army's largest military intelligence battalion welcomed new leadership during a joint change of command and responsibility ceremony on Soldier Field, July 31.

Lt. Col. Matthew Upperman and Command Sgt. Maj. Lourdes Barragan took charge of the 229th Military Intelligence Battalion and its thousand plus language students and cadre. They replaced Lt. Col. Jeremy Click and Command Sgt. Maj. Chad Kite. Kite, who retired earlier in the year, was not present at the ceremony.

"I'm truly humbled to be afforded this incredible opportunity to command the 229th MI Bn.," Upperman said in his first remarks as the battalion's commander. "I couldn't be prouder to be a member of this impressive unit, to serve with you, to learn and grow with you and lead every challenge head on with you."

The Defense Language Institute Foreign Language Center's Commandant Col. Gary Hausman welcomed

Upperman and Barragan to the Presidio, but made it a point to thank Click for accomplishing the mission of providing military linguists during a time of pandemic. "Under Jeremy's leadership over 1,560 Soldiers graduated from DLI, 711 earned their associates degree, and 67 Soldiers earned DLI academic performance awards," said Hausman. Under Click, Hausman added, attrition dropped from 12.4% to 8.8%, and during the last four months as students have been attending classes virtually due to COVID-19, graduation rates increased by another 2%.

Barragan, who will serve as the battalion's senior enlisted leader, said she is looking forward to her new journey with Upperman.

"Taking care of Soldiers is not only a team effort, but it's a privilege entrusted to all of us," she said. "Soldiers will look to us to explain the 'why' and to be the example of what right looks like." ●



*An empty hallway, located in Middle East School III, lacks the hustle and bustle of students and teachers going to and from class. (Photo courtesy of IWTC)*