

**Board of Visitors Meeting of the  
Defense Language Institute Foreign Language Center  
Monterey, California**

**12 – 13 December 2018**

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TAB A - Administrative Details FEDERAL REGISTER ANNOUNCEMENT

## **DEPARTMENT OF DEFENSE**

### **Department of the Army**

#### **Army Education Advisory Subcommittee Meeting Notice**

**AGENCY:** Department of the Army, DoD.

**ACTION:** Notice of open Subcommittee meeting.

**SUMMARY:** The Department of the Army is publishing this notice to announce the following Federal advisory committee meeting of the Defense Language Institute Foreign Language Center Board of Visitors, a subcommittee of the Army Education Advisory Committee. This meeting is open to the public.

**DATES:** The Defense Language Institute Foreign Language Center (DLIFLC) Board of Visitors Subcommittee will meet from 8:00 a.m. to 5:00 p.m. on December 12 and December 13, 2018.

**ADDRESSES:** Defense Language Institute Foreign Language Center, Building 326, Weckerling Center, Presidio of Monterey, CA 93944.

**FOR FURTHER INFORMATION CONTACT:** Mr. Detlev Kesten, the Alternate Designated Federal Officer for the subcommittee, in writing at the Defense Language Institute Foreign Language Center, ATFL-APAS-AA, Bldg. 614, Presidio of Monterey, CA 93944, by e-mail at [Detlev.kestn@dliflc.edu](mailto:Detlev.kestn@dliflc.edu), or by telephone at (831) 242-6670.

**SUPPLEMENTARY INFORMATION:** The subcommittee meeting is being held under the provisions of the Federal Advisory Committee Act of 1972 (5 U.S.C., Appendix, as amended), the Government in the Sunshine Act of Start Printed Page 593651976 (5 U.S.C. 552b, as amended), and 41 CFR 102-3.150.

*Purpose of the Meeting:* The purpose of the meeting is to provide the subcommittee with briefings and information focusing on the Institute's plan for its students to achieve higher proficiency scores on the Defense Language Proficiency Test (DLPT), to include updates on curriculum and faculty development efforts.

*Proposed Agenda:* December 12—The subcommittee will receive briefings associated with DLIFLC's higher proficiency goals and the Institute's actions in supporting said goals. The subcommittee will complete administrative procedures and appointment requirements.

December 13—The subcommittee will have time to discuss and compile observations pertaining to agenda items. General deliberations leading to provisional findings will be referred to the Army Education Advisory Committee for deliberation by the Committee under the open-meeting rules.

*Public Accessibility to the Meeting:* Pursuant to 5 U.S.C. 552b, as amended, and 41 CFR 102–3.140 through 102–3.165, and subject to the availability of space, this meeting is open to the public. Seating is on a first to arrive basis. Attendees are requested to submit their name, affiliation, and daytime phone number seven business days prior to the meeting to Mr. Kesten, via electronic mail, the preferred mode of submission, at the address listed in the FOR FURTHER INFORMATION CONTACT section. Because the meeting of the subcommittee will be held in a Federal Government facility on a military base, security screening is required. A photo ID is required to enter base. Please note that security and gate guards have the right to inspect vehicles and persons seeking to enter and exit the installation. Weckerling Center is fully handicap accessible. Wheelchair access is available on the right side of the main entrance of the building. For additional information about public access procedures, contact Mr. Kesten, the subcommittee's Alternate Designated Federal Officer, at the email address or telephone number listed in the **FOR FURTHER INFORMATION CONTACT** section.

*Written Comments or Statements:* Pursuant to 41 CFR 102–3.105(j) and 102–3.140 and section 10(a) (3) of the Federal Advisory Committee Act, the public or interested organizations may submit written comments or statements to the subcommittee, in response to the stated agenda of the open meeting or in regard to the subcommittee's mission in general. Written comments or statements should be submitted to Mr. Kesten, the subcommittee Alternate Designated Federal Officer, via electronic mail, the preferred mode of submission, at the address listed in the **FOR FURTHER INFORMATION CONTACT** section. Each page of the comment or statement must include the author's name, title or affiliation, address, and daytime phone number. The Alternate Designated Federal Official will review all submitted written comments or statements and provide them to members of the subcommittee for their consideration. Written comments or statements being submitted in response to the agenda set forth in this notice must be received by the Alternate Designated Federal Official at least seven business days prior to the meeting to be considered by the subcommittee. Written comments or statements received after this date may not be provided to the subcommittee until its next meeting.

Pursuant to 41 CFR 102-3.140d, the Committee is not obligated to allow a member of the public to speak or otherwise address the Committee during the meeting. Members of the public will be permitted to make verbal comments during the Committee meeting only at the time and in the manner described below. If a member of the public is interested in making a verbal comment at the open meeting, that individual must submit a request, with a brief statement of the subject matter to be addressed by the comment, at least seven business days in advance to the subcommittee's Alternate Designated Federal Official, via electronic mail, the preferred mode of submission, at the address listed in the "FOR FURTHER INFORMATION CONTACT" section. The Alternate Designated Federal Official will log each request, in the order received, and in consultation with the Subcommittee Chair, determine whether the subject matter of each comment is relevant to the Subcommittee's mission and/or the topics to be addressed in this public meeting. A 15-minute period near the end of the meeting will be available for verbal public comments. Members of the public who have requested to make a verbal comment and

whose comments have been deemed relevant under the process described above, will be allotted no more than three minutes during the period, and will be invited to speak in the order in which their requests were received by the Alternate Designated Federal Official.

**Brenda S. Bowen**, Army Federal Register Liaison Officer.  
[FR Doc. 2018-25503 Filed 11-21-18; 8:45 am]

**BILLING CODE 5001-03-P**

TAB B - Meeting Agenda

**Defense Language Institute Foreign Language Center  
Board of Visitors (BoV) Meeting  
12-13 December 2018**

**Wednesday, 12 December 2018**

- 8:00 am                    Leave Portola Plaza lobby for the DLIFLC, Presidio of Monterey  
                                 Escort:  
                                 Mr. Detlev Kesten, ADFO
- 8:15 am                    Arrive Weckerling Center, Presidio of Monterey, Bay View Room  
                                 Park in Reserved Visitor Parking Space (3 parking spaces marked by  
                                 pylon)  
                                 Received by  
                                 Dr. Robert Savukinas, Provost, DLIFLC
- 8:15 am – 8:30 am        Welcome Remarks, Bay View Room, Weckerling Center  
                                 COL Gary M. Hausman, Commandant, DLIFLC  
                                 Col Wiley L. Barnes, Assistant Commandant, DLIFLC  
                                 CSM Thomas B. Donehue, DLIFLC  
                                 Dr. Robert Savukinas, Provost, DLIFLC  
                                 Attendees at (1) below
- 8:30 am – 9:00 am        Call to Order  
                                 Administrative Business (Election of BoV Vice Chair)  
                                 Mr. Detlev Kesten, ADFO
- 9:00 am – 9:30 am        Ethics Briefing  
                                 Bay View Room, Weckerling Center  
                                 Presenter:  
                                 CPT Joseph Ahlemeyer, SJA Office
- 9:30 am – 9:45 am        Break/Official BoV picture (stairs of Weckerling Center)
- 9:45 am – 11:45 am        Commandant's Priorities  
                                 APR Presentation & Discussion  
                                 COL Gary M. Hausman, Commandant, DLIFLC  
                                 Attendees:  
                                 Col Wiley L. Barnes, Assistant Commandant, DLIFLC  
                                 CSM Thomas B. Donehue, DLIFLC  
                                 Mr. Steve Collins, Chief of Staff, DLIFLC  
                                 Dr. Robert Savukinas, Provost, DLIFLC  
                                 Mr. Detlev Kesten, ADFO

- 11:45 am – 1:00 pm Lunch:  
Discussion with Military Language Instructors (MLIs)  
Belas dining facility  
Attendees:  
Mr. Detlev Kesten, ADFO  
3 MLIs
- 1:00 pm – 1:15 pm Drive to Weckerling Center
- 1:15 pm – 2:45 pm Update on Curriculum Review Board (CRB)  
Bay View Room, Weckerling Center  
Presenter:  
Dr. Savukinas & CRB Leaders
- 2:45 pm – 3:00 pm Break
- 3:00 pm – 4:30 pm Update on Faculty Development Review Board (FDRB)  
Bay View Room, Weckerling Center  
Presenter:  
Dr. Savukinas & FDRB Leaders
- 4:30 pm Adjournment  
BoV Chair



**Thursday, 13 December 2018**

- 7:45 am Leave Portola Plaza lobby for Munzer Hall, DLIFLC  
Escort:  
Mr. Detlev Kesten, ADFO
- 8:00 am Call to Order  
BoV Chair  
Conference Room, Munzer Hall, Bldg 618
- 8:05 am – 8:35 am Student Sensing Session with BoV  
Conference Room, Munzer Hall, Bldg 618
- 8:35 am – 8:45 am Break
- 8:45 am – 9:15 am Faculty Sensing Session with BoV  
Conference Room, Munzer Hall, Bldg 618
- 9:15 am – 9:30 am Movement to Weckerling Center
- 9:30 am – 9:50 am DLIFLC BA Degree Update  
Presenter:  
Dr. Erin O'Reilly, Accreditation Liaison Officer
- 9:50 am – 10:00 am Break
- 10:00 am – 11:30 am Preparation time for BoV outbrief  
Bay View Room, Weckerling Center  
Amb. Ruth Davis, Member, Board of Visitors  
Dr. William Whobrey, Member, Board of Visitors  
Mr. Craig Wilson, Member, Board of Visitors  
Dr. Robert Savukinas, Provost, DLIFLC  
Mr. Detlev Kesten, ADFO
- 11:30 am – 12:15 pm Working Lunch
- 12:15 pm – 12:45 pm BoV Outbrief to DLIFLC Senior Leadership  
Bay View Room, Weckerling Center  
Attendees at (1) below
- 12:45 pm – 13:00 am Break & Movement to Gold Room, Weckerling Center

13:00 pm – 13:30 pm BoV Outbrief to DLIFLC Senior Leadership, Staff & Faculty  
Gold Room, Weckerling Center,  
Attendees at (2) below

13:30 pm – 13:40 pm Closing Remarks  
COL Gary M. Hausman, Commandant, DLIFLC

13:40 pm           Adjournment  
BoV Chair

(1)Attendees

Amb. (Ret.) Ruth Davis, Member, Board of Visitors  
Dr. William Whobrey, Member, Board of Visitors  
Mr. Craig Wilson, Member, Board of Visitors  
COL Gary M. Hausman, Commandant, DLIFLC  
Col Wiley L. Barnes, Assistant Commandant, DLIFLC  
CSM Thomas B. Donehue, DLIFLC  
Mr. Steve Collins, Chief of Staff  
Dr. Robert Savukinas, Provost  
Mr. Detlev Kesten, Associate Provost for Academic Support & ADFO

(2)Attendees

Same as Attendee List (1)  
Service Unit Commanders  
DLIFLC Faculty & Staff

TAB C - Minutes

**Defense Language Institute Foreign Language Center  
Board of Visitors (BoV) Meeting  
Meeting Minutes**

**Meeting Dates:** December 12 and December 13, 2018

**Place:** Defense Language Institute Foreign Language Center (DLIFLC)  
Monterey, CA 93944

**Board of Visitors Members Present:**

Dr. William Whobrey, Member, Board of Visitors

Mr. Craig Wilson, Member, Board of Visitors

Amb. (Ret.) Ruth Davis, Member

**BoV Alternate Designated Federal Officer**

Mr. Detlev Kesten, Associate Provost for Academic Support

**December 12, 2018**

**WELCOME REMARKS**

COL Gary M. Hausman, DLIFLC Commandant, and COL Wiley L. Barnes, DLIFLC Assistant Commandant welcomed all in attendance.

**CALL TO ORDER**

Dr. Whobrey expressed his gratitude to be a Chair of the BoV team, and called the meeting to order at 0830.

Mr. Kesten explained the reason to hold the meeting in December was that of all present members were given an emergency extension until December 31, 2018. He stated that upon finding out the information, the Commandant and the Provost decided to hold the BoV meeting. Mr. Kesten thanked the Board for agreeing to meet on such a short notice. He announced that currently four new members have been vetted and are expected to be approved by the end of February 2019. The invitation for more additional members to join the Board had been sent out earlier; five members responded positively and the legal department at DLIFLC is reviewing their paperwork.

**BoV ADMINISTRATIVE BUSINESS**

Mr. Kesten briefly discussed the re-appointments and renewal process. Dr. Savukinas explained that there is renewal and an annual renewal required of the board members and the difference between the two. Renewal is a three-year term and within those three years, annual renewal must take place. He further stated that it takes longer than a year for annual renewal to be approved, which poses a challenge and therefore he appreciated the board members' flexibility on meetings. Amb. (Ret) Davis expressed concern regarding the process of annual renewal and suggested that it should be required only in case of misconduct by the board member.

Next, Mr. Kesten asked the board members to select a Vice-Chair for the board. The members voted for Amb. Davis to serve as a Vice-Chair for the board; she accepted the role. Mr. Kesten declared Amb. Davis as the Vice-Chair of the board.

Lastly, Mr. Kesten went over the items on the agenda.

### **COMMANDANT'S PRIORITIES**

COL Hausman expressed his intent to give the board questions for each section that is presented to them so the board can think and discuss about it the next day. He stated that he would present to the board where DLIFLC is in terms of 2+/2+.

1. COL Hausman explained to the board what he has done since assuming his role as a Commandant and where he believes the focus within the institute should be. He stated that after looking into outside perimeters of the institute, he identified that the greatest risk the leadership at DLIFLC takes is sending service members overseas to study abroad. He explained the process, and said that he was not very comfortable with the process, given that only one team leader was leading the entire team of twelve service members going overseas. That team leader would brief the Commandant and then the Commandant would sign his approval for the service members to go overseas. During the security briefings, the Commandant had many questions for the team leader and realized that all service members should be part of those briefings and should hear the discussions. That way, they know how to act and react when the team leader is not around.

In addition, COL Hausman realized that the military elements that have the administrative control for all service members were the ones truly accepting the risk for service members when they went abroad. Therefore, the Commandant included military leaders in the process as well. He also indicated that he himself, the Assistant Commandant and the military leaders now have lengthy discussions with the students before they go abroad on how to manage the risks and make the travel safer.

2. COL Hausman talked about the 2+/2+ effort and stated that in September 2018, he was called by the Steering Committee to know where DLIFLC is in terms of 2+/2+ by 2023. He started to inquire, received many briefings from various leaders at DLIFLC, and found out that the institute is not on a glide path for most of the things to get to 2023 goal. He presented the slide that displayed the results of 2+/2+, which were improving but it did not have an upward trend. He confirmed that he presented the state of where DLIFLC is to the Steering Committee in September. He further stated that he would find out why 2+/2+ results are not consistent during Annual Program Review (APR) of the programs, which is supposed to take place soon. After that, he would explain to the Steering Committee why DLIFLC is where it is, and what the institute needs to do to get to a 2+/2+ by 2023.
3. COL Hausman explained that in the Army, in any of the services, the new Commander is required to do a Command Climate Survey to ask the force what is working well, what is not and the problems. He stated that he conducted an online anonymous survey,

which was originally designed only for supervisors but he opened the survey to all 1700-faculty members and received over 3000 comments from 581 respondents. The Commandant stated that he read all the comments and was able to pull out some trends. He then shared with the board the results and trends of the survey through a presentation and the type of questions that were asked and the metric system that was used to answer the questions. He further explained that since last week he has been conducting town hall meetings in each school, sharing the results and trends extracted from the survey, and addressing the issues and answering faculty's questions during the meetings. These meetings are held at the end of the day and last until all the questions of faculty members are answered.

He stated that some of the key issues from the survey results were DPMAP, communication, favoritism transparency and term-limit for leadership position. The Commandant explained the newly implemented Defense Performance Management and Appraisal Program (DPMAP) system for individual performance evaluation and some of the challenges and friction that was associated with it. DPMAP is very different from the old evaluation system, so, there was a learning curve for every stakeholder. He announced, however, since it is a DOD system, it is here to stay. The DPMAP scores are used to allocate performance awards for individuals. He also emphasized that moving forward; he is making sure that there is a clear communication and transparency provided to the faculty before the awards go out for a smooth transition.

**ETHICS BRIEFINGS:**

CPT Joseph Ahlemeyer introduced himself, stating that he is one of the attorneys on post, and a designated ethics counselor with the Army. He certifies the UG450 financial disclosure forms that the BoV is required to fill out. In addition to CPT Ahlemeyer, the team included, Mr. Michael Suttan and Ashley Stewart.

CPT Ahlemeyer explained that the purpose of the training is to provide a refresher and to help members determine issues that may arise. He presented the slides that included: Rules, Principles of Ethical Conduct Executive Order 12674, Statutory Basis for SGE, Status, Counting Days as an SGE, Conflict of Interest, Representational Conflicts, Gifts from Outside Sources, Ethical Decision Making Considerations, Gifts from Outside Sources, Foreign Sources, Gifts between Employees, Contractors in the Workplace, Hatch Act-Political Activities and Use of Government Position.

A couple of board members expressed concerns regarding the emails they receive asking them to take online ethics training after they have already finished the one in person. CPT Ahlemeyer answered that those are auto-generated emails and the SJA office is working on fixing the issue. However, the training is required every calendar year. For example, if the board member has completed the training in December and the next meeting held after three months, in March, the members need to take the training again.

CPT Ahlemeyer asked for additional comments or questions and concluded the briefing.

## OFFICIAL BoV GROUP PICTURE

The DLIFLC BoV members assembled for a group photograph.

## COMMANDANT PRIORITIES CONT.:

Commandant continued with his climate survey results. He talked about the desire from the workforce to establish term-limits for the leadership positions. He recognized the importance of it and drafted a procedure for his personnel to look at it. One reason is, it mitigates the assumptions of favoritism and encourages the upward mobility among workforce. The Commandant also discussed the possibility of incentivizing leadership positions with either, a temporary step increase or a time-off awards. He also explained the status of tenure and term-limits and limitations and regulations associated with them to address job security issues.

Mr. Wilson specified that DLIFLC Faculty Personnel System (FPS) is very different from the civilian services, a statute established by NSA for Civilian services such as Department of Labor. He indicated that the intent of the FPS law was to provide DLIFLC with greater flexibility than typical civilian services law. Mr. Wilson encouraged the Commandant to look into this and use as much flexibility as possible under this statute.

Dr. Whobrey also stated that perhaps DLIFLC should be looked at more as a civilian academic system rather than a military academic system for job security.

4. COL Hausman presented the Annual Program Review slides. This is the brief that Pentagon has asked DLIFLC leadership to brief it; it is an annual requirements. The DLIFLC has been prepared to brief it but has not done so yet. The Commandant explained that the first part of the presentation is DLIFLC accomplishments, where DLIFLC is in terms of 2+/2+, and the budget review. The latter part of the presentation is why the institute is where it is in terms of 2+/2+. The Commandant indicated that DLIFLC budget for this year seems to be on track but for the next year, there has been some stipulations that at army level that numbers may change. The Commandant also mentioned that in his discussions, he makes sure that the Secretary of the Army is well informed about the risks involved if the budget of DLIFLC is decreased.
5. The Commandant went over DLIFLC accomplishment slide. He described that the institute's focus on computer adaptive Defense Language Proficiency Test (DLPT) which will be more like ACT, GRE and SAT model.

He informed that Board that the official statement directives from the OSD level is 2+/2+ and not 2+/2+/2; the oral proficiency goals are not in it yet.

6. COL Hausman stated that the goal is 2+/2+ but the service members with 2/2 results are also valuable and the students cannot be attritted at that level. He presented the slide and stated that currently the academic attrition rate is at 14.4%, and the administrative



attrition is at 10% and the goal is to reduce the academic attrition rate to 10% and maintain the administration rate.

7. COL Hausman showed the slide of 2+/2+ production progress, which was presented to the Steering Committee in September. He specified that multiple variables affect performance. Originally, the institute looked at the production rate subjectively and assumed that the challenging languages are harder to produce results; however, looking at them objectively through metrics revealed that that was not the case. For example, there was more requirement for Russian linguists, which meant bringing more teachers who were not as experienced and this may have had impact on the production rate. Therefore, many variables affect the production rate.

COL Hausman specified that in the institute efforts towards 2+/2+, one of the mechanism under the student pillar was to bring in the best students. One way to identify the best is DLAB score. DLIFLC has a standard for each level language; CAT I student should be coming in at 95, CAT II at 100, CAT III at 105 and CAT IV at 110. To help with 2+/2+ effort, many services added an artificial increase to that. For example, both the Army and the Air Force went to a point where all students coming to DLIFLC needed 110 score regardless of the language they were learning. However, now they are finding out that that made it difficult to recruit and bring in enough students. They are asking DLIFLC if they can reduce that 110 number and the Commandant answer was as long as the services do not reduce the number below to DLIFLC standards.

8. COL Hausman stated that in the last DLNSEO meeting, there was a discussion that if DLIFLC cannot meet the 2+/2+ goal by 2023, then the institute can increase the goal to 10% every year. He presented that slide that reflected the metrics of production rate change over the years, which had been inconsistent. Therefore, COL Hausman believes that setting the goal to 10% increase per year does not seem to be attainable; perhaps 1 to 2 percent increase is more feasible.
9. Lastly, COL Hausman described the efforts that have been put toward 2+/2+ so far focusing on three pillars of the DLIFLC Parthenon; students, faculty and curricula. He finished the presentation with the 'Way Ahead' slide and stated that among other efforts, the DLIFLC ownership piece is more on Curricula and Faculty Development.

#### **WORKING LUNCH WITH MILITARY LANGUAGE INSTRUCTORS (MLIs)**

BoV members and Mr. Kesten drove to DLIFLC Belas dining facility and met with three MILs to discuss and obtain their perspective on DLIFLC 2+/2+ effort.

*Closed session.*

#### **UPDATE ON CURRICULUM REVIEW BOARD (CRB)**

Dr. Savukinas presented the Curriculum Initiatives Updates. He explained that at one point the curriculum division was decentralized as it was difficult to get 'buy in' from the faculty

as they did not participate in the development of the said curriculum. Recently, the DLIFLC leadership put together a Curriculum Review Board (CRB) comprised of individuals from UGE specifically, faculty members, department chairs, team leaders, Deans, Associate Provost, military language instructors and individuals representing technology that support curriculum and the curriculum support personnel. The CRB has a charter where the structure, individual roles and timelines are described.

Dr. Savukinas stated that the purpose of the CRB is to make recommendations on curriculum, prioritize projects and establish Language Curriculum Teams (LCTs). He emphasized that one thing that is common among all language programs from one department to another is that they all share *curriculum*. Therefore, the CRB decided to form LCTs to measure the success of a language program. The CRB determined what the 2+/2+ program looks like in a disciplinary approach by creating a rubric. Three-part rubrics capture the use of technology, the use of authentic material and most importantly, what Interagency Language Roundtable (ILR) level material should be introduced in what week among other things. Through LCTs, these rubrics were piloted on small programs. Thus far, six-language program LCTs have used the rubrics to evaluate their curriculums, and the CRB and leadership is very pleased with the findings and the level of candor that went into it. The cross-functional teams conducted a comprehensive gap analysis of these programs to determine the needs of the programs. Dr. Savukinas continued the presentation by stating that a common thread that was found was the introduction of the ILR levels of the materials; either it was too soon, or too late. The gap analysis focused on three general areas comprised of 15 questions and sub questions that included qualitative and quantitative review of the curricula. He indicated that besides the findings, the gap analysis task helped cross-communication and acceptance of rubrics and criteria set by cross-functional participants.

Ms. Boureston, the director of Curriculum Support (CS) division, talked about the length and complexity of the LCT projects. She stated that this is the first time DLIFLC has conducted such a comprehensive review of the curriculum. In the past, it was conducted by outside reviewers and was only two-day long. She explained that the internal LCTs review originally was set to complete in eight weeks; however, the teams soon discovered that it required much more than eight weeks due to complexity of the review. She further added that the faculty was very pleased to work with the CS specialist and to get involved in the effort of analyzing their curricula to find gaps.

Ms. Boureston stated that each LCT coordinator from CS completed and submitted a detailed report (approximately 60 page long) of the findings to the higher leadership. Each coordinator also gave an hour-long brief to the leadership presenting major gaps and recommendations for the language program.

She then asked the LCT coordinators and team members for Japanese, Persian-Farsi, Iraqi, and Korean to introduce themselves. After the introduction, each coordinator from the CS presented a synopsis of the major gaps in structure, methodology and content of their respective language program along with recommendations to fill the gaps.

Dr. Whobrey inquired how long it takes to develop an entire curriculum as that was one of the recommendations put forth for the Persian-Farsi curriculum. Ms. Boureston answered that it depends on the number of people and number of hours spent on developing the materials and the number of instruction hours required. She further explained that usually, semester I and semester II materials take longer to develop than semester III because students need more core hours to learn grammar structures, lexicons, etc. Semester III in general is more flexible and require less core hour materials, hence need much less time to develop.

Dr. Whobrey asked if students are involved in developing the curriculum to promote not only autonomous learning but also to make them responsible. Dr. Kanbar answered that the students' voice and suggestions are heard during student sensing sessions and are taken into consideration, especially before developing the semester I curriculum. Many programs involve students in helping teachers develop the unit tests or quizzes depending on the student's maturity and understanding of the ILR levels. There are many task-based, projects based material to promote autonomous learning. Dr. Savukinas added that Learners In Front Teaching (LIFT) is also practiced in many programs where students teach the class.

#### **UPDATE ON FACULTY DEVELOPMENT REVIEW BOARD (FDRB)**

Mr. Kesten announced that Dr. Savukinas is going to take the lead to present first and then some of the team members will present their parts in depth.

Dr. Savukinas stated that faculty development is one of the three pillars of the DLIFLC Parthenon. It focuses on the trained and ready faculty and is structured similarly as CRB. Faculty development takes place in faculty development division, through Language Learning and Teaching Conference, and other opportunities for faculty development. Dr. Savukinas indicated that he searched for what is available in the landscape both within DLIFLC in terms of faculty and leadership developments and training opportunities outside of the institution that are approximate to DLIFLC. He specified that the three subcommittees were formed, and asked Mr. Kesten to describe the subcommittees.

Mr. Kesten described that the first subcommittee looked at the internal resources available and found out that there are 2800 hours' worth of training material available for faculty development. Second subcommittee looked at the external trainings, which is waiting for subcommittee three's work to be completed in order to get more targeted approach as to what is needed for individual trainings. He said that Dr. Savukinas is going to explain subcommittee three.

Dr. Savukinas continued and described the subcommittee three that focused on competencies. He explained that DLIFLC being a TRADOC institution, TRADOC certification requirement has 19 competencies that are required by all their instructors regardless of what they are teaching and then DLIFLC Instruction Certification Course (ICC) has its own competencies. The subcommittee three identified the overlapping competencies to determine if one training module can accomplish both requirements. Based on the findings, DLIFLC is retooling its ICC course. He asked Dr. Bey to explain the DLIFLC teacher courses.

Dr. Bey explained that the original ICC was a four-week-long course. Based on TRADOC regulation 350, now there is a new structure. Under this structure, there is a two-week-long face-to-face Common Faculty Development (CFD) course, which satisfies the general education requirement as specified in the regulation. Then, ICC satisfies the technical phase of the course, and focuses specifically on foreign language teaching. This is two weeks long. She continued with that to be able to make up for the two weeks of foreign language content from the original ICC, the Faculty Development (FD) division has prepared a proposal to develop online modules. She further explained that these online modules would serve different purposes, as some of them might be mandatory while others would be optional based on faculty's background and language teaching experience. Some of them might be even used for remedial purposes. It gives DLIFLC an opportunity to provide differentiated training based on individual needs and requirement.

Dr. Savukinas added that the part of the intent of these online modules is that the Language Training Detachments (LTDs) can start the training right away as opposed to waiting for someone from the Presidio of Monterey to go there to conduct the training. The training needs to be completed before an individual is allowed to serve as the primary instructor means being alone in a classroom.

Mr. Wilson asked if these trainings are going to be only in online versions and the intent is that each faculty member comes at a different entry level and they can be self-paced per their level.

Dr. Savukinas answered that it is not one hundred percent online only. In addition, the intent is twofold, one that it allows the faculty member to front load the training and demonstrate the competencies through the assessment modules. It lends itself to the more efficient way of deployment of the faculty member in the classroom. Since folks come at different levels, some might already have a PhD in second language acquisition and others might have taught in four-year college programs. When they come here, if they have to sit through four weeks of rudimentary class on how to develop a lesson plan, this may not be the best use of their time. Therefore, the intent of these modules is to minimize the time to get the faculty member into the classroom.

COL Hausman interjected that the ICC is designed to ensure that the subpar instructors are meeting a standard at a minimum TRADOC standard. The institute wants to ensure that the teachers are provided with the TRADOC and Army instructor badges, which help them with the promotion in the future. TRADOC found deficiencies in DLIFLC competencies for certification to meet the badges criteria. From Instructor level, DLIFLC was meeting the standard but from a higher-level badge, the institute was deficient in the TRADOC piece. He said that this is what caused these discussions as to what should be included in ICC and what is valid for DLIFLC's unique language training which TRADOC does not have.

Dr. Savukinas continued with the answer that the online training modules are not self-paced. He stated that the overall purpose is to develop competencies that allow the DLIFLC leadership to assess the readiness of its faculty, which in turn will enable the leadership to recognize its long-term and short-term needs and allocate faculty resources accordingly.

Dr. Whobrey asked if DLILFC has identified a difference between the competencies required to teach 2/2/1+ versus competencies required for 2+/2+/2. Dr. Savukinas stated that these discussions are taking place among FDRB committee. Next, Dr. Savukinas explained the slide that had various levels of competencies, including individuals, teaching teams, and language programs in order to teach in a program. It assists decision makers to look at the team's skill set and the Defense Language Proficiency Test (DLPT) results accomplished by a teaching team. It also provides a clear path to professional development as it related to teaching / instructional competencies. Dr. Savukinas further said that this also assists supervisors to determine individual teacher's deficiencies and where the person needs an improvement and match it up with the instructional competency. At that point, an individual can go online and take the course as opposed to waiting to schedule or wait for five years for another ICC.

Col Barnes added that this helps the institute to prioritize its resources and provides an opportunity to look at the entire program holistically.

**ADJOURNMENT**

Dr. Whobrey adjourned the meeting at 4:30pm

**December 13, 2018**

**CALL TO ORDER**

Dr. Whobrey called meeting to order at 0800. Mr. Kesten offered greetings to the BoV and continued with the agenda, which entailed the student and faculty session, BA degree update and the outbrief.

**STUDENT SENSING SESSION**

BoV members met with a group of students to obtain feedback and to discuss student concerns.

**FACULTY SENSING SESSION**

BoV members met with a group of faculty members to obtain feedback and to discuss faculty concerns.

**DLIFLC BA DEGREE UPDATE**

Dr. O'Reilly, the accreditation liaison officer of DLIFLC, presented Bachelor of Art (BA) degree update. She stated that COL Hausman tasked her to look into what it would take to confer bachelor's degree; the workload, costs and the implications associated with turning DLIFLC into a 4-year-degree granting institution. DLIFLC formed a team called the "metrics team" to look at the potential of turning it into a 4-year-degree institution. The metrics team representative of faculty (nominated by their peers, Academic Senate, Curriculum Support, Student Services and the Office of Registrar constructed to see where the institution is right now and where it needs to be if this was the path DLIFLC would like to take.

Dr. O'Reilly explained that currently, community colleges are being shifted to be able to award four-year degrees, which is new at the community college level. The reason is there are more students than the seats in the 4-year institutions. Therefore, community colleges are changing their titles from 'community college' to 'college'. This advent is happening in higher education. Two years ago, Accreditation Committee of Community & Junior Colleges Commission (ACCJC) sent a petition to the Department of Education and was allowed to grant one bachelor's degree (bachelor of arts, bachelor of science and so on); to confer ability to its member institutions. Dr. O'Reilly stated that at DLIFLC, it will be a bachelor of art in foreign language, it will not be in a specific language but the concentration will be a specific language. For example, a bachelor of arts in foreign language with concentration in Spanish or Arabic, etc. This allows the institution to add or withdraw languages without needing to go back to ACCJC for approval every time the DLIFLC mission changes.

Dr. O'Reilly presented the status of DLIFLC basic, intermediate and advanced level language programs in terms of accreditation. She stated that the basic and intermediate programs are credited but for advanced level programs, the institute goes to a non-profit organization, American Council on Education, to receive a credit assessment or evaluation

for the program and for the Defense Language Proficiency Tests, so the students can transfer these courses to other universities.

Next, Dr. O'Reilly presented what the degree program looks like and explained the process that the metrics team used. She stated that the team identified the number of credits awarded for intermediate courses at DLIFLC by using the Carnegie units. The team discovered that DLIFLC was using different formulas for its undergraduate education courses. Therefore, the team established to use the same systematic formula for basic, intermediate and advanced level courses. With this, the advanced or intermediate course will go from 18 to 33 credits; however, the instructional content stays the same. Next step in the process was to find out how to align the content students are receiving with the Bachelor of Arts in foreign language at another university. The team benchmarked the DLIFLC program learning outcomes with other universities around the country. The universities that the team chose were flagship language programs, San Diego, San Francisco State and a couple of more universities. She stated that the team also chose the Spanish program as Spanish is a widely taught language in most universities. She continued to explain the process of benchmarking and learning outcomes and stated that the vast majority of 4-year language program students are graduating at level 2 based on the ACTFL scale (DLIFLC counterpart). At DLIFLC, the intermediate students are getting 2+/3 or even beyond. Based on these facts, the team determined that at DLIFLC, the content is there but it needs to have clearly stated syllabi for each language and the related content.

Ambassador Davis asked how long the students stay at DLIFLC.

Dr. O'Reilly answered the basic programs are anywhere from 36 weeks to 64 weeks long.

Dr. Savukinas added that completion of the basic language program and the completion of six general education credits amass for 63 out of 120 credits; 45 of those credits are awarded at DLIFLC upon successful completion of the basic program. Therefore, when students graduate with an AA degree, not only can they bring those credits back to DLIFLC for BA degree, but they are also transferable to other schools.

Dr. O'Reilly specified that the students, who come back for intermediate and advanced courses, after being in the field for a few years, are the focus of this BA degree program. These students come back for a 19-week program followed by a 3- to 4-week immersion.

Dr. O'Reilly explained that one of the steps in the process for the committee was to look at accrediting commission requirements, but committee also looked at the community colleges' transfers into the Cal state and UC system. The reason the committee did that is because when a student graduates with a BA degree and goes on to pursue a master's or doctoral degree; the transcript does not look alien to the registrar. The committee determined that the students had to take a government or political science class in order to pursue a master's level degree. Although DLIFLC does not offer these courses, it will be valuable to someone who is going into their career field. Therefore, there was some

deliberation in the general education requirements and what to include or will be required of students.

Dr. O'Reilly then presented the "facts" slide as to what is required to move forward with a BA degree. She stated that the 15-page-long substantive change request (SCR) report has been sent to the accrediting commission. They review the report and, if approved, DLIFLC can start the program prior to their visit because DLIFLC already have programs and teaching classes. She further stated that one thing to note is that once a student is enrolled in the program, there is no retroactive.

Dr. O'Reilly pointed out that the assumption is that the BA degree would bring all DLIFLC's program under one accreditation agency and this would serve as a recruitment and retention incentive for more students to enroll in the language programs.

To answer Dr. Whobrey's questions regarding the perception of the worth of a DLIFLC degree, Dr. Savukinas shared the strategy that the DLIFLC has been employing with colleges and universities mainly under the auspices of DLIFLC articulation of transfer of credit agreement. The institute already had a handful of individual schools on board that accepted DLIFLC credits, but recently the entire CSU system, all twenty-three campuses, accepted DLIFLC credits. He indicated that the institute is moving forward with the California Community college sector to host a group of academics at DLIFLC to check out the content, scope and rigor of its courses for articulation. He said that now the institute is taking a system-wide approach and the amount of work is about the same but the benefits are one to twenty-three times.

Dr. O'Reilly ended the presentation by stating that the DLIFLC does not need to go to the Department of Education for BA degree approval but still requires the legislative amendment for the language.

#### **BoV WORKING LUNCH BREAK (START OUTBRIEF COMPILATION)**

Dr. Whobrey solicited feedback from the BoV members on topic areas covered in the previous day's briefings for potential recommendations.

#### **BoV OUTBRIEF TO DLIFLC CMDT, AC AND PROVOST**

The BoV presented its provisional observations to COL Hausman, Col Barnes, and Dr. Savukinas. Dr. Whobrey presented the BoV provisional observations based on the information obtained over the past two days.

#### **BoV Administration: Meeting Evaluation, Scheduling**

BoV Members completed the self-assessment of the December 2018 meeting. The date of the next BoV meeting TBD.

#### **BoV OUTBRIEF TO DLIFLC LEADERSHIP, STAFF & FACULTY**

The BoV moved from the Bay View Room to the Gold Room of the Weckerling Center where Dr. Whobrey and other BoV members presented the BoV's provisional observations to the DLIFLC faculty and staff. The final draft of the observations will be presented in the minutes.



Below is a summary of the provisional outbrief:

1. The Board commends and fully supports the emphasis placed on curriculum and faculty development in seeking to achieve the 2+/2+/2 levels, especially the process established by the CRB and the FDRB in identifying gaps in curriculum and faculty development. We recognize the demands this will place on resources and recommend seeking outside assistance, including other academic institutions, FSI, and NSA's National Cryptologic School.
2. The Board applauds the Army for securing the appointment of the Commandant for a three-year tour, and recommends that the Air Force assignment of the Assistant Commandant also be for the commensurate three-year period. Changes of command for three-year positions should not be concurrent.
3. We applaud the accelerated efforts undertaken by DLIFLC to become a 4-year degree-granting institution. This will enhance language competencies and increase retention rates among linguists as career and life-long learners. We recommend that these efforts continue with the full support from appropriate authorities.
4. The Board observed and reacted to the negative institutional impact generated by the 2012 U.S. Army Manpower Analysis Agency (USAMAA) and the subsequent internal dysfunctional reorganization of key directorates. We stress that upcoming manpower assessments NOT follow across-the-board imperatives but truly weigh the impact of the DLIFLC mission on its constituent communities (largely intelligence). USAMAA should solicit input from those communities as part of any evaluation.
5. The Board encourages the reward of outstanding faculty and staff performance via creative recognition incentives (e.g. monetary, leave granting, training/education support, and other). As much as feasible, these should be institutionalized as part of the process and planning for annual evaluation cycles.
6. The Board continues to recommend elevation of the Provost position to an equivalent of Civil Service Senior Executive Service (as modified for the uniqueness of the DLIFLC operation). It is within the spirit and intent of the FPS law, and should be brought to the attention of the Combined Arms Center.

#### ADJOURNMENT

Dr. Whobrey adjourned the meeting at 1:40pm

TAB D - Subcommittee Members/Mission/Meeting Purpose

**Subcommittee/Board Members:**

Amb. (Ret.) Ruth Davis, Member, Board of Visitors

Dr. William Whobrey, Member, Board of Visitors

Mr. Craig Wilson, Member, Board of Visitors

**Mission:**

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, research, and academic administration.

**Meeting Purpose:**

The purpose of the meeting is to provide the subcommittee with briefings and information focusing on the Institute's plan for its students to achieve higher proficiency scores on the Defense Language Proficiency Test (DLPT), to include updates on curriculum and faculty development efforts.

TAB E - Observers and Guests

Guests or Observers present at the December 2018 Meeting:

COL Gary M. Hausman, Commandant, DLIFLC

Col Wiley L. Barnes, Assistant Commandant, DLIFLC

CSM Thomas B. Donehue, DLIFLC

Mr. Steve Collins, Chief of Staff

Dr. Robert Savukinas, Provost

Mr. Detlev Kesten, Associate Provost for Academic Support & ADFO

Service Unit Commanders

One hundred and twenty Faculty & Staff members of DLIFLC

TAB F - Handouts

The BoV Members received briefing documents. The titles below are in order of presentation.

1. Army Ethics Brief 2018
2. Town Hall Slide Deck 2018
3. DLIFLC APR Brief 2018
4. CRB Update 2018
5. FDRB Update 2018
6. BA Degree Update 2018

TAB G - BoV Provisional Recommendations Forwarded to the AEAC for Meeting  
conducted on 12 and 13 December 2018:

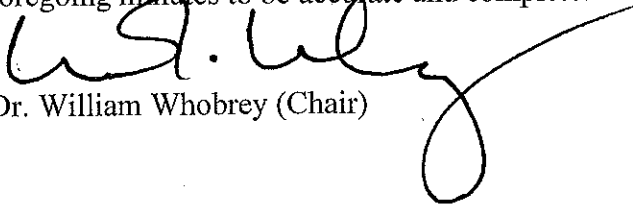


**BoV Provisional Recommendations: Meeting conducted on 12 and 13 December 2018:**

1. The Board commends and fully supports the emphasis placed on curriculum and faculty development in seeking to achieve the 2+/2+/2 levels, especially the process established by the CRB and the FDRB in identifying gaps in curriculum and faculty development. We recognize the demands this will place on resources and recommend seeking outside assistance, including other academic institutions, FSI, and NSA's National Cryptologic School.
2. The Board applauds the Army for securing the appointment of the Commandant for a three-year tour, and recommends that the Air Force assignment of the Assistant Commandant also be for the commensurate three-year period. Changes of command for three-year positions should not be concurrent.
3. We applaud the accelerated efforts undertaken by DLIFLC to become a 4-year degree-granting institution. This will enhance language competencies and increase retention rates among linguists as career and life-long learners. We recommend that these efforts continue with the full support from appropriate authorities.
4. The Board observed and reacted to the negative institutional impact generated by the 2012 U.S. Army Manpower Analysis Agency (USAMAA) and the subsequent internal dysfunctional reorganization of key directorates. We stress that upcoming manpower assessments NOT follow across-the-board imperatives but truly weigh the impact of the DLIFLC mission on its constituent communities (largely intelligence). USAMAA should solicit input from those communities as part of any evaluation.
5. The Board encourages the reward of outstanding faculty and staff performance via creative recognition incentives (e.g. monetary, leave granting, training/education support, and other). As much as feasible, these should be institutionalized as part of the process and planning for annual evaluation cycles.
6. The Board continues to recommend elevation of the Provost position to an equivalent of Civil Service Senior Executive Service (as modified for the uniqueness of the DLIFLC operation). It is within the spirit and intent of the FPS law, and should be brought to the attention of the Combined Arms Center.

Detlev Kesten  
Alternate Designated Officer, DLIFLC Board of Visitors  
15 January 2019

I hereby certify this 15th day of February 2019 that to the best of my knowledge, the foregoing minutes to be accurate and complete.



Dr. William Whobrey (Chair)