

*Defense Language Institute  
Foreign Language Center*



# *Command History 2015-2018*

(RCS CSHIS-6[R4])



Command History Office  
Defense Language Institute  
Foreign Language Center  
Presidio of Monterey

March 2024

Cover: Language Training Detachments of the Defense Language Institute Foreign Language Center, 31 March 2017



**Defense Language Institute  
Foreign Language Center**



**Command History  
29 July 2015 - 12 June 2018**

Command History Office  
DLIFLC  
Presidio of Monterey



This week ended on a somber and reflective note with our Memorial Day Ceremony. This year, for the first time since 2003, we were grateful to not have to memorialize a DLIFLC graduate who had fallen in battle over the last year.

Col. Phillip J. Deppert  
Commandant, DLIFLC  
27 May 2016





DEPARTMENT OF THE ARMY  
DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER  
PRESIDIO OF MONTEREY  
MONTEREY, CALIFORNIA 93944-5000

ATFL-CMDT

20 March 2024

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Defense Language Institute Foreign Language Center Command History,  
29 July 2015 - 12 June 2018

1. This report chronicles the major activities of the Defense Language Institute Foreign Language Center (DLIFLC) during the period when Colonel Phillip J. Deppert was commandant (29 July 2015 - 12 June 2018).
2. When Colonel Deppert took command of DLIFLC, the Institute was supporting approximately 1,700 instructors from well over 50 countries, teaching 22 languages to 3,000 students annually - both at the Presidio of Monterey and worldwide through its Language Training Detachment program. While maintaining this pace and scope of instruction, Colonel Deppert sought to increase the language proficiency of DLIFLC students, and to improve communication throughout the Institute.
3. During Colonel Deppert's tenure, DLIFLC focused increasingly on attempting to meet 2+/2+/2 language proficiency goals. Colonel Deppert approached this arduous task comprehensively - working tirelessly to improve faculty recruitment and development, curriculum, pedagogical approaches, and management techniques - all of which had as an end goal the production of a "culturally based professional military linguist" for the Department of Defense.
4. Colonel Deppert's efforts at improving institutional communication took a similarly comprehensive approach as he established town halls, instituted the use of the Military Decision Making Process in academic departments, energized the Academic Senate, consulted with the DLIFLC union, and promoted the principles of shared governance.
5. As a result of Colonel Deppert's vision and dedication, DLIFLC continued to set the pace for language instruction and remained what many have described as a "national treasure."

Encl

A handwritten signature in black ink, appearing to read "J. Kievit", with a stylized flourish extending to the right.

JAMES A. KIEVIT  
COL, CA  
Commandant

DISTRIBUTION:  
A





## **Note on the Institutional History of the Defense Language Institute Foreign Language Center:**

The Army produces institutional histories to both “tell the Army story” and to provide the institution itself with some general information about its past. As each history is written within a few years of the events taking place, it is impossible to provide grand historical perspective - that comes later as each institutional history is integrated into Army history as a whole. Then, often decades after events occurred, deeper historical analysis can be done, and writings produced that might be called true history. At the institutional level, historians do their best to produce usable chronicles of the institution for the institution itself, and as a guide to primary sources for scholars researching Army history.

Command histories make no attempt to capture every detail of every unit or staff section – a job that not even very scarce unit records managers, much less one or two historians, could accomplish. As a result, many units and sections may not be mentioned. Instead, this institutional history focuses on a broad survey of DLIFLC over a period of years - generally comporting with the command tours of commandants. Major changes are of course noted, as are major personalities and trends within the institution. However, lack of mention does not equal lack of significance. Indeed, DLIFLC has been successful largely because it quietly goes about completing its mission of creating first class linguists for the Armed Forces without fanfare. This institutional history does attempt to give a sense of how that was done.

For these reasons, the periodic institutional histories as individual volumes are rather limited. It is only in viewing them in conjunction with their predecessors, as well as the larger Army histories, that broad historical patterns emerge. Moreover, the study of archival resources and consultation with the Command Historian himself result in the best understanding of the rich and varied history of the Defense Language Institute Foreign Language Center and the Presidio of Monterey. Those interested in these histories are strongly encouraged to do so.

Officially, per DLIFLC’s Organizations and Functions Manual (Defense Language Institute Foreign Language Center Regulation 10:1 , Organization and Functions): “The DLIFLC Command History Office administers a historic program that supports the missions of the Defense Language Program (DLP), the Army, the Defense Language Institute Foreign Language Center (DLIFLC), and Presidio of Monterey by collection, making available, and interpreting the institutional memory and lessons learned of the DLP, DLIFLC and POM in order to enable the leadership of the Department of Defense, the Army, the DLIFLC, and the POM to make informed decisions.”<sup>1</sup>

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<sup>1</sup> Steve Collins for Philip J. Deppert (Commandant, DLIFLC). DLIFLC Regulation Number 10-1. Organization and Functions: Defense Language Institute Foreign Language Center. 100. 8 September 2016.



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## **Mission & Vision**

### **Mission**

**Our mission is to provide culturally based foreign language education, training, evaluation, and sustainment for DoD personnel in order to ensure the success of the Defense Language Program and enhance the security of the nation.**

### **Vision**

**Our vision is to deliver the world's best culturally based foreign language education and training - at the point of need.**

(Mission and Vision Statements as of 5 November 2015.)





# Introduction: A Very Brief Perspective & Context

Recognizing that no nation is secure without friends, we will work with the State Department to strengthen our alliances.<sup>2</sup>

Secretary of Defense James N. Mattis  
January 20, 2017

The same day that Secretary Mattis took office, 20 January 2017, the Commandant of the Defense Language Institute Foreign Language Center (DLIFLC), Col. Phillip J. Deppert, was within a few days of the midpoint of his tour at the Presidio of Monterey. His command, (29 July 2015 - 12 June 2018), would see some significant changes in both the national and global situations - all of which indicated that the United States, as much as any time in its history, needed skilled linguists.

Although the United States remained involved in Afghanistan as it had been since 2001, the election of Donald J. Trump as president ended what had been a general movement towards orderly American exit from that embattled country. In the spring of 2017, the US dropped its most powerful bomb on an Islamic State base in Nangarhar Province, in the hopes of at least beginning to end what the military was increasingly seeing as a stalemate with the Taliban. Moreover, additions to the 9,000 US troops already in Afghanistan were contemplated by the new administration. Afghanistan strategy and other defense policies were also forming and reforming in the context of a Secretary of Defense who ultimately resigned over the issue of United States engagement with allies - the president followed what he called an "America First" policy, while the secretary sought to strengthen international alliances.

The picture beyond Afghanistan presented a dizzying array of challenges: In the same year Colonel Deppert took command of DLIFLC, internecine struggles in Yemen dragged in Saudi-Arabia and threatened to do the same to the United States as a Saudi-Arabian ally; President Obama's Administration acknowledged climate change as a potential threat to global stability and national security;<sup>3</sup> The Islamic State of Iraq and Syria (also known as ISIS, ISIL, and Daesh), in addition to destabilizing a large part of the Middle East, killed 130 people in Paris, 135 in Turkey (in two separate attacks), and were responsible for the downing of a Russian airliner, killing an additional 224 people. ISIS disciples also killed 14 people in a shooting in San Bernardino, California and a civil war in Syria caused millions of refugees to seek safety in Europe and elsewhere. Moreover, that war had strained relations between the United States and Russia, who were on different sides of it.

Despite the international disarray, Perhaps the greatest threats perceived by the United States during mid-2015 to mid-2018 emanated from China, Russia, North Korea, and Iran - as well as from terrorism:

China is a strategic competitor using predatory economics to intimidate its neighbors while militarizing features in the South China Sea. Russia has violated the borders of nearby nations and pursues veto power over the economic, diplomatic, and security decisions of its neighbors. As well, North Korea's outlaw

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<sup>2</sup>Secretary of Defense James N. Mattis. Inaugural Message to the Department of Defense, 20 January 2017.

<sup>3</sup>The White House. "Findings from Select Federal Reports: The National Security Implications of a Changing Climate." May 2015.

actions and reckless rhetoric continue despite United Nation’s censure and sanction. Iran continues to sow violence and remains the most significant challenge to Middle East stability. Despite the defeat of ISIS’s physical caliphate, threats to stability remain as terrorist groups with long reach continue to murder the innocent and threaten peace more broadly.<sup>4</sup>

National Defense Strategy, 2018

In these years it was not uncommon to hear military officers and Department of Defense civilians speak of “near-peer” and “peer” competitors - namely China and Russia. There was considerable concern that years of low-intensity conflict had dulled the edge of America’s ability to conduct warfare with heavy-hitters (namely China and Russia). But there was also concern, per the National Defense Strategy (NDS), with “*non-state actors* [who] threaten the security environment with increasingly sophisticated capabilities. Terrorists, trans-national criminal organizations, cyber hackers and other malicious non-state actors have transformed global affairs with increased capabilities of mass disruption.”<sup>5</sup>

The National Military Strategy (NMS) largely and by design echoed the National Defense Strategy, but particularly highlighted the return of peer competitors: “This strategy anchors its approach against a set of clearly identified security trends outlined in the NDS.... These trends, especially those posed by the reemergence of great power competition with China and Russia, represent the most difficult challenges facing the Joint Force.” The NMS also provided a chart version of the “relevant security trends” outlined in the NDS (see Figure 1 below).<sup>6</sup>

If anything was clear in the years Colonel Deppert was in charge of DLIFLC, it was that there would be no reduction of the need for qualified military linguists to assist with the multiple and global challenges to national security from 2015 to 2018. The transnational, non-state-actor threat presented by ISIS, and the peer threats presented by China and Russia, along with the perennial wildcards of North Korea and Iran, controlled the national defense discourse during Deppert’s tenure.<sup>7</sup>

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<sup>4</sup>Summary of the 2018 National Defense Strategy of the United States of America: Sharpening the American Military’s Competitive Edge, 19 January 2018. 1. See also James M. Lindsay. “The World Events that Mattered Most in 2015: China Built Islands, Putin Attacked Syria, and Refugees Flooded Europe.” *The Atlantic*. <https://www.theatlantic.com/international/archive/2015/12/world-events-news-2015/421545/>. Accessed 28 May 2020.

<sup>5</sup>Summary of the 2018 National Defense Strategy of the United States of America: Sharpening the American Military’s Competitive Edge, 19 January 2018. 3. See also Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 24. DLIFLC and their Board of Visitors were fully aware of the changing world situation: “Post-Cold War events,” commented board member Dr. Ervin Rokke, “including the addition of non-state actors with horrific intentions, new technologies and advanced communications, as well as an emerging Cyber domain have combined to yield a truly historic inflection point, a point of significant change for the security challenges facing the United States. Against this background, we applaud the leadership’s increased emphasis on shared governance and professional development with regard to leadership techniques and the core values that will enable the Institute to meet the evolving communication and analysis requirements of the future. This effort to expand the institutional agility of the DLIFLC is essential for positioning it to achieve the fundamental mission of preparing graduates to serve effectively in an increasing complex and unpredictable world.”

<sup>6</sup>Strategy Development Division, Deputy Directorate for Joint Strategic Planning, Directorate for Strategy, Plans, and Policy (J-5), The Joint Staff. Description of the National Military Strategy, 2018. 2. 19 January 2018.

<sup>7</sup>For detailed information on the structure, organization, and functions of the Defense Language Institute Foreign Language Center at about the time Colonel Deppert took command of the Institute, see DLIFLC Regulation Number 10-1: Organization and Functions. 8 September 2016. For a very brief summary of DLIFLC operations at the

### **NDS Relevant Security Trends**

- Reemergence of great-power competition
- Post-World War II order—resilient but weakening
- Technology and the changing character of war: diffusion, competition, and new threats
- Empowered non-state actors
- Homeland is no longer a sanctuary
- Threat of weapons of mass destruction (WMD)
- Allies and partners—evolving opportunities
- Battle of narratives
- Scale and urgency of change

*Figure 1 US National Defense Strategy, key points, 2018*



# Chapter 1: DLIFLC Management

## Leaders

### Commandant



Figure 2 Commandant Col. Phillip J. Deppert

#### **Col. Phillip J. Deppert (29 July 2015 - 12 June 2018)**

Col. Phillip J. Deppert took command of DLIFLC on 29 July 2015 from Col. David K. Chapman, who had been in command since 22 May 2014. Although Chapman's tenure was short, he managed to maintain student proficiency in the face of budget cuts, forestalled additional cuts, and stressed resilience, Headstart and Rapport programs, and strategic messaging for the Institute. He turned over to Colonel Deppert a DLIFLC in which approximately 1,700 instructors from well over 50 countries were teaching 22 languages to 3,000 students annually and moved on to his next assignment as Defense *Attaché* at the US Embassy in Paris.<sup>8</sup>

Colonel Deppert arrived at Monterey from his previous assignment at Fort Bliss, TX, where he was the Chief of Staff for the Deputy Commander of Joint Task Force North. Deppert graduated from Ripon College in Wisconsin in 1990 with a Bachelor of Arts in Political Science and Government, and a commission in the Army. After serving with the 82<sup>nd</sup> Airborne Division at Fort Bragg, NC, he became a Battalion Intelligence Officer (S-2) in the Republic of Korea and in the US as a Group Senior Intelligence Officer. Later, joining the 25th Infantry Division, he served in Afghanistan and followed that assignment with a tour as Special Operations Branch Chief at Special Operations Command Headquarters, and became the first Director of Intelligence for the Special Operations Interagency Task Force. Colonel Deppert also served in Iraq as the 4th Infantry Division's Senior Intelligence Officer (G-2). He followed his tour as

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<sup>8</sup> Archives of the Office of History of the Defense Language Institute, Presidio of Monterey, CA. Commandant's Collection. RG 24, Box 10-02, File 11 Chapman, David K. See also Interview. DLIFLC Historian Interview with Col. David K. Chapman, Commandant, 11 July 2015. 15. Prior to his departure, Colonel Chapman described how complicated the position of the commandant could be: "I can tell you it's not efficient. It is inefficient. I have a rating chain that runs through the Combined Arms Center to TRADOC. I have a care and feeding chain that runs through the Director of Training, the DOT, the G3-5-7. Army G3-5-7. And I have a policy boss that starts at, really starts at the Deputy Assistant Secretary of Defense Level through DLNSEO [Defense Language and National Security Education Office.] What we don't mention here is the input from, we don't mention the input from other governmental agencies or DoD agencies, namely NFA, service specific language authorities, COCOM language authorities. They all have input on what we do. So as the Commandant here you're answering at times to people. Senior Language Authority from DIA has his or her own priorities. But it's a bit inefficient. You just learn how to juggle bosses." See also Interview. DLIFLC Historian Interview with Col. David K. Chapman, Commandant, 24 July 2015. 12-13. The commandant of DLIFLC is also by position a General Court Martial Convening Authority (one of two colonels in the Army who function as such, rather than generals). The commandant also has to work with a labor union, and work with other services - the personnel of which are not rated by him.

commandant of DLIFLC with an assignment as a Department Chair at the USMC War College in Quantico, VA.<sup>9</sup>

Just over a week after he took command of DLIFLC, Deppert provided to his boss (Lt. Gen. Robert B. Brown, the Combined Arms Center Commanding General at Fort Leavenworth, KS), the first of what had become the customary twice-a-month situation reports. Deppert told Brown that DLIFLC had “2,997 basic language acquisition students enrolled in 71 languages, at the Presidio of Monterey (2,739 students in 22 languages) and DLI-Washington (258 students in 49 languages).” He went on to mention a few of the languages being taught - Bulgarian, Czech, Greek, Hebrew, Korean, Mandarin Chinese, Polish, Portuguese, Spanish, Thai, and Urdu. He also reported 64 students in four locations out of the country engaged in immersion training as well as Mobile Training Teams at 10 locations with 17 instructors and 417 students. These locations included Camp Lejeune, NC, Camp Pendleton, CA, Clay National Guard Center in Marietta, GA, Fort Huachuca AZ, Kadena Air Force Base, Okinawa, Mildenhall Air Force Base in the United Kingdom, Offutt Air Force Base, NE, and Schofield Barracks, HI.<sup>10</sup>

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<sup>9</sup> Archives of the Office of History of the Defense Language Institute, Presidio of Monterey, CA. Commandant’s Collection. RG 24, Box 10-02, File 12 Deppert, Phillip J. See also HQDA Form 5, Army Staffing Form. Subject: Nomination of COL Phillip J. Deppert (MI, YG 90) as Commandant, Defense Language Institute Foreign Language Center (DLIFLC), 17 September 2014; Memorandum. Raymond T. Odierno. Subject: Nomination of COL Phillip J. Deppert (MI, YG 90) as Commandant, Defense Language Institute Foreign Language Center (DLIFLC). 29 September 2014; Memorandum. John M. McHugh. Nomination of COL Phillip J. Deppert (MI, YG 90) as Commandant, Defense Language Institute Foreign Language Center (DLIFLC). No date. Deppert was the first commandant to be nominated from an Army Centralized Selection List - a procedure for the DLIFLC commandant which began in FY 2015. See also Historian’s Note. Cameron Binkley. New Commandant Eliminated Some Meetings, 2015. 27 August 2015. Deppert was also the first of the “Big Army Colonels,” rather than necessarily linguists, language specialists, or Foreign Area Officers to lead DLIFLC after about 1980. AS DLIFLC became more complex, language specific experience and knowledge became less important in a commandant, the Army thought at the time, than proven ability to manage large, diverse, and multi-layered organizations. (By 2015, DLIFLC had become an extremely complex organization. Far from its days as a simple language school somewhere out there on the west coast, the Institute had developed into one with not just Army, but also Department of Defense responsibilities worldwide. Illustrative of the scope of DLIFLC operations is a casual note from the commandant in a report to his higher headquarters in early 2016: “Upcoming Next Two Weeks - visits by the Commandant & CSM to 29 Palms, Goodfellow AFB, Pensacola NAS, Hurlburt Field, DC; visit by Commandant to DLIFLC locations in Europe.” (See Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 9-22 January 2016. 22 January 2016). See also Interview. General David G. Perkins, Commanding General, US Army Training and Doctrine Command. Interviewed by Lori Tag, Command Historian US Army Intelligence Center of Excellence, 15 February 2017. The interview focused on Colonel Deppert’s time with the 4th Infantry Division in Iraq. See also Interview. Colonel Phil Deppert, Commandant, Defense Language Institute. Interviewed by Lori Tagg, Command Historian, US Army Intelligence Center of Excellence, 24 October 2016. The interview covers Colonel Deppert’s career as an intelligence officer and highlights his time as the G-2 of the 4th Infantry Division.

Any eccentricity Deppert had may have been reflected in his adoption from the Monterey SPCA of the first mascot of DLIFLC since World War II. (See Press Release. Garrison Public Affairs Office. Presidio of Monterey & Defense Language Institute Foreign Language Center Press Release No. 15-14. 20 November 2015 See also “Pfc. Lingo.” *Globe*. vol 37 no 2 Fall/Winter 2015. 31, and “Lingo gets Promoted.” *Globe*. vol 41 no 2 Summer 2018. 36.

<sup>10</sup>DLIFLC Situation Report for Period Ending 7 August 2015. See also Interview. Col. Phillip J. Deppert, Commandant, Defense Language Institute, 16 May 2018. In his exit interview Colonel Deppert further described the complicated nature of DLIFLC: “We are not joint. We are jointly manned. And there’s a big difference.... We stood up and said very vocally that we will partner with but we don’t, we, DLI/FLC, does not work for any of our other stakeholder agencies. We are a requirements-based organization. We will give you the product that you ask for. You just have to clearly define, customer, what product at what level you think you need. Another way I would describe this is, if you just look at a paper that you’re writing on right now and divided it into four quadrants, and you put DLI in kind of a half-inch circle right in the cross-hairs of that, those quadrants, in what quadrant, there’s a whole group

Deppert further reported that the senior leadership at DLIFLC were “heavily engaged” in “pedagogical changes required of our teaching methodology to enable our students to habitually gain 2+/2+ proficiency from our undergraduate courses.” He concluded with a few housekeeping items and noted a planned exercise to “respond to a local wildfire scenario” - wildfires and floods being not infrequent events in coastal Central California. His report reflected a fully engaged, worldwide language institute with many irons in the fire and plans to improve an already excellent program.<sup>11</sup>

Colonel Deppert’s command philosophy contained nothing exotic, emphasized sound leadership principles and staff procedures, and focused on maintaining the mission of DLIFLC as a culture-based language instructional institution.<sup>12</sup> He established at DLIFLC what came to be known as “Town Hall” meetings, allowing him to communicate his vision and priorities, while also hearing the concerns and news of the faculty and staff within their individual departments.<sup>13</sup> Additionally, he instituted both a Faculty Appreciation Day in the summer of 2016, and at the same time held the first “DLI Command Group Leadership and Operations Review,” which in his words allowed “mid-level leadership to tell me and the Assistant Commandant, in their opinion, what we do well, and what we could do better to enable them to accomplish the mission.”<sup>14</sup>

After approximately three years as commandant, Deppert turned over command of DLIFLC to Col. Gary M. Hausman on 12 June 2018.<sup>15</sup> When he submitted his last situation report to the Combined Arms Center a few days before his change of command, there were 2,168 basic language acquisition students learning 16 languages at the Presidio of Monterey, and well over a hundred more in language training run by DLIFLC around the globe.<sup>16</sup>

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of organizations that actually get a vote in how we do what we do. In another quadrant there’s a whole bunch of different organizations that think they get a vote in how we do what we do. In the third quadrant there’s a whole bunch of different organizations that want to have a vote in how we do what we do. And then in the fourth quadrant there’s kind of everybody else across the U.S. government who just pays attention to how we do what we do. And I would also add, let’s add civilian academia into that fourth quadrant because they also pay very much attention in how we do what we do.”

<sup>11</sup>DLIFLC Situation Report for Period Ending 7 August 2015. The “2+/2+” Deppert mentions is part of an internationally recognized and administered scale of language proficiency, with 0 indicating no proficiency and 5 indicating native or bilingual proficiency. 2+2+ would be working proficiency in listening and speaking. For a detailed and accessible description of language proficiency levels and codes, see Natela Cutter. “Getting to 2+/2+/2 by 2022.” *Globe*, vol. 40, No.1 (Winter 2018). 14-15. See also Natela Cutter. “COL. Phillip J. Deppert: The Faculty Are My Troops.” *Globe*, vol. 38, no.2 (Fall 2016); 75<sup>th</sup> Anniversary Edition. 117.

<sup>12</sup>Colonel Deppert’s Command Philosophy Historian’s Notes, 19 August 2015.

<sup>13</sup>Email. Phillip J. Deppert. Defense Language Institute Foreign Language Center Situation Report for the Period 12 December 2015 - 8 January 2016. 8 January 2016. Deppert told his commanding general in this report, “I’ve initiated our second round of town halls where I speak to each faculty and staff member, addressing their concerns and fielding questions. This forum has proven to be invaluable in providing a venue to connect staff and faculty directly with the DLI leadership and enables the leadership to gain a good sense of morale and concerns of the rank and file.” Deppert of course did not create the Town Hall meeting - and during his command it was becoming increasingly fashionable throughout the military and elsewhere to hold such meetings as leaders became or wished to be seen to be more sensitive to the everyday lives of their subordinates.

<sup>14</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 24 September-14 October 2016.

<sup>15</sup>Natela Cutter. “New Commandant Takes Charge of DLIFLC.” *Globe*, vol 41 no 2 Summer 2018. 8-9. See also Natela Cutter. “Faculty Bid Farewell to COL. Phillip Deppert.” *Globe*, vol 41 no 2 Summer 2018. 14-15. See also Deppert - Hausman Change of Command Program, 12 June 2018.

<sup>16</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 26 May - 8 June 2018. 7 June 2018. “This is my last SITREP to you as the DLIFLC Commandant. It has been a distinct privilege to serve this Institution, its students, faculty and staff around the world for the last three

## Provost



Figure 3 Provost Robert Savukinas

### **Dr. Robert Savukinas (Jan. 2018 - continuing)**

Appointed Acting Provost in January 2018 and later confirmed permanently, Dr. Savukinas was born in Washington, DC. He attended Duquesne University in Pittsburgh and graduated with degrees in Spanish and Political Science and a commission in the Army Reserves. He held a master's degree in Spanish from Catholic University of America in Washington, DC, and an EdD in Higher Education Administration from George Washington University. Dr. Savukinas taught foreign language at several institutions, served as a Congressional staffer, and also served 12 years in the Army Reserve. He came to DLIFLC in 2005 and served as Assistant Registrar, Registrar, Associate Dean, Accreditation Liaison Officer, and Director of the Office of Standardization and Academic Excellence. Dr. Savukinas established the DLIFLC Board of Visitors among his many other contributions to the Institute. Dr. Savukinas replaced Dr.

Betty Lou Leaver, a DLIFLC graduate, who returned to DLIFLC to serve as Dean of the Slavic School in 1989 and later Dean of the Central European School. She became Associate Provost for Distance Education in 2006, and Provost in 2013. She retired on December 31, 2017.

## Assistant Commandants

Assistant Commandants since the 1970's tended to be Air Force officers. Since May 2009, they also commanded the 517th Training Group, made up of the 311th and 314th Training Squadrons (approximately 1200 Cryptologic Linguist Airmen trainees).<sup>17</sup>

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years. This great organization, a true and unique national treasure, is most definitely the Force Modernization proponent for foreign language and culture instruction for DoD. With our first-class faculty, staff, and military cadre, I am confident that DLIFLC is on a path to continue to provide the US Department of Defense the very best educated and trained military linguists in the world." See also Interview. Col. Phillip J. Deppert, Commandant, Defense Language Institute. 16 May 2016. This was Colonel Deppert's exit interview with DLIFLC historians, conducted less than a month before his change of command with Colonel Gary Hausman on 12 June 2018.

<sup>17</sup>The 517th Training Group stood up at the Presidio of Monterey on May 15, 2009. The 311th Training Squadron had become the largest in the Air Force, with a unique training mission on an Army Post, and managed by the 17th Training Group at faraway Goodfellow Air Force Base, Texas. The Air Force took the decision to break the 311th up into two squadrons, the 311th and 314th, and assign over it at the Presidio a group headquarters - the 517th. The first 517th Group commander was Colonel William Bare. See Stephen Musal. "517th Training Group Stands Up at Presidio of Monterey." *Globe*, vol 32, no 5 (Spring/Summer 2009). 22.



## Assistant Commandant



Figure 4 Asst. Cmdt. Colonel Keith Logeman

### **Colonel Keith Logeman (26 June 2015 - 13 July 2017)**

Colonel Logeman, a graduate of the University of Texas, joined the Air Force in 1992. An intelligence officer with considerable experience in training, cyberspace, and command and control operations, Logeman also served as the 17th Training Support Squadron commander at Goodfellow Air Force Base, San Angelo TX. (Goodfellow housed the Air Force higher headquarters for the 517th Training Group - the 17th Training Wing). Additionally, he also served at NORAD (North American Aerospace Defense Command) and the Air Force Special Operations Command. Immediately prior to becoming Assistant Commandant, Logeman served as the Director of Intelligence at the LeMay Center at Maxwell Air Force Base, Montgomery, AL. Colonel Logeman succeeded Colonel Ginger Wallace as Assistant Commandant on 26 June 2015. He himself was succeeded by Colonel Wiley L.

Barnes on 13 July 2017, and the following day retired from the Air Force after 24 years of service.<sup>18</sup>

## Assistant Commandant



Figure 5 Asst. Cmdt. Colonel Wiley L. Barnes

### **Colonel Wiley L. Barnes (13 July 2017 - 24 June 2019)**

Colonel Wiley L. Barnes arrived at DLIFLC from the United States European Command, where he had served as the Intelligence, Surveillance, and Reconnaissance Operations Division Chief. Taking his degree and commission from the University of Tennessee in 1996, Barnes went on to serve in intelligence assignments at the squadron, group and wing levels. A graduate of the Air Force School of Advanced Air and Space Studies, Barnes also served at the Pentagon as the Joint Integration Branch Chief, Concepts, Strategy, and Wargaming Division, and as an Airpower Strategist for the Chief of Staff of the Air Force's Strategic Studies Group. Colonel Barnes served as Assistant Commandant until 24 June 2019, when he turned over the position to Colonel Stephanie R. Kelley. Barnes was subsequently assigned to the Pentagon.

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<sup>18</sup>Historian Interview with Colonel Keith Logeman, June 17, 2014. 3. Like Colonel Deppert, Colonel Logeman was not chosen to command the 517th Training Wing and as Assistant Commandant of DLIFLC due to his facility with languages or language instruction. As he put it, "We [himself and Colonel Deppert] come at this job from an operator's perspective. We're here to really lead the organization. As leaders, finding out what issues, what our subordinates need to be successful, and then putting the wheels in motion to help enable their success."

## Chief of Staff



Figure 6 Chief of Staff Mr. Steven Collins

### Mr. Steven Collins

(25 Sept. 2013 - continuing)

Colonel Danial Pick, then commandant of DLIFLC, selected Mr. Steven Collins to be the first civilian Chief of Staff on 25 September 2013. A 1983 graduate of West Point, Collins served in various Infantry command and staff assignments, and returned to West Point in 1992 to teach history after earning a master's degree in European History at Yale. He then served in several psychological operations assignments and with Special Operations Command. Before reporting for his last uniformed assignment at DLIFLC, Collins served as Chief of the Psychological Operations and Strategic Influence Branch at Supreme Headquarters Allied Powers Europe in Brussels. Arriving in Monterey, he was assigned as the Deputy Chief of Staff for Operations at DLIFLC, and after retirement from the Army served as Dean for Field Support at the Institute before being appointed Chief of Staff.<sup>19</sup>

## Command Sergeants Major

Command sergeants major served as the commandant's primary advisor on enlisted affairs. As almost all DLIFLC's students were enlisted Soldiers, Sailors, Airmen or Marines, the position of command sergeant major was a particularly critical one.<sup>20</sup>

## Command Sergeant Major



Figure 7 CSM Matildo Coppi

### CSM Matildo Coppi

(25 July 2014 - 3 June 2016)

Command Sergeant Major Coppi, originally from El Paso, TX and a heritage Spanish speaker, entered the Army in 1991. CSM Coppi saw service as a drill sergeant, platoon sergeant, first sergeant, and brigade operations sergeant and command sergeant major prior to his arrival in Monterey. He served with the 102<sup>nd</sup> Military Intelligence Battalion of the 2<sup>nd</sup> Infantry Division in Korea, the 3<sup>rd</sup> Armored Cavalry Regiment at Fort Bliss, TX, the 104th Military Intelligence Battalion, 4th Infantry Division at Fort Carson, CO, and was command sergeant major of both the 717th Military Intelligence Battalion at Lackland Air Force Base, TX, and the 344th Military Intelligence Battalion at Goodfellow Air Force Base, TX, among his many other assignments.<sup>21</sup>

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<sup>19</sup>Interview. DLIFLC Historian Interview with Col. David K. Chapman, Commandant, 11 July 2015. 9-10. Colonel Chapman discussed in this interview the decision to civilianize the chief of staff position.

<sup>20</sup>For information on the impact the DLIFLC Command Sergeant Major could make, see Bob Britton. "Senior Enlisted Advisor Reflects on Institute's Changes." *Globe*, January 2005. 6-9.

<sup>21</sup>See *Globe Magazine*. vol 38, no 2, Fall 2016; 75<sup>th</sup> Anniversary Edition. 110-111 for a detailed profile of Command Sergeant Major Coppi.

## Command Sergeant Major



Figure 8 CSM Ryan J. Ramsay

### CSM Ryan J. Ramsey (3 June 2016 -1 June 2018)

Command Sergeant Major Ryan J. Ramsey took over from Command Sergeant Major Matildo Coppi on 1 June 2016. CSM Ramsay entered the Army as an Infantryman in 1992, and completed assignments with the 25th Infantry Division, 1-16th Cavalry Regiment, 704th Military Intelligence Brigade, and with a Special Forces Group, among his many other assignments. He deployed to Haiti with Operation UPHOLD DEMOCRACY, served as a combat advisor in Iraq, and as both a battalion and a task force command sergeant major. He had previously served at DLIFLC three times, and had training in Arabic, Dari, and Farsi. CSM Ramsey served as Colonel Deppert's senior enlisted advisor until 1 June 2018, when he changed responsibility with Command Sergeant Major Thomas B. Donehue. CSM Ramsey went on to become the SOUTHCOM J-2 Noncommissioned

Officer in Charge. (Colonel Deppert turned his command over to Col. Gary M. Hausman just shy of two weeks later, on 12 June 2018).<sup>22</sup>

## PFC Lingo



Figure 9 PFC Lingo (with Oath of Enlistment and chew toy).

### PFC Lingo

(20 Nov. 2015- 6 Dec. 2018)

PFC Lingo was recruited from the Monterey County SPCA in November 2015, becoming the first official mascot of the Defense Language Institute Foreign Language Center since World War II (as far as anyone remembers.) After a full three-year tour, including a promotion, he retired with praise for “exemplary leadership, dedication to excellence in participating in command runs, sporadic deer chasing, and devouring treats ...

while keeping with the finest traditions of military service.”<sup>23</sup>

<sup>22</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 12 - 25 May 2018. 24 May 2018. Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 26 May 2018 - 8 June 2018. 7 June 2018. See also Natela Cutter. “DLIFLC Receives New Command Sergeant Major.” *Globe*. vol 41 no 2 Summer 2018. 10.

<sup>23</sup>See Press Release. Garrison Public Affairs Office. PPOM and DLIFLC Press Release No. 15-14. 20 November 2015; “Pfc. Lingo.” *Globe*. vol 37 no 2 Fall/Winter 2015. 31; “Lingo gets Promoted.” *Globe*. vol 41 no 2 Summer 2018. 36; and Natela Cutter, “Spc. Lingo Retires from DLIFLC,” *News* (DLIFLC website), 14 Dec. 2018.

## Defense Language Education - The 2+/2+/2 Plan

Shortly after 9/11 the National Security Director, then Lt. Gen. Michael Hayden, established the Interagency Roundtable Level standard for Cryptologic Language Analysts - requiring a 3/3 level of proficiency. To meet this standard, by mid-2016 the National Security Agency ordered DLIFLC to produce students who could listen and read at the 2+ level, and speak at the 2 level, (2+/2+/2), by the end of September 2022.<sup>24</sup> Explanation of the levels and standards are shown in the figure below:

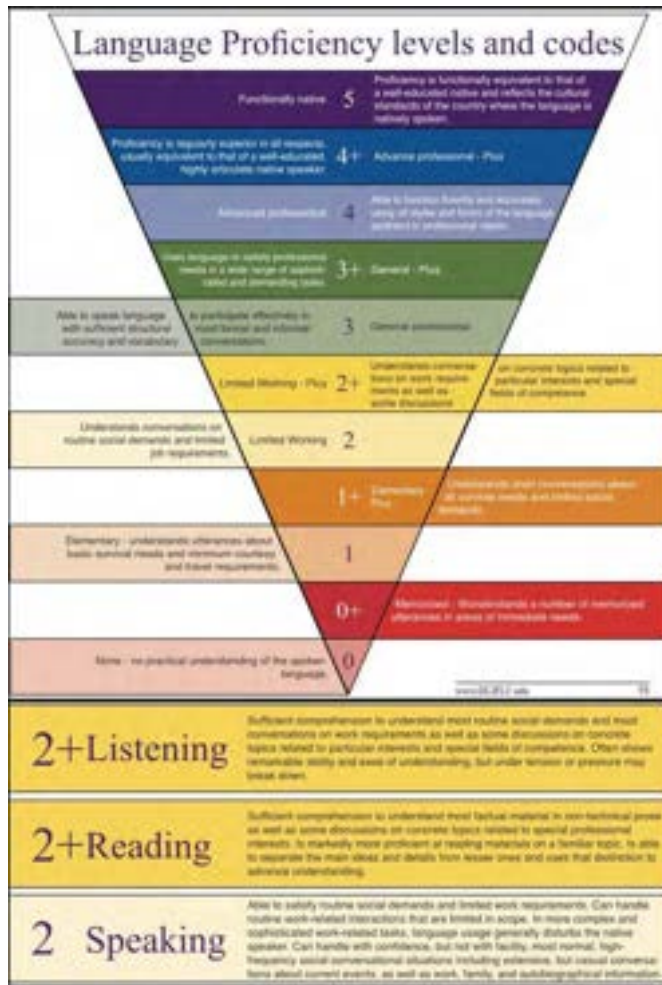


Figure 10 Interagency Roundtable Level Standards

<sup>24</sup>Natela Cutter. "Getting to 2+/2+/2 by 2022." *Globe*, vol 40, no 1 (Winter 2018). 14-15. See also Interview. DLIFLC Historian Interview with Col. David K. Chapman, Commandant, 24 July 2015. 1-2. See also Activity Report July 1 - Sep 30, 2015, Language Proficiency Assessments Directorate: Proficiency Standards Division (LPAD-PS) undated. 1. DLIFLC maintained a division devoted to maintaining ILR standards. The division "Provide[d] appropriate interpretation, ongoing maintenance, and uniform implementation of the Interagency Roundtable Language Skill Level Descriptions (ILR) at DLIFLC. To accomplish this, PSD trains and certifies select DLIFLC faculty to serve as collateral duty oral proficiency interview (OPI) testers in languages taught at the Institute. In addition, the division provides orientation training for all DLI faculties in the ILR standards as well as specialized training on advanced-level standards and associated assessment techniques." See also Daniel Devlin. "Commander's Notes: Pushing Past 2-2-2 Language Proficiency." *Globe*, vol 21, no 10 (October 1998). 4. Hewing to high standards in language proficiency and continuing to seek ways to improve reaching that proficiency was certainly not an innovation of the 21<sup>st</sup> Century. DLIFLC, since its inception in the early 1940s, had consistently sought to do so.

Colonel Deppert began working steadily toward the 2+/2+/2 goal from the beginning of his tour. Indeed, in his first situation report to the Combined Arms Center Commanding General, LTG Brown, Deppert emphasized the requirement, noting “continued efforts to reach the new goal of Interagency Roundtable L2+/R2+.”<sup>25</sup> Shortly before his command ended, Colonel Deppert noted in the Winter 2018 edition of the *Globe*:

We have been working diligently to transition our classroom instruction for our students, our faculty recruitment and development, and all of our basic course curriculum to ensure we meet our 2+/2+/2 goals for our undergraduate programs by 2022. While we have annual targets for each program, many of them have already [been] met, and some of those are exceeding those targets on the way to a sustained 2+/2+/2 for all our students.<sup>26</sup>

DLIFLC’s progress towards the 2+/2+/2 standard had come to be known by Deppert’s arrival as “Getting to 2+,” and it merited its own set of reports and briefings. In bold outline, the plan included by the late spring of 2015 a recognition that reaching the upper levels of language proficiency required increasing time on an increasingly vertical learning curve. Quality and quantity of faculty were recognized as critical to the process, as was immersion training and post Defense Language Proficiency Test remediation for students requiring more time, as well as a Foreign Language Proficiency bonus for linguists, and recruiting students with higher Defense Language Aptitude Battery scores.

Less than two weeks after Colonel Deppert took command, DLIFLC was running a 12-day Advanced Language Academy Seminar for Senior Leaders to help them understand “Leadership and Management in the New DLI Context.”<sup>27</sup> He also produced what came to be known as the “Parthenon Chart” to convey his vision of the institution:<sup>28</sup>

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<sup>25</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Report for the Period 25 July - 7 August 2015. 6 Aug 2015. See also Brief to the HPSCI, 10 December 2015. See also Brief. A New Goal for Basic Course Programs: 2+/2+/(2). Undated.

<sup>26</sup>Phillip J. Deppert. “From the Top.” *Globe*, vol 40, no 1 (Winter 2018). 4. See also Historian’s Interview with Colonel Logeman, Assistant Commandant, June 14, 2017. 27. “I’d say outside of the faculty pay and compensation issue which was the number one priority when the Commandant and I came in, the 2+2+ plan has been the number one, alpha priority. From a mission perspective, it has definitely been the initiative that has the whole organization focused on it. By 2022, the whole organization needs to be at 75 percent graduates at the 2+2+ level.”

<sup>27</sup>Seminar Outline. Advanced Language Academy Seminar Outline (17 July). 17 July 2015. See also Brief. Moving to 2+/2+ and Beyond. 23 September 2015. 15-21. The Advanced Language Academies were “a series of targeted seminars organized by the Provost’s Office, with support from DLNSEO [Defense Language and National Security Education Office], in order to add weight to the need to approach the task of achieving higher proficiency outcomes with a community of purpose.” Such “academies” were planned for senior leaders, chairs, deans, associate and assistant deans, academic support personnel, military commanders, and teachers. There were to be covered in these sessions a vast array of subjects, from rather vague and amorphous ones, such as culture to leadership, to much more practical and prosaic ones, such as curriculum development and class observations.

<sup>28</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 5 - 18 September 2015. 18 September 2015.

## Parthenon Chart

By late fall of 2015, or roughly six months after he took command, Colonel Deppert had clarified his vision more fully and specifically, and provided guidance to “DLIFLC directorates and divisions with my intent and priorities to execute our mission and vision for FY16 in concert with our core values.” The memorandum specified mission, vision, and values:

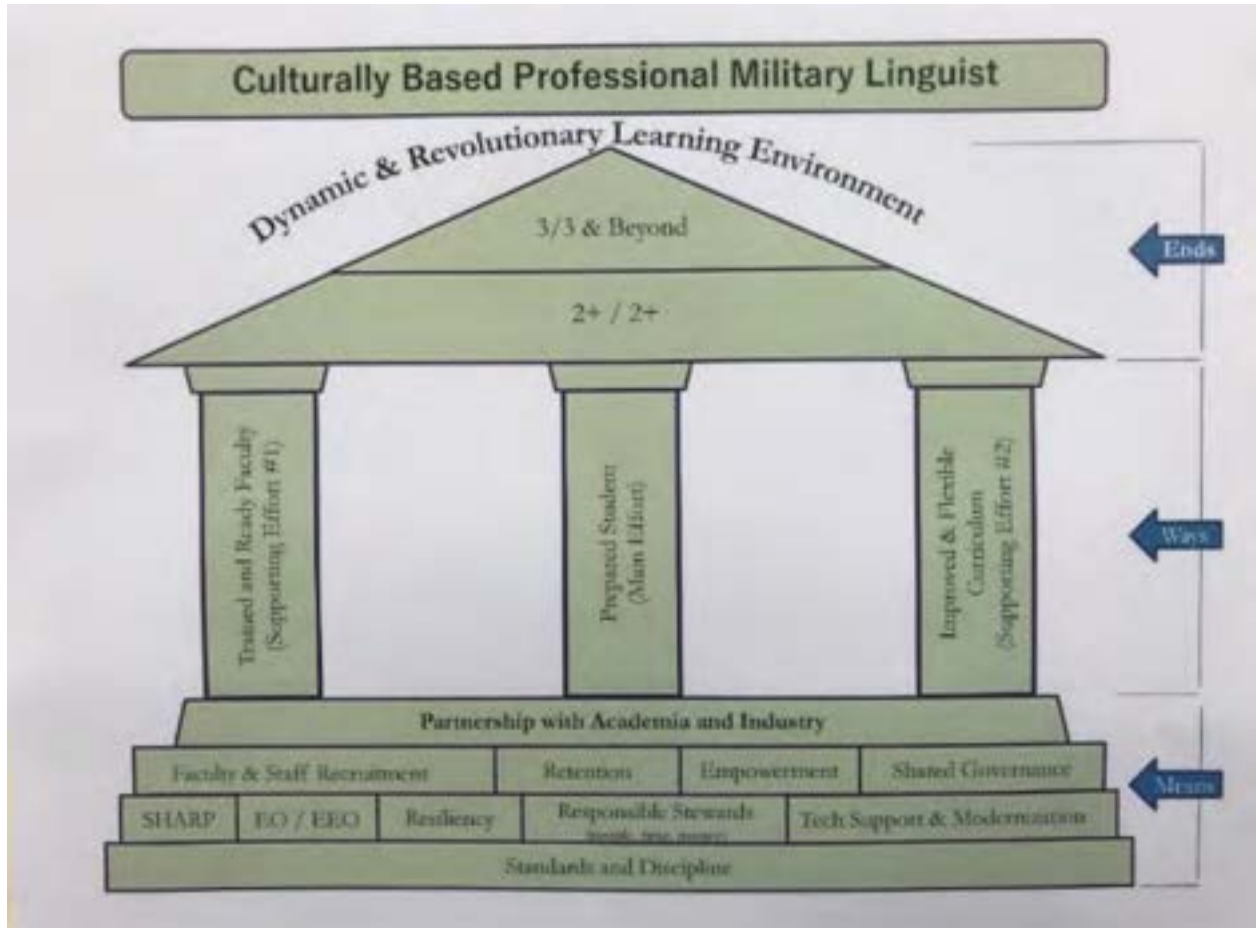


Figure 11 Parthenon Chart, defining the values underpinning DLIFLC's mission goals.

**Mission.** Our mission is to provide culturally based foreign language education, training, evaluation, and sustainment for DoD personnel in order to ensure the success of the Defense Language Program and enhance the security of the nation.

**Vision.** Our vision is to deliver the world's best culturally based foreign language training and education - at the point of need.

**Values.** We hold ourselves and others accountable for the following values: We must be committed to our students, employees, stakeholders, life-long learning, an institutional excellence; promote flexibility and drive innovative change as individuals and as an institution; exhibit personal and professional integrity; and honor our cultural and social diversity by treating others with dignity and respect.

Deppert noted in the memorandum specific priorities, with the top priority and main effort being to prepare students. The first supporting effort was to “sustain a trained and ready faculty,” and the second supporting effort was to “develop an improved and flexible curriculum.” Most significantly, he reiterated the overarching theme of this point in the life of DLIFLC:

Academic Goals for FY16. Meet established proficiency and production objectives for Basic Course graduates by language: maintain 2/2/1+ proficiency greater than 80 percent and meet our 2+/2+ academic production rate goals in the Cryptologic Language Analyst languages.<sup>29</sup>

By October 6, 2015, the Asian School I (UAA) of the Undergraduate Education Division (UGE) had established a 2+ Advisory Group (one of many efforts to contribute to the 2+/2+/2 Plan). The group was considering such things as age effects on student learning, and how to provide more effective homework. They were also looking into whether or not students were being over-tested and considering alternatives to testing. In addition, they were considering new approaches to teaching reading. All of these discussions were taking place within an already highly professionalized and articulated structure that included a robust faculty training program, After Course Reviews, Military Language Instructors, a formalized Instructor Certification Course, specified teaching standards, student and faculty surveys, etc.<sup>30</sup>

By the summer of 2016, DLIFLC’s undergraduate schools were providing to the commandant a formal mission analysis of the implementation of 2+/2+ goals. They used the Military Decision-Making Process (MDMP) in defining problems, allocating resources, etc. The end result of the process would be implementation plans in detail.<sup>31</sup> And the process was not simple. It required among many other actions the revision of teaching standards and movements between qualitative and quantitative schema within those standards. It also required a great deal of coordination within and outside the institution, to include the faculty, the Civilian Personnel Advisory Center, the DLIFLC union, the Academic Senate, and of course the institution leadership.<sup>32</sup>

It is important to note here that while it was widely recognized within the Institute that the 2+/2+/2 goal was close to a bridge too far for *every* DLIFLC graduate, many graduates were meeting or even exceeding that standard, and they had been doing so for some time. In early 2017, Colonel Deppert noted the 40 percent of students graduating with 2+/2+ for listening/reading, and 17 percent at what he called “remarkable” at the 3/3 levels. And it truly was remarkable that students, some just barely out of high school and basic training could reach such levels in so brief a period of instruction.<sup>33</sup>

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<sup>29</sup>Memorandum. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center (DLIFLC) Command Guidance Fiscal Year (FY) 2016. 5 November 2015. Two years later his guidance remained almost unchanged. See Memorandum. Phillip J. Deppert [sic] Subject: Defense Language Institute Foreign Language Center (DLIFLC) Command Guidance Fiscal Year (FY) 2018. 13 October 2017.

<sup>30</sup>2015 UAA 4<sup>th</sup> Quarter Historical Report (October-December 2015).

<sup>31</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 23 July - 12 August 2016. 12 August 2016.

<sup>32</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 24 September - 14 October 2016.

<sup>33</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 14 - 27 January 2017. 27 January 2017. See also Brief. Linguist Production Metrics. Defense Language Steering Committee Session. 3 November 2016. 5: “DLIFLC exceeded 2016 production goals; graduated 2,496

None of this, however, was simple or easy - as indicated by the DLIFLC historian's notes from the Provost's Weekly Academic Update on 5 April 2017:

Discussion about the French and Spanish programs that were both having difficulties reaching their respective 2+2+ plan goals for FY 2017. Both have extended course lengths due to previous efforts to improve proficiency outcomes. Russian was also having trouble. An employee was hired in Russian to help improve situation, but that person suddenly passed away. There is lots of red and yellow on the 2+2+ plan for various languages. The Commandant wants folks to keep focused on the problem although no one quite knows what the problem is or why Spanish and French are not reaching their goals.<sup>34</sup>

Despite the challenges, the success of DLIFLC in providing quality language and cultural education was once again highlighted when the Institute was tapped in early 2017 to provide support for what were to become Security Force Assistance Brigades (SFABs). The first of these was activated at Fort Benning on 8 February 2018, as part of what would become the division-level Security Force Assistance Command at Fort Bragg the following May. The brigades were designed to lighten the burden of Brigade Combat Teams in dealing with missions related to combat advising for allies. Clearly to do so they would need solid language skills, which DLIFLC was uniquely qualified to provide.<sup>35</sup> The initial plan for SFAB language and culture training included both 2 and 16-week courses.<sup>36</sup>

Meanwhile, work continued along several lines of effort to reach the 2+/2+/2 goal. Colonel Deppert received a report in the spring of 2018 from a DLI 2022 Tiger Team he had assembled to take a "comprehensive look at our organizational structure" and offer their assessment on DLIFLC's ability "to achieve our 2+/2+/2 academic goals by 2022." The team identified "gaps, seams, redundancies, and organizational efficiencies to ensure best outcomes and outputs. We'll move forward with the organizational changes," Deppert noted, "as soon as practicable."<sup>37</sup>

## Budget

Six months before Colonel Deppert took command, the Cost Assessment Program Evaluation (CAPE) office conducted an audit of DLIFLC to determine the expense of creating a linguist capable of meeting the interagency standard of 2+/2+/2. The report was both revealing and gratifying for DLIFLC and for the Department of Defense: it noted that "because DLIFLC has experienced recent efficiencies [budget cuts], any additional marginal budget cuts have risks and

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students by the end of 4Q FY16 with 1,720 students achieving 2/21+ proficiency levels." 2+/2+/2 goals for all students, however, would prove to be elusive.

<sup>34</sup>Cameron Binkley. Provost Weekly Academic Update for 5 April 2017. Two years before this discussion, DLIFLC had already lengthened both the Basic Spanish and Basic French Courses "from 26 to 36 weeks as part of the 2+/2+ increase in graduation Standards for linguists." (See Brian C. Cook. Memorandum. Subject: Extension of the Basic Spanish and French Courses. 4 May 2015).

<sup>35</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 25 February - 10 March 2017. 10 March 2017.

<sup>36</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 11 - 24 March 2017. 24 March 2017.

<sup>37</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 24 March - 13 April 2018. 12 April 2018. See also Natela Cutter "DLIFLC Creates Tiger Team for 2022." *Globe*. vol 40 no 1 Winter 2018. 12.



[would] produce minimal savings.” More importantly, the CAPE analysis delineated, clearly and succinctly, just what DLIFLC was up to in the process of accomplishing their mission (and spending DoD’s money to do so):<sup>38</sup>

- At a cost of \$190 million, the Institute was teaching resident basic, intermediate, and advanced classes at the Presidio of Monterey consisting of 23 languages running 26-64 weeks and administered by 8 schools. The annual student load was 3,450 students in the basic course, and 182 students in the intermediate and advanced courses.
- At a cost of \$52 million, the Institute was providing non-resident instruction through Language Training Detachments, Mobile Training Teams, Video Telecommunications Training, Broadband Language Training, and the Afghanistan Pakistan (AFPAK) Hands Program.<sup>39</sup> DLIFLC was also, through its Washington DC Office, providing low-density language training, as well as training for all Defense Attaché System personnel, and for those translators who served the Washington-Moscow Direct Communications Link.<sup>40</sup>
- At a cost of \$17 million, DLIFLC produced several Distributed Learning services and products, to include the Global Language Online Support System portal, Online Diagnostic Assessment, an 80-100-hour HeadStart2 program for 25 languages, the Rapport Program - 6 to 8 hours of mandatory pre-deployment language and culture training for Iraq and Afghanistan - as well as online country orientations and pocket Language Survival Kits. DLIFLC also ran a Foreign Language Television Broadcast System.
- At a cost of \$23 million, DLIFLC produced the Defense Language Proficiency Test and the Defense Language Aptitude Battery for 120,000 examinees per annum.

The CAPE Report also helpfully included recent historical budget data:

<b><u>FY</u></b>	<b><u>ATBG (Appropriated TRADOC Budget Guidance)</u></b>
01	\$67,313,000
02	\$71,480,000
03	\$73,159,000
04	\$92,430,000
05	\$143,682,000
06	\$182,477,000
07	\$209,955,000

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<sup>38</sup>Briefing. DLIFLC Budget Analysis Conducted by CAPE at the Request of Army G-8. Dec 2014

<sup>39</sup>For additional information on the AFPAK Hands Program, see Joshua Frey. “Navy AF/PAK Hands Ready to Deploy.” *Globe*, vol 35, no 2 (Spring 2011). 3, and Julia Gitis. First Group of AF/PAK Hands Return from Afghanistan. *Globe*, vol 35, no 2 (Spring 2011). 23, as well as Natela Cutter. “In the Field: AFPAK Hand Mentors ISAF General.” *Globe*, vol 35 no 2 (May 2012) 20. Note - this edition of the *Globe* contains several articles on the AFPAK Hands Program. See also Cameron Binkley. Historian Interview with Inna Sabia, DLI-Washington, 14 March 2016.

<sup>40</sup>For additional information on DLI-Washington, see Scott McGinnis. “DLI Washington Plays Important Role.” *Globe*, Summer 2006. 20.

08	\$217,642,000
09	\$230,340,000
10	\$261,243,000
11	\$329,163,000
12	\$332,345,000
13	\$279,362,000
14	\$265,199,000
15	\$257,856,000 (Not yet appropriated as of report)

The budget reflected the Budget Control Act of 2011 (better known as sequestration), which beginning in 2013 instituted automatic spending cuts to the federal budget. By the time Colonel Deppert had taken command in Monterey in mid-2015, some of the dust had settled. Most importantly, DLIFLC had requested and received approval for 767 over hires so as not to have to increase their student-to-teacher ratio. (Decades of research had shown that in language education, a low student-to-teacher ratio was a major determining factor for success in language instruction and learning). Without the approval of the over hires, reaching the 2+/2+/2 was seen as impossible.<sup>41</sup>

Moreover, quality in faculty was just as important as quantity. A January 2015 “2+ Plan” chart noted that faculty salaries were “not competitive with other university or government agencies for similar skills,” and that “teachers with the desired skills are turning down DLI’s starting salary for other opportunities.” Additionally, DLIFLC enjoyed great success with their immersion program, which sent students abroad for a short time to be completely immersed in the language and culture they were learning. In January 2015, 20 percent of DLIFLC students were sent on immersion trips, but the Institute wanted a 60 percent increase over a period of a few years, which would require an infusion into the budget of \$12 million. (The Institute was also at this time, on a small scale, running local immersions - consisting of several days training in basic facilities at Ord Military Community.<sup>42</sup>

DLIFLC estimated budget requests for the middle and bulk of Colonel Deppert’s tenure were \$293.6 million for FY 2016 and \$286.8 million for FY 2017.<sup>43</sup> For FY 2015 the DLIFLC final program budget was \$263,999.5K. Deppert reported that “of that amount, we obligated \$262,761.5K (99.5 percent).” It was clear that faculty compensation remained a top-priority budget issue: In the same report, Colonel Deppert mentioned “work continues to remedy our faculty compensation issues,” Deppert told Lieutenant General Brown, his Commanding General at the Combined Arms Center, “We appreciate your continued engagement and support. We’ve focused

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<sup>41</sup>Briefing, DLIFLC Budget Analysis Conducted by CAPE at the Request of Army G-8. Dec 2014. See also Memorandum. David K. Chapman. Subject: Defense Language Institute Foreign Language Center (DLIFLC) Plan to Achieve 2+2+ Executive Summary. 23 January 2015. See also *STAND-TO!* Monday 13 July 2015: “By the end of FY 2018, the active Army will reduce its size from 570,000 to 450,000 over a five-year period. This represents a 21 percent reduction of the force.” Even more significant for DLIFLC due to its large population of civilian employees (mostly language instructors), the Army planned to cut its civilian force by 17,000 by the end of FY 2017. For general budget management operations within DLIFLC, see Brief. Initial In-brief to Colonel Deppert, Mission Functions, Structures, Issues. Mark Pool, Budget Officer, Deputy Chief of Staff for Resource Management, 29 April 2014.

<sup>42</sup>Excel Spreadsheet. 2+ Plan \$\$12Jan2015.

<sup>43</sup>Draft DLIRMD 2015.

on fixing this problem and am convinced we will be able to do so in the very near future.”<sup>44</sup> Also of note, the Institute expended 100 percent of its mission related funds in 2017.<sup>45</sup>

In considering their FY15 and FY16 budgets, DLIFLC reported FY15 Operations and Maintenance (O&M) funding for civilian pay at \$176,899.9 mil (66.8 percent), and service contracts at \$64,120.5 mil (24.2 percent) - by far the largest parts of their budget, with the remainder going to supplies and equipment, travel, etc. These numbers remained similar for FY16, with a slight increase - \$184,434.4 mil (65.2 percent) for civilian pay, with \$79,719.5 (28.2 percent) for service contracts.<sup>46</sup>

## **Congressional Interest**

In the National Defense Authorization Act for Fiscal Year 2016, the Senate Armed Services Committee made it clear that they remained keenly interested in the mission of DLIFLC, and their comment on that subject deserves quotation at length:

The committee believes that foreign language proficiency, particularly for slang and other colloquialisms in target languages, is an essential component of military readiness. Additionally, the committee understands that foreign language proficiency education materials are utilized by numerous agencies and services, to include but not limited to the Defense Language Institute, Office of the Secretary of Defense, Defense Intelligence Agency, Army, Navy, Marine Corps, and Air Force, members of the intelligence community as well as the Department of State and other non-defense customers. The committee is concerned that reductions to such capabilities may have a far-reaching impact on the ability of civilian and military personnel of the Department of Defense, and possibly also the cryptanalytic personnel of other agencies, to support combatant commanders and major commands of the military services.<sup>47</sup>

The committee went on to request a briefing on foreign language training from the Department of Defense, which was coordinated by the Defense Language and National Security Education Office (DLNSEO) and included of course DLIFLC input.<sup>48</sup>

The interest in and prioritization of language instruction at the time was eminently reasonable. Sequestration was cutting deeply into Defense Department budgets, and although

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<sup>44</sup>Email. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 19 September - 2 October 2015 (UNCLASSIFIED).

<sup>45</sup>Email. Phillip J. Deppert. Defense Language Institute Foreign Language Center Situation Report for the Period 23 September - 13 October 2017. 12 October 2017.

<sup>46</sup>Brief. FY15 Execution Review & FY16 Budget Overview. 23 September 2015. 2,5.

<sup>47</sup>Committee on Armed Services, United States Senate. 114<sup>th</sup> Congress, 1<sup>st</sup> Session. Senate Report 114-49, Calendar No. 88. National Defense Authorization Act for Fiscal Year 2016. 19 May 2015. 102.

<sup>48</sup>Memorandum. Daniel P.C. Feehan. Subject: Reports to Congress on Advanced Foreign Language Proficiency Training. Office of the Assistant Secretary of Defense for Readiness, 30 September 2015. About two years later, the Army-Level Program Execution Group (PEG) was asking even more specific questions as part of a “holistic review of the defense language program...How are the Army’s requirements developed and validated? Which languages are prioritized? What is the selection process for language training? What is the utilization tour required after completing the training? For the last three fiscal years, provide an overview of the number of officers selected, languages learned, cost incurred, and utilization tours completed. Provide recommendations for policy changes.” (Training (TT) PEG Deep Dive Sessions (Part II) - 5 November 2018).

DLIFLC had managed to get a waiver for instructional personnel, the process of doing so resulted in a manpower study which kicked up a lot of dust. Moreover, language instruction had from its very beginning been the province of the powerful intelligence community - still stung from the failures that resulted in 9/11, and still stuck with the results...results that put them in more countries which spoke more languages and dialects than at any time since the Second World War. Ensuring that language instruction was being funded and conducted effectively and efficiently was just good stewardship.

Congress underscored their support for DLIFLC in 2015 when the House Armed Services Committee added \$10 million to the Institute's budget and earmarked it for Regionally Aligned Forces (RAF) training. As described by the Army in 2013, the RAF concept was meant to provide regional commanders with "scalable, tailored capabilities to support operational missions, military exercises, and theater security cooperation activities." And the Army stated flatly that "this requires an understanding of the cultures, geography, languages, and militaries of the countries where they are most likely to be employed, as well as expertise in how to impart military knowledge and skills to others." The significance for DLIFLC, though relatively small in a budgetary sense, was clear. The Institute allocated the money to Headstart 2, Mobile Training Teams, Language Training Detachments, and operations at Joint Base Lewis-McChord.<sup>49</sup>

## **Civilian Faculty and Staff Compensation and Management**

The DLIFLC faculty and staff remained in the summer of 2015 as impressive as it had always been - possessing native or near-native proficiency in over 30 languages and dialects, to include Albanian, Hebrew, Serbo-Croatian, Swahili, Kurdish, and Polish. Of 1,718 faculty, 80 percent (1,381) were full-time platform instructors, and 32 percent (555) had over 10 years of service with DLIFLC.<sup>50</sup>

Payment of civilian faculty, commensurate with their skills and experience as well as their loyalty and hard work, had been an issue at DLIFLC since its inception in the early 1940's. Plans had come and gone, salaries had risen and fallen, systems had been added and taken away. Unions had organized, thousands of hours had been spent in sometimes acrimonious meetings, and gallons of ink had been spilled on this issue over the decades. The one thing that was crystal clear in the midst of all of the bean-counting and budget austerity and briefings on pay was that for a DLIFLC student to succeed, he needed top-notch faculty, and many of them, as a low student-to-teacher ratio was critical to student success.<sup>51</sup>

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<sup>49</sup>Brief.PRO: Police Regional Operations. 31 March 2015.1. <https://api.army.mil/e2/c/downloads/321685.pdf>. (Accessed 22 September 2020). Brief. DLIFLC. Congressional Add. Undated. See also Excel Spreadsheet. Cong Add. 31 March 2015.

<sup>50</sup>Brief. DCSPL. Faculty & Staff Personnel. Briefing for Mr. Kirby Brown, DCG, CAC. 29 July 2015

<sup>51</sup>A good guide to the complexity and comprehensiveness of the terms of civilian employment at DLIFLC during these years is the Presidio of Monterey Negotiated Agreement between Defense Language Institute Foreign Language Center & U.S. Army Garrison and American Federation of Government Employees (AFL-CIO) Local 1263, 28 August 2014. For information on internal personnel management processes, see Brief. Initial In-Brief to COL Deppert; Mission, Functions, Structure, Issues. Brian D. Perry Sr. Deputy Chief of Staff for Personnel & Logistics, 29 April 2015. See also Brief. DLIFLC Workforce, 1 June 2015. About two months before Colonel Deppert took command, the civilian workforce at DLIFLC was comprised mostly of 202 General Schedule employees, along with 1,727 Faculty Pay System employees. See also Brief. UGE Faculty Personnel Status, 15 June 2015. At around the same time, faculty shortages for fiscal year 2016 were projected at 123 in undergraduate education - a not uncommon situation due to constantly shifting requirements and which DLIFLC had become adept at managing, although not without some attendant turmoil. At that particular time, the most critical shortage was in Portuguese instructors, who were at 50 percent fill. (See Brief. UGE faculty Personnel Status as of 15 June 2015).

By the time Colonel Deppert took command of DLIFLC there was some good news - the pay for faculty at DLIFLC had been decoupled from the rather inflexible General Schedule pay scale for federal civilian employees. Faculty were by Deppert's time paid under the Faculty Pay System - which itself functioned under the more flexible Title X system for what were called Excepted Service employees. That was the good news. The bad news was that the Faculty Pay System had fallen far behind even the modest General Schedule system when it came to basic compensation. The last real across-the-board review of the system had occurred in 1996 - almost ten years before Colonel Deppert took command.<sup>52</sup>

Clearly the Faculty Pay System was outdated, which meant that it had not kept pace with either General Schedule pay or the local cost of living (notoriously high in Monterey). Moreover, it meant that it was becoming increasingly difficult for DLIFLC to recruit and retain high quality faculty. (Colonel Deppert was sometimes at pains to remind others that no one else did what DLIFLC did - namely reducing several years of academic training and condensing it into about six months so that students could arrive in Monterey with no foreign language skill at all and leave in half a year speaking at a conversational level. And that was only possible with top-quality faculty).<sup>53</sup>

In concrete terms, what all this meant was that assistant professors at DLIFLC were earning 40 percent less than their counterparts at California State University Monterey Bay and Monterey Peninsula Community College. It also meant they were compensated well below other government faculty - even in their own higher headquarters, the Combined Arms Center at Fort Leavenworth, Kansas. It also meant that insufficient compensation had during the relatively short tenure of Colonel Deppert's predecessor contributed to the loss of both a provost and an assistant provost, as well as four deans and other highly experienced faculty.<sup>54</sup> Additionally, recruiting comparable replacements was becoming increasingly difficult.<sup>55</sup>

By the time he had been in command 90 days, Deppert was calling faculty pay "our major focus area," and he "continues to be working to fix our faculty compensation issues." He also indicated that discussions on faculty pay were taking place between DLIFLC and the very high level of "OSD DCPAS [Office of the Secretary of Defense, Defense Civilian Personnel Advisory

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<sup>52</sup> See Congressional Record: Department of Defense Appropriations for 1996; Hearing before a Subcommittee of the Committee on Appropriations. House of Representatives, 104th Congress, First Session. Subcommittee on National Security, C.W. Bill Young (FL) Chairman. 119-202, specifically pages 180-181 Frederick F.Y. Pang, Assistant Secretary of Defense for Force Management Policy served as the Personnel Policies/Quality of Life Witness for the DoD. The adjustments to civilian pay discussed at these hearings by Congress and Mr. Pang were in effect the most recent adjustments to the Presidio's Faculty Pay System. These adjustments were made between the fall of the Berlin Wall / the dissolution of the Soviet Union, and 9/11. It was a time of significant military downsizing and talk of "peace dividends." Nineteen years later, when Colonel Deppert was in command, DLIFLC was supporting highly demanding post 9/11 operations which bore almost no resemblance to 1996 at all. See also Interview. DLIFLC Historian Interview with Col. David K. Chapman, Commandant, 11 July 2015. 7-9. See also Brief. Welcome to Mr. Kirby R. Brown, Deputy to the CG, CAC. 1 December 2015.

<sup>53</sup> Historian's Notes. DLSC Meeting 10 December 2015, hosted by DoD SLA Daniel Freehan. 2. Colonel Deppert also made sure he discussed faculty pay at his first Board of Governor's meeting in early December 2015. See Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 12-15. See also Brief. FPS - Way Ahead Options, 8 May 2015.

<sup>54</sup> Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 14. Because of the loss of key personnel, Colonel Deppert sought to create leadership skills in depth among the faculty and staff at DLIFLC, so the compensation situation gave rise to the Center of Leadership Development.

<sup>55</sup> Briefing. FPS Policy and Compensation Proposal, 19 February 2015. See also email. Stephen M. Payne. Subject: Documents for 19 Feb 2015 DLI/DCPAS Meeting. 26 February 2015. See also Stephen M. Payne. "A Brief History of the Implementation of the Faculty Personnel System."

Service.]”<sup>56</sup> Throughout his command, Deppert continually tied student success in the 2+2+2 proficiency goal to faculty compensation. More and better faculty meant better student performance.

As 2015 became 2016, Colonel Deppert was still referring to faculty pay as DLIFLC’s “number one concern” and in an early 2016 report he added “and distraction.”<sup>57</sup> Finally, he was at the end of March 2016 able to report:

Mr. Feehan (ASD P&R (Readiness)) [Assistant Secretary of Defense for Personnel & Readiness] directed a revised pay plan for our Title 10 faculty, with the inclusion of a separate locality pay. This decision was the culmination of many meetings and several years of work. Mr. Feehan’s directive, which will enable us to recruit and retain high quality faculty, is a major tenet of our push to reach higher levels of target language proficiency for our students.<sup>58</sup>

It took another 16 months before the new pay system was finally implemented at DLIFLC.<sup>59</sup>

It is important to note here that the nature of DLIFLC’s mission made civilian faculty management difficult in the extreme. The mission to “provide culturally based foreign language education, training evaluation and sustainment for DOD personnel,” and the vision to provide such training “at the point of need,”<sup>60</sup> demanded that the Institute operate on somewhat shifting sands. While the demand for quality linguists was and had been stable for decades, the target languages and the numbers of those linguists in those languages had shifted constantly since the early days of the Institute. The period of Colonel Deppert’s command at DLIFLC was no exception, as he noted in the late summer of 2016:

Recently, I have focused our Town Hall sessions to discuss with our faculty our strategies and procedures for shaping our DLI faculty work force. We have seen the projections for student enrollments for Levantine, Russian, and French increase, while the enrollments for Modern Standard Arabic and Pashto are decreasing. We place maximum effort in ensuring our faculty understand the

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<sup>56</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 5 - 18 September 2015. 18 September 2015. See also Brief. FPS Compensation Update 23 September 2015.

<sup>57</sup>“Adequate and fair salary compensation remain the number one concern (and distraction) for our faculty members.” Doubtless Deppert was hearing a considerable amount about faculty pay as he conducted his various Town Hall meetings. See Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 9 - 22 January 2016. 22 January 2016.

<sup>58</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 12 - 25 March 2016. 25 March 2016.

<sup>59</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 11 - 24 March 2019. 24 March 2017. See also Steve Collins. “DLIFLC Instructors Receive Locality Pay.” *Globe*. vol 39 no 1 Summer 2017. 31. See also Memorandum. Peter Levine. Subject: Approval of Defense Language Institute Foreign Language Center Civilian Faculty Pay System. 20 October 2016.

<sup>60</sup>DLIFLC Mission and Vision Statements as of 5 November 2015.

changing conditions as early as possible and are afforded any/all opportunities to stay within the DLIFLC enterprise for which they are qualified.<sup>61</sup>

As Deppert noted, DLIFLC did what it could to keep faculty “within the DLIFLC enterprise,” which usually translated to staff positions in curriculum development or elsewhere. But there was never a guarantee of employment when one’s language was no longer required “at the point of need.” This somewhat fluctuating state of affairs being the case, compensation was that much more important for recruiting and retaining high quality faculty.<sup>62</sup>

To further complicate matters, at the beginning of 2017, the Trump Administration set in place a hiring freeze for federal employees - a not uncommon practice for new administrations. The effect of such actions on organizations and institutions such as DLIFLC were, as Colonel Deppert described them, “devastating.” Fortunately, he was able to secure an extension for term employees (but not for new hires). However, the potential for disruption of instruction as he discussed the issue with his superiors is worth noting:

Many thanks to our leadership for their massive efforts to achieve the exemption from the hiring freeze to allow an extension of our term faculty with not to exceed dates through 28 Feb. We are working on the same request for 88 term faculty with a not to exceed date between 1-31 March. Simultaneously, we are preparing a request to ask the Sec Army for a blanket waiver for all of our term/NTE employees, as we need to extend them; and, to also ask for exemption from the hiring freeze to bring onboard new employees who are critical to fulfilling our mission. Two-thirds of our faculty are term employees. The impact on our mission if we are not able to extend these teachers would be devastating. Also, our ability to meet growing requirements from the services for languages and dialects like Arabic-Levantine, Russian, French, etc., will be severely limited unless we have the ability to fill some key vacancies with new hires.<sup>63</sup>

By the end of March 2017, the inability to hire new instructors was beginning to bite - and without a lifting of the freeze DLIFLC was contemplating combining classes or even cancelling them in the succeeding months. In the event, this particular hiring freeze lasted from 23 January 2017 to 12 April 2017 - a relatively short period. Still, it served to highlight the fragility and complexities of federal civilian personnel management, and also highlighted the dependence of the Institute on its approximately 2,000 civilian employees - particularly those in faculty

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<sup>61</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 27 August - 9 September 2016. 9 September 2016.

<sup>62</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 17-18. The Provost emphasized this problem to the Board of Visitors at the end of 2016 - although it was not at all a new problem: “Dr. Leaver added that while they would love to be able to keep faculty updated and notified in advance of upcoming completions of NTEs [Not to Exceed Date term employment contracts] and downsizing but unfortunately, more often than not, the leadership themselves do not have much notice. Despite the quarterly requirement reviews, these changes can come out of nowhere so this is a challenge.”

<sup>63</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 28 January - 10 February 2017. 10 February 2017.

positions.<sup>64</sup> The hiring freeze also required that the Institute move some instructors from the staff directorates - Continuing Education and Academic Support in particular - to temporarily cover instructional positions.<sup>65</sup> Additionally, it resulted in the short-term contracting of 20 instructors for the French, Levantine, and Russian programs for undergraduates.<sup>66</sup> By early 2018, DLIFLC was looking to hire permanent instructors for these growing programs, along with the also growing Spanish Program.<sup>67</sup> It was the Russian program, however, which grew the most in late 2017 and early 2018. As well as moving 14 Russia speaking administrators back to the classroom, DLIFLC hired 27 Russian faculty in 2017, and identified another 22 for hire. Basic course Russian student numbers in this period increased 45 percent.<sup>68</sup>

A month before Colonel Deppert took command, DLIFLC received notification from the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (ACCJC) that DLIFLC's Midterm Report indicated successful progress toward re-accreditation in the spring of 2018.<sup>69</sup> The report, submitted on 15 March 2015, provided comprehensive responses to six recommendations the ACCJC had made, as well as providing responses to self-identified issues. Progress was complete or well in hand on most of the recommendations and issues at the time DLIFLC submitted the report to the ACCJC.<sup>70</sup>

By late 2017, the Board of Visitors was keenly interested in DLIFLC's upcoming reaccreditation. The board met at the Presidio in early December, with Colonel Deppert reporting that they "reviewed our Academic Accreditation Self Study<sup>71</sup> and validated its findings and offered comments on improving the product." Deppert also reported that "the Board's sage advice and

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<sup>64</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 11 - 24 March 2017. 24 March 2017.

<sup>65</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 26 August - 8 September 2017. 8 September 2017.

<sup>66</sup>Email. Phillip J. Deppert. Defense Language Institute Foreign Language Center Situation Report for the Period 9 - 22 September 2017. 22 September 2017.

<sup>67</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 23 December 2017 - 12 January 2018.

<sup>68</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 10 - 23 February 2019. 22 February 2018.

<sup>69</sup>Letter. Barbara A. Beno. Subject: Accreditation. 29 June 2015. See also Brief. Robert Savukinas. Accreditation Updates: TRADOC Accreditation, Western Association/ACCJC, American Council on Education (ACE). 24 August 2015. The brief provides a general overview of accreditation, and also provides a snapshot of where the process stood about a month after Colonel Deppert took command of DLIFLC.

<sup>70</sup>Accreditation Report. Midterm Report Submitted by: Defense Language Institute Foreign Language Center. Presidio of Monterey, California 93944. Submitted to: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. Date Submitted: 15 March 2015. The ACCJC had recommended a modification to the mission statement so that it included reference to the degree-granting status of DLIFLC; a review of mechanisms of planning and systems evaluation; periodic evaluation of off-site instructional locations and programs; a schedule for review and revision of the Defense Language Aptitude Battery; a review as well as documentation and evaluation of institution decision-making processes; and, ensure appointment and reappointment of Board of Visitors members is timely.

<sup>71</sup>Accreditation Report. Institutional Self Evaluation Report for Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation. Submitted by: Defense Language Institute Foreign Language Center, 1759 Lewis Road, Presidio of Monterey, Monterey, CA 93944. Submitted to: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 2017. The report is a rich and comprehensive resource regarding the history, structure, demographics, operating procedures, as well as the state of the art of DLIFLC in December of 2017. It also included a section entitled "Changes and Plans Arising Out of the Self Evaluation Process," which looked to the future as the institution evolved.



perspective on our academic pursuits was, as always, extremely helpful and valuable.”<sup>72</sup> Colonel Deppert’s opinion of the Board of Visitors had not changed a year later when he reported that board members “Dr. Richard Brecht, Dr. Ervin Rokke, Dr. Galal Walker, and William Worbley” had been extremely helpful with the accreditation process.<sup>73</sup>

In February 2018, DLIFLC was making final arrangements to host the Accrediting Commission as well as the Board of Visitors the week of 5 March 2018.<sup>74</sup> The visit went well. The Institute had complied with all of the mandates of the ACCJC since their previous visit, to include providing a SharePoint repository for accreditation documents as well as hyperlinks in the accreditation narrative report.<sup>75</sup> The commission in fact provided laudatory comments, and the commandant reported that they also noted that DLIFLC’s Accreditation Self-Study was one of the best they had ever seen. Final results were expected within about three months from this visit, and Colonel Deppert foresaw “no issues or surprises.”<sup>76</sup>

In early June 2018, the Accrediting Commission reaccredited DLIFLC for seven more years. The commission stated in their report that they had “found the Institute to be in compliance with the ACCJC [Accrediting Commission for Community and Junior Colleges] Eligibility requirements, Commission Policies, and U.S. Department of Education regulations. It also found a number of “innovative, student centered, and effective programs and practices and thus issued a number of commendations to the Institute.” The commendations included: “a defined mission that drives planning; strong student learning and achievement - focused programs with program level learning outcomes; sensing sessions for student feedback; holistic student support that includes military language instructors to support students; professional development opportunities for faculty and staff; shared governance structures and practices; and a Board of Visitors that promotes constructive change.” So just over a month later, Colonel Deppert was able to hand over to his successor, Colonel Hausman, a fully and newly reaccredited DLIFLC.<sup>77</sup>

One of the more salutary effects of DLIFLC’s enviable reputation and consistent reaccreditation was acceptance by the California State University System of DLIFLC’s student work for college credit. “It means that service members,” DLIFLC Provost Dr. Savukinas noted, “who take the DLPT [Defense Language Proficiency Test] and OPI [Oral Proficiency Interview] and score, for example, a 2+ in Listening, a 2+ in Reading, and a 2 in Speaking will get up to 17 credits in the upper and lower division of the language they tested.” In addition to the credits for

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<sup>72</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 25 November - 8 December 2017. 7 December 2017.

<sup>73</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 24 March - 13 April 2018. 12 April 2018.

<sup>74</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 10 - 23 February 2018. 22 February 2018. See also Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 16. DLIFLC coordinated the visit of ACCJC to coincide with a Board of Visitors meeting at the Presidio “to allow for interaction between the two bodies.”

<sup>75</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 16.

<sup>76</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 24 February - 9 March 2018. 8 March 2018. See also Natela Cutter. “Preparing for Reaffirmation of Accreditation.” *Globe*. vol 40 no 1 Winter 2018. 13. On 15 February 2018, The Training and Doctrine Command (TRADOC) had also provided DLIFLC higher headquarters accreditation - See David G. Perkins. Training and Doctrine Command Memorandum, Subject: Notification of Accreditation Status for the Defense Language Institute Foreign Language Center. 15 February 2018. See also David S. Davenport and David G. Perkins. Certificate of US Army Accreditation. 2 February 2018. TRADOC Standards are delineated in Annex B - AEAS [Army Enterprise Accreditation Standards] Applicability Chart to OPORD 17-50 (TRADOC Quality Assurance Visit).

<sup>77</sup>Natela Cutter. “DLIFLC Accredited for Seven More Years.” *Globe*. vol 41 no 2 Summer 2018. 4

individual students, the agreement by Cal State reinforced by incentive DLIFLC's work on the 2+/2+/2 standard.<sup>78</sup>

## Associate of Arts Degrees

By the time Colonel Deppert took command of DLIFLC, the Institute had awarded well over 10,000 Associate of Arts in Foreign Language degrees. DLIFLC first received academic credit for courses in 1979 - granted by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The Institute began granting AA degrees in 2002. By 2015, the program had expanded, and contained a considerable amount of rigor. Students were required to successfully complete their language program in residence at Monterey, had to score 2/2/1+ on their Defense Language Proficiency Tests, and had to meet general education requirements well beyond their language studies.<sup>79</sup>

## Immersion

Well before Colonel Deppert took command, DLIFLC had learned the value of what had come to be known as "immersion training," - training in which the student went on a trip abroad to a country that spoke his or her target language. And Deppert's predecessor, Col. David K. Chapman, was a firm believer in immersion training:

Immersion has shown to add half a point to a student's listening and reading ability. More importantly to me is that they come back with a level of confidence that they did not have before. They know they can speak at a CONUS based immersion. They know they can speak in their classroom and their teacher understands them. But the minute they go to a market in Taiwan or in Uruguay or Bordeaux, France, and they're able to buy something and speak in that local language they say holy smokes, it works, it really works. And they come back with a real renewed interest in the language and their career, and it just takes off from there.<sup>80</sup>

By early 2016, the Immersion Language Office (ILO) was managing 62 students in 6 countries.<sup>81</sup> Due partly to the expense of foreign travel, the ILO also provided, since 2006, what were called "Isolation Immersion" or "Iso-Immersion" exercises at an immersion facility at Ord Military Community "to enhance students' language proficiency and cultural awareness." These exercises usually took place over 1-2 days, were run by DLIFLC faculty, conducted solely in the target language, and included local customs, food, art, etc. Travel and Iso-Immersion exercises in

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<sup>78</sup>Natela Cutter. "CSUs to Accept Credit for DLPT." *Globe*. vol 41 no 2 Summer 2018. 5.

<sup>79</sup>Assistant Commandant Colonel Ginger Wallace presented the 10,000<sup>th</sup> AA degree to Alexis Fyne, who had studied in the Persian-Farsi program. For full program requirements, see DLIFLC Associate of Arts Degree Plan and Information, 5 November 2015. See also Phillip J. Deppert. DLIFLC Regulation 350-10. Training: Management of Students and Resident Language Programs. 70-73. 12 October 2017.

<sup>80</sup>Interview. DLIFLC Historian Interview with Col. David K. Chapman, Commandant, 11 July 2015. 3. Chapman was willing to put a great deal of resources and effort into immersions, which included an additional \$2 million into OCONUS immersions and overnight immersions at Ord Military Community. OCONUS immersions also required official passports, which required identifying the 17 percent or top students who would go on such immersions early. The financial and administrative burden was heavy, but Chapman thought well worth it.

<sup>81</sup>APAS Provost Update 8 April 2016.

the second quarter of 2016 were part of the curriculum for “Arabic, Chinese, Korean, Persian-Farsi, Russian, Spanish, and other languages as directed by the Command Group and the Provost.” In that same quarter, 80 Iso-Immersion took place, instructing 1,323 students.

The ILO was manned by a Director, Assistant Director, Program Manager, Operations Specialist and Operations Non-Commissioned Officer, along with 8 immersion specialists.<sup>82</sup> They supervised immersion training for students such as Private First Class Steven Waslo and Airman First Class Brandon Miller who took a month-long immersion trip to Taipei in 2017 and were hosted by the National Taiwan Normal University. They had a rich cultural experience visiting night markets and temples, and of course got intense practice in Chinese. As opportunities to go on such trips were competitive, Waslo and Miller had through their outstanding class performance earned the right to go to Taiwan.<sup>83</sup> Towards the end of 2017, DLIFLC had 111 personnel in 6 OCONUS immersion training sites, and an additional 16 in immersion training in San Diego.<sup>84</sup>

Immersion training, especially that done abroad, was not without its problems. It was expensive and could be risky. DLIFLC had 10 students in Puerto Rico when Hurricane Irma, followed by Hurricane Maria, struck the island in September 2017. Fortunately, all of them made it back safely to Monterey.<sup>85</sup> Less spectacular, but more intransigent challenges existed in the difficulty in obtaining passports or official passports - DLIFLC had no passport agency, and there was only one passport agent at the nearby Naval Postgraduate School. The move towards Content Based Instruction was proving to be an expensive proposition when applied to immersion training - requiring host-nations to build curriculum (always a costly endeavor); and securing home stays in host countries for short duration continuing education students. All of this, as well as the heavy administrative burden accompanying the Immersion Program made it a considerable challenge. Worthwhile to be sure, but a challenge nonetheless.<sup>86</sup>

Still, it was difficult to argue with the overwhelmingly positive student feedback:

I thought the course content was excellent and the program really focused on explaining high level concepts in Korean. The program is well organized, and the excursions and activities directly align with what is being taught which I thought was an effective teaching method: learn about it in the morning, experience it in the afternoon.<sup>87</sup>

Late in Colonel Deppert’s command, DLIFLC was considering establishing immersion training sites at Forts Irwin and Fort Hunter Liggett. The Board of Visitors chairman at that time, Dr. Richard Brecht, had some advice:

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<sup>82</sup>Memorandum. Steve Koppány. Subject: Second Quarter Historical Report, Academic Support 1 April 2016 - 30 June 2016. 1 August 2016. 9-11.

<sup>83</sup>Steven Waslo and Brandon Miller. “Chinese Immersions in Taipei.” *Globe*. vol 39 no 1 Summer 2017. 24-27. See also Brief. Jelena Teague. Initial In-Brief to the Commandant. Mission, Functions, Structure, Issues. Immersion Language Office. June 2015.

<sup>84</sup>Installation EXSUM 11 September 2017. See also Brief. Immersion Language Office Overview. 2 November 2017.

<sup>85</sup>Email. Phillip J. Deppert. Defense Language Institute Foreign Language Center Situation Report for the Period 23 September - 13 October 2017. 12 October 2017.

<sup>86</sup>Brief. Immersion Language Office (ILO. OCONUS Immersion Update. 3 June 2015.

<sup>87</sup>Immersion Language Office (ILO. OCONUS Immersion Update. 3 June 2015.

The important thing about immersion is whether it is ‘real.’ And that ‘authentic’ immersion does not always mean the language and/or the culture is real. Authentic means you are in a place where the consequences of your behavior, your language and cultural behavior have consequences. If I do not know when the subway is stop running [sic] in Moscow in the middle of winter which I missed, and you are at 20 degrees below zero and the last train just left that is authentic.<sup>88</sup>

In the first quarter of 2018 ILO held one and two-day local iso-immersion events for 897 students and was conducting 26 OCONUS immersions for 242 students in countries such as Morocco, Latvia, Korea, Taiwan, on many others.<sup>89</sup>

## Student Learning Services

Student Learning Services (SLS) a provost organization in the

Academic Support Directorate, was established on 16 March 2014 with 9 members (8 civilian faculty and 1 military AD) of the former Student Learning Center (SLC), based on the DLIFLC Reorganization plan. With the addition of a CMLI [Chief Military Language Instructor] in September of 2014, an additional Educational Technology Specialist in November 2015, an additional three Student Learning Specialists in April and May 2016, and the conversion of one academic specialist to academic AD in June 2016, SLS has currently become a 14-person division: one director, one AD (military), one academic AD, one chief MLI (military), one academic specialist, two educational technology specialists, four senior student learning specialists, and three student learning specialists.<sup>90</sup>

A few weeks prior to Colonel Deppert assuming command, the Assistant Provost for Academic Support, Steve Koppany, also established the Student Learning Council, “to improve communication between UGE [Undergraduate Education] and SLS [Student Learning Services].” The Associate Provost for Academic Services also used the Student Learning Council for “UGE

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<sup>88</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 18.

<sup>89</sup>Memorandum. Mina Lee. Subject: First Quarter Historical Report, Academic Support, 1 January 2018-31 March 2018. 23 April 2018. 15-16. For background on the Immersion Program, see Natela Cutter. “DLIFLC Launches Overseas Immersion Program. *Globe*, Spring 2006, 16.

<sup>90</sup>Memorandum. Steve Koppany. Subject: Second Quarter Historical Report, Academic Support 1 April 2016 - 30 June 2016. 1 August 2016. 14. For additional information on the Student Learning Center, see Leah Graham. “The Student Learning Centre: *Vive La Difference!*” *Globe*, Spring 2007. 20, and Michael Martinez. “Students Get First Class Treatment at New Student Learning Center.” *Globe*, Summer 2006. 10. It should be noted here that terms such as the Student Learning Center can be deceptive at DLIFLC, as they tend to be constantly evolving. In this case the Student Learning Center went from conception without a physical location to a fixed physical location and back to conception again - pursued more as an ad-hoc idea than an actual location or even agency or staff section. The Student Learning Center began with faculty and Military Language Instructors seeking ways to provide students with additional help. From there it became housed (building 221) and staffed. But then as budgets ebbed and flowed, the staff melted away, the mission was again taken up by largely volunteer faculty and non-commissioned officers, and though the location remained in building 221 - which was even at one point under Colonel Deppert named the Military Linguist Heritage Center - the reality was quite different. (See Phillip J. Deppert. Memorandum. Subject: Renaming of Building 221. 26 January 2017).

schools' representatives to share ideas among themselves on SLS course instruction." The council, early in Deppert's tenure, was assisting with several technical matters regarding student records management, discussing curriculum implementation plans, and reviewing student counseling procedures.<sup>91</sup>

Much as the rest of DLIFLC during Colonel Deppert's tenure, Student Learning Services was heavily involved in the effort to reach the 2+/2+2 goals. In February of 2016 they conducted a Training Day Program "that emphasized the crucial roles of critical thinking, metacognition, and learner autonomy for reaching Level 2+ and beyond." Additionally, "in support of DLIFLC 2+/2+ Initiatives" SLS was working to ensure that "program syllabi...integrate strategy instruction into their lessons so that language learners can gradually develop and acquire the necessary skill."<sup>92</sup> SLS also conducted classroom observations for quality assurance as well as mentoring and certification.<sup>93</sup> Additionally, SLS was heavily involved in technology initiatives - integrating technology into everything from student feedback to basic administrative tasks to interactive language education."<sup>94</sup>

## Technology

Colonel Deppert had inherited from his predecessor, Colonel Chapman, an Information Technology Division whose mission it was "to provide comprehensive information technology support for the DLIFLC mission network ('the EDU'), provide above-baseline support for the NIPRNET systems, and provide expertise to the campus on emerging technology capabilities." When Deppert took command of DLIFLC, that mission included the management of 24,500 devices, 14,473 help requests on average per annum, cybersecurity, network operations that included 86 buildings (both wire and wireless), and management of 22 physical and 248 virtual servers with 500 terabytes of data. The Division also managed 130 internal applications, 320 databases, and of course managed the DLIFLC website, and was doing so with 19 of 21 authorized personnel on hand. And, since the creation of the .edu network (completed in 2014 from a 2009 decision by then commandant Colonel Sandusky) for DLIFLC, Information Technology Division was managing that as well as the .mil network.<sup>95</sup>

Even so, a few weeks after he took command, Colonel Deppert was able to tell his Commanding General at the Combined Arms Center that DLIFLC "had organized and successfully delivered an Institute-wide Tech Summit in support of 2+/2+. The overall attendance was over 900. All presentations were loaded to a shared folder." He went on to write that the Institute had "initiated development of the online component of the Advanced Language Academy for chairs. Online course to be ready by the end of Oct [2015]."<sup>96</sup> With the major problem of establishing a .edu web environment for DLIFLC largely solved by the time Deppert took command, he was able to emphasize more and additional technological developments.

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<sup>91</sup>Memorandum. Steve Koppany. Subject: Third Quarter Historical Report, Academic Support 1 July 2015 - 30 September 2015. 23 October 2015. 9-10.

<sup>92</sup>Memorandum. Steve Koppany. Subject: Second Quarter Historical Report, Academic Support 1 April 2016 - 30 June 2016. 1 August 2016. 15,18.

<sup>93</sup>Memorandum. Steve Koppany. Subject: Second Quarter Historical Report, Academic Support 1 April 2016 - 30 June 2016. 1 August 2016. 15,18.

<sup>94</sup>Memorandum. Steve Koppany. Subject: Second Quarter Historical Report, Academic Support 1 April 2016 - 30 June 2016. 1 August 2016. 24-25.

<sup>95</sup>Brief. Terry Brutzman. Mr. Brown: Mission, Functions, Structure, Issues. 29 July 2015.

<sup>96</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 5 - 18 September 2015. 18 September 2015.

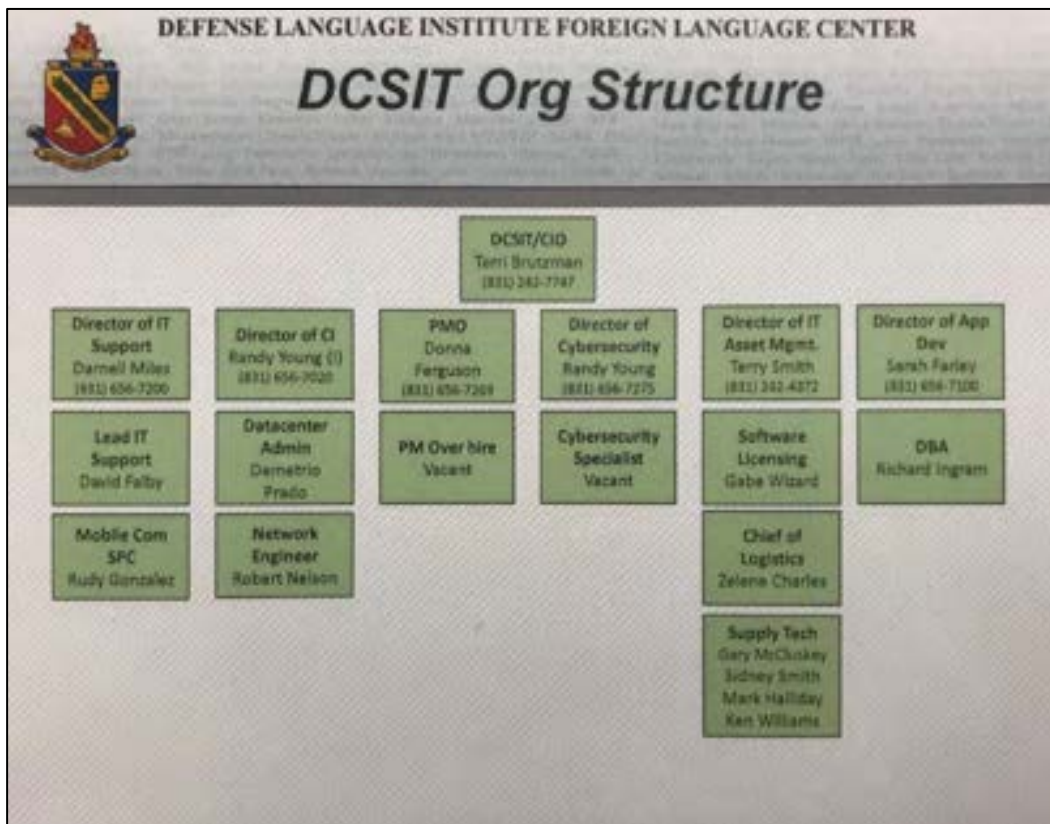


Figure 12 Deputy Chief of Staff for Information Technology Organizational Chart

On 29 March 2016, Colonel Deppert held his first faculty online live chatroom. This pilot was part of a program to connect the leadership and the faculty directly, and Deppert planned to alternate them with the in-person Town Hall meetings. Although the 29 March meeting was a test only, and as such only involved Middle East School II, the test was a success, with over 35 faculty attending.<sup>97</sup>

By mid-May 2016, DLIFLC was also using Google Analytics to help keep statistics on their online language instruction materials. The study revealed that in the 7 months of FY 2016, 155,000 HeadStart2 packages had been downloaded, along with 160,000 downloads of other DLIFLC online materials.<sup>98</sup>

In addition to this and other technological innovations, including placing pre-course training materials online,<sup>99</sup> DLIFLC was working with TRADOC on something called Virtual

<sup>97</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 26 March - 8 April 2016. 8 April 2016. For a sample of something similar, see Transcript: Ask the Commandant, 201707. This online forum consisted of questions from the faculty directed to the commandant. There were 38 questions in this particular forum, a few regarding garrison matters such as gate times and parking. The vast majority dealt with faculty management - promotion, development, etc. See also Email. Steven Collins. Chat Area for the CMDT. 23 October 2015, and Memorandum. Ed Boring. Commandant's Chat Room: Action Plan. 26 October 2015.

<sup>98</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 28 April - 13 May 2016. 13 May 2016.

<sup>99</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 29 July - 11 August 2017. 11 August 2017.

Battlespace 3 (VBS3). As described by Colonel Deppert, the technology created “scenarios likely to be encountered by our graduates when they are called upon to use their target language in a field environment.” The intent was to “make our language curriculum more realistic and authentic for our students, as well as to tap into the gaming aspect that the Millennials really enjoy as part of learning.” Within this program, students and their software avatars practiced their language skills inside a virtual real-world scenario.<sup>100</sup>

As were almost all lines of effort during Colonel Deppert’s tenure, technology was enlisted in the 2+2+2 effort. The DLI 2022 Tiger Team study that the commandant had directed recommended “complete synchronization, including organizational integration of all educational technology initiatives,” as part of reaching the new educational standards.<sup>101</sup> Key to this strategy was a late 2015 change to the mission statement of the Information Technology apparatus which indicated an increasingly flexible approach: “Allow technology at DLIFLC to adapt to changes in mission, advances in educational theory, and emerging technologies quickly and securely in order to enhance the language education mission.”<sup>102</sup> Moreover, organizational adjustments within Information Technology, as indicate by the chart below, clearly show the new challenges they were taking on, to include cybersecurity and application (App) development.<sup>103</sup>

Specific priorities for Information Technology in the early days of Colonel Deppert’s tenure included but certainly were not limited to strengthening of the .edu network, datacenter development, and a “completely integrated learning environment (LMS) [Learning Management System], Portal, Mobile, Virtual.”<sup>104</sup>

In their annual report for 2016 DCSIT noted “2016 continued to be a busy and productive year for projects in an effort to improve security, reliability, scalability, and performance of the DLIFLC Academic Network.”<sup>105</sup> That was indeed the case for every aspect of DCSIT operations that year. Even a cursory review of DCSIT activities reveals operations of scope both deep and broad. With 21 assigned personnel and 62 contractors, DCSIT managed over 12,000 Apple devices, handled over 17,000 customer assistance requests, supported extended campus operations, worked with MIT on server improvement, updated 213 classrooms and other spaces with Smart Boards, new computers, etc., firmly established a workable SharePoint site, and deployed dozens of programs and applications, among many other activities.<sup>106</sup>

Additionally, Student Learning Services division was heavily involved with technology. They were working with DCSIT on a variety of projects by early 2018. Some of these included testing new software as an “early adopter,” developing web applications for SharePoint, creating a variety of website registration mechanisms, maintaining web-based survey data, and many more. They even “maintained two online stand-alone training courses on DLI Survival Strategies and

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<sup>100</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 15 - 28 October 2016. 28 October 2016.

<sup>101</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 24 March - 13 April 2018. 12 April 2018. See also Natela Cutter “DLIFLC Creates Tiger Team for 2022.” *Globe*. vol 40 no 1 Winter 2018. 12.

<sup>102</sup>Brief. Deputy Chief of Staff for Information Technology FY-15 Historical Report. 1 November 2015. 2.

<sup>103</sup>Brief. Deputy Chief of Staff for Information Technology FY-15 Historical Report. 1 November 2015. 4.

<sup>104</sup>Brief. Deputy Chief of Staff for Information Technology FY-15 Historical Report. 1 November 2015. 8.

<sup>105</sup>Report. DCSIT Historic Report 2016. Undated and unsigned. 8.

<sup>106</sup>Report. DCSIT Historic Report 2016. Undated and unsigned.

Utilization of Technology Resources in Language Learning with the incorporation of interactive e-learning content and assessment.”<sup>107</sup>

## Continuing Education

In the summer of 2016, one year into Colonel Deppert’s command, DLIFLC was running a robust Continuing Education Program. The program was providing resident intermediate and advanced language education, while also manning and managing 25 Language Training Detachments (LTDs) at satellite campuses world-wide. (Over 10 percent of DLIFLC’s civilian staff was manning LTDs in mid-2016).<sup>108</sup> One of the clients of DLIFLC’s Continuing Education Program included the Afghanistan-Pakistan Hands participants (a program instituted in 2009 to teach Dari, Pashto, and Urdu to servicemembers who would then be assigned long-term to Central Asia). As of 9 June 2016, there were 10 Language Training Detachments in 9 locations teaching 74 courses in 16 languages to 627 students.<sup>109</sup>

Continuing Education also maintained its relationship with Special Operations and ran a variety of online programs to support military personnel in the field. Continuing Education additionally supported some civilians, Foreign Area Officers, and the DPAA (Defense Prisoner of War/ Missing in Action Accounting Agency). Per their summer 2015 overview, the Directorate of Continuing Education’s Distance Learning staff consisted of:

An instructional staff of 47 civilian faculty members supporting 17 in-house language teams: Arabic; Chinese; Dari; Farsi, French; German; Hebrew; Hindi; Italian; Korean; Pashto; Portuguese; Punjabi; Russian; Serbian/Croatian; Spanish; and Vietnamese. For non-resident missions in other languages, DL borrows instructors from other DLIFLC organizations or utilizes the services of the DLI-Washington Office to engage contract teachers. In FY15, a total of 27 languages and dialects were supported, totaling 30,767 instructional hours for 1,732 students in 427 classes.

Continuing Education was also heavily involved in technology and internet-deliverable curriculum in 2015. Their online learning materials supported scores of language and cultural development goals at several learning levels, providing “fully interactive learning opportunities” that were “available 24/7, striking the right balance of asynchronous and synchronous interaction to maximize intrinsic learner motivation.” The Technology Integration Division at DLIFLC recorded over 1,080,000 users of online resources in FY 15.<sup>110</sup>

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<sup>107</sup>Memorandum. Mina Lee. Subject: First Quarter Historical Report, Academic Support, 1 January 2018-31 March 2018. 23 April 2018. 10.

<sup>108</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 27 August - 9 September 2016. 9 September 2016. See also Historian Interview with Colonel Logeman, June 14, 2017. The Language Training Detachments also provided a point of reference for, in Logeman’s words, “the undergraduate program so they could share and learn from each other. If there’s one victory, I would point to in the last two years in the Provost organization, it’s that continuing education and the undergraduate education, UGE, programs are closer knit and they’re sharing to a much greater extent than they were when I first got here.”

<sup>109</sup>Chart. Extension Program Continuing Education LTDs Update, 9 June 2016.

<sup>110</sup>Overview of the Directorate of Continuing Education at the Defense Language Institute Foreign Language Center, 25 July 2015. For a sample of a specific program, see Defense Language Institute Foreign Language Center Directorate of Continuing Education Korean Language Resident Intermediate Enhancement Program, 4 May 2016.



Indeed, even on the day Colonel Deppert took command of DLIFLC, Continuing Education was a firmly established and comprehensive program. As briefed to the Deputy Commanding General of the Combined Arms Center, who had come to officiate at the change of command ceremony between Colonel Chapman and Colonel Deppert on 29 July 2015, the program included many and varied facets. In pursuing its mission to “provide life-long language support to the warfighters, the Directorate of Continuing Education was at that time organized into four schools (Extension Programs, Field Support, Resident Education, and Distance Learning) and included 350 personnel at 25 locations. They also ran the Broadband Language Training System which provided instruction in 14 languages, and employed Video-Tele Training for 4 languages, among many other activities. Through telephone applications, a website, and other technologies, they provided cultural orientations to various countries, as well as providing through GLOSS (the Global Language Online Support System) 7,000 lessons.<sup>111</sup>

By their own description an integral part of Continuing Education, the School of Distance Learning was in early 2016 “tasked with the coordination of the following operational functions: Familiarization refresher, sustainment, and language enhancement instruction via: Mobile Training Team (MTT), Online Learning (OLL) which includes: Technology Integration (TI) Division; and the Language Technology Evaluation Application) Division, Video Tele-Training (VTT), Broadband Language Training System (BLTS), Phase II and III of the AF/PAK [Afghanistan/Pakistan] Hands Program and the Joint FAO Program (JFP).”<sup>112</sup>

In early 2018 the Extension Programs Division at Continuing Education was maintaining 10 Language Training Detachments (LTDs) at 9 locations and staffed permanently by DLIFLC employees. LTDs were located at Osan Air Force Base in Korea, Elmendorf Air Force Base in Alaska, San Antonio, TX, Goodfellow Air Force Base, TX, Fort Meade, GA (two detachments), Westgate Learning Complex, GA, Hawaii Language Center, HI, and Offutt Air Force Base, NE. These locations taught Arabic, Chinese, Dari, Egyptian, Korean, Levantine, Persian-Farsi, Pashto, Russian, Serbo-Croatian, Spanish, Tagalog, and Urdu to 716 students in FY17 and the first quarter of FY 18.<sup>113</sup>

## **Foreign Area Officer Program**

About two weeks after Colonel Deppert took command of DLIFLC, Lieutenant Colonel Roger Bowman replaced Lieutenant Colonel Tom Newman as Director, Foreign Area Officer (FAO) Program on 15 August 2015. The FAO Program Office at that time had the mission to “train and mentor all Army FAO’s at DLIFLC and is also responsible for the management and maintenance of the newly remodeled Weckerling Center.” Among their other duties was the overseeing of the annual Joint Foreign Area Officer Orientation Course, and the FAO Office also maintained liaison with the World Affairs Council.<sup>114</sup>

Activities of the Foreign Area Office remained largely unchanged throughout Colonel Deppert’s tenure. On 1 May 2017, Lieutenant Colonel Kevin Bosch replaced Colonel Bowman as

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<sup>111</sup>Brief. Directorate of Continuing Education (CE). 29 July 2015. See also Natela Cutter. “DLIFLC to Receive \$362 Million for Language Proficiency Enhancement.” *Globe*, Spring 2006. 4, and “Global Language Online Support System: GLOSS.” *Globe*, vol 35, no 3 (October 2012 iv).

<sup>112</sup>School of Distance Learning Command History 2<sup>nd</sup> QTR CY 2016. 22 July 2016. 1.

<sup>113</sup>Quarterly Historical Report, January-March 2018, Extension Programs Division at Continuing Education. Undated and unsigned.

<sup>114</sup>Memorandum. Roger L. Bowman. Memorandum for DLIFLC Command History Office Subject: Quarterly Historical Report, 4<sup>th</sup> Qtr, 2015. 2 December 2015.

director, and the office continued to host the biannual (January and June) Joint Foreign Area Officer's Course for new Department of Defense Foreign Area Officers and spouses. (The January 2017 course trained just under 100 FAOs and their spouses, with the June 2017 course training 155 FAOs and 60 spouses).<sup>115</sup>

The FAO office also routinely sponsored various seminars and briefings on topics useful to Foreign Area Officers, and in the spring of 2017 hosted an Asia-Pacific Security Seminar - "the first of a kind event at DLI-FLC and served a proof of concept. The event allowed 25 Joint FAOs to participate in a one-day event that held an academic brief on Chinese strategy and briefings to the secret level on Asia-Pacific pol-mil issues from DIA, OSD, and PACOM [Defense Intelligence Agency, Office of the Secretary of Defense, and Pacific Command]. The FAO Program Office is looking into how this event could become a routine event, rotating regional focus, for all FAOs in training at DLI."<sup>116</sup>

## SCOLA

SCOLA was a satellite and internet television site transmitting language instruction. Per their website, "SCOLA's Mission is to help the people of the world learn about one another; their cultures, their languages, and their ideologies. SCOLA emphasizes the importance and effectiveness of modern information technology as a tool in overcoming barriers to global understanding and will remain at the forefront of its application."<sup>117</sup> Although SCOLA was a non-profit organization, it did require a fee.

DLIFLC had been a longtime user of SCOLA until 2014, when its use was discontinued due to budget constraints. Shortly thereafter, action was begun to bring back SCOLA at reduced cost, which came to fruition towards the end of Colonel Deppert's tenure in 2018. The reduced service was still quite robust, providing television broadcasts for 60 languages, newspaper services for 40 languages, brief transcribed and translated broadcasts in 40 languages, street videos for 40 languages, and phone/computer applications.<sup>118</sup>

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<sup>115</sup>Memorandum. Kevin T. Bosch. Memorandum for Command History Office. Subject: FAO Program Office Historical Report, 1<sup>st</sup> Qtr-3<sup>rd</sup> Qtr, FY 17 (1 October 2016-30 June 2017). 19 July 2017. As a footnote on national fiscal management and politics, the Joint Foreign Area Officer Course Phase I Class 18-01, planned for 22-26 January 2018, was cancelled due to the failure of Congress to agree on a budget or extend the Continuing Resolution on which the government was operating. See Memorandum. Kevin T. Bosch. Subject: FAO Program Office Historical Report, 1<sup>st</sup> - 2<sup>nd</sup> Qtr FY18 (1 October 2017 - 30 April 2018). 18 April 2018. 2. See also Joint Foreign Area Officer Course Phase I Book (18-22 June 2018), which sets the learning objectives for the course: "LO #1: Develop professional identity as a Foreign Area Officer. LO #2: Set expectations for all phases of initial training and professional development throughout FAO career. LO #3: Provide the framework and tools to enhance knowledge, skills, and attributes necessary for success as a FAO [sic] operating in a JIIM [Joint, Interagency, Intergovernmental, and Multinational] environment. LO #4: Increase familiarization of assigned region and its linkages with U.S. National Security Strategy. LO #5: Establish working relationships with Service FAO proponents, assignment managers, and senior FAOs. LO#6: Increase servicemember and spouse appreciation of the challenges of FAO life."

<sup>116</sup>Memorandum. Kevin T. Bosch. Memorandum for Command History Office. Subject: FAO Program Office Historical Report, 1<sup>st</sup> Qtr-4th Qtr, FY 17 (1 October 2016-30 September 2017). 11 October 2017.

<sup>117</sup>SCOLA Website: <http://www.scola.org/>. Accessed 19 July 2020. See also Natela Cutter. "DLIFLC to Receive \$362 Million for Language Proficiency Enhancement." *Globe*, Spring 2006. 5.

<sup>118</sup>Email. Tamas Marius. Subject: SCOLA Query: Loss and Recovery. 15 March 2018. See also Interview. DLIFLC Historian Interview with Col. David K. Chapman, Commandant, 24 July 2015. 1-2. See also Brief. FLTVB (SCOLA) Contract, 19 June 2015.

## Faculty Development

Colonel Deppert inherited a highly articulated faculty development process. Indeed, faculty development boasted an entire, full-time division at DLIFLC, known as Faculty Development Support, or FDS. Manned by 13 full-time employees, FDS administered a program of quality assurance that, according to their vision statement, sought to “offer train-the trainer programs, conduct certifications, participate in program reviews, develop/maintain/provide access to resources, serve as a think tank for innovations in FL [Foreign Language] teaching in a collaborative and transparent style.” Faculty Development Support was heavily involved in the 2+/2+/2 strategies and plans, and additionally administered a visiting scholars’ program.<sup>119</sup> All of this was in addition to a demanding faculty certification program.<sup>120</sup>

Early in Deppert’s tenure, DLIFLC boasted an Advanced Language Academy for senior leaders at the Institute,<sup>121</sup> and train-the trainer courses (delivered in-person, virtually, and hybrid). The DLIFLC Provost’s office also conducted an analysis which revealed “44 external professional development opportunities for faculty...in FY16.”<sup>122</sup> The Institute, as it had been for some years, remained a vibrant place of workshops, seminars, lectures, forums, summits, and other opportunities for faculty development.<sup>123</sup> As holiday block leave began for students in December 2016, the faculty engaged in three days of professional development, hearing over 80 presentations delivered by themselves, and hosting an expert on flipped classrooms and differentiated instruction from the University of San Francisco.<sup>124</sup> The following year, 150 faculty applied to lead classes and workshops prior to holiday block leave.<sup>125</sup> (Note: holiday block leave generally found 300-500 students remaining at the Presidio, for which activities were planned. Approximately 2,000 faculty and military cadre took leave, as did approximately 900-1100 students).<sup>126</sup>

In addition to internal programs to develop faculty, DLIFLC also participated in switching from the Total Army Performance Evaluation System (TAPES) to a new external evaluation system for civilian employees. In July 2017 the Department of Defense instituted the Department of Defense Performance Management and Appraisal Program (DPMAP). The highly detailed and computer report-driven program was meant to standardize performance criteria and evaluation

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<sup>119</sup>Briefing. Faculty Development Support (FDS); Grazyna Dudney, Director. 1 May 2015.

<sup>120</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 12 - 25 May 2018. 24 May 2018.

<sup>121</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 18. As briefed by DLIFLC to its Board of Visitors in early December 2015, the Advanced Language Academy was an initiative to assist the Institute in meeting the “new proficiency demands” of 2+/2+/2.

<sup>122</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 8 - 21 August 2015 (UNCLASSIFIED). 20 August 2015. Deppert noted in this report that DLIFLC was holding “three simultaneous DLI instructor certification courses to ensure all newly hired civilian faculty and recently arrived military language instructors are fully prepared to assume the role of primary instructor in the language classroom.”

<sup>123</sup>During the Holiday Block Leave period in late December 2015/early January 2016, the faculty produced 60 workshops and paper presentations - all under the rubric of “Innovative Approaches to Achieve DLIFLC Proficiency Goals.” (See Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 12 December 2015 - 8 January 2016. 8 January 2016).

<sup>124</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 10 - 23 December 2016. 23 December 2016.

<sup>125</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 14 - 27 October 2017. 27 October 2017.

<sup>126</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 25 November - 8 December 2017. 7 December 2017.

across the department, with special emphasis on tying daily activities to unit missions. The new evaluation system had to be briefed to the approximately 1,900 civilians assigned to the Institute, to include the 200 serving in 23 remote Language Training Detachments. The briefings began in March 2017.<sup>127</sup> By March of the following year, the Institute was closing out its first round of DPMAP evaluations.<sup>128</sup>

In the Deppert years DLIFLC also developed faculty through an internal evaluation and promotion system like those found in civilian colleges and universities. Faculty could advance from assistant through associate to full professor positions within the Institute if they met the challenging promotion criteria. In the 2017 Associate Professor Rank Advancement Board at DLIFLC, 157 assistant professors were promoted to associate professor of 473 applicants (33 percent).<sup>129</sup>

DLIFLC generally in these years enjoyed an embarrassment of riches when it came to its faculty. In late 2017, one faculty member had been in service to the Institute since 1961, and the faculty in total had given about 13,000 years of service to the Institute.<sup>130</sup>

Still, both faculty and curriculum needed to be kept up to date - particularly considering the vicissitudes of curriculum development, changing standards, accreditation, and target language demands. Toward this end the commandant appointed Dr. Robert Savukinas as interim provost on the retirement of Dr. Betty Lou Lever at the end of 2017. Later confirmed as permanent provost, Dr. Savukinas set about defining what Colonel Deppert called the “ideal faculty member,” as well as “clearly defining curriculum at the 2+/2+/2 and 3/3/2 and beyond levels.” These actions were also taking place with an eye towards a visit from the Accrediting Commission for Community and Junior Colleges in March of 2018 as part of the re-accreditation process. As part of these efforts, the Institute was also developing a Master Teacher Program, with clear requirements for that distinction.<sup>131</sup> The general feeling in the Institute was, as it had been for decades, that student success flowed from the quality of a well-developed faculty.<sup>132</sup>

Two particular Faculty Development initiatives launched towards the end of Colonel Deppert’s tenure were “Content Enhancement Training for English Grammar Refresher (EGR) and Critical Thinking Skills (CTS) modules.” The training was made up of ten-hour modules and was part of a continuum of training that included nomination, selection, mentoring, co-teaching, and teaching.<sup>133</sup>

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<sup>127</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 11 - 24 March 2017. 24 March 2017.

<sup>128</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 24 March - 13 April 2018. 12 April 2018. See also Colonel Deppert. OPERATION ORDER 17-34 (Defense Performance Management and Appraisal Program Training). 5 December 2016.

<sup>129</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 29 July - 11 August 2017. 11 August 2017.

<sup>130</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 14 - 27 October 2017. 27 October 2017. See also Patrick Bray. “For the Joy of teaching: DLIFLC Instructor Reflects on 50+ Years. *Globe*. vol 41 no 2 Summer 2018. 40-41.

<sup>131</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 27 January - 9 February 2018. 9 February 2018.

<sup>132</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 13 - 26 January 2018. 26 January 2018.

<sup>133</sup>Memorandum. Mina Lee. Subject: First Quarter Historical Report, Academic Support, 1 January 2018-31 March 2018. 23 April 2018. 8.

## Curriculum Development

“Top candidates for Russian and Serbian-Croatian curricular revision projects were identified, and a list sent to the European-Latin American School dean for final approval,” reported Colonel Deppert to Lieutenant General Brown at the Combined Arms Center on 20 August 2015. Although he was just five weeks into his command tour, Deppert was able to report not only these curriculum development activities, but also the completion of a French test development project, “incorporation of DLI’s curriculum design tool on-going into each undergraduate school,” as well as “copyright permissions training for faculty.”<sup>134</sup> “In short,” Deppert noted a few weeks later, “we are currently overhauling 14 different Undergraduate curricula.” He also noted that DLIFLC was reviewing the Somali course materials for DLI-Washington.<sup>135</sup> Of note also is that at this time, DLIFLC maintained a Curriculum Support Council to assist in coordinating changes in the curriculum across the Institute.

Curriculum Development was also of course tied to accreditation. Therefore, in November of 2015, DLIFLC began an 18-month self-study project, a major part of which was described by Colonel Deppert as “a thorough re-examination of the curricula of every course taught by DLI to ensure our curricula is relevant, effective, etc.” This self-study was undertaken with not only an eye towards accreditation, but also, as with all things during this period, a focus on the 2+/2+/2 proficiency goal for students.<sup>136</sup>

In mid-2016, DLIFLC maintained a Curriculum Support Division as part of the office of the Associate Provost for Academic Support Office. Their mission was to “serve as coordinators and curriculum and unit test advizers [sic] to UGE [Undergraduate Education] development programs upon request from the schools/language programs. The Educational Technology specialist serves as the Division adviser on all matters of technology and trains developers how to use the Universal Curriculum and Assessment Tool (UCAT).” The division was made up of 26 personnel largely devoted to designing courses and assessments.<sup>137</sup> By early 2018 the division boasted a “Director, Associate Director, core of nine Curriculum Support Specialists (one with a full time, one with part-time focus on UCAT, and one with part-time on COR Duties), one Educational Technology specialist, four English Editors, and team of 11 contractors that perform duties of layout and design of courses and unit assessment, English Editing, and programming.”<sup>138</sup>

Curriculum Development also included feedback from the field. Part of that effort brought from the National Cryptologic School recent graduates of DLIFLC to talk with students and relate what it was like in the “real world” - always of great interest to students who themselves soon would be in that real world. This activity became a standard part of the curriculum and was added to the formal program of instruction while Colonel Deppert was commandant.<sup>139</sup> As with all changes to the curriculum, the Universal Curriculum Authoring Tool allowed the faculty to treat

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<sup>134</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 8 - 21 August 2015 (UNCLASSIFIED). 20 August 2015.

<sup>135</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 3 - 16 October 2015. 15 October 2015.

<sup>136</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 14 - 27 November 2015 (UNCLASSIFIED). 25 November 2015.

<sup>137</sup>Memorandum. Steve Koppany. Subject: Second Quarter Historical Report, Academic Support 1 April 2016-30 June 2016. 1

<sup>138</sup>Memorandum. Mina Lee. Subject: First Quarter Historical Report, Academic Support, 1 January 2018-31 March 2018. 23 April 2018. 1.

<sup>139</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 15 - 28 April 2017. 28 April 2017.

the curriculum as a living document - what the Institute referred to as an “open architecture” curriculum. “With the Universal Curriculum Authoring Tool (UCAT) now installed in our academic IT network,” Colonel Deppert noted, “building and sharing curricular materials has never been easier for our faculty.”<sup>140</sup>

The efforts at Curriculum Development were also intertwined with outreach. In the summer of 2017, Colonel Deppert travelled to Egypt with four DLIFLC personnel to observe the structure, pedagogy, curriculum, evaluation, and faculty development at the Egyptian Ministry of Defense Language Institute (MODLI). The visit also provided an opportunity to research MODLI as a possible site for immersion training for DLIFLC students studying Arabic.<sup>141</sup> DLIFLC was also involved in curriculum development efforts around the country, and in 2017 attended the Inter-Agency Curriculum Consortium held at the United States Military Academy at West Point and in 2018 at the United States Naval Academy at Annapolis.<sup>142</sup> Additionally, Colonel Deppert and two DLIFLC deans visited the School of Global and International Studies at Indiana University, which taught 68 foreign languages.<sup>143</sup> By early 2018, DLIFLC had created an Inter-Agency Curriculum Consortium (IACC) to “focus on an exchange of practices and processes with the best outcomes, and collaboration on improvement initiatives.”<sup>144</sup>

Closer to home, DLIFLC remained fully engaged with local academia as part of a continual effort at improving both curriculum and instruction. In the summer of 2017, DLIFLC hosted San Francisco State University President Leslie Wong, and discussed with her a wide range of pedagogical issues, to include curriculum development. DLIFLC also hosted directors from The Language Flagship Enterprise, representing 21 colleges or universities.<sup>145</sup>

To assist with coordination and updates to the curriculum, in late 2017 DLIFLC established a formal Curriculum Review Board, which Colonel Deppert reported resulted from an internal assessment, and which would “prioritize curricular projects, set standards (methodology, assessment, technology, etc.), and provide periodic reports to the Command Group and Provost for decision.”<sup>146</sup>

## Testing and Surveys

Language testing at DLIFLC had been, and during Colonel Deppert’s command, remained, a heavy responsibility. It was managed by the Language Proficiency Assessment Division (LPAD) and its 126 personnel. Their mission was to “develop, maintain, and administer effective and efficient language proficiency assessments (in 3 modalities) that meet or exceed reliability and

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<sup>140</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 29 April - 12 May 2017. 12 May 2017.

<sup>141</sup> Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 15 - 28 July 2017. 28 July 2017.

<sup>142</sup>Email Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 28 October - 10 November 2017. 10 November 2017. See also Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 24 March - 13 April 2018. 12 April 2018.

<sup>143</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 25 November - 8 December 2017. 7 December 2017.

<sup>144</sup>Memorandum. Mina Lee. Subject: First Quarter Historical Report, Academic Support, 1 January 2018-31 March 2018. 23 April 2018. 4.

<sup>145</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 29 July - 11 August 2017. 11 August 2017.

<sup>146</sup>Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 14 - 27 October 2017. 27 October 2017.

validity standards.” In practice, this mission meant that LPAD designed, produced, and analyzed multiple tests, certified examiners, and maintained evaluation statistics.<sup>147</sup>

LPAD administered approximately 62,000 Defense Language Proficiency Tests per year during Colonel Deppert’s tenure as commandant, along with 15,000 Oral Proficiency Interviews. And there were at the time 200 Languages/dialects on the Department of Defense language list. In these years DLIFLC was also adapting tests to 2+2+2 standards, as well as seeing to the continuous process of analyzing test data and adjusting accordingly. Major challenges included adequate staffing to analyze the mountains of data, the costs of test production and administration, “teaching to the test,” test compromise, and integration of technology which was growing and changing at what seemed to be a geometric rate.<sup>148</sup>

LPAD’s official charter was to see to the “development of Defense-wide foreign language testing...[that] measures the general ability...to comprehend a spoken and written foreign language and to speak the language.” Their scope was equally broad, as the “DLPT [Defense Language Proficiency Test] System is the only test battery authorized for assessing an individual’s proficiency in a foreign language and for determining qualification for receiving a Foreign Language Proficiency Bonus (FLPB) for military personnel.” LPAD met its charter with a complex system of contracts and processes which secured validity and reliability of tests through test item development, internal and external reviews, field testing, and feedback information - to include psychometric data.<sup>149</sup>

Even so, and particularly during Colonel Deppert’s tenure, LPAD faced several challenges to maintain the integrity of their testing system. Among them were delays in renewing contracts and scoring inconsistencies involving the Oral Proficiency Interview. Regarding the Defense Language Proficiency Test, LPAD was working hard to decrease the test sustainment backlog, and believed the process was overly dependent on contractors, especially for setting of standards and development of test items. They were also looking closely at a formal Change Control Board to ensure transparency in their processes, as well as upgrading their feedback analysis infrastructure.<sup>150</sup>

When Colonel Deppert took command of DLIFLC, LPAD’s Evaluation Division had the mission to “provide DLIFLC leadership with valid and reliable evaluative information in a timely fashion for both resident and non-resident language training programs using the latest information technology, survey methodologies, and strategic evaluative processes, analyses, and reporting.” To accomplish this mission they employed program, teacher, and quality of life evaluations, as well as student attrition and class-level summary data. They developed and administered a wide variety of surveys and conducted detailed statistical analysis. Key to their efforts was the fact that “the Evaluation Division also transcends DLIFLC and ensures federal evaluative regulatory compliance with intelligence and other governmental agencies including the NSA, DIA, CIA, FBI and all service branches.”<sup>151</sup>

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<sup>147</sup> Brief. Kalman Weinfeld. Language Proficiency Assessments: Charter, Functions, Structure, Issues. Undated.

<sup>148</sup> Brief. Kalman Weinfeld. Language Proficiency Assessments: Charter, Functions, Structure, Issues. Undated. See also Ray Clifford, Brief. Developing Valid Language Proficiency Tests with More Evidence and Less Inference. 13 December 2017. See also Roster. DLPT5 Test Construct Summit (TCS) Language Proficiency Assessment Directorate (LPAD DLIFLC. Meeting Attendees. 13 December 2017.

<sup>149</sup> Brief. Kalman Weinfeld. Language Proficiency Assessment. 16 July 2015.

<sup>150</sup> Brief. Kalman Weinfeld. Language Proficiency Assessment. 16 July 2015.

<sup>151</sup> Report. Pradyumna Amatya. Official Report of the Evaluation Division of the Language Proficiency Assessment Directorate / 4<sup>th</sup> Qtr FY 15 Quarterly Historical Report. 9 October 2015. 3, 5-7.

In addition to its testing responsibilities, LPAD was heavily involved in the gathering of data through surveys. Much of this data was critical to the accreditation process - particularly that gathered by LPAD's Evaluation Division: "The Evaluation Division plays a major role in the achievement and maintenance of the Institute's WASC ACCJC regional accreditation through its evaluative processes, statistical; analysis, data analytics, reporting and assessment results functions." LPAD was specifically responsible for 14 of the standards mandated by the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges, the first of which was "the institution uses analysis of qualitative and quantitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation and re-evaluation to verify and improve the effectiveness by which the mission is accomplished."<sup>152</sup>

Also, of note regarding testing, the Academic Support Division was actively engaged in early 2018 with developing an Operational Skills Test and was at that time involved in the development and proof of concept of such a test. Operational Skills Tests were to be delivered through the Universal Curriculum and Assessment Tool (UCAT).<sup>153</sup>

### **Sexual Harassment/Assault Response and Prevention**

At the request of the Department of Defense, the RAND Corporation in 2014 conducted a study on sexual harassment in the US military. Their key findings included the following:

- Of 1.3 million active-duty service members, 20,300 were sexually assaulted in 2014 (4.9 percent women; 1 percent men).
- 116,000 service members were sexually harassed in 2014 (22 percent women; 7 percent men) percent of women perceived retaliation for reporting sexual assault.
- 85 percent of active-duty personnel reported that sexual assault assailants were another member of the military, and 65 percent reported the assault had taken place on military property.<sup>154</sup>

By 2018 the SHARP Program at the Presidio included open-microphone Poetry Nights, an annual full month of emphasis on sexual harassment and assault prevention (April) which included runs, classes, lectures, etc., as well as an office devoted to SHARP training - led by a senior NCO Installation Sexual Assault Response Coordinator (SARC).<sup>155</sup>

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<sup>152</sup>Report. Pradyumna Amatya. Official Report of the Evaluation Division of the Language Proficiency Assessment Directorate / FY 17 Quarterly Historical Report (Q3). 14 July 2017. 5.

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<sup>154</sup> Andrew R. Morral, et. Al., eds. Sexual Assault and Sexual Harassment in the U.S. Military: vol 2, Estimates for Department of Defense Service Members from the 2014 RAND Military Workplace Study. RAND Corp.: Santa Monica, CA. 2015. ([https://www.rand.org/pubs/research\\_reports/RR870z2-1.html](https://www.rand.org/pubs/research_reports/RR870z2-1.html)) Accessed 27 July 2020.

<sup>155</sup> Flyer. S.H.A.R.P. Student Council Presents: Poetry Night, 18 May 2018. Calendar. Sexual Assault Awareness and Prevention Month, 21 March 2017. Email. Christina Farnsworth. Subject: Sexual Assault Awareness & Prevention Month Calendar (UNCLASSIFIED). 29 March 2018.



## Resiliency



*Figure 13 Resiliency Day at the Presidio, 11 Sept. 2015*

The Department of Defense had been concerned enough with resiliency to commission a RAND study on the subject which was published in 2011. The impetus for the study was generally understood to be the ongoing cycle of deployments related to years of conflict in Iraq and Afghanistan - as RAND themselves stated in the first paragraph of their study:

The operational tempo associated with the conflicts in Iraq and Afghanistan creates a number of challenges for service members and their families. Service members have been deploying for extended periods on a repeated basis, which, combined with the other consequences of combat, may challenge their and their families' ability to cope with the stress of deployment. While most military personnel and their families cope well under these difficult circumstances, many will also experience difficulties handling stress at some point.<sup>156</sup>

By early 2016, concern with resiliency was apparent throughout the Armed Forces, and certainly at DLIFLC. Reporting on this issue to his higher headquarters, Colonel Deppert deserves quotation at length, because the comprehensiveness of his program for resiliency at the Presidio and by extension to his far-flung detachments is key to understanding the level of emphasis given to resiliency, as well as the comprehensive approach to creating it:

Our resiliency efforts continue to gather significant momentum as we just got another behavioral health provider onboard (an area of continual concern for us). Additionally, COL Mike Place from Madigan Army Hospital met with me last Tuesday and said he supported a Wellness Center here on the Presidio - a game-changer for resiliency efforts. This week we were also visited by the

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<sup>156</sup>Meredith et.al. *Promoting Psychological Resilience in the U.S. Military*. Santa Monica: RAND, 2011.iii.

Walter Reed Medical Center Behavioral Health Team. The team conducted numerous sensing sessions among our student population, identifying particular areas which need to be addressed by our behavioral health experts. Also, the Office of the Surgeon General continue to assist us with our Performance Triad [sleep, activity, and nutrition] efforts, as DLI/Presidio is one of the selected pilot locations for the OTSG Performance Triad program. We just learned ‘healthy alternatives’ vending machines will soon be at the Presidio, giving our students, faculty, and staff healthy snack food alternatives.<sup>157</sup>

Resiliency in the Department of Defense was closely tied to suicide prevention, and at DLIFLC also recognized the stress associated with learning a foreign language to a high degree of proficiency in a short period of time. Colonel Deppert scheduled the fall 2015 Resiliency Day on September 11th to coincide with both 9/11 remembrances and Suicide Prevention Month. “We stop and take a knee today to remember to take care of each other,” Deppert commented at the ceremonies.<sup>158</sup> The message was particularly *apropos* in light of the suicide of student Airman Erik Davidson, which had occurred just a few weeks before.<sup>159</sup>

On 15 June 2016, DLIFLC held another Resiliency Day, “an occasion where we take a day to focus on service member and civilian resiliency in the broadest sense,” noted Colonel Deppert.<sup>160</sup> The day included the Commander’s Cup Two Mile Race, and as reported by DLIFLC’s *Globe* magazine, the purpose of Resiliency Day was to “promote wellness, safety, team building, unit morale, and esprit de corps among service members.”<sup>161</sup>

By late 2017, Colonel Deppert reported that DLIFLC was holding an “Executive Resiliency Course for E-7/GS-12 and above to familiarize them with Resilience Performance and Enhancement concepts and skills that can be implemented by both themselves and their organizations.”<sup>162</sup> Additionally, Resiliency Days upon return from Holiday Block Leave had become part of the Presidio’s routine.<sup>163</sup>

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<sup>157</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 9 - 22 January 2016. 22 January 2016. Among its other activities, the team from Walter Reed administered a survey on stress to 860 students “on resiliency, BH [behavioral health] matters, stressors, academic life, leadership, alcohol use and other risky behaviors.” (See Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 9 - 22 July 2016. 22 July 2016. Follow up with resiliency efforts continued into 2018. See Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 14- 27 April 2018. 26 April 2018.

<sup>158</sup>*Globe*. vol 37 no 2 Fall/Winter 2015. 10-11.

<sup>159</sup>Annas Ceballos. “Missing Monterey Airman Confirmed Dead.” *Monterey Herald*. 12 August 2015. See Also A1C Erik Davidson Memorial Ceremony Announcement for 17 August 2015. See also Historian Interview with Colonel Keith Logeman, June 14, 2017. 5-6.

<sup>160</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 11 - 24 June 2016. 24 June 2016.

<sup>161</sup>*Globe*. vol 38 no 1 Summer 2016. 32.

<sup>162</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 28 October - 10 November 2017. 10 November 2017.

<sup>163</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 27 January - 9 February 2018. 9 February 2018.

## Board of Visitors

DLIFLC's Board of Visitors was formally installed in the late 1980s, under Commandant Ronald I. Cowger (28 September 1988 - 10 August 1989). The board, an Army Education Advisory subcommittee, generally held meetings, open to the public, to advise DLIFLC, and to determine where and how they could assist the Institute as advocates.<sup>164</sup> The board consisted of no more than 12 members serving three-year terms renewable for an additional three years. Membership was approved by the Secretary of Defense. The board was required to meet at least once annually but had established the practice of meeting semi-annually when it was practicable.<sup>165</sup>

Colonel Deppert's first meeting with the board occurred in early December 2015 at the Presidio of Monterey, and focused on accreditation, communication, and shared governance at DLIFLC, but also discussed additional issues.<sup>166</sup> All of the discussions were heavily informed by the 2+2+2 goal. The Board of Visitors Chair was Dr. Richard Brecht, and six other members of the board were present.<sup>167</sup> Board of Visitors meetings were rich not only in the written minutes from the meetings, but also in their content, as they demonstrate quite clearly the major issues that were on the minds of DLIFLC in general and its leaders in particular. Therefore, Board of Visitors meetings deserve review in some depth and detail.<sup>168</sup>

### December 2015 Board of Visitors Meeting

Colonel Deppert related to the board his mission statement for DLIFLC, and his commitment to ensuring that the Institute remained clearly focused on producing "culturally based professional military linguists."<sup>169</sup> The commandant went on to discuss his concerns that DLIFLC did not have

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<sup>164</sup>Formally, according to the purpose statement in the 2017 Board of Visitors Operating Procedures, "The Defense Language Institute Foreign Language Center (DLIFLC) is a Department of Defense School under the executive agency of the U.S. Army. The DLIFLC Board of Visitors (BOV) is governed by the Federal Advisory Committee Act (FACA) of 1972, as amended, and is a subcommittee of the Army Education Advisory Committee (AEAC). The purpose of the DLIFLC Board of Visitors (BOV) is to provide the Commandant, through the Army Education Advisory Committee, with advice on matters related to the Institute's mission: specifically: academic policies, staff and faculty development, student success indicators, curricula, educational methodology and objectives, program effectiveness, instructional methods, research, and academic administration." The public nature of the meetings was required by the Sunshine Act of 1976, (also known as the Open Meetings Act). Passed in the wake of Watergate, the Act was meant to provide more transparency in Federal Government operations. (See Richard Brecht. Board of Visitors Defense Language Institute Foreign Language Center (DLIFLC) Operating Procedures. 6 December 2017).

<sup>165</sup>Richard Brecht. Board of Visitors Defense Language Institute Foreign Language Center (DLIFLC) Operating Procedures. 6 December 2017. See also Interview. DLIFLC Historian Interview with Col. David K. Chapman, Commandant, 24 July 2015. 3-5. See also Historian Interview with Colonel Keith Logeman, Assistant Commandant, June 14, 2017. 33. Commenting on the Visitor's, Colonel Logeman said, "The BOVs are very fast. It's just a couple of days' worth of focus on a particular issue. But I think it is valuable. I think it's good always to get an outside perspective so they can take a look at something, and the members of the Board are just incredible professionals, so they come at it from a very different perspective."

<sup>166</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015.

<sup>167</sup>Dr. Brecht at that time was an eminent linguist specializing in Slavic languages, with a PhD from Harvard in that discipline, as well as an emeritus professor and former executive director of the University of Maryland's Center for Advanced Study of Languages. Other members present were Mr. Scott Allen, Ambassador Ruth Davis, Dr. James Keagle, Dr. Ervin Rokke, Dr. Galal Walker, and Mr. Craig Wilson.

<sup>168</sup>Please note that quotation marks indicate what was recorded in the minutes, rather than verbatim what was said at Board of Visitors meetings. It is the minutes, not the speaker, that are quoted.

<sup>169</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 12.

a firm definition of shared governance,<sup>170</sup> and that faculty pay still lagged behind similar institutions. He also discussed the question of turning DLIFLC formally into a joint institute, and in the context of creating more culturally competent officers, the question of turning DLIFLC into “a center for cultural training excellence.”<sup>171</sup> The board showed deep concern regarding faculty pay, and recommended “immediate across the board salary increases, which should be institutionalized for continuous application.” The board had previously made the same recommendation for “leveling pay to regional salary norms.”<sup>172</sup> That goal was finally achieved in the summer of 2017.

Shared governance turned out to be perhaps more of a perception than a hard and fast policy - a perception that members of the faculty and staff had a say in the running of the Institute. This perception was perhaps difficult to establish due to cultural differences in the Institute<sup>173</sup> and to the vague and general definitions (perhaps properly so) of the Western Association of Schools and Colleges Accrediting Committee of College and Junior Colleges (ACCJC), as well as the DLIFLC’s provost. Dr. Savukinas of DLIFLC’s Office of the Standardization of Academic Excellence and soon to be provost, offered that shared governance was perhaps a balance between “speed and deliberations.”<sup>174</sup> The provost herself, Dr. Leaver, noted that the faculty administrative hierarchy was opaque in its selection process for administrative posts within departments.<sup>175</sup> DLIFLC did of course by Colonel Deppert’s time have a mature Faculty Senate and Faculty Advisory Council. These departments within the Institute were addressing some low morale resulting from the increasing demands of the 2+2+2 language standards.<sup>176</sup>

Dr. Hughes of the Training Analysis Division at DLIFLC viewed shared governance within the rubric of “partnership, equity, accountability, and ownership.” He reported that his division was in turn advocating a “mantra” of “teach to three” - “(learning effectiveness, instructional effectiveness, organizational/operational effectiveness) in response to the increased language proficiency standards.” Hughes also reported that his division was designing yet another set of rubrics “to understand what it looks like to work towards the three” in relation to “improvements in language proficiency.”<sup>177</sup>

More concretely, Dr. Campbell, Associate Provost for Continuing Education, discussed shared governance in terms of communication and structures of communication - “reverse evaluations, faculty advisory council activities, regularly scheduled meetings (weekly, bimonthly

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<sup>170</sup>See also Interview. Col. Phillip J. Deppert, Commandant, Defense Language Institute. 16 May 2018. In his exit interview, Colonel Deppert told DLIFLC historians, “Many people have asked me what I saw as our biggest challenge, and that’s a very simple and very quick answer for me. In very short order, I would capture our biggest challenge three years ago was, we were unable to communicate well together. And take that for everything that it means. Horizontally, laterally, in detail, we were challenged to communicate better together. So now you know why shared governance. Now you know why town halls. Just to, force is probably too strong a word, but just to ensure that guidance and directives from the command group were universally communicated and universally understood.”

<sup>171</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 12-13.

<sup>172</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 19.

<sup>173</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 14, 20. Dr. Keagle, one of the board members, noted “pushback” to the standard practice of rotating faculty administrative leaders at DLIFLC - a common enough practice in the US civilian universities where it is understood that intellectual power does not necessarily reside in the dean or other administrators - but possibly construed as disrespectful elsewhere. The Board of Visitors recommended “the regular rotation of all positions of academic leadership that to [sic] promote professional development and upward mobility.”

<sup>174</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 13.

<sup>175</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 14.

<sup>176</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 15.

<sup>177</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 16.

and quarterly), professional development programs, as well as multiple levels of collaboration.” The Board of Visitors themselves did some of this over the course of their two-day meeting, conducting sensing sessions with faculty and staff as well as with students.<sup>178</sup>

Seldom without a new or newly named organization to address concerns, DLIFLC also reported to the Board of Visitors on its newly opened Office of Standardization and Academic Excellence (OSAE), which was intended to “serve as the principal advisor to the Provost and Command Group on quality assurance and standardization of best practices in all Provost Organizations to support the DLIFLC mission.” Among the tasks in OSAE’s brief were curriculum review, professional development for faculty, and instructional effectiveness. It is instructive, in terms of micromanagement, to note that when describing OSAE, the director (Dr. Fryberger) stated “when conceptualizing OSAE that policing is not the intent. Instead, the aim is for consulting and advising.”<sup>179</sup> The board recommended “consistent vigilance” to ensure that “the changes being implemented will lead to better mission accomplishment.” The board stressed the long-term nature of reaching the 2+/2+ as well as the 3/3 goal.<sup>180</sup>

Regarding accreditation, DLIFLC was able to relate to the board that the Accrediting Commission for Community and Junior Colleges (ACCJC) midterm report was extremely favorable, and that the Institute would continue work to achieve reaccreditation, which was in fact granted for an additional seven years in June of 2018.<sup>181</sup>

A less positive note was sounded by Mr. Kesten, the Associate Provost for Academic Support (APAS). Kesten was concerned about personnel cuts to Faculty Development, Curriculum Development, and the Student Learning Center. In some cases, he related, “more than 40 positions were cut from each division.” Nevertheless, even with greatly foreshortened staff, he reported that Academic Support was “continually working to achieve goals and objectives related to the DLIFLC new effort of 2+/2+ and beyond and the goal of shared governance.”<sup>182</sup>

After a successful visit, the board left the recommendations as stated above, and recommended that the commandant and assistant commandant serve longer than two-year terms, and that their terms be staggered.<sup>183</sup>

### **December 2016 Board of Visitors Meeting**

In early December 2016, Colonel Deppert hosted the semi-annual Board of Visitors meeting at a Language Training Detachment site (the International Learning Center) near Baltimore - thus highlighting for the board the mission of the 23 Language Training Detachments around the world at that time.<sup>184</sup> The focus of the meeting was “leadership development goals and curriculum updates” as well as status of accreditation and administrative matters.<sup>185</sup>

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<sup>178</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 18-19.

<sup>179</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 17.

<sup>180</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 19.

<sup>181</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 15.

<sup>182</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 18.

<sup>183</sup>Minutes. DLIFLC Board of Visitors Meeting, 2-3 December 2015. 19. For a comprehensive summary of all BOV recommendations pursuant to the December 2015 meeting, see Chart: BOV Recommendations & Actions Taken; BOV Meeting Date: December 2015. Unsigned and undated.

<sup>184</sup>Email. Phillip J. Deppert. Defense Language Institute Foreign Language Center Situation Report for the Period 26 November - 9 December 2016. 9 December 2016. See also Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. The meeting was held at the International Learning Center at 891 Elkridge Rd., Linthicum Heights, MD, 21090. Board of Visitors members present were Dr. Richard Becht (chair), Mr. Scott Allen, Ambassador Ruth Davis, Dr. James Keagle, Dr. Ervin Rokke, Dr. Galal Walker, Dr. William Whobrey, and Mr. Craig Wilson.

<sup>185</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 3.

The meeting began with a presentation by Ms. Beth Mackay of the National Cryptologic School. NCS “delivered over 1 million hours of language training per year,” Mackay reported, “to a student population of 90 percent military who began their careers at DLIFLC.” As NCS was the RTA (Responsible Training Authority) for Cryptologic Language Analysts beyond DLIFLC initial training, DLIFLC’s mission success was critical to that of NCS. The SLA (Senior Language Authority) at NCS was de-emphasizing the DLPT (Defense Language Proficiency Test) and instead was focusing on “higher level assessments coupled with deeper cultural knowledge.” NCS also believed that “the key consideration is whether these [DLIFLC] students are matched with the languages in which they would best succeed.” Colonel Deppert mentioned that “the services are working hard to develop the processes for identifying, screening, and enlisting individuals who have previous language experience.”<sup>186</sup>

Ms. Mackey also expressed some gratitude to DLIFLC for the Institute’s efforts in helping to build mobile programs in Georgia, Hawaii, and Texas as well as Maryland. She appreciated the convenience of the .edu internet environment of DLIFLC, as well as the opportunity for NCS to participate in DLIFLC’s Advanced Language Academy. She commended DLIFLCs “open architecture” approach and noted that “the cryptologic pipeline begins at DLI with its graduates coming to NCS centers,” therefore it was “important that we continue to work together to ensure that the transition is as smooth as possible.”<sup>187</sup>

After NSC’s presentation, Colonel Deppert introduced Dr. Fryberger, Director of the Leadership Development Office to explain the recent trajectory of leadership development at DLIFLC. The Institute had recently lost several key leaders in rapid succession, and Colonel Deppert because of this loss had sought ways to develop an internal depth of leadership talent. After a rather tortured process of surveys and studies and meetings wrapped firmly in shared governance and a somewhat amorphous definition of leadership - “The institutional culture that enables all of us to realize a larger purpose than ourselves” - leadership competencies and principles emerged, and Deppert concluded “that there was a need to open an Office of Leadership Development at DLIFLC.” All of this was complicated by the fact that, as Colonel Deppert pointed out, DLIFLC was “an organization of 1800 personnel from 93 countries.” Even so, the Institute duly created a Center for Leadership Development in March of 2016.<sup>188</sup>

At the time of the Board of Visitors meeting, only 9 months later, the Center for Leadership Development was in its own developmental stage. A Tiger Team (group assembled to pursue a specific task or to complete a study) had been assembled of leaders across the Institute. They in turn went through yet another rather tortured process of weekly meetings dealing with “conceptual and logistical issues.” They developed a mission and a vision statement - “Impact to foster an innovative culture of leadership and followership.” More practically, Dr. Fryberger related that the center was working on “creation of leadership development training paths for each level and defining what to include at each level of the path.” The Center for Leadership Development was clearly a work in progress at the time of the Board of Visitors meeting.<sup>189</sup>

Following Dr. Fryberger, Dr. Steven Payne, the Accreditation Liaison Officer, updated the Board of Visitors. Payne reported that committee work was proceeding apace for reaccreditation in the early summer of 2018. Accreditation functionaries within DLIFLC were going about their due diligence in ensuring that accreditation information was being updated. Additionally, they

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<sup>186</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 13.

<sup>187</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 14.

<sup>188</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 15.

<sup>189</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 14-16

were addressing the new requirement from the Accrediting Commission for Community and Junior Colleges (ACCJC) that “all evidence be in an electronic format and stored in a repository.” DLIFLC created a SharePoint (internal collaborative software) site for that purpose. At the behest of ACCJC, DLIFLC was also ensuring that hyperlinks would be included in the text of the narrative accreditation report. Dr. Payne also related to the Visitors that he would continue to provide them updates, as well as the draft and final copies of the DLIFLC accreditation report. He was also in the initial stages of planning for one of the Board of Visitors meetings in 2018 to coincide with the ACCJC visit to the Presidio in March of that year.<sup>190</sup>

Dr. Payne was followed by Ms. Bella Kelly, Language Training Detachment Site Director at the International Learning Center (ILC). Ms. Kelley related that “ILC courses consist of Conversion, Enhancement, Intermediate, Advanced, Skill/Topic based” as well as “Directed Studies.” Classes consisted of civilian and military pupils, instructors taught courses to meet the needs of students, and the ILC did not have an on-site superstructure of staff. Instructors handled their own curriculum and technology themselves. DLIFLCs Faculty Development Division supplanted these efforts. The ILC was working with DLIFLC on assessments, as well as “open architecture” instruction - generally web-based programs - “in order to develop autonomous learners.” During this discussion, Colonel Deppert noted the stress that instructors can sometimes be under and cited as a curative the Employee Wellness Program recently instituted at the Presidio of Monterey. He said that the program was achieving results that were “tremendous.”<sup>191</sup>

After ILC, Dr. Hye-Yoon Lim, Dean of DLIFLC’s Undergraduate Multi-Language School (UML), briefed the Visitors on some of the opportunities and challenges there. Her greatest challenge was a perennial one at DLIFLC - civilian faculty management. She had in her 3.5 years seen her faculty go from 200 to 150 as requirements for target languages changed. She reported that Dari, Turkish, and Hindi programs had been moved to DLI-W (Defense Language Institute, Washington), and that the Pashtu program was downsizing. Insecure jobs naturally created low morale, and the wishful thinking associated with NTE (not to exceed a certain date) positions made it difficult for the occupants of those positions when the positions were cut. Although far from a cure-all, consistent and transparent communication, through mediums such as Town Hall meetings, at least helped to stay in front of the misinformation and rumors associated with faculty cuts. Still, as Provost Dr. Leaver related, “they would love to keep the faculty updated and notified in advance of upcoming completions of NTEs and downsizing but unfortunately, more often than not, the leadership themselves do not have much notice. Despite the quarterly requirement reviews, these changes can come out of nowhere, so this is a challenge.”<sup>192</sup>

Dr. Mica Hall of the Persian-Farsi School (UPF) followed with similar concerns about faculty management, but her main concern was with curriculum. She noted some subtleties of textbooks, one of which was the language in which they are written: “Textbooks are written in a bilingual fashion with text in Farsi and comprehension questions in English, which sends a message to students that English is the language of communication and Farsi is just something we do.” She also noted that textbooks can blunt instructor creativity, as tests are based solely on textbook material. Dr. Hall was intent on making some changes and sought to use the curriculum as a “‘forcing function,’ meaning that the curriculum has changed to force instructors to do what they need to be doing. The first step was to eliminate achievement tests to promote instructor creativity by unbinding them from the textbooks.” The changes she was making were tied to the

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<sup>190</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 16.

<sup>191</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 17.

<sup>192</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 17-18.

2+ and even 3 level standards, which had involved some “reverse engineering” of their curriculum. Student “Reflection Journals” had proven effective as had open architecture web-based instruction and student recognition programs.<sup>193</sup>

Open Architecture was the topic presented by the Provost, Dr. Betty Lou Leaver. Her discussion went beyond simply classrooms without walls (web-based, self-paced, 24-hour available instruction) to curriculum design rooted in techniques experimented with at the Foreign Service Institute and NASA in the 1980s and 1990s. Developments in open architecture were rooted in diagnostic assessment Leaver noted, and also in the recognition of diverse learning styles and “hidden classrooms,” where classroom dynamics are not actually what they appear to be. The somewhat amorphous nature of open architecture was difficult to define, as Leaver related in what she called the “post-modern paradigm shift:”

Moving from transmission to transaction to transformative approaches to instruction; a move forward from communicative competence which is the mantra along with moving forward from intercultural communicative competence and developing a bicultural language user. An open architecture syllabus design allows for moving beyond a textbook. Materials are very authentic and flexible in nature and in most cases are content-based, task-based and diagnostically oriented, Dr. Leaver stated that the materials and projects that students have will be related to whatever is happening in the world on the first day of class and what they will work on linguistically will depend entirely on students’ needs. Dr. Leaver gave an example of the students finding the articles online or other resources rather than having the instructors find and supply the materials. This skill would be present at the intermediate or advanced course level, but not at the basic level. However, students should be able to do this by the 3<sup>rd</sup> semester of the basic courses.<sup>194</sup>

Dr. Leaver continued her discussion of open architecture by highlighting different learning styles, particularly “ectenic vs. synoptic learners, stating that synoptic learners are more intuitive and do not require information to be broken down, whereas an ectenic student wants the information broken down and explained in greater detail.” Further, “Dr. Leaver emphasized that it is critical that students understand what type of learner they are and that the instructors work closely with them to develop strategies that work for them.” Leaver went on to tie assessments to the development of individual learning strategies for students, and the discussion included “Learning Advisors” who assist students in developing “learning profiles.” Students also, it came out in discussion, went through a “Zero Week” in which they basically learned how to learn. “These programs are designed to help identify each learner’s type,” Dr. Leaver continued, “and students are then provided with methods and techniques to help them excel. The strategy helps students stay on track so long as they remember what their learning styles are and not compare themselves to other students.”<sup>195</sup>

During this discussion Colonel Deppert noted that at DLIFLC there were also strategies to allow students to practice those things they would most likely be doing in the field as Cryptologic

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<sup>193</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 19-20.

<sup>194</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 20-21.

<sup>195</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 22. There was no discussion in the record of either the dangers or false dichotomies or of self-fulfilling prophecies.



Language Analysts or *attaches* or HUMINT collectors or Translator/Interpreters. He related that Isolated Immersions focused on military language skills. The discussion then included the contributions that the Advanced Language Academy was making to faculty training and plans to make it available to larger constituencies within DLIFLC.<sup>196</sup>

After the discussion of open architecture, Colonel Deppert provided to the Board of Visitors “a summary of where DLIFLC is headed:”

He noted that an updated Faculty Pay and Compensation Plan had been signed on 20 October 2016 but reported that it would not go into effect until July of 2017. He also reiterated the need to monitor progress and maintain accountability on “the 2+ and beyond” process. Additionally, Colonel Deppert related that “training pathway discussions have been going on for months,” with an eye to:

codify the linguist career pathway or a ‘cradle to grave’ process that can provide/allow for the recruitment of the best new linguists and then provide them with a path for continued development that will benefit them throughout their career. Considering the amount of time and money invested in the training linguists [sic] it is imperative that we develop this training path to ensure that the linguists are the best trained and most highly skilled.<sup>197</sup>

Colonel Deppert also took time at this Board of Visitors meeting to introduce PFC Lingo, DLIFLC’s mascot dog to the board, to note that the Institute celebrated its 75<sup>th</sup> anniversary in 2016, and to thank outgoing board member Scott Allen for his six years of service.<sup>198</sup>

The Board of Visitors lauded the efforts regarding faculty pay, encouraged the efforts at reaching 2+/2+ goals with “a more open pedagogical architecture,” commended the commandant for his efforts in leadership development, encouraged continued immersion and linguist career pathway efforts, and expressed enthusiasm for continued work on accreditation. The board also requested information from the commandant “on leadership levels at comparable institutions within the Army and/or the broader Department of Defense structure” because they believed “the command deserves a level of leadership commensurate with its critical role and size.”<sup>199</sup>

### **June 2016 Board of Visitors Meeting**

The Board of Visitors met 1-2 June 2016 at the Presidio of Monterey.<sup>200</sup> The meeting was generally given over to the topic of testing, but Colonel Deppert also provided updates on student,

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<sup>196</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 22-23.

<sup>197</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 24.

<sup>198</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 22.

<sup>199</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 25. The board’s interest in leadership level (rank) is telling. Since the earliest days of DLIFLC, and more recently as the Institution had become joint in all but name as well as large and complex, discussions came and went regarding making DLIFLC a general officer-level command. Even in its earliest days, the strictly Army and much smaller nascent DLIFLC had been commanded by brigadier generals who had reverted from that wartime (WWII) rank to colonel but maintained the influence of general officers in everything but name. See Interview. DLIFLC Historian Interview with Col. David K. Chapman, Commandant, 11 July 2015. 15-16.

<sup>200</sup>Minutes. DLIFLC Board of Visitors Meeting, 1-2 June 2016. 13. Members present were Dr. Richard Brecht, Dr. James Keagle, Dr. Ervin Rokke, Dr. Galal Walker, Dr. William Whobrey, (new member) and Mr. Craig Wilson. Two observers were also present, David Ellis from the National Foreign Language Center, and Bill Rivers from the Joint National Committee on Languages.

faculty, and curriculum development as they related to the 2+/2+ requirement for language proficiency.

In student development, the commandant reported that all services were researching what they could do to “better match candidate desires for a particular language with a particular service need.” Resiliency was also a priority for DLIFLC and began with “behavior and health screenings.” “Pre-class preparatory training” was also being scaled across the Institute.

Regarding faculty, “reported that “there is a chain and laundry list of things going on in terms of faculty development. Among these things were “Advanced Language Academies, the Harvard Course Exchange Reviews, and many other things.”

Curriculum was being completely overhauled, “Colonel Deppert explained that all of the DLIFLC curriculum is in the process of being re-written to help reach the goal of 2+/2+, which he discussed as “a huge undertaking.” DLIFLC had moved well beyond concept and into details, and the commandant anticipated completion by the end of FY 2016. After a brief mention of upcoming key personnel turnover, the discussion turned to testing.<sup>201</sup>

Lieutenant Colonel Logeman, 517th Training Group Commander and Assistant Commandant, introduced the topic, requesting Board of Visitor insight due to the “dynamic” nature of testing. Due to the variety of their customers, the commandant added DLIFLC testing had a “wide range of needs.” That was an understatement, as he went on to explain:

For example, if one part of DLI customer base tries to get a change directed in how DLIFLC testing is done, it doesn’t affect just that customer base alone, it affects everyone. Recently, one part of the customer base worked with DLNSEO (Defense Language National Security Education Office) to strongly recommend a change to the language categories. This was done without taking into account what that would do to everyone else in the community, to include FSI [Foreign Service Institute] and others around the community. So, the move to reclassified language categories is in abeyance until OSD [Office of the Secretary of Defense] level determines the next best move.<sup>202</sup>

The Chairman of the Board of Visitors, Dr. Brecht, at this point reminded everyone that the “DLIFLC Testing system is unique because lives change depending on scores.”<sup>203</sup>

There followed a complex if not confused discussion of highly complicated and intertwined issues related to testing. Among these were the connection between the Defense Language Proficiency Test (DLPT) and the assignment of students levels, the historical perspective on the test itself, the complications associated with trying to meet the demands of diverse agencies (cryptology wanted 3/3 while foreign service “could be as low as 1 or 1+,” and the difficulties of practical application - “Saying that someone is a 3 or 3+ is not the same thing as saying the job is being done.” The Institute faced such issues as foreign immersion training - proven to be highly effective at improving language level proficiency - running into major difficulties because of the

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<sup>201</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 14-15. Key personnel turnover included CSM Coppi, DLIFLC Command Sergeant Major, Lt. Col. McHaty, Commander of the Marine Corps Detachment, Lt. Col. Galford, Commander of the 314th Training Squadron, and LTC Long, commander of the 229th Military Intelligence Battalion.

<sup>202</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 15.

<sup>203</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 15. While hardly unique in this respect, testing at DLIFLC did indeed have a major effect on the career trajectories of linguists in multiple agencies.

foreign contacts developed during such immersions *vis-à-vis* National Security Agency clearance requirements. Colonel Deppert noted that “there was a larger question at the heart of the conversation.” Namely, “As the institution [DLIFLC] continues to evolve overtime [sic], the age-old question returns: as DLIFLC evolves, how should they construct instruction?” That is to say, does DLIFLC evolve and teach by career field (as opposed to general proficiency)? This issue has been talked about for decades. COL Deppert asked whether it is now the time to explore this question again as part of a reconstructive option.”<sup>204</sup>

Following this discussion, one of almost equal complexity was led by several representatives from DLIFLC’s Language Proficiency Assessment Directorate (LPAD). The chief subject of the discussion was the DLPT 5 - a criterion referenced test, which evaluated 107 languages and was administered by 20 percent DLIFLC faculty and 80 percent contractors. Conflict of interest was avoided by separating LPAD from the provost’s office and outside development of test questions. The Army was the largest customer for the DLPT. Discussion revolved around the validity of the test as an indicator of performance: “COL Deppert added that he understood what everyone was getting at: that conceptually true proficiency can only be assessed in the field. The test vehicle can only be viewed as an indicator.”<sup>205</sup>

There was a brief overview of test design and analysis provided by Dr. Chung Yao Kao of DLIFLCs Test Production Department, which quickly shifted to an overview of the Oral Proficiency Interview (OPI) - part of the DLPT - by Dr. Pradyumna Amatya, Assistant Director of LPAD. Dr. Amatya described the OPI as “an interactive and adaptive test, involving real world tasks and topics which are developed during the test by two trained testers and are neither predetermined nor predictable.” Although the test was structurally standardized and had fixed assessment criteria, its shortcomings resided in the area of validity and even level determination (there had been disagreement over the existence of plus-levels for years). The OPI also faced the same question as the remainder of the DLPT and curriculum as a whole - should it remain a general evaluation, or should it be specialized to meet specific field requirements?<sup>206</sup>

Reliability issues with testing were revealed by Dr. Seamus Rogan, lead psychometrician at DLIFLC. He related that “operational assessment is confounded by recall/memory overexposure of DLPT 5 content and examinee training/field experience prior to follow up test events.” Dr. Rogan went on to explain that the voluntary nature of field testing does not equate with the high-stakes mandatory nature of schoolhouse testing.<sup>207</sup>

At the end of the testing discussions, Colonel Deppert asked the board directly “is now the right time for the Institute to evolve to teaching by career field? Is now the right time to start that transition?” Deppert indicated that he would never take such a decision unilaterally and would have to brief his commanding general at the Combined Arms Center at Leavenworth. Pending approval there, he would then move on to the Army Director of Training G-3/5/7, followed by the Defense Language Steering Committee - “this would be,” Deppert noted, “a lengthy process.... This will be a 12-month discussion at minimum.” Colonel Deppert also indicated that DLIFLC was in fact doing fine as is, but also said that:

The big part of the conversation is that DLIFLC customers, the senior language authorities, represent different levels of requirements: they all demand a

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<sup>204</sup>Minutes. DLIFLC Board of Visitors **Error! Bookmark not defined.** Meeting, 7-8 December 2016. 16-17.

<sup>205</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 17-18.

<sup>206</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 19.

<sup>207</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 20.

different level of language. The flip side is that if everyone walking out of here is 3/3, they can go on to do any job at any level. However, 3/3 is good for NSA, but when you talk to individual services, for instance the Army and Marines, they will tell you their linguist [sic] are fine with a 1+ or a 2. This particular solution [career field teaching and testing] may just be something that can allow us to focus our faculty better. As faculty becomes more advance [sic], they teach at the higher level.<sup>208</sup>

After the discussion regarding testing and training for the future, Colonel Deppert briefly mentioned some of his other priorities, remarking that he was continuing to negotiate civilian faculty pay scales with the Defense Personnel Advisory Service, “a major friction point,” he said. He also commented on recruiting and retention strategies for the upper-level leadership at DLIFLC. He was looking for “systematic” approaches and incentives including, but not limited to pay. He ended his comments with a brief discussion of 2+ plans for individual schools within DLIFLC.<sup>209</sup>

As the meeting drew to a close, Dr. Stephen Payne, Accreditation Liaison, gave an update on the status of the reaccreditation process, scheduled to conclude in March 2018, with a ruling in the early summer of 2018. DLIFLC had last been accredited in 2012, and the Institutional Self Report process for reaccreditation had begun in late 2015. Dr. Payne and the board discussed mutual lines of communication for updates and input on the reaccreditation process, and no problems or obstacles were perceived. Payne also related that “in 2012 ACCJC [Accrediting Commission for Community and Junior Colleges] offered six recommendations: mission, institutional planning, off-site programs and services, aptitude assessment, decision making and governance.” Research into these areas had occurred as a result of the 2+/2+/2 proficiency level process, and “recommendations from the previous visit of the accreditation committee have been met by DLIFLC, which has continued to improve upon them.”<sup>210</sup>

In its out brief, the Board of Visitors, acknowledged DLIFLC’s efforts in testing, acknowledged the relevance of the Institute in dealing with emerging threats, and recommended a federal Senior Executive Service format for selecting the next provost. They also, as they had done before, recommended longer terms for the commandant and assistant commandant - and that this point be made directly with the commanding general of Training and Doctrine Command. Additionally, the board quite strongly lauded the progress made on 2+/2+ proficiency standards and stressed “the importance of sustaining resource support and limitation of externally imposed reorganizations and manpower reductions (i.e. subsequent to manpower reviews) as dysfunctional and disruptive to the accomplishment of the 2+/2+ goal.” Finally, the board recognized that DLIFLC had effectively defined the distinct requirements for the respective human and signal intelligence communities. “Moving forward, the Institute needs to prepare for the new cyber-linguist curriculum requirements.”<sup>211</sup>

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<sup>208</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 21.

<sup>209</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 22.

<sup>210</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 22-23.

<sup>211</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 24.

## December 2017 Board of Visitors Meeting

The Board of Visitors gathered again 6-7 December 2017 at the Presidio of Monterey.<sup>212</sup> The meeting got off to a lively start regarding the mission statement of DLIFLC. The mission statement had been, “Our mission is to provide culturally based foreign language education, training, evaluation and sustainment for DoD personnel in order to ensure the success of the Defense Language Program and enhance the security of the nation.” (November 2015). Before the December 2017 board meeting, it had been modified in stages to become, “As an Associate of Arts Degree and certificate granting institution DLIFLC is wholly committed to student member success. Our mission is to provide the highest quality culturally based foreign language education, training and evaluation for the national security of the United States.” Dr. Brecht, the Chair of the Board of Visitors, took issue with the new mission statement, commenting that “national security is the military’s first mission, accreditation was a value that was added, legitimately after the fact. Accordingly. Dr. Brecht recommended sentences be reversed to accommodate accreditation but not distort the organization’s primary mission.”

Subsequent discussion revealed that “the faculty and the academic senate ordered the sentences this way so the mission statement would end on a strong note.” Colonel Deppert then related that “this mission statement was a month-long process in light of DLIFLC efforts in shared governance. He gave credit to everyone at the Institute, the faculty advisory committee, academic senate and beyond, in formatting the mission statement.” He also, however, decided to reverse the order of the two sentences on the advice of the Chairman of the Board of Visitors.<sup>213</sup>

After attending to some administrative matters bound up - as the new mission statement - with approval of a new set of operating procedures for the board, the meeting progressed to ethics training and then on to the commandant’s priorities for DLIFLC.<sup>214</sup>

Colonel Deppert, as always, returned to the animating imperative of the 2+/2+/2 proficiency standards, noting also that the standard was 3/3 “for the intermediate and advanced courses.” He also reported that “challenges remain in the Levantine /Arabic program and the Russian program. Students are not attaining the levels that were anticipated.” Deppert indicated that he would apply an aggressive approach to solving the problem - from inside DLIFLC up to and including the Office of the Secretary of Defense.<sup>215</sup>

His first suggestion, to the Defense Language Steering Committee, and to the Deputy Assistant Secretary of Defense for Force Education and Training (Mr. Fred Drummond), was one of screening:

Colonel Deppert pointed out that something could be done to better screen and better assess potential linguist candidates beforehand. He presented what he

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<sup>212</sup>Minutes. DLIFLC Board of Visitors Meeting, 6-7 December 2017. Board Members present were Dr. Richard Brecht, Dr. James Keagle, Dr. Ervin Rokke, Dr. Galal Walker, Dr. William Whobrey, and Mr. Craig Wilson.

<sup>213</sup>Minutes. DLIFLC Board of Visitors Meeting, 6-7 December 2017. 12-13. The evolution of the mission statement is revealing of the times in many ways. In a general sense, the emphasis on “student success” was in concert with a strong pedagogical trend in the United States at the time to shift the onus of student success from the student himself/herself to the institution in which he was studying. This trend was visible and apparent from preschool through PhD-level education. Secondly - and not forgetting the sacred position of mission statements within the military and increasingly at this time with civilian businesses and other institutions - the changes to the statement reflect the growing influence of accreditation agencies and processes on DLIFLC. The Institute had been granting associate of arts degrees since 2002 but had not felt compelled to enshrine that particular activity in the mission statement until 15 years had passed.

<sup>214</sup>Minutes. DLIFLC Board of Visitors Meeting, 6-7 December 2017. 13.

<sup>215</sup>Minutes. DLIFLC Board of Visitors Meeting, 6-7 December 2017. 13-14.

had suggested to the Defense Language Steering Committee, with Drummond in the room. He suggested to the committee that, ‘if the services could assess the feasibility of implementing something like behavioral health screening at the recruiting station level for potential military linguists, similar to what a couple of the services do for the special operation forces, then when they arrive at the institute after basic training, or boot camp, there is at least a level of stability.’<sup>216</sup>

Deppert went on to say that “student visits to behavioral health and psychologists have begun to climb due to the pressure and rigor of the courses.”<sup>217</sup>

Hedging his bets somewhat feebly, though not without a firm basis to so do, the commandant also stated that the Department of Defense had never sufficiently articulated what it actually meant for DLIFLC to obtain 2+/2+/2 goals by 2022. “Does every class, Deppert asked, “that starts in 2022 moving forward need to achieve 2+/2+/2, or is it incremental, where what a language obtains has a sustainable average? DLIFLC has asked this long-term strategic question to the Department of Defense and the services but has not received any answer yet.”<sup>218</sup>

Nevertheless, Deppert was pressing ahead. He had placed “a number of new things...organizationally across the enterprise.” He was now asking, “Are the new processes in place, correct? Are they aligned in doing what DLIFLC wants them to do?” Deppert also discussed the new Center for Leadership and Development as well as the Office of Academic Excellence, noting that he and the Assistant Commandant, Colonel Wiley Barnes, were looking at them closely for organizational refinement.<sup>219</sup>

The board also inquired about “Dialogue with the Cyber communities,” and Colonel Deppert indicated that he would begin with the Cyber School in February 2018.<sup>220</sup>

The Visitors then turned their attention to an update on accreditation, given by Dr. Erin O’Reilly, DLIFLC Accreditation Manager. The discussion focused on the ACCJC (Accrediting Commission for Community and Junior Colleges) institutional self-evaluation - “a document, which is unique in that it is a narrative description of DLIFLC academic institution and its operations, also identifies DLIFLC’s self-identified strengths and known areas of weakness or need for improvement. It tries to gather from where DLIFLC has evolved as an institution and where it is going into the future.”<sup>221</sup>

The report pointed out primarily that compared to most colleges and universities in the United States, particularly community colleges, DLIFLC suffered from somewhat of an embarrassment of riches in that almost all of its faculty were full-time employees. In the ten years or so prior to the report, much of the higher education landscape had been transformed, and not for the better, by “adjunctification,” - or the manning of professorial positions by poorly paid and resourced adjunct professors, rather than tenure-track or even other full-time professors. Dr. O’Reilly’s overview indicated that:

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<sup>216</sup>Minutes. DLIFLC Board of Visitors Meeting, 6-7 December 2017. 15.

<sup>217</sup>Minutes. DLIFLC Board of Visitors Meeting, 6-7 December 2017. 15. See also Brief to the DLSC, 3 November 2016. 24. The bullet comment on that page is “Resiliency Measurements of Recruits.”

<sup>218</sup>Minutes. DLIFLC Board of Visitors Meeting 6-7 December 2017. 15.

<sup>219</sup>Minutes. DLIFLC Board of Visitors Meeting 6-7 December 2017. 15.

<sup>220</sup>Minutes. DLIFLC Board of Visitors Meeting 6-7 December 2017. 16.

<sup>221</sup>Minutes. DLIFLC Board of Visitors Meeting 6-7 December 2017. 16.

The regional accreditors are dealing with community and junior colleges and with the ‘adjunctification’ of education. The DLIFLC counterparts from community colleges have a full-time faculty staffing at about 3 out of 10. Dr. O’Reilly presented this as important because it has implications for curriculum and development.... When DLIFLC looked at the ACCJC standards, a lot of them are written from the perspective of concern regarding community colleges and overall academic integrity of programs. So, some of the standards may seem like they do not necessarily pertain to DLIFLC, or they simply are not a concern because DLIFLC has appropriate staffing levels.<sup>222</sup>

Dr. O’Reilly also pointed out that program completion rates at a typical community college rested somewhere around 20 percent-60 percent, while at DLIFLC the rate was approximately 80 percent. There was some tacit concern that the military as a constituent part of society might perhaps be looking at the declines seen in the civilian sector. The self-study and the accreditation process thus informed thought on the subject.<sup>223</sup>

Since 2012 - the end of the last DLIFLC accreditation cycle - data analysis and student outcomes had come to be very much in vogue in educational circles, as were distance and online education. All of the discussions surrounding these issues were informed by funding, or a lack thereof. Dr. O’Reilly also related that “ACCJC leadership is going to have portfolios of schools. The Commissioners are now going to be more engaged with the institutions. The DLIFLC liaison representative from the commission is Dr. Win, the president. He will be working with DLIFLC and in the future, he will be the go-between for all questions. He will be the DLIFLC translator for the ACCJC and will be here during the next visit to help work with the visiting team.”<sup>224</sup>

There followed a long explication of ACCJC standards - the best and briefest illumination of which is perhaps a summary of these in question form. The questions reveal among other things the state of priorities in American education in the early 21<sup>st</sup> Century:

- Is DLIFLC tracking student achievement data as a function of demographics such as language studied, service component, and gender?
- “Are there student demographics that require different types of student support? If so, how is DLIFLC addressing those needs? Is DLIFLC applying ACCJC and US Department of Education policies in contracting?”

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<sup>222</sup>Minutes. DLIFLC Board of Visitors Meeting 6-7 December 2017. 16.

<sup>223</sup>Minutes. DLIFLC Board of Visitors Meeting 6-7 December 2017. 16. O’Reilly continued, “with some of the larger societal questions about the roles of higher education and taxpayer money going into higher education, the question for DLIFLC is how can it be a better custodian of these funds. Moreover, how can the institute make sure students are receiving the education that they need?” At the time of this Board of Visitors meeting, American education was well past the point of crisis in its philosophy and in its finances and practices. There was a growing sense in the country that educational standards and practices needed to cater to producing an employable student only, and one that did not carry a mountain of debt in the form of student loans. The costs of education had increased almost exponentially in recent decades, and the product seemed to be less and less valuable. There was plenty of administrative superstructure in schools at all levels, and no lack of pedagogical theories, but standards and performance seemed to be racing each other to see which could get lower first. The demand for athletics and luxury dorms was rising as fast as intellectual rigor and the creation of citizens who could think was falling.

<sup>224</sup>Minutes. DLIFLC Board of Visitors Meeting 6-7 December 2017. 17. It seems that as the schools over which the ACCJC exercised some level of control were becoming less and less successful, the commission’s level of control was becoming ever greater. Meanwhile, the languages between the schools and the board were becoming so different as to require a “translator.” DLIFLC took all of this in stride and strove to work cooperatively with the ACCJC.

- Does DLIFLC have “systematic evaluation processes” to measure “learning outcomes?” (The question was regarding websites, memoranda, policies, publications, etc.).
- Does DLIFLC have an effective academic advising structure?
- Does DLIFLC have a reliable means of internal and external communication?
- Does the library have an advisory committee and is it offering the services required?
- Is the physical plant sufficient?
- Is DLIFLC allocating its resources effectively?
- Is shared governance the coin of the realm in the decision-making process?
- Are the tenure and rank of the commandant sufficient?
- Are the activities of the Board of Visitors sufficiently transparent?<sup>225</sup>

Dr. O’Reilly related that in almost all these areas, DLIFLC was strong. The only major exception was the library. As she related, “DLIFLC has not had a library advisory committee since 2014 and has not done a survey since 2002. Therefore, DLIFLC is behind the curve on this one.” Dr. O’Reilly, however, also noted “the head librarian has already started working on the process. When we meet here in March [2018], we will have already made progress.”<sup>226</sup>

The day’s discussion on the 6 December 2017 ended with Dr. Payne, DLIFLC’s Accreditation Liaison, requesting that the board give some thought to the possibility of DLIFLC becoming a Bachelor of Arts granting institution. Payne stated that “the granting of a BA would do several things for DLIFLC, including help attract top quality students and attract faculty that could help move in the right direction for the 2+2+ and beyond. Dr. Payne added that the BA would really lift the status of DLIFLC.”

Payne had no illusions regarding the bureaucratic difficulties and time such a change would take. He told the board the steps would include Secretary of Defense and Congressional approval, as well as that of the ACCJC. He advised the board that the proposal for a recommendation from the board was “just preliminary work.”<sup>227</sup>

7 December 2017 began with the reading, approval, and adoption of the new DLIFLC Mission Statement:

Our mission is to provide the highest quality culturally based foreign language education, training and evaluation to enhance the national security of the United States as an Associate of Arts degree and certificate granting Institution. DLIFLC is wholly committed to student service member success.<sup>228</sup>

There followed Visitor’s meetings with students and with the Academic Senate, along with the servicing of several minor administrative details, as well as a private meeting between the board, the commandant, and the assistant commandant.

The day ended with the Board of Visitor’s out brief to the DLIFLC leadership as well as to the staff and faculty. The board recommended a more vibrant dialogue between faculty, curriculum developers, and test designers, and the board also praised DLIFLC for looking forward into the cyber realm, making progress on shared governance, and for ongoing efforts to reach 2+/2+/2

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<sup>225</sup>Minutes. DLIFLC Board of Visitors Meeting 6-7 December 2017. 18-21.

<sup>226</sup>Minutes. DLIFLC Board of Visitors Meeting 6-7 December 2017. 19.

<sup>227</sup>Minutes. DLIFLC Board of Visitors Meeting 6-7 December 2017. 21.

<sup>228</sup>Minutes. DLIFLC Board of Visitors Meeting 6-7 December 2017. 22.



standards. Additionally, the board encouraged continued efforts towards behavioral assessment at the time of recruitment for students, and also endorsed the ACCJC self-study. Finally, the board expressed continued concern at the short (two-year) term of the commandant, and stated they were continuing to search for “a more flexible approach towards assignment and reassignment of senior leadership position[s].”<sup>229</sup>

### **March 2018 Board of Visitors Meeting**

The Board of Visitors met at the Presidio of Monterey 6-8 March 2018, about 12 weeks before Colonel Deppert turned over command of DLIFLC to Colonel Hausman. The number one item on the agenda was accreditation, and indeed the meeting was deliberately scheduled to give the Visitors time with the members of the ACCJC (Accrediting Commission for Community and Juniors Colleges) which was simultaneously visiting DLIFLC. (The Deputy to the Commanding General of the Combined Arms Center at Fort Leavenworth, Kansas, Mr. Brian Kirby, was also at the Presidio that week).<sup>230</sup> As the meeting opened, Colonel Deppert mentioned that DLIFLC had “13,000 years of combined teaching experience across the Institute that is spread across 1600 Faculty.” He also announced, “that the oldest DLIFLC faculty member started work in 1961 and is still here going strong.”<sup>231</sup>

After a preliminary ethics briefing, Dr. Brecht, Board of Visitors Chair, indicated that he understood accreditation was the largest item on the agenda, but also wanted to make sure the board discussed DLIFLC leadership in view of Colonel Deppert’s impending departure - particularly the appointment of a new provost. He also wished to discuss progress made on 2+/2+/2 language proficiency standards.<sup>232</sup>

After these preliminaries, the board moved on to a presentation by Ms. Masako of the Curriculum Development Division (CSD). There was a general discussion which touched on CSD as an advisory body which attempted to provide curriculum guidance while also allowing instructors flexibility in their teaching. One measure of that flexibility was that “the core curriculum is producing 4 hours of instruction per day for 4 days a week in order to provide teachers with the flexibility for 2 additional hours of materials and 1 hour for assessment.” The conversation touched on copyright, procedures to find weaknesses in curricula, and the Curriculum Review Board, which was firmly focused on the 2+/2+/2 requirement. Ms. Masako also reported that DLIFLC was in conversations with the military academies as well as the National Security Agency about the 2+/2+/2 standards. Dr. Brecht suggested DLIFLC also look into cooperation with the International Language Academy.<sup>233</sup>

Ms. Masako was followed by Dr. Dudley of the Faculty Development Division (FDS), an agency that provided “customized professional development programs tailored to the different needs of the faculty.” FDS was also responsible for teacher certification, and was divided into “Student Learning Services, Instructor Certification Course (ICC) and Instructor Recertification Course (IRC).” Indicating its importance, the Chairman of the Board of Visitors, Dr. Brecht, asked “if all of these programs have 2+ at the heart of their whole orientation.” Dr. Dudley indicated that course redesign was underway, but that yes, “currently, many of those components are already

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<sup>229</sup>Minutes. DLIFLC Board of Visitors Meeting 6-7 December 2017. 23.

<sup>230</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. Board members present were Dr. Richard Brecht (chair), Dr. Ervin Rokke, Dr. William Whobrey.

<sup>231</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 13.

<sup>232</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 13.

<sup>233</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 14-15.

present in them.” He also indicated that TRADOC required instructor certification every 5 years, but that Diagnostic Assessment Certification, though laborious, assisted greatly with assessment of the 2+/2+/2 goals - “It provides teachers with the tools to be able to report 2+2+ goals, regardless of the semester the students are in.” Finally, Dr. Dudley explained the Introduction to Language Studies program, which “provides students with information, strategies, and knowledge needed for them to successfully start their language program,” and was “for all students who start the basic course.”<sup>234</sup>

After the completion of these presentations, Colonel Deppert explained his priorities. As he had at the previous Board of Visitors meeting in early December 2017, he continued to attempt to set realistic expectations regarding the 2+/2+/2 standards. He indicated “significant challenges,” particularly with the development of curricula, and his continued concern that” OSD [Office of the Secretary of Defense] and its individual services have not yet agreed upon whether all undergraduate languages must obtain 2+/2+/2 by 2022, or whether the classes beginning fiscal year 2022 are required to do so.” Deppert expressed some level of frustration when he stated that “the Institute needs to know what it is supposed to be.” The Assistant Commandant, Colonel Wiley Barnes, said that “the services are concerned about setting the standard at 2 + 2 + 2 without the students being able to achieve [it], as it could be a major problem.”

The Chairman of the Board of Visitors was sympathetic and realistic:

Dr. Brecht commented that at the university level after 4 years of language instruction, the linguists are not even close to a 2+ range. The only way to achieve 2+ or 3 range is 1 year in-country immersion. He stated that, objectively speaking, the task DLIFLC is setting out to do is something the academy has no experience in any broad way of accomplishing, even if the students are highly motivated, self-disciplined and professors, programs and students have a lot of time. Dr. Brecht said that since the very beginning, he felt like no one quite appreciated the difficulty of the task. He feels no matter how much time the institute spends on finding out about the resources needed, curriculum needed, type of faculty needed, it still needs in-country abroad programs not only for three weeks, but for a longer period.<sup>235</sup>

After these comments, Provost Dr. Savukinas detailed the workings of a 19 January 2018 meeting wherein the provost organization was determining both the definitions of “a trained and ready faculty, and what flexible curriculum mean.” The provost also related that DLIFLC had two 2022 task forces focused on faculty and curriculum. He also stated that “the leadership knows that the current model of decentralized curriculum development is not working for DLIFLC.” Curriculum advisory committee recommendations were not edicts, and there were “three Arabic

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<sup>234</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 15-16.

<sup>235</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 17. Dr. Brecht elaborated on this point a few minutes later - “the important thing about immersion is whether it is ‘real.’ And that ‘authentic’ immersion does not always mean the language and/or the culture is real. Authentic means you are in a place where the consequences of your behavior, your language and cultural behavior have consequences. If I do not know when the subway is stop running [sic] in Moscow in the middle of winter which I missed, and you are at 20 degrees below zero and the last train just left that is authentic.” Colonel Deppert commented that DLIFLC was looking into establishing immersions at Fort Irwin and Fort Hunter-Liggett. See Minutes, p.18.

schools and each one is doing their own curriculum and Faculty Development.” The Curriculum Review Board was established to address these perceived problems.<sup>236</sup>

Transitioning to upcoming changes in leadership, Colonel Deppert mentioned that the Army had “recently made the commandant position a permanent 3-year position.” The assistant commandant position, traditionally an Air Force officer, remained a 2-year assignment. The commandant also mentioned that his successor would be an Army colonel “currently working at army cyber command.”<sup>237</sup>

There followed a wide-ranging discussion of DLIFLC’s Campaign Plan as a living document and an archive on SharePoint - “an interactive system, through which all involved parties can contribute by adding or modifying tasks.” Out of this discussion and through a review of the data in SharePoint, came the fact that only 17 percent of DLIFLC graduates remained in the military, as well as retention measures, “one of which is an emissary program, through which every quarter DLIFLC brings four peers, that have graduated in the last year, year and a half, who are doing the mission and who have a good story to tell since those stories are relevant to the current students.”<sup>238</sup>

Discussion of the Campaign Plan on SharePoint as a management tool revealed two eternal features of organizational and institutional life - reorganization, and the ability of systems to replicate themselves. Dr Bugary spoke about Training Analysis, which “conducts the studies to see if there is an increase in efficiency levels:”

Dr. Bugary stated that there are many gaps and that is why COL Deppert asked the [DLIFLC] leadership if they were organized the way they need to be in order to be successful in 2022. The leadership formed the tiger team in the various subcommittees and found out all sorts of processes in place and the gaps. For example, during a curriculum discussion there were representatives from curriculum support. The leadership thought curriculum support was responsible for the curriculum; if it broke, it was on them. However, the discussion revealed that once the curriculum is handed over to the schoolhouse, CS had no way of knowing what went on in the schools. No one shares with CS what goes on in the schools. Dr. Bugary further stated that as a result of those conversations, the leadership formed the Curriculum Review Board. The idea is that members of the board would have a shared look at the processes and prioritize things accordingly.<sup>239</sup>

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<sup>236</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 17-18.

<sup>237</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 18. Colonel Gary Hausman replaced Colonel Deppert on 12 June 2018. See also Interview. Col. Phillip J. Deppert, Commandant, Defense Language Institute, 16 May 2018. 3-4. Colonel Deppert was adamant in his exit interview that the change from two to three-year tours for the Commandant of DLIFLC was a permanent Army policy change.

<sup>238</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 19-20.

<sup>239</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 20. The proliferation of systems is an historical fixture in organizational culture, particularly when the organization is not quite sure what to do. Shuffling the cards gives the comforting illusion of doing something, but movement is not progress. In this particular case, the 2+2+2 goals were unrealistic given the nature of DLIFLC education and the vagaries of an ever-changing world situation to which the Institute had to react. Moreover, the faculty and the administration were bedeviled by having to pursue separate and conflicting agendas. The faculty wanted students to learn. Teaching is an art, and art is not particularly amenable to the uniformity and standardization structures which the administration had to impose to meet its mission.

Still, Dr. Bugary believed “in terms of management, the tool is giving a level of visibility and a method for accountability that was not there before.” Dr. Brecht then identified three focus areas for the Institute, which were to rationalize “the institution versus the component priorities,” see to the “gaps in ownership,” and map “resources against priority.” Colonel Deppert added that he needed two questions answered: “What percent of DLIFLC teachers are ready and prepared to teach at the 2 +/2 +/ 2 level and what percentage of curriculum across the Institute is at that level?” Dr. Bugary replied that the Curriculum Review Board would assist the commandant in providing answers to these questions. The Board of Visitors meeting then adjourned for the day.<sup>240</sup>

The following day, (7 March 2018) the board reconvened to hear presentations on the Instructor Certification Course, the Advanced Language Academy, and the efforts of the 2022 Tiger Team to provide data in support of the 2+/2+/2 goal. The board also met with the Accrediting Commission for Community and Junior Colleges (ACCJC) team visiting DLIFLC.<sup>241</sup>

Dr. Claudia Bey briefed the Visitors on the Advanced Language Academy (ALA). The Academy had worked with “universities, flagships and FSI [the Foreign Service Institute],” Dr. Bey reported, while working from top to bottom at DLIFLC. The idea was to support individual schools in their efforts to create their own internal “academies.” The Faculty Development Division had pioneered workshops, to include a forty-hour workshop on class observations, amongst other various activities. “Typically, what used to happen,” Dr. Bey noted, “is that a department chair would go to classes, take some notes and meet with the teacher. It was very summative as to what worked and what did not; the developmental component was missing.”

“After such ALA workshop [sic] FD [Faculty Development] received a lot of positive feedback from the deans and chairs.” Colonel Deppert noted that despite input received from the Campaign Plan management tool, “the ALAs are missing student input.” Dr. Brecht seemed satisfied that ALA was a “practical integrative mechanism towards 2+/2+/2.”<sup>242</sup>

Dr. Bey then went on to discuss the new Instructor Certification Course - or more correctly, “a new comprehensive instructor certification program.” Dr. Bey described the program as “an effort to see how to bring teachers and students to higher levels of proficiency.” The program at the time of the presentation was in draft and was being labored upon by the Academic Senate and the Associate Provost for Academic Undergraduate Education. The certification program would result in individual teacher portfolios, as well as “mentoring and coaching in schools,” and an “individual development plan.” Colonel Deppert declared that “everyone has to pass the certification program even if they have world-class qualifications. Until they pass the certification programs, DLIFLC cannot put them in front of initial entree [sic] trainees.” Dr. Bey described a program for new teachers in 40 hours that would include the DLIFLC mission, as well as adult learning, lesson planning, and peer observations. Certification itself was conceived as a yearlong process.<sup>243</sup>

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<sup>240</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 21.

<sup>241</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 22.

<sup>242</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 22-23.

<sup>243</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 24. The refusal to recognize education and experience of newly hired faculty goes a long way toward explaining the necessity for the large administrative superstructure and perceived need for highly articulated training and faculty development of teachers. The Army in general, and DLIFLC in this case, had never been much for hiring intelligent and well qualified people and listening to what they had to say. In academia, such a culture was assumed. When he spoke to members of the Accrediting Commission for Community and Junior Colleges, the Chairman of the Board of Visitors acknowledged “that it is not easy for academics and military to understand each other’s culture.” (See Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 26).

The final portion of the Board of Visitors meeting was given over to discussions with the ACCJC, consisting of Mr. Kevin Ballinger, Dr. Jill Stearns, and Dr. Chialin Hsieh. As the board and the ACCJC representatives got to understand each other, the ACCJC questioned how the board could be advisory, as they were used to “boards that are political agencies, they can hire and fire the Chancellor.” Dr. Brecht explained that the DLIFLC Board of Visitor’s “role has been delineated by federal [law] so the board is clear of its role [sic]. The board member’s job is to come in with a lot of experience from the military and academic side.” Dr. Brecht added that “The process of BoV at DLIFLC is intake; the board is bombarded with information. It is the job of the board to pull the mask away from the presentations and look under the hood and poke holes in what needs to be improved.”<sup>244</sup>

Further illuminating the board’s process, Mr. Detlev Kesten, the Associate Provost for Academic Support, explained:

Recommendations are made to the commandant, [by the board] not during the board visit, but after they get approved by the Army Education Advisory committee (AEAC). They review the BoV observations and make sure they are in line with federal regulations. Once approved by AEAC, DLIFLC gets the directions from the director of the Federal Advisory Committee Act and ADFO publishes them in the Federal register. Only then do they become recommendations.<sup>245</sup>

Dr. Brecht then highlighted for the ACCJC some of the issues the board had recently worked on:

For example, the board recommended and came in very strongly that faculty need pay increases because the salary did not accommodate the cost of living. It was not that the board made it happen, but the fact that the board kept drumming on the issue. Another issue that the board worked on was that the military has a habit of turning people over every two years. The first year is used in finding out and figuring out everything that is wrong and then the second-year planning on how to correct these things, but then the next person comes in and starts all over again. Dr. Brecht added that this has just been approved that now the commandant is at DLIFLC for three-year terms with the possibility of renewal. Dr. Brecht stated that it might not sound a lot but when dealing with an institution as big as DLIFLC, it is a significant improvement from where the institution was before the board made the recommendations. He concluded that things like this is how [sic] the board evaluates itself, by using data.<sup>246</sup>

Following this discussion, the board adjourned for the day. There was no indication in the minutes of the meeting that the board had questions about the ACCJC.<sup>247</sup>

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<sup>244</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 25.

<sup>245</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 25.

<sup>246</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 26.

<sup>247</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 24-26.

On March 8, 2018, the board reconvened and presented their preliminary observations to Colonel Deppert, Colonel Barnes, and Dr. Savukinas in closed session, which was followed by an open session with the faculty and staff.

The board was pleased with the accreditation process, as well as the Campaign Plan and SharePoint in managing inclusion, gaps, and resource implications for reaching 2+/2+/2 goals and believed that the Curriculum Review Board would contribute much to the effort. The board emphasized the continued need for Faculty Development and recommended a parallel process in regard to curriculum review. The board also emphasized the efficacy of language immersion training. The board was pleased that the commandant's tenure had been increased from two to three years and encouraged the commandant to press for the same for the assistant commandant. The board ended the meeting by noting:

It is apparent that the quest for 2+/2+ and beyond exceeds the traditional pursuit of excellence at this institution. Success will require a transformation of not only structures and processes but also institutional culture. The board applauds the efforts underway as significant towards this goal (e.g. CRB, CP, and Tiger Team). Every member of the DLIFLC team, leadership, staff, faculty, and services, must be included in and must take ownership of this effort.<sup>248</sup>

### **Partnerships and Community Engagement**

It is difficult to imagine Monterey without a military presence of some sort, as the Presidio was founded before the town grew up around it, and the US military had maintained a formal presence there, albeit sometimes tenuous, since the summer of 1846. Moreover, the Presidio had pioneered what had come to be known in the Department of Defense as “The Monterey Model,” a program of partnerships with local organizations for the mutual benefit of the post and its surrounding communities.

Colonel Deppert supported and strengthened this model through a series of organizations and activities, agreements, and partnerships. Midway through his tour he hosted at the Presidio a “Team Monterey” meeting, attended, he reported, by “60 participants from all the major military organizations and city governments in the local area.” The event gave participants a place to discuss current projects and plan future ones in which the Presidio and the local community could support one another.<sup>249</sup> Additionally, as a member of the Governor of California’s Military Council, Deppert also used those council meetings to, as he reported, “learn and bring back to DLIFLC all the things California is doing to support Veterans, as well as to share information and initiatives with other military senior leadership from the units stationed in California.”<sup>250</sup>

The Presidio was also heavily involved with both the Monterey Peninsula Higher Education and Research Summit, as well as the Monterey Peninsula Senior Community Leadership Council. These forums addressed, as others did, current accomplishments, challenges, and future plans. Through these and other councils and meetings, agreements, and programs, the

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<sup>248</sup>Minutes. DLIFLC Board of Visitors Meeting 6-8 March 2018. 27-28.

<sup>249</sup>Email. Phillip J. Deppert. Defense Language Institute Foreign Language Center Situation Report for the Period 12 - 25 August 2017. 25 August 2017.

<sup>250</sup>Email. Phillip J. Deppert. Defense Language Institute Foreign Language Center Situation Report for the Period 26 August - 8 September 2017. 8 September 2017.

DLIFLC leadership kept their fingers on the pulse of the local community, and stayed in close touch with mayors, police chiefs, and city managers throughout the peninsula.<sup>251</sup>

Community partnership at the Presidio of Monterey also extended to the realm of cybersecurity when staff from DLIFLC and local community leaders visited the California Polytechnic State University in San Luis Obispo Cybersecurity Center on 27 April 2018. The center, as described by Colonel Deppert was “a consortium of city and state government, Cal Poly, and the California National Guard.” Both the Presidio and local leaders were interested in what could be learned at the center for post and city as well as state cybersecurity operations.<sup>252</sup> Deppert made a follow-up visit to Cal Poly with the President of Monterey Peninsula College on 4 June 2018. He noted that “the local community sees the possibility of using the Cal Poly example as a way to leverage a potential partnership here on the Monterey Peninsula with local academic, government, and military organizations to enhance regional cybersecurity for all of our information technology networks.”<sup>253</sup>

## **Economic Impact**

The Presidio of Monterey’s payroll in fiscal year 2017 was considerable, including both civilian and military pay for all the military activities associated with DLIFLC, the Army Garrison, medical and dental facilities, local contracts, military dependent education, and air travel. Civilian and military staff salaries between the Presidio of Monterey and DLIFLC totaled over \$349 million. A great deal of this money made it into the local community, as both civilian and military personnel shopped, dined, and recreated locally. For example, the California Medical Detachment spent \$3.75 million on local outpatient services, local dental care accounted for over \$343,000, and public-school contributions exceeded \$600,000. Travel, grants, and other expenditures also contributed to community coffers while some 1,200 volunteers contributed 2,500-man hours for local causes. Finally, the Army also contracted its municipal services to local governments.<sup>254</sup>

## **Military Language Instructors**

In 2015, with the arrival of a new commandant to the Defense

Language Institute Foreign Language Center, the Institute began laying plans in earnest to achieve higher levels of student proficiency and set the graduation standard for 2+ in listening and reading, and 2 for speaking, according to the Interagency Language Roundtable scale. But this change needed to be followed up with an actionable plan within the eight DLIFLC schools. ‘My decision to ask the [Military Language Instructors] MLIs in each of the schools to work closely with their civilian counterparts on a realistic plan to achieve 2+ levels, precisely came from the fact that I knew MLIs had military planning skills, as well as knowledge about what the students need to reach those goals.

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<sup>251</sup>Email. Phillip J. Deppert. Defense Language Institute Foreign Language Center Situation Report for the Period 23 September - 13 October 2017. 12 October 2017.

<sup>252</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 14 - 27 April 2018. 26 April 2018.

<sup>253</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 26 May - 8 June 2018. 7 June 2018.

<sup>254</sup>Pamphlet - DLIFLC & Presidio of Monterey Local Economic Impact. February 2018. This pamphlet contains precisely reported economic data.

Motivating the students is also no small part of the process, in fact, it may be the most important,' said DLIFLC Commandant Col. Phil Deppert.<sup>255</sup>

Colonel Deppert was keen to use any and all tools available to him to assist with meeting the 2+2+2 standard. In many ways, Military Language Instructors (MLIs) were so integral to the institution that they could have been overlooked. Most DLIFLC students were first term servicemen and women - some just barely out of high school. The primary duty of MLIs was to see to the military development of their charges. But as the years had gone by at DLIFLC, they had increasingly become involved also in language instruction - teaching classes, grading papers, and drilling students not only in close order, but also on their languages. Unlike most of the civilian faculty, they also had actual field experience as linguists in the Armed Forces. Deppert fully recognized their value and enlisted them in the 2+2+2 effort.<sup>256</sup>

In addition to their service to the students, MLIs benefitted from the Monterey Model of community partnership. The Middlebury Institute of International studies began during Colonel Deppert's tenure to offer graduate level language teaching courses and credit for DLIFLC Military Language Instructors. The plan began with courses for those instructors and was to progress to certificates and even master's degrees in language education.<sup>257</sup>

## Center for Leadership Development

In mid-2016, DLIFLC moved toward standing up a Center for Leadership Development (CLD), the purpose of which, according to the Presidio's Public Affairs Office, was "to develop future leaders who are committed to promoting a highly engaged and positive workplace." The Center was involved in charting career development paths, conducting workshops, and bringing guest speakers for symposia and other meetings to the Presidio.<sup>258</sup>

The Center for Leadership Development, preceded briefly by the Leadership Development Office, came into being at the behest of Colonel Deppert as a result of, as he told the Board of Visitors, "several individuals in critical positions [had] left DLI to pursue other opportunities, and back filling these positions with qualified personnel proved difficult." It was Deppert's idea then to create a "deep bench" of leaders within the Institute against future such departures.<sup>259</sup>

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<sup>255</sup>Natela Cutter. "MLIs Play Important Mentoring Role for Linguists." *Globe*. vol 39 no 1 Summer 2017. 32. See also Historian Interview with Colonel Keith Logeman, Assistant Commandant, June 14, 2017. 28. In Logeman's words regarding the value of MLIs to the 2+2+ plan: "Military members and Army in particular are adept at operational planning. They're planners by trade. It's what they do. And so they just so happen to have language skills. So when partnering them with their civilian counterparts to develop the strategic and operational plan for their school, it not only gave them a plan that had some meat on it, but it gave much greater appreciation to what the military language instructors could do for their school. It gave them credibility. It allowed them a way to communicate with members of their school that they just hadn't been able to communicate with in that way. So, it raised their stock. It raised the stock of the military side of the organization and it really, I think, was better for all the schools involved."

<sup>256</sup>Natela Cutter "MLIs Play Important Mentoring Role for Linguists." *Globe*. vol 39 no 1 Summer 2017. 32. See also Natela Cutter. "Going the Extra Mile: DLIFLC MLI of the Year." *Globe*. vol 40 no 1 Winter 2018. 22-23. See also Patrick Bray. "Top MLI Named TRADOC Instructor of the Year." *Globe*, vol 41 no 2 Summer 2018. 30.

<sup>257</sup>Natela Cutter. "Middlebury Offers Teaching Certificates to Military Language Instructors." *Globe*. vol 41 no 2 Summer 2018. 28. For additional information on Military Language Instructors, see Kenneth Thomas. Military Language Instructors in High Demand at DLIFLC." *Globe*, vol 30 no 2 (Spring 2008). 11.

<sup>258</sup>Natela Cutter. "Center for Leadership Development." *Globe*. vol 39 no 1 Summer 2017. 6.

<sup>259</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 14. See also Briefing. FPS Policy and Compensation Proposal, 19 February 2015 and Email. Stephen M. Payne. Subject: Documents for 19 Feb 2015 DLI/DCPAS Meeting. 26 February 2015. Faculty retention, as retention in all fields everywhere, was closely tied to





Figure 14 Center for Leadership Development

Colonel Deppert turned to Dr. Natalie Marchenko-Fryberger of the Office of Standardization and Academic Excellence, who in turn set up the Leadership Development Office and then quickly became the Director of the Center for Leadership Development. In late 2016, she briefed the Board of Visitors on the genesis and progress of the center to date:

The leadership team Fryberger assembled considered collaborations with several agencies both within and outside the government, but the uniqueness of DLIFLC’s mission and the constraints of other agencies rendered such collaboration difficult. Undeterred, Fryberger and her team convened a “Senior Leadership Summit” under the theme of “Shared Governance” to explore questions as basic as - what is good leadership? (The assumption was, as Fryberger told the Board of Visitors, that “good leadership and shared governance go hand in hand.”) Before the summit, “a survey on Leadership Principles and Competencies was sent to all of DLI, resulting in 300 respondents. The survey provided both quantitative and qualitative data.”<sup>260</sup>

Participants in the summit duly reviewed the survey data, and then “participated in various activities designed to identify values and behaviors associated with strong and effective leadership.” They also agreed on 12 leadership principles and 10 leadership competencies for third line supervisors. At the conclusion of the summit, Fryberger told the Board of Visitors, that Colonel Deppert had decided to “open an Office of Leadership Development at DLIFLC.”<sup>261</sup>

At the time of the Visitors meeting, both Colonel Deppert and Dr. Fryberger related that key values and concepts for leadership - values and concepts that could be applied widely across an extremely diverse institution - were still being conceptualized and refined. The idea that shared governance was “not just a structure but also a process” was one of the guiding factors in such conceptualizations and refinements. As the process continued, Fryberger told the Visitors, part of it was “examination of each level of supervision so as to incorporate critical principles and competencies to develop parameters for designing training that fits specific needs at each level.” Further, a Tiger Team (a group tasked with solving a specific problem or researching a specific area) had been created for the nascent Leadership Center, and leadership training requirements and standards were being considered and refined. Hierarchical levels of requirements were also beginning to emerge, and “supervisory authority and relational behaviors and their impact on a group dynamics” were being explored.<sup>262</sup>

By the end of Colonel Deppert’s second year in command, the Center for Leadership Development was enough established to appear in DLIFLC’s magazine, *Globe*. “A new Center for Leadership Development opened at the Defense Language Institute Foreign Language Center this March, as a result of a senior leadership summit held in the summer of 2016, identifying the need

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compensation. At the time a provost, four deans, and other highly experienced faculty were departing DLIFLC, their compensation rates did not even begin to approach those in comparable positions elsewhere.

<sup>260</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 14-15.

<sup>261</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 15.

<sup>262</sup>Minutes. DLIFLC Board of Visitors Meeting, 7-8 December 2016. 15-16.

for a pathway to identify leadership competencies necessary at each level of supervision at the Institute.”<sup>263</sup>

A summary of the major milestones leading to the creation of the Center for Leadership Development follows:

- August 2016 Leadership Summit, followed by a leadership survey of DLIFLC to identify “leadership competencies at each level of supervision and team leadership.”
- “DLIFLC Commandant approves the establishment of the CLD (August 2016)”
- “Appoint CLD Director (October 2016)”
- “Form committee/working group to establish mission and vision of the Center (October 2016).”
- “Hire three leadership development specialists (March 2017)”
- “Conduct training analysis/needs assessment (April 2017)”
- “Develop leadership training roadmap (May 2017)”
- “Conduct first leadership development workshop (October 2017)”<sup>264</sup>

An official ribbon cutting for the new Center for Leadership took place on 25 January 2018. The center was originally staffed by Dr. Natalie Marchenko-Fryberger, Dr. Mowafiq Alanazi, Dr. Fengning Du, and Ms. Sobia Estima.<sup>265</sup> Fryberger served as director, and the others as “leadership development specialists.” This arrangement quickly became institutionalized, with the director reporting to the assistant commandant:



Figure 15 Leadership Development Organization Chart

The actual development part of the center focused on two groups, with the assumption that such development was necessary for success in positions outside of the classroom:

- The two target groups for leadership development are those managers who are currently filling supervisory/leadership positions who could benefit from further education and training. The second target group is for those employees who demonstrate high potential and motivation to grow into leaders of the future.

<sup>263</sup>Natela Cutter. “Center for Leadership Development.” *Globe*. vol 39 no 1 Summer 2017. 6.

<sup>264</sup>Center for Leadership Development Command History 4<sup>th</sup> QTR CY 2017. Unsigned and undated. 1.

<sup>265</sup>Center for Leadership Development Command History 4<sup>th</sup> QTR CY 2017 and Center for Leadership Development 1<sup>st</sup> QTR CY 2018. Unsigned and undated.

- There are some managers who have never received formal leader development training which hinders their ability to excel as managers.
- There are a number of employees who are not currently serving in leadership position [sic] but desire to take on more responsibility.
- The multi-national composition of the faculty members and the unique nature of teaching foreign languages in a team setting require skill sets and customized discussions and applications which cannot be solely met by utilizing generic courses from outside sources. The Center will need to both design and provide courses and identify appropriate existing courses within DA and government agencies. By centralizing these efforts, the Institute will provide equal access to development opportunities for the faculty and staff at the Institute.<sup>266</sup>

Commenting on the Center for Leadership Development in his exit interview, the Assistant Commandant and Commander of the 517th Training Group, Colonel Keith Logeman, had this to say:

Something I'm really proud of...is...the Center for Leadership Development, which was an idea I had two years ago. We put a lot of energy into developing our leaders on the military side, but we never concentrated on this huge civilian part of our organization, and developing them into leaders, not just professional development, but leadership development. And this came about as we started doing hiring for you know, chairs and team leaders and deans, there was just this constant hiring process, and I found that many of the hiring, the calls for candidates were going outside the organization. And the question was hey, why can't we hire from within DLI Foreign Language Center for the next Dean of a certain school? Any of the senior level positions. We need to consider a leadership development program where we can grow the next generation that have a stable of leaders that we can rely on to fill positions internally. So, we hired Dr. [Fryberger] into a position as the leader for the Center for Leadership Development, and added three more positions to her plate, and part of her charter is to create a program to develop leaders at all levels. Really from the Commandant down to the instructors, and so everybody has some training, and some education on what it takes to be a leader and has a road map for what they need to do to be successful in whichever area. Many are happy to be an instructor and will do that for their entire career. And that's perfectly fine. But for those who want to be a dean some day or the Provost someday, there should be a road map of things that they should accomplish to be able to make themselves competitive for those positions. So that's the idea, and it's in its infancy, but I think ten years from now this organization will look back, and I think that will be one of the greatest successes of DLI Foreign Language Center, is investing in our people and helping make them better leaders in a really meaningful way.<sup>267</sup>

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<sup>266</sup> Center for Leadership Development Command History 4<sup>th</sup> QTR CY 2017. Unsigned and undated. 4.

<sup>267</sup>Historian Interview with Colonel Keith Logeman, Assistant Commandant, June 14, 2017. 33-34.

## DLI-Washington

In early 2016, the DLI-Washington Office was organized as follows:<sup>268</sup>

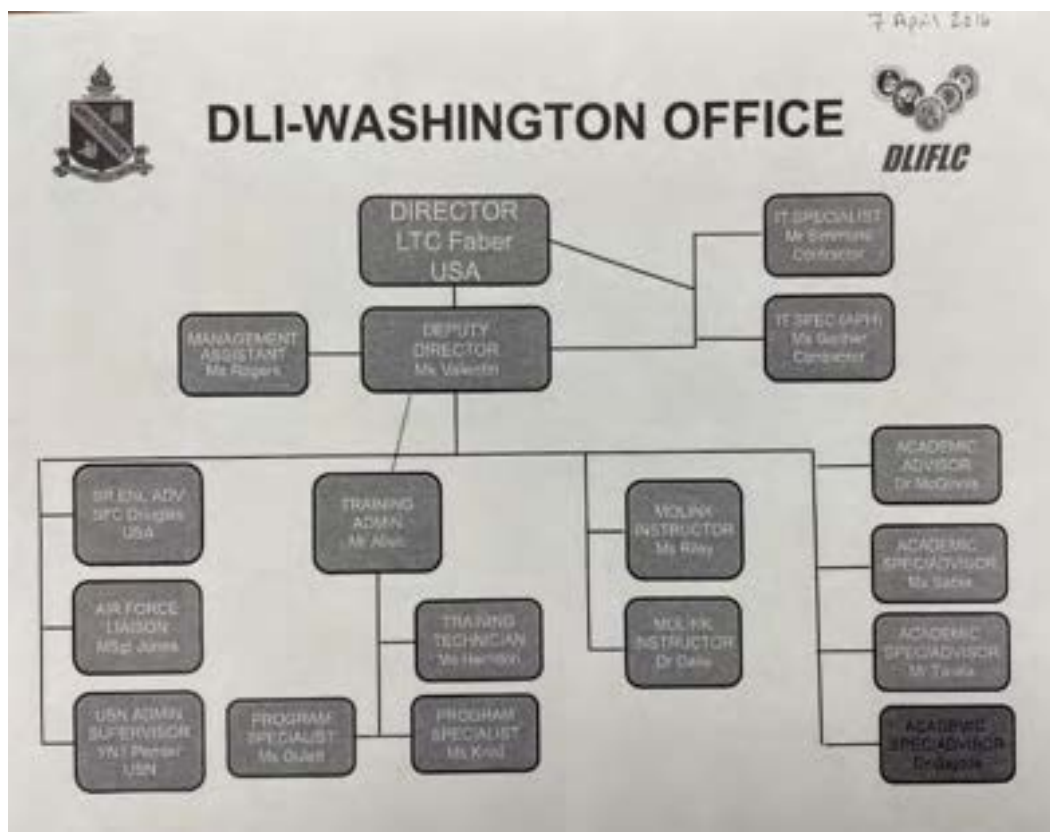


Figure 16 DLI Washington Office

In the early 1960's, the Army Language School became the Defense Language Institute, with a West Coast Branch in Monterey, and an East Coast Branch in Washington, DC. In 1974, the Defense Language Institute consolidated at the Presidio of Monterey, yet still maintained an office in Washington, DC. The DC office, or DLI-Washington, generally saw to the teaching of low-density languages to high level diplomats and ranking military officers. Additionally, and critically, they provided the translators for the hot line between Washington and Moscow during and beyond the Cold War.<sup>269</sup>

By early 2016, the DLI-Washington office contracted “for all language services that cannot be taught in Monterey as well as all language requirements for Defense Attaché System students,

<sup>268</sup>DLI-Washington Office Organization, 17 April 2016.

<sup>269</sup>Cameron Binkley. Historian Interview with Margarita Valentin and Sandro Alisc, DLI-Washington. 3-4. 14 March 2016. “MOLINK,” as it is known, is the direct teletype connection between the president of the United States and the leader of Russia established to allow these leaders to consult directly in case of a crisis that might lead to nuclear war. DLI-W has always had direct responsibility for training the hotline operator crews. There are two Russian -speaking instructors who train anyone who works on the hotline, mainly focused on sight translation skills, which is the key skill for operating the teletype equipment - MOLINK is not a voice system. The hotline operators are former Russian-speaking FAOs or military language instructors.”

which are too costly for government permanent change of station orders.”<sup>270</sup> In short, the DLI-Washington office continued to provide high-profile, low-density language training to senior military officers and diplomats. In 2016, this training amounted to “between 57 and 63 foreign languages that change annually based upon changing DoD requirements,” with “four to six classes start[ing] every week in various languages and schedules. Approximately 250 students per annum populated these courses.”<sup>271</sup>

DLI-Washington relied heavily on government contracts for instruction during Colonel Deppert’s tenure, a process that had enlarged and accelerated in connection with the 9/11 attacks in 2001. The DLI-Washington Director (normally an Army Foreign Area Officer and generally a lieutenant colonel) reported to the DLIFLC Assistant Commandant. The office was located in Alexandria, VA in 2016, with plans to move to Crystal City in the near future.<sup>272</sup>

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<sup>270</sup>Cameron Binkley. Historian Interview with Magarita Valentin and Sandro Alisic, DLI-Washington. 1. 14 March 2016.

<sup>271</sup>Cameron Binkley. Historian Interview with Magarita Valentin and Sandro Alisic, DLI-Washington. 1-2. 14 March 2016.

<sup>272</sup>Cameron Binkley. Historian Interview with Magarita Valentin and Sandro Alisic, DLI-Washington. 1-3. 14 March 2016.



## Chapter 2: Undergraduate Education

*Note: Although provided with a standard Army operations order and standard template for quarterly historical reporting, it was a standard feature within DLIFLC for a variety of reporting styles to be employed among the highly diverse schools within Undergraduate Education. As a result, the information summarized below from these reports can hardly be described as uniform. Some schools submitted highly technical reports religiously every quarter. Others provided few reports, and/or submitted highly esoteric reports. Some assumed detailed knowledge of the inner workings of DLIFLC and their schools, while others explained organization and activity as if the reader were being introduced to their school. The summaries below reflect the variety of reporting styles and reflect individual school priorities and values.*

### Asian I

Within a few months of Colonel Deppert's arrival at DLIFLC, Asian School I had established a 2+ Advisory Group to help them organize their approach in pursuing the 2+/2+/2 goal. The Group first met on 6 October 2015, the purpose of which was "to explore topics related to higher proficiency through group discussion and, whenever possible, apply emerging observations and suggestions to practice." Their discussion was wide ranging. It included the effect of age on learning, as well as several other discussion topics submitted by faculty members. Among the topics (questions) presented were:

- "How can we adjust our training practices and/or our learning environment to improve our older students' learning experience & outcomes?"
- "How can we make all aspects of our program productive and meaningful, including (and especially) homework assignments? Students frequently complain about assignments & activities that 'waste time.' How can we remedy this?"
- "Are our students over-tested? Are we putting too much emphasis on testing and not enough on teaching and learning? What are the benefits and the costs of administering so many tests (vocabulary tests, unit tests, mid-unit tests, ProPT tests, etc.), and should we be looking into alternatives?"

A few days later, Asian I received presentations during a training holiday which included "Listening Comprehension Anxiety and the Foreign Language Learner: Implications for Students and Teachers," given by the Asian I Dean, Dr. Janette Edwards. This presentation was followed by Language Technology Application Director Tamas Marius, discussing a joint project between Asian I and the Massachusetts Institute of Technology - the project produced both Auto-ILR and NetProf. Asian I also in their fall of 2015 After Course Reviews discussed student motivation, obstacles to learning that they had encountered, and ways to overcome those obstacles.<sup>273</sup>

Towards the end of 2015, Dr. Edwards briefed faculty on teacher standards noting that "instructors are required to prepare proficiency-oriented lessons that reflect post-method era

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<sup>273</sup>Report. 2015 UAA 4<sup>th</sup> Quarter Historical Report (October-December 2015). 1-2, 6-11. Undated and unsigned.

principles of differentiated instruction, transformational educational philosophy, and an open architecture approach where appropriate and needed.”<sup>274</sup>

By early 2016, Asian I had become almost soviet in its approach to attempting to reach 2+/2+/2 goals. A highly structured hierarchy had developed which focused on requirements and successes and failures of team leaders, departmental cooperation, large amounts of administrative work, and meetings. One such meeting, entitled “Team Leader Summit” - was a workshop largely focused on administrative processes, and convened to consider “incentives, structure, affective factors, practice, communication, and issues.” At this meeting, “the groups were separated into new, experienced, seasoned team leader groups. Through experience sharing, the participants actively engaged in conversation and idea sharing. Afterwards, team leaders voted the important concerns to be addressed.” Unsurprisingly, the meeting begat requests for more administrative procedures and more committees. There was of course a “Follow-On Committee.”<sup>275</sup>

It is clear that, also early in 2016, the Asian I 2+ Advisory Group had become formalized if not fully institutionalized and was seeking “best practices” for improved teaching and learning. The Advisory Group spent a not inconsiderable amount of time discussing “how to train students on basic (culture) knowledge with more practice materials and frequent topics/vocabulary,” and “how do we help struggling students to reach higher proficiency level.” Marshaled to answer such questions were “After Course Reviews,” two of which took place on 14 January and 18 March 2016 and produced this note in Asian I’s quarterly historical report:

Two After Course Reviews (ACRs) were held during this quarter.... Team leaders presented teams’ results, obstacles, proactive steps they’ve exploited, and what they will do differently for their next class. The interactive question and answer session helped participants gain more understanding of the team’s approaches. This root cause analysis method enables the Dean’s office to identify commonalities of challenges (e.g., 18-year-old young students who are lacking motivation or learning strategies) each team leader faces. Each teaching team employed a variety of approaches (e.g., student advising, establish high standards, class norms) to toggle those said problems. All of ACR presentation files are archived for further analysis.<sup>276</sup>

On 21 February 2017 Colonel Deppert met with the Asian I faculty and staff. Among the topics of discussion were those relating not only to Asian I but also to the whole institution: “a) hiring freeze, b) update on faculty compensation, c) associate professor rank advancement d) faculty merit pay, FPS regulation training / info for supervisors, and e) 2+/2+ mission and

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<sup>274</sup>Report. 2015 UAA 4<sup>th</sup> Quarter Historical Report (October-December 2015). 4. Undated and unsigned. This kind of jargon-filled approach typified American educational institutions at the time, as the onus for learning shifted from the student to the teacher. It was in the years surrounding this period that traditional Renaissance education was replaced by an ever-increasing demand for teachers to cater to individual students and their “learning styles.”

<sup>275</sup>2016 UAA 1<sup>st</sup> Quarter Historical Report (January-March 2016). Undated and unsigned. 1-2, 7-8. (Having created the perfect breeding ground for micromanagement through systems, hierarchies, and committees, a year later Asian I was considering “How can we effectively guide team leaders to design coherent and efficient curriculum/teaching schedules to best reflect students’ needs without micromanaging?” See 2017 UAA 1<sup>st</sup> Quarter Historical Report (Jan-Wed, 2017 [sic]). Undated and unsigned. Such are the ebbs and flows of institutional life.

<sup>276</sup>2016 UAA 1<sup>st</sup> Quarter Historical Report (January-March 2016). Undated and unsigned. 5-6, 8-12.



initiatives, etc.” Meeting with Asian I only allowed for a more focused question and answer session following the commandant’s presentation.<sup>277</sup>

Throughout 2017, Asian I continued to commit considerable time and assets to designing and developing strategies to meet 2+2+/2 goals. Their 2+ Advisory Group remained active, and the entire department focused on a comprehensive approach to improved language proficiency. Guest speakers, technology, curriculum and professional teacher development were all focused in that direction.<sup>278</sup> Of particular note is the effort expended in developing leadership skills in team leaders, up to and including the creation of a team leader selection board, a mentorship program for team leaders, instruction in time management, techniques for managing stress, and the interface between technology and pedagogy.<sup>279</sup>

## Asian II

In the late months of 2015 (the early months of Colonel Deppert’s tenure), Asian School II was fully engaged, and in a variety of ways, in the pursuit of 2+/2+/2 goals. Multiple guest speakers, activities, meetings, etc. were all bent towards that institutional goal - covering subjects such as teacher evaluation, and more esoteric topics such as “The Best Gift Leaders Can Give.”<sup>280</sup> They had also painstakingly defined quality teaching. The teacher -

Conducts well-prepared proficiency-oriented lessons that reflect post-method era principles of differentiated instruction, transformational educational philosophy, and an open architecture approach where appropriate and needed. Uses a variety of teaching approaches and techniques focused on learner-centered pedagogical practices, e.g. Task-, Project-, Content-, and Scenario-Based Instruction, Diagnostic Teaching, and Strategy-Based Instruction, to foster autonomous learning and is able to utilize and adapt existing curriculum to reach proficiency levels 2+/2+ and beyond. Teaches language, culture, and job-related topics in a Contextualized manner.<sup>281</sup>

By early 2016, Asian School II was reporting that they had lost no students due to academic attrition, and that 70.3 percent of their students had reading comprehension levels of 2+. Listening comprehension, however, was only at 29.7 percent for 2+.<sup>282</sup> Efforts continued to identify and solve these problems, along with instituting vibrant guest speaker and professional development programs. And like the rest of the Institute, Asian School II was undergoing training in the new Advanced Language Academy format.<sup>283</sup>

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<sup>277</sup>2017 UAA 1<sup>st</sup> Quarter Historical Report (Jan-Wed, 2017 [sic]). Undated and unsigned. 4.

<sup>278</sup>2017 UAA 1<sup>st</sup> Quarter Historical Report (Jan-Wed, 2017 [sic]). Undated and unsigned. 10-14. See also Asian School I: UAA Monthly Newsletter 2017, Issue 1; Asian School I: UAA Monthly Newsletter 2017, Issue 2, and Asian School I: UAA Monthly Newsletter 2017, Issue 3.

<sup>279</sup>2017 UAA 1<sup>st</sup> Quarter Historical Report (Jan-Wed, 2017 [sic]). Undated and unsigned. 10-11.

<sup>280</sup>CY15 UAB 4<sup>th</sup> Quarter Historical Report (Oct-Dec 2015). 1-4.

<sup>281</sup>CY15 UAB 4<sup>th</sup> Quarter Historical Report (Oct-Dec 2015). 5. By the early 21<sup>st</sup> Century this kind of jargon had become standard in educational institutions - largely the product of the creation of education as an academic discipline, the perception that student success was the responsibility of teachers rather than students, the proliferation of academic staff, the conviction that each student had to be catered to individually, and a general abandonment of standard English in favor of bureaucrat-ese.

<sup>282</sup>CY16 UAB 1<sup>st</sup> Quarter Historical Report: January-March 2016. 1. Undated and unsigned.

<sup>283</sup>CY16 UAB 1<sup>st</sup> Quarter Historical Report: January-March 2016. 4. Undated and unsigned.

Throughout 2016, Asian School II participated in a wide variety of events and programs and continued with their professional development. They held classes on such things as “Teaching to Higher Levels” and “Teaching Non-participatory Listening.” They held informal lunch sessions (brown bag meetings) with topics such as “Information Processing and Retention Enhancement,” and “How to motivate students toward higher levels,” along with “Cognition-based vocabulary reinforcement activity and its materials,” and “Culture-Integrated and Scenario-based Speaking practice using the 3<sup>rd</sup> semester textbook content and topics.” They trained on new technologies, to include the Simple Transcription Trainer and NetProF. Their Korean Fan Dance Team performed at Monterey Peninsula College’s 14<sup>th</sup> Annual Culture Show, they held a Dean Q&A Meeting, they studied “Learning Korean Through Music,” and they sent their Fan Dance, Team, Taekwondo Athletes, and Korean Percussion Band to the Language Capital of the World Cultural Festival, where they also provided additional cultural displays, to include calligraphy. They also represented DLIFLC at the Central Coast Korean War Veteran’s Ceremony at Hartnell College in Salinas.<sup>284</sup>

Towards the end of 2016, their efforts focused increasingly on leadership and proficiency training. They conducted a PLUS (Proficiency Level Up Study) Enhancement Program, and discussions within the school ranged from the esoteric - “How can we deal with Fuzzy Korean Grammar in Class, to the highly specific - “Examples of Project Based Instruction.”<sup>285</sup> Asian II also received a briefing on leadership from the 229th Military Intelligence Battalion Commander, and from a Navy Master Chief Petty Officer with notes from the fleet related specifically to language comprehension.<sup>286</sup> In January 2017, Chaplain Ham gave a presentation on servant leadership to the Asian II faculty and staff.<sup>287</sup>

2017 Asian II activities also included lectures by five Republic of Korea officers studying at NPS,<sup>288</sup> a presentation on North Korean Cyber Warfare, project updates on the 2+/2+/2 plan, leadership training from the Staff Judge Advocate, Korean only spoken on Wednesdays, newly computerized in-course testing, a skit contest, and considerable study on transcription. They also enjoyed relatively high student performance with averages sometimes well above 50 percent in the 2+ range.<sup>289</sup>

Towards the end of Colonel Deppert’s tenure (early to mid-2018) saw Asian II in continued pursuit of higher performance levels and increasingly articulated faculty development that included iPad training, additional leadership training, improved language education software, time management training, Korean food sampling, etc.<sup>290</sup> Asian II also took fields trips, engaged in “multi-staged project-based learning,” ensured they had mechanisms to handle early intervention for struggling students, conducted systematized classroom observations, and continued to develop faculty training. The faculty received classes on video-editing, task-based instruction, teaching beyond reading comprehension, and several other subjects.<sup>291</sup>

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<sup>284</sup>CY16 UAB 2<sup>nd</sup> Quarter Historical Report. April-June 2016. Undated and unsigned.

<sup>285</sup>CY16 UAB 3<sup>rd</sup> Quarter Historical Report: July-September 2016. Undated and unsigned.

<sup>286</sup>CY17 UAB 4<sup>th</sup> Quarter Historical Report: October-December 2016. 6-7. Undated and unsigned.

<sup>287</sup>CY17 UAB 1<sup>st</sup> Quarter Historical Report; January-March 2017. 1. Undated and unsigned.

<sup>288</sup>CY17 UAB 1<sup>st</sup> Quarter Historical Report; January-March 2017. 4. Undated and unsigned.

<sup>289</sup>CY17 UAB History Report; October-December 2017. Undated and unsigned.

<sup>290</sup>UAB History Report; January-March 2018. Undated and unsigned.

<sup>291</sup>UAB Historical Report; April-June 2018. Undated and unsigned.

## Multi-Language

In late 2015, the Multi-Language School (UML) resided in building 607 (Corpuz Hall - built and dedicated in 2012), as well as buildings 621, 623 and 634. The school was structured in five Pashto Departments, Two Urdu Departments, and a single Multi-Language Department containing Turkish, Hindi, and Indonesian instruction.<sup>292</sup>

Instructor numbers were as follows:

- Pashto - 107
- Urdu - 33
- Turkish - 5
- Hindi - 7
- Indonesian - 7

The School's Dari Program had closed in the summer of 2015, resulting in the move of 14 Dari teachers to the Persian-Farsi School.<sup>293</sup>

The school also at this time maintained a Dean, an Associate Dean, an Assistant Dean, a Chief Military Language Instructor, 8 Department Chairs, 2 Turkish Curriculum Developers, 5 Urdu Curriculum Developers and 3 Urdu Tests Developers, 5 Pashto Test Developers, 1 Student learning Specialist, 1 Assessment Specialist, 2 Faculty Development Specialists, 3 Academic Specialists, and 1 Academic Advisor.<sup>294</sup>

Of 54 students who graduated in Pashto in the 3<sup>rd</sup> Quarter of 2015 100 percent reached 2/2/1 standards; 44.4 percent reached 2+/2+/2 standards.<sup>295</sup> Though the sample was smaller (only 24 Pashto students), by the 2<sup>nd</sup> Quarter of 2016, only 33.3 percent reached the elusive 2+/2+/2 standards. Meanwhile, the Multi-Language School announced the closure of their Hindi and Turkish programs in the 4<sup>th</sup> Quarter of 2016.<sup>296</sup>

In early 2017, the Multi-Language School consisted of 5 Pashto Departments, and 1 Department each of Indonesian and Urdu, and was run with 130 civilian and 9 military personnel. Pashto performance reached the 2+/2+/2 level for about half of the 37 students in early 2017, while in the same period less than 5 percent of 23 Urdu students, and about a third of 9 Indonesian students reached those standards.<sup>297</sup>

In the latter half of 2017, the Spanish Program in European and Latin American Languages moved from that School to the Multi-Language School "due to the declining enrollment in Pashto within MLS at the same time that the Russian program was growing within the ELA School. The scope of management had become too large for a single dean."<sup>298</sup> The seasons of plenty and want

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<sup>292</sup>Memorandum. Sam Al-Maqtari. Subject. Multi-Language School (UML) Quarterly Historical Report (3rd QTR CY 2015). 30 September 2015.

<sup>293</sup>Memorandum. Sam Al-Maqtari. Subject: Multi-Language School (UML) Quarterly Historical Report (3rd QTR CY 2015). 30 September 2015.

<sup>294</sup>Memorandum. Sam Al-Maqtari. Subject: Multi-Language School (UML) Quarterly Historical Report (3rd QTR CY 2015). 30 September 2015.

<sup>295</sup>Memorandum. Sam Al-Maqtari. Subject: Multi-Language School (UML) Quarterly Historical Report (3rd QTR CY 2015). 30 September 2015.

<sup>296</sup>Memorandum. Sam Al-Maqtari. Subject: Multi-Language School (UML) Quarterly Historical Report (1st QTR CY 2016). 31 March 2016.

<sup>297</sup>Memorandum. Sam Al-Maqtari. Subject: Multi-Language School (UML) Quarterly Historical Report (1st QTR CY 2017). 31 March 2017.

<sup>298</sup>Memorandum. Sam Al-Maqtari. Subject: Multi-Language School (UML) Quarterly Historical Report (2nd QTR CY 2017). 30 June 2017.

such as this one was a common feature of life at DLIFLC. Indeed, by early 2018, the Assistant Dean of the Multi-Language School reported, “requirements have declined in the Pashto and Urdu Programs - a change that has necessitated the release of a number of faculty members in these programs. Therefore, the school will have to discontinue Curriculum Development and End of Semester Proficiency test Development projects for the aforementioned program by the end of next quarter.”<sup>299</sup>

As a result of these and other changes, the Multi-Language School looked quite a bit different a few weeks before Colonel Deppert departed than it had three years earlier when he arrived. The school was housed in buildings 607 (Corpuz Hall), and 611 (Collins Hall), as well as in buildings 633, 632B 636A, and 634, and structured in 3 Pashto Departments, Two Spanish Departments, and 1 Department that taught both Urdu and Indonesian.<sup>300</sup>

### **European and Latin American Languages**

The same summer that Colonel Deppert took command of DLIFLC, the European and Latin American Languages School (UEL) was located in Building 613 (Cook Hall). The school was organized into Russian (4 Departments), Spanish (2 Departments), Hebrew, French, and one Multi-Language Department which included German, Portuguese, and Serbo-Croatian. Total faculty included 149 civilians, and the administrative staff numbered an additional 49, to include the Dean, Assistant Dean, etc., as well as 18 military personnel (Chief Military Language Instructor, etc.).<sup>301</sup> In detail, the Dean’s Office was organized as follows:

- 1 Dean
- 1 Assistant Dean
- 4 Chairs - Russian Departments
- 2 Chairs - Spanish Departments
- 1 Chair - Hebrew Department
- 1 Chair - Multi Language Department
- 1 Chair - French Department
- 2 Administrative employees
- 1 Secretary
- 1 Administrative/Supply Clerk (vacant)
- 1 Language Technology Specialist
- 1 Maintenance Tech
- 2 Academic Specialists
- 1 Student Learning Services Specialist
- 1 Faculty Training Specialist
- 4 Course Writers
- 18 Military Staff<sup>302</sup>

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<sup>299</sup>Memorandum. Sam Al-Maqtari. Subject: Multi-Language School (UML) Quarterly Historical Report (1<sup>st</sup> QTR CY 2018). 2 April 2018.

<sup>300</sup>Memorandum. Sam Al-Maqtari. Subject: Multi-Language School (UML) Quarterly Historical Report (1<sup>st</sup> QTR CY 2018). 2 April 2018.

<sup>301</sup>Memorandum. Madlain Michael. Subject: European Latin American School (UEL) Quarterly Historical Report (3<sup>rd</sup> QTR CY 2015). 30 September 2020. 1-2.

<sup>302</sup>Memorandum. Madlain Michael. Subject: European Latin American School (UEL) Quarterly Historical Report (3<sup>rd</sup> QTR CY 2015). 30 September 2020.1-2.

Late in 2015 (as a representative sample of student numbers and performance) the European and Latin American Language School graduated a class consisting of the following:<sup>303</sup>

Language	Students	Stats in % (L2/R2/S1+)	Stats in % (L2+/R2+/S2)
French	21	86%	24%
German	8	100%	75%
Hebrew	10	90%	50%
Portuguese	0	100%	100%
Russian	30	96%	52%
Spanish	26	86%	35%
Serbo-Croatian	3	33%	33%

Figure 17 European and Latin American Language School Class

Much like the rest of DLIFLC, the European and Latin American Language School was beginning to employ multiple approaches to help them reach or maintain 2+/2+/2 standards. These approaches included immersion training, updated pedagogical methods, intensive faculty development, program reviews, testing and examination reviews, mock Oral Proficiency Interviews, robust curriculum development, workshops, leadership training, and extensive advising, mentoring, and sensing.<sup>304</sup> Their internal concerns revolved around the need for additional space to accommodate the growth in their School, the need for a administrative supply clerk to help manage that growth, and the maintenance of technology. Of additional (and perennial/universal) concern was the glacial pace of civilian hiring due to the slowness of background checks.<sup>305</sup>

As 2015 ended and 2016 began, the school-initiated dialogues on Open Architecture pedagogical approaches beginning with Area Studies. Other pedagogical innovations were also being tried, while the school simultaneously began to deal with an increasing shortage of Russian instructors due to the expansion of the Russian program. (They were projecting a shortage of 19 Russian instructors by August 2016).<sup>306</sup>

Additional pedagogical and professional development approaches included “minimizing world knowledge gaps” through a “Community of Learners Initiative,” a “team Building and Training Program,” a “Share Your Story Program,” initiatives involving shared governance and transparency, and an “8<sup>th</sup> Hour Program” which allowed for additional instruction at the end of the formal school day. Meanwhile, the German, Portuguese, and Serbo-Croatian programs were closing by phase.<sup>307</sup> )

<sup>303</sup>Memorandum. Madlain Michael. Subject: European Latin American School (UEL) Quarterly Historical Report (3<sup>rd</sup> QTR CY 2015). 30 September 2020. 2.

<sup>304</sup>Memorandum. Madlain Michael. Subject: European Latin American School (UEL) Quarterly Historical Report (3<sup>rd</sup> QTR CY 2015). 30 September 2020.3-6.

<sup>305</sup>Memorandum. Madlain Michael. Subject: European Latin American School (UEL) Quarterly Historical Report (3<sup>rd</sup> QTR CY 2015). 30 September 2020.6-8.

<sup>306</sup>Memorandum. Madlain Michael. Subject: European Latin American School (UEL) Quarterly Historical Report (1<sup>st</sup> QTR CY 2016. 31 March 2016. 1-3.

<sup>307</sup>Memorandum. Madlain Michael. Subject: European Latin American School (UEL) Quarterly Historical Report (1<sup>st</sup> QTR CY 2016. 31 March 2016. 4.

## Middle East I

Shortly after Colonel Deppert took over as commandant, the Middle East School I was organized as follows, with 1 Associate Dean, 17 Administrators, 124 Teachers, 1 Chief Military Language Instructor, and 11 Military Language Instructors:<sup>308</sup>

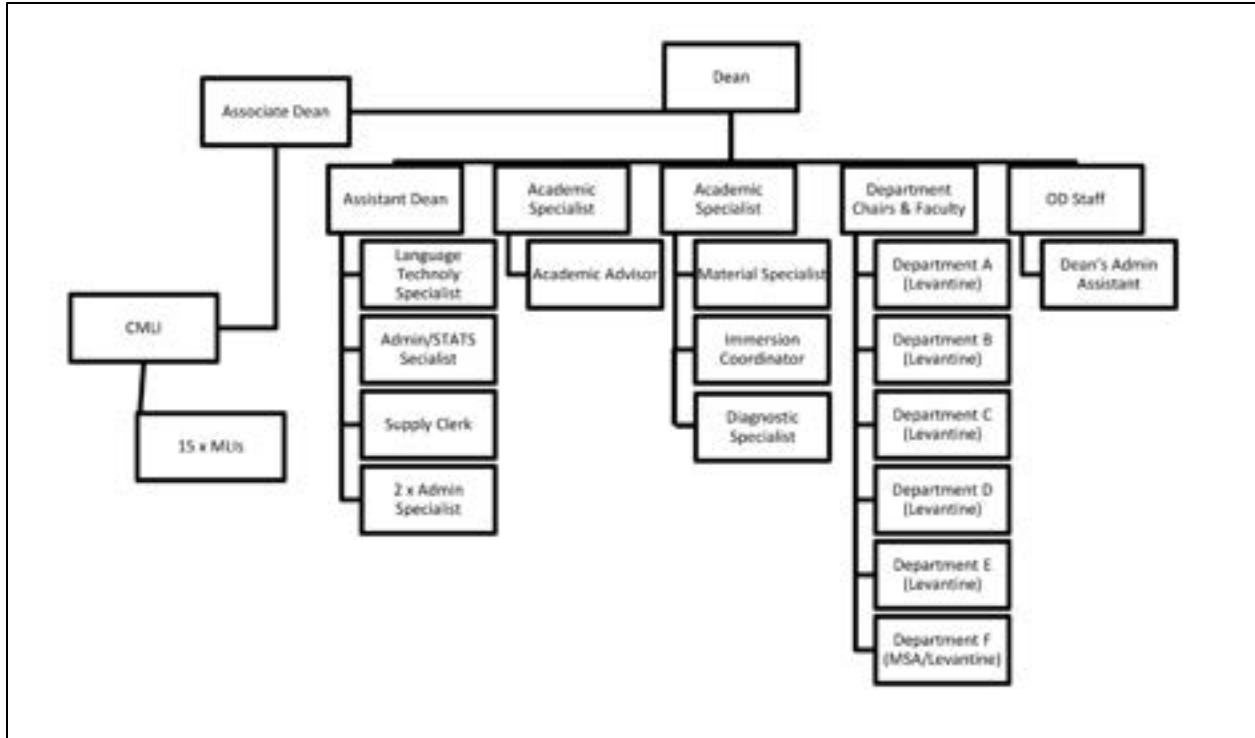


Figure 18 Middle East I Organization Chart

In late 2015, Middle East I was teaching Modern Standard Arabic (MSA) and Levantine - in accordance with demand. They were also at that time working on the most effective use of their new Mac Book Pro computers, mastering the Learning Management System Sakai, experimenting with and creating shared computer drive folders, and completing a wide array of professional development and administrative tasks.<sup>309</sup>

As Deppert's command progressed, technology in particular progressed, with new software, smartboards, and new and improved versions of other recently acquired technology and its associated software - all of which required training and adjustments in teaching and learning styles. Middle East I, along with the rest of DLIFLC, was meeting these challenges while simultaneously conducting the operations commensurate with teaching students and maintaining a viable academic department.<sup>310</sup>

Moreover, by spring 2016, Middle East I was beginning work on the 2+2+2 program. "The focus," they reported, "was on three lines of efforts [sic]: curriculum development, faculty

<sup>308</sup>Memorandum. Charles J. Zoboblish. Subject: Middle East School I (MEI) Quarterly Historical Report, 3<sup>rd</sup> Quarter, CY15. 3 November 2015. 1-2.

<sup>309</sup>Memorandum. Charles J. Zoboblish. Subject: Middle East School I (MEI) Quarterly Historical Report, 3<sup>rd</sup> Quarter, CY15. 3 November 2015. 3-6.

<sup>310</sup>Memorandum. Charles J. Zoboblish. Subject: Middle East School I (MEI) Quarterly Historical Report, 4<sup>th</sup> Quarter, CY15. 26 January 2016.

readiness, and student readiness.” They were also prepared to set a “timeline and specify responsible parties.”<sup>311</sup>

Shortly before Colonel Deppert’s tenure ended, Middle East I added Iraqi to its curriculum of Modern Standard Arabic (MSA) and Levantine by converting one of its two MSA Departments into an Iraqi Department. The school also continued to engage in a variety of activities which included early intervention in and prevention of student failures, new faculty training, methodological workshops, personnel management training, and faculty technology workshops and training.<sup>312</sup>

## Middle East II

Middle East II taught Iraqi and Iraqi dialects as well as Modern Standard Arabic. At the time Colonel Deppert assumed command of DLIFLC, Middle East II had the following organization:<sup>313</sup>



Name	Title
Dr. Tovar, Deanna	UMB Dean
Almoamin, Dima	Assistant Dean
Kelly Neff	Admin Assistant
Capt Singer	Associate Dean
MSG Hoyer	CMLI
SSG Demeuse	Assistant CMLI
Koayess, Pascale	Academic Specialist
Alexander Sofya	Academic Specialist
Bebawi, Gorge	Chair/Dept. A
Abouzaid, Khitam	Chair/Dept. B
Hanna, Remon	Chair/Dept. C
Elias, Sumaya	Chair/Dept. D
Syamansoori, Samal	Chair/Dept. E (Iraqi)
Ouahidi, Mohammed	Chair/Dept. F (Iraqi)

Dialect	Number
Iraqi	77
Levantine	1
Sudanese	25
Moroccan	4
Tunisian	1
Afghani	1
<b>Total</b>	<b>132</b>

Figure 19 Middle East II Organization charts, staff, and instructors by dialect, Sept. 2015

<sup>311</sup>Memorandum. Travis J. Galloway. Subject: Middle East School I (MEI) Quarterly Historical Report, 1st Quarter, CY16. 16 April 2016. 4.

<sup>312</sup>Memorandum. Gregory Menke. Subject: Middle East School I (UMA) Quarterly Historical Report, 2<sup>nd</sup> Quarter Jan-Mar 2018. 30 April 2018.

<sup>313</sup>Memorandum. Dima Almoamin. Subject: Middle East School II (UMB) Quarterly Historical Report (3th [sic] QTR CY 2015). Undated.

By early 2016, Middle East II was discussing the same question as the rest of DLIFLC, “How does UMB [Middle East II] implement necessary changes, based upon the three DLI pillars (Prepared Students, Trained Faculty, Curriculum), to incrementally increase academic production of 2+/2+ qualified linguists in an effort to achieve and sustain the goal of 76 percent production at the 2+ level by FY 2024?” Understandably, they kept the answer rather vague - “through incremental implementation of *new ideas, innovative approaches, and adaptive instruction* to provide customers with highly qualified linguists, capable of supporting strategic, operational, and tactical missions in an asymmetric operating environment.”<sup>314</sup>

Their own statistics from the 4th Quarter of 2015 showed reaching the 2+/2+/2 standards at that level of production would be an uphill climb:<sup>315</sup>

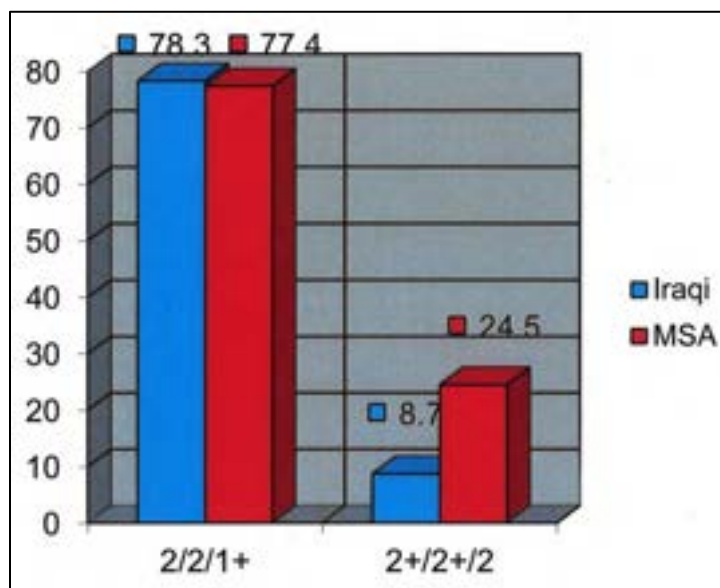


Figure 20 Iraqi/MSA Scores

Nevertheless, also like the rest of DLIFLC, they began working hard toward the new goal. They dove into the Advanced Language Academy in that pursuit, as well as developing action plans at the department chair level.<sup>316</sup> Meanwhile the business of running a school continued - space was managed and improved with three new classrooms acquired and improved in building 634. “Space is considered a hurdle at this time,” the Assistant Dean noted, “because UMB is not graduating students and still receiving new inputs.”<sup>317</sup>

Middle East II also had a major flood in building 620, conducted a tech summit, created a faculty lounge, began a wellness program, recruited Iraqi and Levantine faculty candidates,

<sup>314</sup>Memorandum. Dima Almoamin. Subject: Middle East School II (UMB) Quarterly Historical Report (2nd QTR CY 2016). Undated.1,6.

<sup>315</sup>Memorandum. Dima Almoamin. Subject: Middle East School II (UMB) Quarterly Historical Report (1st QTR CY 2016). Undated.

<sup>316</sup>Memorandum. Dima Almoamin. Subject: Middle East School II (UMB) Quarterly Historical Report (1st QTR CY 2016). Undated.

<sup>317</sup>Memorandum. Dima Almoamin. Subject: Middle East School II (UMB) Quarterly Historical Report (1st QTR CY 2016). Undated. 5.



completed a 100 percent property inventory, instituted Student of the Month and Teacher of the Quarter programs, and piloted a study hall program.<sup>318</sup>

By the end of 2016, Middle East II had added an Egyptian Department to its portfolio as well, bringing the school from six to seven departments:<sup>319</sup>

Dialect	Number
Iraqi	65
Levantine	20
Egyptian	17
Sudanese	24
Moroccan	6
Tunisian	1
Afghani	1
<b>Total</b>	<b>134</b>

Figure 21 Middle East II Dialects

Despite the addition, however, the “morale of teachers in UMB is down,” noted the assistant dean, “due to the realignment and the non-extensions. This is due to the downsizing of the MSA program for this year.”<sup>320</sup>

Middle East II also completed their physical moves by the end of 2016 - occupying space in buildings 619 and 620.<sup>321</sup> Moving into 2017, Middle East II was pressing forward with 2+2+2 initiatives in curriculum and instruction, the founding of a student newsletter, occupying space in building 621, and had all but completed their Advanced Language Academy training.<sup>322</sup> The year continued with adding 2+2+2 information to SharePoint, the piloting of a new Iraqi

curriculum, and an external curriculum review for Levantine instruction - along with the normal Army-wide mandatory training (safety, transgender, suicide-prevention, SHARP etc.) and Institution-wide training (UCAT, FPS etc.).<sup>323</sup>

In early 2018, Department D, one of the Iraqi departments, was transferred from Middle East II to Middle East I, along with its chairman. Middle East II was also working, in this last half year of Colonel Deppert’s command, on providing grammar lessons using UCAT and Sakai. Additionally, Middle East II acquired new equipment for their language laboratories.<sup>324</sup>

<sup>318</sup>Memorandum. Dima Almoamin. Subject: Middle East School II (UMB) Quarterly Historical Report (1st QTR CY 2016). Undated. 3-6.

<sup>319</sup>Memorandum. Dima Almoamin. Subject: Middle East School II (UMB) Quarterly Historical Report (4th QTR CY 2016). Undated. 3.

<sup>320</sup>Memorandum. Dima Almoamin. Subject: Middle East School II (UMB) Quarterly Historical Report (4th QTR CY 2016). Undated. 3. A perennial challenge for DLIFLC, as the Institute had to respond to the ever-changing needs of the Armed Forces for linguists of the language needed at the moment.

<sup>321</sup>Memorandum. Dima Almoamin. Subject: Middle East School II (UMB) Quarterly Historical Report (4th QTR CY 2016). Undated. 3.

<sup>322</sup>Memorandum. Dima Almoamin. Subject: Middle East School II (UMB) Quarterly Historical Report (1st QTR CY 2017). Undated. 3-4.

<sup>323</sup>Memorandum. Dima Almoamin. Subject: Middle East School II (UMB) Quarterly Historical Report (2nd QTR CY 2017). Undated. 3-4. See also Memorandum. Dima Almoamin. Subject: Middle East School II (UMB) Quarterly Historical Report (4th QTR CY 2017). Undated. On 30 June 2016, Secretary of Defense Ash Carter had announced that “Starting today: Otherwise, qualified Service Members can no longer be involuntarily separated, discharged, or denied reenlistment or continuation of service just for being transgender.” This change in policy necessitated a mandatory training program on transgender relations and social issues. (See Briefing: Policy on the Military Service of Transgender Soldiers Training Module Tier 3: Units and Soldiers. 16 September 2016).

<sup>324</sup>Memorandum. Dima Almoamin. Subject: Middle East School II (UMB) Quarterly Historical Report (1st QTR CY 2018). Undated. 3-5.

## Middle East III

In the early summer of 2015, Middle East III taught Modern Standard Arabic and Egyptian, as well as Levantine and Iraqi. The school was located in buildings 611 and 624, was structured in 5 departments (A-E), and was manned by approximately 141 people, 117 of whom were instructors.<sup>325</sup>

The school proceeded with a realignment with Middle East I which moved Levantine to Middle East I and 10 Iraqi teachers to Middle East II, and they received 19 Egyptian teachers total from Middle East I and II. The school also received 17 Modern Standard Arabic teachers from Middle East I. Additionally, Middle East III moved out of buildings 635 and 636.<sup>326</sup>

Like all schools, Middle East III had several personnel assigned to duties other than teaching. In late 2016, 8 members of the school were assigned as Academic Specialists, Faculty Development Specialists, etc. One was assigned to coordinate immersions. Also like all other schools, Middle East II maintained a military Associate Dean, as well as a Chief Military Language Instructor (MLI) and other MLIs.<sup>327</sup>

Later, in late 2017, the ongoing realignment between Middle East I, II, and III was completed with the move of two Middle East I Levantine Departments to Middle East III, and the move of one Modern Standard Arabic Department from Middle East III to Middle East I. Around the same time, Middle East III began a mentoring program “meant to better tailor instruction for students needing additional help.” In an effort to reach the 2+/2+/2 goal, the program gave “additional training to teachers on assessing student’s [sic] language proficiency and identifying level appropriate materials in order to take students to 2+ and beyond.”<sup>328</sup>

Shortly before Colonel Deppert departed DLIFLC in the early summer of 2018, Middle East III was organized as follows:

- Department A- AD (Modern Standard Arabic-MSA)
- Department B- AP (Levantine)
- Department C- AE (Egyptian)
- Department D- AD (Modern Standard Arabic-MSA)
- Department E- AD (MSA) and AE (Egyptian)
- Department F -AP (Levantine)

The school had 111 faculty including Department Chairs, and was managed by a Dean, Associate Dean, Assistant Dean, and a Chief Military Language Instructor. The school occupied buildings 621, 623, and 624.<sup>329</sup>

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<sup>325</sup>Memorandum. Zdravko Avdalovic. Subject: Middle East School III (UMC) Quarterly Historical Report (2<sup>nd</sup> QTR CY 2015). 30 June 2015. 1-2.

<sup>326</sup>Memorandum. Zdravko Avdalovic. Subject: Middle East School III (UMC) Quarterly Historical Report (2<sup>nd</sup> QTR CY 2015). 30 June 2015. 2.

<sup>327</sup>Memorandum. Zdravko Avdalovic. Subject: Middle East School III (UMC) Quarterly Historical Report (4<sup>th</sup> QTR CY 2016). 31 December 2016.

<sup>328</sup>Memorandum. Atousa Mirzaei. Subject: Middle East School III (UMC) Quarterly Historical Report (2<sup>nd</sup> QTR CY 2017). 15 January 2018.

<sup>329</sup>Memorandum. Atousa Mirzaei. Subject: Middle East School III (UMC) Quarterly Historical Report (2<sup>nd</sup> QTR CY 2018). 15 July 2018.

## Persian-Farsi

Much like the rest of DLIFLC in late 2015, “The major focus for the UPF leadership continues to be planning for 2+/2+/2 and what needs to be accomplished in order to meet these goals.” The Persian-Farsi School vetted strategies to meet the new standards, while they also continued with an aggressive program of faculty development.<sup>330</sup>

By late 2017, about six months before Colonel Deppert’s tenure ended, Persian-Farsi was continuing “to find ways to bridge the gap between 2/2/1+ curriculum with current achievement tests and 2/2+/2 goals on the DLPT [Defense Language Proficiency Test].” Faculty professional development continued with pedagogical approaches that encompassed teaching, curriculum, and technology. One of their professional development presentations was entitled “Adapting and complementing textbook [sic] activities to learner-centered learning towards 2+/2+/2.”<sup>331</sup>

In the final quarter of 2017, the Persian-Farsi School graduated three classes with a total of 51 students and began three classes with a total of 57 students.<sup>332</sup> In the first quarter of 2018 technology training continued - specifically with iPads. Additionally, the School held more than one Advanced Language Academy, and conducted training on academic counseling.<sup>333</sup>

## Language Training Detachments

Prior to 2001, the requirements met by Language Training Detachments (LTDs) during Colonel Deppert’s tenure (mid 2015-mid 2018) were met by Mobile Training Teams and Video Tele-Training. LTDs enhanced that training considerably and proved to be more effective in assisting language professionals to maintain and improve their proficiency. Per a DLIFLC background brief of Language Training Detachments:

Extension Program LTD - Provides refresher, sustainment, and enhancement training for professional linguists.

Special Operations Forces LTD - Provides initial acquisition, intermediate, and advanced language training for Special Ops.

PME/Liaison LTD - Provides technical oversight and advice to commands on their foreign language training programs.

General Purpose Forces LTD - Provides foundational level (0+/1) language instruction for service members preparing to deploy.

AFPAK Hands LTD - Provides initial acquisition, intermediate, and advanced language training for Officers, NCOs and civilians identified in the Hands program.

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<sup>330</sup>Persian-Farsi School (UPF School History for Oct-Dec FY15. Undated and unsigned.

<sup>331</sup>Memorandum. Michelle M. Ambuul. Subject: UPF Historical Record for 4<sup>th</sup> Quarter Calendar Year 2017. 19 January 2018.

<sup>332</sup>Memorandum. Michelle M. Ambuul. Subject: UPF Historical Record for 4<sup>th</sup> Quarter Calendar Year 2017. 19 January 2018.

<sup>333</sup>Memorandum. Kathryn L. Heckroth. Subject: UPF Historical Record for 1st Quarter Calendar Year 2018. 4 April 2018.

Interpreter/Translator LTD - Provides tailored language instruction and technical skills to Soldiers in the 09L MOS.<sup>334</sup>

Language Training Detachments, in Colonel Deppert's words, "highlight our efforts to 'think bigger than the school.'" The detachments proved to be immensely popular. Deppert was able to note early in his command that Marine Forces Special Operations Command had recognized six instructors for outstanding performance, and that "our host organizations at FT Bragg have asked us to expand the support we provide." Moreover, deployed faculty in Language Training Detachments were able to return to the Presidio from the field and offer advice and guidance on language instruction to the rest of the faculty.<sup>335</sup>



Figure 22 Language Training Detachments, 31 March 2017

<sup>334</sup>Brief. DLIFLC LTD Overview; LTD Category Capability Description. 2. 24 June 2014.

<sup>335</sup> Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 14 - 27 November 2015 (UNCLASSIFIED). 25 November 2015. See also Historian Interview with Colonel Keith Logeman, June 17, 2014. 25-26. Colonel Logeman, as the Assistant Commandant of DLIFLC, opened a Language Training Detachment at Vilseck, Germany during his tenure. He commented on Language Training Detachments in general: "We've got 23 I guess now, 23 language training detachments, and I was lucky enough to cut the ribbon on the newest LTD in Vilseck, Germany Last year. And that was one of the highlights of my tour here, to be able to provide that resource for the language professionals in Europe, instead of having to fly them all the way back to Monterey. We've got these language training detachments that can provide that instruction there in their own back yard.... The other thing to note on the LTDs is that there is an effort right now to move at least a percentage of our intermediate and advanced programs to the LTDs. Instead of bringing people back to Monterey. That is an effort to save cost, the units can do, instead of sending an airman back from Germany to Monterey, they can just send them to Vilseck and there's a cost savings there. It keeps them closer to home in case there's mission requirements. So, we'll see how that goes. That's a new initiative, to try and get intermediate and advanced training out at the LTDs, and less in Monterey."

## Language Day



Figure 23 Language Day, 12 May 2017

Colonel Deppert described Language Day as “an exciting chance to enjoy sights, sounds, and tastes from around the globe, and to discover the terrific things going on here at the Presidio.” And indeed, it was. Language Day, especially after 9/11 (when the post was closed) was an opportunity to connect with the local community and showcase the activities and talents of the faculty, staff, and students at DLIFLC. The general public, as well as local schoolchildren were invited to view cultural presentations, tour classrooms, and see language instruction up close. During Colonel Deppert’s command, attendance was averaging well over 6,000 visitors.

Since 1952, DLIFLC held Language Days, usually in the spring, that expanded and became more elaborate as the years went by. Deppert’s first Language Day as commandant occurred on 13 May 2016, and included Russian, Iranian, Spanish, Pakistani, French, and Chinese folk songs and dances, Japanese martial arts, and Syrian and Palestinian fashion shows - to name just a few of the activities. Vendors sold international food, clothing, and keepsakes, and visitors got a chance, through classroom demonstrations, to see what life was like for servicemembers learning new languages.<sup>336</sup> Language Day 2017 played host to 2,000 high school students from 45 schools, as well as their parents and 200 high school foreign language teachers.<sup>337</sup>

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<sup>336</sup>Brochure. Language Day Brochure - 2016. (2016 was also the 75<sup>th</sup> anniversary of DLIFLC). See also Patrick Bray, “May 13 Language Day 2016.” *Globe*. vol. 38, no. 1, Summer 2016. 17-20.

<sup>337</sup>Email. Phillip J. Deppert. Defense Language Institute Foreign Language Center Situation Report for the Period 25 March - 4 April 2017. 4 April 2017. See also Natela Cutter. “Thousands Pour into Presidio of Monterey for Language Day.” *Globe*. vol 41 no 2 Summer 2018. 24-27.



## Chapter 3: Staff

### Chief of Staff

In late 2015, the Chief of Staff, Mr. Steve Collins, reissued his philosophy and highlighted focus areas for FY 2016. Nothing in the philosophy represented anything other than sound, conscientious management - the hallmarks of which were leadership by example and effective communications, coupled with cohesion and teamwork. The obvious area of focus was the 2+/2+/2 effort. Mr. Collins emphasized handling routine actions well and looking ahead to anticipate what might be required of the staff.<sup>338</sup>

### Chaplain



Figure 24 Chaplain Ham at St. Jerome Ceremony, 11 Sept. 2017

Religious and morale activities remained during Colonel Deppert's tenure a vital part of the life of DLIFLC. Chaplain Major Chan-Young Ham, DLIFLC Chaplain, demonstrated the broad range of the chaplains' profession when he led 26 cadre and students through the San Francisco Marathon in the summer of 2017, and the following September inducted Saint Jerome as the Patron saint of DLIFLC.<sup>339</sup>

Also, of note in unit ministry during Colonel Deppert's tenure as commandant was the closure of the Ord Military Community Chapel for worship services on 18 April 2017, about two months before Deppert's departure. This decision was made by the US Army Garrison under the command of Col. Lawrence Brown. Fort Ord had closed in 1994, and inevitably religious support, as all other military activities in the Monterey Bay area, gravitated toward the Presidio and away from the former Fort Ord. The chapel continued to function for a short time as a Family Life Center, providing club and Bible study activities, but finally closed completely in 2019. When it had been constructed in 1958, it was the Army's largest chapel at 28,000 square feet.<sup>340</sup>

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<sup>338</sup>Memorandum. Steven N. Collins. Subject: DLIFLC Chief of Staff Philosophy and Areas of Focus - Fiscal Year 2016. 29 October 2015. See also Memorandum. Steven N. Collins. Subject: DLIFLC Routine Meetings - Purpose and Attendance. 24 August 2015.

<sup>339</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 29 July - 11 August 2017. 11 August 2017. See also Patrick Bray. "St. Jerome Becomes Patron of Military Linguists." 13 September 2017. US Army Website: [https://www.army.mil/article/193795/st\\_jerome\\_becomes\\_patron\\_of\\_military\\_linguists](https://www.army.mil/article/193795/st_jerome_becomes_patron_of_military_linguists). (Accessed 6 August 2020). See also Patrick Bray. "Saint Jerome: The Patron Saint of Military Linguists." *Globe*. vol 40 no 1 Winter 2018. 42-43. See also Installation Exsum, 11 September 2017. See also Flyer, St. Jerome Patron of DLI Induction Ceremony. 29 August 2017.

<sup>340</sup>Letter. Lawrence T. Brown to Catholic Congregation, 28 September 2017.

## Inspector General

The Inspector General's Office at DLIFLC functioned in its traditional role. It provided advice and guidance for the maintenance of standards and the identification of problems, to include recommendations for fixing those problems. Its official mission statement read: "The Presidio of Monterey Inspector General (IG) provides inspections and routine assistance to 33,000 active duty (Army, Navy, Air Force, Marines) service members, Reserve and National Guard service members, Department of the Army Civilians, military retirees, and family members in the DLIFLC & POM community."<sup>341</sup>

The IG Office when Colonel Deppert took command was organized as follows:

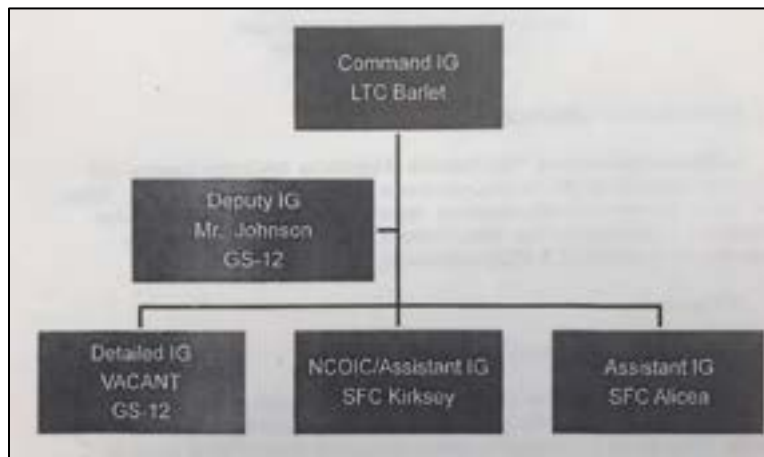


Figure 25 Inspector General Organization Chart

Despite the five positions on the chart, the office had only four authorized positions, but was working to secure a fifth.<sup>342</sup>

The IG Office responded to 45 IGARs (Inspector General Action Requests) in the 4<sup>th</sup> quarter of 2015 - "typical requests for IG assistance included routine requests for information, civilian personnel management, military personnel management, pay/travel, command policy, and non-support of family." Additionally, the IG inspected the voter assistance program and SHARP (Sexual Harassment and Response Program) in conjunction with the Department of the Army IG.<sup>343</sup>

Inspector General observations and recommendations allow yet another window into the scope and type of operations DLIFLC was undertaking in the Deppert years. One of their inspections took place at DLIFLC's Southwest Learning Center in San Antonio, TX. The Center was hosting a Language Training Detachment (LTD), which consisted of 9 DLIFLC personnel (a

<sup>341</sup>Report. David P. Barlet. Office of the Inspector General 3<sup>rd</sup> Quarter Command History Report, 1 July-30 September 2015. 23 February 2016. 1.

<sup>342</sup>Report. David P. Barlet. Office of the Inspector General 3<sup>rd</sup> Quarter Command History Report, 1 July-30 September 2015. 23 February 2016. 2.

<sup>343</sup>Report. David P. Barlet. Office of the Inspector General 3<sup>rd</sup> Quarter Command History Report, 1 July-30 September 2015. 23 February 2016. 3. The sexual harassment scandal involving drill sergeants and basic training airmen at Lackland Air Force Base in 2011 had cast a long shadow. As the IG noted, "In accordance with Army Directive 2013-17 Sexual Harassment/Assault Response and Prevention Program in Initial Military Training, the SECARMY directed the Inspector General (TIG) to inspect the Army's efforts to implement the lessons learned from the Lackland AFB investigation as part of the fiscal year 2015 inspection program."



director and an administrator and 7 language instructors). The IG reported the director planned to hire 6 additional instructors, but like many agencies in this period, the extended time required for background checks and security clearances was hindering his efforts.

The IG found that the LTD was meeting its mission, providing language instruction in Spanish and Russian to 252 linguists in 39 classes, and had provided Structured Language Maintenance Classes for 171 students in FY 16. Directed Studies and Spanish and Russian Structured Language Maintenance Modules had been cancelled, however, due to lack of personnel. Technology also had proved to be somewhat of a challenge, with a relatively unreliable computer network.<sup>344</sup>

## **Staff Judge Advocate**

In late 2015, the Staff Judge Advocate (SJA) had the mission “to provide DLIFLC and USAG POM [United States Army Garrison Presidio of Monterey] commanders and their staffs with accurate, proactive legal advice on all issues impacting DLIFLC’s mission of supporting DoD foreign language requirements worldwide and USAG POM’s mission of providing professional base support services.” To accomplish their mission, the Office of the Staff Judge Advocate was divided into an executive branch and four divisions: Administrative and Civil Law, Criminal Law, Litigation & Claims, and Legal Assistance. The legal office also provided support for the Trial Defense Service. The office was staffed by 24 personnel. The Staff Judge Advocate himself, Lieutenant Colonel Daniel Tanabe, arrived on 15 July 2015, about two weeks before Colonel Deppert took command of DLIFLC.<sup>345</sup> Tanabe was succeeded by Lieutenant Colonel Bill Stephens.

The Office of the Staff Judge Advocate was nothing if not busy. In the quarter immediately preceding Colonel Deppert’s arrival, they “processed 3 courts martial, 53 Article 15s, 23 administrative separations, 4 Letters of Reprimands [sic] 1 Article 32, and 1 Chapter 10. The SAUSA [Special Assistant United States Attorney] program processed and prosecuted 135 infractions and 7 misdemeanors.” Additionally, they assisted with 35 investigations, 19 environmental law cases or queries, 42 labor law cases and 195 labor inquiries, 131 fiscal law requests, 309 ethics inquiries, and 52 immigration and citizenship actions, among their many other activities.<sup>346</sup>

With quarterly ups and downs, these numbers averaged relatively consistently during Colonel Deppert’s tenure as commandant. And not only did the Office of the Staff Judge Advocate provide support in these areas, but they also did extensive training for the faculty and staff of DLIFLC and participated in a number of other activities spanning a broad spectrum of DLIFLC operations. They handled environmental litigation, advised on Freedom of Information Act and Congressional and Commanders’ Inquiries, assisted with labor and equal opportunity issues, provided reviews of ethical issues, and even participated in a “Coastal Response Operation,” which was a full-scale exercise based on an active shooter scenario that occurred at the Defense Manpower Center.” Additionally, with over 35,000 clients eligible for legal assistance from the

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<sup>344</sup>Memorandum. David P. Barlet. Subject: Inspector General (IG Staff Assistance Visit (SAV) at the Language Training Detachment (LTD) Southwest Learning Center (SLC) San Antonio, TX. 15 April 2016.

<sup>345</sup>Memorandum. John F. Jakubowski. Subject: Office of the Staff Judge Advocate Quarterly History Report, 3d Quarter, CY 2015. 16 October 2015. 1-2,7.

<sup>346</sup>Memorandum. John F. Jakubowski. Subject: Office of the Staff Judge Advocate Quarterly History Report, 3d Quarter, CY 2015. 16 October 2015. 4-5.

Office of the Staff Judge Advocate, they stayed quite busy with everything from tax advice to notary services.<sup>347</sup>

Of particular note as reported by the SJA, “on October 22, 2017, The Presidio of Monterey in conjunction with the Ohlone/Costanoan-Esselen Nation (OCEN), supported the first authorized reinterment of Native American remains and funerary objects by the Department of the Army in a post cemetery pursuant to the Native American Grave Protection and Repatriation Act (NAGPRA) and the 2014 Army guidance for implementing the DoD American Indian and Alaska Native Policy.”<sup>348</sup>



The remains of 17 Native Americans discovered between 1910 and 1985, along with hundreds of funerary objects, were reinterred in solemn, traditional ceremonies involving the Army, four sovereign Native American Tribal Nations, as well as local dignitaries. Col. Lawrence Brown and CSM Marshall Rosales of the U.S. Army Garrison, Presidio of Monterey represented the Army during the event.<sup>349</sup>

*Figure 26 Reburial of Native American remains at the Presidio's Cemetery, 22 Oct. 2017*

## Operations

The mission of the Deputy Chief of Staff for Operations (DCSOPS) was to be “the principal coordinator and advisor to the DLIFLC Command Group for Planning, directing, and managing ongoing activities for a variety of diverse programs in the areas of strategic planning, day-to-day operations, scheduling, and Command Language Program (CLP) management.” The DCSOPS “manages projects, requirements, studies, tasks, activities, and requests. Provides support to Provost and Command initiatives. Accomplishes long range planning by linking internal plans with DoD long range plans. Forecasts, prioritizes, and monitors training requirements. Schedules all classes and provides enrollment services.”<sup>350</sup>

The Operations Division ran DLIFLC on an annual cycle which commenced in June. The process generally began with a Structure & Manning Decision Review to determine requirements

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<sup>347</sup>Memorandum. John F. Jakubowski. Subject: Office of the Staff Judge Advocate Quarterly History Report, 3d Quarter, CY 2016. 14 October 2016. On June 9, 1997, John R. Filler III, a Defense Department Accounting Clerk employed at the Defense Manpower Center in Seaside (on what had once been Fort Ord, which closed in 1994) killed Gerald Lloyd and wounded James Gaughran outside the center.

<sup>348</sup>Memorandum. John F. Jakubowski. Subject: Office of the Staff Judge Advocate Quarterly History Report, 4th Quarter, CY 2017. 31 January 2018. 3.

<sup>349</sup>Laura Prishmont Quimby. “Native American Remains Buried in the Presidio of Monterey’s Post Cemetery.” 20 November 2018. US Army Website - [https://www.army.mil/article/214008/native\\_american\\_remains\\_buried\\_in\\_the\\_presidio\\_of\\_monterey\\_post\\_cemetery](https://www.army.mil/article/214008/native_american_remains_buried_in_the_presidio_of_monterey_post_cemetery). (Accessed 14 October 2020).

<sup>350</sup>Brief. Clare Bugary. Missions, Functions, Structures, Issues. Undated.

and then proceeded to course enrollments and through class scheduling. DCSOPS ensured plans were coordinated with the Army, the Training and Doctrine Command, and the Combined Arms Center, as well as tracking status of major training objectives quarterly. DCSOPS also managed routine day-to-day operations such as volunteer and casual support programs, ceremonies, taskings from higher headquarters, etc. During Colonel Deppert's tenure, DCSOPS placed special emphasis on the 2+/2+/2 Plan, support to the Regionally Aligned Forces Training Program, and the Command Language Program.<sup>351</sup>

A snapshot from late 2016 found DCSOPS organized into three divisions: Scheduling, Plans & Operations, and the Command Language Program. In August the Scheduling Division participated in the Training Resource Arbitration Panel which result in adjustments to the student load for Egyptian, Levantine, Sudanese, Iraqi and Persian-Farsi language slot allocations for the coming two fiscal years. The Pre-Structure & Manning Review indicated a structure load constraint of approximately 4,750 student slots in both resident and non-resident programs, and both the Air Force and Army had to adjust their numbers downward under a 10 percent growth rule to meet the constraint. The Plans & Operations Division managed operations orders, tracked tasks, distributed various language materials, handled requests for translations, and conducted active shooter training. Its other activities included blood drives, supplying color guards, and managing cadre training. Simultaneously, the Command Language Program Division was managing 8 courses with 289 students. DSCOPS was headed at this time by Ms. Clare Bugary.<sup>352</sup>

DSCOPS, like all of DLIFLC, had to be flexible. Much as every year, language requirements in late 2017 - moving into the last year of Colonel Deppert's command - changed significantly. Both the Army and Navy requested significant increases in French, Indonesian, Korean, Russian, Chinese, Arabic, Spanish, Japanese, and Tagalog. Adjustments of course had to be made for everything from faculty to classroom space. Long gone were the days of the early 1940's when Japanese was the only language taught in what became the Defense Language Institute Foreign Language Center.<sup>353</sup>

## Protocol

The Defense Language Institute Foreign Language Center Protocol Office saw to the traditional ceremonial and visitor functions common to protocol offices everywhere. They routinely handled 300+ visitors per annum, to include congressmen and high-level Defense Department officials, general and flag officers, foreign dignitaries, and representatives from various educational establishments.

In late 2017, the head of the Protocol Office, Ms. Carmen Davis, accepted a position at the Pentagon, and Mr. Christopher Carpenter replaced her as interim Protocol Chief.<sup>354</sup>

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<sup>351</sup>Brief. Clare Bugary. Missions, Functions, Structures, Issues. Undated.

<sup>352</sup>Report. Deputy Chief of Staff for Operations (DCSOPS Quarterly Historical Report – 1 July-30 September 2016. Undated and unsigned.

<sup>353</sup>Deputy Chief of Staff for Operations (DCSOPS Quarterly Historical Report - 1 July-30 September 2017. Undated and unsigned.

<sup>354</sup>Protocol Historical report for 2014. See also Email. Alma S. Vaka. DLIFLC Protocol Announcement. 3 October 2017.

## Public Affairs Office

The Defense Language Institute Foreign Language Center Public Affairs Office, with only 3-4 personnel, did yeoman labor in keeping up with an extremely dynamic and ever-in-motion concern. The PAO kept up with normal institutional activities in their long-established traditional role, but they also managed an ever-growing internet presence, to include an increasingly popular and ever-expanding social media.

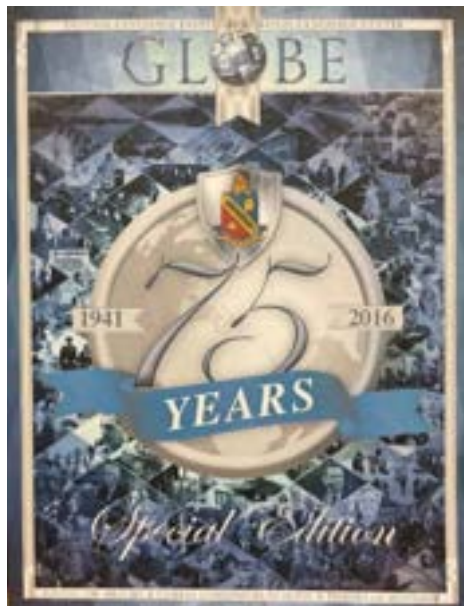


Figure 27 DLIFLC Globe, 75th Anniversary Edition

The Public Affairs office workload, did not, however, affect the quality of their work. In 2016, the Command Historian Cameron A. Binkley and Chief of PAO Ms. Natela Cutter, were awarded the Army-level Keith L. Ware Award for excellence in public affairs, largely as a result of PAO's outstanding publication, the *Globe Magazine* (specifically the 75th Anniversary Edition). The *Globe* was DLIFLC's highly respected and consulted house organ for the happenings, plans, events, human interest stories, and rhythms of life at the Presidio of Monterey. Additionally, a DLIFLC photographer, Ms. Amber Whittington, was awarded Civilian Photographer of the Year.

In considering the achievements of the PAO office, it is helpful to note that in addition to managing public affairs at the Presidio proper, they also cover activities at DLI-Washington, as well as dozens of Language Training Detachments worldwide. They accomplished all of this while working with a separate garrison PAO office and while also moving into independent status from their previous organizational home as part of the Deputy Chief of Staff for Operations office.

## Command History Office

During Colonel Deppert's tenure, Stephen M. Payne led the Command History Office with Cameron Binkley as his deputy. While Payne maintained an office at the DLIFLC Headquarters building on the Presidio of Monterey, the work done by the Command History Office was increasingly centered at the Chamberlin Library in the Ord Military Community (OMC), which had been closed as a library in May of 2013. While Payne took on more and more administrative duties - particularly those having to do with accreditation - Binkley saw to the day-to-day running of the Command History Office. Lectures and tours, community engagement, articles for the *InBrief* publication and the *Globe Magazine*, and both internal and external inquiries fell increasingly to him. And since the DLIFLC Command History Office was without an assigned archivist, and despite the assistance of Kurt F. Kuss, the erstwhile archivist who had since become the Aiso Library Director, most of the archival work in the office also fell to Binkley. Fortunately, a full-time archivist, Ms. Tammy L. Kirk, was hired in late 2017.<sup>355</sup> Binkley was also fortunate to

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<sup>355</sup>Per DLIFLC Regulation 10-1, Organization and Functions 8 September 2016, p. 100, paragraph 8-16, the Command History Office was authorized two historians and an archivist. Considering that DLIFLC is a unique and complex DoD institution, and that the DLIFLC historian is de facto responsible for the history of the Presidio of Monterey itself as well as that of Fort Ord, the manning is minimal.

have the assistance of several interns. One in particular, Tyler Chisman, remained with the Command History Office from July 2017 through May 2018.<sup>356</sup>

Nevertheless, the Command History Office, like many of the small offices at DLIFLC, functioned smoothly and well beyond its manning. The inspectors from Training and Doctrine Command (TRADOC) in 2017 certified the office without reservation, noting “the DLIFLC MHP [Military History Program] is among the very best and highest performing such programs in TRADOC. This is an enviable accomplishment especially given the complex and dynamic nature of the DLIFLC mission.”<sup>357</sup>

Also, during Deppert’s command, the Command History Office completed their assistance with a Foreign Area Officer display at the Pentagon (late 2016), ensured the installation of some erstwhile Soldiers’ Club (Stilwell Hall) art at the new Veteran’s Hospital in Marina, and Binkley himself was awarded the Army Public Affairs Office Keith L. Ware Award (2016) for his assistance with the 75<sup>th</sup> Anniversary Edition of the *Globe Magazine*.<sup>358</sup>



Figure 28 Finishing touches applied to a Carlton Lehman mural. The mural was salvaged from the former Fort Ord Soldiers Club, known as Stilwell Hall, and installed in the VA/DoD Ghourley Clinic in Marina, CA

<sup>356</sup>Memorandum for record. Cameron Binkley. Archival Position. 22 August 2018.

<sup>357</sup>Memorandum. Sean B. MacFarland. Subject: Certification Visit, Defense Language Institute Foreign Language Center Military History Program. 13 August 2017. See also the attached Memorandum for Record, Stephen C. McGeorge. Subject: Military History Program Certification Visit, 27-28 June 2017 Defense Language Institute Foreign Language Center, 21 July 2017. See also Email. Phillip J. Deppert. Great Inspection Results, 30 June 2017. Colonel Deppert noted in this email that TRADOC also had high praise for the Operations, Antiterrorism/Physical Security/Emergency Management, and Equal Opportunity Offices. See also Email. Phillip J. Deppert. DLI History Office Certification, 17 July 2017. TRADOC did have one recommendation for the Commandant regarding the Command History Office - “The sole recommendation in this report is that DLIFLC leaders explore locating all elements of the History Office to the Presidio of Monterey, thereby establishing a one stop history enterprise collocated with the activity it supports,”

<sup>358</sup>Defense Media Activity DoD News. “Pentagon Heritage Display Honors Foreign Area Officers.” 21 December 2016. See also Jeff Hoffman. “FAO Heritage Pentagon Exhibit Completes Long-time Association Charter Milestone.” *The Foreign Area Officer Association Journal of International Affairs*, vol. XX, no. 2 Fall 2017, 23-25. Email. Cameron Binkley to Bianca Beltran, 9 September 2019. Certificate. Omar J. Jones IV, Army Public Affairs Office. 2016 Department of the Army Keith L. Ware Award. First Place, Category B, Army Funded News Publication - Cameron Binkley, DLI/FLC (TRADOC).

The 52,000 square foot Stilwell Hall Soldiers Club formerly located at what is now Fort Ord Dunes State Park in Marina, CA, was the first soldiers’ club in the Army when it opened in 1943. Closed with Fort Ord itself in 1994, the club contained several works of art, one of which was an 80-foot mural by Works Progress Administration artist Carleton Lehman. It was this mural, along with two tile mosaics that were installed in the VA Major General William H. Gourley DoD Outpatient Clinic in Marina in August of 2017.

## 75th Anniversary of DLIFLC



Figure 29 Cutting the DLIFLC 75th Anniversary cake, Nov. 2016.

In November 2016, the Defense Language Institute Foreign Language Center celebrated its 75<sup>th</sup> year of service to the nation. What had begun in November 1941 as a small Japanese language school with sixty students and four instructors at Crissy Field on the Presidio of San Francisco had evolved into a world-class multi-language school with approximately 3,000 students annually supported by a faculty and staff of approximately 1,700. The Institute in 2016, while centrally located at the Presidio of Monterey, also supported programs world-wide through Language Training Detachments, Mobile Training Teams, and something unimagined in 1941 - the internet.

DLIFLC celebrated with parajumpers, other activities, and a ball attended by over 600 guests - among them seven former commandants, an open house, the induction of seven new members into the Institute's Hall of Fame, and as a special bonus, a Joint Meritorious Unit Award. The Institute also published a special 75<sup>th</sup> edition of its popular *Globe* magazine, which traced the development of DLIFLC from its small beginnings to its international stature over 75 years. Colonel Deppert also visited Crissy Field to honor the Nisei roots of the Institute.<sup>359</sup>

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<sup>359</sup>*Globe* Magazine, vol 38, no. 2, Fall 2016; 75<sup>th</sup> Anniversary Edition, 2 December 2016. See also Email, Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 15-28 October 2016. 28 October 2016. Email, Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 29 October - 11 November 2016. 11 November 2016. See also Patrick Bray. "75<sup>th</sup> Anniversary a Success." *Globe*, vol 39 no 1 Summer 2017. 17. See also Brief, 2016 DLIFLC 75<sup>th</sup> Anniversary Ball, 5 November 2016: IPR #4 to Commandant. 31 October 2016.

## Chapter 4: Service Units & BRAC



*Figure 30 DLIFLC Color Guard*

### **229th Military Intelligence Battalion**

Per their mission statement in the fall of 2015:

The 229th Military Intelligence Battalion trains Soldiers in essential military skills and sustains Soldiers and their families, enabling DLIFLC language education and providing the Army ready Soldier linguists. Our goal is to produce culturally aware Soldier linguists, continuously engage issues with student attrition, lead our Soldiers through integrated military and academic training, and ensure Soldiers are prepared to integrate into the operational force.

The 229th managed all aspects of administrative and logistical support for around 1400 students in 2015, to include but not limited to housing and messing, personnel records, discipline, physical fitness, etc. Additionally, the 229th provided all required Army training for students in addition to language training. The battalion consisted of 7 companies, A-F, and a Headquarters and Headquarters Company. Companies were generally arranged by the language being learned, or specific administrative/training functions. Their duties were never-ending, and ranged from parades to marksmanship training, from awards and decorations to security training.<sup>360</sup>

Lieutenant Colonel Derick Long took command of the battalion from Lieutenant Colonel Frank Smith on 4 August 2014. Long was succeeded by Lieutenant Colonel Toni Sabo on 8 July 2016, and Sabo was succeeded by Lieutenant Colonel Jeremy Click on 8 June 2018 - a few days

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<sup>360</sup>229th MI BN 4<sup>th</sup> - 3rd QTR FY 15 Historical Report combined - 1 October 2015.

before Colonel Deppert relinquished command of DLIFLC to Colonel Gary M. Hausman on 12 June 2018.<sup>361</sup>



Of particular note for the 229 Military Intelligence Battalion in 2017 was the selection of one of their Advanced Individual Training NCOs as Army Platoon Sergeant of the Year in 2017. Staff Sergeant Bryan Ivery of South Carolina won the highly competitive contest at Fort Leonard Wood, Missouri on 15 September 2017.<sup>362</sup>

Figure 31 SSG Bryan Ivery, B Company, 229th MI BN

## Marine Corps Detachment

The Marine Corps Detachment (MARDET) at the Presidio of Monterey handled the administrative, logistics, and training requirements of Marines studying at DLIFLC and the nearby Naval Postgraduate School. The detachment also provided two officer representatives to the Defense Manpower Data Center located at Ord Military Community, and one officer and one senior NCO to Naval Air Station Lemoore just south of Fresno, California. The Detachment was manned by 10 officers and 30 non-commissioned and enlisted Marines and managed around 500 Marines with an operating budget of approximately \$70,000, and three barracks. The Detachment contributed significantly to the surrounding community by providing 350 volunteer service hours per month during FY 2015. Lieutenant Colonel Rodrick McHaty took command of the Detachment from Lieutenant Colonel Patrick Simon on 10 July 2014, and McHaty turned over command to Lieutenant Colonel Jude C. Shell on 30 June 2016. Shell in turn relinquished command to Lieutenant Colonel Jason Schermerhorn on 19 June 2018.<sup>363</sup>

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<sup>361</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 12 - 25 May 2018. 24 May 2018. See also Natela Cutter “229th MI Battalion Changes Command.” *Globe*. vol 41 no 2 Summer 2018. 12-13.

<sup>362</sup>SITREP. 229th MI BN SITREP, SEP 2017 (Photos). 6. See also Bryan Lepley. “Platoon SGT. of the Year: Ivery Towers Over Competition.” *Globe*, vol 40, no 1, Winter 2018. 30-31.

<sup>363</sup>“Marine Corps Detachment Gets New Commander.” *Globe*. vol 41 no 2 Summer 2018. 43.



## **Navy Center for Information Dominance Unit**

The U.S. Navy's Center for Information Dominance Unit (CIDU) changed its name on 7 July 2016 to Information Warfare Training Command - Monterey.

The mission of the Navy Center for Information Dominance Unit (CIDU) at Monterey during Colonel Deppert's tenure as commandant was "to develop Fleet-ready Sailors who possess the basic foreign language skills necessary to support the nation's warfighting and intelligence operations."<sup>364</sup> The commanding officer of the unit was Commander Christopher P. Slattery, who relinquished command to Commander Andrew Newsome on 16 December 2015. CIDU had 4 officers, 35 enlisted, and 11 civilians assigned for the supervision of 453 students in late 2015. Commander Slattery reported in October of that year that:

Approximately 85 percent of the command's students reported for training from Recruit Training Command (RTC) or from the fleet under the selective conversion programs and are studying languages in order to join the Cryptologic Technician Interpretive (CTI) rating. The remaining personnel, both officer and enlisted, report aboard the command in order to gain language skills required in their future assignments in SEAL, EOD, Defense Threat Reduction Agency, Personnel Exchange Program, Information Warfare, Naval Intelligence, foreign Naval War College selectees, and the Foreign Area Officer program.<sup>365</sup>

## **Air Force 517th Training Group**

The year 2016 was an exceptional one for the 517th Training Group. They founded an Operational Medical Element at the Presidio of Monterey - the first in the Air Education and Training Command, which provided mental and behavioral health services.<sup>366</sup> In the words of the commander of the 517th and Assistant Commandant of DLIFLC, Colonel Keith Logeman:

I guess the biggest major change and probably our biggest success in the 517th Training Group was the establishment of what is Air Education and Training Command, our major command's first Operational Medical Element, or OME. And this is really a model that we started for the training environment where we provide mental health support to our airmen at the point of need, which means in the hallways, in the schoolhouse, where they're at, and not in the clinic somewhere where they have to actually go and find it.<sup>367</sup>

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<sup>364</sup> Report. Center for Information Dominance Unit Monterey: Command Operations Report. 1 October 2015.  
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<sup>365</sup> Report. Center for Information Dominance Unit Monterey: Command Operations Report. 1 October 2015.  
3-4.

<sup>366</sup> The Air Education Training Command (AETC) was the Air Force equivalent to the Army's Training and Doctrine Command (TRADOC)

<sup>367</sup> Historian Interview with Colonel Keith Logeman, June 14, 2017. 5-6. Colonel Logeman continued: "This concept, we were successful in getting our major command to give us two billets and fill them with active-duty members so we could provide that capability to our airmen. And this was driven by what is an ongoing rise in mental health issues across all the services, but for us it was driven by the fact that in 2015, about a month after I changed command, we had a suicide, one of our airmen committed suicide, and it was the second one in 18 months. It took place before my time. But beyond that, the number of airmen that were going to the mental health clinic or behavioral

Additionally, the Air Force opened a new Office of Special Investigations at the Presidio.<sup>368</sup> Most importantly, linguist proficiency of Air Force students at DLIFLC reached a 30-year high.<sup>369</sup>

In addition to their primary training missions, the service units were also key players in keeping the Presidio connected with the local community through public appearances such as color guards and also through volunteer work. In the spring of 2017, led by the Marine Corps Detachment, 240 DLIFLC students, as well as cadre, volunteered to support the Big Sur International Marathon.<sup>370</sup> Also that spring, the commander of the Navy Detachment met with the mayor of Seaside with a view towards establishing a partnership - focusing on Presidio outreach through volunteerism,<sup>371</sup> and in March 2018 Soldiers from the Presidio participated with Cadets from the University of California at Berkeley in a leadership panel.<sup>372</sup> Colonel Deppert reported to the Combined Arms Center Commanding General in late 2017:

Many of our leaders will be engaged in multiple events around the Peninsula for Veteran's Day celebrations and Remembrances. Our Service Unit to City direct partnerships have proven to be the right investment in people, time and effort, and partnerships we are confident will sustain over the long haul. Many of us will participate in events in Monterey, Salinas, Seaside and Marina CA. We'll also host our own ceremony here on the Presidio and welcome a number of Veterans to have a meet/greet with our students.<sup>373</sup>

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health clinic with suicidal issues or suicidal tendencies was just on the rise. Forty of fifty airmen that year. So there as a real need. We identified a need. We were able to advocate for our airmen and successfully obtain two mental health professionals to help our students get through the stressors of the program and the stressors in life to be successful here at DLI Foreign Language Center. Now the result of that has been that this OME has been fully up and operational since January 2016. In the year 2016, our suicidal behaviors dropped by over 80 percent. And our commanders that have required airmen to go see the doctor, called a Commander's Directed Evaluation, dropped down to almost zero in 2016. So, the bottom line, or the main point of all that is we've changed the organizational culture of the airmen in this organization, so they know it's a sign of strength to get help early. They come forward when things are troublesome, and they get help before things become a crisis. And then if something happens where they've got a crisis in their lives, we've got the help there to get them, a mental health professional to help them through it. It's a huge, huge success. It was recognized by the Air Education and Training Commander as a best practice in the Air Force, and they're looking to model this concept across Air Education and Training Command. The other piece that I really should highlight is that it's not just our mental health professionals alone that make this concept work. We take them and we add to them chaplains, physician's assistants, and military family life counselors. And that is what we call a resiliency team. And that resiliency team is out there, they're forward thinking, they're forward presence, and they're not sitting back waiting for things to happen. They're engaging with airmen all the time, ensuring that if somebody's got an issue or a need or just wants to talk and shoot the bull, that they're out there and they know where they are."

<sup>368</sup>The Office of Special Investigations (OSI) was the Air Force equivalent of the Army's Criminal Investigation Division (CID). An office in Monterey obviated the need to travel to Vandenberg Air Force base - 3 hours south by car - for OSI services.

<sup>369</sup>Email. Donald R. Brunk. History Inputs. 30 January 2017.

<sup>370</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 29 April - 12 May 2017. 12 May 2017.

<sup>371</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 27 May - 9 June 2017. 9 June 2017.

<sup>372</sup>Patrick Bray. "Berkeley Cadets Learn Lessons from Presidio Soldiers." *Globe*. vol 41 no 2 Summer 2018. 47.

<sup>373</sup>Email. Phillip J. Deppert. Subject: Defense Language Institute Foreign Language Center Situation Report for the Period 14 - 27 October 2017. 27 October 2017.

These activities represented only a small portion of service engagement in local communities at the Presidio of Monterey.

## Base Realignment and Closure



Figure 32 Fort Ord Prescribed Burn, 5 October 2017

In 1994, the Base Realignment and Closure Commission closed Fort Ord. While some of Fort Ord's land was ceded to local municipalities for development, and some to the State of California for Fort Ord Dunes State Park, and some retained by the Army for Ord Military Community, the vast majority the land reverted to the Department of the Interior's Bureau of Land Management for conversion into a nature preserve / Fort Ord National Monument. Such a conversion of course was contingent on clearing the land of unexploded ordinance or other dangers resulting from Army training at Fort Ord for decades.

During Colonel Deppert's tenure (2015-2018) clearing continued at Fort Ord with its necessary controlled/prescribed burns (two of which had skipped their containment lines - one in 2003 and another in 2013). That such operations were continuing well over twenty years after the post was closed is testimony to the difficulty of such operations.<sup>374</sup> Highlighting the difficulty, no prescribed burns took place in 2015 "because the required combination of weather conditions, fuel moisture, and fire management resources, to meet burn prescription, did not occur."<sup>375</sup>

The disposition of former Fort Ord lands was determined by the Fort Ord Reuse Authority, in concert with the Bureau of Land Management and the US Army Garrison, Presidio of Monterey, through its BRAC office.

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<sup>374</sup>Philip Molnar. "Fort Ord Burns Planned for Fall." *Monterey Herald*. 20 March 2015. 1, 4.

<sup>375</sup>Press Release. Garrison Public Affairs Office. Presidio of Monterey & Defense Language Institute Foreign Language Center Press Release No. 15-15. 10 December 2015. See also Press Release. Garrison Public Affairs Office. Presidio of Monterey & Defense Language Institute Foreign Language Center Press Release No. 15-12. 17 August 2015.



# Appendices

## Appendix 1: Acronym and Abbreviation Glossary

AA - Associate of Arts	BRAC - Base Realignment and Closure
AC - Active Component	BSIM - Big Sur International Marathon
AC - Assistant Commandant	C3 - Command, Control, and Communications
ACCJC - Accrediting Commission for Community and Junior Colleges	C3T - Cross-Cultural Conditions of Trust
ACE - American Council on Education	CAC - Common Access Card
ACR - After Class Review	CAC - Combined Arms Center
ACS - Army Community Services	CAP - Computerized Assessment Program
AD - Associate Dean	CAPE - Cost Assessment Program Evaluation
ADFL - Association of Departments of Foreign Languages	CARNG - California Army National Guard
AEAS - Army Enterprise Accreditation Standards	CASL - Common Authorized Stockage Listing
AETC - Air Education and Training Command	CATF - Classroom Assessment Task Force
AFCT - Armed Forces Classification Test	CBI - Content Based Instruction
AFPAK - Afghanistan-Pakistan	CBR - Capabilities Based Review
AILMS - Army Intelligence Language Mission Summit	CCCT - Cross Cultural Conditions of Trust
AIT - Advanced Individual Training	CCRI - Command Cyber Readiness Inspection
ALA - Advanced Language Academy	CED - Continuing Education
ALCC - Army Learning Coordination Council	CES - Civilian Education System
ALS - Autonomous Language Sustainment	CFC - Combined Federal Campaign
ALS - Army Language School	CHPC - Community Health Promotion Council
ALU - Academic Leadership Update	CIA - Central Intelligence Agency
AMO - Acquisition Management Oversight	CID - Criminal Investigation Division
AOR - Area of Responsibility	CIMT - Center for Initial Military Training
APAS - Associate Provost for Academic Support	CKO - Chief Knowledge Officer
APFT - Army Physical Fitness Test	CLA - Cryptologic Language Analyst
APH - Afghanistan and Pakistan Hands Program	CLAC - Culture and Language Across the Curriculum
APR - Academic Production Rate	CLASSC - Cryptologic Language Analyst Senior Subcommittee
APR - Annual Program Review	CLD - Center for Leadership Development
APT - Army Personnel Testing	CLDP - Civilian Leader Development Plan
ARIMS - Army Records Information Management System	CLEP - College Level Examination Program
ASAT - Automated Systems Approach to Training	CLL - Culture in Language Learning
ASP - Agency Strategic Plan	CLP - Command Language Program
ATCTS - Army Training and Certification Tracking System	CLPM - Command Language Program Managers
ATRRS - Army Training Resource Requirement System	CMLI - Chief Military Language Instructor
AUP - Acceptable Use Policy	CMP - Course Management Plan
AUSA - Association of the United States Army	CO - Commanding Officer
BCAT - Basic Course Authoring Tool	COA - Course of Action
BEQ - Bachelor Enlisted Quarters	COE - Contemporary Operational Environment
BGC - Basic Grammatical Concepts	CODEL - Congressional Delegation
BH - Behavioral Health	CONUS - Continental United States
BLTS - Broadband Language Training System	COR - Contract Officer Representatives
BLUF - Bottom Line Up Front	CPAC - Civilian Personnel Advisory Center
BOV - Board of Visitors	CR - Continuing Resolution
	CREL - Culture, Regional Expertise, and Language
	CS - Curriculum Support
	CSA - Chief of Staff of the Army

CSC - Curriculum Support Council  
 CSMR - Consolidated School Management Report  
 CSS - Central Security Service  
 CSUMB - California State University Monterey Bay  
 CTARS - Consolidated Team Activity Reporting System  
 CTS - Critical Thinking Skills  
 CTS-TS - Cryptologic Training System Training Standards  
 CUB - Commandant's Update Brief  
 DA - Diagnostic Assessment  
 DAA - Directorate of Academic Affairs  
 DAC - Department of the Army Civilian  
 DAIG - Department of the Army Inspector General  
 DAPA - Drug and Alcohol Programs Advisor  
 DARPA - Defense Advanced Research Projects Agency  
 DCPAS - Defense Civilian Personnel Advisory Service  
 DCSIT - Deputy Chief of Staff for Information Technology  
 DCSOPS - Deputy Chief of Staff for Operations  
 DCSPL - Deputy Chief of Staff for Personnel and Logistics  
 DDG - Doctrine Development Guidance  
 DELRECP - Defense Language Regional Expertise and Culture Program  
 DFAC - Dining Facility  
 DIA - Defense Intelligence Agency  
 DISA - Defense Information Systems Agency  
 DIU - Defense Innovation Unit  
 DL - Distance Learning  
 DLAB - Defense Language Aptitude Battery  
 DLCWG - Defense Language Curriculum Working Group  
 DLI-W - Defense Language Institute - Washington  
 DLMP - Doctrine Literature Master Plan  
 DLNSEO - Defense Language and National Security Education Office  
 DLIELC - Defense Language Institute English Language Center  
 DLIFLC - Defense Language Institute Foreign Language Center  
 DLPT - Defense Language Proficiency Test  
 DLSC - Defense Language Steering Committee  
 DMDC - Defense Manpower Data Center  
 DMPI - Dual Modality Proficiency Interview  
 DOIM - Directorate of Information Management  
 DOL - Department of Labor  
 DOTMLFP - Doctrine, Organization, Training, Materiel, Leadership, Personnel, Facilities  
 DPMAP - Department of Defense Performance Management and Appraisal Program  
 DRM - Directorate of Resource Management  
 DS - Dean of Students  
 DTRA - Defense Threat Reduction Agency  
 EA - Executive Agent  
 EDO - Exempt Determination Officer  
 EEO - Equal Employment Opportunity  
 EGR - English Grammar Refresher  
 EIC - Evaluator Instructor Course  
 EOD - Explosive Ordnance Disposal  
 EP - Extension Programs  
 FAO - Foreign Area Officer  
 FD - Faculty Development  
 FDS - Faculty Development Support  
 FECA - Federal Employees Compensation Act  
 FFPD - Faculty Professional Development Day  
 FLEDS - Foreign Language Education Symposium  
 FMWR - Family and Morale, Welfare, and Recreation  
 FOUO - For Official Use Only  
 FM - Field Manual  
 FPS - Faculty Pay System  
 FS - Field Support  
 FSI - Foreign Service Institute  
 FY - Fiscal Year  
 GLO - General Learning Outcome  
 GLOSS - Global Language Online Support System  
 GLS - Grammar Learning Strategies  
 GOV - Government Owned Vehicle  
 GPC - Government Purchase Card  
 GS - General Schedule  
 HAC-D - House Appropriations Committee - Defense  
 HASCI - House Armed Services Committee on Intelligence  
 HAZMAT - Hazardous Material  
 HBL - Holiday Block Leave  
 HHC - Headquarters and Headquarters Company  
 HLT - Human Language Technology  
 HPSCI - House Permanent Select Committee on Intelligence  
 HRPP - Human Research Protection Program  
 IA - Information Assurance  
 IACC - Inter-Agency Curriculum Consortium  
 IAW - In Accordance With  
 IC - Intelligence Community  
 ICC - Instructor Certification Course  
 ICI - Initial Command Inspection  
 ICW - In Coordination With  
 IDP - Individual Development Plan  
 IG - Inspector General  
 IGAR - Inspector General Action Request

ILA - International Language Academy  
 ILI - Intelligence Language Institute  
 ILO - Immersion Language Office  
 ILR - Interagency Language Roundtable  
 ILS - Introduction to Language Studies  
 IMCOM - Installation Management Command  
 IMO - Information Management Officer  
 IPR - In Progress Review  
 IRC - Instructor Recertification Course  
 ISER - Institutional Self Report  
 ISIS - Islamic State of Iraq and Syria  
 ISIL - Islamic State of Iraq and the Levant  
 ISR - Intelligence, Surveillance, and Reconnaissance  
 IT - Information Technology  
 JBLE - Joint Base Langley-Eustis  
 JFP - Joint Foreign Area Officer Program  
 JLU - Joint Language University  
 JMUA - Joint Meritorious Unit Award  
 JSIB - Joint Services In-processing Brief  
 LDO - Leadership Development Office  
 LIMDU - Limited Duty  
 LLE - Lessons Learned Exchange  
 LLTC - Language Learning and Teaching Conference/Colloquium  
 LO - Learning Objective  
 LOE - Line of Effort  
 LOR - Leadership and Operations Review  
 LPAD - Language Proficiency Assessment Directorate  
 LREC - Language, Regional Expertise, and Culture  
 LTD - Language Training Detachment  
 LTEA - Language Technology and Application  
 MARDET - Marine Cops Detachment  
 MARSOC - Marine Forces Special Operations Command  
 MATA - Military Advisor Training Academy  
 MCBC - Monterey County Business Council  
 MCPO - Master Chief Petty Officer  
 MDEP - Management Decision Packages  
 MDMP - Military Decision-Making Process  
 METL - Mission Essential Task List  
 MIB - Military Intelligence Battalion  
 MICC - Mission and Installation Contracting Command  
 MIIS - Middlebury Institute of International Studies  
 MIP - Military Intelligence Program  
 MISLS - Military Intelligence Service Language School  
 MLI - Military Language Instructor  
 MOA - Memorandum of Agreement  
 MOS - Military Operational Specialty  
 MOU - Memorandum of Understanding  
 MPAO - Mission Public Affairs Office  
 MPCC - Monterey Peninsula Community College  
 MPRJ - Military Personnel Records Jacket  
 MSA - Modern Standard Arabic  
 MSPB - Merit System Protection Board  
 MTT - Mobile Training Team  
 NAGPRA - Native American Grave Protection and Repatriation Act  
 NCOER - Non-Commissioned Officer Efficiency Report  
 NCS - National Cryptologic School  
 NDAA - National Defense Authorization Act  
 NDS - National Defense Strategy  
 NEC - Network Enterprise Center  
 NetProF - Networked Pronunciation Feedback System  
 NFE - Non-Federal Entity  
 NIPR - Non-Secure Internet Protocol Router  
 NJP - Non-Judicial Punishment  
 NMS - National Military Strategy  
 NORAD - North American Aerospace Defense Command  
 NOV - Notice of Violation  
 NPS - Naval Postgraduate School  
 NSA - National Security Agency  
 NTE - Not to Exceed  
 OCEN - Ohlone/Costanoan-Esselen Nation  
 OCONUS - Outside the Continental United States  
 OCS - Officer Candidate School  
 OSD - Office of the Secretary of Defense  
 OEF - Operation Enduring Freedom  
 OER - Officer Efficiency Report  
 OACSIM - Office of the Assistant Chief of Staff for Installation Management  
 OIF - Operation Iraqi Freedom  
 OLL - Online Learning  
 OLMG - Organization Lesson Management Group  
 OMA - Operations and Maintenance, Army  
 OMC - Ord Military Community  
 OPI - Oral Proficiency Interview  
 OPORD - Operations Order  
 OPREP - Operational Report  
 OSAE - Office of Standardization and Academic Excellence  
 OSD - Office of the Secretary of Defense  
 OSI - Office of Special Investigations  
 OSJA - Office of the Staff Judge Advocate  
 OST - Operational Skills Testing  
 OTSG - Office of the Surgeon General  
 P3 - Public Private Partnership

PACT - Professional Apprenticeship Career Tracks  
PAR - Performance Appraisal Report  
PACOM - Pacific Command  
PB - Performance Budget  
PEG - Program Execution Group  
PII - Personally Identifiable Information  
PLL - Principles in Language Learning  
PME - Professional Military Education  
POC - Point of Contact  
POM - Presidio of Monterey  
POV - Privately Owned Vehicle  
QAP - Quality Assurance Program  
QRA - Quarterly Review and Analysis  
RAF - Regionally Aligned Forces  
RC - Reserve Component  
RDP - Range Development Program  
RE - Resident Education  
ROI - Return on Investment  
RTA - Responsible Training Authority  
SAAPM - Sexual Assault Awareness and Prevention Month  
SAPR - Sexual Assault Prevention and Response  
SARC - Sexual Assault Response Coordinator  
SAV - Staff Assistance Visit  
SCI - Secure Compartmented Information  
SCOLA - Standing Committee on Language Articulation  
SEAL - Sea, Air, Land  
SES - Senior Executive Service  
SFAB - Security Force Assistance Brigade  
SFDP - Staff and Faculty Development Program  
SHARP - Sexual Harassment/Assault Response Prevention  
SIGINT - Signals Intelligence  
SIPR - Secure Internet Protocol Router  
SIR - Serious Incident Report  
SITREP - Situation Report  
SJA - Staff Judge Advocate  
SL - Student Learning  
SLA - Senior Language Authority  
SLC - Southwest Learning Center  
SLC - Student Learning Center  
SLL - Strategic Language List  
SLS - Student Learning Services  
SLTE - Significant Language Training Event  
SMDR - Structure & Manning Decision Review

SME - Subject Matter Expert  
SOCOM - Southern Command  
SORN - System of Records Number  
SSI - Sensitive Security Information  
STAFFDEL - Staff Delegation  
STATS - Student Training Administrative Tracking System  
STRATCOMM - Strategic Communications  
TA - Training Analysis  
TAPES - Total Army Performance Evaluation System  
TBLT - Task-Based Language Teaching  
TCC - TRADOC Culture Center  
TDY - Temporary Duty  
TI - Technology Integration  
TL - Target Language  
TLO - Terminal Learning Objective  
TM - Technical Manual  
TRADOC - Training and Doctrine Command  
TRAP - Training Resource Arbitration Panel  
TSCI - Top Secret Compartmented Information  
TSI - Teaching Success Index  
TSP - Training Support Package  
TSR - TRADOC Status Report  
TSS - Training Support System  
TT - Tiger Team  
TTPs - Tactics, Techniques, and Procedures  
TTT - Train the Trainer  
USAG - United States Army Garrison  
UCAT - Universal Curriculum Assessment Tool  
UGE - Undergraduate Education  
UMT - Unit Ministry Team  
USAIC - United States Army Intelligence Center  
USARPAC - US Army Pacific  
USAJFKSWEG - US Army John F. Kennedy Special Warfare Education Group  
USCIS - United States Citizenship and Immigration Services  
VBS3 - Virtual Battlespace 3  
VLS - Vocabulary Learning Strategies  
VSO - Visiting Scholars Program  
VTT - Video Tele-Training  
WASC - Western Association of Schools and Colleges  
WMD - Weapons of Mass Destruction  
WRAIR - Walter Reed Army Institute of Research



## Appendix 2: Commandants of the Defense Language Institute

1. **Weckerling**, John J., LTC  
(Nov 1941-Jun 1942)  
(unofficial commandant - founder) (15 Oct 1987-27 Sep 1988)
2. **Rasmussen**, Kai E., COL  
(Jul 1942-Jul 1946)
3. **Thorpe**, Elliot R., COL  
(25 Jul 1946-21 Nov 1947)
4. **Barnwell**, Charles H. Jr., COL  
(22 Nov 1947-11 Jun 1952)
5. **Hickey**, Daniel W., COL  
(12 Jun 1952-30 Jun 1954)
6. **Cort**, Hugh, BG  
(8 Jul 1954-31 Aug 1954)
7. **Kraus**, Walter E., COL  
(1 Sep 1954-10 Aug 1959)
8. **Collins**, James L. Jr., COL  
(11 Aug 1959-16 Jul 1962)
9. **Long**, Richard J., COL  
(17 Jul 1962-30 Jun 1968)
10. **Horne**, Kibbey M., COL  
(1 Jul 1968-30 Jun 1972)
11. **Hook**, John F., COL  
(1 Jul 1972-27 Sep 1974)
12. **Koenig**, James R., COL  
(28 Sep 1974-27 Aug 1975)
13. **Stapleton**, Samuel L., COL  
(28 Aug 1975-21 Sep 1978)
14. **Foster**, Thomas G. III, COL  
(22 Sep 1978-29 Jun 1981)
15. **McNerney**, David A., COL  
(30 Jun 1981-29 Aug 1985)
16. **Bullard**, Monte R., COL  
(30 Aug 1985-14 Oct 1987)
17. **Poch**, Todd R., COL
18. **Cowger**, Ronald I., COL  
(28 Sep 1988-10 Aug 1989)
19. **Fischer**, Donald C., COL  
(11 Aug 1989-22 Jan 1993)
20. **Sobichevsky**, Vladimir, COL  
(22 Jan 1993-13 Dec 1995)
21. **Mettee-McCutchon**, Ila, COL  
(13 Dec 1995-26 Feb 1996)
22. **Devlin**, Daniel D., COL  
(26 Feb 1996-1 Dec 2000)
23. **Rice**, Kevin M., COL  
(1 Dec 2000-4 Jun 2003)
24. **Simone**, Michael R., COL  
(4 Jun 2003-17 Aug 2005)
25. **Mansager**, Tucker B., COL  
(17 Aug 2005-11 Oct 2007)
26. **Sandusky**, Sue Ann, COL  
(11 Oct 2007-6 May 2010)
27. **Pick**, Danial D., COL  
(6 May 2010-18 Apr 2014)
28. **Chapman**, David K., CO  
(22 May 2014- 29 Jul 2015)
29. **Deppert**, Phillip J., COL  
(29 Jul 2015-12 Jun 2018)
30. **Hausman**, Gary M., COL  
(12 Jun 2018 -



## Appendix 3: DLIFLC & Provost Organization Charts

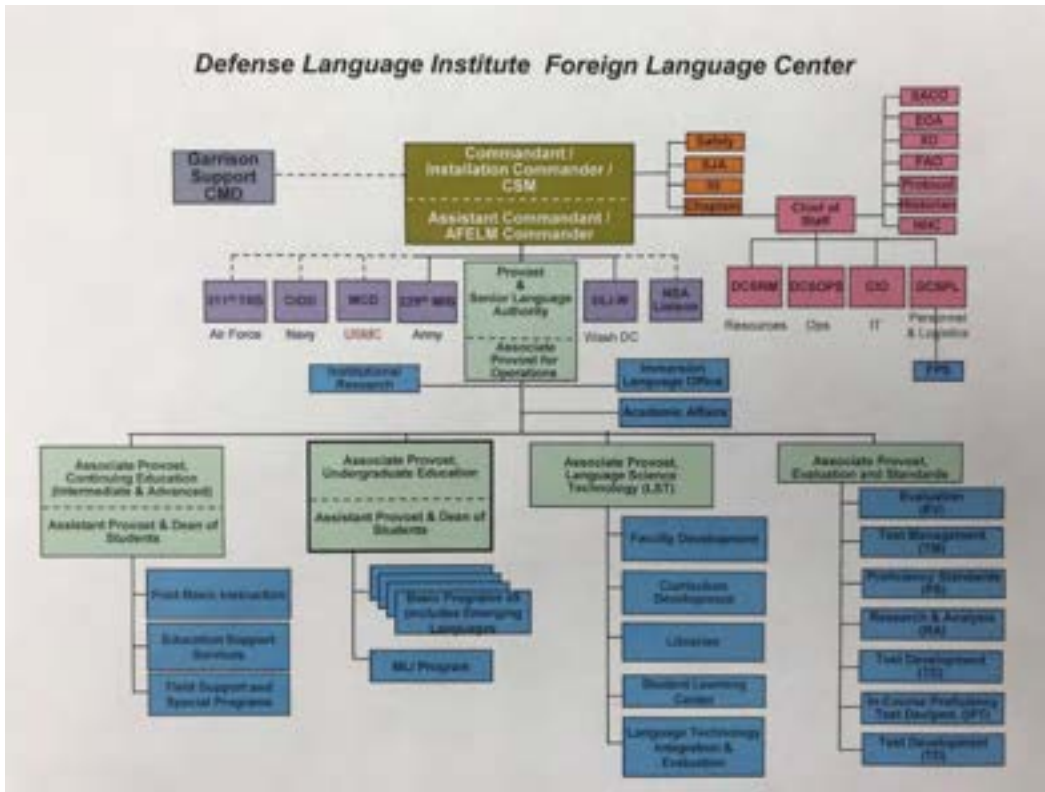
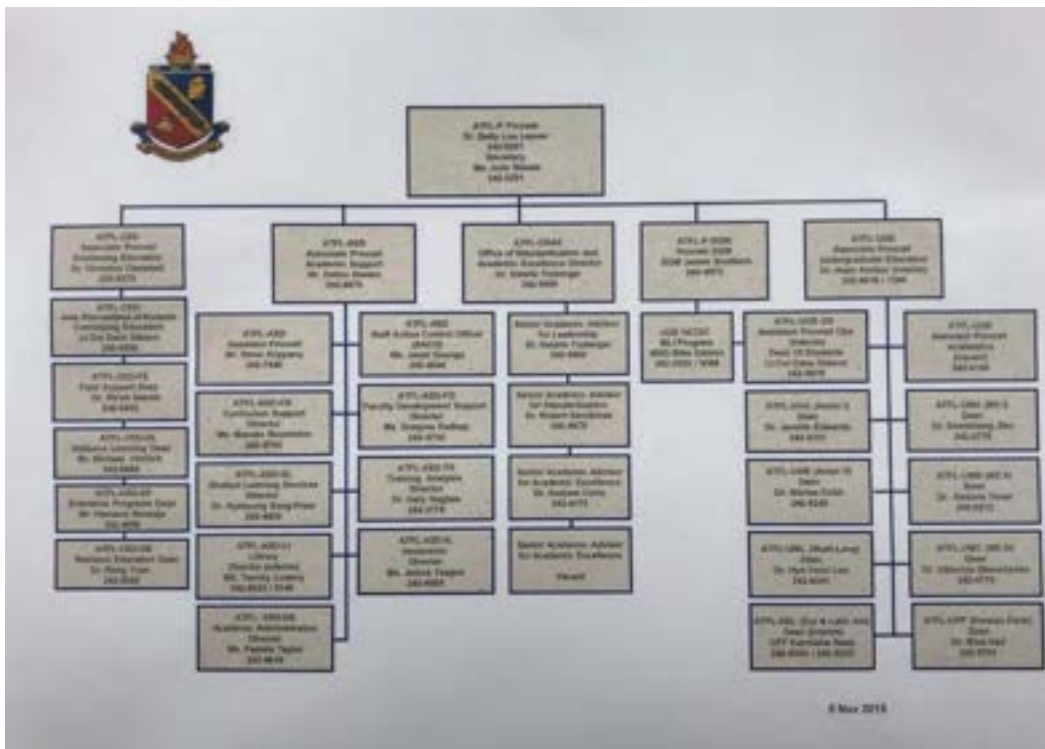


Figure 33 DLIFLC & Provost Office Organization Charts





## Appendix 4: Maps



Figure 34 Presidio of Monterey Post Map

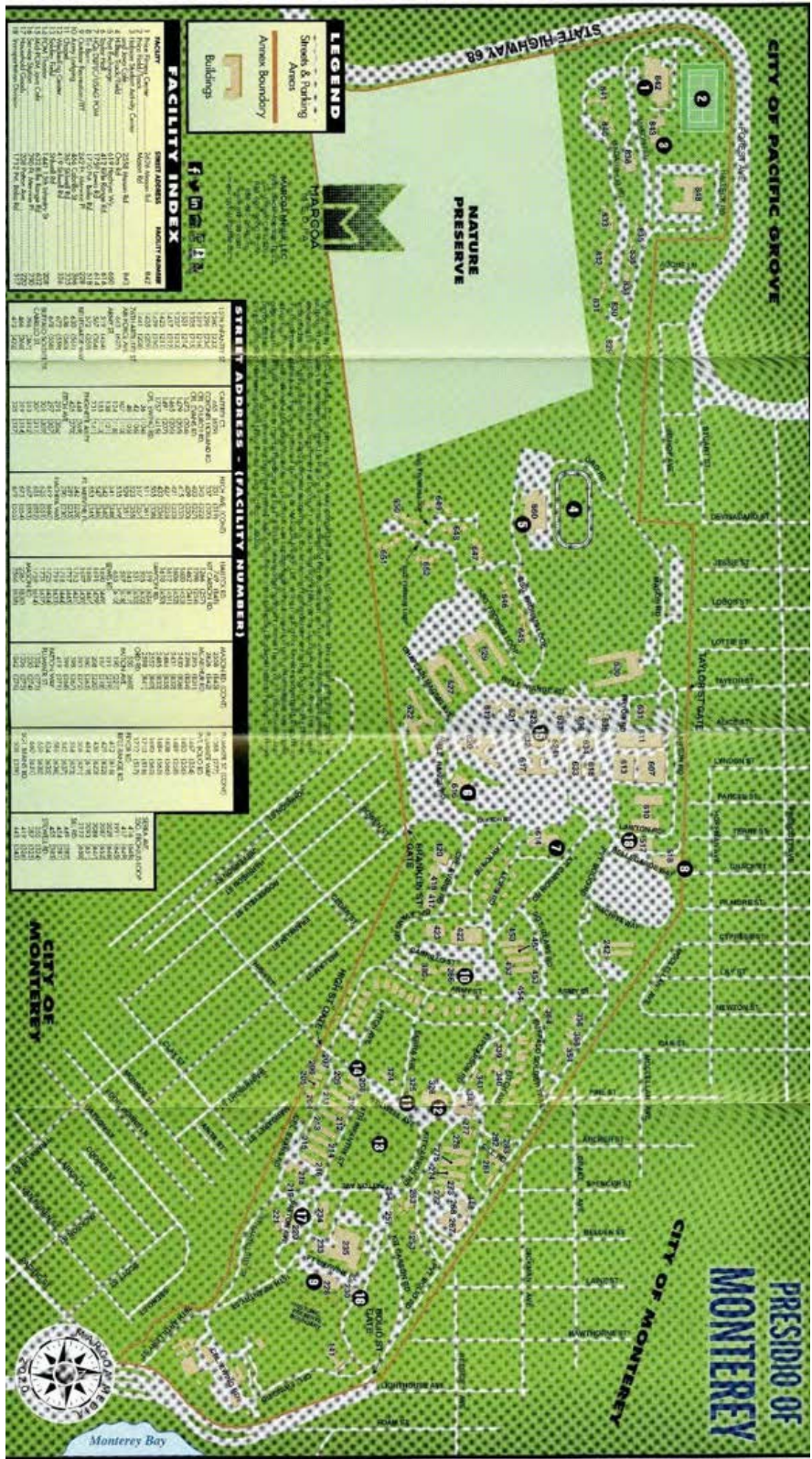


Figure 35 Additional Post Map



Figure 36 Ord Military Community (OMC) Map

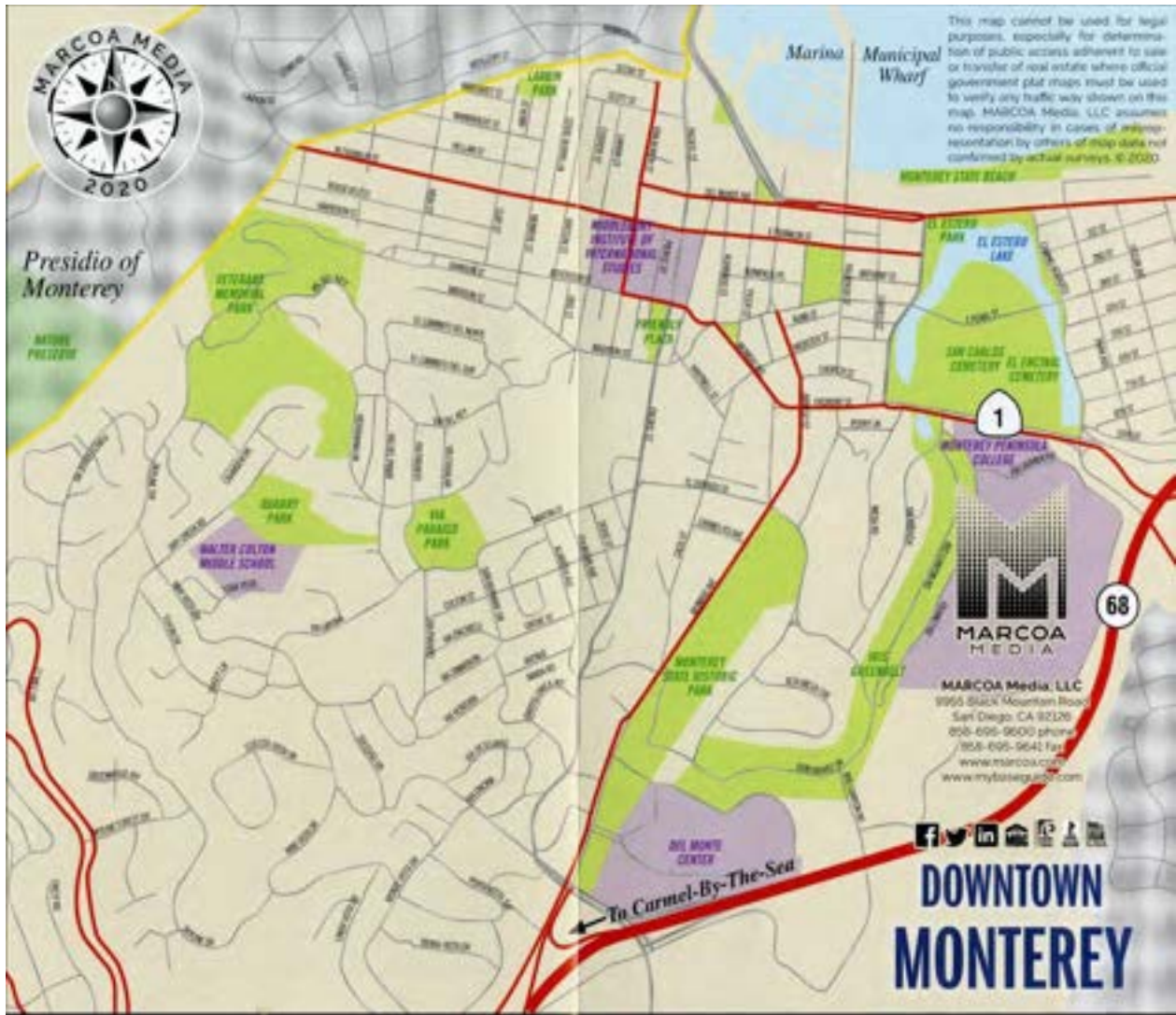


Figure 37 Downtown Monterey Map



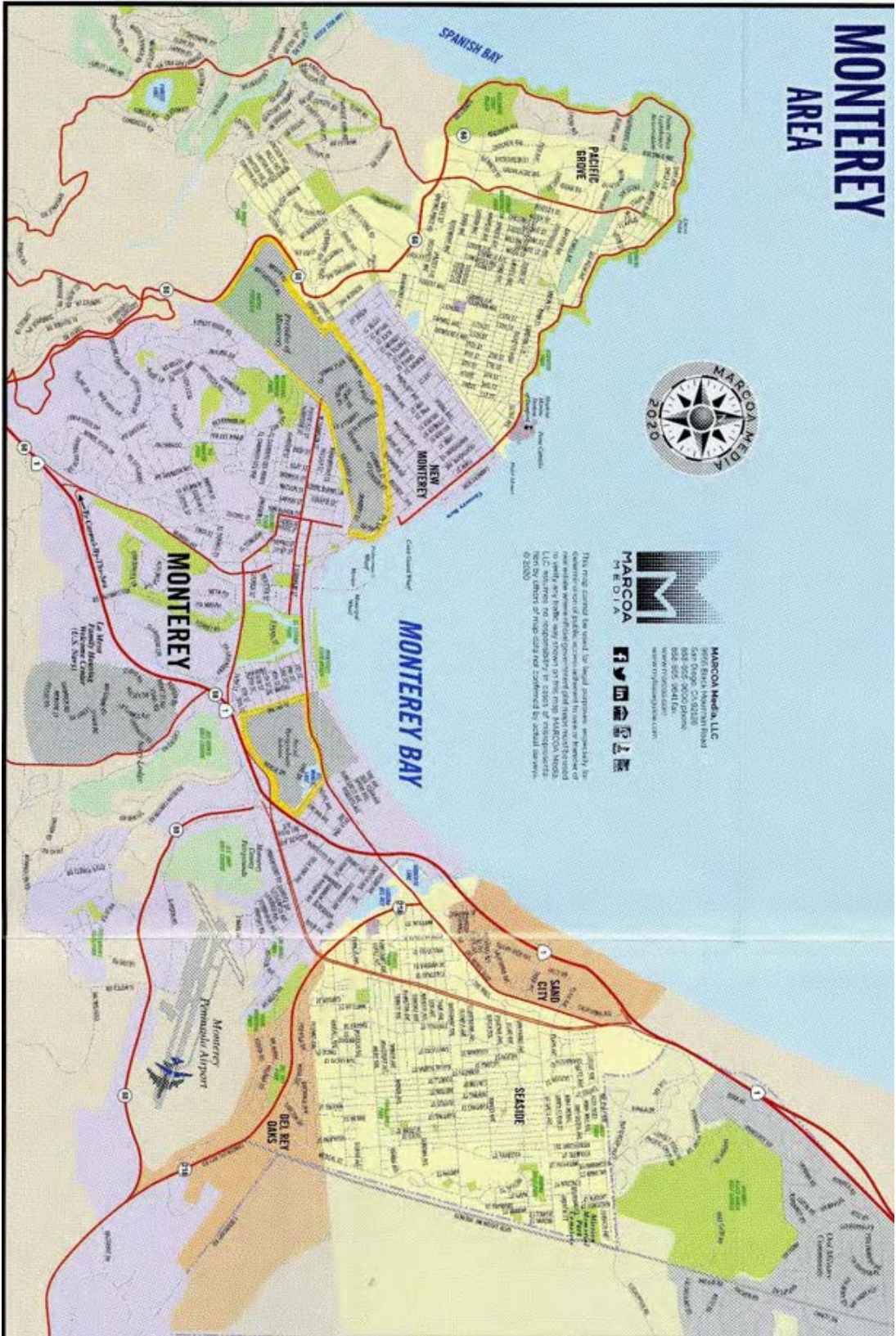


Figure 38 Monterey Area Map



Figure 39 Monterey Surrounding Area Map



Figure 40 Naval Support Activity/Naval Postgraduate School Map



## **Appendix 5: Historical Outline: Presidio of Monterey, Fort Ord & Defense Language Institute**

1542 - Juan Rodriguez Cabrillo discovered Alta (upper) California.

15 December 1602 - Sebastian Vizcaino discovered Monterey Bay.

3 June 1770 - Gaspar De Portola officially took possession of Alta California for Spain and established the Royal Presidio of Monterey. Father Junipero Serra celebrated Mass in Monterey.

24 November 1818 - Argentinian privateer Hippolyte Bouchard raided the Presidio of Monterey, spiking the guns and looting the town.

22 September 1822 - After having gained independence from Spain, Mexico raised its flag at Monterey.

3 November 1836 - Juan Bautista Velentin Alvarado y Vallejo seized Monterey and declared an independent California. The revolt quickly ended, and California returned to Mexico.

20 October 1842 - US Navy Commodore Thomas Catesby Jones seized Monterey from Mexico, only to return it the next day.

7 July 1846 - As part of the Mexican American War, US Navy Commodore John Drake Sloat seized Monterey for the United States. Harbor defense established on "Fort Hill" above old Spanish gunworks becoming focus of US military interest in later years.

1849 - California Gold Rush. The US Army largely abandoned Monterey as soldiers deserted and mustered out in favor of the gold fields.

1852-1856 – Fort Hill functioned as the Monterey Ordnance Depot.

1865-1866 - The US Army informally established a camp at Fort Hill site.

1866-1901 – Fort Hill area defined loosely as Monterey Military Reservation; assigned to caretaker.

9 September 1902 - US Army 15th Infantry Regiment arrived at the Monterey Military Reservation to build a permanent post, largely to support troops in the Philippines.

3 July 1903 - The Army formally changed the name of Monterey Military Reservation to Ord Barracks.

30 August 1904 - As part of a California initiative to preserve Spanish place names, the Army formally changed the name of Ord Barracks to the Presidio of Monterey.

18 April 1906 - The San Francisco Earthquake. Troops from the Presidio of Monterey travel to San Francisco to keep order. Among the daily missions of the Presidio at this time were the training of new recruits and new horses, and the policing of Yosemite National Park, which had been established in 1890.

1917 - The Army bought 15,809 acres from a private owner just northwest of the Presidio. During the First World War, the Presidio continued its training mission, and trained a signal battalion that they sent to France to string telephone wire. Most of the training however was confined to infantry, cavalry and artillery practice, and the chief unit at the Presidio was the 11th Cavalry Regiment. This training continued through the early years of the Second World War.

August 1940 - The land acquired in 1917 for training purposes cycles through various name changes until the Army formerly established Fort Ord in 1941. The base expands another 2,000 acres and Maj. Gen. Joseph Stilwell activates the 7th Infantry Division. Following years of service in Asia, the 7th Infantry will return to Fort Ord in 1976.

January 1941 - The Presidio became a corps headquarters and reception center for new recruits during World War II.

1 November 1941 - What would become The Defense Language Institute Foreign Language Center began at Crissy Field on the Presidio of San Francisco with sixty students and four instructors studying Japanese - it was at that time called the 4th Army Intelligence School. Within six months the school moved to Camp Savage, MN, and changed its name to the Military Intelligence Service Language School (MISLS). In 1944, MISLS moved to Fort Snelling, MN.

February 1945 - The Presidio and Fort Ord became a Civil Affairs Staging and Holding Area for troops headed for occupation duty in Japan.

June 1946 - The Presidio became home for the relocated MISLS.

September 1947 - MISLS changed its name to the Army Language School.

1947 - Fort Ord became home to the 4th Replacement Training Center and would remain a major training base throughout the Cold War.

1952 - The Presidio of Monterey and the Army Language School held its first Language Day.

July 1963 - ALS became the Defense Language Institute - West Coast Branch.

1974 - DOD consolidated all foreign language training at the Presidio of Monterey under the Defense Language Institute Foreign Language Center (DLIFLC).

1979 - Western Association of Schools and Colleges accredited DLIFLC courses for college credit.

1993 - The 7th Infantry Division (Light) departed Fort Ord.

1994 - Fort Ord closed by the Base Realignment and Closure (BRAC) Commission. The Presidio inherited portions of the former base, mainly several family housing areas.

September 11, 2001 - After 9/11, DLIFLC expanded its global footprint with numerous deployed language training detachments and embarked on major proficiency enhancement programs.

2002 - DLIFLC began granting Associate of Arts in Language degrees, followed by a Baccalaureate in Foreign Languages in 2023.

## Appendix 6: Early History of DLIFLC

### From World War to Cold War: Creating the Army's "Multilanguage School at Monterey"

Cameron Binkley Command Historian  
DLIFLC<sup>376</sup>

The history of the Defense Language Institute—DLI—traces back to the years before World War II. This paper describes how the U.S. Army developed a Japanese language school to help it fight that war and why, during a time of severe resource constraints caused by force reductions at the very beginning of the Cold War, it transformed that single-language program into a multi-language school whose essential qualities have endured to the current time.<sup>1</sup>

#### The Japanese Language Program of World War II

In the Far East, at the end of the Spanish American War, the United States established colonial administration over the Philippines and constructed its most important naval base in the Pacific at Pearl Harbor on the island of Oahu in Hawaii. By becoming an Asian power, U.S. military forces inevitably had to contend with Japan, which had risen suddenly on the international stage following spectacular victories during the Russo-Japanese War of 1905. By 1931, Japan had deployed its Imperial Army into northern China in defiance of world opinion as expressed by the League of Nations and tensions between the United States and the Japanese Empire grew steadily until the second Sino-Japanese War of 1937. In response to that conflict, and incidents such as the "Rape of Nanking," the United States imposed a trade embargo that inspired the Japanese Naval High Command to begin planning for the conquest of the Philippines and war with the United States.

The acute and growing tension between the United States and Japan was not lost upon the ambassadors and staffs of the U.S. Embassy in Tokyo. This was especially true for the young Army and Navy assistant attachés sent to Japan on lengthy tours. These men were expected to understand, liaison, and report upon the militarily significant activities of the Japanese military and for that reason needed to study the language and culture of the country, a difficult task given the complexity of the Japanese language. Although they may have been selected for the program due their previous interest or training in the language or culture of Japan, a lot more was needed. Fortunately, the embassy had a language training program, and the young attachés were able to hire local tutors, one of whom, Naoe Naganuma, was quite gifted and created an entire curriculum focused upon teaching Japanese to English-speakers. In time, a small cadre of Japanese-speaking Orientalists rose in rank within their respective services. As war between the United States and Japan grew more likely in the late 1930s, some Army and Navy officers moved to create dedicated Japanese language training programs for military servicemen, adapting the Naganuma readers for that purpose.<sup>2</sup>

Two Army graduates of the Tokyo program, Lt. Col. John Weckerling and Capt. Kai E. Rasmussen, were especially keen to establish an Army Japanese language program during the summer of 1941. They gained permission to canvass enlisted men serving in the U.S. Fourth Army area of command to determine their suitability to be trained as military linguists.

Weckerling and Rasmussen focused their attention upon second-generation Japanese Americans, known as Nisei, already serving in the ranks following the peacetime draft of 1940. The two found a gifted

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<sup>376</sup> Originally published in US Army Center for Military History, *Proceedings*, January 1, 2015.

private, John Aiso, a Harvard-trained attorney, and offered him the chief instructor position. At first Aiso refused, planning to finish his enlistment and return to law, but after Weckerling appealed to his patriotism, Aiso consented, remembering it as the first time anyone ever told him he was an American. Weckerling discharged Aiso to avoid having a private in charge of the faculty. The three of them then set up a small secret Japanese language school in an abandoned aircraft hangar on Crissy Field at the Presidio of San Francisco. Class began the first day of November 1941 with 4 civilian Japanese American instructors, 58 enlisted Nisei students, and 2 enlisted Caucasian students. The latter two had to “qualify” because the program focused upon training what are today called “heritage speakers,” or those who already had familiarity with the Japanese language and culture. The language was difficult and there was an urgent need to train military linguists, but the availability of a pool of already enlisted candidates meant that the Army could pursue a short-cut. In the beginning, Weckerling and Rasmussen had hoped that they could find fully fledged native speakers, but this hope was dashed as most Nisei soldiers spoke only English with a smattering of Japanese picked up from their parents. Hence, while the Army could accelerate the deployment of Japanese linguists, these would still need training to upgrade their basic Japanese language skills, to teach the students Japanese military terminology, and to train them in the techniques of interpretation, translation, and interrogation.<sup>3</sup>

The Fourth Army’s Japanese language program operated for only six months before it had to relocate to comply with War Department orders excluding all persons of Japanese descent from the West Coast following the onset of war with Japan. In fact, the program was lucky to retain its uniformed Nisei personnel as the Army purged many others from its ranks.

Fortunately, senior leaders listened to the personal testimonies of white officers like Rasmussen who refused to let hysterical racism impact their mission.<sup>4</sup> Re-designated as the Military Intelligence Service Language School (MISLS), the program relocated to Minnesota under Rasmussen who was selected as commandant. The best of the school’s first graduates were detailed to continue with the school as uniformed instructors.



*Figure 1 Before World War II, Capt. Kai Rasmussen served as a junior attaché with the U.S. Embassy in Tokyo, where he studied Japanese. He is shown here (center) with a Japanese artillery regiment in Sendai, Japan, 1939. (DLIFLC archives.)*



While assigned to Fort Snelling, Minnesota, MISLS reached its maximum size of 160 instructors, the majority being enlisted men overseen by about 40 senior civilian instructors. By 1944, these had trained some three thousand graduates deployed in special detachments with military units across the Pacific Theater. As documented in *Nisei Linguists*, school graduates had a major impact on the course and success of the Pacific war by translating captured documents, interrogating prisoners of war, and helping to negotiate the surrender of Japanese field forces, including coaxing resistant soldiers from bunkers and tunnels. They were credited by senior officers and writers at the time for contributions that shortened the war by up to two years.<sup>5</sup> Meanwhile, through the first half of 1945, more than a thousand new students arrived for language training at Fort Snelling while another 650 arrived that July. By then, the school had even begun its first small classes for Nisei women serving in the Women's Army Corps.<sup>6</sup>

MISLS made a tentative effort to teach Chinese and Korean, but the school had a hard time finding Mandarin-speaking instructors while the surrender of Japan appeared to negate the Army's need for Korean linguists.<sup>7</sup> These programs were not productive and were cancelled.<sup>8</sup> At war's end, Maj. Gen. Clayton Bissell, head of the War Department's Intelligence Division, came to Fort Snelling on one of many visits. He told students that "just as former graduates served as the vital connecting link between Allied soldiers and the Japanese in combat, the Nisei will serve as the language bridge between the Allied occupation forces and the 80 million people of Japan."<sup>9</sup> The Japanese language program would continue.

A series of difficulties now beset MISLS. Already, the program faced a shortage of incoming students familiar with Japanese. As the war went on, fewer enlistment-age Nisei were learning the tongue in part because speaking Japanese was discouraged in War Relocation Centers and teaching it was forbidden. MISLS adjusted by developing a curriculum designed entirely for non-Japanese speakers.<sup>10</sup> This transition marked an important change in the school's history for it was never again possible to recruit large numbers of heritage speakers as students. The exigency of world war and the ability of the Army to siphon speakers from a large pool of Japanese American draftees was a peculiarity of time and place.

At any rate, new students continued to arrive in installments. The Japanese language program reached its apex in October with an enrollment of 1,836 students. Months before, staff introduced terminology and training scenarios oriented for occupation duty and even dropped military classes all together as the program shifted to civil affairs in courses shortened to six months.<sup>11</sup> MISLS instructors were also detailed to civil affairs staging areas at bases across the country. These organizations provided training to troops being deployed to Japan or Korea for occupation duty and included some instruction in Japanese.<sup>12</sup> The deployments began a drawdown of MISLS staff.

Unexpectedly, with the war over, MISLS entered a period of harder work, turmoil, and organizational danger. The school faced the need for fundamental adjustment to an operating environment radically different from the one that gave it birth—general demobilization. Chaos reigned throughout the Army after Congress ordered the discharge of millions of men and while the Army proceeded to disband seventy-four of ninety-one divisions. Many MISLS uniformed instructors became eligible for and were immediately discharged. The rapid loss of personnel placed a strain on remaining instructors.<sup>13</sup> Skilled interpreters, of course, were still in high demand for occupation duty. At the same time, Congress limited involuntary service to just eighteen months, so recruiting new students required desperate measures by Army staff to secure approval to attract regular Army three-year enlistees to the program by offering automatic promotions.<sup>14</sup> Moreover, post-victory Nisei students did not have the same motivations as those who had served during the war and previously unusual discipline problems became a concern.<sup>15</sup> Then, in early 1946, Colonel Rasmussen, who had overseen the school through the war, was appointed military attaché to newly liberated Norway while John Aiso, having previously accepted an Army commission, was re-assigned to Japan.<sup>16</sup> The loss of the founding commandant and most senior instructor were heavy blows

to morale. Also on the minds of many was the announced closure of Fort Snelling. The school would have to move again. Why not to Japan? In March 1946, War Department planners offered the school to General Douglas MacArthur's headquarters—the Far East Command. MacArthur, however, declined to host the school apparently for reasons owing to a lack of facilities and the new service length restrictions making it difficult for MISLS graduates to serve full tours.<sup>17</sup> A wise decision, at the time it contributed to uncertainty about the school's future.

Fortunately, Rasmussen found a vacant post on the West Coast and gained approval to return the school to California, which boosted everyone's morale. Most of the school's instructors and students originally came from the West Coast or Hawaii. Families of the faculty and students alike were returning there from War Relocation Centers. The move also situated the program closer to Japan where most MISLS graduates were headed and to the pool of future Japanese language program enlistees. In May 1946, the War Department directed MISLS to relocate to California to a post vacated by a civil affairs unit shipped to Japan.<sup>18</sup> That June, 925 enlisted men, 15 officers, and the remaining instructors boarded trains and a few private automobiles for the Presidio of Monterey where classes resumed on 15 July.<sup>19</sup>



*Figure 2 Brig. Gen. Frank Merrill, 5307th Composite Unit (Provisional) with MISLS graduates Herbert Miyasaki and Akiji Yoshimura (r) behind enemy lines in Burma, May 1944. (DLIFLC archives.)*

### **MISLS under Col. Elliott R. Thorpe**

On 25 July 1946, Col. Elliott R. Thorpe assumed command of MISLS.<sup>20</sup> As a result of changes he made, Thorpe was destined to be the last MISLS commandant as well. Thorpe had readily accepted the assignment and reported from service as General MacArthur's Chief of Counterintelligence. He was an ideal candidate for the job. As it happened, Thorpe's mission was less about re-rooting the school in the soil of a new location than re-orienting it to the context and military needs of a post-war world. MISLS had

begun with a handful of instructors sitting on orange crates in an abandoned aircraft hangar. By war's end, it had trained more than six thousand Japanese-speaking linguists who were credited with helping to shorten that war.

With the war over, however, the value of that program became debatable. For a time, the occupation sustained the Army's interest in the Japanese language program, but the occupation would not last forever either. Meanwhile, nearly every other government Japanese language program began to close down. Once MISLS was set up in Monterey, new recruits continued to trickle in, but by the spring of 1947, the Japanese program had shrunk to just 400 students.<sup>21</sup>

Thorpe was an Infantry officer, but significant experience doing intelligence work was key to his function. As a military attaché in Dutch-controlled Java, Thorpe conveyed Dutch- intercepted warnings indicating an imminent Japanese attack upon Hawaii, the Philippines, and Thailand that went unheeded by the American military bureaucracy days before Pearl Harbor.<sup>22</sup> During the occupation, Thorpe was responsible for Japanese Emperor Hirohito and played an important role in reorganizing Japan by establishing a system to screen militarists from government, releasing political prisoners, and helping determine which Japanese officials to try for war crimes. He was also responsible for hundreds of MISLS graduates doing counterintelligence work.<sup>23</sup> He was certainly familiar with the value that cultural understanding and language proficiency had for diplomatic and intelligence gathering. Thorpe's assignment as MISLS commandant only lasted from July 1946 until the fall of 1947, ending in a minor controversy. During his command, however, the Army made key decisions affecting the fate of the school, decisions that Thorpe helped shape and implement and that still effect how the school functions to this day. Indeed, in his memoir, *East Wind, Rain*, Thorpe specifically claimed credit for building the Army's "Multilanguage school at Monterey."<sup>24</sup> In preparing for his command, Thorpe invested some time exploring college foreign language programs. Combining what he learned there with his own experience, as well as input from his Nisei advisers and the War Department's Intelligence Division, Thorpe laid the foundation for a school that could teach some twenty languages while performing many other related tasks.<sup>25</sup> In command, Thorpe's first move was to restore Nisei morale and to sort out the fate of the program amidst the turmoil of change the Army faced at the end of World War II.

Thorpe realized that MISLS "had suffered from the too-rapid demobilization of personnel." He may have tried to repair any frayed relations after the hard pairing the school had taken prior to the move. One of the



*Figure 3 Col. Elliott R. Thorpe presents four MISLS instructors with special awards for their wartime service. (DLIFLC archives.)*

few early photographs taken of MISLS in Monterey depicts four instructors as Thorpe presents each with a special award for their wartime service.<sup>26</sup> Nurturing the support of these men was important to Thorpe. Instructor Shigeya Kihara, for example, was so valuable to the school that the Army declined to let him join the officer corps and to fight in the Pacific Theater as he had wanted.<sup>27</sup> Making Japanese American faculty feel welcome at a time when their families were forced into War Relocation Camps had been a high priority of MISLS intelligence officers from the start of the school. Thorpe continued this tradition and emphasized Nisei loyalty to the United States before and during the war. Kihara and other early faculty held high regard for those Army officers who swam against the stream of racism, their goals fixed on the military need to employ Nisei skills. In Minnesota, according to Kihara, Japanese Americans were treated on par with Caucasian officers both at work and socially. Nisei children went to school with white children. The Pacific War, he noted with irony, forced Japanese Americans to face the most virulent episode of racism while it nonetheless promoted their fuller integration into American society through their Army service.<sup>28</sup>

Officers like Rasmussen and Thorpe set the tone for the culture of respect that MISLS enshrined, but it was the faculty who diffused that tradition to the new staff. This is what Thorpe meant in saying that the Nisei were the “solid base on which to build the multilanguage school.”<sup>29</sup> The Japanese American faculty of MISLS were an ideal role model and helped Thorpe maintain continuity in the school’s teaching traditions and in the institutional culture required for the successful operation of a truly multi-lingual, multi-cultural, multi-ethnic, and indeed, multi-racial organization. A school eventually composed of faculty from all over the world would not have succeeded if racism or intolerance had been permitted. Implicitly, new arrivals learned about, shared in, and were measured against the wartime standards of MISLS. For an entire year, new instructors were even expected to adopt Japanese American culinary preferences—it took that long before the mess hall provided menu items not focused on the MISLS fare of rice, fish, and tofu!<sup>30</sup>

Why did the Army decide to transform the single language MISLS into a multi-language program? After all, the Chinese and Korean classes begun in Minnesota had not amounted to much and were cancelled before MISLS moved to California. By March 1946, however, diplomat George Kennan had advised the government on post-war strategy to contain Moscow while Winston Churchill had gone to Westminster College in Fulton, Missouri, to declare that the Soviet Union had imposed an “iron curtain” across the European continent requiring the unequivocal commitment of the great powers of the “English-speaking world” to unite in organizing and policing the postwar world. To Thorpe and his associates in Army Intelligence that meant the ability to understand the Russian-speaking world. School staff from that era also recalled growing American interest in the Middle East and the need for Arabic speakers in the Office of Special Services (the CIA’s predecessor).<sup>31</sup> By May 1946, communist-backed insurgents were fighting in both Greece and China while the Soviets were threatening Turkey. A few things were surely becoming clear.

Still, when Maj. Gen. S. J. Chamberlin, the War Department’s Director of Intelligence, officially welcomed Thorpe to command of MISLS in July, he wrote mainly to assure Thorpe of the “continued interest of the War Department in the successful production of military Japanese linguists for duty with the occupation forces in Japan.” The letter solicited Thorpe to forward his comments or recommendations for any required changes, but curiously made no remark about launching additional courses in any other languages.<sup>32</sup> The decision to transform MISLS into a multi-language program was made after Thorpe’s arrival in Monterey.

What is known is that by the end of 1944, the Army was planning for post-war reform of its intelligence system. A subordinate plan to reform training for Army intelligence was also in a draft stage by the summer of 1945. That plan noted the system’s numerous training deficiencies before and during

WWII. Among its findings “was a lack of anticipation of impending needs for interpreters, translators, interrogators, broadcasters, liaison personnel, etc., in all languages, including the lesser tongues.” The report found that “the sources of such personnel were neither determined nor controlled, nor were training facilities established” and remarked that the only successful effort, driven by dire need, “to meet the many demands and requirements” was the “catch-as-catch-can Japanese language school.” The plan also provided an appendix listing Military Intelligence language requirements divided into “Essential” and “Subsidiary” categories. The list indeed included twenty languages or regional language groupings.<sup>33</sup> The plan offered no advice about how to resolve the discrepancy between these requirements and the lack of sufficiently trained uniformed linguists other than to have them “farmed out” to various academic organizations. A revision of the draft, however, stated that “some means must be established for encouraging the study of certain languages, so that we will not be dependent upon refugees or immigrants; and for maintaining the fluency of language graduates.”<sup>34</sup>

Between 1945 and 1947, the Army attempted to determine and resolve its language training requirements, but the solution—a multi-language school—was not at first obvious to officers of that era even despite the success of the Japanese language program. However, accomplishment and adaptability did mark the program for serious consideration.

In August 1946, the Army announced an effort called “Language and Area Training” intended for selected officers and a limited number of enlisted and civilian personnel. The program essentially provided authority and funds that could be used at civilian universities, the Naval Intelligence School, study abroad, or a combination of these methods. The Naval Intelligence School assumed responsibility for providing foreign language training to Naval officers following the demise of its wartime university language training program. A few Army officers attended the school’s four-month Portuguese and six-month Russian program.<sup>35</sup> The War Department hoped this program would “produce staff officers fluent in the language of a particular country” and knowledgeable in its culture, history, economy, and geography “for postwar duties in the Intelligence Division, the Attaché System, and military missions to foreign countries and to create a pool of trained linguists for future eventualities.”<sup>36</sup> Just one example of demobilization confusion, the planned scope of this program was curtailed, though not eliminated, due to “the action of enforced economy” only weeks after being announced.<sup>37</sup> Still, the Army was able to establish relations with two universities to which it sent small numbers of officers on a four-year-long training program. Those who went to Yale University studied Chinese with follow-on training in Beijing, then controlled by the Republic of China. Those who went to Columbia University’s School of International Affairs studied the Soviet Union, including Russian, prior to overseas assignment. A program evaluation concluded that the students thought the language training was insufficient to prepare them for an overseas tour and that trying to learn Russian simultaneously while writing papers distracted them from doing well at either. The review recommended additional language training for these officers prior to the course so that they could peruse source material in Russian, expedite further language training, and allow more time for area studies.<sup>38</sup>

The finding above supported adaptive use of MISLS, but the Army had a predicament to resolve. In October 1946, the Intelligence Division had resumed “negotiations” with the Far East Command in the hope that it might reconsider assuming responsibility for the Japanese linguist training mission. This second attempt to move MISLS to Japan likely banked on Thorpe’s good relations with MacArthur’s staff. Indeed, the Pacific Theater command did not turn down the second offer outright, but many administrative issues remained. A final decision was thus postponed until April 1947. Meanwhile, the Army had a demand for Russian linguists that exceeded its training capacity. Thorpe thus initiated a one-year-long course for thirty officers and enlisted men that began in October 1946.<sup>39</sup> If MacArthur changed his mind, MISLS would vacate the Presidio of Monterey and the Army would have to find some other way to provide Russian

language training. On the other hand, the outlook that the Far East Command would accept the MISLS training mission was doubtful. In that case, experimenting with MISLS to see if it could reorganize to teach other languages during the interim was a logical approach.

In September 1946, Thorpe appointed the first MISLS Russian language instructor by simply tasking a Japanese Department instructor named Alexander Vorobyoff who spoke Russian. Vorobyoff was a U.S. Army master sergeant of Russian ancestry who had grown up in Japan before immigrating to the United States before WWII. The multilingual Vorobyoff was the sole MISLS instructor in Monterey to transition to teaching in another department. Thorpe also hired a civilian instructor, Gleb Drujina, who was working on a doctorate at Stanford University.<sup>40</sup> With two instructors, the Russian Department was organized in October 1946.<sup>41</sup> Classes began at once and included four officers and five enlisted men. By April 1947, there were three more Russian courses underway ranging in size from seven to eleven students with each including a mixture of officers and enlisted men.<sup>42</sup> Mixing officers and enlisted men together was a change from the MISLS approach and was likely driven by expediency.

Thorpe found the school's first Russian Department chair by transferring Maj. Nicholas E. Mitchell, an associate professor at the nearby Naval Postgraduate School on terminal leave.<sup>43</sup> Mitchell was happy to accept the challenge, which kept him uniformed. Born in St. Petersburg, Russia, he had served in the U.S. Army Air Corps and was an official interpreter for President Franklin D. Roosevelt at the Tehran Conference and for President Harry S. Truman for the Potsdam Conference. Mitchell had trained Russian pilots in Iran under the Lend-Lease Act.<sup>44</sup>



*Figure 4 Alexander Vorobyoff (in uniform), fluent in Russian and Japanese, started as an MISLS Japanese instructor before becoming the first instructor of the MISLS Russian language program. (DLIFLC archives.)*

In establishing the Russian language program, how did Thorpe decided who was qualified to teach? Thorpe had visited several university foreign language programs. He only found one teaching Arabic.<sup>45</sup> Of the seven students in that class, all were interested in either theology or archeology. University courses in

Greek focused upon the ancient language, not the modern. Such programs little helped the Army recruit its own language instructors. Thorpe also found the fluency of instructors at university programs problematic. He interviewed a Russian instructor, who was really a professor of French, who was himself taking a correspondence course for Russian and was only a lesson or two ahead of his students. For this reason, Thorpe determined to “allow no one to teach a language who was not indigenous to the country where that language was used.” This decision—that the school’s instructors had to have native fluency ahead of any other credential—followed the tradition established earlier by the Japanese program for which it was more of an unwritten rule. Thorpe fixed this notion as a key precept governing the school’s operation.<sup>46</sup> Certainly, native fluency has long distinguished the school’s instructor credentials.

In considering the disposition of MISLS, the Army evaluated the fact that there would be a continuing need to support the Far East Command with Japanese linguists for some time while it had already invested in classroom improvements to adapt facilities at the Presidio of Monterey. A survey completed in 1946 suggested Army requirements for trained linguists to serve in the Far East, Latin America, and Europe were more than a thousand. Most were pegged for the Far East Command; predominantly Japanese, but Russian, Chinese, and Korean linguists were also needed. The principal difficulty with the Army using the Naval Intelligence School for courses was that the program required excellent students or those who already possessed knowledge of the language and the Army’s dropout rate from the program was 70 percent. The university programs were acceptable for officers in the area program, but they also needed pre-training in their languages to be advantaged while it was less expensive to send them to MISLS for the first year than to a university. These issues directed attention back to MISLS. According to the Intelligence Division, “MISLS has one of the finest Japanese language courses in the country and it is recognized as such by other institutions.” MISLS had instituted the Russian section to help address the fact that the Army was turning away personnel for Russian language training because it could not accommodate the need. Evaluators were not wholly satisfied with the course, but the only reason more languages could not be taught in Monterey was a lack of funding and uncertainty about moving the Japanese section to Japan.<sup>47</sup>

In conclusion, the Intelligence Division asserted, “those connected with language training are of the opinion that the Army should have a flexible language school. It should be able to teach any language required” and it should have several additional desirable qualities, such as being able to train selected personnel from all major forces, be able to design courses of varying lengths while not exceeding a year, and have flexible start dates (unlike university programs).<sup>48</sup> Adapted as a multi-language program, MISLS offered a solution to all these needs.

At some point during his command, Thorpe received a visit by two colonels who had come “to close out” the school and “dispose of the personnel” because the Army had decided it “cannot afford to keep the operation going.” Called to Washington, Thorpe argued against this notion with the conviction of a “Methodist preacher” seeking converts.<sup>49</sup> He later recounted his remarks to an Army intelligence panel. “The Interpreter is the middleman,” he said, and the middleman always takes a profit. He can say what he’s been told but he can say it in such a way that he’s put a twist to it. Now, we’d better have our own. Here we’ve gone all over the world relying on a few nations to do our talking for us, and they always take a little percentage for the middleman.<sup>50</sup> Whether Thorpe swayed anyone’s view with his folksy anecdote is unknown. The question did after all seem more about how to obtain military linguists rather than whether to have them. His account does indicate that the fate of the school, its existence at all, was quite uncertain from a Pentagon perspective.

Finally, MacArthur removed lingering uncertainty about moving MISLS to Japan by declining again to accept the school. The War Department was still responsible, however, to supply his command with Japanese linguists and that made the Presidio of Monterey the best location for continuing to

administer MISLS. The school was already operational, continued use of military facilities reduced overhead, and the program was near the source of Nisei students. Moreover, MISLS had begun teaching Russian. The Intelligence Division knew the answer and authorized an expansion of the program to include additional required languages “within the limits of funds, availability of students, and overhead personnel.” It recommended MISLS be placed under the commanding general, Ground Forces Command, to provide needed support following the school’s reorganization.<sup>51</sup>

On 13 May, Colonel Thorpe activated a headquarters company and the first of several troop units.<sup>52</sup> In early June, he appointed Lt. Col. Fred B. Keller, Jr., as head of the Department of Spanish and Portuguese.<sup>53</sup> Keller had served as the MISLS troop battalion commander in Minnesota.<sup>54</sup> Thorpe detailed him as the first instructor of the Spanish program probably because he had served in Cuba during the war. With Keller came Lieutenant Gaston Pardue and Robert Franco, an enlisted man who became the first platoon sergeant for the non-Nisei enlisted instructors of which there were eventually several. Franco had learned military terminology while enrolled in a Mexican ROTC-type program prior to immigrating to the United States and joining the 46th Infantry Division (known as the “Tex-Mex” division) during the war.<sup>55</sup> In establishing new language departments, Thorpe first looked for those in uniform who already spoke the target language. Some came from nearby Fort Ord.<sup>56</sup> Indeed, the first Spanish students were also Fort Ord officers who volunteered for the clearly “experimental” course that was to employ the same methods used earlier to teach Japanese and Russian. Future courses were only to be given to personnel selected for duty in Spanish-speaking regions.<sup>57</sup> Thorpe found other instructors by soliciting the War Department to conduct a search and by posting notices in Army circulars for men in uniform who were native-speakers of Arabic, Greek, Turkish, Persian or Korean, languages particularly difficult to staff, so that once located they could be transferred to the school as teachers or teaching assistants.<sup>58</sup>

Surprisingly, MISLS found many in uniform to serve as language instructors. But this strategy was problematic. First, there were not that many speakers of some languages in the U.S. Army. Second, military staff eventually rotated to a new assignment leaving key spots to refill, which is what happened to Mitchell, the first head of Russian Department, as well as Aiso. Third, some students had problems distinguishing classroom authority from rank.<sup>59</sup> As a result, beginning in the 1950s, the school would completely civilianize its language instructors. Also, what qualified as fluency? Thorpe soon realized that he needed Russian instructors who were familiar with “the communist idiom” and not White Russian émigrés who were still speaking among themselves using a Czarist dialect. M. Sgt. Vorobyoff was one of these as were many other early Russian instructors.<sup>60</sup> Some of the first Russian program graduates were not considered well trained and this was a major reason why.<sup>61</sup> Similarly, Turkish speakers in the United States tended to be from the minority Christian community within Turkey and spoke a separate dialect from the majority Muslim population.<sup>62</sup>

Finding native speakers who knew the current dialect of the target country’s language would prove a perennial issue, and it meant having a flexible attitude and looking beyond the Army or even the United States to find instructors. Thorpe recalled hiring a Russian soldier liberated from a German prison camp in the U.S. sector of Germany who had married an American nurse that the school was able to hire under the “War Bride Act.”<sup>63</sup> MISLS found Ann Arpajolou, the school’s first civilian female instructor, working at a Greek newspaper in New York City. She never imagined the U.S. Army would hire a woman, but the school picked her over several engineers, shop-owners, and professionals because she had previously taught grammar school in Greece prior to WWII. Arpajolou headed the Greek Department and for many years was the only female department chair.<sup>64</sup> As remembered by Robert Franco, in the beginning “we were all a group of improvised instructors.” In line with Thorpe’s key principle, they all knew their own language; anything else, like actual experience teaching, was gravy.<sup>65</sup>





*Figure 5 Brig. Gen. Elliott R. Thorpe was General Douglas MacArthur's counterintelligence chief and an ideal choice to lead the transformation of MISLS. (U.S. Army photo courtesy University of Rhode Island.)*

Eventually, the school placed ads in foreign language newspapers in major cities where large ethnic communities existed, such as Boston, Chicago, and New York. Letters were also sent to the foreign language departments of major universities in the hopes of finding a few native speaking students or perhaps their foreign-born instructors. At the time, there were still a lot of displaced people from the war in “international houses.” So, the Army could find candidates to interview. Once the Army approved a course of instruction, it scheduled students quickly. Instructors were often hired just days prior to a class start date. If candidates spoke fluently and knew enough English, they were hired. Training or experience as teachers was desirable, but not the deciding criteria. Of course, the rush to staff classes led to some poor choices. There were no reliable tests to determine proficiency and some teachers claimed more than they could deliver and had to be relieved.<sup>66</sup> In one unfortunate and well publicized case, the school hired a former Vichy France official apparently convicted by a French court of collaboration with the Nazis, which led to controversy and an IG investigation.<sup>67</sup> An inspection of the school in late 1947 found much inconsistency in the methods and caliber of instruction and a lack of supervisory efforts to promote better teaching through faculty development.<sup>68</sup>

There was also no curriculum or unified method of instruction until the arrival of D. Lee Hamilton in 1951.<sup>69</sup> And it was difficult to acquire current teaching materials from countries behind the Iron Curtain. Faculty, however, would learn teaching methods and curriculum would improve with time. Former students assigned as assistant military attachés developed the habit of sending their former professors bundles of materials that they collected on overseas assignments. This behavior was analogous to how Army attachés stationed in Japan before the war had collected similar materials used later to establish the Fourth Army

school.<sup>70</sup> But lack of structure had benefits as well. According to Capt. Donald Likas, Chair of the Greek Department, the Army offered the first professors an opportunity to help start an entirely new and very unique school almost from scratch. The situation presented a good degree of academic freedom, which inspired applicants and boosted morale. “That’s why,” said Likas, “they worked so hard. That’s why they were so loyal and that’s why...they’d better themselves. They matured very greatly. I saw that in many teachers.”<sup>71</sup> Of course, that was just luck—the Army had no choice.

On 23 June 1947, Colonel Thorpe published a roster listing official faculty appointments of MISLS, which included Lt. Col. Lachlan M. Sinclair, Director of Academic Training (who had served with MISLS at Fort Snelling); Tsutomu P. Tekawa, Professor of Japanese and Chairman of the Department of Japanese; Major Mitchell, Professor of Russian and Chairman of the Department of Russian along with his assistant chairman now Warrant Officer Alexander Vorobyoff; and Lt. Col. Keller, Professor of Spanish and Chairman of the Department of Spanish and Portuguese, although he had no instructors yet. Other staff included twenty-three associate or assistant professors of Japanese, eighteen instructors of Japanese, two assistant professors of Russian, seven instructors of Russian, and one instructor of physical education.<sup>72</sup> This was the first official staff and organization of the Army’s first multi-language school. At first, the Japanese and Russian instructors shared one large faculty room converted from a barracks and divided into two halves. The Russian instructors were on one side, the Japanese on the other.

No one complained about the makeshift billets, but, said Shigeya Kihara, when the instructors returned to their desks at day’s end, “we fought the Russo-Japanese War of 1904 all over again.”<sup>73</sup> Founded on a bedrock of tolerance, management of a multi-language school nevertheless meant managing cultural complexity.

By the end of his tour, Colonel Thorpe had fought a few of his own battles with the garrison commander at nearby Fort Ord, who reported to Sixth Army headquarters, Presidio of San Francisco. Fort Ord was supporting the school’s administrative and logistical needs. Their poor relationship was infecting officers assigned to both commands and an Army report recommended Thorpe’s relief as soon as practical to resolve the problem.<sup>74</sup> One can imagine the scenario—two officers supposedly of equal rank but one of them, Thorpe, had actually served as a brigadier general before accepting a reduction in rank to remain on active duty during demobilization. Moreover, Thorpe had served with the legendary General MacArthur, which could have created a gulf between two colonels of different temperance. It was likely, however, that any personality clash was exacerbated by a violation of the “unity of command” principle, the notion that a commander should have effective scope of authority to perform his main mission while reporting solely to a single superior headquarters. Thus, while Fort Ord supported MISLS logistically, all MISLS training and personnel problems were handled directly by the Intelligence Division of the War Department to which Thorpe reported. The Intelligence Division acknowledged that this split responsibility had “numerous disadvantages.” For this reason, the Army re-designated MISLS as an Army specialty school and placed it under the command authority of Army Ground Forces (Sixth Army) following the reorganization of MISLS into a multi-language school.<sup>75</sup>

In July 1947, the Army authorized MISLS to conduct instruction in Arabic, French, Greek, Korean, Persian, and Turkish.<sup>76</sup> Thorpe’s training director, Lt. Col. Lachlan Sinclair, immediately set out on a whirlwind trip to interview candidate instructors for these languages. Some departments were again at first staffed entirely with military personnel, such as the French Department, whose first class began 1 December 1947. This department included Maj. Frederick Stevens (Instructor of French and Chairman of the French Department), Capt. Sonja Beaumont (Women’s Army Corps), and 1Lt. Kaarel R. Pusta.<sup>77</sup> All departments were activated by November and classes started soon after.



*Figure 6 The first faculty of the MISLS multi-language school included Capt. Sonja Beaumont, Women's Army Corps, and to her immediate left Capt. Donald Likas, Greek Department Chair. (DLIFLC archives.)*

The Army's multi-language school continued to have the unique problem of finding qualified native-speaking faculty, but the school abandoned the MISLS model of selecting students who already spoke a target language. From its start, the Russian program did not select heritage speakers—50 percent of those enrolled in February 1947 were of Irish background.<sup>78</sup> Some courses, such as Arabic, tended to have officers enrolled in the structured multi-year program that proceeded to university work, study abroad, and assignment as an attaché; other courses tended to have mostly enlisted men, such as Greek, where graduates were destined to serve as interpreters or crypto analysts monitoring the Greek civil war.<sup>79</sup> After several examples, Thorpe complained that the Army could not take the word of students who claimed to speak Russian or Korean, but who arrived without being able to read or write and who would need the same amount of training as the normal American graduates with no language training. One student was a former displaced person who had only been in the country a short time, which raised the issue of loyalty and future placement into a job requiring a security clearance. Because of such issues, the school gained authority to develop and administer foreign language proficiency tests to anyone claiming to speak a foreign language while the Army decided that soldiers without solid and unquestionable loyalty could not be sent to MISLS.<sup>80</sup>

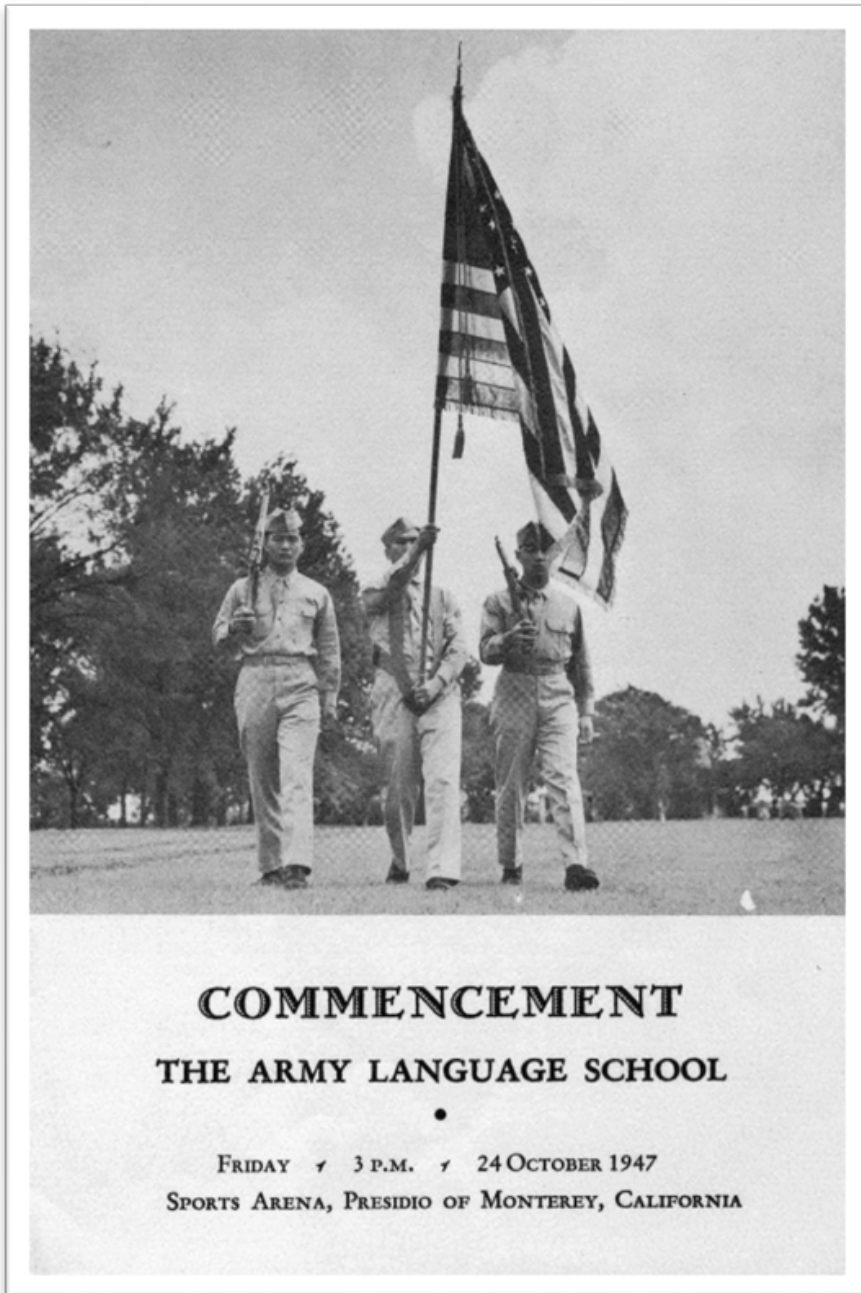
On 1 September 1947, the War Department certified the success of Thorpe's reorganization of MISLS and redesignated it as the Army Language School, an enterprise better suited to the needs of a post-war "Cold War" world.<sup>81</sup> That same month, the school established four departments that would allow the easier administration of grouped languages. These were: Far Eastern Languages headed by Tekawa, Slavic Languages headed by Mitchell, Romanic Languages headed by Keller, and Middle Eastern Languages headed by Likas.<sup>82</sup> On 22 November 1947, Thorpe was reassigned to Thailand as military attaché, his final assignment before retiring in 1949. At this juncture, school enrollment reached its lowest point of about

300 students characterized by declining requirements for Japanese language students and the slow increase in enrollments in the new Russian and Spanish courses. With a steady state need for 200 Japanese linguists per year coupled to growth in several additional languages, enrollment was expected to stabilize at around 500 students.<sup>83</sup> Col. Charles H. Barnwell, who succeeded Thorpe as commandant, and who likewise came from MacArthur's staff, soon had approval to

establish ten more departments, which included several East European and Scandinavian languages. German, however, was only added in 1951 after the Berlin Blockade crisis while the Scandinavian programs were later canceled, proving that the Army's ability to predict its future foreign language needs remained more art than science.<sup>84</sup> On the other hand, the Army certainly knew it would have such needs. By 1952, the class size of the Army Language School exceeded 1,300 students with 24 languages taught in residence.<sup>85</sup>

The last commencements of MISLS took place at the Presidio of Monterey sports arena in the summer of 1947 and included only graduates of the Japanese language course. The July event featured a program with a dramatic photograph of a local military monument as did many later programs.<sup>86</sup> The first commencement of the Army Language School was held on 24 October 1947 at the same venue, but its program guide was a bit different. The ceremony included just fourteen Japanese language graduates but added the first nine graduates of the Russian language program. This commencement guide featured the photograph of a Nisei color guard in starched khaki uniforms marching on the parade ground at Fort Snelling. Meanwhile, the existing Nisei men's choir was replaced by Russian language students singing Russian folk songs. Obvious to those at the time, this commencement marked a true changing of the guard—the transformation of the Army's Japanese into its multi-language school.<sup>87</sup>

To conclude, the Army's Japanese Language program successfully met military needs in a flexible and adaptive manner during WWII. The program established a clear example that allowed decision-makers to compare options when, in the war's aftermath, the Army simultaneously faced rapid demobilization and the need to secure new foreign language training for both military officers and enlisted personnel. The commitment of MISLS faculty to their work and of Army officers to place military need above the era's racist impediments secured a lasting foundation upon which to construct a multi-cultural training institution. The Army Language School embedded this and other MISLS norms, especially that instructors possess native proficiency in the languages they taught. The new school refined wartime practices by moving to a fully civilian teaching force and by focusing instruction upon non-heritage students, which suited post-war recruitment. Finally, it was also important that the Army purposely selected qualified commanders like Rasmussen and Thorpe whose effective leadership ensured that MISLS left an enduring legacy.



**COMMENCEMENT**  
**THE ARMY LANGUAGE SCHOOL**

•  
FRIDAY 3 P.M. 24 OCTOBER 1947  
SPORTS ARENA, PRESIDIO OF MONTEREY, CALIFORNIA

*Figure 7 The first commencement program of the Army Language School included both Japanese and Russian language program graduates and featured for the last time the Nisei color guard. (DLIFLC archives.)*

## Endnotes:

1 All citations reference sources found in the Historical Records Collection (archives) of the Defense Language Institute, maintained by the Command History Office, Building 4275, Ord Military Community, Seaside, Ca.

2 Cameron Binkley, *Defense Language Institute Foreign Language Center: A Pictorial History* (Monterey: DLIFLC, 2011), pp. 10-16.

3 Many sources discuss the WWII-era history of the Defense Language Institute, the most definitive account is: Dr. James C. McNaughton, *Nisei Linguists: Japanese Americans in the Military Intelligence Service during World War II* (Washington, DC: Dept. of the Army, 2008); McNaughton touches upon the origins of the Army Language School in "Fixing the Language Problem: A Case Study in Joint Training Management," unpublished manuscript, December 1995, copy in possession of author; See also Joseph D. Harrington, *Yankee Samurai: The Secret Role of Nisei in America's Pacific Victory* (Pettigrew Enterprises, 1979); Primary sources include: *The MISLS Album* (Fort Snelling: MISLS, 1946) and interviews with early students or instructors, such as David W. Swift, Jr., *First Class: Nisei Linguists in World War II* (San Francisco: National Japanese American Historical Society, 2008), 2nd edition.

4 Following Pearl Harbor, most Nisei soldiers serving outside Hawaii were branded "enemy aliens" and discharged. This hasty decision was later rescinded, and many former soldiers re-enlisted from War Relocation Centers.

5 See McNaughton, *Nisei Linguists*, especially page 460.

6 Dr. James McNaughton, "School's Move to the Presidio of Monterey: Language Institute Crossed Country by Train," *Globe*, 20 October 1988, p. 8.

7 Because an invasion of the Korean Peninsula became unnecessary. Many MISLS graduates served in Korea, however, interrogating and helping to administered surrendered Japanese military forces.

8 Shigeya Kihara, Interview, 19 July 1991, in RG10.02-03/ff11 (Japanese Instructor, 1941-1974).

9 McNaughton, "School's Move to the Presidio of Monterey...by Train," pp. 8-9.

10 Kihara, Interview, 19 July 1991; Tetsuo Imagawa, Interview, 19 July 1991, in RG10.02-03/ff5 (Japanese Instructor, 1942-1976). Similarly, during WWI German Americans stopped speaking German openly and abandoned a flourishing German language press.

11 Kihara, Interview, 19 July 1991; and "Draft History of the Army Language School, 1 November 1941- 20 April 1959," [ca. 1959], pg. 2, in RG24.05-05/ff5 (Public Affairs Section—History of ALS).

12 MISLS sent two instructors to Monterey before the school arrived. Kihara, Interview, 19 July 1991.

13 Maj. Gen. S. J. Chamberlin, Letter to Col. Kai E. Rasmussen, 9 July 1946, in RG24.05-03/ff2 (ALS).

14 Maj. Gen. S. J. Chamberlin, Letter to Col. Elliott R. Thorpe, 9 July 1946, in RG24-05-03/ff2 (ALS).

15 Problems created for MISLS by victory in Japan are recounted in McNaughton, *Nisei Linguists*, pp. 417-420.

16 McNaughton, "School's Move to the Presidio of Monterey...by Train," pp. 8-9.

17 War Department Memo: "Language Training," to Conferees attending D/I Conference (12 April 1947), 11 April 1947, in RG24.05-03/ff4 (ALS).

18 McNaughton, *Nisei Linguists*, pp. 417-420.

19 McNaughton, "School's Move to the Presidio of Monterey...by Train," pp. 8-9.

20 General Orders 33: Assumption of Command, HQMISLS, 25 July 1946, in RG24.05-03/ff2 (ALS).

21 McNaughton, "School's Move to the Presidio of Monterey...by Train," pp. 8-9.

- 22 Thorpe's overlooked report, based upon intelligence intercepts provided to him by officials in Dutch-controlled Java, was only one of many examples of the failure of a dysfunctional prewar U.S. intelligence system to warn about the impending Japanese attack. See Col. John Hughes-Wilson, *Military Intelligence Blunders* (New York: Carroll & Graf Publishers, Inc., 1999), pp. 60-101.
- 23 "Last Survivor of MacArthur's Staff: E.R. Thorpe, Warning of Hawaii Attack Ignored," *Los Angeles Times* (obituaries), 1 July 1989; and McNaughton, *Nisei Linguists*, pp. 327-328.
- 24 Elliott R. Thorpe, *East Wind, Rain: An Intimate Account of an Intelligence Officer in the Pacific, 1939-1949* (Boston: Gambit Inc., 1969), pg. 255.
- 25 *Ibid.*, pp. 255-258; and Brig. Gen. Elliott R. Thorpe, interviewed in 1981 by Lt. Col. J. H. Griffin, Senior Officers Oral History Program, U.S. Army Military History Institute, pp. 81-87, in RG24.10-01/ff2.
- 26 Photograph IA.DLI.2010.03-13 (Figure 3), in RG22.24.A/ff3 (ALS, 1940s). From the left: Yutaka Munakata, Thomas Tanimoto, Tetsuo Imagawa, and Shigeya Kihara.
- 27 Kihara interview, 19 July 1991.
- 28 Kihara interview, 19 July 1991.
- 29 Thorpe, *East Wind, Rain*, pp. 255-258.
- 30 Robert Franco, interview, [?] July 1991, in RG10.02-02/ff8 (Spanish Instructor, 1947-1979).
- 31 Donald Likas, interview, 29 July 1991, in RG10.02-03/ff14 (Greek Chair, 1947-1950).
- 32 Chamberlin, letter to Thorpe, 9 July 1946.
- 33 The essential languages included: French, German, Russian, Spanish, Portuguese, Chinese, and Japanese. The subsidiary languages included: Arabic, Annamese (Vietnamese), Balkan, Baltic, East European, and Scandinavian tongues, as well as Hindi, Siamese (Thai), and Turkish.
- 34 "Post-War Military Intelligence Training Plan (draft)," ca. August 1945, in RG24-05-03/ff2 (ALS). This document was reproduced at the National Archives, which declassified it in 1995.
- 35 War Dept. Memo: "Language Training," to Conferees attending D/I Conference, 11 April 1947.
- 36 War Dept. Circular 250, 27 August 1946, in RG24-05-03/ff2 (ALS).
- 37 War Dept. Memo: "Program for training personnel to speak foreign languages," 20 November 1946, in RG24.05-03/ff2 (ALS).
- 38 Memo: "Reports on Trip to Columbia University," 22 November 1946, in RG24.05-03/ff2 (ALS).
- 39 War Dept. Memo: "Language Training," to Conferees attending D/I Conference, 11 April 1947. Between September 1946 and April 1947, MISLS reduced its student load from 800 to 400, but that included the addition of 30 Russian students and 9 additional Army officers enrolled in the four-year area program in Japanese who came to MISLS for one year of Japanese language training.
- 40 Kihara, interview, 19 July 1991; "The Birth of the Russian Department at Army Language School," [195?], in RG25.11-03/ff7 (History—Russian Dept.).
- 41 "Draft History of the Army Language School," [ca. 1959], pg. 6.
- 42 War Dept. Memo: "Language Training," to Conferees attending D/I Conference, 11 April 1947. See Tab A.
- 43 Nicholas E. Mitchell, interview, 13 November 1987, in RG10.02-04/ff1 (Russian Chair, 1947-1950).
- 44 "Nicholas E. Mitchell," *Monterey Herald* (obituary), 20 January 1988, p. 4.

45 Thorpe noted that many colleges claimed in their course catalogs to offer many courses. In actuality, most were only offered occasionally, or not at all.

46 Thorpe, *East Wind, Rain*, pp. 255-258.

47 War Dept. Memo: "Language Training," to Conferees attending D/I Conference (12 April 1947), 11 April 1947, in RG24.05-03/ff4 (ALS). See Tab A and D.

48 War Dept. Memo: "Language Training," to Conferees attending D/I Conference, 11 April 1947.

49 Thorpe, *East Wind, Rain*, pp. 255-258. Thorpe recounted the same story of having to convince the Army not to close the school in his 1981 interview. See Thorpe, Interviewed in 1981 by Lt. Col. J. H. Griffin, pp. 81-87.

50 Thorpe, Interviewed in 1981 by Lt. Col. J. H. Griffin, pp. 86-87.

51 Memo: "Establishing Army Language Training School," 18 April 1947, Col. S.P. Walker, Acting Chief, Training Group, War Dept., to Conferees attending D/I Conference (18 April 1947), in RG24.05-03/ff4 (ALS). 52 "Draft History of the Army Language School," [ca. 1959], pg. 3.

53 The Army had an interest in Portuguese-controlled territory during WWII and sent officers to learn Portuguese at the Naval Intelligence School, but the course did not meet Army needs. Spanish was pegged in 1945 as an "essential" or strategic language and the Army anticipated needing as many Spanish as Russian linguists.

54 *MISLS Album*, pg. 126.

55 Franco, Interview [?] July 1991.

56 Proximity to Fort Ord offered many advantages for an Army language school in Monterey. As a basic training base, many language students would go there first and the garrison could support the school logistically.

57 "Presidio Tries Experiment in Teaching Spanish," Fort Ord *Panorama*, 8 August 1947, pp. 1-2.

58 Col. Elliott R. Thorpe, Letters to Col. Paul A. Gavan, 11 and 18 July 1947, in RG24.05-03/ff3 (ALS).

59 Retired Hungarian Department Chairman Joseph St. Clair discussed this problem at length in a 1991 interview. The use of enlisted men as instructors had worked well for Nisei students, but it proved to be a unique aspect of the culturally homogeneous environment of MISLS. See Joseph St. Clair, Interview, 22 July 1991, in RG10.02-04/ff13 (Hungarian Chair, 1948-1978).

60 See, for example, Fred Sorri, "Paul Petroff Retires from Russian Dept. after Seven Years with Presidio School," *Monterey Herald*, 8 July 1954, about a former major general of the White Russian Army who retired as a Russian language instructor from the Army Language School in 1954.

61 "The Army Language School, 1946-1954," Summary of ALS Oral History interviews, in RG10.02-05/ff3 "ALS Oral History Program."

62 Thorpe, Interviewed in 1981 by Lt. Col. J. H. Griffin.

63 Thorpe, *East Wind, Rain*, pp. 257; and Thorpe, Interviewed in 1981 by Lt. Col. J. H. Griffin, pp. 82-83.

64 Judy Karas, "A Woman of Firsts," *Monterey Herald*, 8 March 1996, pp. 1D, 3D. Capt. Sonja Beaumont, Women's Army Corps, served as a French instructor, which class began the same date as the Greek class. Together they were the first two women to serve as faculty instructors. See General Order 15, HQALS, 25 September 1947, in RG24.05-03/ff5 (ALS, 1947).

65 Robert Franco, Interviewed [?] July 1991, in RG10.02-02/ff8 (Spanish Instructor, 1947-1979).

66 Joseph St. Clair, Interviewed 22 July 1991, in RG10.02-04/ff13 (Hungarian Chair, 1948-1978).



67 Gaspard Weiss created controversy after becoming head of the French Dept. Following the IG investigation, he was removed from his position of chairman and resigned as instructor the following year. Several articles document this affair, such as Ritch Lovejoy, "Monterey Presidio Language Department Head Investigated as Nazi Sympathizer," *Monterey Herald*, 6 December 1952, pp. 1-2.

68 Memo: "Report of the Army Language School," Chief, Strategic Section Training Group to Chief, Training Group, 22 October 1947, in RG24.05-03/ff3 (ALS).

69 Hamilton became Academic Dean in 1951. A reserve officer and University of Texas professor, Hamilton and a team he brought with him introduced the first standardized teaching method across the departments of the school and is credited with deploying the aural-oral method and memorized dialogs, an approach that was considered superior by some standards, less so by others, but later so closely identified with the Army Language School that it became known as the "Army Method." Hamilton's impact on the school is discussed in several faculty interviews from the period. See "The Army Language School, 1946-1954" [Lt. Cmdr. Donald F. McCabe?], in RG10-02-05/ff3 (ALS Oral History Program—General Info). This is a brief summary of a dozen oral history interviews.

70 Col. Alexander Burz, Interviewed 10 July 1991, in RG10.02-01/ff8 (Romanian Chair, 1949-1952).

71 Donald Likas, Interviewed 29 July 1991, in RG10.02-03/ff14 (Greek Chair, 1947-1950).

72 General Order No. 10, HQMISLS, 23 June 1947, in RG24.05-03/ff3 (ALS).

73 Shigeya Kihara, "The Beginning: Mustering Linguists," undated article in RG25.01-01/ff17.

74 Memo: "Report of the Army Language School," Chief, Strategic Section Training Group to Chief, Training Group, 22 October 1947, in RG24.05-03/ff3 (ALS).

75 War Dept. Memos: "Language Training," to Conferees attending D/I Conference, 11 and 18 April 1947, in RG24.05-03/ff4 (ALS).

76 "Draft History of the Army Language School," ca. 1959, pg. 3.

77 General Order 15, HQALS, 25 September 1947, in RG24.05-03, ff5 (ALS, 1947); and Memo: "History of USALS French Dept., to Major Garrison, Intelligence Officer, 9 April 1959, in RG25.01.01, ff9 (French 1947).

78 Thorne Hall, "Unique Army School at Presidio," *Monterey Herald*, 21 February 1947.

79 "The Army Language School, 1946-1954" [Lt. Cmdr. Donald F. McCabe?].

80 Col. Elliott R. Thorpe, Letter to Chief, Training Group (Intelligence Division), 28 August 1947, in RG24.05-03/ff3 (ALS). Joseph St. Clair discusses apparent efforts by the Army to place heritage students into early courses following the MISLS model, and why in many cases it created more problems than it solved. See Joseph St. Clair, Interviewed 22 July 1991, in RG10.02-04/ff13 (Hungarian Chair, 1948-1978).

81 General Order 84, War Dept., 8 September 1947, in RG24.05-03/ff3 (ALS, 1947). The term "Cold War" is attributed to presidential advisor Bernard Baruch who coined the phrase in late 1947 to describe the state of relations between the Western democracies and those areas dominated by communism.

82 General Order 15, HQALS, 25 September 1947, in RG24.05-03/ff5 (ALS, 1947).

83 War Dept. Memo: "Language Training," to Conferees attending D/I Conference, 11 April 1947.

84 An unexpected funding shortfall in 1955 eliminated several positions and departments.

85 "Advanced Planning for Army Language School," 1952, in RG24.05-03/ff11 (ALS, 1952).

86 Program: "Commencement-Military Intelligence Service Language School," 3 July 1947, in RG24.05-03/ff3 (ALS).

87 Program: "Commencement-The Army Language School," 24 October 1947, in RG24.05-03/ff3 (ALS).



## Appendix 7: Mid-Tour Snapshot

Every two weeks, the commandant of DLIFLC sent to the commanding general of the Combined Arms Center a situation report. The following is the report sent by Colonel Deppert to Lieutenant General Lundy at the midpoint of Deppert's tour as commandant:

**To:** Lundy, Michael D (Mike) LTG USARMY CAC (US); Brown, Kirby R SES USARMY CAC (US)

**Cc:** Banks, Diana C SES OSD OUSD P-R (US); Matlock, Patrick E BG USARMY HQDA DCS G-3-5-7 (US);

Johnson, Jacob L Jr SES USN (US); michael.h.decker@usmc.mil; Franco, Patrick A Jr CIV USARMY HQ INSCOM (US); frank.vonheiland@lackland.af.mil; Bulls, Iris A CIV DODHRA DLNSEO (US); Pool, Mark A CIV USARMY DLIFLC (US); Valentin, Margarita L CIV DLIFLC (US); Adams, Jonathan M MAJ USARMY DLIFLC (US); Sanchez, Roberto J (BJ) CIV OSD OUSD INTEL (US); Donald J Gentile; Donnelly, John J CIV USSOCOM HQ; Payne, Stephen M CIV DLIFLC (US); theresa.sanchez@pentagon.af.mil; Hernandez, Jose G CDR USN DODHRA DLNSEO (US); Brown, Lawrence T COL USARMY IMCOM CENTRAL (US); Hardin, Hugh H CIV USARMY USAG (US); Bugary, Clare A CIV USARMY DLIFLC (US); Kiley, Pamela L CIV USARMY HQDA DCS G-2 (US); Ibrahimov, Mahir J (Dr. I.) CIV USARMY CAC (US);

Nugent, Michael A CIV DODHRA DLNSEO (US); Leaver, Betty L CIV (US); Bird, John J CIV USARMY ICOE (US); Logeman, Keith M Col USAF 17 TW (US); Faulk, David M LTC USARMY CAC (US); Myers, John J LTC USARMY HQDA DCS G-3-5-7 (US); Pilloni, John Richard CIV USARMY DLIFLC (US); Kanbar,

Hiam N FAC (CIV); Weinfeld, Kalman CIV DLIFLC (US); Monreal, Richard STF (CIV); Vezilich, Michael L FAC (CIV); Bouhaja, Hassane STF (CIV); Qasem, Ra'Ed F CIV DLIFLC (US); Kesten, Detlev STF (CIV); Shell, Jude C LtCol USMC DLI (US); Walker, Christopher V Lt Col USAF 17 TW (US); McCullough, James B Lt Col USAF 17 TW (US); Brunk, Donald R Lt Col USAF (US); Sabo, Toni K LTC USARMY DLIFLC (US); Kem, John S MG USARMY CAC (US); Sink, David G COL USARMY HQDA DCS G-3-5-7 (US); Wickman, Randall D COL USARMY HQDA DCS G-3-5-7 (US); Berrier, Scott D MG USARMY ICOE

(US); Newsome, Andrew T CDR USN CENINFODOM CORRY STA (US); Bernier, Bolivar CIV USARMY HQ INSCOM (US); Hofstetter, Melinda CTR USARMY HQ INSCOM (US); Cawthorne, John D MCPO USN USARMY DLIFLC (US); Aguilarfigueroa, Luis F STF (CIV); Mackey, Beth A CIV (US); clhouse@nsa.gov; hgmcfar@nsa.gov; aebrown@nsa.gov; pefenn@cybercom.mil; enkalb@radium.ncsc.mil; Feidt, Rodney A CIV (US); Ramsey, Ryan J CSM USARMY DLIFLC (US); Glenny, George C CIV USARMY TRADOC (US); Bohnemann, Edward T COL USARMY TRADOC

(US); Brewington, Howard K CIV USARMY CAC (US); Collins, Steven N STF (CIV); Richard Brecht; Galal Walker; Scott Allen; Craig L Wilson; Ruth A. Davis; chaos01@comcast.net; wwhobrey@stanford.edu; Sun, Bunnaro CIV USARMY HQ INSCOM (US); Hammond, Robert T CPT USARMY DLIFLC (US);

Morozov, Vladimir CPT USARMY DLIFLC (US); Cutter, Natela A CIV USARMY TRADOC (US); Mingus, James J BG USARMY MCCOE (US)

**Subject:** Defense Language Institute Foreign Language Center Situation Report for the Period 14-27 January 2017

Gentlemen:

The push by our senior leadership to finalize both our DLI Faculty Pay Methodology proposal and the associated funding is proving to be decisive. GEN Perkins approved the Pay Methodology proposal on 19 Jan, and that document is now with HQDA G-3. Also on 19 Jan, as result of action by LTG Lundy, I joined via telecom with Ms. Hammond and Mr. Mitchell from HQDA G-2, and COL Sink and LTC Myers from HQDA G-3, to ensure we have provided all the required background information on this issue for action by HQDA. The sticking point remains determining additional civilian pay funding for our faculty in FY18. We stand ready here at DLI to initiate the new Pay Methodology for our Faculty in the last quarter of this FY once the FY18 funding issue is resolved.

This week we are the host for the Joint Foreign Area Officer Course, with over 70 attendees and several distinguished current and former GO/FO/SES leaders serving as instructors and lecturers. We also hosted the Defense Language Testing Advisory Panel, a collection of outside testing experts who are the tops in this field for both industry and academia. This panel helps us ensure our Defense Language Proficiency Tests accurately determine language proficiency. Dr. Mike Nugent, Director of the Defense Language and National Security Education Office, was also present during deliberations of this panel. Mike and I had a chance to discuss a number of topics during an office call.

I'm happy to report that our dedicated team has started FY17 with great success, with nearly 40 percent of our students graduating from the basic acquisition classes at the higher proficiency levels of Listening2+/Reading2+, and a remarkable 17 percent graduating at Listening3/Reading3. (Our official graduation standard remains L2/R2). We have a long way still to go, but the effort by everyone -- faculty, students, staff, military cadre -- to achieve these results certainly deserves recognition and is extremely encouraging.

v/r Phil  
COL Phil Deppert Commandant  
Defense Language Institute Foreign  
Language Center W: 831-242-5200  
(DSN: 768)

\*\*\*\*\*  
\*\*\*\*\* HIGHLIGHTS THIS PERIOD -- SUMMARY:

1. Agile and Adaptive Leaders - Tier 2 Training for the new Army Transgender Policy Complete
2. Realistic Training - OCONUS Immersions in Jordan, Korea, and Morocco

3. Institutional Agility - Latest Version of the Universal Curriculum Authoring Tool Installed

4. Telling the CAC Story -- DLI hosting the Joint Foreign Area Officer Course

\*\*\*\*\*

\*\*\*\*\* SPECIFICS:

1. Agile and Adaptive Leaders:

- ICW Army Directive, Tier 2 Training for the new Army Transgender Policy was completed 17 Jan.

2. Realistic Training:

- OCONUS Immersions. 3 training sites with 39 students: Jordan (19 students), Korea (10 students), Morocco (10 students).

- 18 DLIFLC Mobile Training Teams at 7 sites, for 110 students. Locations: Vilseck/Germany, Clay National Guard Center/GA, Draper/UT, Schofield Barracks/HI, DMAFB/AZ, Offutt AFB/NE, Fort Campbell/KY.

3. Institutional Agility:

- The latest version of the DLI Universal Curriculum Authoring Tool (UCAT) was successfully installed on our academic IT network. This software tool allows any faculty member to develop portions of curriculum, with various media, on a universal platform and share it seamlessly with all other DLI faculty members.

- Implementing better processes and procedures to integrate Performance Triad measures into the everyday activities of our students, cadre, faculty and staff.

4. Telling the CAC/DLI Story:

- 17 Jan, Tier 2 Army Transgender Policy Training -- Completed

- 18 Jan, DLI/POM IMCOM mission brief and discussion with MG Theodore Harrison, Director of Operations, ACSIM

- 19 Jan, Telecom with HQDA G-2 and HQDA G-3 representatives regarding funding for changes to DLIFLC faculty pay

- 19 Jan, DLI CMDT On-Line Chat Session with faculty and staff from Continuing Education Language Training Detachments in Europe and East Coast CONUS

- 19 Jan, Martin Luther King Observance, with guest speaker Ms. Maria Gitin, who worked with Dr. King in Alabama in 1965 and author of "This Bright Light of Ours"

- 20 Jan, Meeting of the DLI Foundation

- 23 Jan, Opening of the POM Tax Assistance Center

- 23-27 Jan, DLI Hosted Joint Foreign Area Officer Course, with over 70 attendees and distinguished lecturers (current and former flag officers/ambassadors)

- 24 Jan, DLI hosted Defense Language Testing Advisory Panel

- 24 Jan, Meeting with Big Sur International Marathon (BSIM) Director, BSIM is a signature volunteer event for DLI Service Members

- 24 Jan, Office call with Dr. Michael Nugent, Director of the Defense Language and National Security Education Office (DLNSEO)

- 26 Jan, Visit by COL William J. Rice, CDR, Special Warfare Education Group, Ft. Bragg

- 26 Jan, Office call with BG David E. Brigham, Dep Dir, DAMO-SS, HQDA G-3/5/7

- 26 Jan, Visit to DLI by VADM Jan Tighe, CDR, US Navy Fleet Cyber Command

- 26 Jan Dinner with Middlebury Institute of International Studies Leadership

**Mission Results:**

- Currently 2,372 basic language acquisition students. 2,119 enrolled in 18 languages, at the Presidio of Monterey, and 253 students in 47 languages at DLI-Washington.
- DLI-Monterey has not had any graduations since last SITREP.
- DLI-Washington graduated 10 students since last SITREP (9 Dari, 1 Pashto).
- No AA degrees have been awarded since last SITREP.

## Appendix 8: DLIFLC Command Brief, 17 February 2016

*Welcome  
HPSCI Staff*




**DLIFLC**  
DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER

*17 February 2016*


20160115

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER



***Agenda***

- *Mission, Vision, and Values*
- *DLIFLC Overview and Profile*
- *Current Focus and Way Ahead*
- *Worldwide Presence*



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DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER



## Mission, Vision, and Values

### Mission

Our mission is to provide culturally based foreign language education, training, evaluation and sustainment to enhance the security of the nation.

### Vision

Our vision is to deliver the world's best culturally based foreign language education and training – at the point of need.

### Values

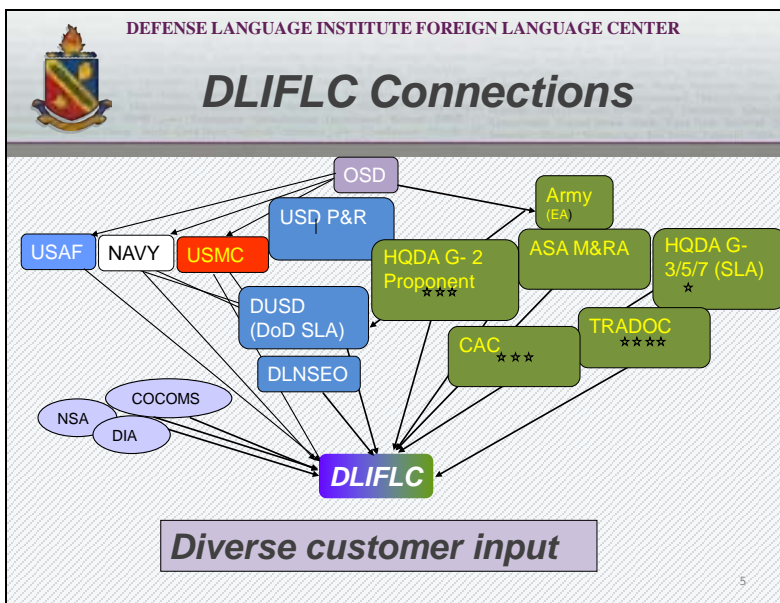
We hold ourselves and others accountable for the following values:

**Commitment** - We are committed to our students, employees, stakeholders, life-long learning, and institutional excellence.

**Adaptability** – We promote flexibility and drive innovative change as individuals and as an institution.

**Integrity** - We expect personal and professional integrity.

**Respect** – We honor our cultural and social diversity by treating others with dignity and respect.







# DLIFLC governing documents

1. DoD Directive 5160.41E, Aug. 21, 2015  
(Defense Language, Regional Expertise, and Culture Program (DLRECP))
2. DoD Instruction 5160.71, Jan. 26, 2009 (DoD Language Testing Program)
3. DoD Instruction 7280.03, Aug. 20, 2007  
(Foreign Language Proficiency Bonus (FLPB))
4. DoD Instruction 5160.70, June 12, 2007  
(Management of DoD Language and Regional Proficiency Capabilities)
5. DoD Instruction 1315.20, Sept. 28, 2007  
(Management of DoD Foreign Area Officer Program)
6. CJSCI 3126.01, Jan. 23, 2006 (Language and Regional Expertise Planning)
7. CJSCI 1630.01, Sept. 3, 2010  
(Afghanistan/Pakistan Hands (APH) Program)
8. Army Reg. 350-20, March 15, 1987  
(Management of the Defense Foreign Language Program)
9. Army Reg. 11-6, Aug. 31, 2009 (Army Foreign Language Program)
10. TRADOC Reg. 350-6 (Conduct for IET training)
11. LOCAL 1263 agreement, Aug. 28, 2014
12. DLIFLC Reg. 690-1, March 31, 2011 (Faculty Personnel System)
13. DLIFLC Reg. 350-10, Dec. 12, 2014, (Mngmt of Students and Resident Language Programs)



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# USG Intel Community



ODNI



### DLIFLC Supported

- DLIFLC provides language education & training for uniformed service members.
- DLIFLC provides language education & training for all uniformed service members assigned to DIA and NSA.

### The Commandant of DLIFLC:

Executes standardization, testing, research and development, and evaluation of foreign language training, education, and relative services for *language professionals and general purpose forces within DoD.*

DoD Directive 5160.41E (21 Aug 2015), Enclosure-3, p. 11

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# Core Competencies



# DLIFLC Languages

<u>Category I</u>	<u>Category II</u>	<u>Category III</u>	<u>Category IV</u>
Spanish	German	Persian Farsi	Modern Standard Arabic
French	Indonesian	Russian	Arabic - Egyptian
Portuguese		Hindi	Arabic - Sudanese
		Urdu	Arabic - Levantine
		Hebrew	Arabic - Iraqi
		Serbian/Croatian	Chinese Mandarin
		Tagalog	Korean
		Turkish	Japanese
			Pashto

94% of Students taking CAT III & IV Languages



Course Lengths  
 CAT I - 26 Weeks  
 CAT II - 35 Weeks  
 CAT III - 48 Weeks  
 CAT IV - 64 Weeks

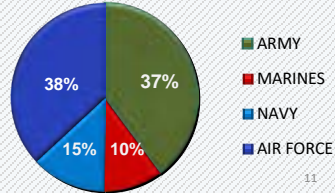


# Undergraduate Student Profile

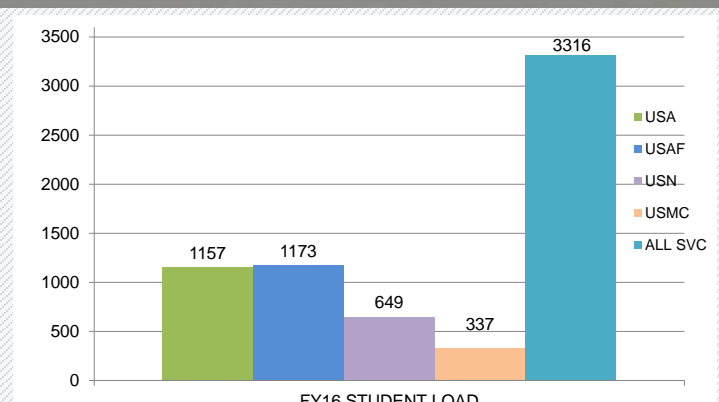
- ~ 3,500 multi-service
- 66% - under age 25
- 99% - high school graduates
- 17% - college graduates
- 5% - officers
- 73% male population
- 27% female population
- 83% - students will support intelligence missions
- Schedule: 5 days/week, 6+ hrs per day, 2-3 hrs homework



12,000 + AA degrees awarded since 2002



# FY15 Basic Course Student Load



Basic Course Load Cap is 3,750



## Faculty Profile

- Title 10 Department of the Army civilian faculty
- 95% native speakers: 15% Ph.D., 54% M.A., 28% B.A
- DLI-Washington: Contract faculty provide flexibility and surge capacity
- In-house faculty training programs
- Professional development opportunities through local and regional higher educational institutions



*Title 10 DA civilian faculty – Faculty Personnel System allows for flexibility with the surge and dips in language training requirements*

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## 2+/2+ Plan: The Goal

- What: 76% 2+/2+/1+ (Academic Production Rate – excludes admin attrition)
- When: By 2022
- How: Incrementally, increasing by an identified % annually at L2+/R2+ by 2022
- Who: All DLI Students
- Why: Increasing complexity of DoD language needs requiring 3/3 abilities

Production - % of student starts who met graduation standards

Proficiency - % of student completions who met 2/2/1+ graduation standards

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## *Current 2+ Production*

- DLIFLC's 2/2/1+ production rates have been steadily increasing since 2008
- Current statistics show DLI graduates/produces:
  - ~ 70% achieve 2/2/1+
  - ~ 45% achieve 2+ in one modality
  - ~ 30% achieve 2+/2+
  - ~ 10% achieve 3/3

Achieving Level 2+/2+ is exponentially more difficult than achieving 2/2

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## *Underpinnings for 2+/2+ Plan*

- Change in philosophy from teaching to learning
- A change in approach, tempo, and understanding of how learning happens is required at lower levels (revised mindset)
- New approaches needed for third semester (revised expectations)

Bottom Line: "Not more of the same"

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## Methods to Measure 2+/2+ Progress

- Annual Program Reviews
  - Curriculum & Syllabus
  - Faculty & Students
- Quarterly Review and Analysis
- Pre-Class Readiness Reports
- Mid-Semester Prognostic Reports
- Semester-end Diagnostic Assessments – all students
- After-Class Review & actions taken
- Certification of faculty by FS, CS, and SLS
- Office of Standardization and Academic Excellence: monitoring and mentoring
- Other analyses by Training Analysis Division, as needed



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## Summary of Required Actions for 2+/2+

- Students
  - Minimum DLAB of 110 (no waivers)
  - Immersions
    - Increase OCONUS immersions
    - CONUS immersions for languages where OCONUS is not possible
    - Improved isolation-immersions
  - Work with services to increase motivation & resiliency, during & after DLI
  - More robust student support
- Faculty
  - More competitive salary compensation for faculty
  - Focus on targeted recruitment and retention
  - More robust faculty training support
- Curriculum
  - Increased course length for Spanish and French
  - Changes to curricular methodology (open flexible architecture and revise 3<sup>rd</sup> Semester)

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# Immersion Programs

## Local Immersions



- 2006 - dedicated Immersion facility at Ord Military Community
- Immersions conducted twice per language program

## OCONUS

- Initiated August 2005
- 20+ countries/regions
- more than 3,000 + participants
- 70%+ for Arabic, Chinese, Korean



# Worldwide Presence





## CE Distance Learning FY15 Accomplishments

### Mobile Training Teams

- 1,396 students
- 128 Post-Basic courses
- 40 Familiarization Courses
- 24 languages

### Broadband Language Training System

- 291 students (326 with VTT)
- 17 languages



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## Non-resident Instruction



- Quality continuing education for 44,000 language professionals
- Language and culture materials for any learner
- Command Language Program

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## Online Product Development FY15 Accomplishments

- **HeadStart2**  
Added four new languages; currently available in 33 languages
- **Rapport**  
Currently available in 18 languages
- **Global Language Online Support System (GLOSS)**  
Produced 279 lessons for a total of 7,388 in 40 languages
- **Online Diagnostic Assessment (ODA)**
  - ✓ 11,252 users completed sessions in
  - ✓ 18 languages
  - ✓ 78,944 online sessions
- **Cultural Orientation** - 95 languages
- **Countries in Perspective** - 75 languages



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## Linguistic Testing



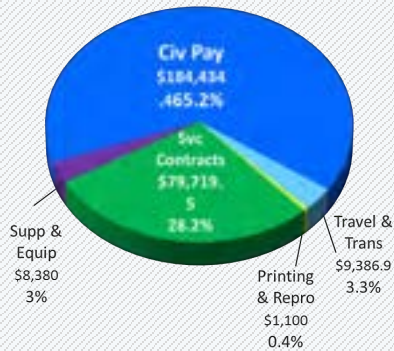
- 1<sup>st</sup> DLPT5 deployed: Dec 2005
- DLPT examinees per year = ~ 62,000
- OPI examinees per year = ~ 15,000
- Languages tested = 120 (60 DLPT/ 60 OPI)

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## FY16 Budget Overview

### FY16 TRADOC Budget Guidance



- Programmed Funding\* \$292,789K
- Initial Funding (TRADOC Budget Guidance) \*\* \$283,020.8K
- \$280,297.5K\*

\*MDEP TDLP only (w/o TALP) is for the Defense Foreign Language Program

\*\*Funded at FY17 Civ Auth levels instead of 95% of FY16 Civ Auth  
- Delta from FY16 to FY17 is -106 authorizations  
BCA Appropriation Level would reduce total by -\$54,832.5K (19.4%)  
- Smaller reduction than earlier BCA positions  
Anticipate \$10M Congressional Mark again for RAF support

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## Faculty Compensation

- DLIFLC faculty earn, on average, about 60% of their peers at CGSC, NPS, NDU
- Adequate faculty compensation is a major obstacle to recruiting and retaining quality faculty
- Fixing faculty compensation in a multi-layered approach

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## Faculty Compensation

- Internal Decisions (Requiring CMTD Approval)
  - ✓ • Supplemental Pay for Leadership (pilot program for Deans)
  - ✓ • Provost Salary (tagged now to GS-15)
  - ✓ • Recalculate merit pay awards when possible / permissible to benefit the faculty member
  
- External Decisions (Requiring OSD Concurrence)
  - Resetting pay bands (letter from HQDA G-3 to OSD P&R)
    - Competing versions of proposals (DCPAS & DLIFLC)
  - Separate locality pay adjustment
  - Revision of the DLIFLC faculty policy memo

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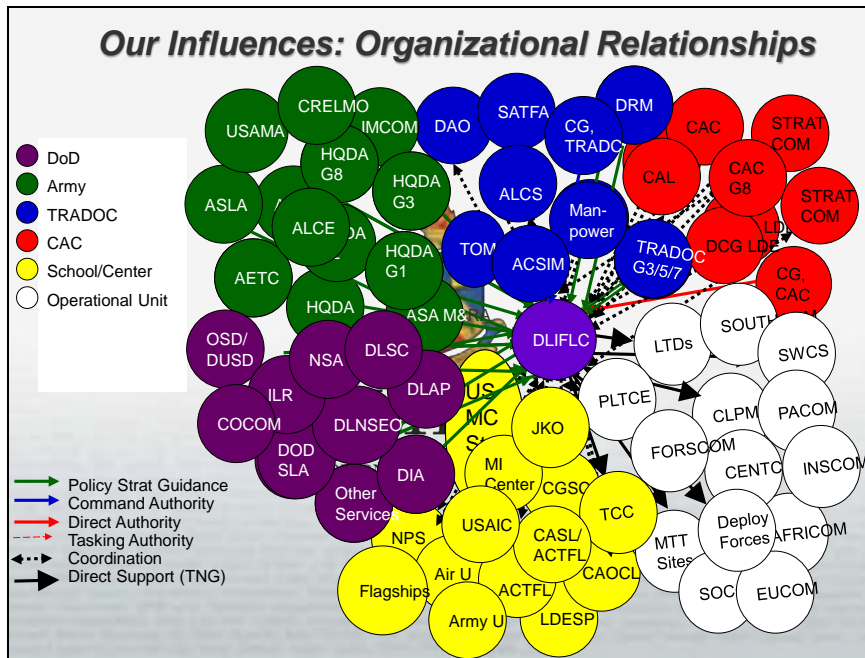
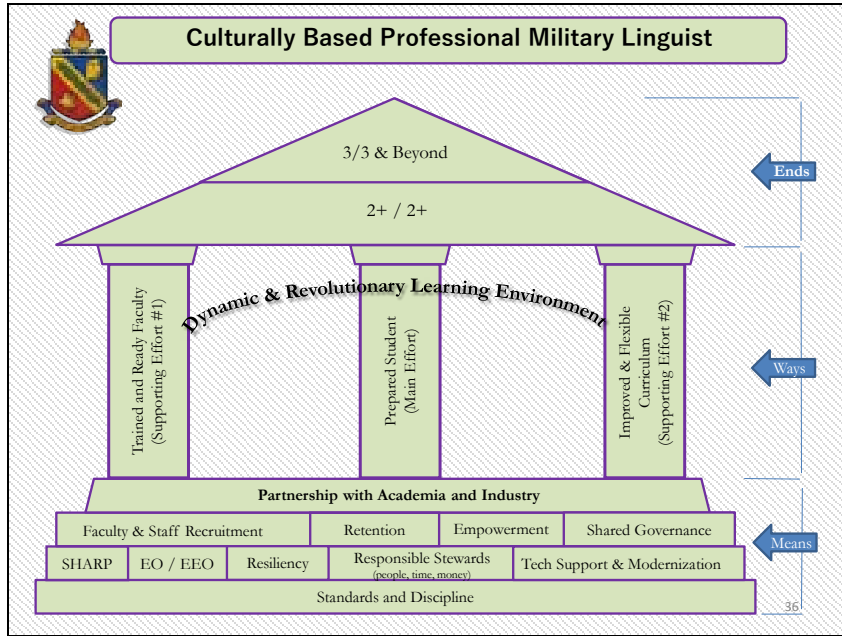
## Pay Band Erosion Since 1997

(Using locality charts applicable at time)

<u>1997</u> (Rest of US)	<u>MIN</u>	<u>MAX</u>
Instructor	GS 4/3	GS 10/9
Assist Prof	GS 8/3	GS 12/5
Professor	GS 11/5	GS 14/8
<u>2016</u> (SF/SJ/OAK)		
Instructor	GS 2/1	GS 10/8
Assist Prof	GS 5/4	GS 12/2
Professor	GS 9/3	GS 14/5

Maximum (head) of FPS Pay Bands has kept relative pace, Minimum (foot) of FPS Pay Bands has lost significant ground relative to GS

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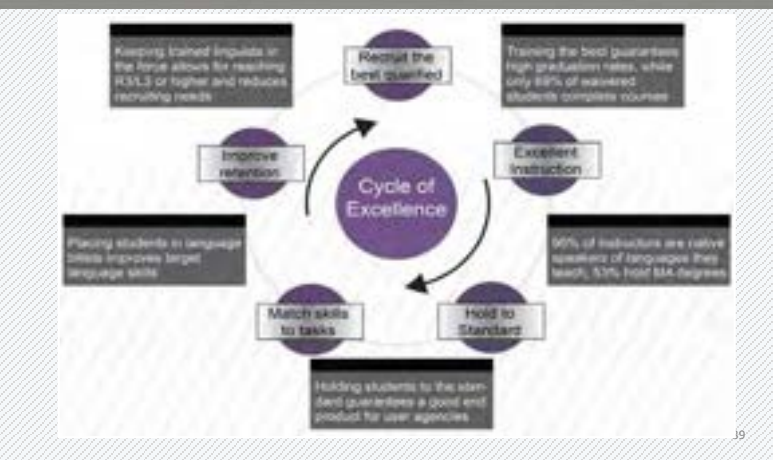




# Life-Long Learning Cycle



# Cycle of Excellence





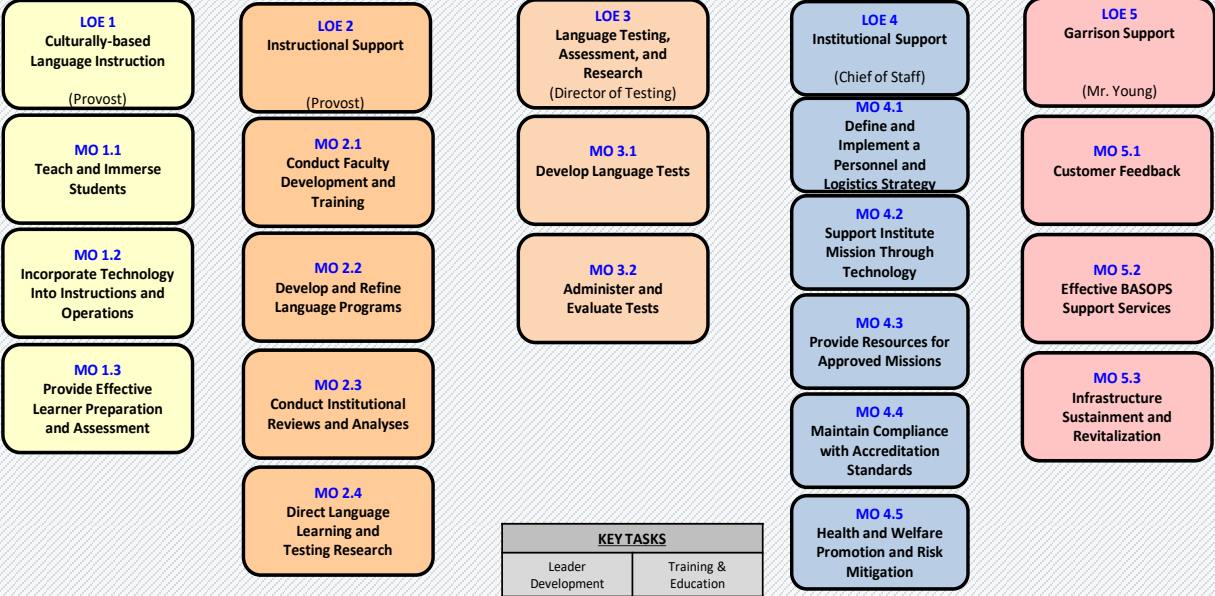
# DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER 2+ / 2+ Integrated into DLIFLC Campaign Plan

**DLIFLC Vision: Delivering the world's best culturally-based foreign language training and education – at the point of need.**

## DLIFLC FY16 – 20 Campaign Plan Strategy Map

Key Enablers

Knowledge Management | Operational Environment | Resources





**LOE 1**

**Culturally-based Language Instruction**



**1.1 Teach and Immerse Students**

**F 1.1.1 Ensure proper manning to support Academic Programs**

**F 1.1.2 Ensure a trained and ready faculty**

**C 1.1.3 Ensure curriculum is designed to meet course objectives**

**S 1.1.4 Provide world-class instruction**

Supporting Task Description		
Ensure a trained and ready faculty (1 of 2)		
Sub-Task Metrics		Sub-Tasks
Metric	Actual / Goal	
2.1. % of faculty ICC and IRC certified	97.6%/100%	Increase ICC and IRC
2.2. # of schools utilizing in-house expertise	8 of 8/100%	Take advantage of int modules/materials/demos in the TL. Requires coordination with chairs and in-house CC Specialists. May require some OT.
2.3. # of faculty needed mentoring	74/<10%	Identify and mentor faculty needing significant development. (UGE)
2.4 # of spaces allocated for academic activities/academic support vs. schools' needs	18 of 24/100% of needs met	Conduct a space study at UGE schools to determine where we can find additional space when needed for study/teaching/training (needs vary by school).

Each Campaign Plan Major Objective has subtasks which are then tracked with discrete metrics



**Reaching 2+ / 2+ by Language  
Time Line**

Language	2015		2016		2017		2018		2019		2020		2021		2022	
	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R
Arabic MSA	40%	58%	45%	63%	50%	68%	55%	73%	60%	76%	65%	76%	70%	76%	76%	76%
Egyptian																
Iraqi	40%	46%	44%	50%	49%	55%	55%	60%	62%	66%	70%	73%	74%	76%	76%	76%
Levantine	31%	57%	35%	61%	40%	66%	45%	71%	58%	76%	64%	76%	70%	76%	76%	76%
Chinese	70%	65%	73%	70%	75%	73%	76%	76%	76%	76%	76%	76%	76%	76%	76%	76%
French	41%	65%	44%	70%	53%	75%	62%	76%	71%	76%	76%	76%	76%	76%	76%	76%
Hebrew	70%	74%	71%	75%	72%	76%	74%	76%	76%	76%	76%	76%	76%	76%	76%	76%
Korean	35%	45%	40%	50%	43%	63%	49%	76%	57%	76%	65%	76%	70%	76%	76%	76%
Pashto	61%	72%	65%	76%	69%	76%	73%	76%	76%	76%	76%	76%	76%	76%	76%	76%
Persian Farsi	50%	43%	55%	48%	62%	55%	68%	62%	72%	70%	75%	73%	76%	76%	76%	76%
Russian	42%	39%	48%	45%	54%	51%	62%	60%	66%	71%	71%	76%	76%	76%	76%	76%
Spanish	38%	43%	43%	48%	48%	53%	56%	76%	62%	76%	76%	76%	76%	76%	76%	76%
Urdu	43%	49%	49%	64%	56%	76%	63%	76%	67%	76%	72%	76%	76%	76%	76%	76%



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

# Undergraduate Education 2+/-2+ Update for CLA Programs

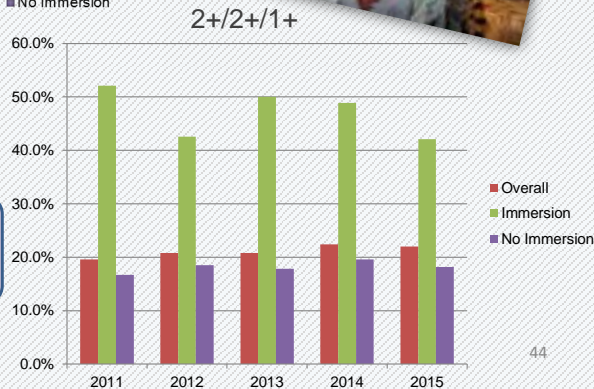
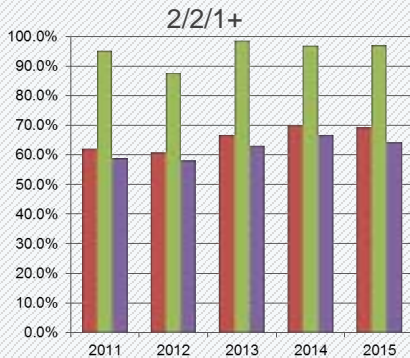
Lang	FY14		FY15				FY16			
	LC	RC	LC		RC		LC		RC	
	Achieved	Achieved	Goal	Achieved	Goal	Achieved	Goal	Achieved	Goal	Achieved
AD	36.5%	54.9%	40.0%	33.3%	58.0%	49.8%	45.0%	31.7%	63.0%	48.4%
DG	37.3%	42.7%	40.0%	33.9%	46.0%	50.8%	44.0%	26.7%	50.0%	46.7%
AP	27.6%	54.0%	31.0%	27.8%	57.0%	56.7%	35.0%	13.3%	61.0%	51.1%
CM	69.2%	63.8%	70.0%	69.9%	65.0%	57.6%	73.0%	64.4%	70.0%	60.9%
FR	40.4%	64.0%	41.0%	44.8%	65.0%	55.2%	44.0%	53.8%	70.0%	76.9%
HE	75.0%	79.2%	70.0%	76.1%	74.0%	82.6%	71.0%	85.7%	75.0%	85.7%
KP	27.8%	45.5%	35.0%	29.4%	45.0%	52.6%	40.0%	29.7%	50.0%	70.3%
PV	60.2%	72.3%	61.0%	72.8%	72.0%	78.3%	65.0%	72.1%	76.0%	78.7%
PF	48.1%	41.4%	50.0%	47.0%	43.0%	44.0%	55.0%	38.2%	48.0%	32.7%
RU	43.3%	37.6%	42.0%	44.9%	39.0%	43.5%	48.0%	45.1%	45.0%	50.7%
QB	35.4%	41.1%	38.0%	28.2%	43.0%	36.5%	43.0%	32.7%	48.0%	32.7%
UR	41.0%	47.4%	43.0%	22.6%	49.0%	30.2%	49.0%	40.0%	64.0%	40.0%
TOTAL	46.2%	54.0%	45.0%	44.6%	53.0%	52.9%		40.9%		53.3%

FY16 graduations as of 6 JAN 2016



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

# OCONUS Immersion Results



Students who attend immersions perform significantly better than those who do not





## ***Continuing Education (CE) FY15 Accomplishments***

### **Resident Education:**

- 85.4% 2+/2+ for Intermediate (6% increase over FY14)
- 100% 3/3 for Advanced Courses with no attrition
- 63% exceeded graduation requirements in at least one skill
- 35% achieved 3+ or 4 level

### **DTRA Interpretation Course**

- 100% exceeded 2+/2+/2
- 59% at 3+ in at least one Reading/Listening/Speaking skill
- 41% achieved level 4 in at least one skill

### **Language Training Detachments**

- Extension Programs: 2,596 graduates at = or > 2+
- Field Support: 3,678 graduates at 1 through 2

Achieving the vision of teaching at the point of need

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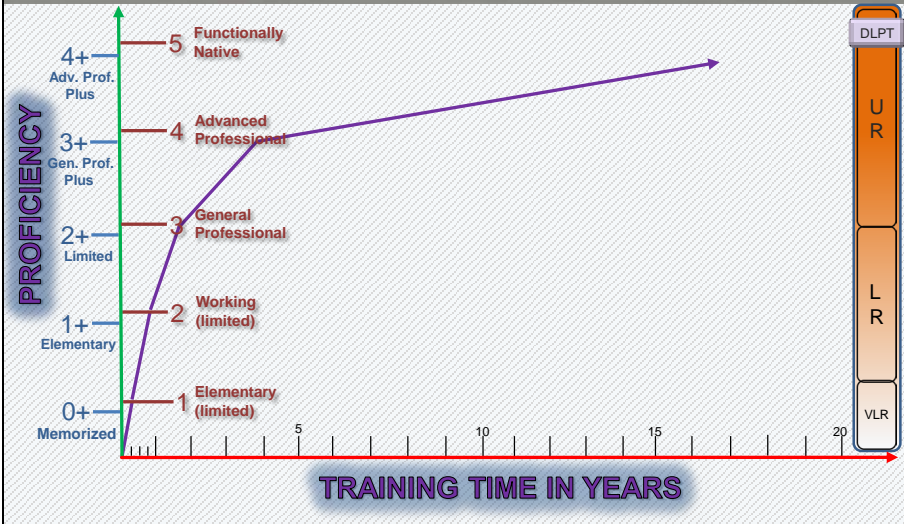
## ***Senior Subcommittee on Cryptologic Language Analyst (CLA) Career Paths***

- USD P&R Memo dtd 13 Aug 2014 established a senior level subcommittee with representatives from the Services, Joint Staff, OUSD (I) and NSA
- Subcommittee tasked with determining manpower models, assessing manning processes, and planning Total Force solutions to improve the readiness and effectiveness of the CLA workforce
- Emphasizing matching CLA “skills-to-tasks” – DLIFLC facilitating by early identification of possible 3/3 graduates

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## Difficulty in Achieving Higher Proficiency Levels



## Economic Impact Data

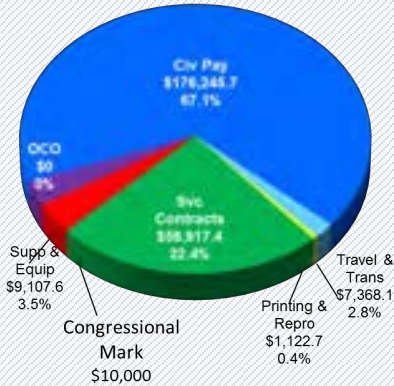
- **DLIFLC & POM joint FY14 budget ~ \$343.6M**
  - \$265M DLIFLC - civilian, military staff & contractor salaries
  - \$78.6M POM - civilian, military staff salaries, local purchases
    - o \$45M in local contracts (maintenance, etc.)
  - \$140M - military salaries all branches (4,000 students)
- **Air Travel through Monterey Airport**
  - \$6.8M - Personnel travel (civ. & mil staff, faculty members)
- **Dental care: \$833K** - spent for 741 patients locally
- **CALMED: \$19.8M** - spent on outpatient care locally
- **VA Clinic: \$80M** - 146,000 sq ft. to serve 70,000 vets & active duty
- **Three GIBs and facility upgrades: \$87M**
- **K-12 military dependent students: \$92K**

Economic impact data provided is illustrative



# FY15 Budget Review

**FY15 O&M Obligations**  
(as of 30 Sep 15)



- **Programmed Funding\***  
\$312,265K
- **Initial Funding (TRADOC Budget Guidance)**  
\$260,255K
- **Final Obligations**  
\$262,761.5K
- **Final Obligations**  
\$260,408.4K\*

\*MDEP TDLP only (w/o TALP) is for the Defense Foreign Language Program

- + \$10M Congressional Mark for RAF/Predeployment Tng Spt at Mid-Year
- \$1.8M Returned Hire Lag at Mid-Year
- \$4.2M Returned at YE
- \$1.2M Unexecuted at YE



# 2014 CGSC Pay Schedule

RANK	MINIMUM	GS LOCAL	MAXIMUM
INSTRUCTOR	\$46,741	GS-7/2	\$90,511
ASSISTANT PROFESSOR	\$56,493	GS-8/4	\$121,269
ASSOCIATE PROFESSOR	\$64,619	GS-10/3	\$142,772
PROFESSOR	\$86,958	GS-12/3	Exec III
ADMIN FACULTY	\$78,075	GS-11/6	Exec III
ACADEMIC DEAN	\$148,879	GS-15/4	Exec III

Locality 14.16% (Ft. Leavenworth)



# 2014 NPS Pay Schedule

RANK	MINIMUM	GS LOCAL	MAXIMUM
INSTRUCTOR	\$55,337	<b>GS-8/4</b>	\$109,257
ASSISTANT PROFESSOR	\$66,880	<b>GS-10/4</b>	\$163,937
ASSOCIATE PROFESSOR	\$86,119	<b>GS-12/3</b>	\$167,000
PROFESSOR	\$102,946	<b>GS-13/3</b>	\$167,000
ADMIN FACULTY	\$92,429	<b>GS-12/5</b>	\$167,000
ACADEMIC DEAN	\$167,000	<b>Exec III</b>	\$167,000

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# 2016 FPS Pay Schedule

RANK	MINIMUM	GS BASE	GS LOCAL	MAXIMUM	REP RATE
ASSISTANT INSTRUCTOR	\$28,262	GS-5/1	<b>GS-2/1</b>	\$50,870	\$38,153
INSTRUCTOR	\$35,009	GS-7/1	<b>GS-3/5</b>	\$63,017	\$47,172
SENIOR INSTRUCTOR	\$42,823	GS-9/1	<b>GS-5/4</b>	\$81,352	\$50,109
ASSISTANT PROFESSOR	\$42,823	GS-9/1	<b>GS-5/4</b>	\$89,805	\$57,602
ASSOCIATE PROFESSOR	\$51,811	GS-11/1	<b>GS-7/3</b>	\$103,501	\$64,088
PROFESSOR	\$62,101	GS-12/1	<b>GS-9/3</b>	\$136,716	\$79,381

Locality 35.75%

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DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

# DLIFLC Pay Bands – Current & Proposed

**DLIFLC CURRENT 2016 SALARY SCHEDULE (currently no Separate Locality Pay)**

RANK	MIN (BASE)	MAX
ASSISTANT INSTRUCTOR	28,262	50,870
INSTRUCTOR	35,009	63,017
SR. INSTRUCTOR	42,823	81,352
<b>ASSIST PROFESSOR</b>	<b>42,823</b>	<b>89,805</b>
ASSOC PROFESSOR	51,811	103,501
PROFESSOR	62,101	136,716

**DLIFLC PROPOSAL (with Separate Locality Pay)**

RANK	MIN (BASE)	MAX (BASE)	Rest of US MIN	Rest of US MAX	Wash, DC MIN	Wash, DC MAX	San Fran MIN	San Fran MAX
INSTRUCTOR	34,662	67,938	39,570	77,557	43,057	84,392	48,407	94,878
SR. INSTRUCTOR	38,387	75,239	43,823	85,893	47,684	93,461	53,610	105,076
<b>ASSIST PROFESSOR</b>	<b>48,247</b>	<b>83,102</b>	<b>55,079</b>	<b>94,870</b>	<b>59,340</b>	<b>103,229</b>	<b>65,206</b>	<b>116,055</b>
ASSOC PROFESSOR	53,008	100,544	60,514	114,782	65,194	124,895	71,640	140,414
PROFESSOR	63,536	120,513	72,533	137,576	78,182	149,701	85,869	*158,700 (168,303)

Locality			14.16%	14.16%	24.22%	24.22%	35.15%	35.15%
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\*Pay limited to Level IV Exec Schedule

**DCPAS 18 Sep 2015 PROPOSAL – TOTAL PAY (Base Pay plus Locality)**

RANK	MINIMUM		MAXIMUM
	Low Cost	High Cost	
INSTRUCTOR	42,380	46,848	78,266
SR. INSTRUCTOR	48,403	57,302	86,093
<b>ASSIST PROFESSOR</b>	<b>50,258</b>	<b>57,302</b>	<b>94,610</b>
ASSOC PROFESSOR	58,562	69,329	115,906
PROFESSOR	75,099	83,098	152,123

Note: DLIFLC produces an Annual Program Review (APR) that offers much of the same and more detailed information.



## Appendix 9: Memorialized Buildings at the Presidio and Former Fort Ord

### Aiso Library - Building 617 - Dedicated October 28, 1988

John F. Aiso, 1909-1987, was a second-generation Japanese American and Harvard Law School graduate who was called to serve his country during World War II. He was chosen to organize the Military Intelligence Service Language School (MISLS) where he served as director of academic training, 1941-45. Some of his students would go on to serve in the jungles of Guadalcanal, on MacArthur's intelligence staff and on the USS Missouri in 1945. After the war he resumed his practice of law and was the first Japanese American to serve as California state judge.



*Aiso Library Plaque*



*Aiso Library*

### Barker Theatre (OMC) - Building 4230 - Dedicated October 18, 1977

PFC Charles H. Barker, 1935-1953, of Pickens County, SC was a soldier during the Korean War. He was killed in the battle of Pork Chop Hill in 1953 while serving with 7th Infantry Division in Korea. During a retreat he provided covering fire for his fellow soldiers until he ran out of ammunition. He was last seen engaging Chinese soldiers in hand-to-hand combat. He was posthumously awarded Medal of Honor for his actions.



*Barker Theater Plaque*



*Barker Theater*

**Belas Hall - Building 838 - Dedicated February 27, 1996**

SGT Lee A. Belas, 1968-1991, was a graduate of the DLIFLC Russian basic course in 1989. He was also fluent in French, and had studied German, Flemish, and Latin. After graduating DLI he was given training in Arabic prior to being deployed to the Persian Gulf. He was killed in action 27 February 1991 during Desert Storm when his helicopter was shot down by Iraqi ground fire.



*Belas Hall Plaque*



*Belas Hall*

**Bomar Hall - Building 622 - Dedicated August 8, 1972**

CPO Frank W. Bomar, USN, 1940-1970, enlisted in the Navy in 1959. He graduated from DLIWC Vietnamese course in 1967. While serving as a Navy SEAL in Vietnam he was killed in action in 1970. Throughout his service he was awarded a Navy Commendation Medal, the Silver Star, two Bronze Stars, and two Purple Hearts.



*Bomar Hall Plaque*



*Bomar Hall*



**Chamberlin Library (OMC) - Building 4275 - Dedicated March 1970**

BG Harry Dwight Chamberlin, c1885-1944, graduated from West Point in 1910. He served in World War I and World War II before becoming commanding general, Fort Ord, 1943-1944.



*Chamberlin Library Plaque*



*Chamberlin Library*

**Chay Dining Facility - Building 611 - Dedicated October 28, 2020**

Named in honor of Staff Sergeant Kyu H. Chay (1972-2006) former DLIFLC student in Arabic. Staff Sergeant Chay, from Daegu, South Korea, was killed in action in Afghanistan on October 28, 2006, while serving with a Special Operations Team of the 1st Battalion, 3rd Special Forces Group (Airborne).



*Chay Dining Facility Plaque*

**Collins Hall - Building 611 - Dedicated August 29, 2002**

BG James Lawton Collins, Jr., 1917-2002, served as Commandant of the Army Language School from 1959-1962, then became the first Director of the Defense Language Institute when language education was consolidated in 1963. He was an accomplished linguist, proficient in French, Italian, German, Spanish, and learned some Russian during intelligence assignments.



*Collins Hall Plaque*



*Collins Hall*

**Combs Hall - Building 627 - Dedicated June 30, 1970**

SFC Alfred H. Combs, 1931-1965, was from Seaside, CA and graduated from DLIWC Vietnamese course in 1964. He was killed in action by a ground explosion in Vietnam. He was awarded the Silver Star, Bronze Star and Purple Heart.



*Combs Hall Plaque*



*Combs Hall*

### **Cook Hall - Building 613 - Dedicated October 17, 2014**

Col. Donald G. Cook, 1934-1967, was sent to Vietnam in late 1964, where he served as an advisor to the Vietnamese Marine Division until he was wounded and captured by the Viet Cong several weeks later. He was the first Marine POW in Vietnam, held as a prisoner of war from December 31, 1964, until his death from malaria at age 33, in 1967. He was posthumously awarded Medal of Honor and promoted from Captain to Colonel.



*Cook Hall Plaque*



*Cook Hall*

### **Corpuz Hall - Building 607 - Dedicated June 22, 2012**

CPL Bernard P. Corpuz, 1977-2006, joined the Army in 2004 and is a DLIFLC graduate of the Basic French Course. Upon mobilization in support of Operation Enduring Freedom, he served as an interrogator for the 232nd Military Intelligence Company at Bagram Airfield and at the Field Detention Site in Ghazni. He was killed in Afghanistan in 2006.



*Corpuz Hall Plaque*



*Corpuz Hall*

### **Gasiewicz Immersion Facility (OMC) - Building 4399 - Dedicated March 9, 2012**

SGT Cari Anne Gasiewicz, 1976-2004, graduated from DLIFLC Basic Arabic Course in 2003. She was killed outside of Baghdad by two improvised explosive devices while traveling from Iraq to Kuwait.



*Gasiewicz Hall Plaque*



*Gasiewicz Hall*

### **Hachiya Hall - Building 621 - Dedicated May 9, 1980**

T/Sgt. Frank T. Hachiya, 1920-1945, served on Leyte Island in the Philippines during World War III, translating enemy documents and interrogating prisoners. When forward units detained a hostage, the young interpreter volunteered to cross a valley to question him. Moving ahead of his infantry patrol, Hachiya was shot at close range under confusing circumstances, either by a Japanese sniper or by friendly fire. Bleeding profusely, he retraced his steps across the valley to medics, who treated his wounds and sent him to a battlefield hospital, where he died in January 3, 1945.



*Hachiya Hall Plaque*



*Hachiya Hall*

### **Hays Hospital [Formerly] (OMC) - Building 4385 - Dedicated December 10, 1971**

MG Silas B. Hays, Medical Corps, 1902-1964, was commissioned in the Medical Reserve Corps in 1928, and was later assigned to active duty. He served during World War II in the Office of the Chief Surgeon in the European Theater. Hays was awarded the Legion of Merit with an Oak Leaf Cluster. In June 1945, the French Provisional Government awarded him the Croix de Guerre with Palm and in November 1945, named him an "Officer de l'Ordre de la Sante Publique." In 1950, he was named Surgeon of the U.S. Army in the Pacific, with station at Fort Shafter, Hawaii. In 1955, he was named Surgeon General of the U.S. Army until he left in 1959.



*Hays Hospital*

### **Hobson Recreation Center - Building 843 - Dedicated August 5, 1999**

SGT Kenneth R. Hobson, 1971-1998, was one of the eight Americans killed in the terrorist explosion that tore through the United States Embassy in Nairobi, Kenya on August 7th, 1998. He graduated from the DLIFLC Arabic basic course in 1993.



*Hobson Recreation Center Plaque*



*Hobson Recreation Center*

### **Kendall Barracks - Building 629 - Dedicated June 1, 1972**

Gunnery Sgt. George P. Kendall, Jr., 1930-1968, graduated from DLIWC Vietnamese course in 1967. During the Battle of Hue in Vietnam he volunteered to serve as Noncommissioned Officer in Charge of a reconnaissance/intelligence patrol. After securing vital intelligence information, the patrol leader and another Marine deployed to search the west side of Hue Stadium and immediately became pinned down by intense enemy semiautomatic weapons fire. Kendall, in an attempt to aid his besieged comrades, maneuvered around the east wall of the stadium and was wounded by enemy automatic weapons fire. With complete disregard for his own safety and his painful wound, he continued his advance but was wounded again by enemy fire. Undaunted, he continued his one-man assault on the enemy machine gun, silencing it before he succumbed to his wounds. He was posthumously awarded the Silver Star.



*Kendall Barracks*

### **Kent Navy Yard - Dedicated August 21, 2019**

SCPO Shannon Kent, 1983-2019, was a linguist fluent in Spanish, French, Portuguese, and Arabic. While deployed to Syria she and three other Americans died when a suicide bomber detonated an IED in the Syrian city of Manbij. Kent and her team were part of a highly skilled, multi-disciplined task force hunting ISIS in the Levant.



*Kent Navy Yard Plaque*



*Kent Navy Yard*

### **Khalil Hall - Building 417 - Dedicated March 4, 2011**

Alfie Khalil, 1947–2006, began as an Arabic instructor at the Defense Language Institute Foreign Language Center in 1979 and became the president of the American Federation of Government Employees from 1989. He was instrumental in establishing the Faculty Personnel System and fighting three attempts to close DLIFLC.



*Khalil Hall*

### **Lewis Hall - Building 228 - Dedicated October 17, 1961**

PFC Robert E. Lewis, a DLIWC student in 1961, drowned while trying to rescue a fellow soldier drowning in Carmel Bay.



*Lewis Hall Plaque*



*Lewis Hall*

### **Mizutari Hall - Building 623 - Dedicated May 9, 1980**

CPL Yukitaka Mizutari, 1920-1944, was a technical sergeant and head of the 6th Infantry Division language team at Maffin Bay, New Guinea. One night during the fierce Battle of Lone Tree Hill, Mizutari was killed by an enemy bullet while defending the division command post from attack. He earned a posthumous Silver Star, becoming the first MIS Nisei to be killed in action.



*Mizutari Hall Plaque*



*Mizutari Hall*

### **Munakata Hall - Building 610 - Dedicated May 9, 1980**

Yutaka Munakata, 1911-1981, was one of the first four instructors at the Military Intelligence Service Language School starting in 1941 and served as an Army language instructor for 38 years. He retired as assistant dean.



*Munakata Hall Plaque*



*Munakata Hall*



### **Munzer Hall - Building 618 - Dedicated February 21, 1979**

Dr. Hans W. Munzer, 1916-1976, was a linguist who served in France during World War II. He served as a DLIFLC faculty member and administrator from 1952-1976.



*Munzer Hall Plaque*



*Munzer Hall*

### **Nakamura Hall - Building 619 - Dedicated May 9, 1980**

SGT George I. Nakamura, 1919-1944 and his family were sent to the Japanese American internment camp at Tule Lake during World War II. While in the internment camp in 1942, George Nakamura enlisted in the Army where he was sent to translator. He was assigned to the Philippine Islands to translate and negotiate with Japanese soldiers and prisoners. On June 29, 1945, he was ordered to obtain the surrender of a group of Japanese soldiers. He called for them to surrender but to no avail. He then moved within 25 yards of the soldiers, rose up and urged them again to give up. The enemy's response was a single shot which fatally wounded him and resulted in his death. He was posthumously awarded the Silver Star.



*Nakamura Hall*

**Nicholson Hall - Building 848 - Dedicated March 26, 1987**

LTC Arthur D. Nicholson, Jr., 1947-1985, was a graduate of the DLIFLC Russian basic course in 1980. He was killed by Soviet guard in East Germany while serving with US Military Liaison Mission. He is considered to be the last American casualty of the Cold War.



*Nicholson Hall Plaque*



*Nicholson Hall*

**Nisei Hall - Building 620 - Dedicated March 7, 1969**

Dedicated to Nisei (first generation Japanese Americans born in the US whose parents were immigrants) soldiers who fought as military linguists in the US Army during World War II.



*Nisei Hall*

**Pomerene Hall - Building 624 - Dedicated September 16, 1970**

CPT Robert L. Pomerene, 1924-1951, graduated from Army Language School Russian basic course in 1949. While serving as a member of the 15th Field Artillery Battalion, 2nd Infantry Division, he was killed in action while fighting the enemy near Hoengsong, South Korea on February 13, 1951. He was posthumously awarded the Silver Star.



*Pomerene Hall Plaque*



*Pomerene Hall*

**Porter Youth Center (OMC) - Building 4282/4283 - Dedicated November 20, 1990**

CWO Andrew P. Porter was killed during Operation Just Cause in Panama, December 20, 1989.



*Porter Youth Center Plaque*



*Porter Youth Center*

**Price Fitness Center - Building 842 - Dedicated January 25, 1989**

CTI3 Patrick R. Price., 1958-1987, graduated from DLIFLC Russian basic course in 1985. He died during EA-3B night landing attempt on USS Nimitz in the Mediterranean Sea in 1987.



*Price Fitness Center Plaque*



*Price Fitness Center*

**Pyeatt Barracks - Building 827 - Dedicated March 1, 2019**

SGT Lucas Todd Pyeatt, 1986-2011, was a DLIFLC Russian graduate. He was assigned to 2nd Radio Battalion, II Marine Expeditionary Force Headquarters Group, Camp Lejeune, NC. He was killed by IED in while on deployment to Helmand province, Afghanistan, Feb. 5, 2011.



*Pyeatt Barracks Plaque*



*Pyeatt Barracks*

**Rasmussen Hall - Building 614 - Dedicated October 28, 1988**

COL Kai E. Rasmussen, 1902-1988, helped establish the Military Intelligence Service Language School (MISLS), known today as the Defense Language Institute Foreign Language Center.



*Rasmussen Hall*

**Smith Hall - Building 630 - Dedicated August 21, 1972**

SSG Herbert Smith, Jr., 1935-1965, graduated from DLIWC Vietnamese course in 1964. He was killed in action while serving as advisor to Army of the Republic of Vietnam.



*Smith Hall Plaque*



*Smith Hall*

**Stilwell Community Center (OMC) - Building 4260 - Dedicated March 14, 1998**

GEN Joseph W. Stilwell, 1883-1946, served on the Presidio of Monterey 1913-14, and was the first commanding general of Fort Ord, 1940-42.



*Stilwell Community Center Plaque*



*Stilwell Community Center*

**Taylor Hall - Building 616 - Dedicated January 26, 1990**

Lt. Robert F. Taylor, 1938-1969, was a graduate of the DLIWC Russian basic course in 1968. He died during an operational mission while on board an EC-121M from Fleet Air Reconnaissance Squadron One (VQ-1). While the aircraft was over international waters off the coast of Korea, two North Korean MIG-21s attacked and shot down the aircraft.



*Taylor Hall*

**Vance Barracks - Building 829 - Dedicated August 25, 2006**

SSG Gene A. Vance, Jr., 1963-2002, graduated from the DLIFLC Persian Farsi basic course in 1998. He was a member of a US Special Forces Airborne Reserve Unit. He was killed in Afghanistan. Before he died, he saved the lives of two fellow Americans and 18 Afghani soldiers. He was awarded the Bronze Star with Oak Leaf Cluster. His father was also a DLIFLC graduate.



*Vance Barracks Plaque*



*Vance Barrack*

**Weckerling Conference Center - Building 326 - Dedicated January 21, 1993**

BG John Weckerling, 1896-1989, established the MISLS Fourth Army Intelligence School at the Presidio of San Francisco in 1941 to teach Japanese to the Nisei (second generation Japanese Americans). After the outbreak of World War II, the language school moved to Minnesota and was renamed the Military Intelligence Service Language School. After the war, the school moved to the Presidio of Monterey, where it became the Army Language School. BG Weckerling retired in 1954, after thirty-six years serving the nation, and thirteen years after establishing what is now known as the Defense Language Institute Foreign Language Center.



*Weckerling Conference Center Plaque*



*Weckerling Conference Center*





## Appendix 10: 2006 Hall of Fame Inductees



*Rick Francona*

### **Lieutenant Colonel (USAF, Retired) Rick Francona**

Lt. Col. Francona graduated from the DLIFLC Vietnamese Basic and Intermediate Courses in 1971, the DLIFLC Arabic Basic Course in 1974, and the DLIFLC Arabic Intermediate Course in 1978. He distinguished himself during numerous assignments in the Middle East, including tours as an advisor to the Royal Jordanian Air Force, Liaison Officer to the Iraqi armed forces, and personal interpreter and advisor to Gen. Norman Schwartzkopf. He was the lead interpreter for the ceasefire talks with the Iraqi Army that ended Operation Desert Storm. After the Gulf War, Francona served as the first Air Attaché in Syria. He also served with the Defense Intelligence Agency and the Central Intelligence Agency and helped develop the Defense Department's counterterrorism intelligence branch. Since retiring from the Air Force, Francona has written numerous articles and books on the Middle East, and appears regularly on several media outlets, including NBC Nightly News and MSNBC.



*William P. Fife*

### **Colonel (USAF, Retired) William P. Fife**

Col. Fife graduated from the DLIFLC Russian Basic Course in 1948. He is widely considered the "Father of Airborne Intercept" for the Air Force. In a career that spanned seven decades, he helped create the Air Force Communications Intelligence (COMINT) capability. He transformed Army Security Agency equipment and organizations into the Air Force's first Radio Squadron (Mobile) and created the first airborne COMINT collection program, and established Air Force Security Service (USAFSS) intercept sites at Misawa, Ashiya and Wakkanai, Japan and in Korea. Col. Fife planned and flew on the first USAFSS COMINT recon mission in 1949, paving the way for future BLUE SKY COMINT missions. He set the standard for employment of linguists in the Air Force that continues today.



*Shigeya Kihara*

### **Mr. Shigeya Kihara**

Mr. Kihara was a Japanese instructor at DLIFLC for 33 years. As one of the four original Japanese instructors hired for the Fourth Army Intelligence School, Kihara was a "Founding Father" of DLIFLC. During his tenure at DLIFLC, he taught thousands of Japanese linguists. He also served as in several leadership positions within the Institute, including Language Division Director, Chief of Research and Development, and Chief of the Support Division of the Systems Development Agency. After retiring from DLIFLC, Kihara was active in the Monterey community as well as the Military Intelligence Service Association. He published numerous articles in magazines and professional journals. Kihara died in February of 2005.



*Hugh G. McFarlane*

### **Mr. Hugh G. McFarlane**

Mr. Hugh G. McFarlane graduated from the DLIFLC Russian Basic Course in 1966 and the Hebrew Basic Course in 1970. During nearly 23 years as a Navy linguist, he helped establish the National Security Agency/Cryptologic Security Service (NSA/CSS) military linguist program, and specifically designed and established an internship program which remains the longest-lived language intern program in the cryptologic community. He also established and administered the first Naval Security Group language maintenance program, at Misawa, Japan. After retiring from the Navy in 1988, McFarlane worked at DLIFLC, where he authored

the Final Language Objectives for all basic and intermediate/advanced courses, affecting more than 3,000 students every year. He also implemented the Feedforward/Feedback system, helped write the Command Language Program manual, and guided seven comprehensive curriculum reviews. During his seven years at DLIFLC, he mentored over 15,000 cryptologic students.



*Doyle Larson*

### **Major General (USAF, Retired) Doyle Larson**

Maj. Gen. Doyle Larson was instrumental in the development of a career linguist force with the Air Force. He founded RC-135 COMBAT SENT Airborne Reconnaissance Units at Eielson Air Force Base, Alaska, and Offutt Air Force Base, Nebraska. He also established the RC-135 operation at Kadena, Japan, in support of U.S. military operations in Vietnam, which is credited with saving many downed pilots, as well as numerous assists for air-to-air kills during the war. Later, Larson commanded the Electronic Security Agency (now the Air Intelligence Agency), where he developed the “COMFY OLYMPICS” language competition. This competition continues today and was the precursor to the DLIFLC Linguist of the Year competition.

Larson is a fervent supporter of military cyptolinguists. Upon his retirement, he received the Order of the Sword from the AIA enlisted community for his tireless dedication to bettering the lives of enlisted linguists, to include promotions, selective reenlistment bonuses, flight pay for enlisted aircrew linguists, and quality of life improvements. In retirement, Larson served as President of the Air Force Association.



*Roland Lajoie*

### **Major General (USA, Retired) Roland Lajoie**

Maj. Gen. Roland Lajoie graduated from the DLIFLC Russian Basic Course in 1968. From 1973 to 1976, he served as Assistant Army Attaché to the Soviet Union, after which he commanded the U.S. Army Russian Institute in Garmisch, Germany. He later served as Deputy Director for International Negotiations, J-5, Joint Chiefs of Staff; first Director, U.S. On-Site Inspection Agency; U.S. Defense Attaché in Paris and Moscow, and Chief, U.S. Military Liaison Mission, Potsdam, East Germany. His last military assignment was as the Associate Deputy Director for Operations/Military Affairs, Central Intelligence Agency. Lajoie served

in a civilian capacity as the Deputy Assistant to the Secretary of Defense for Cooperative Threat Reduction until January 1998. In December 1998, President Clinton appointed Lajoie as the U.S. Chairman to the U.S.-Russia Joint Commission on POW/MIAs, where he led efforts to uncover the fates of military personnel of both sides missing since WWII. Lajoie is a stalwart example of a military linguist using his skills in service to this country.



*Glenn Nordin*

### **Mr. Glenn Nordin**

Mr. Glenn Nordin graduated from the Army Language School Russian Basic Course and the Vietnamese Advisor Course. During his military career, he served as a voice and Morse interceptor with tactical forces, Operations Officer with the Army Security Agency in Berlin, a Deputy Branch Chief at the National Security Agency, a ground Intelligence Officer in Vietnam, and as a Translator Shift Chief for the Washington-Moscow Hotline in the National Military Command Center. Nordin held a variety of language-related civilian positions for the Department of Defense after he left the service before becoming Executive Secretary of the Central Intelligence Agency's Foreign Language Committee in 1993. In that capacity, he supported a wide variety of initiatives in foreign language education, training, collection, processing, and analysis. Nordin also developed the concept of virtual language processing, allowing

linguists to share their workloads more efficiently and to accomplish their tasks more quickly. He has had a tremendous impact on the day-to-day lives of linguists and greatly facilitated their work.



*David A. McNerney*

### **Colonel (USA, Ret) David A. McNerney**

Colonel David A. McNerney was DLIFLC Commandant from 1981 to 1985. His tenure saw a wide range of significant improvements to the institute during a period in which the student population doubled in four years, with associated faculty expansion. He developed, articulated, and implemented an expedited construction program for 25 new buildings. These included two large General Instruction Facilities, Price Fitness Center, thirteen modern barracks buildings, nine academic and administrative support buildings and a massive utility upgrade. He completely reorganized the Troop Command structure, replacing all leadership positions with language-specific personnel and

significantly reducing company size by activating additional companies to better support the academic program. McNerney initiated a professional development program for all assigned military linguists, which included language proficiency development and the use of Military Language Instructors (MLIs). He also instituted myriad academic and testing initiatives, doubled the size of the permanent civilian faculty, instituted the Faculty Personnel System and created performance pay for instructors. Even more important to military linguists, McNerney developed the system of Foreign Language Proficiency Pay that was later enacted by Congress. His accomplishments in just four years had a remarkable impact on language training and linguist retention for the Department of Defense.



*Leon Panetta*

### **Mr. Leon Panetta**

Mr. Leon Panetta has championed language education in the military and worked to improve DLIFLC's home at the Presidio of Monterey, for over 30 years. During his term as Representative to the Ninety-fifth and the eight succeeding Congresses, he was instrumental in providing funds for capital improvement projects on the Presidio in the late 1980's and early 1990's. Nicholson Hall, Munakata Hall, Aiso Library, Munzer Hall, Price Fitness Center and the newer troop billets at the upper end of the Presidio are there due to Panetta's advocacy for the institute. Panetta played a key role in the institute being regarded as an academic institution, through his efforts to secure teacher compensation based on educational background and performance. His support in Congress of better pay for DLIFLC faculty led to the current Faculty Personnel System. Panetta has continually advocated for more and better language instruction in the United States and was a key participant in developing and gaining congressional approval for the National Security Educational Program. Panetta served as Chair of the House Budget Committee; Director, Office of Management and Budget; and White House Chief of Staff and Defense Secretary. He and his wife, Sylvia, founded and lead the Leon and Sylvia Panetta Institute for Public Policy.



*Whitney E. Reed*

### **Mr. Whitney E. Reed**

Mr. Whitney E. Reed, who was the Commandant of the National Cryptologic School from 1986 to 1993, and NSA/CSS Deputy Director for Education and Training, is a lifelong champion of the foreign language community, with a special concern for military linguists. He developed a system of language training and maintenance at sites outside of DLIFLC for the Navy and adapted it for the Air Force. Today, that system lives on as the Air Force Exportable Language Training Program, which grew exponentially with Reed's support. He also revised language training curricula to include current, authentic real-world materials in the classroom, making classes much more relevant to military linguists. Moreover, Reed was instrumental in bringing computer technology to language teaching. He provided the first infusion of computers into both NCS and DLIFLC classrooms and developed teaching guidelines to take advantage of their new capabilities. Perhaps most significantly, though, Reed impelled the Defense Language Committee to establish a realistic, measurable proficiency graduation standard of L2/R2/S2. To complement the new standard, he developed final learning objectives for the basic course that integrate proficiency, performance, and work-focused content domains to provide the Department of Defense with qualified and motivated linguists for the critical security challenges that face our nation.

## Appendix 11: 2007 Hall of Fame Inductees



*George X. Ferguson, Sr.*

**George X. Ferguson, Sr.** During WWII, then Captain Ferguson was a critical asset to many military missions throughout his various assignments. In those years he used his language skills as a foreign contingent escort for dignitaries, Chiefs of Staff, Cabinet Ministers, and General Officers visiting the United States. Additionally, his skills in both language and culture assisted with numerous military operations in Africa and Europe. Mr. Ferguson was instrumental in the Defense Language Institute's dramatic expansion of language coverage from three to twenty languages in 1947. He was appointed as Chair of the Spanish Language Department in 1948 and later advanced to the position of Chair of the Romanic Scandinavian Division, which encompassed five languages, in 1948. He, and two others, co-authored and developed an innovative total

immersion approach to language learning using processes patterned after the natural instruction techniques used by parents in teaching children to speak, read, and write. This method of total sensory learning condensed the time period to create a fully proficient linguist exponentially and is still in use today.



*Ingrid M. Hirth*

### **Mrs. Ingrid M. Hirth**

Mrs. Hirth served for 17 years in varying capacities at the Defense Language Institute. She was born in Czechoslovakia and fled with her family to West Germany at the end of WWII. She earned a Fulbright Scholarship and traveled to New York City where she studied French and English in addition to her previous languages of Czech and German. After her graduate studies in science and Latin at Frankfurt University she taught English, German, and computer programming in various countries throughout the world. She became a U.S. citizen in 1964. In 1982 Mrs. Hirth furthered her lifelong desire to teach and was hired as a German Language instructor at the DLI. In 1984 she served as Supervisor of the

German Gateway Program for three months and earned a "Special Act Award" for development of the German Basic Course syllabus and the creation of the Air Force Exchange Scientist Course Program of Instruction. Mrs. Hirth was continually lauded by her students for her enthusiasm and love of teaching and in 1985 she mentored three additional German instructors which slashed student attrition rates. She earned Central European School Instructor of the Year honors in 1992 through her classes earning an overall 96 percent pass rate on the Defense Language Proficiency Test. Mrs. Hirth taught countless numbers of DOD personnel prior to her retirement as a Senior Instructor on 31 December 1998.



*Thomas Sakamoto*

### **Colonel (USA, Retired) Thomas Sakamoto**

Colonel Sakamoto was a member of the first graduating class at the Military Intelligence Service Language School at the Presidio of San Francisco. During his 28-year career as a military linguist he used his language skills in many capacities. On one such assignment he provided crucial translation skills to Brigadier General Thomas Chase, First Cavalry Commander. Then Technical Sergeant Sakamoto quickly translated captured documents which provided the locations of massed Japanese troops. General Chase used the information to order bombardment of the previously unknown enemy positions. Immediately following, he translated another document indicating a “Bonsai” attack within 24 hours.

Once again, General Chase initiated bombing of the Japanese by nine Destroyers and numerous B-29 Bombers. The flawless translations of the documents saved countless lives, led to the capture of the Los Negros Islands Naval Base, and earned him the first of his two Bronze Stars. Colonel Sakamoto landed ahead of General MacArthur in the occupation of Japan and provided translation during the Japanese surrender on the U.S.S. Missouri. Additionally, Colonel Sakamoto served as the official translator for President Eisenhower on his trips to Okinawa and was advisor to the Director of Intelligence for the Royal Thai Army in Bangkok, Thailand. He also served in various other military intelligence positions including assignments at the Sixth Army Headquarters, the Headquarters US Army in Vietnam, and the Office of the Deputy Chief of Staff. Colonel Sakamoto was a Defense Language Institute student in 1949-50 when he learned Russian and again in 1964 when he returned for the Basic Thai course.



*Masaji Gene Uratsu*

### **Major (USA, Retired) Masaji Gene Uratsu**

Major Uratsu was a member of the first graduating class at the Army Language School at Crissy Field, Presidio of San Francisco. During his career as a Japanese linguist, he was assigned as a translator for numerous military operations during World War II. On one such appointment, he was assigned to the “Bushmasters” of the 183rd Combat Regimental Team in New Guinea where he earned his first of two Bronze Stars when he persuaded a group of Japanese Soldiers to surrender without incident. He earned his second Bronze Star as a member of an Interrogation of Prisoners of War team. During this posting, then Lt. Uratsu led a signal monitoring team to the war’s front lines. The team was regularly bombarded during the four-week endeavor. His leadership in this task

ensured the completion of the critical mission with no loss of his assigned troops. Major Uratsu’s military career culminated in his three-year assignment as the Military Language Aid to the Civil Administrator of Okinawa. In that capacity he used his language skills to interpret for Generals in their meetings with numerous visiting dignitaries and local newspapers. In January 1961, he assumed his final post as a staff officer of the Army Language School at the Presidio of Monterey until his retirement in April of 1962.



*Benjamin De La Selva*

### **Mr. Benjamin De La Selva**

Mr. Benjamin De La Selva's linguistic career began in 1965 when he studied French at the Defense Language Institute, Foreign Language Center, in Monterey, California. After graduating from the French course, he attended the Prisoner of War interrogation course at Fort Holabird, Maryland, and in August of 1966 was assigned to the 173rd Airborne Brigade in Vietnam where he served as a POW interrogator and French linguist. He performed those duties side by side with South Vietnamese soldiers, earning their respect through his knowledge of intercultural values. After a year in Vietnam, De La Selva returned to DLIFLC to learn Polish and then left the Army in 1968. After earning a master's degree in education, he was hired by DLIFLC in 1972 as a teacher and writer of the new Spanish basic course. In the next decade De La Selva served in almost every DLIFLC directorate, including one and a half years as the Provost's Program Manager. In 1985 he became dean to the combined Asian and Korean school and over the following 20 years served as school dean in charge of every major DLIFLC language program. He participated in many pioneering initiatives including Team Teaching, the Faculty Personnel System and the introduction of up-to-date teaching methods. Moreover, he led the development of much needed Spanish, Chinese, Korean, and Arabic curricula, and for four years was head of the DLIFLC Deans' Council. During his rise from teacher to dean, he trained thousands of military linguists, guided several generations of language teachers, and mentored many supervisors and managers who now occupy leadership positions. He retired from DLIFLC in January 2005. In 2003, De La Selva founded the DLI Alumni Association, a non-profit organization which has since merged with the DLI Foundation. On 5 April 2006, California Representative Sam Farr entered De La Selva's name and achievements into the permanent record of the U.S. House of Representatives.

## **Appendix 12: 2011 Hall of Fame Inductees**



*Everette Jordan*

### **Mr. Everette Jordan**

Mr. Everette Jordan began his distinguished career as a DLIFLC language student in 1977 when he graduated from the Russian basic course and advanced Russian Le Fox program. Jordan was hired by the National Security Agency in 1983 and worked both as a Russian and Arabic linguist. In the late 90s, he took a posting as the Chairman of the Director of the Central Intelligence Foreign Language Committee where he oversaw the budget and funding of the SCOLA program. While with the DCIFLC, he led a group of Intelligence Community language technologists, translators, and instructors to work with the World Wide Web Consortium and other industry leaders to improve foreign language capabilities in databases, internet pages, and basic word processing programs. In 2002, Jordan was selected to be on the first House and Senate Intelligence Committee overseeing the issues that led to the attacks of 9/11. From 2003 to 2007, Jordan served as the founding director of the National Virtual Translation Center (NVTC) which was tasked with creating a cadre of language translators, transcribers, and interpreters nationwide, who would help with the backlog of untranslated material in the U.S. Government's possession. The NVTC now has offices stretching from Monterey to Washington D.C. to Boston and to Doha, Qatar. During this time, Mr. Jordan served as a member

of the DLI Academic Advisory Board from 2004-2005 and also as a board member of the DLI Alumni Association where he is still a member at large.



*Martha Herzog*

### **Dr. Martha Herzog**

Dr. Martha Herzog began working for the Department of the Army in 1974 and retired after 31 years of distinguished service in 2005. During her career at DLIFLC she served in numerous academic positions including that of testing specialist, chief of non-resident instruction, and dean of three language schools. As head of the Evaluation and Standardization Directorate, Herzog was a key player in the implementation of proficiency as the organizing principle for instruction. She developed the first-ever proficiency-oriented Defense Language Proficiency Test (DLPT-III) and inaugurated the assessment of speaking proficiency at DLIFLC both in the early 1980s. As dean of Romance Languages, she collaborated with the Research Division to help prevent academic failures by sensitizing faculty and students alike to the existence and importance of learning styles and learner differences. As dean of Curriculum and Faculty Development, she continued her efforts to professionalize the faculty and lengthened the Instructor's Certification Course from two to four weeks. At Evaluation and Standardization, Herzog completed the revision of the oral proficiency testing program, leading to the deployment of the Oral Proficiency Interview 2000 with improved procedures for initial tester certification training as well as ongoing quality control.



*Jose Jesus Anzaldua*

### **Marine Corps Major Jose Jesus Anzaldua**

Marine Corps Major Jose Anzaldua was a vital asset to the conflict in Vietnam. As a Defense Language Institute West Coast (DLIWC) trained Vietnamese linguist, Anzaldua was assigned to a Combined Action Platoon on Phu Loc 6 on a small hill outside of Liberty Bridge in the Quang Nam Province of Vietnam. Then a corporal, Anzaldua was tasked with using his language skills as an Intelligence (S2) Scout for the 2nd Battalion, 5th Marine Regiment to provide security and protection for a refugee camp at the base of Phu Loc 6. On 20 January 1970, during a foot patrol, Anzaldua and a squad of scouts were captured by the Viet Cong. Anzaldua was held captive as a prisoner of war for three years. During his time as prisoner, Anzaldua was able to understand the Viet Cong's plans and communicate them to his fellow POW's. Anzaldua's language training was instrumental in his survival and that of other prisoners of war held captive by the Viet Cong.





*Renée Meyer*

### **Ms. Renée Meyer**

Much of Renée Meyer's legacy began at the Presidio of Monterey. On assignment from the National Security Agency/Central Security Service (NSA/CSS), she developed instructional programs that reflected real-life, task-based learning for cryptologic language personnel at the Institute and in the field. She later adapted this approach from classroom to computer for language and other disciplines as Cryptologic Training Manager and NSA Associate Director for Education and Training. Meyer devoted her life to improving foreign language readiness and posture. The first NSA Senior Language Authority, she articulated operational language standards for the entire cryptologic cadre, and then created the mechanisms throughout DoD and the Intelligence Community to support their implementation for the long term. She has had a profound impact on the ability of our country to meet its language challenges. Meyer currently lives in Maryland, where she directs a charitable company that brings beautiful ballet to people who otherwise might not have the opportunity to experience it.



*Robert Tharp*

### **Mr. Robert Tharp**

Mr. Robert Tharp was by many accounts one of the most inspirational and best teachers of basic, intermediate, and advanced spoken Chinese at DLIFLC where he worked from approximately 1965 to the early 1980s. Tharp was born in China in 1913 of British missionary parents and grew up speaking Chinese. During WW II he was interned in Japan for a year. Following his release Tharp worked for British Intelligence in India fighting the Japanese until the end of WW II. After the war he went back to China and resumed his ministry and worked until 1949 when the communist forces were victorious over the nationalists and in short order began expelling missionaries from China. Upon successfully interviewing for a job with the Army Language School in the 1960s, and upon reporting for duty, Tharp surprised his colleagues who thought he was Chinese. Tharp died in 1994 but left a great legacy of several thousand students who are now found in all parts of the world.



*Ray Clifford*

### **Dr. Ray Clifford**

Dr. Ray Clifford came to DLIFLC in 1981, serving first as academic dean, provost and then chancellor. He is mostly remembered for introducing the proficiency-oriented instruction and for the subsequent 128 percent improvement in student results. Clifford began his academic career in 1965 as a German language teacher in an intensive language program for missionaries. He earned a doctorate degree in foreign language education and as chancellor, supervised the largest foreign language instructional program in the United States. His greatest accomplishments at DLIFLC include seeing the Institute through regional accreditation and subsequent degree granting authority; implementing the standardization of the Department of Defense language proficiency testing program and grading

practices; helping establish a merit-based faculty pay system; introducing team teaching methods as an Institute standard; and implementing the stair stepped Defense Language Aptitude Battery qualification requirements. Clifford retired from the government in 2005 but continues his career at Brigham Young University in Utah.

## Appendix 13: 2016 Hall of Fame Inductees



*James Adkins*

### **Maj. Gen. James Adkins, USA, Retired**

Maj. Gen. James A. Adkins graduated from the DLIFLC Russian Basic Course in 1976. His career spanned nearly 40 years with assignments in Military Intelligence, Infantry and Cavalry units. His first tactical assignment was with the 373rd Army Security Agency Company as a Russian voice intercept. After the collapse of Soviet Union, Adkins established the initial State Partnership Program with the Republic of Estonia. These efforts resulted in joint U.S. Estonian deployments to Afghanistan and a world class cyber training partnership. For his efforts, Adkins was decorated with the Order of the Cross of the Eagle by the President of Estonia and received the U.S. Ambassador's Award for International Cooperation. In 2008, he assumed responsibility for the State Partnership Program with Bosnia and Herzegovina. His dedication to the Bosnian partnership resulted in joint U.S.-Bosnian deployments to Afghanistan for which he was recognized by the Presidency of Bosnia and Herzegovina and by the American University in Sarajevo with the award of an honorary doctorate. Throughout his career, Adkins called upon skills gained as a young Soldier at DLIFLC to further national strategic and operational objectives while serving his nation at home and abroad.



*Robert J. Destatte*

### **Robert J. Destatte**

Robert J. Destatte graduated from the Vietnamese language class in August 1966. He served multiple tours with the US Army in wartime South Vietnam, initially as the senior NCO of the Interrogation Section with the 173rd Airborne Brigade. Destatte went on to serve in a myriad of related military and civilian linguist missions in Southeast Asia, Hawaii, and at home. Notably, he served four years on the staff of the U.S. POW/MIA Office in Hanoi—the first official U.S. presence in postwar Vietnam. In 1995, when the U.S. reopened its Embassy in Vietnam, Destatte resumed his duties at the Pentagon. He was a CIA-trained Foreign Area Intelligence Officer and served for 23 years as a senior civilian Intelligence Officer in the Defense Intelligence Agency's Special Office for POW/MIA, now called the Defense POW Accounting Agency. During this time, he provided expert testimony in public and executive hearings before Congressional committees and sub-committees. He retired in 2001 after 43 years of distinguished professional achievements that reflect great credit upon him, the military linguist community, and DLIFLC.



*Donald C. Fischer*

### **Col. Donald C. Fischer, USA, Retired**

DLIFLC commandant from 1989 to 1993, Dr. Donald C. Fischer was instrumental in the introduction of computer technology into language learning and brought personal computers into every workspace at the Presidio. During his tenure, student attrition numbers were reduced from 40 percent to 25, while students increased their level of proficiency from 40 percent to achieving 67 percent at the 2/2/1+ level. Fischer established the highly successful Video Tele-Training program for distance learning and proficiency sustainment training that would help thousands of linguists in the field. He spearheaded DLIFLC's production of predeployment materials needed during the conflicts in the Gulf War, Panama, Iraq, Somalia, and the Balkans. Most significantly, Fischer was able to secure Congressional support and approval for the Faculty Personnel System that allowed mostly foreign-born instructors to work and thrive within a merit pay based system. Upon his return to DLIFLC as provost in 2005, Fischer picked where he had left off and once again pushed for many of the initiatives, he started in 1989, with the implementation of high-tech technology and the distribution of multiple mobile devices to every student in the classroom.



*Pardee Lowe, Jr.*

### **Dr. Pardee Lowe, Jr.**

Dr. Pardee Lowe, Jr. a foremost expert on the Interagency Language Roundtable proficiency scale, was the first trainer for DLIFLC in the Oral Proficiency Interview in the 1980s which is today an integral part of the Defense Language Proficiency Test. Lowe confirmed that the high correlation between students' listening comprehension test scores and their speaking ability scores went hand in hand for successful passing of the Defense Language Proficiency Test. Lowe would spend the next seven years at DLIFLC, delivering professional training that also included training in other skill modalities. Once DLIFLC had become self-sufficient in maintaining a cadre of trained OPI testers, Lowe began coming to DLIFLC to train in text type identification and evaluation. This training continued for several years and provided a common understanding of testing principles with the major sponsor of DLIFLC students. When Lowe moved from the CIA to NSA in 1996, he continued to develop materials for rating reading and listening texts according to the ILR scale, and this groundbreaking work was always shared with DLIFLC. Even after his retirement in 2011, Lowe continued to be active in the revision of the ILR scales, where he remained attentive to DLIFLC's concerns and needs.



*Gail McGinn*

### **Gail McGinn**

As the Department of Defense Senior Language Authority Gail H. McGinn created the Defense Language Transformation Roadmap and worked on numerous initiatives to improve DOD's foreign language capability including the creation of the Defense Language Office to provide oversight and execution of the Transformation Roadmap and DOD strategic foreign language policy. She also established the quarterly reporting of language and culture requirements by the services, developed the Language Readiness Index, and established and chaired the Defense Language Steering Committee. As a result of her leadership and advocacy, the DLIFLC budget increased from \$77 million in FY01 to \$270 million in FY08 in order to support all the changes in increased linguistic readiness. In FY06, one of the major DLIFLC programs implemented as a result of her leadership was the Proficiency Enhancement Program, or PEP. Changes included reducing the student to instructor ratio, increasing the number of classrooms, incorporating learning technologies into the classroom, retooling the curricula, and incorporating overseas training into the program. McGinn also took steps to strengthen the Defense Language Testing System by updating test content and delivery. This resulted in the development of the Defense Language Proficiency Test.



*Claude O. Proctor*

### **Dr. Claude O. Proctor**

Dr. Claude O. Proctor is a recognized Russian linguist who made enduring and significant contributions to the DOD foreign language training and operations. He began his career as a professional linguist at the Army Language School in 1959. By the time he became captain, Proctor had an extensive operational resume, broad experience in language training, and fluency in the Russian language. Proctor personally configured, coordinated, and led the first job and task analysis teams which visited worldwide locations in Europe, the Middle East, and the Far East where linguists were employed in a variety of jobs. Following his tour at DLIFLC, Proctor was selected as associate professor of Russian and chairman of strategic languages at the U.S. Air Force Academy. After retiring from the Air Force in 1980, Dr. Proctor continued to use his language skills as a Russian technical translator and editor, as well as an instructor of Army military intelligence language specialists. Proctor also provided linguistic support to the NASA-sponsored International Space Shuttle Discovery on the 2A.1 mission.



### **Walter Scurei**

A DLIFLC friend and benefactor, Walter Scurei is the donor of the Berlin Wall monument and backer of four-year scholarship for spouses and children of DLIFLC graduates. As a small boy in Germany, Scurei witnessed the 1945 Red Army invasion of Berlin. At 19, he immigrated to the United States and in 1952 he joined the U.S. Air Force and fought in the Korean War. In 1998, Scurei purchased three slabs of the Berlin Wall from an Arizona warehouse where two hotel tycoons had purchased them for \$110,000 in 1990 from the former Stasi East German secret police. Upon finding out about the Defense Language Institute Foreign Language Center and its mission, Scurei decided to donate the slabs to DLIFLC where the monument would serve as a reminder of the Cold War and the need to never allow walls to divide people. The Berlin Wall, the most visited monument on the Presidio of Monterey, was formally dedicated on Nov. 2, 2005.

*Walter Scurei*

Note for Emphasis: Of the Hall of Fame members above, the following were inducted during Colonel Deppert's tenure as commandant in a ceremony on 4 November 2016: James Adkins, Robert Destatte, Donald Fischer, Jr., Pardee Lowe, Jr., Gail McGinn, Claude Proctor, Walter Scurei.<sup>377</sup>

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<sup>377</sup>Program. Hall of Fame Ceremony. Defense Language Institute Foreign Language Center. 4 November 2016.

## Appendix 14: Additional Reading

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