

Defense Language Institute Foreign Language Center

Command History, 2008-2010

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27 February 2015

by

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(for Chapter 6 and Appendix B)



Spec. Kevin Chalkley, a U.S. Army soldier in Afghanistan, speaks to a child using Dari that he learned in a seven-week class taught by the Institute at Ft. Carson, Colorado, in 2010.

U.S. Army photograph by Brian Lamar, Strategic Communications Office

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



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MEMORANDUM FOR SEE DISTRIBUTION

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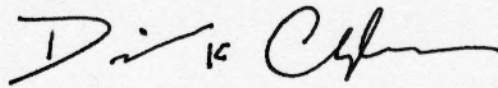
1. This report chronicles the Defense Language Institute Foreign Language Center (DLIFLC) from 2008 to 2010, corresponding mainly to when COL Sue Ann Sandusky served as commandant.
2. Sandusky commanded from 11 October 2007 to 29 April 2010. She oversaw DLIFLC's continued expansion prompted by major funding increases to support the Proficiency Enhancement Program that peaked during this period. At the same time, DLIFLC continued to expand its mission by deepening its involvement in training non-military linguists in both the general and special purpose forces by using Language Training Detachments, Mobile Teaching Teams, and Virtual Tele-Conferencing technology. In addition, under Sandusky DLIFLC began a successful partnership with Denmark to teach Danish military students Pashto and Dari in Monterey.
3. Under Sandusky, DLIFLC not only continued to implement existing plans to deploy new language learning technology but met a decisive challenge when the Department of Defense (DOD) imposed stringent new military network security restrictions that significantly encumbered the routine use by students and faculty of iPods and tablet PCs to convey or access classroom assignments and language learning materials. As a result, DLIFLC developed and secured higher command authority to implement a plan to move the majority of Institute faculty and students to an independent "dot EDU"-style academic network, a project that would require years to complete.
4. Instructionally, to meet urgent needs, DLIFLC implemented new courses designed to train Arabic linguists in the dialects of Iraqi and Levantine. To implement this project successfully, faculty overcame major obstacles to revise the way they taught Modern Standard Arabic. Also, during this period, with strong backing by the Chairman of the Joint Chiefs and General Stanley A. McChrystal, Commander of the International Security Assistance Force, Afghanistan, DLIFLC developed its AF/PAK Hands program to help train culturally knowledgeable servicemen who would see repeated tours tied to the Afghanistan-Pakistan region. The program helped bring high level attention to DLIFLC and increasingly high level visits by senior DOD staff, including during this period, the first ever visit by a Joint Chief of Staff Chairman, Admiral Michael G. Mullen.

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5. Testing remained a major challenge under Sandusky as DLIFLC grappled with the release of the Defense Language Proficiency Test 5 (DLPT5), which drew criticism from the field and was felt significantly more difficult than previous versions. As a result, DOD pulled the MSA Arabic DLPT5, granted field linguists extra time to qualify on the basis of older test scores, and required DLIFLC to implement new test development procedures that included an external review. Another testing challenge involved the development of a lower language learning test instrument.

6. Despite challenges, DLIFLC continued to meet high academic standards and surpassed a major milestone when it awarded the 5,000th Associate of Arts in Foreign Languages degree in 2010.



Encl

DAVID K. CHAPMAN
COL, AD
Commanding

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Introduction – A Paradigm Shift

In 2008, the United States was engaged in its seventh year of fighting two wars. The same year, the Bush Administration began a military build-up or surge in Iraq by adding thousands more troops that for a time helped stabilize that country. As more resources poured into Iraq, in Afghanistan the security situation remained dire. According to U.S. military commanders, U.S. troops, forces of the North Atlantic Treaty Organization (NATO), and the Afghan National Army had reached a stalemate against Taliban insurgents. However, national reconciliation, obtaining a truce between the government and the insurgents, was problematic because many Afghans distrusted the government of President Hamid Karzai while the enemy operated from safe havens in Pakistan across the Afghan border. Senior U.S. leaders believed that a successful end state in Afghanistan was achievable, if a viable government with operating institutions and a populace secure from violence could be secured. General David D. McKiernan, Commanding the International Security Assistance Force—Afghanistan, thus requested additional troops to renew a counterinsurgency offensive and to train the Afghan Army.¹

After newly elected U.S. President Barack Obama assumed office in January 2009, he authorized 30,000 additional troops for Afghanistan. By then the surge in Iraq had shown positive benefits and Obama wanted to shift the focus of U.S. policy from Iraq to Afghanistan. General McKiernan, however, would not lead the new troops he had requested. On 12 May 2009, Defense Secretary Robert M. Gates relieved McKiernan, an armor officer, who was viewed as too cautious and conventionally minded. Gates replaced McKiernan on the advice of General David H. Petraeus, who held overall responsibility for U.S. forces in the region and who had engineered the surge in Iraq. Petraeus, in fact, had become the foremost champion of counterinsurgency tactics that involved not just destroying the enemy but protecting the population, overseeing reconstruction projects and rebuilding local governance. Petraeus had recently helped re-engineer Army counterinsurgency doctrine while heading the Combed Arms Center at Ft. Leavenworth, Kansas, and his vision was steeping the Army with a new approach to battle. Gates replaced McKiernan with General Stanley A. McChrystal, a Special Forces commander who like Petraeus similarly adhered to less traditional ideas about how to fight insurgents.² McChrystal, in turn, became the foremost champion of the importance for military personnel to be as proficient in cultural and foreign language knowledge as they were in the use

¹ CAC Update 9-15 OCT [2008] in 2008 CAC SITREPs, EA 51.01 Commandant, DDA, which includes a report by Lt Gen William B. Caldwell, CAC Commander, on his recent trip to Afghanistan for meetings with senior US officials and the President of Afghanistan.

² Ann Scott Tyson, “Gen David McKiernan Ousted as Top US Commander in Afghanistan,” *Washington Post*, 12 May 2009.

of weapons and tactics. After years of inconclusive war, the Army had reached a tipping point, a fundamentally new way of doing business was at hand.

In November 2009, the Army published a new strategy for developing military leaders in the 21st Century.³ The document formally reconceptualized the role of leadership in an operational environment greatly different than those conditions that had characterized the period after the end of the Cold War when U.S. military power was pre-eminent and virtually unchallenged. The terrorist attacks of September 11, 2001, however, did challenge the United States and other governments with the dynamic and fundamental security threat posed by fanatically driven sub-state actors deploying asymmetrical tactics.

The Army's new strategy borrowed upon eight years of warfare experience in Afghanistan and Iraq and reflected the views of officers like Petraeus and McChrystal. Unlike in the post-Cold War era, the new strategy assumed that in the 21st Century U.S. leaders permanently faced a more complex, uncertain, and competitive world where military operations would have to contend with a new type of able and adaptive enemy who could challenge the United States and its allies across the "full spectrum of operations" and for an enduring period. The terrorist attacks that so loudly marked the dawn of the new century were not an outrageous anomaly but the most strident example of a threat landscape that was entirely changed and that required an ongoing and adaptive response by U.S. military leaders and U.S. military strategy.⁴

The Army characterized the new landscape as one defined by globalization, increased access to new and improving technologies, population growth, resource demand, climate change and natural disasters, continued proliferation of nuclear, chemical, and biological weapons, and the collapse and failure of states in certain parts of the world. These trends, said the Army, defined an era of "persistent conflict" in which protracted confrontation among states, non-states, and individuals willing to use violence to achieve political and ideological aims would arise unpredictably, vary in scope, and always be complex. To adapt to this situation, Army leaders had to be trained better to address three major "paradigm shifts." First, modern campaigns would not be a series of set-piece battles executed on a short mission-oriented timeline. They would persist over potentially great periods of time during which change on the ground would alter the threat environment and require leaders sensitive to nuances who could manage transitions. Second, the threat had become decentralized and able to capitalize on an ability to integrate with local populations to counter U.S. superiority in weapons and tactics. Lower levels of Army leaders thus also needed to have decentralized decision-making responsibility. Third, combat problems would not be well defined in the new environment and leaders would need to

³ See "A Leader Development Strategy for a 21st Century Army," 25 November 2009, US Army report distributed by General Martin Dempsey, TRADOC Commander, copy in DLIFLC Command History (hereafter CH) files (2008-2010), DDA (hereafter DDA).

⁴ Ibid.

focus less on tactics and more on operations management, learning how to frame tough problems by themselves while informing higher level leaders with a cognitive understanding.⁵

The end result of the Army's strategy to grapple with the 21st Century security environment was a plan to "raise the bar" in military training and education that mandated better understanding of the complex social, religious, tribal, and economic factors of that environment so leaders would have an ability to anticipate and adapt to changes made by the enemy over extended periods. Winning was not as much about having better weapons or more troops or improved tactics; winning was more about having better educated leaders able to redeploy resources effectively based upon an intimate level understanding of the social and cultural dynamics of the threat terrain. This, of course, meant placing a premium on fostering leaders who possessed "greater language and cultural capabilities and capacities."⁶

According to Gail H. McGinn, U.S. Deputy Undersecretary of Defense for Plans with responsibility for Defense Department language training, language learning had a unique ability to connect U.S. operators with their foreign counterparts and local civilians: "To be able to communicate with the people, to understand what they're saying, to understand what they're thinking, to understand what their habits are and the correct way to interact with people is incredibly important."⁷ In fact, as McGinn testified to Congress in late 2008, competency in language and cultural knowledge underpinned U.S. efforts to build partnership capacity, to conduct irregular warfare, to cooperate with allies to maintain theater security; to train, advise or assist, and for stability, security, and reconstruction operations. "Service doctrine" she said, "clearly reflects the recognition that [language and culture] are essential for the success of our operations and that the risk of not developing these capabilities is high."⁸

At a broader level, the U.S. Government seemed finally to recognize that "deficits in foreign language learning and teaching negatively affect the nation's security, diplomacy, law enforcement, intelligence communities and cultural understanding." In 2006, President George H. Bush had even launched a new National Security Language Initiative to increase the number of Americans learning foreign languages using new and expanded programs in a variety of educational and workplace environments.⁹ The drive to improve cooperation among federal agencies, Congress and the White House on linguistic initiatives underscored the increasingly prominent role language skills were playing in U.S. missions at home and abroad. Of course,

⁵ Ibid.

⁶ Ibid.

⁷ John J. Kruzal, "Defense Language Institute Aids Deploying Troops, DoD Personnel," American Forces Press Service, 7 March 2008.

⁸ Statement of Mrs. Gail H. McGinn, Deputy Undersecretary of Defense for Plans and the Department of Defense Senior Language Authority, Before the House Armed Services Committee Subcommittee on Oversight and Investigations, 10 September 2008, in DLIFLC CH (2008-2010) files, DDA.

⁹ Kruzal, "Defense Language Institute Aids Deploying Troops," 7 March 2008.

there had been past pushes in the United States for better cultural and foreign language training, but never had an uncertain security environment prompted so much focus on the learning of cultural skills, especially within the Defense Department.

Figure 1 – Deputy Undersecretary of Defense for Plans, Gail McGinn, speaking at the groundbreaking for a new educational building at DLIFLC in March 2010.¹⁰



At the center of the plans by top defense officials to foster the department’s foreign language and cultural expertise was the Defense Language Institute Foreign Language Center (DLIFLC). Between 2006 and 2010, DOD raised DLIFLC’s operating budget from approximately \$89 million to well over \$300 million. These leaders were also now helping to institutionalize the cultural support for and acceptance of the need for culture and foreign language training within the Services, which at the beginning of the Afghan War, had easily turned away offers for assistance in pre-deployment language training as unnecessary.¹¹ Now, more than ever before, as the following pages lay out in nuts and bolts detail, DLIFLC was a key instrument of change helping to prepare military leaders and their forces for the global operational demands of the 21st Century.

¹⁰ All photographs courtesy DLIFLC Strategic Communications Office, unless otherwise noted.

¹¹ Gail McGinn, Interview by Dr. Stephen M. Payne, 21 April 2010, pp. 5-8, DLIFLC Archives.

Chapter I

DLIFLC Management

Overview

Between 2008 and 2010, with U.S. forces continuing to fight in Iraq and Afghanistan, the mission of DLIFLC remained as important as it ever been. That mission was to provide culturally based foreign language education and training to support U.S. service men and women, i.e., the warfighters, and to help shape leaders who could operate successfully in a multicultural, multilingual world filled with asymmetrical threats that demanded not just a robust but often complex and culturally sensitive responses. In January 2005, the Defense Language Institute Foreign Language Institute (DLIFLC), originally founded in 1941, became the major component of a comprehensive Department of Defense (DOD) foreign language plan called the Language Transformation Roadmap.¹² The roadmap justified new funding for DLIFLC, in large part to help raise the proficiency of DLIFLC's foreign language-trained linguist graduates through a five-year long \$362 million program, which began to peak during this period. At the same time, during this period of conflict, DLIFLC expanded its mission substantially by deepening its involvement in training non-military linguists in both the general purpose and special purpose forces.

Through the long years of war since the terrorist attacks of 11 September 2001, the attitude of the senior U.S. military leadership had crystallized into common agreement about the relevance of foreign language and cultural training in the military services. The idea was perhaps best expressed during a visit in April 2010, by Lt. Gen. Robert L. Caslen, Commanding General, U.S. Army Combined Arms Center (CAC) and Ft. Leavenworth, visited Monterey. The CAC commander had overall responsibility for DLIFLC. Caslen had just returned from Iraq where he had commanded the 25th Infantry Division. When asked what role foreign language and cultural awareness played on the battlefield, Caslen said "Our best commanders were those who were culturally astute—they were the ones who could identify the network and the fabric of the society, all the different elements of it, whether it is economic, political, tribal." The best commanders, he asserted, did not have to fire a shot. By this time, Caslen noted, U.S. forces had withdrawn from most Iraqi cities and towns, but still had to maintain peace and help erect a legitimate Iraqi government, which he himself had sought to achieve by building relationships. "It is not all about control and power," said Caslen, "but about influence as a result of

¹² John J. Kruzal, "Defense Language Institute Aids Deploying Troops, DoD Personnel," American Forces Press Service, 7 March 2008. It also became a component of the National Security Language Initiative proposed by President George W. Bush in 2007.

relationships and partnerships. That is why you have to have these types of skills, and these are the same skills that are being taught right here at DLI.”¹³

Command Leadership

Col. Sue Ann Sandusky took command of the Defense Language Institute Foreign Language Center during a ceremony on Soldier Field at the Presidio of Monterey on 11 October 2007. The ceremony was presided over by a previous CAC commanding officer, Lt. Gen. William Caldwell, who told the assembled audience that “one of the most important elements of being an adaptive leader is being culturally attuned.” Sandusky came to DLIFLC as a practiced Foreign Area Officer, a fluent French-speaker, and an Africanist. She was a former world champion in international rifle shooting and had served as the Director of African Studies at the U.S. Army War College at Carlisle Barracks, Pennsylvania. Before that assignment, Sandusky had served as Defense and Army Attaché in U.S. Embassies in Liberia, Democratic Republic of Congo, Cote d’Ivoire, and Nigeria. She was a 1992 graduate of DLIFLC’s French basic program.¹⁴

Sandusky was not quite certain why DOD had chosen her for assignment as the commandant of DLIFLC, but her immediate supervisor at the War College, Lt. Gen. David H. Huntoon, gave her his backing and the secretary of the Army nominated her for the job. Sandusky had to interview with Gail McGinn, who was not only the Deputy Undersecretary of Defense for Plans, but also the DOD senior language authority. Upon McGinn’s recommendation, the Undersecretary of Defense for Personnel and Readiness, Dr. David Chu, formally made the decision.¹⁵

Colonel Sandusky was fond of African proverbs. During her address to the personnel assembled at Soldier Field on the Presidio of Monterey on 11 October 2007, she stated that regarding the Defense Language Institute “wood already touched by fire is not hard to set alight...I am committed to keeping the fires burning.” That would not be hard. She faced a number of “hot” issues from the start, especially implementation of a key diagnostic—the Defense Language Proficiency Test 5. The test was then mired in controversy because its Arabic linguist takers in the field found it tremendously more difficult than earlier versions of the test. She addressed the subject in her earliest remarks and would continue to face the topic until the end of her command.

Colonel Sandusky was assisted during her tenure as DLIFLC commandant by two assistant commandants who were U.S. Air Force officers. These were Col. Daniel L. Scott and

¹³ Natela Cutter, “Gen Caslen Says Cultural Astuteness Important Warfighting Skill,” *Globe*, vol. 33, no. 2 (Spring 2010): 4.

¹⁴ Elizabeth D’Angelo, “DLIFLC and Presidio Welcome New Commander,” *Globe*, vol. 30, no. 3 (Fall 2007): 8.

¹⁵ Col Sue Ann Sandusky, Interview by Cameron Binkley and Stephen Payne, part 1, 31 March 2010, pp. 1-3, in DLIFLC Archives.

Col. William T. Bare. Scott arrived in July 2004 and retired on 1 August 2008 after twenty-nine years in uniform.¹⁶ Bare arrived on 1 July 2008 to replace Scott in August. During this period, DLIFLC had four Installation Command Sergeant Majors. Cmd. Sgt. Maj. Nicholas Rozumny departed on 28 March 2008.¹⁷ Sgt. Maj. Elaine Grant filled the breach in an acting role until Cmd. Sgt. Maj. Kenneth Clark arrived on 10 July 2008.¹⁸ Tracey Bellotte replaced Clark as Installation Command Sergeant Major on 22 April 2010.¹⁹ Dr. Donald Fischer continued to serve as the top DLIFLC academic officer or provost throughout this period. The DLIFLC Chiefs of Staff under Sandusky were Richard Skow, Steven Sabia, and Christopher Watrud. Finally, Col. Danial D. Pick arrived to replace Sandusky as DLIFLC Commandant on 29 April 2010.²⁰



Figure 2 – Col. Sue Ann Sandusky assumed command of DLIFLC on 11 October 2007.

¹⁶ Natela Cutter, “Assistant Commandant Col. Daniel Scott Retires,” *Globe*, vol. 31, no. 2 (Summer 2008): 5.

¹⁷ HHC 1st Qtr CY08, DDA.

¹⁸ [HHC] Quarterly Historical Report (3RD QTR 2008), DDA.

¹⁹ [HHC] Quarterly Historical Report (2nd QTR 2010), DDA.

²⁰ [HHC] Quarterly Historical Report (2nd QTR 2010), DDA.

State of DLIFLC

During this period, DLIFLC's core mission remained unchanged. It was to provide foreign language education, training, evaluation, and sustainment for personnel from all four Armed Services of the U.S. Department of Defense (DOD) and to ensure success of the Defense Foreign Language Program. A few DLIFLC students came from other Federal agencies, such as the Federal Bureau of Investigation, the Department of Commerce, or the U.S. Coast Guard, and even other countries, especially Denmark, which during this period sent Danish military students to study Pashto and Dari. The Institute also participated in NATO through its Bureau for International Language Coordination (BILC) and had established a partnership arrangement with the Republic of Kazakhstan.

Structurally, the commandant of DLIFLC remained a U.S. Army officer and the Army remained firmly in charge of DLIFLC as its designated Executive Agent. DLIFLC's assistant commandants, however, continued to be U.S. Air Force officers, who now had full authority over the U.S. Air Force training units stationed at DLIFLC. Only the U.S. Navy and U.S. Marine Corps elements reported to separate authorities. Even so, there was good cooperation despite some minor differences over Foreign Language Proficiency Pay (FLPP) or who was going/not going to graduate from DLIFLC and attend Advance Individual Training based upon successful test results. Despite an enduring and highly complex oversight structure, DLIFLC maintain daily contact and excellent relations with senior DOD authorities, including the Senior Language Authorities (SLAs) of the various services and agencies.

While the core mission remained unchanged, since September 11, 2001, the requirements for foreign language-trained specialists had grown among defense organizations. DLIFLC's mission thus continued to expand both in terms of its resident course load and in the breadth of its support to the general and special purposes forces. There was also a modest increase in the number of Foreign Area Officers (FAOs) across the different services. More importantly, during this period DLIFLC greatly increased its pre-deployment training for the general purpose forces, directly supporting the Services, the Combatant Commands, and other Federal agencies, especially by using Language Training Detachments, Mobile Teaching Teams, and Virtual Tele-Conferencing technology.²¹

Administrators at DLIFLC continued to use the unique Faculty Personnel System (PFS), as well as contractors managed by the DLI-Washington office, to provide a surge capacity as directed by the Language Transformation Roadmap developed by the Office of the Secretary of Defense. DLIFLC priorities ultimately descended from the Strategic Language List and overarching DOD guidance on prioritizing the foreign languages the Institute needed to prepare to teach. DLIFLC also maintained an ability to evaluate the force by using Oral Proficiency Interviews—known as OPIs—or instructors specifically trained to conduct in-person evaluations of an individual's foreign language ability. In this way, the military could use the native

²¹ Sandusky, Interview, part 2, 26 April 2010, pp. 8-9.

speakers it already had, evaluate them, put them in a Familiarization course, and deploy them to where they were needed. This short-notice surge response was systematized due to the Language Transformation Roadmap to try to avoid the sudden requirement, for example, to teach Pashto, which DLIFLC was not able to do at the outset of 9/11. DLIFLC's work had clear doctrinal underpinnings reflected in its budget and requirements.²²

DLIFLC continued its five-year plan, begun in 2006, to implement the Proficiency Enhancement Program (PEP) by hiring new faculty to reduce the student-to-teacher ratio and by deploying new educational technology including a wireless campus network, new course management software systems, and the use of Smartboards, and student-issued iPods. Indeed, according to Colonel Sandusky, DLIFLC was the largest wireless enterprise in the Army. Unfortunately, during this period DOD-imposed security restrictions on the use of the military's "NIPRNET" or secure but non-classified information network, that handicapped DLIFLC's use of important educational technologies, especially student iPods and Smartboards. Unable to overcome the problem despite extensive management effort to secure waivers, DLIFLC secured permission to develop an independent "dot E-D-U"-style academic network, developed a plan, secured funding, and hired staff who began to implement this new network, which would take several years to install. Fortunately, DLIFLC would be able to capitalize upon a similar network already in place at the Naval Postgraduate School.

Instructionally, to meet COCOM needs and on the basis of successful pilot efforts, DLIFLC implemented new courses designed to train Arabic linguists in the dialects of Iraq and Lebanon. These projects required faculty to overcome a complex language training methodological problem—it had long been thought necessary for students to learn Modern Standard Arabic as foundational for success as an Arabic linguist, but the immediate need to know Iraqi street language for daily operations and the inability to extend training time forced change. Also during this period, with strong backing by the Chairman of the Joint Chiefs and General Stanley A. McChrystal, Commander of the International Security Assistance Force, Afghanistan, DLIFLC developed its AF/PAK Hands program to help train culturally knowledgeable servicemen who would see repeated tours tied to the Afghanistan-Pakistan region. The program helped bring high level attention to DLIFLC and increasingly high level visits by senior DOD staff, including during this period, the first ever visit by a Joint Chief of Staff Chairman, Admiral Michael G. Mullen. The success of this high profile endeavor spurred yet more requests to help familiarize troops preparing for deployment and DLIFLC became involved in the Army's new Campaign Continuity program. To support this effort, DLIFLC set up several new Language Teaching Detachments at U.S. Forces Command installations to help prepare troops deploying to Afghanistan to a new requirement that every platoon have one member trained in Pashto or Dari through a DLIFLC-taught ten-week course. Another new requirement for DLIFLC was the deployment of Rapport, an eight-hour online DLIFLC

²² Cameron Binkley, "LTG Caslen Visit 2010," Historian's Notes, in DLIFLC Command History (hereafter CH) files (2008-10), DDA.

language program that DOD mandated as a requirement for all personnel deploying to theater. DLIFLI experienced an almost exponential growth in familiarization training during Colonel Sandusky's tenure with some 30,000 plus students per year taking DLIFLC short courses, which kept a number of Institute instructors permanently on the road.²³

During this period DLIFLC continued to grapple with the challenges stemming from the deployment of a new Defense Language Proficiency Test 5 (DLPT5). The DLPT5 had encountered strong resistance from the field when the new test seemed significantly more difficult than previous versions. As a result, the MSA Arabic test was pulled, field linguists were given extra time to qualify on the basis of older test scores, and DLIFLC implemented new test development procedures that included an external review. Another testing challenge was to get training and familiarization properly assessed at the lower language learning levels, so non-linguist learners could get more effective feedback.

The DLIFLC commandant and other senior staff routinely traveled to Washington, DC, to brief the Defense Language Steering Committee (DLSC), a pan-DOD body with flag-officer equivalent members drawn from various stakeholders in the mission of DLIFLC and chaired by Gail McGinn. The DLSC had authority to provide guidance to DLIFLC on ongoing programs and important problems facing Institute managers. The DLSC meeting on 21 October 2009 was typical. Colonel Sandusky briefed the DLSC on the Institute's 2009 fiscal year results, the status of DLIFLC's basic Arabic Iraqi and Arabic Levantine pilot dialect-focused courses, the Institute's role in the AF/PAK Hands program, and on various testing matters. With regard to the fiscal year results, Colonel Sandusky noted that 70.5 percent of the 1,616 DLIFLC students who completed their basic courses obtained rating of 2/2/1+ or better on the Interagency Language Roundtable (ILR) scale, with 22.9 percent obtaining 2+/2+/2 or more on their final tests. These results were up from 68.6 percent (2/2/1+) and 20.8 percent (2+/2+/2) in the previous fiscal year. Sandusky also highlighted data showing that in 2009 fiscal year some 76 percent of DLIFLC's basic course students took a new version of the DLPT5 or the DLPT5.1 in their respective languages, compared to 45 percent in FY08, 18 percent in FY07 and only 13 percent in FY06 when the DLPT5 was first introduced.²⁴

According to Colonel Sandusky, DLIFLC was the most outcomes based enterprise in the U.S. Army, its product of foreign language-trained graduates were precisely evaluated by DLPT results, by which DLIFLC lived and breathed.²⁵ The caliber of its training could be measured by the Institute's success in maintaining its academic accreditation to grant Associates of Arts in

²³ Sandusky, Interview, part 2, 26 April 2010, pp. 20.

²⁴ DLIFLC_Sitrep_23Oct09, DDA.

²⁵ Binkley, "LTG Caslen Visit 2010," historian's notes.

Foreign Languages. In March 2010, DLIFLC passed an important threshold when it conferred its 5,000th degree.²⁶

Figure 3 – Col. Sue Ann Sandusky awards the 5,000th DLIFLC Associate of Arts degree to Pfc. Tyler Rasmussen on 18 March 2010.



Changes in Oversight of DLIFLC

DLIFLC continued to have a complex oversight architecture during this period. Officially, the U.S. Army G3 for Training represented the secretary of the Army as the executive agent for DLIFLC, a school operated by the Army on behalf of the joint Services. The Institute remained under the programmatic direction of the Defense Language Office (DLO), which was created by the Defense Language Transformation Roadmap in 2005 with oversight provided by the DLSC, itself a product of that initiative. The DLSC provided closer governance of the Defense Foreign Language Program than had been given in the days before 9/11. The DLSC consisted of only flag officer or Senior Executive Service personnel who also comprised the Senior Language Authorities (SLA) of their organizations. The SLAs had the job to know everything about language training for their service or agency and they acted to ensure agency buy-in. As conceived, only senior level officials were allowed to sit at the DLSC table, which avoided the perennial problem in DOD of staff officers taking over responsibilities once the original high level officials moved on, as they inevitably did. Through the DLSC the DLO coordinated between the Combatant Commands and other stakeholders, effectively energizing their interest in foreign language support, and DLIFLC, which served as the principal engine of defense language transformation.²⁷

²⁶ Brian Lamar, “DLIFLC Awards 5,000th Associate of Arts Degree,” dliflc.edu news item, 18 March 2010; Brian Lamar, “Defense Language Institute Awards 5,000th Associate of Arts Degree,” *Globe*, vol. 33, no. 2 (Spring 2010): 9. The recipient was Pfc Tyler Rasmussen, a Georgia native, who graduated from DLIFLC’s 64-week-long Arabic Basic Course.

²⁷ The structure and intent of DLO and DLSC is laid out in Gail McGinn, Interview by Dr. Stephen M. Payne, 21 April 2010, DLIFLC Archives.

Nancy Weaver, who reported to Gail McGinn, directed DLO. Weaver's responsibilities included management oversight of DLIFLC as well as assessing the impact on language, cultural, and regional training within DOD brought about by new policies and directives or changes in funding.²⁸ According to Colonel Sandusky, DLO was the fulfillment of the vision that had inspired DOD to create DLIFLC in 1963 as an institute instead of a school. In the 2008-2010 timeframe, however, DLO was much better at working in a joint service environment in Washington than DLIFLC had been in 1963 merely because intra-Service cooperation had matured enough to handle the kind of role that the Institute's creators had envisioned for it as a learning and training organization that intersected with the policy arena.²⁹

Within the Army, DLIFLC's chain of command shifted a bit during this period. When Colonel Sandusky arrived in Monterey, she reported to the three star commander of the Combined Arms Center (CAC) at Ft. Leavenworth, Lt. Gen. William Caldwell. Her senior rater was the commander of the Training and Doctrine Command (TRADOC), which at that time was General William S. Wallace. By the time she left, she reported to Maj. Gen. Edward C. Cardon, the Deputy Commanding General of CAC, responsible for leader development and education. This resulted from a restructuring of CAC by General Caldwell who thought the organization was too flat, that he had too many subordinates directly reporting to him, and wanted to use his deputy commanders more effectively. For DLIFLC that meant getting pushed farther down the food chain in terms of layers of bureaucracy. DLIFLC was not alone. TRADOC's other "orphan schools," those that did not comfortably fit into the standard training regime as say the Infantry School at Ft. Benning, were aligned under CAC, including the Army's warrant officer school, its Sergeants Major Academy, and its Western Hemisphere Institute for Security Cooperation, which trained military forces of allied nations. They were all put directly under the deputy commanding general of CAC for Leader Development Education, which pushed the whole lot down a notch on the Army wiring diagram. Years ago, the DLIFLC commandant had reported to the TRADOC commander directly. Sandusky felt her current raters were strong supporters of DLIFLC and were good advocates, but unless DLIFLC had the institutional framework, that is, advocates at the appropriate level, then support for its mission could decline within DOD.³⁰

Sandusky's concern to maintain DLIFLC's position within the constellation of institutional actors who had oversight or else a stake in the outcome of the success of the Institute's mission, led her to conduct many trips to visit with senior officials or to attend important conferences, instances of which are noted in many parts of this history. A specific example, was a trip taken in September 2008 by Sandusky and her Command Group, the

²⁸ Ms. Nancy E. Weaver, OSD P&R Biographies from DOD website (2013), in DLIFLC CH files (2008-2010), DDA.

²⁹ Sandusky, Exit Interview, Session I, 31 March 2010, pp. 11-12.

³⁰ Sandusky, Interview, part 1, 31 March 2010, pp. 7-8.

associate provost for Continuing Education, and the assistant provost for Evaluation and Standards. They travelled to the University of Texas to participate in a conference co-sponsored by Office of the Secretary of Defense and the National Security Education Program. The conference brought together senior representatives of the national foreign language flagship universities, the service academies' foreign language programs, and DLIFLC for an exchange of information.³¹ Sandusky used opportunities like this to deploy senior staff experts to help her achieve her goals of maintaining good connections and staff relations with multiple layers and levels of DLIFLC's "complex oversight architecture."

Changes in U.S. Air Force Oversight at DLIFLC

The assistant commandant position at DLIFLC was traditionally occupied by a U.S. Air Force colonel. An important reason Colonel William T. Bare was considered for the position in 2008 was that he had dual qualifications. As a former Air Force Intelligence officer, Regional Affairs Specialist, and a Portuguese linguist trained at DLIFLC, Bare was qualified to help manage a language school. He also had command experience and the Air Force chain of command had decided to stand up an additional Air Force squadron at the Presidio of Monterey due to increases in the size of the Air Force student contingent. Two squadrons required a full colonel to be the group commander. The Air Force, however, could save on the billet for that officer by combining the duty with that of the DLIFLC assistant commandant. Already, the support provided by the Air Force for the assistant commandant as the Air Force Element commander at the Presidio included a couple dozen Air Force staff. So, the Air Force decided to subsume its two squadrons in Monterey beneath the DLIFLC assistant commandant who would also serve as group commander. Bare was selected by the Air Force for the position at DLIFLC even before the group was authorized in anticipation that he would become the first group commander.³² In other words, the Air Force was looking for a group commander position for him while at the same time standing up a new group at DLIFLC. He was a perfect fit.

The Air Force stood up the new 517th Training Group at the Presidio of Monterey on 14 May 2009. It consisted of the already existent 311th and the 314th Training Squadrons, well over 1,000 airmen, who were formally subordinated as a group formation to the next higher headquarters, which was located at Goodfellow Air Force Base in Texas. The problem for the Air Force with this arrangement, although it worked, was that a distant colonel had much more difficulty solving big problems from afar whereas the individual squadron commanders in Monterey were competing with other service unit lieutenant colonels for the attention of full colonels from another service, i.e., the DLIFLC commandant or the U.S. Army Garrison

³¹ DLIFLC_Sitrep_16SEP08_final, DDA.

³² Col William T. Bare, Interview by Cameron Binkley and Dr. Stephen M. Payne, 16 May 2011, pp. 1-5, DLIFLC Archives.

commander. Meanwhile, a full Air Force colonel was on post, but not in the chain of command for all those airmen.³³

Bare hoped, however, that in the future the Air Force would continue to be sensitive to the needs of DLIFLC. Normal Air Force group commander selection boards focused upon an officer's qualifications to command, not necessarily the background in military intelligence or foreign language expertise that made that officer a good match for DLIFLC. The official DLIFLC Table of Distribution and Allowances (TDA) did not specify specific qualifications for the position of assistant commandant. DLIFLC's authorizing TDA was not explicitly written as a joint manning document so there was no requirement preventing the Air Force from assigning an officer who was qualified for the group commander position, but lacked the qualifications desired by the DLIFLC commandant.³⁴ Fortunately, successive Air Force assistant commandants/group commanders have continued to mirror Bare's qualifications to assume the demanding dual-hatted role.³⁵

DLIFLC Structure and Function Reviews

An ongoing management issue for military leaders at DLIFLC concerned the need to justify to higher authorities how and why the Institute was structured and staffed to meet its mission requirements. January 2008 began, in fact, with DLIFLC staff preparing a so-called "reclama," that is, a request to high headquarters to reconsider a previous decision about DLIFLC staffing cuts directed by a TRADOC manpower assessment report conducted in 2007.³⁶ Scrutiny on DLIFLC seemingly increased in proportion to increased staffing levels. This scrutiny was due in large part to the Proficiency Enhancement Program (PEP) discussed in previous command histories. PEP had raised the DLIFLC faculty-to-student ratio by authorizing the Institute to hire more instructors in a bid to increase the level of student proficiency. Staff levels of six-to-one for the harder language courses or even eight-to-one for the easier ones exceeded the Army norm for instruction and that simply brought attention to DLIFLC. Indeed,

³³ Senior Airman Stephen Musal, "517th Training Group Stands Up at Presidio of Monterey, *Globe*, vol. 32 no. 5 (Spring/Summer 2009): 22.

³⁴ Bare, Interview, 16 May 2011, pp. 3-7. Ideally, the DLIFLC commandant would be allowed to submit in writing to the U.S. Air Force chain of command the Institute's preference of credentials and qualifications for the Air Force officer chosen to become the DLIFLC assistant commandant.

³⁵ When the Air Force assigned the DLIFLC assistant commandant as 517th Group Commander, it failed to authorize additional group command staff, which forced existing Air Force staff to wear dual hats and required minor reorganization of the subordinate squadrons to help support the newly created group. Bare also felt that the Air Force should assign the group a deputy commander. Bare picked Lt Col Dave Weas to function as the first 517th Group deputy commander and he had to reduce that position from the squadron level.

³⁶ See "Manpower and Organizational Study of the Defense Language Institute Foreign Language Center" (TRADOC, 2007), in DLIFLC CH files (2008-2010), DDA. The study recommended staff reductions in some areas, increases in others, and did not review teachers whose requirements were determined by the Army's Structure Manning Decisions Review process.

in the same week that the above reclama was submitted, DLIFLC staff also finalized “a JROC-directed annual briefing to the Battle Awareness Functional Capabilities Board” on the implementation of the PBD 753, the budgetary device that had funded the proficiency enhancement plan.³⁷ Another routine staffing management issue was DLIFLC participation in the Structured Manning Decision Review. A meeting on 14 January 2008 related to the review would impact how familiarization language training was funded.³⁸

Beyond the Army, the DOD’s Defense Language Office continued to be concerned with the proper structure of the Defense Foreign Language Program. In January 2009, Colonel Sandusky participated in a special study where she was interviewed as part of a contract conducted by the Hay Group for DLO.³⁹ The Hay Group examined the organization of the Defense Language Program, DLO, DLIFLC and language training. As part of the study, the company interviewed numerous senior DOD officials to gain a strategic perspective.⁴⁰ Frequently, DOD conducted inquiries of this sort that asked such questions as “what was the best organizational structure for DLO and DLIFLC to achieve DOD’s strategic objectives?” Or, more specifically, “was the Army the best organization to manage foreign language and cultural training?” To the latter question, DLIFLC’s answer was, of course! In her interview with the Hay Group, Colonel Sandusky conveyed that the Army had the biggest stake in getting language and culture training right. In an era of persistent conflict, the Army would continue to conduct contingency and stability operations everywhere making language and culture training an enduring requirement for the general purpose forces, typically the ground forces, mainly the Army. Having the Army in charge of foreign language training, which the Army needed for its own missions writ large, bolstered the Army’s commitment to professional linguist training, which said Sandusky, made the Army exactly the right place for executive agency at DLIFLC.⁴¹ In terms of policy-making in the Pentagon, which was a political process, Sandusky suggested that structural changes at the margin, such as elevating the DLIFLC commandant to a general officer level or placing DLIFLC directly subordinate to the TRADOC commanding general, instead of to a subordinate organization within TRADOC, might improve the ability of DLIFLC to influence DOD foreign language policy-making. For foreign language training however, Sandusky emphasized that DLIFLC was well organized to accomplish this mission already. In all but name, she asserted, DLIFLC was already a “Center of Excellence” and widely recognized by other academic degree-granting institutions for its cultural- and language-training capacity, a

³⁷ DLIFLC SITREP, 7 January 2008, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

³⁸ DLIFLC SITREP, 7 January 2008, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

³⁹ A transcript of the interview, “A Conversation between DLIFLC and the Hay Group,” 29 January 2009, is available in the DLIFLC CH files (2008-2010), DDA. The final Hay Group report itself was not located.

⁴⁰ DLIFLC_Sitrep_03FEB09_final, DDA. Including the Service Chiefs and Vice Chiefs, JFCOM, SOCOM, USD(I), and the Directors of JS, NSA, DIA, and DSCA.

⁴¹ Sandusky, Interview, part 2, 26 April 2010, pp. 1-2.

notion the Hay Group readily acknowledged.⁴² Ultimately, the Hay Group report did not appear to drive consequential change for DLIFLC.

During the summer of 2009, Sandusky held the “Commandant’s Annual Strategy Session.” This annual strategy forum involved key faculty and staff, both civilian and military, along with senior leadership from the Service units, U.S. Army Garrison and other support organizations. Participants reviewed some of the challenges facing DLIFLC, including the possibility of future resource constraints, within the framework of five major lines of effort: student readiness, faculty development, technology enhancement, curriculum development and classroom practices. More than 130 faculty, staff, and military members participated in the two-day event held on 30 June and 1 July that concluded with focus-group out-briefs and proposals on how to achieve the desired end-state, which was fulfilling DLIFLC’s mission to enable DOD personnel to develop appropriate and relevant foreign language capabilities.⁴³ The resulting plan from this type of activity prioritized DLIFLC functions and activities which, in the event of budget cuts, provided a ready means for making potentially painful decisions while protecting the Institute’s core mission.

From mid-2010 onwards, Army higher authorities did begin to focus more attention upon the structure, mission, and functional arrangements at DLIFLC. The final week of July 2010 saw DLIFLC host several TRADOC inspection and assistance teams. The most important visit was by Lt. Gen. Mark Hertling, the Deputy Commanding General, TRADOC, responsible for the initial training of new soldiers. Hertling’s “Quick Look” gave him a perspective on DLIFLC’s personnel shortfalls, specifically for platoon sergeants and Training NCOs in the 229th Military Intelligence Battalion, the troop unit responsible for the care and control of Army students at DLIFLC. As DLIFLC’s student base had grown, substantial personnel shortages had grown increasing the strain on the existing cadre. Despite this issue, Hertling was pleased by the quality of life of “IET” or Initial Entry Training soldiers at DLIFLC. He also noted with approval the Institute’s ability to integrate language training with military training. Colonel Pick, who had assumed command in April, planned to incorporate any of the recommendations resulting from Hertling’s findings.⁴⁴

In early December 2010, the Army began a study looking at the organization of DLIFLC after the period of rapid growth since 9/11 and two wars that increased language requirements, the expansion of DLIFLC’s extension language activities (such as LTDs), efforts to increase proficiency that had dramatically increased the faculty-to-student ratio, and new technology,

⁴² “A Conversation between DLIFLC and the Hay Group,” 29 January 2009, pp. 28-43, DLIFLC CH files (2008-2010), DDA.

⁴³ DLIFLC_Sitrep_3Jul09_final, DDA; “Defense Language Faculty, Staff and Military Gather for Annual Strategy,” dliflc.edu news item, 2 July 2009.

⁴⁴ DLIFLC_Sitrep_30 Jul 10_Final, DDA. The TRADOC EO, EEO, and Safety teams also visited. They found no major issues.

Any serious adjustments made to the organization structure could entail serious concern for the command and the personnel within the organization. In the period following the scope of this report national policy decisions and military needs will become a major focus of command and employee concern. The TDA in the figure above lays out the organizational structure of DLIFLC in 2010.

Installation Commander Designation

In June 2008, DLIFLC and the Presidio of Monterey supported a regional emergency response to major wildfires in the Monterey/Central Coast area and in Mendocino County, where some 130 fires were burning, by providing one four-man firefighter strike team from the Presidio of Monterey Fire Department with one engine on the fire line and one fireman at the Monterey County Emergency Operations Center. One Spanish-speaking DLIFLC faculty member also volunteered to assist the American Red Cross working Spanish-language telephone messages. Local Army official prepared to host area evacuees with temporary lodging, meals, showers, but these facilities were never fortunately required and no staff lost homes, although some staff/faculty lived in areas on evacuation alert. By end of July, wildfires in DLIFLC's immediate area were contained and all staff members who were on evacuation status had returned to their homes, but DLIFLC continued to supporting Mendocino County with one four-man team and fire truck.⁴⁶ Colonel Sandusky dually informed her commanding officer at Ft. Leavenworth about this use of Army resources in California, and yet, except for the Spanish-speaking faculty member, the fire-fighting resources committed actually were assigned to the U.S. Army Garrison, Presidio of Monterey. The careful reporting of the fire situation certainly provided situational awareness for her supervisor, but the memos indicate that Sandusky at the time had no doubt that she alone was responsible for the military forces stationed at the Presidio of Monterey, because her office bore the title "Installation Commander."

In December 2008, Colonel Sandusky faith in her authority as "Installation Commander" came into doubt when she began analyzing the implications for the Presidio of Monterey of the elimination of the title in the new Army Regulation 600-20. She consulted with her supervisor, Brig. Gen. Edward C. Cardon, Deputy Commandant of the U.S. Army Combined Arms Center at Ft. Leavenworth, to get guidance.⁴⁷ The new regulations generated some uncertainty over an important question of military authority that was surprisingly difficult to resolve.

The basis for the change in designation was the creation of the separate Installation Management Command (IMCOM) activated on 1 October 2002. This Department of the Army initiative eliminated the historical relationship on Army posts whereby a garrison commander reported to a senior mission commander, which created a unity of command, but sometimes a

⁴⁶ DLIFLC_Sitrep_08JUL08_final, DLIFLC_Sitrep_08JUL08_final, DLIFLC_Sitrep_22JUL08_final, and DLIFLC_Sitrep_29JUL08_final, DDA.

⁴⁷ DLIFLC_Sitrep_30DEC08_final, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

shortage of post maintenance funds. In the 2003 fiscal year, IMCOM split away from mission TDAs, which meant that Army garrison commanders no longer reported to the senior commander on any given post but to an IMCOM commander. In the 2006 fiscal year, the Army removed IMCOM TDA positions from official mission TDAs. Finally, in 2008, the Army revised its regulation, which eliminated, as noted above, the “Installation Commander” description in its new regulations.⁴⁸

Before Sandusky, DLIFLC commandants traditionally held senior oversight of the Presidio of Monterey installation and the commandant exercised General Court Martial Convening Authority (GCMCA) for field grade Article 15 violations of the Uniform Code of Military Justice. This designation was a fundamental tenant underlying the basis of military authority. The officer who held that authority was, therefore, ultimately the true Commander of the Presidio of Monterey.

Previous general orders had designated the Commander of the Presidio of Monterey as the officer with GCMCA and had established the DLIFLC Commandant as also the Commander of the Presidio of Monterey.⁴⁹ The new regulations seemed to allow that the newly created U.S. Army Garrison was commanded by a colonel who did not report to the commandant while the overarching commander of the Presidio of Monterey was the officer who held court martial authority. The problem was in determining who was served as commander of the Presidio of Monterey. Was it the DLIFLC commandant, as past orders had designated? Or, the commander of the U.S. Army Garrison at the Presidio of Monterey, as some in IMCOM may have believed. Less than clear regulations and permanent orders made it difficult even for staff attorneys to interpret. The designation was important in defining the relations between the commandant and the officer in charge of the Presidio’s U.S. Army Garrison because in Monterey, they were both U.S. Army colonels. As discussed in the *DLIFLC Command History, 2005-2007*, the relationship between DLIFLC and the Garrison had been rocky at times due to separate chains of command, asymmetrical resourcing, and personality differences. Relations between DLIFLC and the Garrison improved after the arrival of Colonel Sandusky to replace Col. Tucker B. Mansager as DLIFLC commandant and continued to improve with the departure for Afghanistan of Col. Pamela L. Martis on 30 September 2008. Martis was replaced by Col. Darcy A. Brewer.”⁵⁰

The Garrison displayed its own enabling orders on the wall outside the Office of the Deputy Installation Commander. Installation Management Agency Permanent Orders 178-032, 27 June 2003, indicated that the Commander of the Presidio of Monterey (W6CGAA) was the

⁴⁸ “CMDT Title History,” Excel spreadsheet (2012), in DLIFLC CH files (2008-2010), DDA.

⁴⁹ DAHQ, GO 04, 31 March 1994; TRADOCHQ, Permanent Orders 114-1, 31 October 1994; TRADOCHQ, Permanent Orders 34-9, 11 April 1994 in DLIFLC CH files (2008-2010), DDA.

⁵⁰ DLIFLC_Sitrep_30SEP08_final, in DDA.

GCMCA.⁵¹ The subtlety here being that IMCOM had used a specific universal designation code indicating the U.S. Army Garrison, Presidio of Monterey, while the DLIFLC code was WIECAA and previous orders used this tag to mean that the Commander of DLIFLC and the Presidio of Monterey held GCMCA. The matter remained unclear.

According to Colonel Brewer, a previous Garrison commander had held court martial authority, but it was returned to the DLIFLC commandant because that commander actually had responsibility for the most troops.⁵² This notion made logical sense, but there was no documentation or orders either taking the GCMCA away from the DLIFLC commandant and conferring this authority upon the Garrison commander or thereafter returning it to the DLIFLC commandant.⁵³ According to Sandusky, few colonels in the Army held GCMCA. That authority was normally held by a general officer. At the same time, the DLIFLC commandant had responsibility for over three thousand students and roughly two thousand other staff and faculty scattered all over the world. Overlaying that was the complex oversight structure for DLIFLC, which included a normal military chain of command through TRADOC and the Combined Arms Center, but in addition the Department of the Army G3 (training), representing the secretary of the Army, held executive agency for managing a joint service school while the deputy G2 (Intelligence) served as the deputy Senior Language Authority and was the force modernization proponent for foreign language in the Army. DLIFLC also had involvement with other Services' senior language authorities, fell under the programmatic direction of the DOD-level Defense Language Office and the Defense Language Steering Committee, and negotiated directly with Combatant Commanders and other commands for language support.⁵⁴ In other words, DLIFLC was not a normal colonel-level command. By comparison the U.S. Army Garrison commander reported directly to IMCOM and had responsibility during the 2008-2010 timeframe for approximately 750 military and civilian staff. Later, Garrison staffing levels would fall while those of DLIFLC persisted magnifying the comparison. If the DLIFLC commandant was a general officer, said Sandusky, "you would resolve this current schizophrenia over who is actually in charge in terms of the infrastructure and the installation."⁵⁵ Lt. Gen. Robert Caslen, the Commanding General of the U.S. Army Combined Arms Center and Ft.

⁵¹ Col Sue Ann Sandusky, email to Lt Col David Crawford, et al, 4 May 2010, in Re_Permanent Orders #34-9, in DLIFLC CH files (2008-2010), DDA.

⁵² Col Sue Ann Sandusky, email to Lisa Crunk, et al, 4 May 2010, in "Re_Permanent Orders #34-9," 2008-10 in DLIFLC CH files (2008-2010), DDA. If true, this was likely a bone of contention between Colonels Mansager and Martis.

⁵³ Col Sue Ann Sandusky, email to Lt Col David Crawford, et al, 4 May 2010, in "Re_Permanent Orders #34-9," DLIFLC CH files (2008-2010), DDA.

⁵⁴ Sandusky, Interview, part 2, 26 April 2010, pp. 3-4.

⁵⁵ Sandusky, Interview, part 2, 26 April 2010, pp. 4.

Leavenworth, to which the Institute reported, agreed with Sandusky that the scope of the DLIFLC commandant was broader than her rank as colonel suggested.⁵⁶

The problem was not resolved, but managed by the Army informally. After the Army eliminated the title “installation commander” from its regulations, and thus the clear authorities formerly exercised by the installation commander who was the commandant at DLIFLC, it designated GCMCA in the senior commander, formerly known as the senior mission commander, who for DLIFLC was at Combined Arms Center at Ft. Leavenworth, Kansas. Sandusky herself, did not know whether that authority was Brigadier General Edward C. Cardon, the Deputy Commanding General of the Combined Arms Center, and her immediate supervisor, or if it resided in the Commander of the Combined Arms Center, Lt. Gen. Robert L. Caslen. It did not really matter, because they delegated the GCMCA back to the commandant of DLIFLC, an inelegant work around to the semantic confusion regarding who was the Commander of the Presidio of Monterey. This whole issue could have caused friction between DLIFLC and the Garrison, but Sandusky had “wonderful relations” with Colonel Darcy Brewer, the current Garrison Commander and “good relations” with his predecessor, Col. Pamela Martis. The GCMCA issue was another reason Sandusky believed it a good idea to have a flag officer in command of DLIFLC—it would bring the extra clarity of a senior commander being in Monterey in person.⁵⁷

As Colonel Sandusky prepared to leave for her next assignment, she set out to ensure that the next commandant’s assignment and assumption of command orders included the double title Commandant of DLIFLC and Commander Presidio of Monterey. Although, to some extent “Commander of the Presidio of Monterey” had become an empty title, it was still tied to the original permanent orders assigning GCMCA to the DLIFLC commandant.⁵⁸ When Col. Danial D. Pick succeeded Sandusky under authority of AR 600-20, Paragraph 2-5b, he did assume “command of the Defense Language Institute Foreign Language Center and Presidio of Monterey (W1ECAA), effective 6 May 2010.”⁵⁹

⁵⁶ Binkley, “LTG Caslen Visit 2010,” historian’s notes.

⁵⁷ Sandusky, Interview, part 2, 26 April 2010, pp. 4-5.

⁵⁸ Sandusky, Interview, part 2, pp. 5-7; Col Sue Ann Sandusky, email to Lisa Crunk, et al, 4 May 2010, in “Re Permanent Orders #34-9,” DLIFLC CH files (2008-2010), DDA.

⁵⁹ Col Danial D. Pick, Assumption Orders, 6 May 2010, in DLIFLC CH files (2008-2010), DDA.

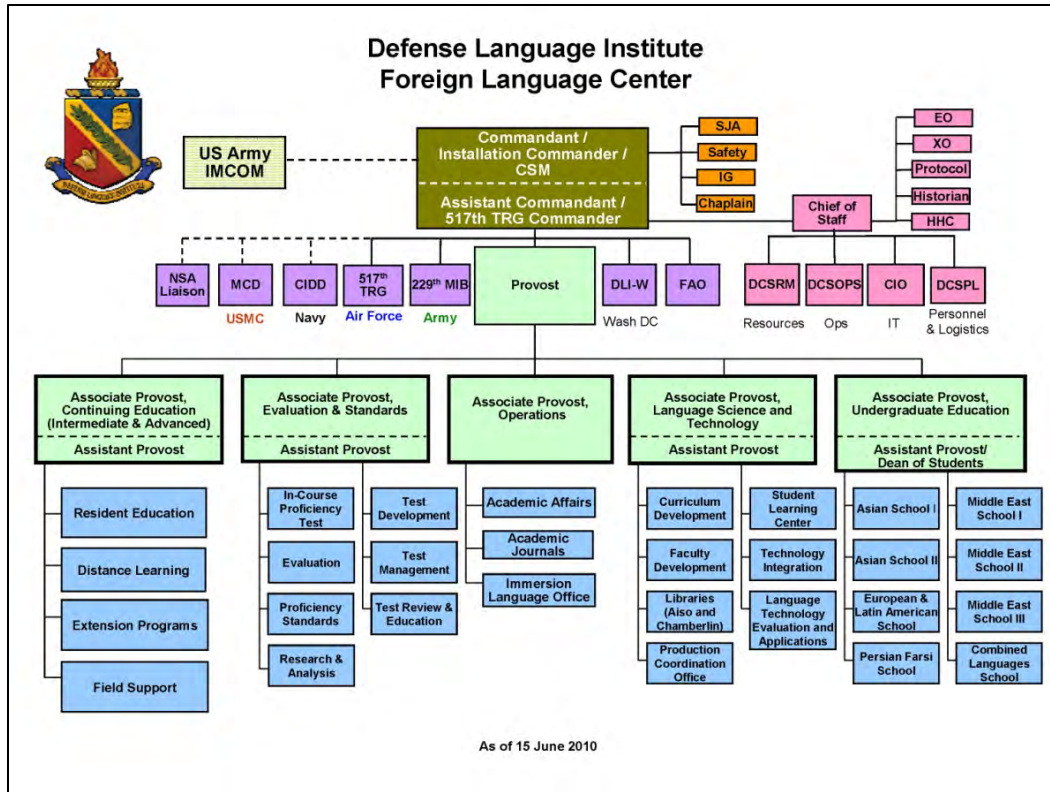


Figure 5 – This organization staff chart depicts reporting relations to the DLIFLC Commandant, who also served as Installation Commander of the Presidio of Monterey, as of 15 June 2010.

Impact of Military Doctrinal Changes on DLIFLC

On 27 February 2008, the Army published an update to Field Manual 3-0 Operations, the key document laying for current Army soldiers how to conduct field operations and fight wars. This publication superseded FM 3-0, which had not been updated since June 2001. The manual therefore represented the Army’s first institution-wide expression of key doctrinal concepts gleaned from actual military experience since 9/11. Included within the manual were ideas about so-called Stability Operations. The key idea, according to Colonel Sandusky, was that all military operations, whether offensive, defensive, or counterinsurgency, required a degree of stability operations or operations among the people. Effective operations in a foreign cultural environment required military staff to be able to communicate with local populations by having at least a rudimentary understanding of local culture and language. Training guidance issued by General Stanley McChrystal, who arrived in 2009 to command the International Security Assistance Force-Afghanistan, reflected similar thinking about the need for every foot patrol to have a soldier who could speak directly to a shopkeeper. McChrystal specifically told units preparing to deploy to Afghanistan that “Language training is as important as marksmanship, medical, unit drills, physical fitness, and other key training that you will conduct prior to deploying to Afghanistan.” In his guidance, he directly referenced the important role that DLIFLC played in preparing units for deployment through its various programs and language

training products and urged unit commanders to make appropriate arrangements to get that training. His guidance also explained how sustainment training and campaign continuity training were also being developed again with the involvement of DLIFLC.⁶⁰ As discussed in Chapter IV, this had a great impact on DLIFLC.

In February 2010, DOD published its *Quadrennial Defense Review (QDR)*. This key forward-looking statement about U.S. security and military policy made numerous references to the importance of language and culture training to the department's mission. Like the new Army field manual on operations, the *QDR* emphasized that stability and counterinsurgency operations would remain dominant elements of U.S. security policy for years to come. The *QDR* called out two areas in particular, civil affairs personnel and general purpose regional experts. More civil affairs experts, it stated, whose work required foreign language and culture training, would be needed in the future because of their ability to mitigate tensions between host populations and U.S. military forces. Similarly, the *QDR* called out a special initiative to develop proficient experts in counter insurgency doctrine who had relevant language skills and who were culturally attuned to the Afghanistan-Pakistan region. Two specific DLIFLC-tied programs emerging with this new doctrinal outlook included the AF/PAK Hands and Campaign Continuity Language Training Detachments, discussed in detail in Chapter IV. Perhaps most importantly, the *QDR* even included a section entitled "Enhance linguistic, regional, and cultural ability." The section began by stating that "Operating in partnership with host-nation security forces and among local populations puts a premium on foreign language skills and regional and cultural knowledge." The *QDR* even asserted that the U.S. military personnel needed "a much greater degree of language and regional expertise requiring years, not weeks, of training and education, as well as a greater understanding of the factors that drive social change."⁶¹ The *QDR's* emphasis on the long-term need for greater language and culture expertise in the force in a variety of capacities and at various levels crystallized DLIFLC's position as the go-to enabler of foreign language and culture training within DOD. It was, said Colonel Sandusky, "a pretty revolutionary statement in a *QDR*, I mean very non-kinetic, very non-kinetic."⁶²

After Barak Obama was elected president, the White House website immediately posted a section called "Defense Agenda: Rebuild the Military for 21st Century Tasks." Eventually the site was revised, but on the president's agenda from day one were those 21st Century security tasks that included counterinsurgency operations, human intelligence collection, security force assistance and stability operations, and an explicit reference in that context to building those kinds of skills that needed an investment in foreign language training.⁶³

⁶⁰ General Stanley A. McChrystal, Commander, ISAF, US Forces, Afghanistan, Memorandum "Training Guidance for Language Training, 24 January 2010, in DLIFLC CH files (2008-2010), DDA.

⁶¹ DOD, *Quadrennial Defense Review*, February 2010, pp. 24-26, 29-30.

⁶² Sandusky, Interview, part 2, 26 April 2010, pp. 22.

⁶³ Sandusky, Interview, part 2, 26 April 2010, pp. 23.

Despite important evolutionary steps taken in the direction of preparing a force more able to negotiate the cultural nuances of a complex world, a Government Accounting Office (GAO) report, requested by Congress, found in June 2009 that DOD continued to have important deficiencies in developing regional cultural awareness and language proficiency. GAO evaluated DOD's Defense Language Transformation Roadmap, reviewed the strategies for transforming language and regional proficiency capabilities used by the Services, and assessed efforts to identify potential gaps. GAO complimented DOD's efforts to infuse the Services with language and cultural capabilities, but found that the level of transformation envisioned required "a comprehensive and integrated strategic plan that sets a clear direction for transformation efforts and includes measurable performance goals and objectives as well as funding priorities that are linked to goals." While GAO determined that DOD had goals, objectives, and a governance structure, it lacked measurable objectives, had unclear funding priorities, and possessed no overall strategic plan to guide the Services as these developed approaches to create language and regional proficiency. There was no way for DOD or Congress to assess the department's progress and no way for DOD to measure the risk associated with gaps in its ability because it was unable to identify those gaps. GAO recommended, of course, that DOD develop a strategic plan to implement regional language and proficiency goals, establish a means to measure the related skills of its military and civilian workforce, and perhaps most importantly develop a method to identify its actual requirements in these areas.⁶⁴ DOD concurred with these recommendations.

As a practical matter, DOD concern with foreign language and culture proficiency training brought more funds to DLIFLC. The *QDR* announced that DOD would invest \$33 million to expand language training centers and would fund ten language training detachments to support general purpose forces in ongoing operations. DOD also planned to spend an additional \$14 million for language, regional expertise, and culture training for special operations forces. Finally, from FY 2011, DOD provided more funding for DLIFLC to use to increase the capacity of its foreign language immersion program.⁶⁵

Army Cultural and Foreign Language Training

While DOD lacked an overarching strategy to implement cultural and language proficiency standards, the Army attempted to move ahead with its own plan that it called the Army Culture and Foreign Language Strategy. DLIFLC helped to develop and define the kind of training required to implement this strategy. As Colonel Sandusky said, "It has never been more clear that 'Shoot, Move and Communicate' for DOD in the 21st Century means communicate in a foreign language in a culturally appropriate way." From the Institute's perspective, however, the results would be mixed. The baseline and sustainment language

⁶⁴ GAO, Report GAO-09-568, *Military Training: DOD Needs a Strategic Plan and Better Inventory and Requirements Data to Guide Development of Language Skills and Regional Proficiency*, June 2009.

⁶⁵ DOD, *Quadrennial Defense Review*, February 2010, pp. 29-30.

training envisioned by the strategy, and in General McChrystal's training guidance, required a training continuum guided by an overarching language training roadmap. That roadmap had to factor in the requirements for Campaign Continuity, AF/PAK Hands, ongoing pre-deployment familiarization, and Special Operations Linguists (18Ls) at the ILR 1+ to 2 levels as sought by U.S. Special Operations Command. DLIFLC believed that it could support and deliver training from 0+ through 3 in all these areas. It had the most important element, the instructors, especially in Afghan/South and Central Asian languages. DLIFLC argued that its "blended approach" using live instructors and well-structured, active, learner-centered online programs were key to successful implementation of the Army Culture and Foreign Language Strategy and other DOD language requirements.⁶⁶

The Army Culture and Foreign Language Strategy was a product of the Military Intelligence (G2) office of the Training and Doctrine Command (TRADOC). According to Colonel Sandusky, it was complex and difficult to draft. In fact, DLIFLC commented on more than sixty iterations.⁶⁷ The important issue was whether the Army plan would concentrate all foreign language and culture training at DLIFLC or split that control between the Army's Intelligence Center at Ft. Huachuca and DLIFLC in Monterey.

DLIFLC concern over the direction of the Army strategy may have come as early as March 2008, when Colonel Sandusky attended a Culture Summit at Ft. Huachuca where she made contacts and spent some time to assess the Institute's Arabic language pilot program at the post.⁶⁸ By August, however, the Command was engaged in a number of high-level virtual conferences that indicated that the Army was struggling to come to grips with a number of issues relating to culture and language training. The TRADOC G2 was trying to develop a guide for performance-based language and culture testing, CAC was working on the Army Culture and Foreign Language Strategy, and the Army G2 was focused on linguist issues. At the time, Sandusky felt the discussion clearly underscored the magnitude of the Army's challenges to find the right level of language proficiency and mix of language and cultural expertise for military language professionals and for the non-linguist population.⁶⁹ Her enduring view was, of course, that DLIFLC could provide the solution, no matter the mix. At DLIFLC cultural familiarity was taught as an inherent component of foreign language learning and DLIFLC routinely deployed familiarization Language Teaching Detachments that taught language and culture simultaneously. In other words, DLIFLC had an inherent capacity to embrace all aspects of the Army Culture and Foreign Language Strategy.

⁶⁶ DLIFLC_Sitrep_1Jan10, DDA.

⁶⁷ Sandusky, Exit Interview, Session I, 31 March 2010, pp. 9-10.

⁶⁸ DLIFLC_Sitrep_25MAR08_final, DDA. Sandusky found the pilot program, discussed further in Chapter V, to be on track.

⁶⁹ DLIFLC_Sitrep_26AUG08_final, DDA

In early July 2009, a team of DLIFLC leaders participated in a Cross-Cultural Competence Symposium, hosted by the Maneuver Support Center (MANSCEN) at Ft. Leonard Wood. The team was headed by Steve Collins, Dean of Field Support, who hoped to develop a working relationship with MANSCEN, which envisioned the future use of “Operational Environment” scenarios that included foreign language and cultural issues injected into the training of general purpose forces. Sandusky hoped DLIFLC could work with MANSCEN to identify possible ways to introduce appropriate culturally based language training into MANSCEN’s initial military training and professional military education programs. In reporting to her supervisor at CAC, which could influence the direction that Army culture training was taking, Sandusky emphasized how the conference suggested that general cross-cultural skills and knowledge were important, but that communicating, rapport-building, and influencing also required foreign language capability. Later that month, Sandusky and Collins held a VTC with officers from MANSCEN on how DLIFLC could support their efforts to develop pre-deployment target language familiarity for their soldiers.⁷⁰

On 24 September 2009, General and Mrs. Martin E. Dempsey, Commander, TRADOC, along with Maxie McFarland, Dempsey’s G2 Deputy Chief of Staff, and Brig. Gen. Edward Cardon, Deputy Commander, CAC, visited DLIFLC to see its students, faculty, staff and facilities. As TRADOC commander, Dempsey’s three priorities were leadership development, developing Centers of Excellence (CoE), and doctrine and training. The mission of DLIFLC was important to all three.⁷¹ Dempsey observed DLIFLC students in Pashto and Persian Farsi classes. He also sat in on an introduction to cultural terrain at the Student Learning Center, participated in a Broadband Language Training System (BLTS) Russian class that linked an Army National Guard student in Massachusetts with a Continuing Education instructor in Monterey, and sampled DLIFLC’s Dari Headstart program. DLIFLC also demonstrated part of its online Cultural Orientation to the Dari-speaking people of Afghanistan.⁷² Because TRADOC was debating splitting responsibility between the intelligence training center at Ft. Huachuca and the foreign language training done by DLIFLC, having these culture-training components demonstrate relevance was important.

Dempsey’s visit was a grand opportunity for DLIFLC to help define what “right looks like.” To quote an African proverb, “seeing is better than being told,” said Sandusky.⁷³ How could the Army best balance its language and culture training requirements to reach the outcomes it needed for successful adaptation in a complex global environment? Sandusky hoped

⁷⁰ DLIFLC_Sitrep_3Jul09_final, DLIFLC_Sitrep_24Jul09_final, DDA.

⁷¹ According to Lt Gen Robert L. Caslen. Binkley, “LTG Caslen Visit 2010,” historian’s notes.

⁷² DLIFLC_Sitrep_25Sep09, DDA. General Dempsey’s wife also met with local staff and service spouses, toured the child development center, youth services, Army Community Services, the POM/Ord Military Community (OMC) commissary, and the OMC housing area.

⁷³ DLIFLC_Sitrep_25Sep09, DDA.

to impress upon the general the role that DLIFLC played and could play in managing culture training within the Army. Her aim, apparently, was to make DLIFLC the Army's Cultural and Foreign Language CoE.

Dempsey was certainly focused on the culture and foreign language issue. "Culture and foreign language are," he said at DLIFLC, "those tools that allow us to build the kind of leaders that are adaptive and can win." He specifically commented on the role this training played in the Army's effort to develop a force generation/regeneration cycle called ARFORGEN. "Providing culturally aware language-skilled soldiers and leaders, in accordance with ARFORGEN, he said, "is not only possible, but an imperative for us." According to Dempsey, the Army had "to match the tactical adaptations we have made in the fight in Iraq and Afghanistan with the institutional adaptations. We have to adapt our policies and processes to ensure that we provide the soldiers with the right skills." Dempsey also specifically said that no slide presentation could match conveying the complexity of DLIFLC's mission and how well it was being executed than by seeing DLIFLC itself.⁷⁴ Perhaps with Dempsey's notions in mind, the Pentagon organized a conference called "Developing Intercultural Adaptability in the Warfighter" in November 2009. DLIFLC's Chief of Staff, Lt. Col. Christopher Watrud, led a delegation to participate in Orlando, Florida, conference that focused upon the instructional design process as applied to the development of cultural training and education, with a particular emphasis placed on training and education for general purpose forces.⁷⁵

After numerous revisions and delays, the TRADOC G2 office published the Army Culture and Foreign Language Strategy in December 2009.⁷⁶ In January of 2010, General Dempsey decided how TRADOC would implement the strategy. The TRADOC G2 was to create a Culture and Foreign Language Management Office to lead implementation of the strategy for the Army and within TRADOC and to integrate culture and foreign language efforts across various other Army commands, joint agencies, and other services. To accomplish this task, the strategy directed the use of fifteen culture and foreign language advisors who were to assist commanding generals and commandants at Centers of Excellence and schools across the continental United States. Each advisor was tasked to help CoE leadership integrate culture and foreign language capability appropriate to each branch, military occupational specialty, and cohort. Candidates for these advisor positions had to hold a Ph.D. in the social and behavioral

⁷⁴ Natela Cutter, "Gen Dempsey says DLIFLC is the Army's 'Educational Treasure,'" *Globe*, vol. 33, no. 1 (Fall/Winter 2009): 8.

⁷⁵ DLIFLC_Sitrep_6Nov09, DDA. The conference was co-sponsored by the Human, Social, Culture, and Behavior Modeling Program of the Office of the Secretary of Defense, the Office of Naval Research, the Combating Terrorism Technical Support Office, and the U.S. Army Research Institute.

⁷⁶ During this period, some TRADOC initiatives, including the TRADOC G2 team working the culture issue, were thrown off track because Congress through its Base Realignment and Closure Commission process, had selected Ft. Monroe, Virginia, TRADOC's headquarters, for shut down.

sciences and possess expertise in teaching cultural practices.⁷⁷ Colonel Sandusky acknowledged to Brig. Gen. Cardon at CAC that DLIFLC would “move out on the ACFLS implementation per the decision.” She added that while the Institute had “been on this fast-moving train for many years,” she was “sure others will soon get up to speed.”⁷⁸



Figure 6 – General Martin E. Dempsey with Col. Sue Ann Sandusky at DLIFLC in September 2009.

Despite persistent lobbying of the most senior commanders by Sandusky, Dempsey’s decision split culture training from foreign language training and rested proponentry for the former within the U.S. Army Intelligence CoE at Ft. Huachuca under the command of Maj. Gen. John Custer. At Ft. Huachuca, cultural familiarity would be taught in English only. Dempsey directed DLIFLC to help implement the strategy. “It didn’t frankly make too much sense to us,” said Sandusky about Dempsey’s decision, “but now it’s there, and that’s what the general wants, so we’ll figure out how to make them successful.”⁷⁹ DLIFLC expressed its willingness to

⁷⁷ “Army Culture and Foreign Language Strategy,” *Stand-To*, 6 December 2011, in DLIFLC CH files (2008-2010), DDA.

⁷⁸ DLIFLC_Sitrep_23Jan10, DDA.

⁷⁹ Sandusky, Interview, part 1, 31 March 2010, pp. 9-10.

cooperate with Ft. Huachuca, but to many at DLIFLC, the notion of a “cultural center” that taught culture only in English was clearly an anathema.⁸⁰

In February, General Cardon convened a “mini summit” of Army language players and TRADOC Culture Center staff at CAC. The summit provided an opportunity for stake-holders to hear different perspectives on the challenges the Army faced to implement more extensive foreign language and culture training.⁸¹ The attendees agreed to work together, the idea being that the Army Culture and Foreign Language Management Office would provide governance through a council of colonels or a board of governors, which was not then defined. However, the Senior Army Language Authority (SLA) was the TRADOC G3 for training, Maj. Gen. Richard Longo, while the Army Deputy G2, Maj. Gen. Gregory A. Schumacher, was the deputy Army SLA. The Army Language Proponent Office was located within the Army G2. The new TRADOC Culture and Foreign Language Management Office was separate from either of these two existing organizations. From DLIFLC’s perspective the structure was getting pretty complicated and Sandusky worried that it would simply lead to “churning, churning, churning and iterations and acronym filled VTCs” while, if given the word, DLIFLC could simply have moved forward based upon the existing language tasks and strategy.⁸²

In February 2010, David Ott, who was the new director of the Army Culture and Foreign Language Management Office, visited Monterey for an in-depth orientation. Ott spoke extensively with DLIFLC leaders and observed how the Institute incorporated culture into language training and how students and teachers were using technology in the classroom.⁸³ In June 2010, Eric Stanhagen, Ott’s deputy conducted a follow-on visit with a team of Culture and Foreign Language advisors from several TRADOC installations, including Dr. James Schnell, Dr. Mahir Ibrahim, Dr. Donna Winslow, and Dr. Issac Tseggai. The purpose of their visit was to learn about DLIFLC’s capabilities and resources in culturally based language training and how the Institute could support their individual centers as the Army continued to develop its implementation plan for the Army Culture and Foreign Language Strategy.⁸⁴

The Army Culture and Foreign Language Management Office was still quite a new feature of the Pentagon in 2010. Colonel Sandusky had no idea how it would eventually operate. But DLIFLC continued to promote its own mission, which included by necessity a cultural component. Near the end of April 2010, the chief of staff of the Army approved mandatory pre-deployment training for Army personnel that included DLIFLC’s Cultural Orientation from its

⁸⁰ Binkley, “LTG Caslen Visit 2010,” historian’s notes. Sandusky note that DLIFLC staff had participated in cultural center conferences at Ft Huachuca, but the reverse, for whatever reason, was not true.

⁸¹ DLIFLC_Sitrep_ 26 FEB 10, DDA.

⁸² Sandusky, Interview, part 1, 31 March 2010, pp. 10-11.

⁸³ DLIFLC-POM Sitrep 19 FEB 10, DDA.

⁸⁴ DLIFLC_Sitrep_4 Jun 10_final, DDA.

Headstart language familiarization products. This decision meant that everyone deploying to Afghanistan or Iraq would be required to take two military modules from the end of DLIFLC's Headstart courses that provided cultural familiarization for those countries. It was, according to Sandusky, "a huge victory."⁸⁵

In April 2010, Lt. Gen. Robert L. Caslen, Commanding General, CAC, visited Monterey. Caslen visited the Institute's immersion facility and observed ongoing classes of students in Chinese, Korean and Persian Farsi.⁸⁶ As stated in the overview to this chapter, Caslen believed in the mission of DLIFLC. Accepting Caslen's belief in DLIFLC as faith, Colonel Sandusky lamented to him how the Army was handling culture training and openly expressed a lack of confidence in the few government employees and contractors hired by TRADOC to develop its Culture and Foreign Language Office. That project was struggling to find its way, she said, and noted that while G-2 was important to military linguists, it was G-3 (training) that held clout in the Army structure. Sandusky expressed concern to Caslen that TRADOC had developed a divided structure in the strategy to train culture and foreign language and that DLIFLC was clearly where language and culture were being taught. Although the Army had made its decision, she reiterated that it would not take much churning for DLIFLC staff to do cultural training if the Army issued clear requirements and funding. On the question of DLIFLC's relations with the Ft. Huachuca culture center, Caslen asked if more could be done to bring Ft. Huachuca and Monterey together. Sandusky agreed that more could be done and said there would be more convergence and cooperation. Assistant Commandant Col. William Bare capped the whole discussion by stating the obvious point, which was that it was a good thing that "now and into the future we will be optimizing cultural and foreign language training in the military."⁸⁷

Senior Visitors and Special Events

In part, the role of the DLIFLC commandant was to interact with senior officials from other parts of the government. In fact, it was much more the commandant's main job than managing the Institute's schools and directorates. DLIFLC had many subordinate officers and executives who could provide operational leadership. The commandant did not even have direct authority over the service units stationed at the Presidio of Monterey. At the same time, the Institute had a complex oversight architecture. Colonel Sandusky therefore saw her mission as commandant as being the one who set the overall tone and kept the ship steering in the right direction. The commandant's real work was interacting with the many external elements that might have a direct or indirect impact on the school. Sandusky thus sought to communicate the

⁸⁵ Sandusky, Interview, part 2, 26 April 2010, pp. 10-11.

⁸⁶ Natela Cutter, "Gen Caslen Says Cultural Astuteness Important Warfighting Skill," *Globe*, vol. 33, no. 2 (Spring 2010): 4.

⁸⁷ Binkley, "LTG Caslen Visit 2010," historian's notes.

Institute's mission and to use persuasion and consensus to build support in the wider security community for that mission. Such work was best done in person.⁸⁸

During the period covered by this report, visits by various generals and admirals and senior civilian officials were almost weekly events. Some visits were simply get-acquainted affairs. An example, in early 2009, Assistant Secretary of the Army for Manpower and Reserve Affairs, Thomas Lamont, visited DLIFLC and the Continuing Education Directorate for an orientation and discussions with senior leadership.⁸⁹ Other meetings were driven by the need of program managers to grapple with important issues of foreign language training. Thus, in late July 2009, DLIFLC hosted the Director of the Defense Language Office, Nancy Weaver, and her deputy, Iris Bulls, for an update on DLIFLC activities. Weaver was DOD's Deputy Senior Language Authority. She spoke at graduation ceremonies on 30 July 2009. The two conducted discussions with DLIFLC staff and faculty leadership and received several schoolhouse briefings.⁹⁰

In other meetings, DLIFLC acquainted senior commanders with the capabilities DLIFLC had to better position their forces for operations abroad. Certainly, the visit by Admiral Eric T. Olson, Commander, U.S. Special Operations Command, on 26 October 2009 fell into this category. Olson observed classroom activities, received a technology demonstration and conducted a roundtable discussion on DLIFLC strategic issues with DLIFLC senior staff, academic leadership and unit service commanders. Olson was a two-time DLIFLC graduate, who completed both the Arabic (1982) and French (1986) basic language courses.⁹¹ On 29 March 2010, DLIFLC also hosted for the first time ever an orientation visit for the Commandant of the Marine Corps, General James T. Conway, the highest-ranking officer in the Marine Corps and a member of the Joint Chiefs of Staff.⁹² Conway, along with the Sergeant Major of the Marine Corps, Sgt. Maj. Carlton W. Kent, visited classrooms before speaking to a crowd of Marines at Soldier Field. In his remarks in an official interview posted on DLIFLC's website, Conway expressed his conviction that it was militarily important to be able to talk to Afghan people directly, such as when sitting around a campfire, and to be able to use language to identify the power holders in a culture. He lamented that the United States had not been well prepared in this regard at the outset of the Afghan war, but was hopeful that the military, with DLIFLC's help, would do better in the years ahead.⁹³

⁸⁸ Sandusky, Interview, part 1, 31 March 2010, pp. 6-7.

⁸⁹ DLIFLC_Sitrep_15Jan09, DDA.

⁹⁰ DLIFLC_Sitrep_31Jul09_final, DDA.

⁹¹ DLIFLC_Sitrep_30Oct09, DDA.

⁹² DLIFLC_Sitrep_02 Apr 10, DDA.

⁹³ "Gen. James T. Conway Visits DLIFLC," video posted to Vimeo by DLIFLC, 29 March 2009.

That June, DLIFLC hosted a visit by John Newman, Deputy Assistant Secretary of the Army for Training, Readiness and Mobilization. Newman observed a Pashtu course and an Iraqi dialect course and discussed DLIFLC's non-resident language training support to the AF/PAK Hands and the General Purpose Forces, as well as distance learning technology and language and culture software that DLIFLC had developed. According to Colonel Pick, Newman went away pleased with what he saw and referred to DLIFLC as a "national asset."⁹⁴ Newman's visit was followed almost immediately by Dr. Clifford Stanley, the Under Secretary of Defense for Personnel and Readiness, escorted by Nancy Weaver, the DOD Senior Language Authority.⁹⁵ Clifford was the senior policy advisor to the Secretary of Defense for DOD personnel and readiness, including the 1.3 million Guard and Reserve forces. During his visit Stanley asserted that DLIFLC should be the first place to be "tapped" for Department of Defense language and culture training. In fact, "if I could click my heels and wish I were in Kansas, I would really like to see DLI become the Center of Excellence," he stated during his visit.⁹⁶ The tempo of visits by senior DOD officials over this period indicated the high level of importance the U.S. Government placed on DLIFLC's mission.

DLIFLC also supported courtesy visits by local civilians or congressional personnel. In January 2008, Rep. Sam Farr and his staff as well as the mayor of Monterey, along with the vice mayor, city manager and key city management staff visited to learn about the mission and activities of DLIFLC and Presidio of Monterey.⁹⁷ In 2009, one congressional visitor was Gabrielle Giffords, a member of the House Armed Services Committee, representing the Congressional district that included Ft. Huachuca, Arizona. Giffords was a Spanish speaker, former Fulbrighter, and the only member of Congress married to an active duty service member. Her husband Capt. Mark Kelly was a U.S. Navy Astronaut. Giffords took a DLIFLC Diagnostic Assessment, spent a day intensively using her Spanish at DLIFLC's Continuing Education school, and visited other activities.⁹⁸

Without question, the most notable visitor to DLIFLC and the Presidio of Monterey came on 10 August 2009 when the Institute hosted Admiral Michael G. Mullen, Chairman of the Joint Chiefs. Mullen's visit truly signified military recognition of the criticality of foreign language training—Mullen was the first Chairman ever to visit DLIFLC. About half of DLIFLC students,

⁹⁴ DLIFLC_Sitrep_18 Jun 10_final, DDA.

⁹⁵ DLIFLC_Sitrep_25 Jun 10_final, DDA.

⁹⁶ Natela Cutter, "USD for P&R Says DLIFLC Should be Center of Excellence," *Globe*, vol. 33, no. 3 (Summer/Fall 2010): 5.

⁹⁷ DLIFLC SITREP, 7-15 January 2008, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

⁹⁸ DLIFLC_Sitrep_21Aug09, DDA; "Rep Gabrielle Giffords Commencement Speaker at DLIFLC Graduation," www.dliflc.edu news item, 31 August 2009. Later, in her home district, tragedy befell Giffords when she was shot and permanently impaired during an assignation attempt that left six other people dead. Afterwards, Giffords became a national symbol and champion for gun control laws in the United States.

faculty, and staff (about 2,200 personnel), attended his town hall-style address delivered in the Price Fitness Center, which was also telecast by the command television channel. After his speech and taking questions, Mullen toured the Institute, stopped by the Multi-Language School for a student panel brief (with a technology showcase, including Broadband Language Training System connections with language learners in Bogata, Colombia, and Santa Monica) and viewed several classroom observations.⁹⁹



Figure 7 – General James T. Conway, U.S. Marine Corps Commandant (3rd from left), speaks with students learning Pashto, a language of Afghanistan, at the Presidio of Monterey, 29 March 2009.

The next member of the Joint Chiefs of Staff to visit DLIFLC was General George W. Casey, Jr., U.S. Army Chief of Staff, who arrived on 13 May 2010. Casey was yet another senior leader who advocated strongly for basic language skills and culture pre-deployment training. He spent his day conferring with Colonel Sandusky and senior staff and spent some time with a Persian Farsi class where he observed and spoke with the about their training course, which was forty-seven-weeks long. Casey believed that language education was important to developing leaders who had the breadth of confidence and competence to manage the complex and unexpected problems that arise in the combat environment. In combat, Casey stated, “when you have a complex task, people get befuddled by it. When they are befuddled, they don’t act. And it’s the leader that needs to grasp the situation and chart a course through the complexity. And if he’s not confident and competent, and broad enough to think his way through tough

⁹⁹ DLIFLC_Sitrep_14Aug09, DDA; See also Cameron Binkley, *A Pictorial History of DLIFLC*, (Presidio of Monterey: U.S. Army, 2001), pp. 169-70.

problems, then we won't get what we need to get." Foreign language and culture training were thus essential, Casey believed, to achieving success in the 21st Century security environment.¹⁰⁰

On 6-7 October 2010, Lt. Gen. Caslen from CAC returned to DLIFLC for a follow-up to his April visit discussed in the section above. He mainly wanted an update on foreign language educational technology being developed by the Directorate of Language Science Technology. This technology supported foreign language training for the general purpose forces and Caslen reviewed both DLIFLC's Headstart training software and DLIFLC's progress on creating the Rapport eight-hour pre-deployment module that the Army had mandated for all troops deploying to Iraq or Afghanistan. Staff also briefed Caslen on DLIFLC's Student Load, Arabic Dialect Courses, Academic Network, Campaign Plan, and Concept Plan. While at the Presidio, Caslen observed a Levantine Dialect Arabic class as they received cultural and dialect instruction and had lunch with a group of DLIFLC students.¹⁰¹



Figure 8 – Admiral Michael G. Mullen, first Chairman of the Joint Chiefs of Staff to visit the Presidio of Monterey, with U.S. Army Colonels Darcy Brewer and Sue Ann Sandusky, before his talk to some 3,000 students, faculty, and staff gathered at the Price Fitness Center in August 2009.

Of the many ceremonies and special events were supported by the military at the Presidio between 2008 and 2010, two in particular should be noted. On 22 May 2008, DLIFLC/POM

¹⁰⁰ Brian Lamar, "Chief of Staff of the Army Visits DLIFLC," *Globe*, vol. 33, no. 3 (Summer/Fall 2010): 9.

¹⁰¹ DLIFLC_Sitrep_8 Oct 10, DDA; "Gen. Caslen Says Cultural Astuteness Important Warfighting Skill," dliflc.edu news item, 3 April 2010.

conducted a Memorial Day retreat ceremony, highlighting the service of Sfc. Sean K. Mitchell, a two-time DLIFLC graduate and Monterey native, who died while deployed to Mali in support of Operation Enduring Freedom Trans-Sahara. His mother, father (also a two-time DLIFLC graduate), widow, and child attended the ceremony.¹⁰² Second, in August 2009, Colonel Sandusky served as the presiding official at a special ceremony to present a posthumous Silver Star Medal to the family of Pfc. Tom T. Yagi at the semi-annual meeting of the association of “Friends and Family of Nisei Veterans.” The ceremony took place aboard the USS *Hornet* Museum in Alameda, California, with numerous 442nd Regimental Combat Team veterans, Military Intelligence Service Language School graduates (a predecessor to DLIFLC), family members, and DLIFLC’s joint color guard in attendance.¹⁰³

Intelligence Community Relations

During this period, DLIFLC continued to engage closely with the intelligence community, which continued to have a keen interest in the types of training and proficiency of Institute graduates. One of the most important issues the DLIFLC Command Group tackled during this period concerned the development of foreign language tests. DLIFLC was responsible for updating the professional-level Defense Language Proficiency Test, whose availability and accuracy was of great concern to the intelligence community, and also of developing new lower level tests to rate tactical-level users, much more a concern of foreign language consumers in the general purpose forces. Both of these testing areas are discussed in more detail in Appendix B and Chapter IV respectively.

Near the beginning of her tour as DLIFLC Commandant, Colonel Sandusky, her new Assistant Commandant, Col. William T. Bare, along with other staff and her DLI-Washington directors, traveled to Washington, DC, to meet U.S. Rep. Sam Farr (representing the Monterey Peninsula area) and staffers of the Oversight and Investigations Subcommittee of the House Armed Services Committee and Senate Select Committee on Intelligence. They also met with the Deputy Undersecretary of Defense for Plans, Gail McGinn, and the Principal Deputy Undersecretary for Intelligence, Thomas Ferguson, and attended the DLSC meeting. Bare met separately with the Air Force Senior Language Authority. On 17 July 2008, the DLIFLC Provost joined them for an all-day meeting of the Cryptologic Language Advisory Council at the National Security Agency (NSA).¹⁰⁴ On 12 August 2008, the House Select Committee on Intelligence visited DLIFLC to discuss DLIFLC’s foreign language requirements, student

¹⁰² DLIFLC_Sitrep_27MAY08_final, DDA.

¹⁰³ DLIFLC_Sitrep_14Aug09, DDA; Natela Cutter, “DLIFLC Commandant Presents WWII Silver Star Medal,” *Globe*, vol. 33, no. 1 (Fall/Winter 2009): 6.

¹⁰⁴ DLIFLC_Sitrep_22JUL08_final, DDA.

population, and training issues.¹⁰⁵ This range of meetings on this one visit clearly suggested the importance of DLIFLC's mission to stakeholders of U.S. intelligence.

Within the intelligence community, NSA stood out as DLIFLC's key partner. On 3 June 2009, DLIFLC hosted a visit by Dr. Anne Wright of the National Security Agency/Central Security Service. Dr. Wright was the Senior Advisor for the NSA/CSS's Area Studies Program. Wright was accompanied by Maria Rosaramirez, Chief of Area Studies, and Anita Kulman, Technical Director of Area Studies. The three met with DLIFLC leadership and held technical discussions with faculty on areas of enhanced collaboration on area studies curriculum.¹⁰⁶ In June 2010, another NSA team visited DLIFLC to discuss the ongoing Iraqi dialect course. According to Colonel Pick, NSA was pleased with the capabilities its students had developed in the course, several of whom had graduated that summer.¹⁰⁷ In September 2010, DLIFLC even hosted General Keith B. Alexander, Director of the NSA. Keith came for an orientation visit, observed a classroom in training, and received a technology demonstration.¹⁰⁸

High-ranking NSA officials came to visit DLIFLC because NSA had long had a specific interest in the Institute's mission. Up until the early 21st Century, some 85 or 90 percent of DLIFLC's Basic Course graduates went on to become cryptologic language analysts who ultimately worked at the NSA. Thus, the Institute continued to maintain close relations with the NSA. In Fact, NSA input continued to help develop the Foreign Language Objectives (FLOs), military language learning requirements integrated into DLIFLC's basic course program. On 8 December 2010, DLIFLC held a "Final Learning Objective (FLO) Summit" at the Presidio of Monterey. The FLO Enhancement Summit addressed issues of teaching FLOs in a way that would minimize the gap between DLIFLC graduates and cryptologic analysts. Participants included Ron Carrier, SES; Carolyn Crooks, GS15, escorted by Bella Cohen of LS&T, DLIFLC, along with representatives from Ft. Gordon, Ft. Meade, and Kunia. The summit began with presentations from the field followed by DLIFLC presentations and demonstrations of Enhanced FLO materials across languages. The attendees heard cryptologic analysts' managers from the military services and other agencies about their experiences with DLIFLC graduates in the field. In addition to the presentations, attendees at the FLO Summit observed and discussed the Levantine Basic Course pilot development effort and ongoing Iraqi Basic Course classes. The FLO Summit closed with a round table discussion and feedback from participants regarding the presentations and the short and long term goals for the FLO Enhancement program.¹⁰⁹

¹⁰⁵ DLIFLC_Sitrep_12AUG08_final, DDA.

¹⁰⁶ DLIFLC_Sitrep_5Jun09_final, DDA.

¹⁰⁷ DLIFLC_Sitrep_4 Jun 10_final, DDA.

¹⁰⁸ DLIFLC_Sitrep_24 Sep 10_Final, DDA. Keith also served as Chief of the Central Security Service and Commander of U.S. Cyber Command.

¹⁰⁹ DLIFLC Sitrep 10 Dec 2010, DDA.

Another NSA-related event took Colonel Sandusky and staff to Washington, DC, in September 2009 for a summit on listening comprehension. DLIFLC co-sponsored the summit with the American Council on the Teaching of Foreign Languages (ACTFL) and the NSA's Cryptologic Language Advisory Committee (CLAC) at the Center for the Advanced Study of Language (CASL). The listening summit brought together experts from across the Interagency Language Roundtable (ILR) membership for preliminary discussions on the adequacy of the ILR listening skill descriptors. Sandusky expected this discussion to help identify new approaches for teaching and assessing listening and, possibly, lead to revision of the ILR listening skill descriptors themselves. At CASL, Sandusky updated CLAC members on the Basic Arabic Iraqi course, the DLPT 5 roll out schedule, and other topics of interest. NSA strongly supported the Institute's Basic Arabic Iraqi course and for similar blended courses in the future that wed Modern Standard Arabic to other Arabic dialects. DLIFLC was then planning to offer Basic Arabic Levantine, with emphasis on Syrian, beginning in FY10, with 66 seats scheduled.¹¹⁰

Such close collaboration with NSA in developing language training focused upon the needs of NSA—FLOs, listening comprehension and assessment, and basic courses focused upon Arabic dialect training—sometimes led to criticism of DLIFLC. Such criticism became acute after the Institute released its newest version of the Defense Language Proficiency Test, the DLPT 5 (see Appendix B) to a scathing response. According to Colonel Sandusky, “the whole language community was pretty traumatized by the DLPT 5 experience” and “blame[d] NSA for pushing DLI in the direction that we went for DLPT 5.” Despite close collaboration with NSA, however, DLIFLC had expanded since 9/11 into language familiarization, pre-deployment language training, Special Operations Forces training, and a Chairman of the Joint Chiefs-backed program to train Afghanistan-Pakistan experts. DLIFLC was also training more FAOs. The mission of DOD organizations not connected to cryptologic intelligence work had steadily grown and Sandusky was keen to emphasize that Institute graduates required global foreign language proficiency at a professional level, not just the particular skills, mainly listening acuity, which interested NSA. In other words, as Sandusky said, DLIFLC was not “an Intel school or a crypto school.” Nevertheless, NSA was the largest employer of DLIFLC graduates, and the Institute continued to give NSA requirements a high priority.¹¹¹

Even as the DLIFLC commandant tried to emphasize DLIFLC's non-intelligence specific qualities, the Office of the Director of National Intelligence (ODNI) thought the Institute's role in U.S. intelligence so vital that it hired former DLIFLC Assistant Commandant, Daniel Scott, to serve as the director of its Foreign Language Program Office. In this position, from 10 to 13 September 2009, Scott visited the Institute for an update on the Institute's work with the American Society for Testing and Materials regarding language testing standards. Scott, who

¹¹⁰ DLIFLC_Sitrep_18Sep09, DDA.

¹¹¹ Sandusky, Interview, part 2, 26 April 2010, pp. 9-10. Sandusky discusses DLIFLC interactions with NSA over various testing issues in parts 3 and 4 of this interview.

retired from the Air Force at DLIFLC in August 2008, also attended DLIFLC's Air Force Ball.¹¹² The guest speaker for the ball happened to be James Clapper, then the Under Secretary of Defense for Intelligence, who was visiting DLIFLC at the same time as Scott. Clapper, himself a retired U.S. Air Force lieutenant general, later became the fourth Director of National Intelligence. In Monterey, Clapper participated in a dinner with local political leaders, received a DLIFLC command brief, visited Persian Farsi and Pashto classes, had lunch with students, and observed technology demonstrations, and spoke at DLIFLC's Patriot Day observance.¹¹³ The following month, ODNI sent a team from the RAND Corporation to interview a number of key DLIFLC leaders as part of a study seeking to determine the appropriate mix of military, civilian and contractor linguist personnel in the cryptologic language field.¹¹⁴



Figure 9 – Col. William T. Bare and Col. Sue Ann Sandusky flank James Clapper, Undersecretary of Defense for Intelligence, just before Clapper spoke during a ceremony in September 2009.

Capping off 2010, Col. Danial Pick and Provost Dr. Donald C. Fischer attended a Central Intelligence Agency-sponsored World Language Summit at the University of Maryland Conference Center in College Park, Maryland in early December. The summit was held by the CIA and the University of Maryland, Center for Advanced Study of Language (CASL). The World Language Summit brought together educators and national security professionals to share

¹¹² DLIFLC_Sitrep_11Sep09, DDA.

¹¹³ DLIFLC_Sitrep_11Sep09, DDA.

¹¹⁴ DLIFLC_Sitrep_23Oct09, DDA; “DLIFLC Remembers 9/11,” dliflc.edu news item, 14 September 2009.

best practices in foreign language education and emphasize the study of mission-critical languages. The keynote speaker and conference sponsor was CIA Director Leon Panetta, who called for a commitment to language learning in the United States. High levels of language proficiency, he said, were necessary to improved collection and more effective targeting, better analysis, and increase intelligence community effectiveness and success. During the afternoon session, panels covered the role of the Flagship program and its accomplishment as well as the application of technology to language learning.¹¹⁵

DLIFLC and Naval Postgraduate School Cooperation

During her tenure as commandant, Colonel Sandusky sponsored cooperative activities between DLIFLC and the Naval Postgraduate School (NPS) in Monterey. For example, in October 2008 DLIFLC partnered with NPS, as well as the Monterey Institute of International Studies (MIIS), to conduct a four-day cultural symposium called “Windows to the World.” This onetime event featured screenings of fifteen award-winning documentary films with exceptional cultural and foreign language content. On the opening day, six films were shown at DLIFLC and more than 700 DLIFLC students, plus students and faculty from NPS and MIIS, participated in pre-viewing and post-viewing activities, including discussion sessions, led by DLIFLC faculty members and other subject-matter experts. Sandusky and film-maker Jonathan Stack even provided commentary and answered questions during a public screening of two of Stack’s films about post-war Liberia, held at the Golden State Theater in downtown Monterey.¹¹⁶

On 30 January 2009, Colonel Sandusky signed a Letter of Accord with Lt. Gen. (Ret) Robert L. Ord III, Director of the Global Center for Security Cooperation, in a ceremony at the Global Center’s headquarters at NPS in Monterey. The accord was intended to bring DLIFLC into the consortium of U.S. Government organizations for which the Global Center performed a clearinghouse function, enabling quick access to course information and material. Congressman Sam Farr and V. Adm. (ret) Daniel T. Oliver, Jr., President of NPS also participated in the event.¹¹⁷ The Global Center included the NPS School of International Graduate Studies; the NPS Center for Civil-Military Relations; the Center for Homeland Defense and Security and Defense Resources Management Institute; DLIFLC’s sister institute, the Defense Language Institute English Language Center; the Defense Institute of International Legal Studies; the Defense Institute for Medical Operations; the Joint Special Operations University; and the Defense Institute of Security Assistance Management.¹¹⁸

¹¹⁵ DLIFLC Sitrep 10 Dec 2010, DDA.

¹¹⁶ DLIFLC_Sitrep_21OCT08_final, DDA.

¹¹⁷ DLIFLC_Sitrep_03FEB09_final, DDA.

¹¹⁸ Barbara Honegger, “Global Center for Security Cooperation, DLI Sign Historic Collaboration,” 12 February 2009, www.nps.edu, copy located in DLIFLC CH files (2008-2010), DDA.

In addition to the Global Center accord, DLIFLC began to capitalize on its good relations with NPS during this period to help it establish a campus academic digital network similar to the one that NPS had developed that operated independently from the military network. When DOD imposed global security restrictions on military networked computers it greatly impacted DLIFLC faculty and students who suddenly could not use iPods and easily share classroom materials using external memory devices has had begun a routine way of managing classes and student assignments. The existence of the NPS “dot E-D-U” established a useful precedent, reduced the cost to DLIFLC to develop a similar system by sharing resources, and provided a ready pool of technical knowledge to help and sustain a similar DLIFLC network. This topic is covered more extensively in Chapter V.

In April 2010, DLIFLC participated in the “Team Monterey” council, which brought together all of the military organizations in Monterey County. The team included DLIFLC Assistant Commandant and the Chief Technology Officer who provided local political leaders with an overview of the technology and network collaboration between DLIFLC and NPS. Specifically, the team briefed the leaders about the dot-edu efforts of both Installations and how their common data archive could be used to support recovery efforts in the event of a major local natural disaster.¹¹⁹

Figure 10 – Col. Sue Ann Sandusky signs an accord with Robert L. Ord III of the Global Center for Security Cooperation. NPS President Daniel T. Oliver (left) and Rep. Sam Farr are shown standing, 30 January 2009.



¹¹⁹ DLIFLC_Sitrep_09 Apr 10, DDA.

Foreign Military Interest in DLIFLC

DLIFLC routinely hosted visitors from foreign military institutions with an interest in language training. Many came specifically to learn about language training methods used by Institute faculty. For example, in 2008 visitors included a delegation from the Chinese People's Liberation Army Foreign Language Institute, along with the Chinese Assistant Military Attaché to the United States¹²⁰ as well as the dean and a small group of instructors from the Uruguayan Army Language School. The Uruguayans visited Monterey to observe DLIFLC teaching methods, organization and integration of technology in the classroom. The Uruguayan Army was in the process of restructuring and augmenting its language school and developing new training materials to better support Uruguayan PKO contingents.¹²¹ Similarly, in September, a Korean delegation led by Col. Park Yihwan, Chief of the Education and Training Division, Republic of Korea Army Intelligence Center, headed a three-person delegation to DLIFLC. The Koreans were planning to begin teaching Arabic at their language school in 2011 and came to learn about DLIFLC's methods and materials.¹²² DLIFLC staff sometimes reciprocated with visits to the institutions of these countries.

More rarely, foreign nations sent students to attend courses taught in Monterey by DLIFLC. Throughout this period, DLIFLC hosted a contingent of Danish military students who had first come to Monterey in 2007 to learn Pashtu to support their country's participation in the International Security Assistance Force—Afghanistan. The activities of these students and their officers is treated in the following chapter.

One special relationship involved the Republic of Kazakhstan. In 2003, Kazakhstan established a military language school deliberately modeled on the basis of DLIFLC. In November 2008, DLIFLC hosted a six-member delegation from the Kazakhstan Military Institute of Foreign Languages. According to Maj. Gen. Bakhtiyar Syzdykov of the Kazakh army, who headed the group, "the entire world knows about the existence of DLI." Syzdykov's school was training about six hundred cadets to become officers. It taught them foreign languages on a five-year program with the first class then preparing to graduate. According to Syzdykov, his institute had adopted many DLIFLC techniques, including the recruitment of native speakers as instructors. Kazakhstan also sends military students to learn English at the U.S. Air Force's Defense Language Institute English Language Center in San Antonio, Texas. As a nation, Kazakh President Nursultan A. Nazarbayev, had directed that all government employees speak three languages: Kazakh, Russian, and English. The Kazakhstan Military Institute of Foreign Languages was the key to reaching that goal in ten to fifteen years. Although Kazakhstan did not expect to become a NATO member, it was the only Central Asian nation

¹²⁰ DLIFLC SITREP, 17 June 2008, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

¹²¹ DLIFLC_Sitrep_11MAR08_final, DDA.

¹²² DLIFLC_Sitrep_23SEP08_final, DDA.

with a NATO partnership agreement in place.¹²³ In March 2010, as part of its ongoing exchange with Kazakhstan, DLIFLC again hosted a Kazak delegation. The delegation of five Kazak instructors from the “Kazakhstan DLIFLC” came to work with DLIFLC instructors and to attend classes on language training, teaching methods, control methods of preparation, the use of Smartboards and educational literature in classes.¹²⁴

In July 2009, a high-level delegation of more than fifty participants of the U.S.-South Africa Defense Committee visited DLIFLC. The group included the South African Secretary for Defence and the U.S. Deputy Assistant Secretary of Defense for Africa, general and flag officers from the South African National Defence Force, and U.S. Africa Command and its components. The group received a command briefing and observed classroom instruction. South Africa was considering how to expand its military academy’s foreign language training while increasing the pre-deployment foreign language training of its forces conducting peacekeeping/stability missions, especially in the Democratic Republic of Congo and Sudan-Darfur.¹²⁵

Bureau of International Language Coordination

Colonel Sandusky and Provost Dr. Donald Fischer attended the annual professional seminar of NATO’s Bureau for International Language Coordination (BILC), held in 2009 in Copenhagen. Dr. Fischer made a presentation and chaired a panel, both relating to technology in the language learning process. The seminar brought together more than seventy-five NATO, Partners for Peace, and other national-level language leaders for discussions about NATO language standards and testing and to share best practices with regard to technology in the classroom.¹²⁶ BILC held three annual conferences during this period, each in a different NATO capital. The conference in 2008, held in Athens, Greece, focused upon the debate over general proficiency versus specialized needs, e.g., education versus training. The 2009 conference held in Rome, Italy, focused upon bridging the gap between language requirements and what students can actually learn in a specified time period. The third conference in 2010, held in Istanbul, Turkey, focused upon educators and how they succeed.¹²⁷ DLIFLC routinely sent representatives to participate in these annual BILC meetings.¹²⁸ The focus of BILC in recent years required less

¹²³ Kevin Howe, “Kazakhstan Models Language Institute after DLI: Central Asia Institute Modeled on Language School,” *Monterey Herald*, 7 November 2008.

¹²⁴ DLIFLC_Sitrep_26 Mar 10, DDA.

¹²⁵ DLIFLC_Sitrep_24Jul09_final, DDA. The group included South African Secretary for Defense, T.E. Motumi, US Deputy Assistant Secretary of Defense for Africa, Amb Vicki Huddleston, South African National Defence Force, Chief of Corporate Staff, Lt Gen Jansen Van Rensburg, and AFRICOM Deputy to the Commander for Military Operations, Vice Adm Robert Moelle.

¹²⁶ DLIFLC_Sitrep_9Oct09, DDA.

¹²⁷ BILC website archives at: www.natobilc.org/Archives/ConferenceArchives.html (accessed October 2014).

¹²⁸ BILC no longer publishes conference minutes. DLIFLC participation in BILC activities has continued while also diminishing since the era when DLIFLC Provost Ray Clifford chaired the annual BILC meetings.

involvement from DLIFLC as its mission had turned more to helping NATO allies obtain greater English language competence to enable staff officers to serve in various NATO headquarters.¹²⁹

While in Denmark in 2009, Sandusky and Fischer also visited the Danish Military Institute for Foreign Languages and conducted discussions concerning the cooperation between the two countries on Afghan languages training, as discussed above. The Danish Commandant, Lt. Col. Steen Bornholdt Andersen, called DLIFLC a “strategic partner” without which Denmark could not respond to emerging and surge language requirements. Up to that point, DLIFLC had trained more than twenty Danish officers in Pashto and Dari. According to the DLIFLC commandant, there continued to be a great interest in the Institute’s Pashto and Dari programs by U.S. allies, especially the United Kingdom, France, Germany, Canada and Denmark. She discussed informally with representatives from these countries the need to improve and streamline methods to share and collaborate on curriculum, which was difficult due to copyright considerations and security assistance regulations and procedures. In addition, Sandusky shared information about DLIFLC’s assessment methods, teaching capacity and availability of qualified teachers for Afghan language requirements.¹³⁰

Construction of New General Instructional Buildings

During the tenure of Colonel Sandusky, ground was broken on two of three new General Instructional Buildings (GIB) planned for DLIFLC and funded by Presidential Budget Decision (PBD) 753, which established the Proficiency Enhancement Program (PEP). PEP allowed DLIFLC to decrease its student to teacher ratio in a prolonged effort to raise student proficiency across its basic foreign language program. The idea was simply that fewer students per teacher allowed individual students to receive more attention and to have more active engagement in the classroom. This meant, of course, that the Institute had to hire more teachers, but it also meant that the existing number of classrooms needed to be increased by as much as 40 percent.¹³¹

Large construction projects generally entail some glitches along the way. The first problem for Sandusky was an unexpected partial reduction in funding for the first GIB, planned for Fiscal Year 2008. On 30 April 2008, Colonel Sandusky met with the U.S. Army Corps of Engineers, Sacramento District, which was in charge of all military construction projects, and finalized a “painful” decision to cut the top floor from the building “to have a prayer of keeping the project,” as she stated. This decision was driven mainly by cost overruns, but local community concerns about building height may have played a role. The decision eliminated twelve classrooms and about the same number of instructor offices from the project. Despite the change, the Corps still needed to ask for an additional \$2 million to cover construction cost

¹²⁹ “A Conversation between DLIFLC and the Hay Group,” 29 January 2009, pg. 44, DLIFLC CH files (2008-2010), DDA.

¹³⁰ DLIFLC_Sitrep_9Oct09, DDA.

¹³¹ Sandusky, Interview, part 4, 17 May 2010, pp. 30-31.

increases. It was uncertain if DLIFLC could award a contract for the modified building, although the change did not affect the timeline.¹³²

By July 2008, Sandusky was able to advise her CAC supervisor that the Corps had awarded the contract for construction of the FY08 GIB, which began by the end of that summer. The final design included four stories instead of five. Meanwhile, DLIFLC continued to work with the Corps on the design and funding parameters for two additional GIBs planned for construction in 2009 and 2010. Budget constraints had also delayed construction of these buildings. In working with the Corps, Sandusky sought to ensure that these additional buildings would be able to make up for the classrooms and faculty offices given up in the FY08 GIB.¹³³ In August, disappointment due to GIB construction delays was offset by the good news that a new military dental clinic was completed and opened that month. The new \$6 million clinic brought six additional chairs into action to address population growth at DLIFLC since 9/11.¹³⁴

Current Classroom Count		FY12 Projections (%Capacity)	
• Asian I (UAA) –	124	• UAA –	129 104%
• Asian II (UAB) –	85	• UAB –	87 102%
• Euro & Latin (UEL) –	107	• UEL –	118 110%
• Multi-Language (UCL) –	83	• UCL –	95 114%
• Middle East I (UMA) –	78	• UMA –	77 98%
• Middle East II (UMB) –	71	• UMB –	72 101%
• Middle East III (UMC) –	72	• UMC –	80 111%
• Persian Farsi (UPF) –	82	• UPF –	87 106%

Figure 11 – Classroom capacity depicting projected insufficiencies due to GIB start delays, ca. 2010.

Sandusky faced more problems in shepherding the planned two new GIBs to completion. Based on budget actions in the Pentagon, the Corps “delinked” and redesigned the two projects forcing their construction timelines farther down the road, which pushed the FY10 GIB project into FY11. This impacted DLIFLC student scheduling and forced the Command to compute how the shift would affect its classroom space availability in out years.¹³⁵ The Army confirmed the construction delay when the “Proposed FY11 MCA Program” included DLIFLC’s \$41.8-million GIB project, meaning it was cut from the FY10 budget.¹³⁶ To explain why this happened, Sandusky said that it was really the “result of the left hand not knowing what the right hand was doing.” The Corps awarded two GIBs to be built simultaneously, maximizing efficiencies and

¹³² DLIFLC_Sitrep_06MAY08_final; DLIFLC_Sitrep_13MAY08_final; both DDA.

¹³³ DLIFLC_Sitrep_08JUL08_final, DDA.

¹³⁴ Hiro Chang, “DLIFLC and POM Receive New Dental Clinic,” *Globe*, vol. 31, no. 2 (Summer 2008): 13.

¹³⁵ DLIFLC_Sitrep_5Jun09_final, DDA.

¹³⁶ DLIFLC_Sitrep_12Jun09_final, DDA.

allowing the contractor to accrue significant cost reductions. DLIFLC briefed the project and its need up the chain of command to the vice chief of staff of the Army and funding was restored for the final GIB, but not until the 2011 fiscal year.¹³⁷ With budget delays, the two projects could not be done simultaneously. The 2010 GIB, thus became the 2011 GIB, which necessarily raised the final overall project cost.¹³⁸

Despite budget-induced changes, on 4 September 2008, DLIFLC was able to host a ground-breaking ceremony for the first GIB. As noted in the introduction, Gail McGinn, Deputy Undersecretary of Defense for Plans, along with local Congressman Sam Farr, who helped secure funding for the building, participated in the ceremony. The building's name was already known. It would be dedicated to honor the late Alfie Khalil, Arabic instructor and long-time DLIFLC and Presidio of Monterey union representative. Khalil's family members also participated in the ceremony as well as local community leaders.¹³⁹ Following the groundbreaking ceremony, McGinn had lunch with a few DLIFLC Basic Course students (Arabic, Spanish, Farsi, Dari, and Pashto) and met with other students who were in post-DLPT Arabic training. She also met with Urdu faculty members, examined actual DLPT5s in the target languages and in English translation, and participated in a discussion led by the Provost, Dr. Fischer, and Dr. Mika Hoffman, Dean of Test Development, on DLPT5 design and calibration.¹⁴⁰

The \$30 million structure, which had lost an entire floor to save costs, was able to house 61 classrooms, 30 offices, and enough space for 140 students and faculty.¹⁴¹ It was completed in July 2010 and occupied in late in 2010. Although the Army was happy with the functionality and energy efficiency of the building, its location on a steep slope required formidable engineering compromises. The heavy drainage-control landscaping surrounding the structure became such an obstacle that the builder actually chose to construct the main entrance on the second-floor with access via a bridge. Budget-conscious design also meant compromise. For example, architecturally the building was not in the Spanish neo-colonial style of earlier and later post buildings while its odd swoon-shaped roof set it apart.

The architect and engineers from the U.S. Army Corps of Engineers in Sacramento had chosen to design the Alfie Khalil building using the nearby dental clinic as a reference point. That newly constructed structure included large windows with good views of Monterey Bay that helped sooth patients during treatment. When completed, however, Khalil Hall looked nothing like the dental clinic and its tiny windows provided poor views of Monterey Bay. The architect

¹³⁷ Sandusky, Interview, part 4, 17 May 2010, pp. 31-32.

¹³⁸ The FY09 and FY10 GIBs also caused concern because they eliminated parking space.

¹³⁹ DLIFLC_Sitrep_09SEP08_final, DDA.

¹⁴⁰ DLIFLC_Sitrep_09SEP08_final, DDA.

¹⁴¹ Natela Cutter, "DLIFLC Breaks Ground for New Instructional Building," *Globe*, vol. 31, no. 2 (Summer 2008: 16; GIB Photos (Buildings 417, 607, 613), ppt file, DDA.

told Colonel Sandusky, who was concerned that she would be blamed for “an ugly building,” that the Corps had deliberately chosen a design without good views of the bay because “we didn’t want the students to be distracted.” Unable to change Khalil’s design, Sandusky proposed adding a rooftop café to the structure, perhaps a facility managed by the DLI Alumni Association. The possibility existed because the load that the building was designed to bear originally included five stories while only four were constructed. Unfortunately, the building’s roof was not strong enough to bear the load to support such a café. Sandusky hoped that a future commandant, inevitably replacing the roof, would install a rooftop café with a bay view.¹⁴²

On 10 March 2010, Gail McGinn returned to DLIFLC to attend a DLSC meeting and also to officiate a groundbreaking ceremony for the second of DLIFLC’s planned new GIBs, the one that had been pushed into 2010. Construction on the structure began 22 March and was scheduled for completion in November 2011 with a cost projected at \$13.4 million. During the ceremony McGinn stated that DLIFLC was “our cornerstone for language training,” which DOD “has come to embrace the need in a big way.” The new building included thirty-six classrooms, additional faculty offices, a conference room, test control areas, multipurpose areas, and cultural exhibit rooms. The structure cost approximately \$13.4 million and brought 47,000-square-feet of classroom and office space online. A reception followed at the commandant’s quarters.¹⁴³



Figure 12 – Building 417, Khalil Hall, despite landscape challenges, became operational in 2010.

¹⁴² Sandusky, Interview, part 4, 17 May 2010, pp. 33-34.

¹⁴³ DLIFLC_Sitrep_12 Mar 10, DDA; Kevin Howe, “Presidio of Monterey Breaks Ground on DLI Classroom Building,” *Monterey Herald*, 11 March 2010; see also “Ground Broken for the New Instructional Building at the Presidio of Monterey,” March 2010 news item posted to www.dliflc.edu.

Board of Visitors

On 12 and 13 December 2007, a new DLIFLC Board of Visitors met. Unlike previous boards, this one was the first to operate as a subcommittee of the new Army Education Advisory Committee (AEAC), which was governed by the Federal Advisory Committee Act of 1972, as amended. The Board served as an advisory panel or independent sounding board that provided constructive input to DLIFLC leaders. Board members provided their formal input to the Army Education Advisory Committee, which passed on those recommendations to DLIFLC. In the words of Colonel Sandusky, “the Board serves as a guardian of institutional integrity, assisting the commandant in ensuring that DLIFLC continues to fulfill its stated mission.” The Board of Visitors also supported the element of governance required by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, which was important to maintaining DLIFLC’s accreditation as a degree-granting educational institution. Sandusky hoped the Board would be able to advocate for DLIFLC within DOD and outside to other institutions. “There is this perspective that the government language learning world and the academic language learning world have been at odds totally unnecessarily and counterproductively for many decades, and we have an opportunity right now to bring the two together,” added Board member Dr. Nina Garrett.¹⁴⁴

The next Board of Visitors meeting took place in June and focused upon how the Institute integrated teaching culture and area studies into its curriculum. Board members sat in on various classes and spoke to instructors and deans. Dean Deanna Tovar, for example, briefed retired Navy V. Adm. Lowell Jacoby on the process used by teachers to infuse their teaching on a daily basis with cultural content. Jacoby appeared impressed after witnessing teachers who simultaneously discussed politics, geography, and culture while speaking and teaching their language.¹⁴⁵

In December 2008, the DLIFLC Board of Visitors met for the third time.¹⁴⁶ The Board focused upon problems in fielding the DLPT5, as discussed in Chapter IV, and made general recommendations. It commended Institute efforts to improve faculty teaching skills, advised that required language proficiency levels in the field needed revalidation to make appropriate decisions about sub-2 linguists, and noted the need to keep military training requirements in proper balance with the school’s main mission to train linguists. The Board also pointed out the utility of having thresholds or milestones during each DLIFLC course. Especially for long courses, milestones would help reduce student stress. Finally, the Board agreed with Institute leaders in expressing their concern over DOD’s policy banning the use of flash drives and USB ports that negatively affected the use of language learning technology at DLIFLC.¹⁴⁷

¹⁴⁴ Natela Cutter, “DLIFLC Hosts Board of Visitors,” *Globe*, vol. 30, no. 2 (Spring 2008): 5.

¹⁴⁵ Natela Cutter, “BoV Examines Culture and Area Studies Curriculum,” *Globe*, vol. 31, no. 2 (Summer 2008): 14.

¹⁴⁶ Board of Visitors meeting minutes unavailable, possibly because the Board reports officially to AEAC.

¹⁴⁷ DLIFLC_Sitrep_23DEC08_final, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

The next Board of Visitors meeting was held 24 and 25 June 2009. This meeting was the fourth under the AEAC configuration and focused upon DLIFLC's distance learning and virtual technology and its continuing education programs. Colonel Sandusky felt that the meeting went well as the Board offered insights and strategic direction and appeared to share her view about the utility of moving the Institute from its existing "dot-mil" network to an academic-style configuration.¹⁴⁸



Figure 13 – DLIFLC Board of Visitors. Top L: Dr. Richard Brecht, Dr. Galal Walker, Dr. John Petersen. Bottom L: Dr. Deborah LaPointe, Dr. Nina Garrett, Dr. Irvine Rokkc, Dr. Robert Gard, Dr. James Keagle, and retired Vice Adm. Lowell Jacoby (not pictured: Kenneth Nilsson), 2008-2010.

The Board offered two major recommendations. First, the Board was sympathetic to the serious technical handicaps on DLIFLC's teaching mission imposed by security restriction on the military network. However, the Board recommended a sophisticated analysis prior to developing an Army "dot-edu" capability. The analysis, said the Board, needed to involve outsiders and should consider not just the technology but the pedagogy as well. The Board's second major recommendation stated the need for DLIFLC to create a comprehensive strategic plan to explain how its national security mission could be accomplished given the need to maintain a surge capacity to deal with rapidly changing national security challenges. In light of its two recommendations, the Board congratulated Institute leaders for their "can-do attitude" and capacity to grow virtual language education consistent with its mission. The Board was concerned, however, that the complexity of that growth might go beyond DLIFLC's resources, which was why it recommended "a clear, crisp plan." Two other observations the Board made,

¹⁴⁸ DLIFLC_Sitrep_26Jun09_final, DDA. Robert Seger from TRADOC's G3/5/7 also attended the meeting.

for which it offered no recommendations, regarded efficiency and counterintelligence. Board members had noticed that deployed faculty often experienced long periods of inactivity, lacking clear goals and objectives. This inactivity apparently occurred when units delayed course or when instructors otherwise had wait for their courses to start. Finally, DLIFLC's reliance on educational technology also made its graduates potentially more vulnerable to counterintelligence threats.¹⁴⁹

Colonel Sandusky acknowledged the Board's concern that DLIFLC not try to do everything for everyone and that in defining future support of language learning needs DLIFLC might need to pick certain aspects upon which to focus. Although Sandusky wanted DLIFLC to be a center of expertise for all DOD language needs, she acknowledged that the Board might be right in raising the point that if DLIFLC outstripped its resources, how would it pull back? She said that the Institute would have to wrestle with this issue.¹⁵⁰

Change of Command

There were several changes in the command of DLIFLC between 2008 and 2010. After four years as Assistant Commandant, Col. Daniel Scott retired on 1 August 2009 after 29 years in uniform and four at DLIFLC. Scott was known for his understanding of Washington policy making and funding processes. According to Colonel Sandusky, Scott played an important role in obtaining money that allowed DLIFLC to implement the "Language Transformation Roadmap" and helped oversee \$362 million in spending over the five-year period to implement the Institute's Proficiency Enhancement Program and construct new academic buildings. His direct involvement in managing DLIFLC's schools was a first for an assistant commandant and he had a major impact on the multi-phased organizational changes required by the PEP effort to increase student proficiency.¹⁵¹

The change of command ceremony for Colonel Sandusky took place at Soldier Field on 6 May 2010 at the Presidio of Monterey. Brig. Gen. Edward C. Cardon, Deputy Commanding General for the U.S. Army Combined Arms Center, Ft. Leavenworth, presided over the event. In her remarks, Sandusky, an Army foreign area officer for Sub-Saharan Africa, thanked the mayors and communities for their strong support and the faculty and staff for their work. After sharing a favorite proverb—"Cross the river before you insult the crocodile"—Sandusky spoke both in German and French. Her next assignment was in Africa as senior military attaché at the U.S. Embassy in Liberia. During his remarks, Cardon noted that many milestones had been achieved during Sandusky's tenure. Under Sandusky's command, DLIFLC awarded its 5,000th Associates of Arts degree in Foreign Languages. Sandusky, he noted, had aggressively pushed

¹⁴⁹ Cameron Binkley, Historian's Notes on Board of Visitors Comments, 25 June 2009, in DLIFLC CH files (2008-2010), DDA.

¹⁵⁰ Binkley, Historian's Notes on Board of Visitors Comments, 25 June 2009.

¹⁵¹ Natela Cutter, "Assistant Commandant Col. Daniel Scott Retires," *Globe*, vol. 31, no. 2 (Summer 2008): 5.

language training out to operational units and had improved language proficiency in the operating forces. Cardon even followed Sandusky in her habit of using African proverbs when he stated that “The best time to plant a tree is 20 years ago; the second best time is now.” In other words, he explained, Sandusky had planted herself in the midst of the school to grow the language skills of the school and its graduates.¹⁵²

Following his remarks about Colonel Sandusky, Cardon then welcomed Col. Danial D. Pick as the 26th Commandant of DLIFLC. Pick was a graduate of the University of Washington, who entered active duty as a military intelligence officer. He became a Middle East Foreign Area Officer in 1996 with FAO assignments as Kuwaiti Land Forces Advisor, Kuwait; FAO assignment officer at Army Human Resources Command in Washington, D.C.; executive officer, Human Intelligence Team, 2nd Battalion, 10th Special Forces Group (Airborne), Northern Iraq; Army attaché, U.S. Embassy, Amman, Jordan; policy officer, Office of the Secretary of Defense; and FAO program director, DLIFLC. Pick held a Bachelor of Arts in Near Eastern Languages and Civilization from the University of Washington, a Master of Military Studies from Marine Corps University at Quantico, and a Master of Arts degree in Near Eastern Studies from Princeton University. He spoke Arabic, Persian Farsi, Persian Dari, and Assyrian.¹⁵³ Pick had also already served at DLIFLC as the director of its FAO program.



Figure 14 – Col. Sue Ann Sandusky (2nd left), reviews troops during a DLIFLC change of command ceremony marking her transfer of command to Col. Danial D. Pick (1st left), 6 May 2010.

¹⁵² Tonya Townsell, “DLIFLC Welcomes New Commandant,” *Globe*, vol. 33, no. 3 (Summer/Fall 2010): 2-3.

¹⁵³ *Ibid.*

Chapter II

Language Training Programs at DLIFLC

Overview

The core mission of the Defense Language Institute Foreign Language Center remained its resident Basic Foreign Language and Continuing Education programs taught in classrooms at the Presidio of Monterey or at facilities nearby on the former Ft. Ord. In Monterey, DLIFLC taught some 24 languages through 35 academic departments while in the nation's capital, it taught another 84 languages in low volume courses through contract arrangements by its branch office. The aim of all language instruction was the acquisition of functional language skills required by military and government employees to perform their work successfully. During the period, there were more than 1,100 civilian foreign language instructors teaching at DLIFLC, the vast majority being native speakers of the languages they taught. Most held bachelor's degrees while 40 percent held master's degrees. Only a few faculty members held doctorates, but about 55 percent of the faculty did hold degrees in foreign language education. Another 350 service members directly supported the language instruction mission, a few as military language instructors, while another 530 military and civilian personnel staffed the U.S. Army Garrison, Presidio of Monterey, primarily to support DLIFLC's mission.¹⁵⁴

By 2010, as a direct result of ongoing operations in Iraq and Afghanistan, the DLIFLC student population had grown more than 50 percent from the same level in 2001. "We have basically doubled the size of our faculty, staff and student load, while our budget has tripled," said Warren Hoy, Chief of Mission Support for the Office of the Deputy Chief of Staff for Operations.¹⁵⁵ In 2001, the DLIFLC student load was 2,484, while in 2007 it was 3,806. Similarly, DLIFLC's budget, which was \$77 million in 2001, had reached \$197 million in fiscal year 2006. At the same time, the percentage of students learning the harder Category III and IV level languages had increased to 94.5 percent of the total student population. Over 70 percent of DLIFLC students were studying the hardest languages, namely Arabic, Korean, and Chinese, while another 24 percent were learning Dari, Pashto, Persian and Russian.¹⁵⁶

¹⁵⁴ *General Catalog 2006-2007* (DLIFLC) pp. 5-9, 19.

¹⁵⁵ Natela Cutter, "DLIFLC Provides Support to the Warfighter and Linguist," DLIAA Quarterly Newsletter XIV (April 2007), DDA.

¹⁵⁶ DLIFLC, DLIFLC Briefing 27 September 2006, in "Command Brief" ff, RG 21.24.

Office of the Provost

The chief academic officer of DLIFLC directly administered the Institute's language training programs and all other major academic functions. Dr. Donald C. Fischer continued to hold this distinguished position after coming on board in 2005 to replace Dr. Ray T. Clifford. Like Clifford, Fischer also held the title of senior language authority. Officially, Fischer was known as chancellor with Deniz Bilgin serving as senior vice chancellor.¹⁵⁷

The Provost Office revised faculty standards for annual evaluations in late April 2010 and asked all the schools to implement the new standards immediately. This meant that the new standards replaced the current ones and required all faculty to revise their performance plans for FY 2010 putting a bit of strain on the department chairs as well.¹⁵⁸

The Academic Advisory Council and the Academic Senate reported to the Provost Office on a regular basis.¹⁵⁹ The Academic Senate hosted a special address by Dr. Gerald E. P. McClean, Director of the Federal Language Academy in Munster, Germany, in June 2009. McClean spoke about constraints on the learning and teaching of languages.¹⁶⁰ The Provost Office also published two academic journals normally processing forty or so unsolicited manuscripts that it peer-reviewed using anonymous readers. Authors who met the required academic standards were accepted for publication in either *Applied Language Learning* or *Dialog on Language Instruction*. Routine publication of the journals aided DLIFLC in obtaining and maintaining its academic accreditation.¹⁶¹

Annual Program Review

The Institute held its 2007 Annual Program Review (APR) in April 2008. The APR was held in conjunction with a meeting of the Defense Language Steering Committee, which convened on 9 April 2008, and included a reception to honor of the DOD Senior Language Authority Gail McGinn, Deputy Under Secretary of Defense, Plans (Personnel and Readiness), and the rest of the DLSC, who traveled to Monterey especially for the event. Local invitees included the mayors of Monterey and other area cities, presidents of area higher education institutions, including the Naval Postgraduate School, and other civic leaders.¹⁶² The APR provided guidance to help shape DLIFLC's continuing efforts to improve its foreign language training efforts. For this APR, with the help of the Strategic Communications Office, DLIFLC created a new booklet similar to a corporate annual report to give an overview of the Institute's

¹⁵⁷ DLIFLC Directory (2006).

¹⁵⁸ UPF School Report April-June 2010, DDA.

¹⁵⁹ Insufficient information on these organizations was available from archival sources for this period.

¹⁶⁰ "British Professor Guest Speaker at Academic Senate Forum," *Globe*, vol. 32, no. 5 (Spring/Summer 2009): 24.

¹⁶¹ Academic Journals, Fourth Quarter 2009 Report, 26 February 2010, DDA.

¹⁶² DLIFLC_Sitrep_08APR08_final, DDA.

activities for the year. Colonel Sandusky thought it “a useful tool to help tell the DLIFLC story.”¹⁶³ The 2009 APR followed a similar approach, again used the corporate annual report model, and focused upon the Institute’s “Mission Essential Task List.” The 2009 APR highlighted especially DLIFLC’s role in helping kick-start DOD’s new Afghanistan-Pakistan Hands program, which was led by the Joint Staff Pakistan/Afghanistan Coordination Cell in the Pentagon, but whose curricula was created from an existing Urdu curriculum that was repurposed by a team of DLIFLC instructors who transformed it into 800 pages of text to use as the basis of teaching basic Dari, Pashto, and Urdu to a cadre of personnel selected for assignments focused upon repeated tours to the region.¹⁶⁴

While preparing for the 2010 Annual Program Review, held on 11 March 2010, DLIFLC hosted a visit by a DOD team sent to assess costs and program functions as well as by the Deputy Director of the Defense Language Office. The visit focused on DLIFLC’s very low range test development program and its support to general forces through AF/PAK Hands, Campaign Continuity, and Multi-Purpose Language Training Detachments.¹⁶⁵ In 2010, Gail McGinn and the DLSC again traveled to Monterey to attend the APR, as did Maj. Gen. Edward C. Cardon, CAC Commander, who held oversight responsibility for DLIFLC.¹⁶⁶

Academic Affairs and Accreditation

Academic Affairs was responsible for managing DLIFLC’s academic records and routinely provided academic information, reports, and analysis to the assistant commandant, provost, associate provosts, and school deans. It was responsible for all DLIFLC registrar functions, such as implementing academic student policies, managing student records from enrollment through graduation (including Associate of Arts degrees, transcripts, diplomas and awards), and ensuring adherence to DLIFLC matriculation processes, graduation, and degree policies. Academic Affairs also fulfilled legally mandated reporting requirements. The biggest event for the office in 2008 was its relocation. During the final quarter, Academic Affairs moved from its home in historic district Building 274 and to Building 634, one of the old Russian Village buildings. It had resided in the same location for approximately fifteen years. Another major event was that the department reported full staffing after several new hires came onboard in 2009.¹⁶⁷ Pamela Taylor served as dean of Academic Affairs throughout this period.

¹⁶³ DLIFLC SITREP, 1 April 2008, in 2008 CAC SITREPs, DLIFLC Command History Office files (2008-2010), DDA; DLIFLC, *Annual Program Review 2008* (DLIFLC, 2008).

¹⁶⁴ DLIFLC, *Annual Program Review 2009* (DLIFLC, 2009).

¹⁶⁵ DLIFLC_Sitrep_12FEB10, DDA.

¹⁶⁶ DLIFLC_Sitrep_12 Mar 10, DDA.

¹⁶⁷ Quarterly Historical Report, 1 October–31 December, CY2009 for Academic Affairs, 15 January 2008 Quarterly Historical Report, 1 Oct–31 Dec CY2009 for Academic Affairs, 31 Dec. 2009; CY08 1st Quarter Historical Summary Report for Academic Affairs, 29 April 2008; All DDA.

During this period, DLIFLC continued to uphold its academic standards and programs in conformity with the standards of the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. This accreditation was the key to the Institute's ability to bestow Associate of Arts degrees on DLIFLC students who met the appropriate requirements. In March 2009, the ACCJC visited DLIFLC as part of its ongoing three-year cycle of academic accreditation reaffirmation. Of interest to the commission during its visit was DLIFLC accountability process. Because the military has many internal controls and an oversight structure geared to provide such accountability, Colonel Sandusky felt that "Commission members were impressed by what they learned here."¹⁶⁸

Academic Affairs was responsible for completing ACCJC reports required to maintain DLIFLC's status as a degree-granting institution, which included producing a periodic Accreditation Self-Study that DLIFLC launched during the summer of 2010. The self-study was part of a larger program that included its Board of Visitors whose advice helped DLIFLC continue to meet the ACCJC requirements. Academic Affairs scheduled and conducted these annual Board of Visitors meetings. Additionally, the self-study was a chance for the school's academic faculty to review its current curriculum and programs in light of best practices.¹⁶⁹

In 2009, Academic Affairs completed an Accreditation Midterm Report for the ACCJC after vetting by DLIFLC leaders and the Board of Visitors. The report was later approved by the ACCJC. Dr. Robert S. Savukinas, the DLIFLC liaison to the ACCJC, attended an accrediting commission semi-annual meeting in January 2009 and prompted the commission to revise an ACCJC policy entitled "Governing Board for Military Institutions" that would have prevented military retirees from serving on DLIFLC's Board of Visitors in leadership positions. That spring Academic Affairs hosted ACCJC commissioners and staff who visited DLIFLC to learn how the Institute ensures quality and assesses students. The Institute is the only military institution that ACCJC accredits.¹⁷⁰ On 19 March 2009, DLIFLC conferred its 4,000th Associate of Arts degree to a DLIFLC graduate since the program was first authorized by Congress in October 2001.¹⁷¹

¹⁶⁸ Dr. Robert Savukinas, "Accrediting Commission for Community and Junior Colleges Visits DLIFLC," *Globe*, vol. 32, no. 5 (Spring/Summer 2009): 27.

¹⁶⁹ DLIFLC_Sitrep_23 Jul 10_Final, DDA; Quarterly Historical Report, 1 July–30 September, CY 2008 for Academic Affairs, 15 October 2008, DDA.

¹⁷⁰ Quarterly Historical Report, 1 January–31 March CY2009 for Academic Affairs, 31 March 2009, DDA.

¹⁷¹ DLIFLC_Sitrep_13MAR09_final, DDA. DLIFLC students earn 45 credit hours in foreign language and area studies, upon completing their DLIFLC course and meeting graduation standards on the Defense Language Proficiency Test and Oral Proficiency Interview. For the AA degree, a student must also complete general education requirements in English, math, science, history/social science and computer science through CLEP/DANTES tests or by transferring credits from other accredited institutions of higher education.

In July 2009, Colonel Sandusky was pleased to report to her supervisor, General Cardon, that the ACCJC had accepted the Institute’s Accreditation Midterm Report without comment. In other words, it found no issues requiring attention. By then, DLIFLC had awarded another 300 Associate of Arts degrees. The number of students successfully completing their first degrees through DLIFLC clearly indicated how important the program was for DLIFLC students. Colonel Sandusky was also clearly gratified by the ACCJC’s recognition of DLIFLC’s high academic standards.¹⁷²

On 18 March 2010, Academic Affairs awarded DLIFLC’s 5,000th Associate of Arts degree to a U.S. Army Arabic linguist, which took place in the Post Theater. Col. Sandusky presented the diploma to Pfc. Tyler Scott Rasmussen, a graduate of the Arabic Basic Program, who despite his name had no connection to Colonel Kai Rasmussen, the Institute’s first commandant. Whether attributable to divine intervention, an extraordinary coincident, or careful scheduling of students and class graduations, it was a happy bookmark tying the evolution of DLIFLC from its expedient WWII origins as an obscure military training program for Japanese linguists and into a fully accredited degree-granting educational institution.¹⁷³ In September 2010, DLIFLC hosted an orientation visit for new members to its Board of Visitors, who served on two-year appointments.¹⁷⁴

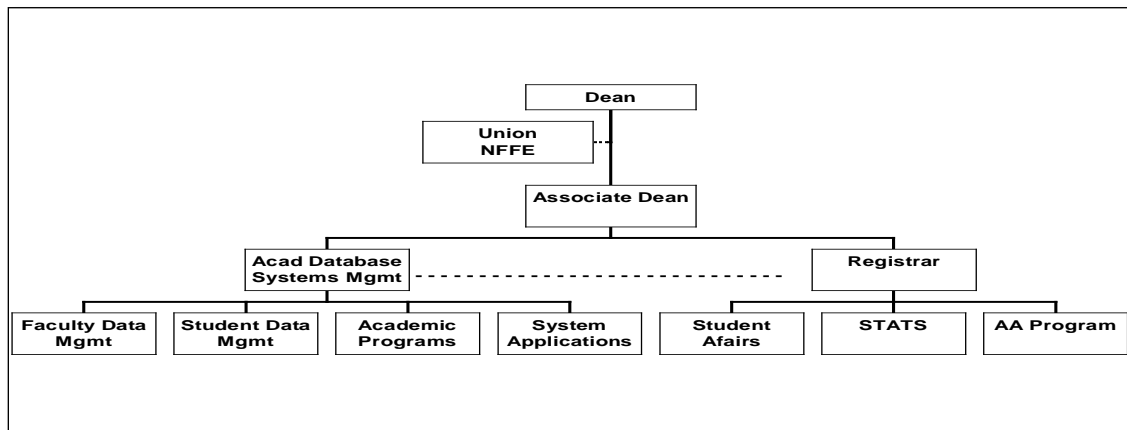


Figure 15 – Organizational structure of Academic Affairs Office in 2008.

¹⁷² DLIFLC_Sitrep_17Jul09_final, DDA.

¹⁷³ Qtrly Historical Rpt, 1 Jan.–31 March CY2010 for Academic Affairs, 31 March 2010; and DLIFLC_Sitrep_19 Mar 10, DDA. Accredited by the Western Association of Schools and Colleges and authorized by Congress to grant the Associate of Arts degree, DLIFLC conferred its first degree in May 2002.

¹⁷⁴ DLIFLC_Sitrep_17 Sep 10_Final, DDA.

Basic Courses of the Defense Language Institute Foreign Language Center

New Initiatives

In 2008, DLIFLC conducted an assessment and determined to implement a new student training program called the “4 + 2 Plan” that proscribed four hours per day of required courses and two hours per day of student-chosen electives. Schools, such as Asian II, had to conduct faculty training and develop elective course for all six of its departments, which were offered by 2010. Another initiative involved students preparing and conducting their own lessons pegged to their course content and level. In Asian II, a new emphasis on homework in 2010 focused on tailoring to match individual student needs and addressing FLO subskills, more timely feedback, and an increased weight on homework for semester grades, which now determined 10 percent of the semester grade instead of only 5 percent.¹⁷⁵ In February 2008, DLIFLC also implemented a new classroom schedule that imposed a mandatory Study Hall at the end of the six-hour school day and lasted 45 minutes. The change standardized a teaching schedule put in place in 2007 due to the implementation of the original mandatory Study Hall program and that had introduced a modified teaching schedule on Tuesdays and Thursdays. The change extended the study hall hours to the entire week but eliminated late day study hall hours and reduced the need for faculty and students to return to the classroom in the evening. The Study Hall program was mandatory for all students in the first eight weeks of instruction or who failed to maintain a C+ average.¹⁷⁶

On 4 June, DLIFLC hosted an off-site gathering involving more than one hundred DLIFLC staff and faculty, garrison staff, service and support unit leaders to focus on practical steps to integrate all the elements of the Proficiency Enhancement Program (PEP) and facilitate transition to the PEP graduation standard of 2+/2+/2. At the time, DCSOPS and the Provost Office were developing specific recommendations for implementation and the meeting was intended to provide input to that process.¹⁷⁷

On 1 October 2008, DLIFLC moved the PEP initiative into high gear when the campus officially put its new PEP goals in place for basic course students. As of this date, the official graduation goal would be 2+/2+/2. The new goal did not affect individual graduation minimums, however, which remained unchanged at 2/2/1+ in listening/reading/speaking. Instead, the change meant that the school would measure its own success by the rate at which graduates achieved the higher proficiency standard. Colonel Sandusky and her staff thus began a period of engagement to examine how to strike the right balance between the need for increased DLIFLC “throughput” and the now officially recognized requirement for higher proficiency. The initial goal was set at 20 percent, which officials hoped to see rise in increments over five

¹⁷⁵ Lt Col Christiansen, UAB School Briefing Slides, 19 July 2010, DDA.

¹⁷⁶ Col Sue Ann Sandusky, Memo: Mandatory School/Study Hall Implementation, 21 February 2008, in DLIFLC Command History Office files (2008-2010), DDA.

¹⁷⁷ DLIFLC SITREP, 10 June 2008, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

years to 80 percent. To obtain that ambitious target, Sandusky said, “we have adopted throughout the Institute a new mind-set that emphasizes maximizing proficiency as we put in place all the remaining pieces of PEP. We continue to develop innovative and clearly focused curriculum, improve classroom practices, and learn to fully exploit our newly implemented wireless network and other technologies.” The problem, as the commandant readily acknowledged, was that while these new standards were now in place, the Institute had simultaneously revised its testing procedures. The new Defense Language Proficiency Test 5 (DLPT5) was much more rigorous than the previous test. Thus, while graduates might be better evaluated than in the past, they now had to perform at a higher level to obtain even the same graduation standards as previous students, who had taken easier tests.¹⁷⁸

In 2008, the University of Maryland’s Center for Advanced Study of Language (CASL) published a report on the effectiveness of DLIFLC’s use of foreign language learning technology and its class size reduction program. The research was commissioned in 2006 and conducted with the assistance of DLIFLC’s Division of Research and Evaluation along with students and faculty from DLIFLC schools Asian I and Middle East III. The independent report concluded that class size reductions had indeed increased target language practice and the amount of attention that individual students received at DLIFLC while new classroom technology was effectively integrated. These twin PEP measures, CALS concluded, had “the potential to improve learning outcomes significantly at DLIFLC.”¹⁷⁹

On 26 February 2009, DLIFLC inaugurated the first of three Basic Arabic-Iraqi blended pilot courses in a class with 36 students (Army-8, National Guard-1, Navy-14, USAF-13). The decision to develop an Arabic basic language course that included an Arabic dialect, in this case Iraqi, and not just standard MSA, was important to many in the linguist user community, including the National Security Agency who sent Arabic language program leaders from Ft. Gordon to be present for the kick-off.¹⁸⁰ Known as “Basic Arabic Iraqi,” the pilot courses introduced dialect from the first day in class and blended instruction in that dialect with MSA for the rest of the 64-week course. The overall goal was to shorten or eliminate the need for follow-on dialect training that slowed the actual operational use of military linguists.¹⁸¹

Danish Students at DLIFLC

During this period, DLIFLC hosted a contingent of Danish military students who first began to come to Monterey in 2007 to learn Pashtu to support their country’s participation in the

¹⁷⁸ DLIFLC_Sitrep_07OCT08_final, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

¹⁷⁹ “Optimal Foreign Language Learning: The Role of Class Size Reduction and Language Learning Technology” (University of Maryland: Center for Advanced Study of Language, 2008), pg. 1, in DLIFLC CH files (2008-2010), DDA.

¹⁸⁰ DLIFLC_Sitrep_03MAR09_final, DDA.

¹⁸¹ Natela Cutter, “DLIFLC Pilots New Iraqi Basic Course,” *Globe*, vol. 32, no. 5 (Spring/Summer 2009): 8.

International Security Assistance Force—Afghanistan. These students fully engaged in the activities available to them through DLIFLC training, including by participating in Joint Language Training Exercises (JLTX). For example, in March 2008, 8 U.S. and 10 Danish students of Pashto, 6 Pashto language instructors, and 2 DLIFLC staff members participated in a JLTX supporting the 15th Marine Expeditionary Unit at the National Training Center in Ft. Irwin, California.¹⁸²

In July 2008, Lt. Col. Steen Bornholdt Andersen, commander of the Danish Military Institute for Foreign Languages,¹⁸³ which was part of the Royal Danish Defence College, visited DLIFLC. Andersen came to participate in an in-depth review of areas of mutual interest to both organizations. On 24 July, he also attended the graduation from DLIFLC's year-long Pashto course of the first ten Danish officers, all of whom had achieved outstanding results and were congratulated at a farewell reception hosted by DLIFLC's commandant.¹⁸⁴

In January 2009, Lt. Col. Anderson returned to the Presidio to discuss ongoing language cooperation and to meet with a second group of ten Danish students attending the Pashto Basic Course and another group of twelve Danish students who were participating in an intensive two-week immersion program at DLIFLC's immersion facility on the former Ft. Ord.¹⁸⁵

In June 2009, another Danish officer came to DLIFLC, Maj. Joern Haubro, who was the Chief of Language Training at the Danish Military Institute for Foreign Languages. Haubro attended the graduation ceremony for his two Danish students, who finished the forty-seven-week Pashto class in thirty-seven weeks and scored a remarkable 3/2+/2+ and 3/2+/2 on their DLPTs. Haubro also met with Colonel Bare to discuss future courses/languages for Danish officers at DLIFLC.¹⁸⁶

In July 2009, DLIFLC welcomed four new Danish officers who started the Dari Basic Course. The four had to take an accelerated course due to their imminent deployment to Afghanistan, including Danish Army 1st Lt. Soren Vase. Vase lauded DLIFLC and expressed enthusiasm for its learning atmosphere and integrated use of educational technology like Smartboards, laptops, and iPods.¹⁸⁷ Maj. Joern Haubro, Head of Language Training, Danish Defence Institute for Foreign Languages, Royal Danish Defence College, who stopped in to check on Vase and the other students during a week-long visit, asked DLIFLC to continue to

¹⁸² DLIFLC_Sitrep_11MAR08_final, DDA.

¹⁸³ An alternate translation: Danish Defense Language College.

¹⁸⁴ DLIFLC_Sitrep_22JUL08_final, DDA.

¹⁸⁵ DLIFLC_Sitrep_03FEB09_final, DDA; Natela Cutter, "Danish Students Study Dari at DLIFLC," *Globe*, vol. 33, no. 2 (Spring 2010): 16-17.

¹⁸⁶ DLIFLC_Sitrep_5Jun09_final, DDA.

¹⁸⁷ Pat Griffith, "Danish Army Students Attend DLIFLC for Dari Language Training," *Globe*, vol. 33, no. 3 (Summer/Fall 2010): 21.

cooperate with the Danish school. Like Vase, Haubro expressed great satisfaction with the language training DLIFLC had provided over the past two years. By then, twelve Danish officers had completed basic Pashto and all had exceeded the graduation standard.¹⁸⁸

The Danish Army continued to send delegations to visit DLIFLC throughout this period. Maj. Gen. Peter Kuehnel, Assistant Chief of Staff for Operations, Danish Defense Force, along with Brig Gen. Joergen Jacobsen, Defense Attaché, Royal Danish Embassy, and Lt. Col. Steen Bornholdt Andersen, Head of Danish Language Institute, Royal Danish Defense College, visited DLIFLC and their Danish student contingent at DLIFLC in April 2010.¹⁸⁹ DLIFLC also hosted Maj. Habro again in August 2010 as the school prepared for another incoming class of thirteen Danish Army officers enrolled in the Dari Basic Course.¹⁹⁰



Figure 16 – Danish Army students enrolled in DLIFLC’s 47-week Dari Basic Course, 2010.

Asian School I

Asian School I consisted of eight departments in 2008, six Chinese with 131 instructors, one Tagalog with 17 instructors, and one Multi-Language Department for Japanese and Thai with 13 and 9 instructors respectively. There were 441 students and 15 military language instructors (MLIs). In early 2008, Asian I took over the north half of Building 235, giving it

¹⁸⁸ DLIFLC_Sitrep_31Jul09_final, DLIFLC_Sitrep_7Aug09; both DDA.

¹⁸⁹ DLIFLC_Sitrep_09 Apr 10, DDA.

¹⁹⁰ DLIFLC_Sitrep_06 Aug 10_Final, DDA; see also Natela Cutter, “Danish Students Study Dari at DLIFLC,” *Globe*, vol. 33, no. 3 (Spring 2010): 16-17.

eight additional classrooms and five additional office spaces.¹⁹¹ Dean Luba Grant remained in charge while Capt. Lorrie Martinez served as Associate Dean of Asian School I from September 2008 until September 2012. The deans managed hundreds of officers, enlisted personnel, and civilians, and students scattered across eleven departments, four basic course language programs, and sixteen educational facilities. A primary duty of the associate school deans was to represent the schoolhouse to the four DLIFLC tenant units while providing military advice to the dean on student issues and ensuring school compliance with DOD regulations.¹⁹²

Conferences and Faculty Training

Between 26 and 28 March 2008, DLIFLC hosted for the first time the Fourth Annual Chinese Language Education and Resources Network (LEARN) Symposium, a conference organized by the Office of the Director of National Intelligence. The conference focused upon Chinese and meeting higher proficiency demands. National Security Agency Director of Educational Outreach Gregg Newby attended the conference to explain how important NSA believed language training and proficiency was to its mission. In his remarks, Newby stated that “Interagency Language Roundtable Level 3 is not good enough. We need people who can read, write, and understand at Level 4.” The symposium included numerous workshops, presentations, and lectures. It brought together Chinese instructors from DLIFLC with other U.S. Government experts who shared expertise in teaching Chinese as a second language.¹⁹³ In mid-July 2010, Asian I faculty again participated in the Sixth Annual Chinese LEARN conference, which also included participants from the Foreign Language Program Office from the Office of the Director of National Intelligence and the National Cryptologic School. The conference theme was “Getting Technology and Mythology Synchronization.” Over forty DLIFLC instructors presented workshops while more than a hundred Chinese DLIFLC instructors participated. Other attendees included Dr. Qun Ao from the Military Academy at West Point. Participants examined how current technology processes could be modified to improve language proficiency. According to Dean Grant, the conference was a great way for Chinese language instructors to experience new technology and improved methods for using it in the classroom.¹⁹⁴

¹⁹¹ Asian School I (UAA) 2nd Quarter Historical Report (CY08), 30 June 2008, DDA.

¹⁹² Lorrie Martinez, www.Linkedin.com/profile, viewed 8 September 2014.

¹⁹³ Dusan Tatomirovic, “Chinese LEARN Conference Held at DLIFLC,” *Globe*, vol. 30, no. 2 (Spring 2008): 9; Also that spring, the Panetta Institute held a seminar at the school entitled “Diplomacy, Preemption or Isolation: What Role for America?” Asian School I (UAA) 2nd Quarter Historical Report (CY08), 30 June 2008, DDA.

¹⁹⁴ Asian School I (UAA) 3rd Quarter Historical Report (CY10), September 2010, DDA; Natela Cutter, “DLIFLC Hosts 6th Annual Chinese LEARN Conference,” *Globe*, vol. 33, no. 3 (Summer/Fall 2010): 25. Conference presentations included topics such as “Teaching Chinese Characters and Issues” (presented by Weijia Huang), “e-Class for Instructors” (presented by Sue Seabolt), “Empowering Teachers and Students for Success” (Presented by Judy Jie Zhu, Deborah Choi and Dr. Wafa Abudib), and “Getting Started with ScribeZone (presented by Anhang Hoang, TSGT Nang Pham, and Dr. Su-Ling Hsueh).

During this period Asian I continued to participate in annual conferences of the American Council on the Teaching of Foreign Languages (ACTFL). In November 2009, eight Asian I faculty and staff presented or hosted poster sessions at the ACTFL convention held in San Diego.¹⁹⁵ In 2010, ten Asian I faculty presented work at the ACTFL conference in Boston.¹⁹⁶

Asian I faculty also attended Chinese language education forums sponsored by the Chinese Language Teachers Association of California in 2009 and 2010. Two school buses transported sixty or more participants to San Francisco from Monterey. The theme of the 2009 workshop was “Chinese Teaching Methodologies: Reflections and Developments.” This event featured: a) Curriculum, materials, and articulation of different Chinese programs (immersion programs, foreign language programs, heritage language programs, college programs, etc); b) Pedagogy, technologies and classroom management; c) New achievements and trends in Chinese language studies and their implications in teaching Chinese as a second language; d) Cultural integration in Chinese language education; e) Confucius Institutes: Program development, teacher preparation and professional development, guest teachers, community outreach and U.S.-China two-way exchanges.¹⁹⁷

Two professors from Beijing Language University, Xun Liu and Biao Wang, also visited Asian I to give presentations and to talk (in Chinese) about new approaches for developing Chinese textbooks and teaching materials and how to best utilize available Chinese multimedia sources, including the “A Hundred Questions on Chinese Culture” DVDs that DLIFLC had recently purchased as supplementary teaching materials. The school asked Megan Lee from Curriculum Development to train staff on how to use copyrighted multimedia materials for curriculum development apparently in an effort to head off problems involving copyright violations. She explained what copyright, fair use, and public domains are, how to write a copyright permission letter, and what copyright overseer duties include. According to the school, many Asian I faculty members attended the lecture and benefited from the training.¹⁹⁸

Finally, several Asian I instructors participated in the “Asian I Technology showcase dry run” held on 24 February 2010. Participants prepared presentations on the Sharepoint academic and administrative integrated website, Smartboard 2.0 tools, blogs, wikis, Blackboard, Captivate, NJ Star, and Wenlin. The school also re-launched its bi-weekly technology training for these and similar classroom technologies in January.¹⁹⁹

¹⁹⁵ Asian School I (UAA) 4th Quarter Historical Report (CY09), December 2009, DDA.

¹⁹⁶ Asian School I (UAA) 4th Quarter Historical Report (CY10), December 2010, DDA.

¹⁹⁷ Asian School I (UAA) 4th Quarter Historical Report (CY10), December 2010, DDA.

¹⁹⁸ Asian School I (UAA) 4th Quarter Historical Report (CY09), December 2009, DDA.

¹⁹⁹ Asian School I (UAA) 1st Quarter Historical Report (CY10), March 2010, DDA.

Student Contests and Activities

Every April Asian I sends students to participate in the Chinese Mandarin Speech Competition held in San Francisco. In 2008, the school sent seventy-three students. That year, twenty-six students earned prizes, including six for first place, while competing against 700 Chinese language students from several other Californian universities. DLIFLC faculty also served as judges, but not for their own students. “For the past five or six years, our students have always outperformed other college students,” said Patrick Lin, Academic Specialist at Asian School I.²⁰⁰ That trend continued in 2010 when Asian I again sent 64 students to participate in the 2010 Mandarin Speech Contest of California. The official results of the Contest Organization Committee showed that 5 Asian I students received first prize while 13 placed second, 4 placed third, and 7 more finish in fourth place. This result, according to Asian I officials, was the best ever obtained after many years of participating in the annual contest. In 2009, for example, 49 students attended the speech contest and 18 won awards (4 won first prize; 6 second; 2 third; and 6 fourth). These results also surpassed other participating schools, including Stanford University and U.C. Berkeley. First prize winner Seaman Reed Branson even beat a rival from the University of San Francisco who had just completed a one-year immersion program in China and later, before the Award Ceremony, gave a demonstration speech in Chinese in front of an audiences of hundreds to prolonged applause.²⁰¹

Students also performed during the school’s annual Holiday Performance Parties. In December 2009, Asian I held the event in the Price Fitness Center gymnasium and featured short performances by students using their target languages.²⁰² Asian I held its 2010 holiday party on 15 December in the Weckerling Center. Normally, the party took place in the much larger Price Fitness Center, which was undergoing construction. As a result, students and teachers had to curtail their performance of the special Chinese Dragon Dance, typically performed on a large stage or outdoor area, but other students and teachers continued the normal singing and dancing performances as normal, including the wearing of striking cultural attire. Col. Bare, the Assistant Commandant, attended the festivities.²⁰³

²⁰⁰ Bryon Boehinke, “26 DLIFLC Students Win Chinese Mandarin Speech Contest,” *Globe* (Spring 2008): 21; DLIFLC_Sitrep_29APR08_final, DDA.

²⁰¹ Asian School I (UAA) 2nd Quarter Historical Report (CY10), June 2010, DDA.

²⁰² Asian School I (UAA) 4th Quarter Historical Report (CY09), December 2009, DDA.

²⁰³ Asian School I (UAA) 4th Quarter Historical Report (CY10), December 2010, DDA.



Figure 17 – Asian I faculty and students perform a traditional Chinese dance on 14 May 2010.

School Visitors

During the summer of 2008, Asian I hosted a visit by seven senior members of the Chinese People’s Liberation Army Foreign Language Institute at Luoyang who came to learn more about foreign language teaching methodology. The entourage, including a Chinese general, spoke Chinese with Asian I students and saw how the students used computers in the classroom for language learning. The visitors also caught a glimpse of student life during a tour of Vance Barracks and the Price Fitness Center. Asian I instructors provided translation and interpretation to assist the DLI command group and the Chinese delegation. Col. Sue Ann Sandusky characterized the visit as an opening up of U.S.-Chinese military relations.²⁰⁴ In fact, the Chinese military has held a long-time interest in how DLIFLC does business and sent its first official delegation to visit DLIFLC only a few years after President Richard Nixon’s famous visit to China. Then Commandant Col. Thomas G. Foster, III, warmly greeted the Chinese delegation to the Presidio of Monterey in 1978.²⁰⁵

In October 2009, important visitors to Asian I included Dr. Dana Bourgerie from Brigham Young University. Bourgerie directed BYU’s Chinese Flagship Program and came to

²⁰⁴ Natela Cutter, “Chinese People’s Liberation Army Delegation Visits DLIFLC,” *Globe* (Summer 2008): 9; Asian School I (UAA) 2nd Quarter Historical Report (CY08), 30 June 2008, DDA

²⁰⁵ Cameron Binkley, *A Pictorial History of the Defense Language Institute Foreign Language Center* (US Army, 2011), p. 124.

lecture and exchange notes on teaching Chinese with Asian I faculty. He was briefed on the Chinese Basic, met Dean Sahie Kang, and traveled with Dean Jiaying Howard from the Immersion Center to observe Asian I's in-house immersion activities.²⁰⁶

Faculty Teaching and Achievements

In February 2010, Yue Ma took over the Chinese department D chairperson position. A native of Shenyang, China, Ma joined the Chinese program in October of 2004. As a testament to her teaching renown, Ma earned the *Civilian Instructor of the Year* award from the Kiwanis Club of Monterey in 2006 while her teaching team won DLIFLC's *Provost Team Excellence Award* in 2007 and 2008. Ma held a master's degrees in English language and literature and another in teacher education. Another Chinese faculty member, Lisa Brock, earned the same award in 2009.²⁰⁷ In April 2008, Asian School I Chinese Mandarin instructor Yan Wang earned the Allen Griffin Award for Excellence in Teaching. The Allen Griffin Teaching Award was established in 1982 by Col. Allen Griffin, a founder and former president of the Community Foundation for Monterey County. Wang coached two students for the Chinese Mandarin Speech Contest and had taught at DLIFLC for four years.²⁰⁸ Another Chinese instructor, Xiaomei Tian, won the same award in April 2009. Tian gave much credit in her teaching to the freedom of creativity DLIFLC allowed instructors to teach the curriculum.²⁰⁹

Asian I began to introduce several important teaching innovations focused upon new technology. One of these was simply the launch of a podcast called "DLIPOD." In the first episode, Asian I MLIs and instructor Dr. Wallace Lynch shared successful learning techniques to improve listening and reading proficiency. Asian I students accessed the podcasts by using a student share folder. Of much greater impact, however, was Asian I's efforts to improve how students and teachers interacted in the classroom using new technology. In July 2010, Asian I conducted seven technology showcases using Sanako 1200, a software platform that made it possible for students to project their tablet PCs onto Smartboards, which also enabled student-led instruction and made it possible for teachers to monitor student work from their own PC.²¹⁰ Observers of these demonstrations provided feedback on how Asian School I seamlessly integrated this technology into its classes. With this run-up, on September 9, 2010, Dean Grant welcomed Brig. Gen. Sean MacFarland, incoming Deputy Commanding General, U.S. Army

²⁰⁶ Asian School I (UAA) 4th Quarter Historical Report (CY09), December 2009, DDA.

²⁰⁷ Asian School I (UAA) 1st Quarter Historical Report (CY10), March 2010, DDA; Maj Deborah Molnar, "Kiwanis Club Recognizes DLIFLC Faculty," *Globe* (Fall/Winter 2009): 22.

²⁰⁸ "Chinese Instructor Receives Griffin Award," *Globe* (Spring 2008): 21.

²⁰⁹ Brian Lamar, "DLIFLC Teacher Awarded for Excellence," *Globe* (Spring/Summer 2009): 12.

²¹⁰ Instructors demonstrated use of an iPod and a tablet PC to teach Chinese pronunciation; use of ScribeZone to teach military FLO lessons; use of blogs for course projects along with Smartboard Toolkit 2.0; use of Wenlin and NJ Star to assist the Leader in Front Teaching project; use of PowerPoint, Rapid Rote, etc. to teach Chinese; and the use of wikis to develop authentic news projects.

Combined Arms Center, at building 209. Grant showed MacFarland a class that demonstrated how students were able to use Sanako 1200 software, a wireless connection, and their tablet PCs to interact with the class Smartboard. The demonstration went smoothly and all observers were able to view students' screens easily. Six students demonstrated how they used Rapid Rote, online news materials, as well as Wenlin and NJ Star (Chinese dictionary software programs), to enhance their language proficiency. According to Asian I staff, MacFarland was delighted to see technology used effectively in the classroom. On 8 September, the day after MacFarland's visit to Asian I, the school implemented mandatory Sanako 1200 training for instructors to promote the use of ScribeZone. Also in September, the school also began training instructors in use of ScribeZone to enhance FLO training.²¹¹ This training continued in the final quarter.

At the end of December, Asian I conducted ten technology training courses and OPI training for faculty members while students departed Monterey on their annual holiday break. Dr. Gyeson Bae, the new Chairwoman of the school's Tagalog Department, conducted seven workshops on such topics as lesson planning, task-based language instruction, and teaching grammar for DLIFLC students. During the final quarter of 2010, Asian I faculty and staff completed three special projects. The first was a voluntary effort to create a Chinese Mandarin Accent Library to provide examples of ILR Level 1+ or above in non-Beijing accents (Taiwanese, Cantonese, Shanghainese, etc.) to DLIFLC students and field linguists. The second involved a team of sixteen experienced instructors and Academic Specialist Patrick Lin who worked to supplement the current Semester III textbooks with video clips and audio materials. For the third project, Dean Grant and staff devised an Asian School I handbook to compile information and guidance for school faculty, staff, and students on logistic management, academic development, employee ethics, and general policies. The handbook also offered guidance on team work, maximizing classroom effectiveness, obtaining diagnostic information, and offered advice on tailoring instruction for the specific needs and abilities of students.²¹²

Non-Chinese Language Departments

In 2008, while Chinese Language was the school's main focus, activities in non-Chinese departments included that three Thai instructors were developing new Thai course materials for semester three and Asian I also hosted a visit by the Japanese Consul General of San Francisco, Yasumasa Nagamine. He was surprised when several DLIFLC Japanese language students began singing "Happy Birthday" and presenting him with a cake. The Military Intelligence Service Association of Northern California organized the celebration of Nagamine's birthday. Many of its veteran members had taught at the school in the late 1940s and 1950s. The consul general ate lunch with the Japanese students at Belas Hall, who said he was impressed by their

²¹¹ Asian School I (UAA) 3rd Quarter Historical Report (CY10), September 2010, DDA.

²¹² Asian School I (UAA) 4th Quarter Historical Report (CY10), December 2010, DDA.

language abilities.²¹³ In 2009 a group of Japanese military officers visited the Institute as part of a DOD-sponsored tour of several U.S. military and government organizations. After routine command briefings and learning about the school's origins before WWII to teach Japanese to U.S. Army soldiers, who were mostly of Japanese American descent, the Japanese military officers spoke in Japanese with DLIFLC students who were gratified to know that the complexity of the written Kanji characters used in Japanese (and borrowed from Chinese) were sometimes not even understood by Japanese people. One of the officers, Lt. Col. Kazuyuki Sato, had previously trained for six months at the U.S. Army's Ft. Benning before which he completed a two-month course at the DLI English Language School in Texas. Kazuyuki expressed admiration for all three Army training programs.²¹⁴ Also of note in 2008, the Japanese Department's instructor Takashi Kato, a retired U.S. Army Reserve captain, published a book in Japan entitled *Captain Kato's English Boot Camp*.²¹⁵

Asian School II and III

Asian School II taught Korean in four basic program departments subdivided into teaching teams under the guidance of Dean Sahie Kang. At the start of 2008, staff included 106 faculty, 8 MLIs, and 8 civilian and military staff including the dean's office, department chairs, and administrative support. During the first quarter two long-serving faculty members retired—Dr. Koon Woo Nam and Mrs. Hyon Hui Lee with 27 and 28 years of faculty service respectively.²¹⁶

Merger of Asian School II and Asian School III

Just before Christmas 2008, Asian School II moved an entire department (KA) to the first floor of Munakata Hall (Building 610) from the first floor of Collins Hall (Building 611).²¹⁷ This move helped prepare for the merger of Asian School II and Asian School III into a single school in early 2009. The decision to combine the two long separate Korean schools was a major event that left Asian School II retaining the name for the combined school. The purpose of the new combined school remained to teach Korean language and culture “according to the guidelines of the Defense Language Institute Foreign Language Center in support of the Department of Defense and other federal agencies.” At first, the new school retained the original four departments from each school, meaning eight basic program departments with each department sub-divided into teaching teams. During the transition Dr. Hiam Kanbar remained Dean of Asian School III while the new combined school lost eleven faculty members without

²¹³Asian School I (UAA) 2nd Quarter Historical Report (CY08), 30 June 2008, DDA; Bryon Boehinke, “Japanese Consul General Celebrates Birthday at DLIFLC,” *Globe*, vol. 30, no. 2 (Spring 2008): 20.

²¹⁴ Natela Cutter, “Japanese Military Students Visit DLIFLC,” *Globe*, vol. 32, no. 4 (Winter 2009): 5.

²¹⁵ Natela Cutter, “Year of the Faculty,” *Globe*, vol. 32, no. 4 (Winter 2009): 14.

²¹⁶ Asian School II (UAB) 1st Quarter Historical Report (CY08), 21 April 2008, DDA.

²¹⁷ Asian School II (UAB) 4th Quarter Historical Report (CY09), 14 Feb. 2009, DDA.

replacement (from normal retirements and transfers) during the first quarter of 2009.²¹⁸ In a special meeting with Congressman Sam Farr in September 2008, Colonel Sandusky explained the Korean faculty reductions.²¹⁹

In April 2009, the combined Asian II and III Schools began to consolidate and unify their structure into a single school under the slogan “Woori neun hana” (“We are one”). Dr. Clive Roberts, formerly the dean of Middle East I, became the new dean while the former Asian III dean, Dr. Hiam Kanbar, moved to Middle East I. Asian II Dean Dr. Kang moved to the Continuing Education Directorate. Asian II stopped operating in Collins Hall and its remaining faculty and staff moved to Munakata Hall. Then, in an effort to gain better oversight if not efficiency, Dean Roberts rearranged the combined schools from eight to six departments with one former department chair moving to manage the North Korean Dialect Project, which was formed in June 2009 to help prepare students for the start of DLPT 5 testing in 2010. School leaders found enough staff re-assignments had apparently reduced the need for a mandatory reduction in Korean faculty, which order the Commandant then rescinded. During the transition, Asian II conducted a senior staff offsite event to promote team-building and to facilitate strategic planning. Using members from both schools, staff organized committees for decorations, curriculum and schedules and revised various internal SOPs and policies. It is difficult to tell whether any cost savings resulted from this merger, because few staff were apparently laid off. Indeed, during the 2nd quarter transition period, Asian II gained 11 civilians, lost 10 civilians, gained 5 military, and lost 1 military personnel, resulting in a net gain of 5 faculty and staff.²²⁰

Consolidation did occur in the Korean immersion program. Dean Roberts reviewed over twenty different scenarios previously used by both Asian schools. He cut down the number, with the help of new immersion committee members, consolidated the immersion curriculum, modified and updated two- and three-day immersion scenarios, and collected some thirty authentic materials and artifacts to refresh immersion events at the immersion language facility.²²¹

In 2010, Asian II continued to implement its integration with the former Asian III while focusing on teaching, developing its North Korean Dialect curriculum projects, piloting a new Korean Basic Course curriculum, and certifying faculty in OPI testing and diagnostic assessment. Roberts’s main challenge was to meet user agency expectations regarding FLOs and the North Korean Dialect, obtain higher DLPT results without raising academic attrition, and successfully pilot the new Korean Basic Course curriculum (including integration of the North

²¹⁸ Asian School II (UAB) and III (UAC) 1st Quarter Historical Report (CY09), 29 April 2009, DDA.

²¹⁹ DLIFLC_Sitrep_09SEP08_final, DDA.

²²⁰ Asian School II (UAB), 2nd Quarter Historical Report (CY09), 4 September 2009; and DLIFLC 2008 Staff Directory; both DDA.

²²¹ Asian School II (UAB), 3rd Quarter Historical Report (CY10), 29 October 2010, DDA.

Korean Dialect curriculum). He also had to negotiate faculty concerns regarding parking and space allocation.²²²

By fall, Asian II had 139 civilian faculty (teaching teams), 16 military faculty, and 23 civilian and 2 military staff (including the dean, department chairs, and administrative support personnel), organized into six departments. About 325 students were enrolled in Asian II's sixty-four-week basic course. Their average academic results included 87.4 percent of students graduating with L2/R2/S1+ and another 25.9 percent achieving the vaunted goal of L2+/R2+/S2 while academic attrition stood at 5.1 percent.²²³

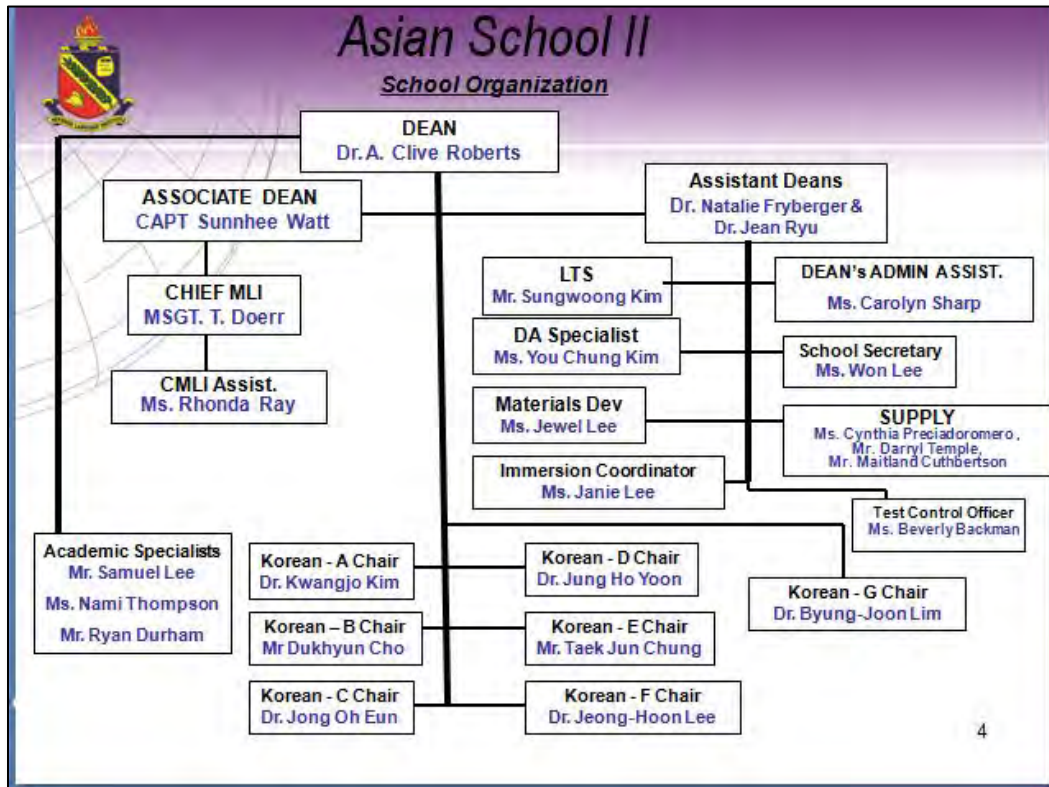


Figure 18 – Organization of Asian School II after merger with Asian School III in 2009.

Conferences, Faculty Training, and Special Visitors

In February 2008, a panel of guest speakers discussed the “Future of the Korean Peninsula” before the joint faculty, staff, and students of Asian Schools II and III. The speakers included Ambassador Charles (Jack) Pritchard, President of the Korea Economic Institute

²²² Asian School II (UAB), 1st Quarter Historical Report (CY10), 29 April 2010; 3rd Quarter Historical Report (CY10), 29 October 2010; and Lt Col Christiansen, UAB School Briefing Slides, 19 July 2010; all DDA.

²²³ Asian School II (UAB), 1st Quarter Historical Report (CY10), 29 April 2010; 3rd Quarter Historical Report (CY10), 29 October 2010; and Lt Col Christiansen, UAB School Briefing Slides, 19 July 2010; all DDA.

Andrew Ou, State Department, and Dongman Han, Minister Counselor.²²⁴ In August 2009 Asian II held its annual Korean Independence celebration with guest speaker Bon-Woo Koo, Republic of Korea Consul General for San Francisco, and DLIFLC Provost Dr. Donald Fischer.²²⁵

Student Contests and Activities

In May 2008, several students from both Asian II and III Schools participated in the Asian School III Yonsei Essay Writing Contest and also its recognition ceremony in June. South Korea's Yonsei University sponsored the contest. Three students won prizes.²²⁶

In October 2008, DLIFLC held its 7th Annual Korean Writing Contest in honor of Hangul day with an awards ceremony held in the Tin Barn.²²⁷ In September 2009, the school held the eight annual Korean Writing Contest in conjunction with the Yonsei University's President's Cup Korean Writing Contest. Judges selected the best works in the essay and poetry categories by 206 students for final selection by Yonsei University.²²⁸

In June 2008, Asian II and III sponsored the 6th Annual Korean Speech Contest conducted at Tin Barn. A total of fourteen students competed in the event commemorating the 59th anniversary of the Korean War (25 June 1950).²²⁹ Attending this event was the entire student body, staff, unit leadership, and DLIFLC command group members, including at least one non-Korean speaker, the Commandant, Colonel Sandusky, who was touched by the shared personal experiences and enthusiasm of the students. "All of you are critical," she emphasized, "to the defense of our nation. You are all engaged in an historic endeavor that may one day lead to reunification [of Korea] on the Peninsula."²³⁰ Students who won the 7th Annual Korean Speech Contest in 2009 gave credit to their instructor Young-A Machorro, who in turn stressed that the Korean school's success was the quality of its teaching teams which act to motivate students to learn the language and culture of Korea. However, said Machorro, knowing that military students work harder "to save face" while speaking before their peers is a good reason to shunt them into competitive language contests.²³¹ Echoing the students, Sandusky said: "These

²²⁴ Asian School II (UAB) 1st Quarter Historical Report (CY08), 21 April 2008, DDA.

²²⁵ Joe Morgan, "DLIFLC's Korean School Celebrates South Korea Independence," *Globe*, vol. 33, no. 1 (Fall/Winter 2009): 17.

²²⁶ Asian School II (UAB) 2nd Quarter Historical Report (CY08), 21 July 2008, DDA; DLIFLC Students Win Korean Writing Contest," *Globe*, vol. 31, no. 2 (Summer 2008): 27.

²²⁷ Asian School II (UAB) 4th Quarter Historical Report (CY08), 14 Feb. 2009, DDA.

²²⁸ Asian School II (UAB), 2nd Quarter Historical Report (CY09), 4 September 2009, and 3rd Quarter Historical Report (CY10), 29 October 2010; both DDA.

²²⁹ Asian School II (UAB), 2nd Quarter Historical Report (CY09), 4 September 2009, and 3rd Quarter Historical Report (CY10), 29 October 2010; both DDA.

²³⁰ Bryon Boehmke, "Asian School II Hold Speech Contest," *Globe*, vol. 31, no. 2 (Summer 2008): 12.

²³¹ Natela Cutter, "Year of the Faculty," *Globe*, vol. 32, no. 5 (Spring/Summer 2009): 16.

students were excellent. That means the teachers are too. It is a very important mission to continue studying so we can keep North Korea peaceful.”²³² Asian II held the 8th Annual Korean Speech Contest on 25 June 2010, the sixth anniversary of the Korean War. For this event, Jung Kwan Lee, Consul General of the Republic of Korea in San Francisco, attended as the guest speaker. The contest was won by Pfc. Caleb Mickey whose essay described in Korean how his grandfather was killed during the Korean War by stepping on a land mine.²³³ Student speeches during this event focused upon the Korean War and helped DLIFLC mark the 60th Anniversary of the start of the conflict. The Consul General listened to the speeches and remarked to the service members on how DLIFLC’s Korean Language Program was connected to the Korean Government’s efforts to conduct cultural diplomacy.²³⁴



Figure 19 – Winners of the 7th Annual Korean Speech Contest pose for the camera at the “Tin Barn,” Presidio of Monterey, on 26 June 2009.

South Korea’s Korea University also supported the Institute by hosting a group of DLIFLC Korean language students on overseas immersion trips. DLIFLC students attended Korean language courses held the university with foreign student instructor Jong W. Park. The students were forced to improve their language skills while working with Park, because he spoke

²³² Samantha Rice, “DLIFLC Students Compete in 7th Annual Korean Speech Contest,” *Globe*, vol. 32, no. 5 (Spring/Summer 2009): 19.

²³³ Brian Lamar, “DLIFLC Students Impress Korean Consul General during 8th Annual Speech Contest,” *Globe*, vol. 33, no. 3 (Summer/Fall 2010): 4.

²³⁴ DLIFLC_Sitrep_2 Jul 10_final, DDA.

no English!²³⁵ In addition to overseas immersion training at Korea University, Asian II also conducted several isolation immersions at the Ord Military Community throughout this period.²³⁶

Of special note, one Korean language instructor, Air Force S. Sgt. Lesley Bastura earned a spot in the Air Force variety show called “Tops in Blue” for her talent in singing. Bastura originally graduated from DLIFLC’s Korean language program, served in Korea, and returned as a Korean MLI in 2007. After selection to the competitive talent show in 2010, the Air Force assigned Bastura to tour with it for ten months.²³⁷

Faculty Teaching and Achievements

In May 2008, DLIFLC’s *Globe* magazine featured an article on Military Language Instructor S. Sgt. Francesco Leonini (USAF) who worked in Asian School II as a Korean Language instructor and mentor to junior enlisted personnel. Having mastered Korean and completing a three year tour in South Korea, Leonini chose to return to DLIFLC to teach and was earning a Master of Science in National Security at the nearby Naval Postgraduate School.²³⁸ Also of note, Ms. Misun Kim of Asian II successfully defended her dissertation to earn a Ph.D. degree in “Reading Education” from Arizona State University in March 2009.²³⁹

Despite these major transitions, Asian II’s well-known Korean Fan Dance Team volunteers put on colorful performance for Language Day on 15 May 2009. The same team also performed for the “Asian Pacific American Heritage Month” Observance at Tin Barn in May and performed for a commemoration of the 59th anniversary of the Korean War (25 June 1950). The school’s Safety Display Committee also received the Best Display Award from the Installation Safety Office for Safety Awareness Day held in May 2009.²⁴⁰ In late 2010, Petty Officer 1 Eli Redstone, a Korean linguist, received the Military Language Instructor of the Quarter Award on June 8, for performance and leadership.²⁴¹

Emerging Languages Task Force

The Emerging Languages Task Force (ELTF) consisted of several small language departments, languages traditionally not taught in the West, including Hindi, Indonesian, Sorani (Kurdish), Urdu, and Uzbek. In early 2009, ELTF bid farewell to Dean Taba Tabai, who had

²³⁵ Hiro Chang, “DLIFLC Students Attend Korea University,” *Globe*, vol. 31, no. 2 (Summer 2008): 15.

²³⁶ Asian School II (UAB) 4th Quarter Historical Report (CY09), 14 February 2009, DDA.

²³⁷ Kevin Howe, “Lady in Blues Sings the Blues: DLI Instructor Tours with Air Force Variety Show,” *Globe*, vol. 33, no. 2 (Spring 2010): 23, reprinted from *Monterey Herald*, 7 March 2010.

²³⁸ Bryon Boehmke, “Learning a Language Can Take You Places,” *Globe* (16 May 2008): 4.

²³⁹ Asian School II (UAB) 4th Quarter Historical Report (CY09), 14 Feb. 2009, DDA.

²⁴⁰ Asian School II (UAB), 2nd Quarter Historical Report (CY09), 4 September 2009, and 3rd Quarter Historical Report (CY10), 29 October 2010; both DDA.

²⁴¹ “MLI of the Quarter Award,” *Globe*, vol. 33, no. 3 (Summer/Fall 2010): 19.

served as head of the task force since its creation after the 9/11 terrorists attacks and who had originally joined the staff of the Army Language School in 1959. Dr. Jack Franke assumed his role as the new ELTF dean after serving as head of the European Language School (ELS). Dr. Tabai moved to a new position in the Provost Office.²⁴²

Because the languages taught in the ELTF often had no pre-existing curricula, ELTF's charter included the development of course materials typically simultaneously with language teaching activity. Despite this charter, however, ELTF needed more formal training in curriculum and test development. In 2008, ELTF staff initiated requests for more formal training and so the school sought support from DLIFLC's Curriculum Development and Testing Departments to help it increase the quality and quantity of student materials it produced. In September 2008, both Curriculum Development and the testing department thus began ongoing training at ELTF starting at one hour per week.²⁴³

In 2008, there were 4 Hindi classes taught with about 14 students, 5 Urdu classes with about 30 students, 3 Uzbek classes with 9 students, 2 Indonesian classes with five students, and no Sorani classes. In 2008 and 2009, while the Sorani instructors had no students, they instead reviewed the entire Kurdish curriculum, added post-DLPT materials, and made several changes to recorded portions of the curriculum. In 2008, the Urdu and Indonesian teams also revised their own basic course materials, although in 2009 the Indonesian effort had to cease pending the arrival of newly hired staff. The Urdu team undertook a major revamping of grammatical explanations and exercises while the Indonesian team completed an initial draft of its basic course, including text files, audio recordings, RapidRote exercises, and incorporation of G.L.O.S.S. lessons. Dr. Tabai also decided to reorganize the Urdu Program in 2008 by creating separate teaching and curriculum development teams. The teaching team was led by Jay Kunz with 10 full-time teachers while Yukiko Konishi led the curriculum development team with four full-time staff, each of whom also taught up to five 5 hours per week. Konishi moved to the Japanese Department in 2009 and Kunz took over. The Urdu program suffered a setback in late 2009 when Dean Franke removed two instructors apparently for failing to make progress in personnel improvement while another resigned to pursue a doctorate. For Language Day during this period, ELTF's Urdu and Hindi students performed in cultural dances and all the language programs conducted classroom demonstrations and cultural displays.²⁴⁴ Also of note, DLIFLC transferred the Turkish Department to ELTF starting 30 March 2010, and the school began to participate in developing Urdu curriculum materials for the new AF/PAK Hands program as discussed further below. By early 2013, the Sorani Department had dropped from four faculty to three reflecting perhaps continued lack of students while the Urdu Department had risen from

²⁴² Emerging Languages Task Force (ELTF), 2nd Quarter Historical Report (CY09), 8 April 2009, DDA.

²⁴³ Emerging Languages Task Force (ELTF), 3rd Quarter Historical Report (CY08), 10 October 2008, DDA.

²⁴⁴ Emerging Languages Task Force (ELTF), 2nd and 3rd Quarter Historical Reports (CY08), 30 June 2008 and 10 October 2008; and 2nd and 4th Quarter Historical Reports (CY09), 8 April 2009 and 24 December 2009; all DDA.

nine in 2009 to thirteen instructors.²⁴⁵ In 2010, Sorani program instructors continued to develop curriculum and began supporting Ft. Gordon by creating new Sorani materials adapted for local use, by sharing old Basic Course units, and by training instructors to use the curriculum.²⁴⁶

ELTF also benefitted in 2008 from technological upgrades of all its classrooms. In fact, ELTF was the first school to receive a wireless Internet capability, totaling twenty classrooms, four breakout rooms, and several small offices. Wireless Internet freed students from the need to connect their devices using cables to wall mounted outlets, saving time not only for them but for technicians who had to activate or de-activate physical ports as classroom requirements changed. The Uzbek Team also began experimenting with Blackboard to deliver course content to students, which was later widely adopted. The Chief Technology Officer William C. Wellever chose ELTF to pilot DLIFLC’s use of wireless tablet PCs. ELTF experimented, for example it replaced its “Fujitsu” with “Lenovo” tablet PCs, a substitution that helped to smooth assimilation of the devices for both class and for home work.²⁴⁷

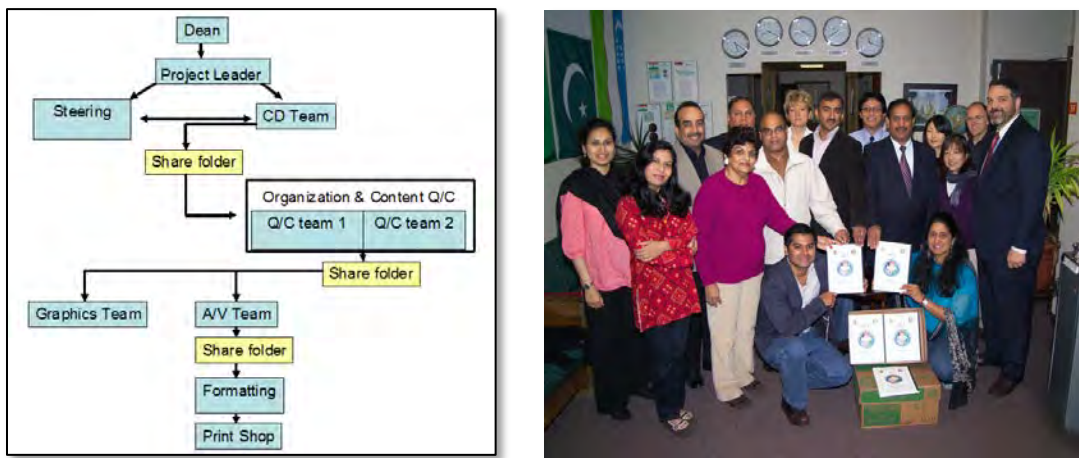


Figure 20 – ELTF workflow chart for Urdu course book for the AF/PAK Hands program and ELTF staff with the completed Urdu course book for the AF/PAK Hands program in 2009.

In 2009, ELTF adjusted to sudden DOD-imposed restrictions on the use of USB storage devices with various ad hoc solutions to help enable students to download curriculum materials. In November, computer security overseers allowed ELTF to activate USB ports to allow iPods to link with student tablet PCs, which was apparently the largest exception to the DOD’s daunting

²⁴⁵ Emerging Languages Task Force (ELT), 1st Quarter Historical Reports (CY10), 31 March 2010, DDA.

²⁴⁶ MLS 2nd Quarter Historical Report, 13 August 2010, DDA.

²⁴⁷ Emerging Languages Task Force (ELTF), 2nd and 3rd Quarter Historical Report (CY08), 30 June 2008 and 10 October 2008; and DLIFLC_Sitrep_05AUG08_final, DDA.

new computer use restrictions. ELTF also devised a “Team Language Technology Specialist” system to enhance the integration of technology with methodology in all its teaching teams.²⁴⁸

In 2009, ELTF began participating along with the Multilanguage School in a new DOD program called Afghan/Pakistan Hands. The program intended to provide language training support to help selected soldiers over the course of several years to deepen their understanding about the complex political and tribal systems of Afghanistan and Pakistan. Both the Multilanguage School and ELTF thus began to adapt basic course curricula for the special program. The Urdu program, for example, spent four months to develop an AF/PAK Urdu course book. The schools helped train the Washington, D.C.-based instructors and provided distance learning tools to help deployed students to maintain the language, including by having instructors serve as “e-mentors” to conduct assessment and feedback on student progress. Dean Franke appointed Mr. Al-Maqtari as the project leader who then assembled a steering committee and created seven teams according to faculty strengths in curriculum development, audio and video technology, quality control, as well as graphics and formatting.²⁴⁹ Because of the unprogrammed nature of the project, much of the initial AF/PAK Hands work was completed using overtime hours.²⁵⁰ “In regard to the Emerging Languages Task Force, the AF/PAK Hands program has made an immediate impact,” stated Franke. “Upon completion of the first semester materials in Urdu, we quickly adopted them in the resident Urdu Basic Course. This project fostered strong teamwork among the Urdu faculty, and has had far-reaching synergistic effects. The faculty takes pride and ownership in the quality of its program,” said Franke.²⁵¹

European & Latin American School

Deanna Tovar was the dean of the European and Latin American School (ELS) through this period. The school continued to be located in the historic Philippine-American War-era buildings around Soldier Field encompassing buildings 204 through 207, 210, half of 211, 212 through 216, 218, and the nearby former Larkin school that the Army rented from the school district. In 2008, ELS consisted of three Russian, two Spanish, and two Multi-Language departments as well as a single Slavic and single Hebrew departments with about 145 instructors, 8 department chairs, and 12 MLIs.²⁵² The number of instructors grew to 173 with 9 department chairs by the end of 2008 while the number of MLIs increased to 16 in 2010 including two contract MLIs. After a team of DLIFLC evaluators conducted a review of the Spanish, French,

²⁴⁸ Emerging Languages Task Force (ELT), 2nd and 4th Quarter Historical Reports (CY09), 8 April 2009 and 24 December 2009, DDA.

²⁴⁹ Emerging Languages Task Force (ELT), 4th Quarter Historical Reports (CY09), 24 December 2009, DDA.

²⁵⁰ Emerging Languages Task Force (ELT), 1st Quarter Historical Reports (CY10), 31 March 2010, DDA.

²⁵¹ N. Cutter, “DLIFLC Play Major Role in New Pentagon AF/PAK Program,” *Globe*, vol. 33, no.1 (Fall/Winter 2009): 11.

²⁵² European Latin American School (UEL) 2nd Quarter Historical Report (CY08), 1 July 2008, DDA.

and Russian programs, the number of Russian departments grew to four while the Slavic Department was apparently disbanded and no longer reported. The small number of Serbian-Croatian instructors also shrank from four to just two in 2009 but back to five in 2010. In the last quarter of 2009, ELS graduated 154 students from its French, Italian, Spanish, Russian and Serbian-Croatian departments while during the last quarter of 2010 ELS graduated 193 students from its French, German, Portuguese, Russian, and Spanish courses. Beyond teaching, additional ELS faculty were also involved in routine curriculum projects, diagnostic assessment, and immersion coordination.²⁵³

In 2008, Monterey County awarded ELS instructor Yaniv Oded, in his fourth year teaching Hebrew at DLIFLC, with an Allen Griffin Award, the county's highest teaching award. Oded had reportedly also mastered Arabic, English, French, Spanish, and Turkish, and began his language career as a linguist with the Israeli Defense Force before turning to teaching.²⁵⁴ Of note on 23 February 2009, the ELA Portuguese Department graduated one class that achieved 100 percent in reading and listening comprehension and 85.7 percent in speaking.²⁵⁵

In 2009, DLIFLC sadly announced the passing of Mohamed Dounas, who had earned numerous teaching excellence awards during twenty-four years of spent teaching in the French or Arabic Departments at DLIFLC as the need required.²⁵⁶

DLIFLC and ELS routinely receive official visitors, but in late 2009 one particular visit of note was by Congresswoman Gabby Giffords, representing Arizona's 8th District, and Mr. Robert Winchester who visited UEL in late August. Giffords attended a special ELS Spanish class and spent several days at DLIFLC. The course in which she participated was for advanced Spanish speakers and used an accelerated method of teaching combined with DLIFLC's advanced classroom technology and using DLIFLC native Spanish-speaking faculty. Giffords represented the congressional district that included Ft. Huachuca where the Army Intelligence School and its Culture Center were located. She was keen to link DLIFLC and the Army Culture Center and to point out both at DLIFLC and to her own constituents that "cultural knowledge and linguistic ability are some of our best weapons in the epic struggle against terrorism." Before she left Monterey, Giffords delivered a commencement address to DLIFLC students

²⁵³ European Latin American School (UEL) 3rd Quarter Historical Report (CY08), 30 October 2008; and European Latin American School (UEL) 1st and 4th Quarter Historical Report (CY10), 28 April 2010 and 31 January 2011; all DDA.

²⁵⁴ Brian Lamar, "Hebrew department pulls 2010 Allen Griffin Award," *Globe*, vol. 33, no. 3 (Summer/Fall 2010): 7.

²⁵⁵ "Congratulations Portuguese Department!" *Globe*, vol. 32, no. 4 (Fall/Winter 2009): 2.

²⁵⁶ "In Memoriam – Mohamed Dounas (1946-2009)," *Globe*, vol. 33, no. 1 (Fall/Winter 2009): 13.

graduating from courses in Turkish, German, Tagalog, and Afghan Dari.²⁵⁷ Sadly, Giffords was later shot during an assassination attempt that left six other people dead. After her recovery she became a major symbol and advocate for better firearms regulations in the United States.



Figure 21 – ELA instructors prepare traditional cuisine during Russian Culture Day, 10 April 2009.

Middle East Schools I-III

Dr. Clive Roberts oversaw Middle East School I until the appointment of Dr. Hiam Kanbar as dean. Maj. James L. Howard arrived as the new associate dean in early 2008. Howard came to the school from the Civil-Military Operations Office of III Corps Headquarters, Ft. Hood, and a deployment in Iraq. In early 2009, he was replaced in turn by Capt. Britton Miller, who moved from the Korean school, Asian III.²⁵⁸ Miller was replaced by 1st Lt. Jeffrey Doherty who moved to DCSOPS in August 2010 and was replaced by Associate Dean Capt. Christina Acojedo on 13 September 2010.

In 2008, Middle East I (MEI) continued to conduct a faculty training program tailored to fit each teacher’s Individual Development Plan. Staff participated in a Vertical Team Building Workshop, designed and conducted a grammar teaching workshop, 4+2 familiarization training

²⁵⁷ European Latin American School (UEL) 4th Quarter Historical Report (CY09), 1 February 2009, DDA. See also “Arizona Lawmaker Delivers Commencement Address at DLIFLC,” *Globe*, vol. 33, no. 1 (Fall/Winter 2009): 13.

²⁵⁸ Possibly the result of associate dean changes, only one quarterly report was received from ME1 during 2009 and none in 2010.

for all instructors, and text typology training. The school also assisted ESD by reviewing Unit Tests to determine their compatibility with the curriculum. It also produced a reported on five-day immersions.

In early 2008, MEI reinstated a bi-weekly conference between department chairs and military unit representatives to discuss students at risk and pending student actions which continued throughout the year. This was likely intended to help reduce attrition. It also launched a new ten-unit upper level language course, in use by all three schools, which included material from the September 2007 report to Congress on Iraq by Lt. Gen. David Petraeus. The school also began a monthly Arabic language film club where students discussed key points with faculty members.²⁵⁹

By the fall of 2008, MEI was facing a shortfall of seventeen instructors and a language technology specialist (since February 2008) relative to the number of sections it maintained and was also short on classroom space.²⁶⁰ Deficient technical support became more acute late in October 2008 when the school's contract technical support ceased followed by the sudden deactivation of all DOD computer USB ports, which made it impossible to manage student assignments and homework routinely, given that these were all electronic. Dean Roberts detailed a technology savvy faculty member to address the problem and the school began to deliver homework assignments using sharefolders on the school website, wireless technology, and Tablet PCs while coursework was placed on Blackboard. The school hired a new technology specialist in December and faculty began an intensive training program over the holidays to learn how to deliver homework assignments and supplementary materials.²⁶¹

In 2010, MEI focused attention on its Levantine dialect program, mainly by having its teachers train on the ScribeZone software used on classroom workstations and student tablet PCs to enhance final learning objective (FLO) subskills. The Levantine teams also used the program called Rapid Rote to develop vocabulary lists for students to download. More generally, during the third quarter of 2010, MEI experimented with another program called Blackboard as a means to administer unit tests on classroom tablet PCs rather than in a computer lab. After these experiments proved effective the school moved wholeheartedly during the final quarter of 2010 to adopt Blackboard as the method for delivering tests to students and reported spending much effort to implement the method by establishing the necessary infrastructure and training teachers and students on the process. Aside from the normal issue of training on a new technology, the main problem with the method had been uncertainly over the ability to maintain a wireless connection without any interruption during a test. However, experiments showed that the use of wireless Blackboard technology to deliver tests in class had become as reliable as a wired

²⁵⁹ Middle East School I (MEI), 1st Quarter Historical Report (CY08), 24 April 2008, DDA.

²⁶⁰ Middle East School I (MEI), 3rd Quarter Historical Report (CY08), 29 October 2008, DDA.

²⁶¹ Middle East School I (MEI), 4th Quarter Historical Report (CY08), 29 January 2009, DDA.

connection and freed classes from the need to schedule and relocate to computer lab for routine in class tests.²⁶²

In September 2009, MEI Dean Kanbar and the Dean of the Immersion Language Office, Dr. Jiaying Howard, travelled to Egypt and Tunisia to explore new Arabic host sites for DLIFLC students attending immersions in Egypt and Tunisia. They investigated the academic and logistic needs for the Arabic immersion programs and obtained U.S. embassy guidance on regulations concerning DLIFLC students. After this trip, the school decided to pilot its first Tunisia immersion in March 2011.²⁶³

Possibly the biggest event during this period for MEI was its relocation in late 2010 to new quarters. In a series of phases, elements of the school moved from Buildings 621 and 623 to Building 417—Khalil Hall—in November and December 2010. Khalil Hall, constructed as a cost of over \$28 million, was DLIFLC’s newest facility and featured built-in wireless technology and Smartboards in each of classrooms. It also included hypoallergenic flooring, automatic/sensor lighting, automatic/sensor faucets, and a shower room to encourage personnel to commute via bicycles. All school departments relocated to Khalil Hall except for Department E, which remained in Buildings 632, 633, and 637. This relocation was one of the largest move in DLIFLC’s recent history.²⁶⁴

Middle East School II (MEII) fell under the administration of Dean Montaz Gabriel. Across the period, it consisted of six Arabic departments, between 119 and 132 teachers, with around nine military language instructors, and various support staff. Most instructors were native Arabic speakers who immigrated to the United States from a variety of Middle Eastern countries, although the largest percentage came from Egypt and Iraq. About 40 percent of the teachers were female. According to the school, “students are immersed to the culture by wearing the traditional customs, eating traditional meals, living the history, performing folk dance and music, and debating politics.” During this period, MEII began using the newly developed “New Arabic Curriculum” that was fully digitalized, student-centered, and focused upon the major skills of listening, reading, and speaking along with various activities promoting interaction among students. Although MEII focused upon Arabic literature and Modern Standard Arabic (MSA) it also introduced its Arabic Basic Course students to the major Arabic Dialects, including Iraqi, Levantine, and Egyptian. In fact, pressure to better support U.S. troops in Iraq, inspired DLIFLC to sharpen its focus on dialect training. Thus, MEII initiated a special Iraqi Dialect Pilot Program whose goal was to give more attention to the Iraqi Dialect. This effort focused mainly on developing the Iraqi dialect listening and speaking skills of MSA students. In late 2010, to meet requests from the field, MEII expected that it would soon put more focus on

²⁶² Middle East School I (MEI), 3rd and 4th Quarter Historical Reports (CY10), both dated 11 February 2011, DDA.

²⁶³ Middle East School I (MEI), 3rd Quarter Historical Report (CY10), 11 February 2011, DDA.

²⁶⁴ Middle East School I (MEI), 4th Quarter Historical Report (CY10), 11 February 2011, DDA.

other Arabic dialects as well.²⁶⁵ The first class of the pilot Iraqi dialect course graduated with a 100 percent pass rate on the Iraqi dialect portions of the test (listening and speaking) and a 70 percent pass rate on the DLPT5 Modern Standard Arabic reading section. According to Col. Pick, NSA, as the primary beneficiary of these students, “was extremely pleased with the results and will be able to assign these graduates to missions immediately upon receipt of their MOS” thus bypassing additional dialect training normally required at their assigned unit.²⁶⁶

Dr. George El-Hage was the dean of Middle East III (MEIII) from 2008 through 2010. During 2008, the school provided faculty members for both MEI and MEII schools and also provided faculty to participate in the Joint Language Training Exercise (JLTX) program at Ft. Irwin. The dean actively participated in DLPT5 meetings with Dr. Kanbar and sought to improve implementation of the 4+2 program using student survey data and subsequent action planning. MEIII also continued to support all MEIII Field Training Exercises (FTX) at the Weckerling Center and at immersion offsite facility on the former Ft. Ord throughout the period. After some difficulties acquiring paper versions of Curriculum Development material in late 2008, Departments A and E of MEIII developed a process to download curricula onto students’ Tablet PCs, which was easier for the students and hopefully saved trees. Another initiative involved the school’s Language Technology Specialist, Field Training Specialist, and an MLI contractor who completed the second version of a practice test called the “Proficiency Authentic Language Materials” or PALM, which was a popular computer-assisted practice test that helped prepare students for the DLPT5. The dean also worked with the other two Middle East schools to unify and revise school tests and curriculum as needed. Also in 2008, the school worked with the Student Learning Center to on a proposal for English Pilot Teaching, compiled MEIII’s 2008 employee handbook (and again in 2010), and continued to published its own journal, UMC Magazine. In December 2008, Dr. El-Hage participated with other DLIFLC leaders in a research trip to the Danish Defense Institute for Foreign Languages in Denmark to discuss the teaching of Iraqi and other dialect courses. He also spent several planning sessions with Dr. John Sharp, Arabic department chief at the Gordon center for language, Ft. Gordon, GA, that were devoted to teaching the Iraqi dialect course.²⁶⁷

²⁶⁵ Middle East School II (MEII), 2009-2010 Powerpoint presentation, no date, in DLIFLC CH files (2008-2010), DDA; Note MEII did not submit historical quarterly reports during this period.

²⁶⁶ DLIFLC_Sitrep_25 Jun 10_final, DDA.

²⁶⁷ Middle East School III (MEIII), 2nd, 3rd, and 4th Quarter Historical Report (CY08), 30 June 2008, 30 September 2008, and 31 December 2008 DDA. Note, all MEIII reports for this period are not narrative historical accounts but personnel accomplishment reports submitted as narrative quarterly accounts.

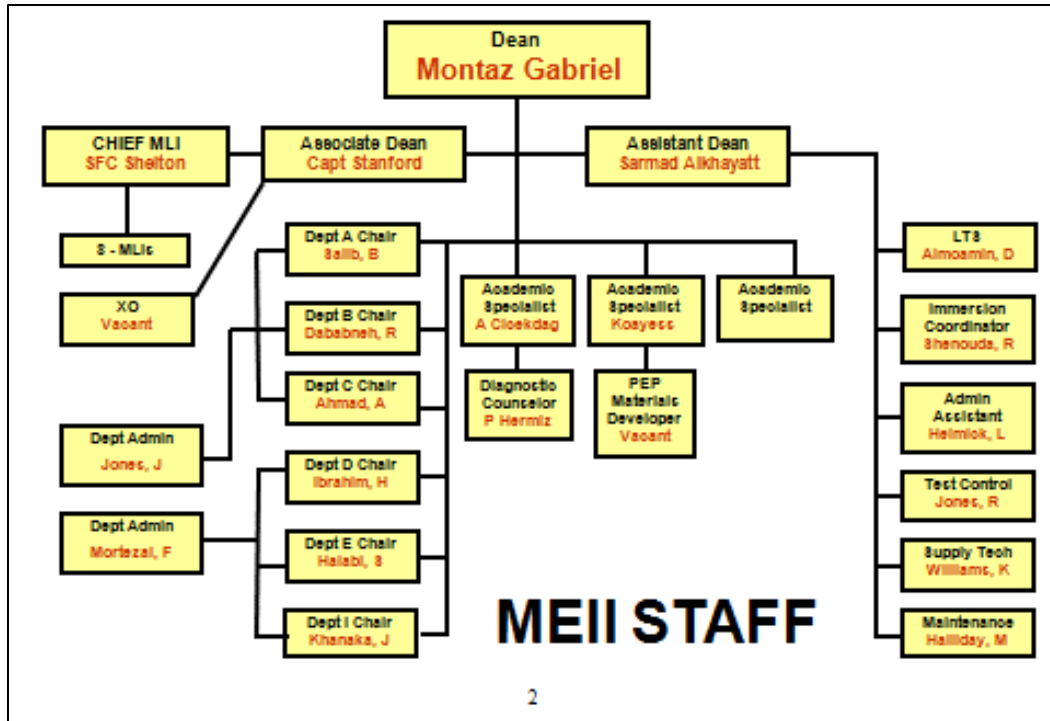


Figure 22 – Organizational chart for Middle East School II, 2009-2010.

In 2009, MEIII took over responsibility for building security from the military, which required the dean and assistant dean to spend some time on security issues related to the four buildings where the school was located. It continued to work very closely with the other two Middle East schools in unifying and suggesting test and curriculum changes as needed and also continued to publish its quarterly newsletter.²⁶⁸

Amid efforts to continue hiring new faculty in 2010, MEIII began a program to train the entire school in the use of school technology based upon the individual faculty member’s needs. It helped draft a new DLIFLC regulation, Reg. 350-10, Student Management, Education, Training, and Administration of Resident Programs, and initiated a new leave/class action plan for weak students imposing some restrictions on their free time. A minor problem developed when employee teaching hours for the October 2009 to June 2010 period failed to meet the 600 hour minimum, which required a detailed explanation from the dean as to the reasons along with a plan to remedy the situation by 10 June. The dean also closely followed progress of MEIII’s Iraqi and Levantine 63-week class. One innovation in 2010 was that MEIII initiated an “Arabic only Pledge,” meaning that every Friday department faculty agreed to only use “Arabic” with students in the classroom, in the hallways, or anywhere else the teachers met students on the campus. MEIII students reciprocated by taking a similar pledge. In October 2010, Dean El-Hage

²⁶⁸ Middle East School III (MEIII), 1st, 3rd, and 4th Quarter Historical Report (CY09), 31 March 2009, 30 September 2009, and 31 December 2009 DDA.

participated in the Defense Language Testing Advisory Board (DELTAB) in Washington D.C. as well as a Middle East Studies Association meeting in San Diego in November. The school continued to engage actively in immersion activities, evening Study Hall programs, and continued to provide faculty members to participate in the JLTX program at Ft. Irwin. Finally, in 2010, the school initiated its own school Organization Day on November 12 that featured various educational and cultural topics, followed by another social and cultural activity in December during which the dean and faculty presented speeches, poetry, and music.²⁶⁹

Multi-Language School

Under the leadership of Dean Dr. Shensheng Zhu, the Undergraduate School of Multiple Languages or Multi-Language School (MLS) revolved around four language programs, namely Persian-Farsi, Dari, Pashto, and Turkish. The staff consisted of an associate dean, an assistant dean and a Chief Military Language Instructor. Associate Dean Lt. Col. James L. Howard left the school in March 2010 to begin duty as the acting Chief of Information Officer. Dr. Shu appointed a second assistant dean, Monica LaVelle, in October 2007 to help oversee and organize the Pashto Department, which had thirty-five instructors and two chairs (Zalmai Roashan and Tatjana Mitrovic). With seventy-six instructors, the school's largest program was Persian-Farsi with three department chairs (Vahid Saremi, newly appointed to replace Soheil Rohani who transferred to Continuing Education, Dr. Seyed Amir Nabipourmousavi, and Dr. Jamal Hosseini). The Dari program continued to be chaired by Jan Mohammad with twenty-one instructors. Finally, the dean appointed Dr. Anjel Tozcu acting chair of the six-instructor Turkish Department to replace Dr. Ali Bolgun, who resigned.²⁷⁰ Late in the period, as discussed further below, the School underwent significant change when the Persian-Farsi program was split into a separate school and the remainder of MLS merged with the Emerging Languages Task Force.

During this period, MLS continued the 4+2 initiative that began the previous year. Refinements to the program included allowing students more choice of afternoon learning activities. According to MLS, in sensing sessions students reported finding 4+2 activities beneficial for language acquisition and review, giving them more flexibility in both areas. It also continued to host technology expos to showcase how students and faculty use the Institute's cutting edge technology, including Tablet PCs and iPods, both actively utilized for daily classroom and at home work.²⁷¹ In 2009, MLS classes fully implemented the use of Blackboard course management software, which included staff attending a symposium in June and ongoing teacher training. The school also maintained its own intranet site open to all school faculty and students to share language learning resources. This same year, MLS was the focus of a study by

²⁶⁹ Middle East School III (MEIII), 2nd, 3rd, and 4th Quarter Historical Report (CY10), 30 June 2010, 30 September 2010, and 31 December 2010 DDA.

²⁷⁰ UML 1st Quarter Historical Report, Winter 2007-2008 (December-January-February), DDA.

²⁷¹ UML 1st Quarter Historical Report, Winter 2007-2008 (December-January-February), DDA.

the Center for Advanced Study of Language (CASL) that evaluated technology applications at MLS. According to MLS, CASL was impressed with the widespread and successful implementation of technology at MLS and that 99 percent of the faculty appeared to be comfortable using various technologies in their classrooms. According to MLS, CASL researchers lauded the school as a leader at DLIFLC in the use of educational technology.²⁷²

In 2008, the Pashto program saw its new curriculum in full swing with use by all teaching teams who had access to a large archive of authentic third semester Pashto materials, although these were still being refined and organized by the Curriculum Development team.²⁷³ In 2009, the Pashto program sought to hire more instructors to support potential increases in sections driven by continued demands for MTT assignments and the surge in troop deployments to Afghanistan. Indeed, it also began to participate in a special project called AF/PAK Hands. According to MLS, the Dari and Pashto departments had to create a 16-week course to train lower-lever speaking capabilities for State Department and other personnel who were to be assigned to 6-month rotations in Afghanistan. The deadline to complete training materials for Phase 1 of DLIFLC's initial AF/PAK work was 1 September. By the end of 2009, the AF/PAK Hands program had trained sufficient contract teachers in Virginia, where the program was based, and taught seven students each of whom met the graduation standard of Level L1/R1/S1 on the DLPT. By that time about 100 Dari students and 80 Pashto students were enrolled in the special 16-week program. The Pashto program was also tasked to create a 24-week course for linguists at Ft. Bragg. Also of note in 2009, DLIFLC received permission to extend the training time of students in the Pashto Basic courses to a 63-week regime. In other words, the language was re-categorized from a Category 3 to a Category 4 language. In turn, this meant that course developers had to provide material to fill in the expanded Basic Course program that was now lengthened from 47 weeks to 63 weeks. The first 63-week class arrived in October 2009. Overall, DLPT test results for the Dari program were 80 percent meeting the graduation standard while in the Pashto program was less successful with only 69.5 percent of students reaching the graduation standard. The Turkish, however, achieve a 100 percent success rate for its smaller group of students.²⁷⁴

In 2010, the Dari program continued to graduate classes that achieved between 80 and 100 percent success rates on the DLPT. However, its in-house curriculum development efforts lost team members to other DLIFLC schools, which became a significant issue as the Dari curriculum contained no authentic reading or listening material leaving teachers with the job of constantly finding authentic passages and audios. To this burden was added the responsibility of Persian-Dari Conversion courses where students were being reassigned from Persian-Dari to

²⁷² UML 2nd Quarter Historical Report, Summer 2009 (1 April-30 June), DDA.

²⁷³ UML 1st Quarter Historical Report, Winter 2007-2008 (December-January-February), DDA.

²⁷⁴ UML 2nd and 4th Quarter Historical Reports, Summer 2009 (1 April-30 June) and Winter 2009 (1 October-31 December); both DDA.

Persian-Farsi. With these courses, the curriculum problem was similarly affected by a lack of in-house developers.²⁷⁵ Meanwhile, the two departments of the Pashto program, A and B, which had between them thirty-three instructors, continued hunting for more, borrowing teachers occasionally from other programs, and scrambling to keep up the pace when elderly or ill teachers went on sick leave. In Department B, more instructors resigned in 2010 than were hired. In Department A, an additional problem was the fact that its students and faculty were not housed in the same building, which led to complaints about windowless classrooms, poor ventilation, and challenges created by insufficient face-to-face communication. Eventually, to accommodate the number of students in the newly expanded Pashto courses, MLS had to “unPEP” some Pashto course sections. In other words, MLS had to raise the ratio of students to teachers from five or six students per instructor to seven or eight students per instructor, obviating a major goal of the PEP program to lower student-teacher ratios. The last two 47-week Pashto courses graduated in August and September 2010. For the remainder of the year, with eleven newly expanded 63-week courses underway, the program remained significantly understaffed.²⁷⁶

In 2008, the new Persian-Farsi curriculum went through an initial validation phase. The materials was used for one class during which MLS determined that its newly developed Basic Course materials needed further revision before full, successful implementation could proceed.²⁷⁷ In 2009, increased requirements for Persian-Farsi linguists led to rapid growth in this program as also occurred with the Dari and Pashto programs. To accommodate that growth, both the Farsi and the Pashto programs moved to Nicholson Hall (Building 848) while the Turkish and Dari programs remained housed in Asian School II (Building 611). The Farsi departments also continued to hire faculty to meet the demand of increasing section input and PEP requirements. The Farsi program increased to 98 instructors while planning to hire another 40. MLS’s other programs remained stable with 35 teachers in Pashto, 23 in Dari, and 6 in Turkish.²⁷⁸ In the Farsi program, 76 percent of students obtained the graduation standard while school’s Farsi-Dari conversion classes achieved a 100 percent success rate in 2009.²⁷⁹

In early 2010, MLS began a major reorganization and transformation. To help cope with increasing requirements for Persian-Farsi, and associated lack of space at the school to accommodate new Persian-Farsi students, MLS relocated most its language department out of Nicholson Hall. At the same time, MLS merged the school’s Turkish, Dari, and Pashto departments with the language departments of ELTF. The Turkish and Dari departments moved first followed by Pashto with the moves completed by the end of 2010. The organization that

²⁷⁵ MLS 2nd Quarter Historical Report, 13 August 2010, DDA.

²⁷⁶ MLS 2nd and 3rd Quarter Historical Reports, 13 August and 5 November 2010, DDA.

²⁷⁷ UML 1st Quarter Historical Report, Winter 2007-2008 (December-January-February), DDA.

²⁷⁸ UML 2nd Quarter Historical Report, Summer 2009 (1 April-30 June), DDA.

²⁷⁹ UML 4th Quarter Historical Report, Winter 2009 (1 October-31 December), DDA.

emerged from this transformation inherited the title Multi-Language School. Afterwards, the former Undergraduate School of Multiple Languages was re-designated as the Persian-Farsi School.²⁸⁰ Dr. Jack Franke, Dean of ELTF, became the new dean of the reorganized MLS after the two schools merged.

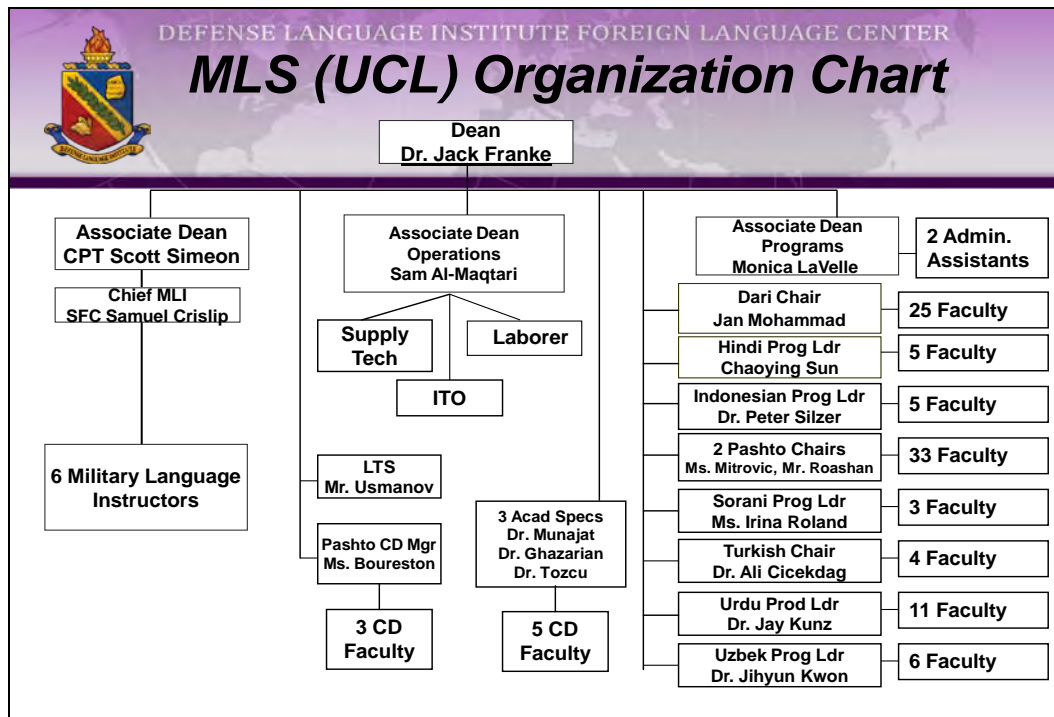


Figure 23 – Organization of the Multi-Language School (following its merger with ELTF) in 2010.

The Persian-Farsi School

DLIFLC designated the newly created Undergraduate School of Persian-Farsi or UPF on 23 April 2010. Dr. Shensheng Zhu, formerly the dean of MLS, became the first dean of the Persian-Farsi School. The new school remained located in Nicholson Hall (Building 848) after DLIFLC transferred the Dari, Pashto, and Turkish departments to the new Multi-Language School that was formed with these departments and those merged with the Emerging Languages Task Force, which ceased to exist. As soon as the school officially began operating it was also conducting intensive interviewing to hire new teachers with over thirty interviews conducted by the first week of May. The dean soon reprised a new teacher mentoring workshop to help new teachers learn how to use the school’s textbooks, how to develop homework and select appropriate supplementary material, and how to work with students.²⁸¹ In December 2010, Dean Zhu appointed Dr. Ali Goldoust as chair of the newly formed Department E bringing the Persian-

²⁸⁰ UML/UPF 1st Quarter Historical Report, January-March 2010, DDA.

²⁸¹ UPF School Report April-June 2010, Quarterly Reports, DDA.

Farsi School to five departments and looking a second new chair.²⁸² From the beginning of 2008 to 2010, the Persian-Farsi program grew from sixty-seven to ninety-nine instructors and was projected to continue steady growth in 2011.²⁸³

In May 2010, after a hiatus of many months, UPF completed a successful immersion trip and used the experience to begin planning renewed immersion exercises, possibly including trips to Los Angeles where a large Iranian exile community existed. At the same time, the school revised its procedures for off-post language immersion trips. The intent, according to school officials, was to foster student leadership in taking a leading role in making such trips happen with support from teaching team leaders, department heads, and the class's MLI. On 13 May the school hosted a visit by the chief of staff of the U.S. Army General George W. Casey, Jr., who got a quick demonstration of the school's classroom technology capabilities and met some its students in Nicholson Hall. By the end of June 2010, the school had released a revised Farsi first semester curriculum to a pilot class. The course books covering three units in several chapters were developed by Curriculum Development. All of the unit tests were also written and supplied to the departments.²⁸⁴

In 2010, DLIFLC migrated its faculty and staff organizations to a new computer operating system called Vista, which absorbed the Persian-Farsi School in July to implement and brought about other changes. As a practical matter, UPF faculty members first had to reduce the file storage capacity on their office computers to below 30 GB to allow their data to be transferred to new computers. This requirement insured that the school officials, such as Capt. Phil Kerber, Associate Dean, had to set aside time to coach the process through for the many faculty members whose computers had excessive data. According to school officials, however, once the coaching was completed the actual transfer of data went off smoothly and was completed by the end of July, although some minor glitches prevented a few software programs from working properly.²⁸⁵ More importantly, the change to a new operating system also caused the school to adopt a "fundamentally changed...approach to meeting the needs of individual teachers." The Dean directed four new training requirements to ensure the technical proficiency of the faculty given this more sophisticated software environment. First, the school focused assessing its teachers' basic skills in using Windows Vista and Microsoft Office 2007 and began providing on-line training for all teachers. Second, the school began to train its students systematically by class and section each afternoon to help them understand how to use the new technology as well. The need for such measures suggested that the lengthy technology orientation scheduled before students started their language training was not meeting their needs. The school thus conducted a series of sessions focused on a particular topic, such as SmartBoard,

²⁸² UPF School Report, October-December 2010, Quarterly Reports, DDA.

²⁸³ "All_Teaching_Instructors_FY98-2013," Chapter III, DLIFLC CH files (2008-2010), DDA.

²⁸⁴ UPF School Report April-June 2010, Quarterly Reports, DDA.

²⁸⁵ UPF Persian-Farsi School Report, July-September 2010, Quarterly Reports, DDA.

Rapid Rote, Language Pro, OneNote, Blackboard, and advanced language websites. The school also provided training on how to continue using older software products that had changed their operating procedures. Finally, with Blackboard mandated as the only course management tool available for assigning materials and communicating with students, the dean required teaching teams to train in its use before all new classes.²⁸⁶

That fall the Persian-Farsi School started its first class using a newly revamped first-semester curriculum, which all future classes adopted. Nevertheless, the school's course development team still had to finalize revisions of the first semester curriculum before beginning work on the second semester material. For the second semester, it continued to collaborate with Curriculum Development on generating two hours of core material that augmented and incorporated authentic materials. The school's course developers also set up a month-long immersion program in Tajikistan to increase the motivation and fluency of students and to expose them to more real-life language and situations.²⁸⁷

In November 2010, the school tackled the perennial academic issue of grade inflation. According to Dean Zhu, "there is a clear tendency for our teachers to be over generous with speaking and cultural project grades." In response, he directed that all speaking tests be recorded on an iPod so that a second teacher or even a third could anonymously evaluate a test in the case where the student's speaking grade was 1.5 letter grades higher than the student's average listening grade.²⁸⁸ During the last quarter of 2010, the dean also focused on improving staffing by speeding up the hiring of new staff, faculty training through new teacher orientations and workshops, and by conducting more systematic and regular class observations followed by feedback sessions and counseling where necessary. During the Exodus holiday, the Persian-Farsi School scheduled many professional development workshops for faculty members not on leave, which included such items as how to use Blackboard, and how to record and edit audio passages.²⁸⁹ The same month the school certified ten new instructors as Oral Proficiency Interviewers after all ten completed a thirteen-day training course.²⁹⁰

²⁸⁶ Richard Eells and Gregory Menke, "Technology Training at the Persian-Farsi School," November 2010, in Chapter III, DLIFLC CH files (2008-2010), DDA.

²⁸⁷ UPF Persian-Farsi School Report, July-September 2010, Quarterly Reports, DDA; and "Initiatives_PFS-10-14-10," in Chapter III, DLIFLC CH files (2008-2010), DDA.

²⁸⁸ Shensheng Zhu, email entitled "Grade Inflation," 8 November 2010, in Chapter III, DLIFLC CH files (2008-2010), DDA.

²⁸⁹ Gregory E. Menke, email entitled "Exodus Training Suggestions, 15 December 2010; and "Initiatives_PFS-10-14-10"; both in Chapter III, DLIFLC CH files (2008-2010), DDA.

²⁹⁰ "New PF Tseters_01-Dec-10," in Chapter III, DLIFLC CH files (2008-2010), DDA.

Immersion Language Office

The DLIFLC Immersion Language Office (ILO) was created to sponsor short multi-day immersions that it hosted at the Presidio's annex on the former Ft. Ord or multi-week immersions that it arranged to be hosted outside the country. Dr. Jiaying Howard was ILO dean. Structurally, ILO was organized into an operations team, an in-house team, and an overseas team, which together consisted of six civilian and three military staff by the end of 2010.²⁹¹

Overseas Immersion Program

The overseas program began in 2005 as an effort to enhance student language proficiency through immersive learning conducted at a variety of foreign locations. In FY2008, for example, ILO sponsored 25 overseas immersions totaling 218 participants who traveled to such countries as Egypt, South Korea, Ukraine, and even China.²⁹² In 2010, DLIFLC supported overseas immersions for Basic and Continuing Education students mainly in Arabic, Chinese, French, Korean, Russian, and Spanish.²⁹³

Although overseas immersions were popular and generally considered useful, in 2007 and 2008 program managers began looking for areas where they could improve program effectiveness. Learner training was one important area. Given the relative expense of a two- to four-week overseas immersion trip, proposals were made to prepare the students selected for the program by enrolling them in a pre-trip short course to maximize their in-country language learning experience. The commandant approved this plan, which was implemented by the DLIFLC Student Learning Center through a series of weekly pre-immersion training classes for all overseas participants.²⁹⁴

Other ways to improve the program and efforts to expand it were blocked, however, because managers lacked hard data documenting the actual benefits of the overseas immersion experience to proficiency gains. Thus, between 2007 and 2008, the Research and Analysis Division of DLIFLC's Evaluation and Standardization Directorate conducted a major controlled study seeking quantitative data about the effectiveness on the program in raising participant DLPT results. This data was subjected to statistical analysis. In November 2008, the Research and Evaluation Division published its findings. The study took randomly assigned Basic Course students and divided them into immersion and control groups. The students, all of whom had a cumulative 3.0 GPA during their second semester, were selected from the Arabic, Chinese and Korean programs with immersions conducted in Jordan, Egypt, mainland China and South Korea. During the third semester, control students participated in regular schoolhouse activities

²⁹¹ ILO 4th Quarter Report CY10, in Quarterly Reports, DDA.

²⁹² Information Paper on "Overseas (OCONUS) Immersions," 9 March 2009, in "4-week OCONUS April 09" file, Chapter III, DLIFLC CH files (2008-2010), DDA.

²⁹³ ILO 4th Quarter Report CY10, in Quarterly Reports, DDA.

²⁹⁴ "SLLSession_Immersion_Outline," in Chapter III, DLIFLC CH files (2008-2010), DDA.

with their class cohorts, while the immersion students spent four weeks training abroad. The results proved significant in demonstrating the effectiveness of the program in raising DLPT outcomes for listening comprehension with less improvement for reading comprehension.²⁹⁵

According to the study, a greater percentage of the Immersion group passed the DLFILC graduation DLPT standard of L2/R2/S1+ and the performance goal of L2+/R2+/S2 compared to the control group. For the graduation standard, 92 percent of the immersion students passed compared to 78 percent of the control students. For the performance standard, 41 percent of the immersion students passed compared to 33 percent of the control students. This was a striking result that validated the effectiveness of overseas immersions, although the report also explained the outcomes applied mainly to improved listening comprehension while reading gains, if any, were not clearly discernible.²⁹⁶

At the time of this study, ILO had limited funding and provided overseas immersions to a limited number of students. By policy, only the best and more mature students were chosen for this training experience in FY 2009, which DLIFLC essentially considered to be a motivational tool. According to Dean Howard, the best students were more likely to maximize the immersion effect because those with more advanced language skills usually made more noticeable gains both in language and cultural knowledge.²⁹⁷ Because a documented study had demonstrated the program's potential to achieve real proficiency gains, however, it became worthwhile to consider a broader program.

In January 2009, ILO requested additional funds to boost the percentage of DLIFLC students who participated in the overseas immersion program. DLIFLC allocated only \$500,000 to the program in FY2009, which allowed less than 2-3 percent or from 80 to 90 students to participate. With a \$2 million allocation, however, ILO could send approximately 360 students per annum or 10 percent, which increased to 15 percent or 540 students with \$3 million and 20 percent or 720 students at \$4 million.²⁹⁸ ILO's "funding proposal" for doubling its program efforts was reviewed by the Provost Office and the Command Group, but the proposal was tabled pending further analysis of results.²⁹⁹ The results of the DLPT study also prompt ILO to propose piloting six- to eight-week overseas immersion activities because many studies had previously

²⁹⁵ Raymond T. Mirikitani, "The OCONUS Immersion Experiment, 2007-2008: Quantitative Findings," DLIFLC Research and Analysis Division, 17 Nov. 2008, Chapter III, DLIFLC CH files (2008-2010), DDA.

²⁹⁶ Ibid.

²⁹⁷ Information Paper entitled "Best OCONUS Candidates and Appropriate Program Length," 17 March 2009, in Chapter III, DLIFLC CH files (2008-2010), DDA.

²⁹⁸ ILO, "OCONUS Briefing to IC," January 2009, briefing slides, Chapter III, DLIFLC CH files (2008-2010), DDA.

²⁹⁹ Information Paper entitled "Update on status of OCONUS Immersions," 9 March 2009, in Chapter III, DLIFLC CH files (2008-2010), DDA.

concluded that program length is an important factor in improving a student's proficiency.³⁰⁰ The six-week "Extended Immersion Program" was also a response to direction received in 2008 at the Institute's Annual Program Review (APR).³⁰¹ The idea was to see if longer immersions increased the proficiency gains already now documented for the four-week program. Two pilot programs were executed in 2009, although both were six weeks in duration, one class of intermediate students went to Jordan while a group of Basic students went to China. Dr. Fischer, Dr. Howard, and Dr. Rong Rong Liauo visited the six-week immersion course while it was underway in Beijing and Nanjing, China in April 2009.³⁰² Their initial observations showed that the students were highly motivated and eager to learn, that it took the students about three weeks to get used to the language usage and demands of the program, and the additional weeks seemed to have a high payoff.³⁰³



Figure 24 – DLIFLC Chinese language students participate in an overseas immersion trip, 2008.

According to ILO staff, post immersion diagnostic assessments confirmed the positive effect of extended overseas immersions on students' language learning, cultural knowledge,

³⁰⁰ ILO, "Piloting 6-8 Week OCONUS Immersion Programs," 13 November 2008, Chapter III, DLIFLC CH files (2008-2010), DDA. ILO did propose and execute one 6-week and one 8-week immersion program for two Category IV languages that cost \$72,000 and \$90,000 respectively.

³⁰¹ DLIFLC_Sitrep_03MAR09_final, DDA.

³⁰² Dr. Jiaying Howard, "Trip Report on March 28 – April 4, 2009," 9 April 2009, in Chapter III, DLIFLC Command History Office files (2008-2010), DDA. They also held discussion with Chinese counterparts in the Chinese Language Council International and Nanjing University.

³⁰³ DLIFLC_Sitrep_12APR09_final, DDA.

motivation, confidence, and functional ability. With growing evidence of substantial improved student achievement, DLIFLC recommended extending its overseas immersions to six weeks for Category 4 languages and increasing the budget to \$3 or \$4 million for FY2010 to expand its overseas immersion participation by up to 15 or 20 percent of the DLIFLC student body.³⁰⁴

In-House Immersions

As regards the other main ILO function, in-house immersions, there were some major program changes in 2008. During a review of ILO activities, DLIFLC determined that while there were “lots of good people doing great work” ILO had “no defined program objectives, unclear roles for participants, [an] incomplete assessment mechanism, [and a] need for increased military/career content.” The ILO program had evolved from the programs started organically within each of DLIFLC’s schools and each school had developed separate program standards that had over time generated discontinuities in addition to the inherent problem of a program that by design had a high trainee turnover rate. There were also concerns about site safety and security and apparently a mixed reputation among DLIFLC students. One clear identified problem was a lack of military activities during the isolation immersions, probably because civilian instructors had conceived and designed the original immersion activities. Other issues that plagued the program included tasks that were not linguistically challenging, personnel constraints generated by a lack of MLIs or uniformed staff purposely dedicated to the program who could take up slack from civilian instructors during “down times,” and other issues such as well as mealtime distractions. DLIFLC set about to address these issues.³⁰⁵

ILO’s first directive in March 2003 was to “hold language and cultural activities not possible in classroom.” In March 2008, ILO’s charter was amended such that “Iso-Immersion” was changed to “FTX” or field training exercise to add military content and assessment as a main aim of the in-house immersion experience. While staff would need to be added and trained on many new procedures, the biggest change for participants in the program was the addition of actual military-style field training, which would include life-like military scenarios, such as manning a checkpoint or gate at the ILO facility, and even more realistic drills held at the MOUT facility on the former Ft. Ord. A major goal of the initiative was to ensure the relevance of the training to both language proficiency and career development. The FTX would introduced students to job-like situations using authentic foreign language materials and scenarios they would encounter in real life while providing the cultural context not available in a classroom.³⁰⁶

By August 2008, the command had approved the program’s objectives, participant’s role, and concept for assessment, later to be codified in a command policy guidance letter. The participants in the program were many and the function of the office complex reflecting its

³⁰⁴ ILO, “Six-week OCONUS Immersions,” 11 May 2009, in Chapter III, DLIFLC Command History Office files (2008-2010), DDA.

³⁰⁵ “FTX Briefing to IC,” Chapter III, DLIFLC Command History Office files (2008-2010), DDA.

³⁰⁶ “FTX Briefing to IC,” Chapter III, DLIFLC Command History Office files (2008-2010), DDA.

institutionally grounded roots and gradual evolution into a field-oriented military language training program broadly applicable across all the schools of DLIFLC. Participant roles included the ILO in charge of defining standards, drafting SOPs, arranging external support, and coordinating logistics; the Immersion Coordinator residing in each school whose function was to link ILO and the schools and ensure that the program was understood in the school; the MLIs who provided onsite field expertise and language-specific scenario development; the teaching teams who prepared and executed lessons and student feedback all pegged to the approved FTX framework; and finally the Evaluation and Standardization Directorate was involved to provide assessment on whether program goals and objective were being met and appropriate feedback to the schools and ILO.³⁰⁷

Each FTX would also now specifically target the development of student FLOs or Final Learning Objectives deemed key to long-term success and improved DLPT success. For many DLIFLC students, authentic scenarios also required some familiarization with their future work in cryptology. Thus, the Student Learning Center was enlisted to develop a Cryptology Workshop to introduce students with military job requirements that they normally only encountered after DLIFLC graduation through subsequent military training and work. After the program was implemented late in 2008, initial student feedback was very positive. For example, one Middle East School student offered that the most useful part of the training was “the Civil Affairs-style activity in which I read handwritten complaints from inhabitants of a refugee camp in Iraq.” Other students found rigorous enforcement of target language speaking only and that while this requirement was initially challenging, it often resulted in their ability to overcome the language learning. As one student said, “at first it was uncomfortable and then, as it became a habit I was impressed with how much easier the words came to me.”

Successful implementation of the program included that some schools, but not all, actively engaged in the new framework with visits by senior administrators, MLI attendance for certain exercises, the granting of flex-time to instructor participants, support from the associate provost, and the involvement of the DLIFLC command sergeant major who visited the site and engaged with the MLIs. But problems would remain especially in staffing the program with a permanent cadre of NCOs. Minor annoyances would include mealtime distractions.³⁰⁸

Throughout 2008, as this major program revision took place, ILO continued to conduct numerous short immersion exercises at its facility on the former Ft. Ord, which ranged in duration from one- to four-day events normally, although there was also one pilot five-day exercise in 2008. In 2008, ILO conducted 184 in-house immersions for 3,740 students.³⁰⁹

³⁰⁷ “FTX Briefing to IC,” Chapter III, DLIFLC Command History Office files (2008-2010), DDA.

³⁰⁸ The relatively remote ILO facility lacked appropriate dining facilities and the use of ethnic foods in the program tended to conflict with DOD policies restricting the use of government funds relating to food.

³⁰⁹ “FTX Immersions FY08 Summary,” Chapter III, DLIFLC Command History Office files (2008-2010), DDA.

By March 2009, FTX immersions were implemented in DLIFLC's seven largest language programs—Arabic, Chinese, Korean, Russian, Spanish, Persian-Farsi, and Pashto. The Category IV languages conducted one-day immersions during Semester I, two-day immersions in Semester II, and three-day immersions in Semester III. Other languages continued to conduct one- and two-day immersions. Although implemented, refinements continued in 2009 with all languages working to improve FTX program quality by developing military-specific FTX scenarios based on MLI input, by including teachers in FTX scenarios to provide immediate feedback to students on their language performance, and finally by developing FTX scenarios with sufficient cultural complexity to expose students to the type of real life situation not available in the classroom. ILO developed a sample FTX curriculum based on military topics for Arabic, Chinese, Persian Farsi, and Korean.³¹⁰ In 2010, DLIFLC began providing an FTX experience for a new Army program involving soldiers in the 09L MOS. These traveled up from Ft. Irwin to participate in an Iraqi dialect FTX organized by ILO. By end of this period, FTX was a firm component of the DLIFLC Basic Education curriculum for Arabic, Chinese, Korean, Persian-Farsi, Russian and Spanish.³¹¹

In addition to FTX immersions held at the former Ft. Ord facility, DLIFLC also routinely supported the National Training Center (NTC) in Southern California by sending staff to support ongoing maneuver training exercises. For example, in August 2009, thirty-three DLIFLC students, faculty, and staff conducted a Joint Language Training Exercise (JLTX) involving the 2nd Heavy Brigade Combat Team, 3rd Infantry Division, from Ft. Benning, Georgia. Arabic students, Arabic Instructors, and support staff provided these troops with more realistic training by exposing them to Arabic speaking scenarios.³¹² DLIFLC instructors and students conducted another JLTX at Ft. Irwin in July 2010 when twenty-three Pashtu students and five Pashtu instructors supported 2nd Brigade Combat Team, 4th Infantry Division, from Ft. Carson, Colorado. The instructors and students trained some 120 Soldiers in leadership positions from platoon sergeant to company commanders in Afghan culture and language skills prior to interacting with DLIFLC instructors who served as role players for negotiation training. The exercise allowed DLIFLC linguists a chance to immerse in their languages as they acted as interpreters for the combat leaders who had an opportunity to apply their cultural training and practice working through interpreters.³¹³

³¹⁰ Information Paper entitled "Field Training Exercises (FTX)/Immersion," 9 March 2009, in Chapter III, DLIFLC Command History Office files (2008-2010), DDA.

³¹¹ ILO 4th Quarter Report CY10, in Quarterly Reports, DDA.

³¹² DLIFLC_Sitrep_7Aug09, DDA.

³¹³ DLIFLC_Sitrep_06 Aug 10_Final, DDA

In late August 2009, DLIFLC Persian-Farsi students and six instructors completed the school's first JLTX with the 4th/104th Battalion (Civil Affairs/Psyops), 100th Division, USAR, at Ft. Hunter Liggett, in support of MOSQ training for Civil Affairs soldiers.³¹⁴

*Figure 25 –
DLIFLC students
conduct a military-
style FTX outside
ILO in 2008.*



³¹⁴ DLIFLC_Sitrep_4Sep09, DDA.

Chapter III

DLIFLC External Programs and Academic Support

Continuing Education Directorate

In 2000, DLIFLC established the School for Continuing Education to relieve pressure on its resident language schools by incorporating distance learning instruction and other language services into one organization. In 2002, DLIFLC elevated this school to the Directorate of Continuing Education (CE) under the management of a vice chancellor. The mission of CE was to “provide superior post-basic foreign language instruction via resident and non-resident programs to approximately 25,000 DOD and other U.S. government personnel each year to assure full linguist mission readiness.” As a directorate, CE included the School for Resident Continuing Education and three divisions known as Distance Learning Programs, Extension Programs, and Training Support and Special Programs. From 2000 until 2006, CE was under the direction of Dr. Thomas Parry. In 2006, Dr. Betty Lou Leaver became CE’s vice chancellor.

After extensive discussions and consultations, Dr. Leaver again reorganized CE by creating two schools with differing missions formed from various pre-existing programs and divisions. She then created a third school whose mission was to support the two teaching schools. Colonel Mansager approved the reorganization in early 2007. CE then consisted of a School for Post-Basic Instruction, a School for Field Support and Special Programs, and a School for Educational Support Services.

In mid-2009, Leaver again re-organized CE, this time into two schools called Resident Education and Distance Learning along with three divisions called Extension Programs, Field Support, and Educational Support Services.³¹⁵

School of Resident Education

Originally, the School of Resident Education was part of the School for Post-Basic Instruction, which provided ongoing support to existing military linguists and was headed by a Senior Dean Michael Vezilich. This school had three divisions: the Division of Resident Programs, headed by an associate dean; the Division of Distance Learning, headed by an associate dean, and the Division of Extension Programs, headed by a dean and associate dean. The deans and associate deans reported to the senior dean. After the 2009 reorganization, the School of Resident Education continued to provide individualized post-basic instruction to existing DOD language professionals, including those of the Defense Threat Reduction Agency’s

³¹⁵ CE 4th Qtr CY09, DDA.

Russian Arms Control Speaking Proficiency Course. Students of the latter were primarily professional linguists who had operational experience and who were looking to enhance their existing foreign language skills. The School of Resident Instruction offered courses in nine different language programs geared to foster advanced professional proficiency in the students' target languages and understanding of the regions and countries where those languages were spoken.³¹⁶ In 2010, Resident Education was led by Dean Dr. Sahie Kang and Associate Dean Dr. Andrew Corin after Verilich transferred to the School of Distance Learning. Despite numerous reorganizations, the instructional program remained constant throughout the period with nine language program branches plus the DTRA Branch.³¹⁷

In the DTRA Branch, of note was the graduation of Sgt. T. Ravshan Beasley from the advanced Russian course on 25 June 2008. Beasley achieved recognition by earning DLIFLC's Nicholson Award, given to an individual who displayed superior ability as an interpreter and who was also outstanding inside and outside the classroom. Sgt. Beasley was only the fifth recipient of the award since its inception in 1999.³¹⁸ The seven DTRA students who graduated from the October 2008 Russian Arms Control Speaking Course were awarded diplomas "with distinction" and a write-up in the local paper.³¹⁹ Also of note, in October 2009, DTRA's senior enlisted soldier, Cmd. Sgt. Maj. Patrick Alston and Sgt. Maj. Theresa Dailey-Johnson (Senior Enlisted Leader for DTRA's Operations Enterprise) visited DLIFLC, met with DTRA students enrolled in the Russian Arms Control Speaking Program, and attended a DTRA graduation. Students in this course were learning high-level treaty-specific Russian language consecutive interpretation and were later assigned to work as interpreters and inspectors in states of the former Soviet Union and as escorts for Russian inspection teams in the United States.³²⁰ In April 2010, two DTRA advanced Russian language program students, Petty Officer Diana Oquendo and Sgt. Mariya Rice, were sent by DLIFLC as interpreters to assist a Ukrainian education delegation visiting Santa Cruz for five days. The interpreters reported gaining a huge boost in confidence after successfully using their language skills to negotiate a wide range of topics not already familiar to them.³²¹ Finally, in 2010, DTRA S. Sgt. Agne Mileviciute was honored as the

³¹⁶ CE 1st Qtr CY09 and CE 1st Qtr CY10, DDA.

³¹⁷ CE 3rd Qtr CY10, DDA. The language branches included Arabic, Chinese, Hebrew, Korean, Pashto, Persian Farsi, Serbian/Croatian, Spanish, and Russian.

³¹⁸ DLIFLC_Sitrep_08JUL08_final, DDA.

³¹⁹ Kevin Howe, "Next Stop Russia for DLI Graduates-Seven Top Linguists to Work as Translators, Interpreters," *Monterey Herald*, 23 October 2008.

³²⁰ DLIFLC_Sitrep_30Oct09, DDA.

³²¹ Brian Lamar, "Ukrainian Delegation Puts DLIFLC Russian Students to the Test," *Globe*, vol. 33, no. 3 (Summer/Fall 2010): 20.

Air Force Language Professional of the Year while attending a Command Language Program Seminar also held in Monterey. Mileviciute was a DTRA airborne cryptolinguist.³²²

School of Distance Learning

The Distance Learning School was originally a division of CE that provided refresher, sustainment, enhancement, and familiarization language instruction via Video Tele-Training (VTT), Mobile Training Team (MTT), and Online Learning (OLL) in ten supported languages. It also supported Headstart, AF/PAK Hands, FAO Skills Sustainment, and the Broadband Language Training System (BLTS).³²³ In 2009, the Distance Learning Division was elevated to the status of a school and placed under the management of Dean Michael Vezilich and Associate Dean Luis Martinez and later Associate Dean Dr. Ali Afshar. The BLTS Program, led by Dr. Wendy Tu, fell under Distance Learning while school support for the AF/PAK Hands Program was led by Dr. Mahera Harouny, which included seven new staff members by the third quarter 2010.³²⁴

In 2008, DLIFLC implemented pre-deployment training for both military and civilian personnel by sending mobile training teams to teach cultural familiarization and simple phrases in Iraqi Arabic and the Afghan languages of Pashto and Dari. As 2008 began, Distance Learning had a total of thirty-nine civilian language instructors providing language training at the following locations:

Camp Lejeune, NC	Russian Sustainment	Ft. Leonard Wood, MO	Arabic -Iraqi Familiarization
Camp Shelby, MS	Arabic	Ft. Meade, MD	Command Language Program Managers Course
Davis Monthan Air Force Base, AZ	Chinese Mandarin Enhancement	Ft. Riley, KS	Arabic-Iraqi Familiarization and Dari Familiarization
Elmendorf Air Force Base, AK	Russian Enhancement	Hunter Army Airfield, GA	Iraqi Dialect
-Ft. Bragg, NC	Arabic-Iraqi Familiarization and Pashto Familiarization	Mildenhall Air Force Base, United Kingdom	Hebrew Enhancement
Ft. Carson, CO	Arabic Enhancement	Naval Weapons Station, Yorktown, VA	Arabic-Iraqi Familiarization
Ft. Hood, TX	Arabic-Iraqi Familiarization	Wiesbaden, Germany (GE)	Pashto Familiarization ³²⁵

³²² S Sgt J.G. Buzanowski, "Defense Threat Reduction Agency Airman Named Language Professional of the Year," *Globe* (Summer/Fall 2010): 23.

³²³ CE 3rd Qtr CY08 and CE 4th Qtr CY09, DDA.

³²⁴ CE 4th Qtr CY09 and CE 3rd Qtr CY10, DDA.

³²⁵ DLIFLC SITREP, 15 January 2008, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

In August 2009, DLIFLC sent a MTT consisting of several native Iraqi teachers to Ft. Stewart, Georgia, to teach cultural awareness and survival language skills to soldiers of the 3rd Infantry Division. These troops were preparing to deploy to Iraq in only one month. About 300 soldiers of the 3rd Infantry Division participated in the language program. According to Brig. Gen. Thomas Vandal, 3rd Infantry Division Deputy Commander, the training was “absolutely critical” for his troops to be able to interact with the local population and key leaders.³²⁶

By June 2010, DLIFLC managed a total of eighteen language MTTs. Twelve DLIFLC instructors were based in Monterey while six were managed from DLI-Washington. These instructors were on the road in support of fifteen MTT language classes (Pre-deployment: 7; Enhancement/Sustainment training: 11) at eleven different training sites for the following requestors: USA-4, ARNG-1, USNG-1, USAF-5, USMC-1 and USN-3.³²⁷

During this period, the Institute fielded a new ten-day Headstart Program making use of sophisticated computer animation to teach survival phrases in Iraqi and Afghan dialects.³²⁸ According to Colonel Sandusky, the project stemmed from Institute collaboration with U.S. Southern Command on the development of a new Headstart project in late 2008. Admiral James G. Stavridis, Southern Commander chief, had had a positive reaction to DLIFLC’s Global Language Online Support System (GLOSS) and Headstart programs. The admiral himself had tried and liked DLIFLC’s older Spanish Headstart program. DLIFLC thus began planning further collaboration, including developing a new Spanish Headstart on an interactive avatar model.³²⁹

In addition to Headstart, DLIFLC supplied DOD and other qualified government employees with language survival kits that included basic language CDs and pamphlets that outline common greetings, military commands, medical vocabulary and other useful phrases in the native tongue of the students’ destination.³³⁰ In January 2010, DLIFLC shipped 20,000 of its Haitian-Creole language survival kits, including familiarization guides, command and control cards, and emergency medical terminology cards, to assist DOD to respond to emergency and humanitarian needs in Haiti.³³¹ U.S. military forces and DOD contractors sped to aid the country

³²⁶ “3rd Inf. Div. Prepares to Deploy with Language and Culture Training in Mind,” www.dliflc.edu, 1 Sept. 2009.

³²⁷ DLIFLC_Sitrep_18 Jun 10_final, DDA.

³²⁸ John J. Kruzal, “Defense Language Institute Aids Deploying Troops, DoD Personnel,” American Forces Press Service, 7 March 2008.

³²⁹ DLIFLC_Sitrep_14OCT08_final, DDA. The new generation Headstarts were then available in Iraqi dialect, Pashto, Dari, Persian-Farsi and Chinese-Mandarin; these highly interactive programs employed avatars.

³³⁰ John J. Kruzal, “Defense Language Institute Aids Deploying Troops, DoD Personnel,” American Forces Press Service, 7 March 2008.

³³¹ DLIFLC_Sitrep_15Jan09, DDA; See also Brian Lamar, “DLIFLC Ships 65,000 Haitian-Creole Language Survival Kits,” *Globe*, vol. 33 no. 2 (Spring 2010): 7. Note, DLIFLC had sent 65,000 Haitian-Creole LSKs to support U.S. aid for Haiti, combined with previous efforts.

in the wake of a devastating earthquake on 12 January 2010 that nearly leveled the country's capital city of Port-au-Prince.

In early 2009, DLIFLC officials also announced that they had begun testing a “Beta” version of a Korean Headstart language and culture guide. The kit was already available in Iraqi, Dari, Pashtu, Farsi, and Chinese, and provided non-linguist service members a computer-based, self-paced course equivalent to the first two weeks of training in a resident DLIFLC course.³³² At the same time, DLIFLC was also offering an online “Countries in Perspective” course with profiles of different countries containing basic facts on geography, history, economy, society, and security. A separate web-based project focused more upon legends and folktales.³³³ In early 2010, DLIFLC's new Afghan languages portal, received kudos from General James Mattis, Joint Forces Command, and from various U.S. officials in Afghanistan.³³⁴



Figure 26 – Gy. Sgt. Heriberto Purcell, Joint Task Force-Haiti, uses a DLIFLC Haitian/English basic language Survival Guide while talking with Haitian children in Port-au-Prince, Haiti, February 2010.

As U.S. forces began to exit Iraq, President Obama ordered the Army to send 30,000 additional troops to Afghanistan. At the same time, the Army Chief of Staff, General George W. Casey, Jr., directed all soldiers deploying to that country to take six to eight hours of language

³³² John J. Kruzal, “Defense Language Institute Rolls Out New Programs,” American Forces Press Service, 11 Feb. 2009.

³³³ Kevin Howe, “DLI adds online foreign culture resources,” *Monterey Herald*, 31 January 2009.

³³⁴ DLIFLC_Sitrep_12FEB10, DDA.

and culture training. The training was to be provided by DLIFLC using internet training courses it already had available for Afghan languages like Dari, Pashto and Urdu. Every one of the new troops would thus be mandated to gain some basic knowledge of the language and the culture of Afghanistan before they landed in country. A reporter characterized this as “military history’s largest undertaking of its kind” and it certainly represented a major shift in the Army’s attitude to military training.³³⁵

To accomplish Casey’s tasking, issued early in 2010, DLIFLC used the first two military modules of HeadStart2, which it repackaged to make easier to use, track, and distribute.³³⁶ Staff expected to have a beta version ready to demonstrate by the time the Army Chief of Staff visited Monterey on 12 May 2010. The beta version consisted of DLIFLC’s cultural orientations and HeadStart2 military modules.³³⁷

In September 2010, DLIFLC implemented the Chief of Staff of the Army’s mandate for all U.S. Army personnel to receive pre-deployment language training. Staff coordinated with AKO/ALMS and TRADOC G3/5/7 officials to make CE’s Rapport website available as a module on the Army’s own AKO website. Accomplished two weeks ahead of schedule, DLIFLC was able to provide every soldier access to online language training, ranging from six to eight hours, to help them gain better understanding of the unique cultural situations and broaden their understanding of the languages they would encounter while working with Iraqi and Afghan coalition partners.³³⁸

Extension Programs Division

The Extension Programs division managed DLIFLC’s post-basic Multi-Language Training Detachments (LTDs) and was led by Dean Richard Monreal. LTDs functioned like DLI branch campuses and provided post-basic, on-site, tailored instruction in the target languages to existing military linguists through a mixture of formal courses and “just-in-time” training for units on a year-round basis. These LTDs consisted of a couple of instructors to more than two dozen permanent faculty. LTDs provided language instruction that allowed linguists to sustain and improve their abilities while continuing to carry out assigned duties.

LTD instructors served on three-year, or longer, assignments in field locations and conduct a variety of courses, including proficiency-oriented refresher, maintenance, and enhancement courses, as well as intermediate and advanced language instruction in the four language skills. Some LTD assignments included language for special purposes and emphasized instruction in translation and interpretation. Additionally, some LTDs conducted an on-going

³³⁵ Suzanne Kubota, “Army Prepares Historic Language Training Surge,” *Federal News Radio*, 3 August 2010.

³³⁶ DLIFLC_Sitrep_30 APR 10, DDA.

³³⁷ DLIFLC_Sitrep_30 APR 10, DDA.

³³⁸ DLIFLC_Sitrep_17 Sep 10_Final, DDA; Army’s New Pre-deployment Language and Culture Program Released, DLIFLC new item, 7 October 2010.

Language Maintenance Program that combined classroom and directed study learning. All faculty members participated in curriculum and course development activities regardless of their assignment.³³⁹

In 2008, DLIFLC maintained LTDs at the Southwest Learning Center (formerly known as “Medina RSOC”) in San Antonio; the Hawaii Language Center; the Offutt Language Center, AFB; the Global Language Center and Language Learning Center, Ft. Meade; and the Partner Language Training Center Europe. In October 2008, DLIFLC also began to support the Gordon Language Center (GLC), Ft. Gordon, Georgia. From November onwards, when Iraqi program development began, Felipe Aguilar (Deputy Chief, Arabic Department, GLC) made bi-monthly visits to DLIFLC to review progress in the Basic Arabic Iraqi pilot program. During his visit in October 2009, Aguilar visited all three Middle East schools. Aguilar and his crew were impressed by the progress DLIFLC made in designing and implementing their course. In December, John Sharp (Arabic Department Chairperson, GLC) visited in June 2010 to meet with Iraqi and Levantine teachers then teaching the developed curriculum to service members in the Middle East schools.³⁴⁰

In early February 2009, Colonel Sandusky led a DLIFLC/NSA team to Goodfellow Air Force Base, San Angelo, Texas, for detailed discussions with the leadership of the 17th Training Wing, subordinate 316th Training Squadron, and co-located units of the U.S. Army, mainly the 344th Military Intelligence Battalion, and the Marine Corps. The purpose of the visit was to ensure that the cryptolinguist/language analyst training pipeline from DLIFLC to Goodfellow to the service member’s final unit of assignment was well-integrated. On the table was the possibility of establishing an LTD at Goodfellow that would complement an existing Command Language Program and Language Resource Center in helping students maintain their global language proficiency skills during the technical/post-language phase of their training. Sandusky promised to work closely with the 344th Military Intelligence Battalion and 316th Training Squadron “to ensure full transparency and visibility of our curriculum and stay in touch with developments in the Goodfellow Iraqi dialect technical course,” which had gone on line. She also pledged the support of DLI Institute Pashto language experts as needed to help Goodfellow personnel standup a Pashto-content cryptolinguist/language analyst course at their location.³⁴¹

On 10 April 2009, six students graduated from DLIFLC’s newly established LTD at Osan Air Force Base in the Republic of Korea. The LTD was a special joint venture between the Army, Air Force, DLIFLC, and other DOD agencies. Its purpose was to establish DLIFLC’s first fulltime language training facility outside the United States supporting operational

³³⁹ CE 3rd Qtr CY08, DDA.

³⁴⁰ DLIFLC_Sitrep_23Oct09, and DLIFLC_Sitrep_4 Jun 10_final, DDA.

³⁴¹ DLIFLC_Sitrep_10FEB09_final, DDA.

cryptologic language analysts.³⁴² In November 2009, Assistant Commandant Col. William T. Bare and Dean Monreal traveled to South Korea to participate in the ribbon-cutting for the new DLIFLC LTD. Lt. Gen. Jeffrey Remington, Commanding General, 7th Air Force, oversaw the ceremony along with leadership from the 303rd Intelligence Squadron. The first director arrived in January 2010 and the school then moved out of temporary classrooms and into semi-permanent facilities. The LTD provided language instruction for Air Force Korean linguists assigned to Osan air base and to DOD civilians who could participate in its weekly directed-study program. DLIFLC hoped to expand the program to other military bases in South Korea and even military and civilian personnel stationed at other sites around the Pacific Rim. During his visit, Dean Monreal led a round table meeting with local peninsula language military and civilian language community leaders on the possibility that the Osan LTD could satisfy future Joint Service Language and Training requirements. The new LTD was immediately able to help DLIFLC in the validation process for the new DLPT 5.³⁴³

Also of note, in October 2009, Curriculum Development held an LTD summit at Offutt AFB with participants from several DLIFLC LTDs as well as CPAC and Faculty Development and other participants.³⁴⁴ Finally, in 2010, DLIFLC established an LTD with one-instructor to teach Russian to personnel assigned to the 381st Intelligence Squadron at Elmendorf AFB, Alaska.³⁴⁵

Education Support Services Division

The Division of Education Support Services consisted of the Diagnostic Assessment Center, the Academic Support Center, and the Educational Technology Center. Lt. Col. Robert Lucius (USMC) became the Acting dean in 2009.³⁴⁶

The Diagnostic Assessment Center was founded in April 2006. The Academic Support Center and Educational Technology Center were established concurrently with the reorganization in 2007. The Diagnostic Assessment Center conducted DLIFLC-wide training for diagnostic assessment specialists and related academic support. The Academic Support Center provided solutions to language learning, faculty professional development, language assessment, educational technology needs, and curriculum assistance.³⁴⁷ The directors of these centers were still vacant by fall of 2008 and were being filled by rotating members of those centers into acting director positions. Kalman Weinfeld, an assistant to the associate provost

³⁴² SSgt Christopher Callahan, "New Language Training Detachment in Korea," *Globe*, vol. 32, no. 5 (Spring/Summer 2009): 26.

³⁴³ DLIFLC_Sitrep_6Nov09, DDA.

³⁴⁴ CE 4th Qtr CY09, DDA.

³⁴⁵ CE 3rd Qtr CY10, DDA.

³⁴⁶ CE 4th Qtr CY09 and CE 1st Qtr CY10, DDA.

³⁴⁷ CE 4th Qtr CY09, DDA.

involved in planning, filled the Education Technology Center director position at the beginning of 2008. However, in early 2008, the Educational Technology Center was absorbed as a “Team” within the Academic Support Center, but reestablished by late December 2008 under Weinfeld’s leadership.³⁴⁸

Field Support

Originally known as Field Support and Special Programs, Field Support helped sustain non-linguist service members throughout the force. This school had five divisions, including the Division of Language Familiarization and Area Studies Training, the Division of Professional Military Education Support, the Division of Operational Unit Support, and the Command Language Program. Each division was headed by a program manager. The fifth division, Translation and Interpretation, contained the 09L Branch and the Defense Threat Reduction Agency (DTRA) Branch until the latter element was moved to the school of Resident Instruction. Both units were headed by a branch chief. Dean Steve Collins oversaw the entire Field Support Division, which grew from 65 faculty and military personnel in 2008 to 87 by late 2010.³⁴⁹

In March 2009, the Language Familiarization Division received highly positive feedback from an After Action Report from the 1/3rd Marine Regiment, Kaneohe Marine Corp Base, Hawaii, regarding the impact of the language familiarization training provided in 2008 prior to the unit’s deployment to Iraq. Like many units, the 1/3rd Marine Regiment implemented a pre-deployment training program. This program included an intensive, nine-week training regimen in Iraqi Arabic taught by DLIFLC. The unit chose one Marine from every squad to attend this training. It found during deployment that

homegrown squad linguists proved to be one of the most exceptional organic enablers that the battalion had available. Often, patrols did not need to bring a linguist due to the proficiency of Marines that completed the DLI course. Their abilities frequently spread to their squad mates and many Marines professed to have learned more Arabic from DLI graduates than from locals or linguists.

As a result, the 1/3rd Marine Regiment strongly recommended continued intensive language training for Marines prior to deployments.³⁵⁰

The Division of Professional Military Education Support taught language courses at Ft. Leavenworth, Maxwell AFB, and Quantico, Virginia. In October 2008, Colonel Sandusky welcomed a visit to DLIFLC by Command and General Staff College Dean of Academics, Dr. Chris King. DLIFLC was closely collaborating with King’s school, located at Ft. Leavenworth,

³⁴⁸ CE 3rd Qtr CY08 and CE 1st Qtr CY09, DDA.

³⁴⁹ CE 3rd Qtr CY08, CE 1st Qtr CY09, and CE 3rd Qtr CY10, DDA.

³⁵⁰ DLIFLC_Sitrep_13MAR09_final, DDA.

in a number of areas, including language training for its students, development of curriculum on culture and area studies, and exchanging ideas and best practices on faculty issues.³⁵¹

In late 2010, the Air Force established a Language Enabled Airmen Program and requested DLIFLC to provide language training support. Although the training was deemed reimbursable, DLIFLC launched a pilot program to provide classes via the Broadband Language Training System, but also increased its student training load at Maxwell AFB. At Maxwell, DLIFLC could provide training for on-hand language-enabled airmen as part of its ongoing Professional Military Education Support training for Air War College and Air Force Staff and Command Schools.³⁵²

Each year, Field Support organized a Command Language Program Manager (CLPM) Seminar to help training unit managers responsible for providing language sustainment to their assigned linguists. During the event DLIFLC also held a contest for the best Command Language Program of the year. The annual event drew together CLPMs from locations around the world and exposed them to best practices and new teaching techniques directly from DLIFLC faculty and staff. As the program proponent, DLIFLC used the annual meeting to update stakeholders about DOD, DLIFLC, and service foreign language program developments, to facilitate networking among CLPMs, and to honor DOD's Linguist of the Year and the DOD Command Language Program of the Year.

DLIFLC held the 2009 CLPM seminar in 5-7 May. The event featured nearly 300 participants from all services. The quality of the language programs was judged by DOD language experts (G2 Intelligence Staff). The programs were measured by their accomplishments according to several categories, such as unit retention, DPLT scores, etc. For 2009, the DOD Linguist of the Year Award went to U.S. Air Force S. Sgt. Shaunil N. Chockshi from the 31st Intelligence Squadron, Ft. Gordon, GA. The DOD Command Language Program of the Year Award went to the Navy Information Operations Command (NIOC) from Ft. Meade, MD. Typically, the CLPM Seminar allowed DLIFLC to give unit CLPMs hands-on time with the latest technology while the top programs from each Service shared best practices and exchanged ideas with key DLIFLC language leaders.³⁵³ In 2010, the winner was the 5th Special Forces Group language program.³⁵⁴

The Operational Unit Support of Field Support oversaw Language Training Detachments for non-linguists service members. Its efforts focused upon Special Forces and General Purpose Forces. This activity saw a major expansion during this period and is discussed in the Campaign Continuity section below. Field Support for Special Operations training bumped up after a

³⁵¹ DLIFLC_Sitrep_21OCT08_final, in 2008 CAC SITREPs, DDA.

³⁵² DCSOPS Quarterly Historical Report (Jul-Sep 10), DDA.

³⁵³ DLIFLC_Sitrep_10MAY09_final, DDA.

³⁵⁴ Brian Lamar, "Command Language Program of the Year Winners," *Globe*, vol. 33, no. 3 (Summer/Fall 2010): 22.

DLIFLC team visited the U.S. Army JFK Special Warfare Center and School, Ft. Bragg, and the Marine Special Operations Command, Camp LeJeune, in October 2009 with the goal to discuss how the Institute could increase its support for language training at these locations. Colonel Sandusky and other DLIFLC staff also discussed expansions of these programs, along with support to the Naval Special Warfare Command and Air Force Special Operations Command, with the U.S. Army Special Forces Command chief, Maj. Gen. Thomas Csrnko.³⁵⁵ Two weeks later Csrnko visited Monterey to discuss further DLIFLC's assistance to the Special Warfare Command and School in developing the two-skill OPI and the language enhancement program. During his stay, Csrnko also received a command orientation brief and observed classroom activities.³⁵⁶

Finally, Field Support continued to provide testing and Advanced Individual Training (AIT) training focused on translation and interpretation skills for the 09 Lima Program, which took native speakers of defense-related languages and trained them to function as military language professionals. The first major professional linguist program of the U.S. Army trained Nisei soldiers during WWII, that is, American citizens of Japanese descent already serving in the Army. The modern 09L program was a similar effort revisiting the language training strategy of an earlier era. The Army Military Intelligence Corps, however, similar to its efforts to capture culture education in the Army (see Chapter I), attained control of the 09L effort. As a result, DLIFLC only had a tangential relationship with the program—it provided translation and interpretation skill training as part of the soldiers' AIT. It also provided follow-on sustainment training by using MTTs.

The first Army 09L unit became operational in October 2008 at the National Training Center, Ft. Irwin, California. The 51st Translator Interpreter Company was established to provide military interpreters or translators to deploying units. When fully staffed, the Army expected the unit to include speakers of 158 languages.³⁵⁷

Dr. Ali Naqib managed DLIFLC's part in the 09L Program. DLIFLC conducted two 09L courses at Ft. Jackson, South Carolina, for some forty-four students in 2008. At the same time faculty worked to translate the 09L curriculum into Uzbek, Azeri, and Vietnamese in conjunction with a team from the American Council on the Teaching of Foreign Languages (ACTFL). Staff were also preparing a pilot 09L basic noncommissioned officer course for Ft. Huachuca, Arizona.³⁵⁸ In June 2009, DLIFLC hosted an 09L In-Progress Review (IPR) at the DOD Center Monterey Bay on the former Ft. Ord. Highlights of the event included information updates on the 09L program in areas of recruiting, career paths, force structure, and various other topics. The three-day discussion concluded with a tour of DLIFLC facilities and a VIP out-brief to the

³⁵⁵ DLIFLC_Sitrep_16Oct09, DDA.

³⁵⁶ DLIFLC_Sitrep_20Nov09, DDA.

³⁵⁷ John M. Wagstaffe, "Army's First Language Company Activated at NTC," *Globe*, vol. 32, no. 3 (Fall 2008): 14.

³⁵⁸ CE 3rd Qtr CY08, DDA. This work was part of the Surge "CONOPS" contract.

Pentagon.³⁵⁹ In October 2009, Colonel Sandusky led a DLIFLC visit to Ft. Jackson for the graduation of an 09L AIT class. The purpose of the visit, however, was to hold discussions about preparations to move the program to Ft. Huachuca, which had the advantage of placing the program closer to Monterey.³⁶⁰ In late 2009, CE was given the word to move the 09L program to Ft. Huachuca where 09L AIT classes began on 1 February 2010.³⁶¹ Fourteen instructors and staff and Program Manager David Villareal thus relocated to continue providing translation and interpretation instruction in the languages of Arabic, Farsi, Pashto, Dari, and Kurmanji.³⁶²

In assessing the 09L program, Colonel Sandusky was uncertain how it might evolve. By 2010, the Army had two 09L companies, one at Ft. Irwin in southern California, and another at Ft. Polk, Louisiana. One issue with the program was that frequently 09L soldiers spoke very poor English. In fact, the DLI English Language Center was used to conduct some English training for these students prior to their taking basic training. Another issue was the high number of the Arabic-speaking 09Ls who were Sudanese, a dialect less helpful for use in Iraq or other places in the Middle East, even if Arabic was not their second or even third language as it was for some. The program also continued to be deficient in recruiting Afghan language-speaking natives. DLIFLC was not responsible for solving these types of problems, however. The Institute had to train 09L soldiers in the translation and interpretation skills of a given target languages and then also test them in those skills using OPI testers, not the DPLT, because there was not Sudanese DLPT. The 09L MOS required 3/3/3 on the ILR scale.³⁶³



*Figure 27 –
DLIFLC 09L
instructors after
their relocation
to Ft. Huachuca,
Arizona, in 2010.*

³⁵⁹ DLIFLC_Sitrep_19Jun09_final (3), DDA.

³⁶⁰ DLIFLC_Sitrep_16Oct09, DDA.

³⁶¹ CE 4th Qtr CY09, DDA.

³⁶² SSgt Tod Pruden, “09L Translator/Interpreter Program Moves to Fort Huachuca” *Globe*, vol. 33, no. 1 (Spring 2010): 22.

³⁶³ Sandusky, Interview, part 2, 26 April 2010, pp. 23-26.

Campaign Continuity

As DLIFLC continued to highlight to senior leaders its successes in providing language training in the AF/PAK Hands program, General Stanley McChrystal, the commander of NATO and U.S. forces in Afghanistan continued to emphasize the importance of language training for units deploying there and issued a directive requiring a percentage of average soldiers deploying to the Afghanistan to learn to speak basic Pashtu or Dari, the country's primary languages.³⁶⁴ DOD issued guidance in October 2009, which led to a new language training program that started to spin up at the start of 2010.³⁶⁵ The responsibility for achieving the goals of this directive fell to DLIFLC, which soon launched a program to provide thirteen- to sixteen-week courses at the soldier's home bases—Forts Campbell, Carson, and Drum—with follow-up sustainment training in-country. The program benefitted from and was inspired by DLIFLC's experience participating in the AF/PAK Hands program. The new program became known as "Campaign Continuity."

Field Support and Special Programs was actually involved in even earlier discussions about this program and the creation of four to eight LTDs to support deploying forces as part of the Irregular Warfare Surge initiative of the Defense Language Office by fall 2008.³⁶⁶ By then, Field Support was already supporting LTDs at Ft. Huachuca (for Arabic) and Ft. Bragg.³⁶⁷ In 2009, Field Support hired a Program Manager Richard Monreal to oversee new unit support LTDs requested by Special Operations Command.³⁶⁸

In December 2009, the Chief of Staff of the Army, General George W. Casey, Jr., approved the Campaign Continuity program to establish specialized LTDs at key Army posts where soldiers prepared for deployment. The Army wanted to embed AF/PAK Hands-style language and culture training within each future Brigade Combat Team (BCT) that deployed to Afghanistan. The Army selected three initial posts, which were Ft. Campbell in Kentucky, Ft. Carson in Colorado, and Ft. Drum in New York. Other sites would be added later. The initial target language was Dari. The goal of the pilot LTDs would be to help validate different methods for meeting stated language proficiency objectives. The pilot courses varied by length of course, student load, student-to-instructor ratio, use of technology, and the effectiveness balance between live instruction and distance learning methods.³⁶⁹

³⁶⁴ Kristin M. Hall, "Soldiers Learn to Speak Afghan Languages," *Denver Post*, 11 June 2010.

³⁶⁵ Suzanne Kubota, "Army Language Training Bridges Communication Gaps," Federal News Radio, 4 March 2010. The training was tasked by G3 to support the ISAF commander's guidance on troops deploying to theater.

³⁶⁶ CE 3rd Qtr CY08, DDA.

³⁶⁷ CE 4th Qtr CY08, DDA.

³⁶⁸ CE 1st Qtr CY09, DDA.

³⁶⁹ DLIFLC Information Paper: Campaign Continuity, 11 March 2010, in 2008-2014 DLIFLC Command History files, DDA. The Army gave DLIFLC \$6 million in FY10 to underwrite the pilot effort. RMD 700 directed additional funds to establish other Campaign Continuity LTDs for FY 11-15.

DLIFLC's dean of Distance Learning immediately visited Ft. Campbell and Ft. Carson to identify initial facilities requirements to set up the first Campaign Continuity LTD. The CIO validated initial requirements for this LTD in January 2010, procured and shipped the needed Smartboards, tablet PCs, desktops, and iPods. DLIFLC coordinated its training efforts with the Army G3 for Training as well as U.S. Forces Command, but quickly established new LTDs at the two posts.³⁷⁰ In January 2010, a DLIFLC Program Manager and instructors arrived at Ft. Campbell and the first "Campaign Continuity" LTD started training on 1 February 2010 for 70 members of the 101st Division. Meanwhile, DLIFLC continued to coordinate for the start of similar classes at Ft. Carson and Ft. Drum.³⁷¹ DLIFLC Provost, Dr. Donald C. Fischer, led a DLIFLC/Army G3 TR/Forces Command visit to Ft. Drum in February 2010 to discuss the establishment of its Campaign Continuity LTD with Maj. Gen. James L. Terry and a team from the 10th Infantry Division at Ft. Drum.³⁷² Seventy-four Ft. Campbell soldiers soon completed DLIFLC's "Introduction to Language Study" course and then began intensive, immersive Afghan language training.³⁷³ By the end of the first quarter of 2010, DLIFLC had established the three Campaign Continuity LTDs at Ft Campbell, Ft Drum, and Ft Carson where classes in Pashto and Dari were aimed to train one soldier per platoon-size element within the deploying Brigade Combat Teams to a foundational proficiency level of 1 in Listening and 1 in Speaking on the ILR scale.³⁷⁴

"From idea to guidance to action has been a very short timeline," reported Dean Steve Collins. And the program also taught culture, not just basic language skills. "It's kind of hard to get your hands around," Collins told a Federal News reporter, "but just the impact of having a soldier, a marine, being able to walk through a village, say a few words, be culturally attuned to what's going on and not make any faux pas- that's incredibly important and the impact is sometimes slow to recognize, but over time it makes a huge difference." Collins expected to add up to eight additional new LTDs in the year ahead so that soldiers and marines would not have to travel to DLIFLC for language and culture familiarization training. As Collins further pointed out, DLIFLC built the program around native speakers, just as it did in Monterey, using natives who had recently immigrated to the United States. DLIFLC's rapid response time was also because the Institute had been providing deploying service members with 30, 60, and 90 hours short courses in Dari and Pashto since 2002. It was simply a matter of ramping up the

³⁷⁰ DLIFLC_Sitrep_1Jan10 and DLIFLC_Sitrep_15Jan09, DDA.

³⁷¹ DLIFLC_Sitrep_23Jan10, DDA.

³⁷² DLIFLC_Sitrep_1Jan10 and DLIFLC-POM Sitrep 19 FEB 10, DDA.

³⁷³ DLIFLC_Sitrep_12FEB, DDA.

³⁷⁴ DCSOPS Quarterly Historical Report (Apr-Jun 10), DDA.

instruction to provide more in depth training for volunteers, although each deploying brigade was required to include a designated number of Campaign Continuity students.³⁷⁵

If not itself a measure of success, DLIFLC's Campaign Continuity program gained visibility in May 2010 when Hamid Karzai, the President of Afghanistan, visited Ft. Campbell and met DLIFLC instructors and students who were able to use their Dari in a conversation with him. General Stanley McChrystal, Admiral Michael Mullen, and Secretary of Defense Robert Gates accompanied Karzai, who observed, met, and conversed with 101st Airborne Division soldiers studying Pashtu through DLIFLC's Campaign Continuity LTD. Karzai expressed pleasure with the efforts of U.S. soldiers to learn the languages and culture of Afghanistan.³⁷⁶

By then, DLIFLC had three Campaign Continuity courses running at Ft. Drum (April to July 2010) for 50 soldiers studying Dari. At Ft. Campbell, DLIFLC/DLI-Washington language instructors were training four separate classes for 74 students in Dari and Pashto plus voluntary supervised study hall while and at Ft. Carson DLIFLC was teaching 292 soldiers in Dari using a "large class/low-tech model." The soldiers who made it through the first phase in the latter large class passed in to a second phase that featured smaller sections.³⁷⁷ One of the soldiers, Sfc. Daniel Northsea, commented that the intensive course was tailored to sentences and phrases he would probably use during his deployment and included "a lot of military-based scenarios where we would do car searches or house searches or personnel searches, which will help immensely."³⁷⁸

In early June 2010, DLIFLC leadership traveled to Washington D.C. to brief the Defense Language Steering Committee. The main topic was DLIFLC's completed Language Training Detachment Concept of Operations, a plan documenting how the Institute would field LTDs to support AF/PAK Hands, AF/PAK GPF and Multi-Purpose LTDs. DLIFLC found its meetings with Nancy Weaver, DOD SLA, Mr. Girven, SASC senior staff, and Dan Scott, ODNI, useful.³⁷⁹

The first two graduations of soldiers from the Campaign Continuity Language Training Detachments at Ft. Campbell and Ft. Carson took place in June 2010. It was evident to Colonel Pick, who attended the graduation at Ft. Campbell, that the program had command emphasis. DLIFLC took notes from the graduating class to make curriculum improvements and practices. Some units expressed interest in being able to train in both Pashtu and Dari, although that was an

³⁷⁵ Suzanne Kubota, "Army Language Training Bridges Communication Gaps," Federal News Radio, 4 March 2010, and transcript of interview with Dean Steve Collins, DDA.

³⁷⁶ DLIFLC_Sitrep_21 May 10_final, and DLIFLC_Sitrep_21 May 10_final, DDA; "Karzai Thanks Fort Campbell Soldiers, Families," *American Forces Press Service*, 14 May 2010.

³⁷⁷ DLIFLC_Sitrep_12 Mar 10, DDA; Brian Lamar, "73 Screaming Eagles Graduate from Dari, Pashto Language Training," www.dliflc.edu, 12 June 2010; Brian Lamar, "Soldiers of the 10th Mountain Division Speak Dari," www.dliflc.edu, 5 August 2010.

³⁷⁸ Kristin M. Hall, "Soldiers Learn to Speak Afghan Languages," *Denver Post*, 11 June 2010.

³⁷⁹ DLIFLC_Sitrep_11 Jun 10_final, DDA.

issue he thought best for commanders to decide. In Afghanistan, DLIFLC’s in-country team even supported General McChrystal himself, who decided to dedicate an hour each day to learn Dari with the assistance of a DLIFLC instructor.³⁸⁰



Figure 28 – President Hamid Kharzai speaks before U.S. soldiers at Ft. Campbell, Kentucky, May 2010.

On 7 July 2010, Col. Pick, as DLIFLC’s new commandant, briefed the DLIFLC Concept Plan for its ongoing Campaign Continuity program to Maj. Gen. Sean MacFarland and Maj. Gen. Cardon and received further guidance from them to use in revising the plan designed to help posture the Institute better to support DOD’s foreign language mission.³⁸¹ Meanwhile, DLIFLC’s Campaign Continuity LTD program continued to grow. In late July, the Institute received approval to open a new site at Schofield Barracks in Hawaii to support the 25th Infantry Division. Planning began immediately for an early September class start for eighty soldiers. DLIFLC assigned site directors to these LTDs and worked minor issues such as preparing classrooms with the needed technology and preparing memorandums of understanding.³⁸² By the end of September these four Campaign Continuity LTDs were running smoothly.³⁸³ In November, DLIFLC established two more Campaign Continuity AF/PAK Hands LTDs to

³⁸⁰ DLIFLC_Sitrep_11 Jun 10_final, DDA; “Nearly 300 Fort Carson Soldiers Graduate Language Program, DLIFLC news item, 11 June 2010.

³⁸¹ DLIFLC_Sitrep_9 Jul 10_final, DDA.

³⁸² DLIFLC_Sitrep_30 Jul 10_Final, DLIFLC_Sitrep_27 Aug 10_Final, and DLIFLC_Sitrep_24 Sep 10_Final, DDA.

³⁸³ DLIFLC_Sitrep_10 Sep 10_Final, DDA.

support U.S. Marine Corps Bases at Camp Lejeune, North Carolina, and Camp Pendleton near San Diego. These newest LTDs immediately began instructing the standard DLIFLC sixteen-week-long Dari and Pashto language training. Initially, both experienced some student attendance problems. The overall program manager was Sam Garzaniti.³⁸⁴

DLI-Washington and AF/PAK Hands

During this period, DLIFLC began to participate in major Defense Department initiative backed directly by the Secretary of Defense and the Chairman of the Joint Chiefs of Staff called the Afghanistan-Pakistan Hands Program, or AF/PAK Hands. Navy Admiral Michael G. Mullen, Chairman of the Joint Chiefs of Staff, was foremost supporter of the program, which began during the summer of 2009.³⁸⁵ The years-long project intended to develop and sustain a cadre of trained uniformed experts on the Afghanistan-Pakistan region who would fill designated billets in one of these two countries after receiving special training. AF/PAK Hands were placed in key positions allowing them to engage directly with Afghan and Pakistani officials and other locals. AF/PAK Hands would then deploy to organizations outside of Afghanistan and Pakistan that had responsibilities associated with these countries, thus helping to maintain continuity within the military on issues associated with culture, language, and counterinsurgency. It was hoped that this effort would help build trust between the military and local populations in both countries.

Of course, a program like this would have been useful at the beginning of the Afghan War, but it was not until after the invasion of Iraq and the military crisis that followed that field commanders gradually, then consistently began pushing for cultural and eventually foreign language training among the general purposes forces. Early on DLIFLC supplied LSKs and Headstart or pre-deployment training. By 2005, the need for more cultural awareness was obvious based upon operational experience. Some commanders urged foreign language training as well. It took time, years, but, as Colonel Sandusky explained, “senior commanders coming back from their experiences on the battlefield in the combat zone and saying, ‘Hey, my people needed to be able to communicate with the local population’,” eventually brought DOD to a tipping point. By the time General McChrystal arrived in Afghanistan in mid-2009, the Joint Staff and its Chairman, Admiral Mullen, were keen on starting up a program to train captains, majors, lieutenant colonels, and senior non-commissioned officers in the culture of the Afghanistan-Pakistan region. Program participants were expected to enroll for a three to five year commitment for repetitive assignments in the region. They would get language training, cultural training, and have assignments to specific jobs that would capitalize on their accumulating knowledge. At their home base in the United States or Europe, they would continue to follow events in Afghanistan or Pakistan. Mullen apparently launched the program immediately after his visit to DLIFLC in August 2009. The Joint Staff created a “Pakistan-

³⁸⁴ DLIFLC Sitrep 10 Dec 2010, DDA.

³⁸⁵ Sfc Matthew Chlosta, “‘Af-Pak Hands’ Begin Immersion Training,” *Globe*, vol. 33, no. 3 (Summer/Fall 2010): 16.

Afghanistan coordination cell” to set up the AF/PAK Hands. The Services had to put up the people; DLIFLC put together the language training.³⁸⁶

DLIFLC’s subordinate office in the capitol, the Defense Language Institute-Washington (DLI-Washington), took on lead for the AF/PAK Hands training program under the auspices of Army Lt. Col. Randy Smith. DLI-Washington used contracts to handle the volume of men expected while DLIFLC’s Emerging Languages Task Force set about to develop curricula for four-month courses in Dari, Pashto, and Urdu that DLI-Washington would use. According to Smith, after completing the training, students would automatically be enrolled in a distance learning course to maintain and enhance their language proficiency that they would complete while deployed.³⁸⁷

On 1 September 2009, DLI-Washington launched its first “Afghan Hands” language class for twenty-two students (10 in Dari, 12 in Pashto) who began four months of training at one of the school’s contract-supported foreign language offices using curriculum developed by DLIFLC.³⁸⁸ The second AF/PAK Hands class started at DLI-Washington with twelve students (3 in Pashto, 9 in Dari) in October 2009. DLIFLC curriculum development and faculty development personnel also conducted orientations with contract instructors in Washington in preparation for the 2 November 2009 class starts for 140 students (30 Pashto, 100 Dari, 10 Urdu).³⁸⁹ On 1 November, DLI-Washington in-processed 124 AF/PAK Hands students (86 Dari, 29 Pashto, and 9 Urdu) for the start of the 2 November class. During the in-processing session, students completed registration for the program, received course overview presentations, and received orientation briefs for the Tablet PCs and iPods issued to each student. As the first large AF/PAK Hands class, there was much attention from senior leaders. Lt. Gen. Philip Breedlove (USAF A3) met with all Air Force AF/PAK Hands students prior to the start of class; Brig. Gen. Scott Miller (Deputy Director for Special Operations Counter-Terrorism, J-3) met with the AF/PAK Hands student leadership; and Admiral Mullen met with all AF/PAK Hands students on 12 November.³⁹⁰ Mullen spoke to the 157 AF/PAK Hands personnel from all Services and told the students that the AF/PAK Hands program was DOD’s number one priority for Afghanistan. He emphasized that language ability was a “strategic part of our approach.” The following week, Lt. Col. Smith, attended an AF/PAK Hands “home basing” VTC with the U.S. Central Command commander and General Stanley McChrystal, who commanded the International Security Assistance Force, Afghanistan. DLIFLC expected to establish Language Training

³⁸⁶ Sandusky, Interview, part 2, 26 April 2010, pp. 13-15.

³⁸⁷ Natela Cutter, “DLIFLC Plays Major Role in New Pentagon AF/PAK Program,” www.dliflc.edu, 1 December 2009; Cameron Binkley, *A Pictorial History of DLIFLC* (US Army, 2011), pg. 159; DLIFLC_Sitrep_4Sep09, DDA.

³⁸⁸ DLIFLC_Sitrep_4Sep09, DDA.

³⁸⁹ DLIFLC_Sitrep_23Oct09, DDA.

³⁹⁰ DLIFLC_Sitrep_6Nov09, DDA.

Detachments at AF/PAK Hands home bases once their locations were determined.³⁹¹ In December, General McChrystal also visited DLI-Washington and spoke to approximately 150 AF/PAK Hands personnel studying Dari, Pashto and Urdu.³⁹²

That same month, some forty volunteers from DLIFLC, NPS, and the University of New Mexico began to work on a language learning project intended to help DLIFLC shape the sustainment piece of its AF/PAK Hands program. Using both live and “e-mentors” or on their own, the volunteers plowed through the Institute’s existing Pashto Headstart program. With this input and DLIFLC analysis, the school began identifying how to deliver meaningful foundational language learning and sustainment for autonomous learners using online materials and classes. Colonel Sandusky expected this work to impact how the Institute would support language requirements in the general force, especially in connection with the implementation of the Army Culture and Foreign Language Strategy.³⁹³

By the end of 2009, DLIFLC was reviewing its capabilities to conduct “two-skill” Oral Proficiency Interviews as the assessment at the end of the initial four-month block of training for AF/PAK Hands. The OPI was DLIFLC’s normal means of evaluating speaking proficiency. The two-skill OPI test added listening passages and structured some of the speaking tasks around questions designed to elicit responses to demonstrate the examinee’s understanding of the listening material. Two-skill OPIs were resource intensive but the demand for this type of assessment was growing because the two-skill OPI could be focused on very low range proficiency levels that the normal DPLT could not measure. Eventually, DLIFLC hoped that computerized OPIs would replace the two-skill OPIs. It was already developing automated Very Low Range tests for listening and reading.³⁹⁴

To further DLIFLC support for the mission in Afghanistan, the Institute sent a small team to the region led by Lt. Col. Randy Smith. His mission was to refine DLIFLC’s operationally oriented “foundation” curriculum, including topic areas and training scenarios, and to work out details for the delivery of distance/blended learning language training (especially its IT connectivity requirements). This training was aimed to get selected deploying personnel to the 1/1/1 level in sixteen weeks of full-time training.³⁹⁵ Basically, Smith held discussions with U.S. leaders in Afghanistan regarding program content and the sustainment phase of the training. His team also gathered materials to enhance AF/PAK training scenarios and conducted a technical site survey for AF/PAK distance learning delivery in theater.³⁹⁶ Later in the year, DLIFLC also

³⁹¹ DLIFLC_Sitrep_13Nov09, DDA.

³⁹² DLIFLC_Sitrep_11Dec09, DDA.

³⁹³ DLIFLC_Sitrep_20Nov09, DDA.

³⁹⁴ DLIFLC_Sitrep_27Nov09, DDA.

³⁹⁵ DLIFLC_Sitrep_23Jan10, DDA. Per the invitation of the CSM for ISAF/USFORA.

³⁹⁶ DLIFLC_Sitrep_12 Mar 10, DDA.

sent another small DLIFLC team to Camp Julien in Kabul to provide refresher or sustainment training to the initial AF/PAK Hands graduates, to establish connectivity for DLIFLC's distance learning programs, and to assist U.S. Forces-Afghanistan to establish a command language program.³⁹⁷ Besides actively supporting AF/PAK Hands sustainment training, DLIFLC hoped to establish a permanent presence in theater, a goal furthered in October 2010 when Mike Judge was selected to be U.S. Forces-Afghanistan's Command Language Program Manager.³⁹⁸

Results for the initial AF/PAK Hands sixteen-week-long training, conducted through DLI-Washington, were good—overall 82 percent of the students (95/116) met the 1/1 goal wither in Dari or Pashto. On 15 March 2010, DLI-Washington in-processed a new AF/PAK class of 50 students, 25 students in Dari, 22 in Pashto and 3 in Urdu.³⁹⁹

The first class of thirty-three U.S. military service members and civilians trained in the AF/PAK Hands program deployed to Kabul in late April. There at Camp Julien, they continued several weeks of immersive training at the Counterinsurgency Training Academy and also served alongside Afghan government and security forces. The AF/PAK Hands had specific skill sets, such as expertise in governance, engineering, intelligence, finance and force protection. They would be assigned as mentors to government and military officials and put into strategic positions to help make an immediate impact. Of the 281 billets for the program, 253 were to be stationed in Afghanistan, with 28 in Pakistan.⁴⁰⁰ The first AF/PAK Hands group returned from its first deployment in April 2011. One of these students was Lt. Cmdr. Andrew Grant who worked directly with villagers and village elders on various projects on his deployment. Grant thought the program helpful. "The language and training give you an opportunity to break the ice much more easily," he remarked upon return.⁴⁰¹

In May 2010, DLIFLC hosted a visit by the Chief of Staff of the Army, General George W. Casey, Jr., which generated a lot of media coverage for the Institute and the Army. Casey attended a Persian-Farsi Class and was briefed by the students on some of the curriculum and enhanced classroom technology they use daily. DLIFLC also demonstrated the beta-version of the pre-deployment training package that Casey had ordered a requirement for all forces deploying to Afghanistan. The package consisted of DLIFLC's cultural orientations and HeadStart2 military modules. Casey also spoke with several recent graduates of the AF/PAK Hands language program from Camp Julien. Meanwhile, DLIFLC's Afghanistan team began teaching its second in-country class of AF/PAK Hands, these being Phase I graduates. In Phase II, DLIFLC provided additional language training to these students prior to their deployment to

³⁹⁷ DLIFLC_Sitrep_16 Apr 10, DDA.

³⁹⁸ DLIFLC_Sitrep_30 APR 10 and DLIFLC_Sitrep_10 Sep 10_Final, DDA.

³⁹⁹ DLIFLC_Sitrep_19 Mar 10, DDA.

⁴⁰⁰ Sfc Matthew Chlosta, "'Af-Pak Hands' Begin Immersion Training," *Globe*, vol. 33, no. 3 (Summer/Fall 2010): 16.

⁴⁰¹ Julia Gitis, "First Group of AF/PAK Hands Return from Afghanistan," www.dodlive.mil (accessed April 2011).

duty stations across Afghanistan. In addition to teaching, the team also attended U.S. Forces-Afghanistan/J7 planning sessions to help develop additional types of language training for non-Afghan Hands.⁴⁰²



Figure 29 – Lt. Col. Richard McNorton, far left, an AF/PAK Hands participant, attends a meeting with district leaders in Afghanistan, 2010.

In June 2010, the AF/PAK Hands team divided its students at the Counterinsurgency Training Academy at Camp Julien into ability groups with one-on-one instruction at night. To that point, the team had trained forty-six AFPAK hands and conducted 250 hours of language training and was continuing to support General McChrystal with a Dari language tutor.⁴⁰³ The team soon began its fourth round of sustainment training. During the same month, DLI-Washington tested a group of fifteen AF/PAK Hands assigned as Provincial Reconstruction Team commanders. Eleven of these students tested above the 1/1 level on their two-skill OPI.⁴⁰⁴

In July, Colonel Pick reported that the DLIFLC AF/PAK Hands in-country team had received many requests for language training materials stemming from personnel newly interested in language training who had been inspired after seeing how well local nationals received soldiers trained in the AF/PAK Hands program. Pick believed this showed that the program and its products were having a significant impact on the target population and soon began shipping the requested material to Camp Julien for distribution. By July 2010, DLIFLC had trained eighty-eight previous AF/PAK Hands, who had passed on to their assignments in-

⁴⁰² DLIFLC_Sitrep_14 May 10_Final and DLIFLC_Sitrep_28 May 10_Final, DDA.

⁴⁰³ DLIFLC_Sitrep_11 Jun 10_final, DDA.

⁴⁰⁴ DLIFLC_Sitrep_25 Jun 10_final, DDA.

country. In fact, the in-country AF/PAK Hands had begun giving rudimentary language classes to other personnel at their own work sites.⁴⁰⁵ At this time DLIFLC was also coordinating with U.S. Forces Afghanistan to hold a gathering of AF/PAK Hands members called “the AFPAK Hands Shura.” A DLIFLC team attended the Shura with Afghan leaders at Camp Julien on 6-7 October. The team distributed a survey to the current AF/PAK Hands to evaluate the early two phases of their training while the Institute’s AF/PAK Hands Director, Lt. Col. Wayne Morris, briefed members on recent developments in the four phase training plan.⁴⁰⁶

In August 2010, DLI-Washington began talking with the Joint Staff Pakistan-Afghanistan Coordination Center (PACC), a unit within the Deputy Directorate in the Joint Staff/J-5 newly set up to provide guidance and oversight for the AF/PAK Hands program. PACC, in coordination with DLIFLC and the local activity commands, planned to establish regional language training detachments or “hubs” in Tampa, Florida, Norfolk, Virginia, and later Heidelberg, Germany. These hubs would help expand the operational support of the AF/PAK Hands program and allow AF/PAK Hands in a concentrated area to receive needed language training. The Army soon accepted bids for the Tampa and Norfolk hubs and DLIFLC had site locations established, managers picked, and the first classes scheduled by early fall.⁴⁰⁷ On 3 September 2010, wrapping up a busy period of program activity, Admiral Mullen signed the “Chairman of the Joint Chiefs of Staff Instruction 1630.01” to establish the policies that govern the management of the AF/PAK Hands.⁴⁰⁸

Officials from DLI-Washington and the Directorate of Continuing Education met in December to hash out issues for the start of the third phase of AF/PAK Hands training scheduled to begin April 2011. Phase III training took place while the AF/PAK Hands personnel were stationed outside the theater during normal rotations and consisted of five hours of training per week, including three hours of self-study using modules developed by CE and two hours working with instructors. The latter element was concerning. DLI-Washington students would be able to do face-to-face instruction at no cost because extra Phase I instructors hours would be available. Students outside of DC, however, would have to rely upon on-line training with CE instructors with DLIFLC relooking the feasibility of this arrangement in six months.⁴⁰⁹

⁴⁰⁵ DLIFLC_Sitrep_23 Jul 10_Final, DDA.

⁴⁰⁶ DLIFLC_Sitrep_27 Aug 10_Final and DLIFLC_Sitrep_8 Oct 10, DDA.

⁴⁰⁷ DLIFLC_Sitrep_06 Aug 10_Final, DLIFLC_Sitrep_27 Aug 10_Final, DLIFLC_Sitrep_10 Sep 10_Final, and DLIFLC Sitrep 10 Dec 2010, DDA. Tampa classes were held in the Education Center at MacDill Air Force Base; Norfolk classes were held at Dam Neck Naval Base. Meanwhile, DLIFLC, PACC, Army G3/5/7, and USAREUR continued to discuss establishing an AFPAK training Hub in Germany. Eventually, these discussions included overarching DOD foreign language requirements in Europe and ways to train foreign military personnel.

⁴⁰⁸ DLIFLC_Sitrep_17 Sep 10_Final, DDA. CJCSI 1630.01A (30 April 2014) supersedes the original directive.

⁴⁰⁹ DLIFLC Sitrep 10 Dec 2010, DDA.

By the end of 2010, DLIFLC had completed training for 228 AF/PAK Hands personnel (153 Dari, 55 Pashto, and 20 Urdu). Another 87 students were scheduled to complete training course by February 2011 with two new classes starting the same month.⁴¹⁰

Evaluation and Standardization

The Evaluation and Standards (ES) Directorate designed various foreign language tests and provided program evaluation for DLIFLC. Between 2008 and 2010, it consisted of seven divisions, including Test Management, Proficiency Standards, In-Course Proficiency Testing, Evaluation, Research and Analysis, Test Review and Education, and Test Development. ES was led by Associate Provost Dr. Thomas Parry and Assistant Provost Dr. Christine Campbell, who was succeeded by Dr. Jurgen Sottung in 2009.⁴¹¹

Test Management Division

The Test Management Division (TM) provided end-of course testing to students within the DLIFLC resident program; Oral Proficiency Interviews for resident and non-resident foreign language programs, faculty applicants, prospective O9L candidates and linguists, worldwide; and a quality control program for resident and DOD testing systems, including the maintenance of a test archival system. TM scheduled examinees, administered and scored tests, and reported final test results to requesting parties. Additional tasks included oversight of test security and compliance with provisions concerning testing as outlined by regulations. TM included a total of 38 civilian staff members in mid-2008. In 2008, the division moved out of Building 634 and began operating in Building 630, which allowed the division to utilize a new 24-position test lab.⁴¹² Altogether, TM used three 30-position computer test labs, two 24-position computer test labs, 7 OPI rooms, and administrative space in Buildings 611, 630, 631, and 635.⁴¹³ Test Management was led by Mark Markiewitz until succeeded by Acting Director Brent Eickholt in 2010.⁴¹⁴

In 2009, Test Management began assisting the Army with a new pilot recruitment program called Military Accessions Vital to the National Interest, which hoped to bolster Army staffing by inducting new personnel with critically needed skills in medicine and foreign language. Candidates who wanted to enter the Army based upon their language speaking ability had to pass an OPI test administered by Test Management as well as other required tests. The program offered the chance for non-Americans to earn expedited citizenship.⁴¹⁵

⁴¹⁰ DLIFLC Sitrep 10 Dec 2010, DDA.

⁴¹¹ DLIFLC Staff Directories, 2008-2010.

⁴¹² ESD 2nd Qtr CY08, DDA.

⁴¹³ Historical Report 4th Qtr CY10, DDA.

⁴¹⁴ DLIFLC Staff Directories, 2008-2010.

⁴¹⁵ Kate Lamar, "DLIFLC Helps Army's Recruitment," *Globe*, vol. 32, no. 5 (Spring/Summer 2009): 9.

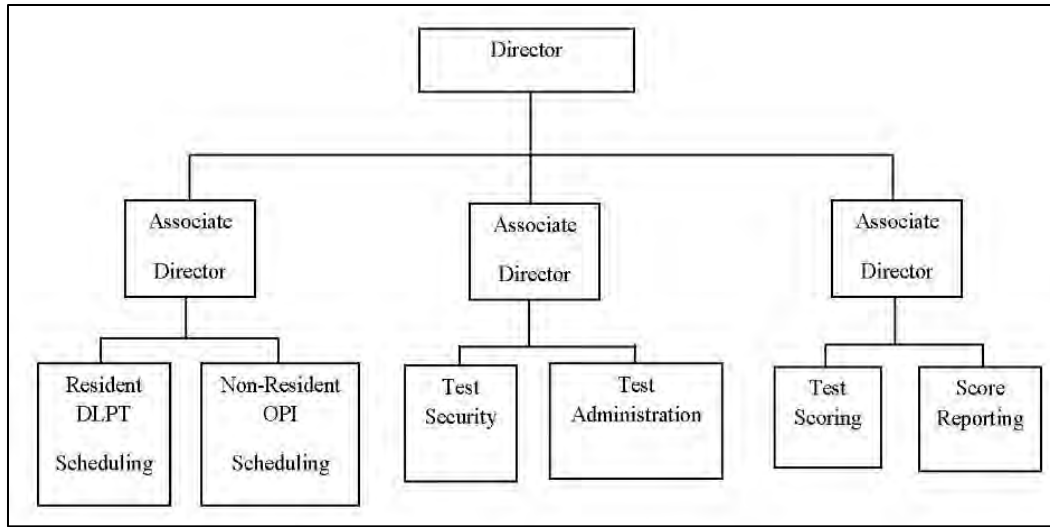


Figure 19 – ESD Test Management Division, organization chart, 2008.

Proficiency Standards Division

Proficiency Standards was responsible for tester education, proficiency standards and implementation, and it also maintained DLIFLC’s oral proficiency tester cadre of over 480 OPI certified testers in 40 languages and dialects. During 2008, Proficiency Standards succeeded in increasing the number of OPI testers in the Middle East schools by eighteen testers after the schools suffered losses of numerous qualified OPI testers due to promotions and transfers.⁴¹⁶ In early 2009, it prepared to participate in an ACTFL/DLIFLC OPI summit, which included video production and coordination with ACTFL. During Language Day in May, it also coordinated demonstration OPIs in eight languages as well as briefings for educators.⁴¹⁷ This division was led by Dr. Ihlenfeld.⁴¹⁸

In-Course Proficiency Test Development Division

This unit developed non-DLPT courses for resident students that focused upon the “FLO” objectives and proficiency of DLIFLC students regarding the military-specific content of their language learning. This division was led by John C. Neff.⁴¹⁹

An ongoing issue for the school, with a lower priority than teaching, was that staff were sometime transferred to meet higher mission requirements. For example, in mid-2008, the division lost its only Persian Farsi End of Course writer, who was need to teach in the ever-

⁴¹⁶ ESD 2nd Qtr CY08, DDA.

⁴¹⁷ ALL_ Q2_CY2009_Historical Report, DDA.

⁴¹⁸ DLIFLC Staff Directories, 2008-2010.

⁴¹⁹ DLIFLC Staff Directories, 2008-2010.

growing and instructor-short Persian Farsi program.⁴²⁰ In late 2008, the provost changed the name of the division from End-of-Course Proficiency Tests to In-Course Proficiency Test Development (ICPTs) and also tasked the division to plan an accelerated development of a set of Iraqi ICPTs to accompany the new Iraqi Basic Course.⁴²¹ In 2009, after completing a revision of the MSA ICPT, the ICPT Development Division made plans to collaborate with the MSA test developer in the TD Division to start production of a Levantine Arabic dialect ICPT battery. The Levantine ICPT was to be used by students in the new Levantine Basic Course.⁴²² In 2010, the Army migrated the division's computers to the new Vista operating system, which resulted in the permanent disablement of the division's FLO automated applications. ESD technical specialist Veronique Durham and the Test Management Division then had to work rapidly to convert existing automated FLO tests to versions that simply used paper, pencil, and audio CD. However, according to ICPT, there were no interruptions to the delivery of mandated FLO tests to graduating students.⁴²³

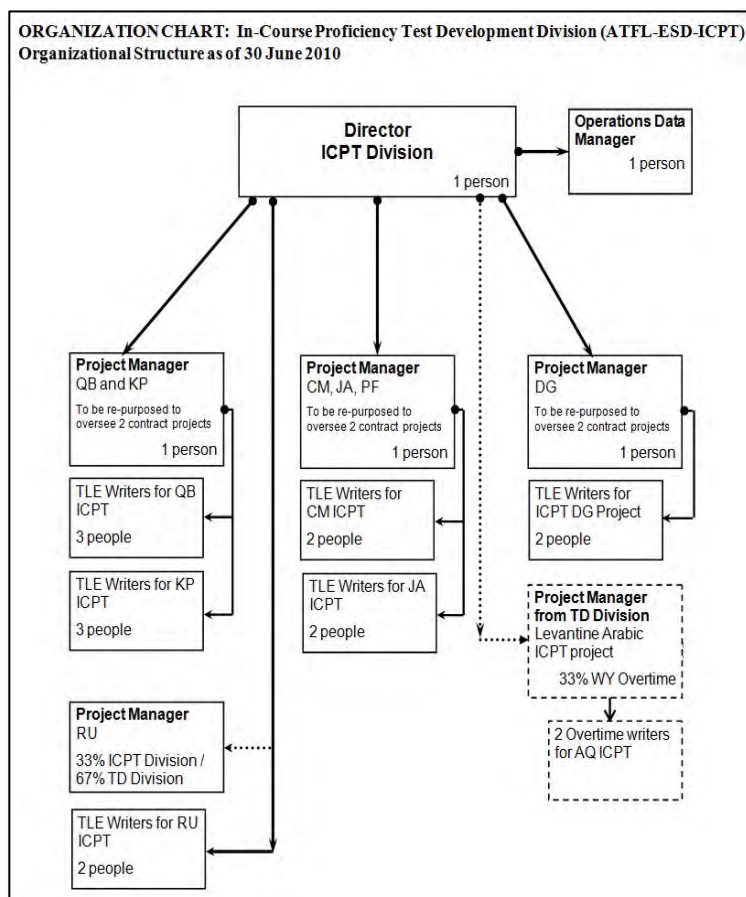


Figure 30 – Organizational structure of In-Course Proficiency Test Development, 2010.

⁴²⁰ ESD 2nd Qtr CY08, DDA.

⁴²¹ ESD 4thQuarterCY08, DDA.

⁴²² ICPT History Report 4th Quarter CY 2009, DDA.

⁴²³ ICPT History-QTR3-CY10, DDA.

In late 2008, the division developed a proof-of-concept automated test lab version of its Arabic and Korean 302 ICPTs and Russian 301 ICPTs. The concept utilized an application similar to what NSA used to automate DLPT5s. The idea was to fold this capability into the content management system DLIFLC was developing through a contractor and which would also provide more efficient reporting and analysis of student data.⁴²⁴ In 2009, development on this project shifted to a lower priority as the division changed direction “to focus on database support concerns of the Test Management Division.” This shift caused the Russian ICPT 301 test project to go on hold, although by 30 June the division was working to enable completion of the upload module and to prepare the Russian ICPT 301 for lab administration. Lab administration of the Arabic 302 ICPT continued on a routine basis. The division focused upon preparing old and new ICPTs for automation as test lab capacity permitted. An important issue was revising old tests formerly under schoolhouse custody to avoid test compromise issues.⁴²⁵ Indeed, ICPT contracted with Caveon, LLC, an organization specialized in test security consulting, to analyze the directorate’s strengths and weaknesses in test security and to provide recommendations for correction.⁴²⁶

In June, the deans of DLIFLC’s Arabic language schools requested a new MSA ICPT 301 to adjust to changes made in the MSA Basic Course design and planning to do so began thereafter. An important accomplishment in mid-2009 was the first in-class use of the new Iraqi ICPT 101A in July, which was the first ICPT given in association with a course based on a dialect.⁴²⁷ By early 2010, the ICPT Development Division had also completed its MSA ICPT 301C, conceived as the last new MSA ICPT to be developed since DLIFLC shifted its methodological focus to Arabic dialects training.⁴²⁸

Evaluation Division

The mission of the Evaluation Division was to provide valid and reliable evaluative information in a timely fashion to DLIFLC faculty, staff and administrators. It strove to meet the evolving information needs of myriad stakeholders by developing and disseminating high-quality, comprehensive academic and program evaluations using the latest information technology and strategic evaluative processes.⁴²⁹ The division accomplished some of its work by sending personnel to the field to conduct research, for example, in May 2009, a team travelled to Goodfellow Air Force Base to conduct “a comprehensive Language Skills Assessment survey

⁴²⁴ ESD 4thQuarterCY08, DDA.

⁴²⁵ ALL_ Q2_ CY2009_ Historical Report, DDA.

⁴²⁶ ICPT History Report 4th Quarter CY 2009, DDA.

⁴²⁷ ALL_ Q2_ CY2009_ Historical Report, DDA.

⁴²⁸ ICPT History Report 4th Quarter CY 2009, DDA.

⁴²⁹ ESD 2nd Qtr CY08, DDA.

evaluation,” which focused upon Army and Air Force and Army students at various levels in their cryptologic training program.⁴³⁰ Mr. Seldow led this division.⁴³¹

Research and Analysis Division

The main function of this division was to design, conduct and coordinate, and report on applied research in foreign language learning. Research and Analysis contained a full complement of sixteen staff, including the dean, in 2008.⁴³² The unit collected data, including quantitative data, to make evaluations on a variety of projects, tests, and programs, for example by soliciting feedback from students to help evaluate the effectiveness of the Proficiency Enhancement Program, by analyzing the AF/PAK Hands program, or collecting data to evaluate DLPT5s. One of its missions was to liaison with the Center for Advanced Study of Language (CASL) where DLIFLC funds were sometime used.⁴³³ In 2008 it prepared and recommended to the commandant a process for compliance with Federal policy regarding Human Subjects Protection that applied to numerous agencies, including DOD and DLIFLC, which conduct research using human subjects. Compliance required agencies to establish an Institutional Research Board to evaluate projects involving experimentation with human subjects.⁴³⁴

In 2010, Research and Analysis helped DSCOPS-Plans develop a straw model strategic plan, including workshop syllabi for various division-level planning teams. It continued efforts to find and review information about potential tools to help assess cultural sensitivity and/or cultural competence. It presented results of a Language, Science and Technology study.⁴³⁵ Dr. John Lett led this division.⁴³⁶

Test Development Division and Testing Issues

Led by Dr. Mika Hoffman, the mission of the Test Development Division was simple: to design, develop, and validate foreign language testing programs for DOD linguists, to include the Defense Language Proficiency Test (DLPT) with its reading and listening components. In addition, Test Development created prototypes of both new and existing tests for computer delivery, updated DLPTs on a regular cycle to maintain test security and test relevance, and provided quality control and consultation services to DLIFLC’s schools in test planning, design, development, review, validation, and analysis.⁴³⁷ Despite easy explanation, test development

⁴³⁰ ALL_ Q2_CY2009_Historical Report, DDA.

⁴³¹ DLIFLC Staff Directories, 2008-2010.

⁴³² ES-RA 1st Qtr CY08, DDA.

⁴³³ ESD-RA Historical Report First Quarter 2010 Jan – Mar, DDA.

⁴³⁴ IRB-IC-23Sep08, briefing DDA.

⁴³⁵ ESD-RA Historical report Jan-Mar 2010, DDA.

⁴³⁶ DLIFLC Staff Directories, 2008-2010.

⁴³⁷ 4th quarter Historical Report 29 Jan [2011], DDA.

grew ever more complex during this period, as the organization chart below and the following section suggests.

Soon after assuming command, Colonel Sandusky had to tackle an emerging issue of great complexity relating to problems in fielding a new Defense Language Proficiency Test 5 (DLPT5). She began to examine the test closely and would spend a good part of her tenure as commandant addressing the issue. See Appendix B for a more detailed summary of DLPT test development between 2008 and 2010.

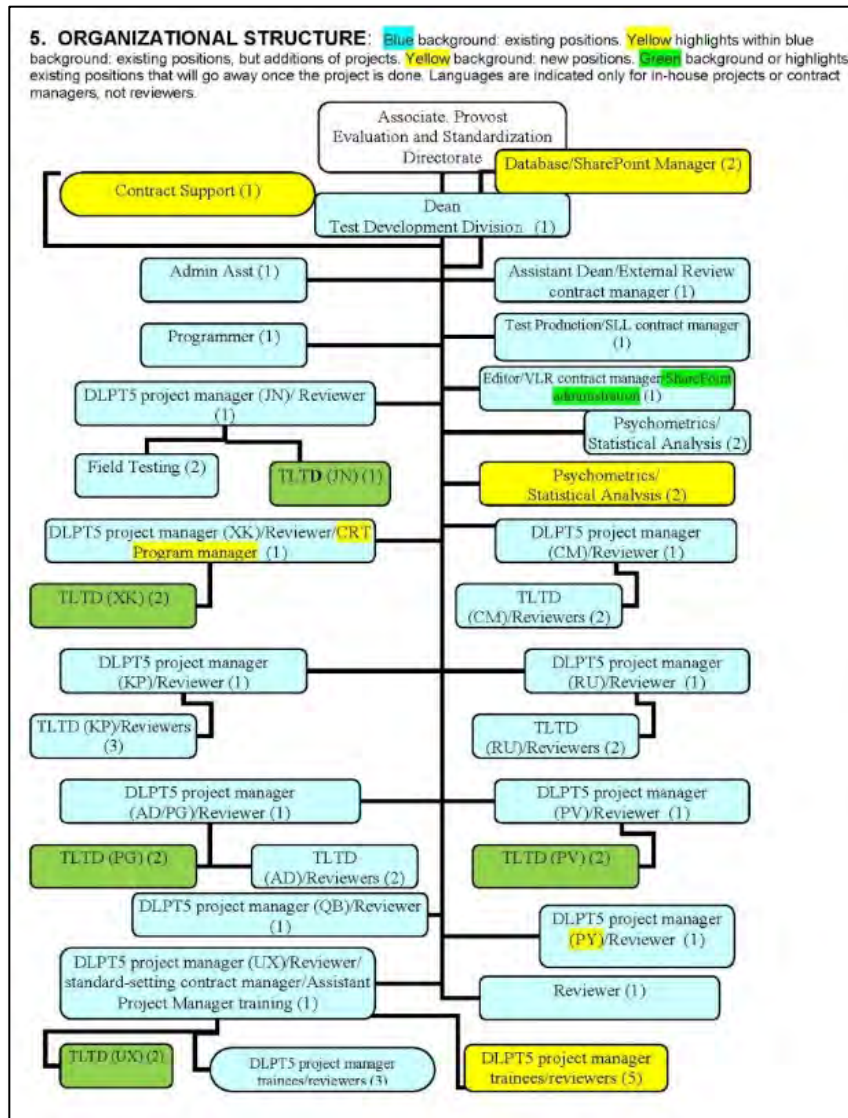


Figure 31 – Test Development Division, showing a complex organizational structure, 2010.

After its release, the new DLPT5 exam had become a subject of much and continuing controversy due to the fact that it appeared to be much more difficult than its predecessor examinations. At DLIFLC, graduation rates, especially in Arabic, declined while linguists in the field suddenly saw their test scores fall so precipitously as to risk the loss of certification in their military occupational specialties. Although school officials continued to maintain that while the

new test was more rigorous and thus a more reliable evaluation of a student's ability, intense criticism led staff to undertake an extensive re-examination of various aspects of the test's design. As one measure of the seriousness of the problem, DLIFLC pulled the DLPT5 for Modern Standard Arabic (MSA) in September 2007, specifically because field linguists had recorded much lower test results than expected. This test became the first DLIFLC test to have to pass an external review that subsequently became SOP in the test development process.⁴³⁸

The Test Development Division rolled out a new version of its test for Modern Standard Arabic DLPT5 on 1 May 2008. The new version included eleven adjustments made to specific test items. At the same time, it delivered less controversial older DLPTs in Yiddish, Hausa, Amharic, and Romanian to Defense Manpower Data Center, which made these tests available online, completing a project to make all old (pre-generation 5) DLPTs available for web-delivery. Test Development also rolled out new DLPT5s in Japanese (lower-range), Persian-Farsi (lower-range), and Egyptian on 15 May 2008.⁴³⁹

Despite the release of a revised MSA DLPT5, important issues remained. In October 2008, the Defense Language Action Panel, which included the primary action officers of the Senior Language Authorities or SLAs, met to discuss ways to balance student through-put against the recognized need for higher proficiency. Participants discussed the methodology and rationale used to set the mastery criterion underlying construction of the DLPT5. The Army SLA and G2, the Defense Language Steering Committee, chaired by Gail McGinn, Deputy Undersecretary of Defense for Plans, were very concerned about the impact of the still difficult MSA DLPT5 on fielding Arabic linguists. McGinn, in fact, was about to recommend an adjustment to the mastery criterion for the MSA DLPT5.⁴⁴⁰ The mastery criteria were the basis for calculations used to establish proficiency linguist levels. Because the matter was urgent, McGinn called a special DLSC meeting on 24 October 2008. Both Sandusky and the Provost, Dr. Donald Fischer, traveled to Washington where they also briefed key NSA leaders.⁴⁴¹

DLIFLC's presentation to the DLSC did focus on the MSA DLPT5. The discussion was lively. Sandusky sought, as she said many times, to balance through-put and proficiency requirements. According to Sandusky, the DLPT5 was by design a more difficult test than its predecessor, the DLPT IV. Moreover, the DLPT5 had a different aim: to assess a linguist's ability to sustain his/her proficiency with authentic material. The older test did not incorporate authentic material now readily available via digital technology. DLIFLC graduates who had

⁴³⁸ ESD 2nd Qtr CY08, DDA; Col Sue Ann Sandusky, "From the Top," and Natela Cutter, "DLIFLC Releases Updated Version of Arabic DLPT5 Test," both in *Globe*, vol. 30, no. 2 (Spring 2008): 3 and 15.

⁴³⁹ ESD 2nd Qtr CY08, DDA.

⁴⁴⁰ DLIFLC_Sitrep_07OCT08_final and DLIFLC_Sitrep_14OCT08_final, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

⁴⁴¹ DLIFLC_Sitrep_21OCT08_final, in 2008 CAC SITREPs, DLIFLC Command History Office files (2008-2010), DDA.

qualified using the older test had failed to match NSA's requirements for cryptologic linguists. The DLPT5 aimed to raise test standards significantly, but the increased difficulty of the test was hurting graduation rates and terrified linguists in the field. In fact, according to Sandusky, the DLPT5 was actually revealing the low proficiency among field linguists, which in turn pointed to apparent training deficiencies in operational units. Various views emerged during the discussions over this issue and the risk assumed by changing the mastery criteria versus the need to qualify linguists. Sandusky remained confident that DLIFLC graduation rates would increase as the Institute simultaneously continued to implement various components of the Proficiency Enhancement Program (PEP). In the meantime, she acknowledged that the school and the Services might need to consider short-term options to mitigate the pain student and current linguists now faced in making it over the higher bar of the DLPT5.⁴⁴²

In December 2008, DLIFLC completed coordination with the Defense Manpower Data Center to make changes to the MSA DLPT5, as discussed in recent DLSC meetings, and was ready to implement them.⁴⁴³ At the same time, Colonel Sandusky directed a DLPT IV–DLPT5 study, along lines recommended by the Defense Language Testing Advisory Board (DELTA B), a recently created board of experts designed to provide independent advice on the Defense Language Testing Program. This study compared the DLPT5 and its predecessor, the DLPT IV, in four languages: Modern Standard Arabic (MSA), Chinese-Mandarin, Russian and Spanish. The purpose of the study was to obtain a reasonable judgment about whether an adjustment was needed to the MSA Listening Test. The study did not quantify all the factors affecting performance levels, but allowed DLIFLC to discuss systematically the differences in outcomes (e.g., number of examinees obtaining level 2) across languages, by modality, in the aggregate and over time. The study analyzed existing data and did not involve any retesting or double testing of students or linguists in the field.⁴⁴⁴

The DELTA B study was important to Sandusky who had anticipated an SLA decision that DLIFLC adjust the mastery criterion (scoring algorithm) for the MSA test, and thus alleviate pain across the field. The employers of DLIFLC-trained linguists, especially the Army, were concerned that DLIFLC students were not graduating with the right scores and that existing linguists were not getting the same scores as they had gotten before. Sandusky lamented that DLIFLC had tried to prepare the field for the new test. It had alerted stakeholders that the new test would be harder, that scores would decline (as they did after every new test deployment), and that linguists needed to prepare for the new test by studying, but that did not matter. After the test was released the military departments pressured DLIFLC to make an adjustment, that is, to lower the score needed to pass. Gail McGinn, however, delayed, asserting that no decision

⁴⁴² DLIFLC_Sitrep_21OCT08_final and DLIFLC_Sitrep_28OCT08_final, in 2008 CAC SITREPs, DLIFLC Command History Office files (2008-2010), DDA.

⁴⁴³ DLIFLC_Sitrep_02DEC08_final, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

⁴⁴⁴ DLIFLC_Sitrep_16DEC08_final, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

would be made on the basis of an emotional “I want you to.”⁴⁴⁵ Sandusky, however, realized that some action had to occur and hoped results from the study comparing the DLPT5 with the DLPT IV would provide fodder to re-engage Washington policymakers on the mastery criterion question.⁴⁴⁶

Problems in testing and evaluation had become such an issue that the third DLIFLC Board of Visitors meeting, held on 17 and 18 December 2008, was entirely devoted to the topic. Chaired by Dr. Ervin Rokke, a retired USAF general, and retired Yale University language professor, Dr. Nina Garrett, the Board was a subcommittee of the Army Education Advisory Committee to which it made formal reports. Fortunately, the Board expressed full support for the Institute’s ongoing efforts to improve proficiency and endorsed the DLPT5. At the same time, however, the Board noted that the new DLPT5 was more difficult than its predecessor, the DLPT IV. That, board members felt, brought about unintended consequences relating both to readiness and the morale of students, teachers, and linguists in the field and required urgent attention. According to the Board, the listening portion of the MSA DLPT5 appeared out of line with the rest of the tests and the Board expressed the view that “the mastery criterion of the scoring algorithm might require adjustment.”⁴⁴⁷ In other words, the Board was saying that test was too hard and grading standards needed to be relaxed. Results from the DELTAB study matched the Board’s view and appeared to indicate, at least for Arabic, that the DLPT5 was, in fact, more difficult than the older DLPT IV. According to Gail McGinn, once DOD had this scientific basis to act, the DLPT5 cut-scores could be lowered.⁴⁴⁸

In February 2009, the Acting Undersecretary of Defense for Personnel and Readiness approved an adjustment to the mastery criterion for the MSA DLPT5. This was a major development in the linguist community. Again, the DLPT was the key instrument DOD used to establish and maintain linguist credentials. This adjusted test was called the DLPT 5.1 MSA. Service members could retest on the new test immediately, even if it had been less than six months since they last tested. This change allowed DOD to recognize personnel who were “at level” in MSA but who were not accurately recognized (“false negatives”) under the previous mastery criterion. Sandusky expected the test to have an immediate positive impact on DLIFLC MSA through-put and to have a positive effect on the morale of Arabic language-skilled personnel throughout DOD. In effect, because of widespread and unanticipated lower test scores on the new test, and consequent complaints from the linguist community, DLIFLC had revised its grading standard on the test downward. Some interpreted this event as making the test easier. Sandusky assured General Cardon, CAC Deputy Commander, that DLIFLC would “continue to work hard on classroom practices here...to ensure adequate curriculum, materials and training

⁴⁴⁵ Gail McGinn, Interview by Dr. Stephen M. Payne, 21 April 2010, pp. 11-16, DLIFLC Archives.

⁴⁴⁶ DLIFLC_Sitrep_16DEC08_final, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

⁴⁴⁷ DLIFLC_Sitrep_23DEC08_final, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

⁴⁴⁸ Gail McGinn, Interview by Dr. Stephen M. Payne, 21 April 2010, pp. 15-16, DLIFLC Archives.

opportunities are available for personnel in the field who need to sustain or enhance their language proficiency.”⁴⁴⁹

In August 2009, DLIFLC hosted a visit by two well-known testing experts, Dr. Lyle Bachman, a DELTAB member, and a professor of Applied Linguistics at UCLA, and Dr. Gerald Lampe, a nationally known Arabic language professor and senior research scientist at the University of Maryland. Both participated in discussions on test development, curriculum development and Arabic teaching. Their evaluations were geared both to assess the intrinsic qualities of the courses as well as the fit between the course, the material covered, and the assessments. Dr. Lampe reviewed DLPT in Iraqi and Levantine Arabic dialects. Dr. Bachman reviewed the DLPT test development framework document.⁴⁵⁰ DELTAB members had recommended to Sandusky in late 2007 that DLIFLC develop a so-called “framework document” for the test development process. The idea was that in putting together a test, the Institute should lay out that test’s conceptual underpinnings by identifying the many choices, both technical and policy-related, that the test-designers have had or will make as well as the consequences of those choices. If these choices and consequences were so laid out, then transparency would be facilitated and that would help to avoid downstream misunderstanding and problems after a new test release.⁴⁵¹

On 25 August 2009, continuing to address community concerns with the new DLPT5, Colonel Sandusky traveled with General Cardon to visit to NSA headquarters where they met its director Lt. Gen. Kieth Alexander, as well as Maj. Gen. Tom Jones, Deputy Director of the Central Security Service, and NSA’s Senior Language Authority Cheryl Houser. A high percentage of DLIFLC graduate ultimately found themselves conducting NSA missions. As documented in previous command histories, NSA had been a major backer of DLIFLC’s PEP effort and the development of a new DLPT. During the meeting, Sandusky continued to argue that the DLPT5, though imperfect, was nevertheless a significant achievement in test development and a valid and reliable assessment instrument helping DLIFLC and the entire DOD community of language professionals to move toward higher levels of global proficiency.⁴⁵²

Meanwhile, DLIFLC also applied FY09 seed money (from OSD) to a program funded (PDM III) in FY10-15 that directed it to develop “very low range (VLR) proficiency” tests for beginning language learners. Not all foreign language students needed global proficiency at the professional level. The normal VLR test-taker was not a language professional, but typically a Special Operations or General Purpose Forces student whose proficiency below Level 2 was not

⁴⁴⁹ DLIFLC_Sitrep_10FEB09_final, DDA.

⁴⁵⁰ DLIFLC_Sitrep_14Aug09, DDA.

⁴⁵¹ Sandusky, Interview, part 4, 17 May 2010, pp. 23-25.

⁴⁵² DLIFLC_Sitrep_28Aug09 DDA.

adequately assessed by the current “lower range” DLPTs.⁴⁵³ DOD needed the test to assess a greater number of personnel at the lowest proficiency levels.

On 15 July 2009, DLIFLC released a pilot DLPT5 VLR test for listening in Arabic-Iraqi and Serbian/Croatian. The listening tests were designed to assess proficiency in these languages ranging between 0+ and 1+ on the Interagency Language Roundtable scale. The tests were initially piloted with military linguists at Ft. Meade and San Antonio for Serbian/Croatian and Ft. Meade, Ft. Gordon, and Offutt Air Force Base for Iraqi-Arabic.⁴⁵⁴ Early in 2010, DLIFLC began rolling out its first general release VLR foreign language tests. The first language tests were Dari, Pashto, and Urdu, to meet the needs of the AF/PAK Hands project and other troops in Afghanistan, said DLIFLC Provost Dr. Fischer. Historically, DOD used the DLPT to test language professionals or others who learned a language to support their careers. The test was composed of reading and listening comprehension sections, lasted several hours for each skill, but did not contain many proficiency questions below level 2. According to Dr. Hoffman, Dean of Test Development, “the very low range DLPT was designed to address service needs within a shorter length of time and with lower-level test questions.” The exam was supposed to test accurately examinees with proficiency levels below 2 and without forcing them to guess at a large number of test items above their level. Hoffman expected further VLR tests to become available by the summer of 2011, including French, Spanish, Korean, Chinese, Persian Farsi, and Iraqi. DLIFLC also planned to produce the test in Baluchi, Chavacano, and Cebuano.⁴⁵⁵

NSA supported DLIFLC’s effort to develop “performance” testing, rather than “proficiency” testing, for DOD personnel who needed foreign language skills at lower levels. Test Development continued to develop a new “very low range” test. NSA easily might not have rendered its support because its mission required highly trained linguists. Test development was a complex process and test design choices had consequences often invisible to stakeholders. When the DELTAB recommended a framework document to help make more transparent the process of test development, Sandusky reacted with surprise that it had not been done before, “but we’re gonna do it from now on,” she told interviewers. Sandusky believed it important to conduct test development “in as transparent and collaborative an environment as possible...to ensuring the various communities who use the test understand and have the opportunity to consider potential second- and third-order effects.” To facilitate more openness, she further directed the development of a guide for designing new defense language tests.⁴⁵⁶

One important way DLIFLC attempted to create transparency was by simply going to the twice-a-year DELTAB meetings. Because the experts at these meetings were not affiliated with

⁴⁵³ DLIFLC_Sitrep_10FEB09_final, DDA.

⁴⁵⁴ DLIFLC_Sitrep_17Jul09_final, DDA.

⁴⁵⁵ Natela Cutter, “DLIFLC to Roll Out Very Low Range Tests for Servicemembers,” *Globe*, vol. 33, no. 3 (Summer/Fall 2010): 21.

⁴⁵⁶ DLIFLC_Sitrep_28Aug09, DDA; Sandusky, Interview, part 4, 17 May 2010, pg. 24.

DLIFLC, the Institute could accept their advice on best practices related to foreign language testing with less fear of being criticized for problems that might subsequently develop. The DELTAB reviewed technical reports and was updated on the National Language Service Corps and work that organization was then doing, in conjunction with DLIFLC and other stakeholders, to define a standard practice for foreign language test development, under auspices of the American Society for Testing and Materials (ASTM). Chaired by Dr. Amy Weinburg, University of Maryland, DLIFLC hosted the November 2009 meeting.⁴⁵⁷ Colonel Pick attended his first DELTAB meeting in October 2010.

During this time, there was another group called the Defense Language Test Requirements Board—DLTRB, which fell under DLO. Unlike the DELTAB, which was an outside expert panel, the DLTRB was for stakeholders—mostly the same people who attended the Defense Language Action Panel. They were action officers and a few testing experts from the staffs of the Senior Language Authority offices. According to Colonel Sandusky, the DLTRB became a frustration for its members and so DLO turned it over to DLIFLC to have Assistant Commandant Col. Daniel L. Scott run. After Scott retired, Sandusky was not clear about the role the DLTRB should have and so during her tenure for a long period no DLTRB meetings were held. However, because stakeholders were not involved in this body, Sandusky realized by the summer of 2009 that the DLTRB needed reinvigoration and so advised Nancy Weaver in DLO. After a few more months a new Defense Language Testing Working Group (DLTWG) was established to replace the DLTRB. The DLTWG was chaired by the DLIFLC commandant and Sandusky hoped that it would help reassert DLIFLC authority over testing issues and the larger test development process.⁴⁵⁸

On 17 March 2010, DLIFLC held and chaired the inaugural meeting of the DLTWG in Washington, DC. The initial DLTWG meeting focused upon resolving operational matters on the development and fielding of low range and very low range DLPTs. Such tests were specifically designed to test language learners with skills below the professional linguist level, the types of students who had studied a language for several weeks or a couple months. More than thirty representatives from the DOD language community attended the first meeting.⁴⁵⁹ The overarching goal of these meetings was for stakeholders to articulate their testing requirements, interests and equities, and to assist DLIFLC in executing its responsibilities in testing the foreign

⁴⁵⁷ DLIFLC_Sitrep_20Nov09, DDA. Attendees included Nancy Weaver (DLO Director and DOD's Deputy Senior Language Authority), Iris Bulls (Deputy Director, DLO), and Dan Scott (ODNI Foreign Language Office).

⁴⁵⁸ Sandusky, Interview, part 4, 17 May 2010, pp. 21-22.

⁴⁵⁹ These included: DLO, SOCOM, NSA, DIA, NGA, DTRA, ASA(M&RA), USD(I), ODNI, USN, USMC, USAF, DLIELC, EUCOM, US Naval Academy, US Army Cadet Command, and the Defense Manpower Data Center.

language abilities of DOD employees while identifying policy issues for higher level attention and resolution.⁴⁶⁰ Colonel Pick chaired his first DLTWG meeting in July 2010.⁴⁶¹

The decision was to move forward in this area. Test Development proceeded in developing lower range and very low range DLPTs for various languages, such as the Kurdish-Kurmanji Lower Range DLPT5. Meanwhile, Test Development continued to review the development of constructed response tests, including lower range constructed response tests, and awarded contracts to developers to construct Multiple Choice DLPT5s in a variety of languages.⁴⁶² That summer, DLIFLC announced that Test Development was releasing its first lower range tests in Dari, Pashto, and Urdu to support the immediate need of troops in Afghanistan or who were assigned to the AF/PAK Hands program. “The Very Low Range DLPT was designed to address service needs within a shorter length of time and with lower-level test questions,” explained Dr. Hoffman, Dean of Test Development at DLIFLC. “The exam should be able to test examinees with proficiency levels below 2 [on the ILR scale] accurately, without making them try to guess at large numbers of items well above their level.” Hoffman expected that Test Development would roll out similar tests for French, Spanish, Korean, Chinese, Persian Farsi, and Iraqi by the summer of 2011.⁴⁶³

In September, DLIFLC hosted a DLTWG that brought together colonel-grade participants from the various Services to discuss and improve knowledge of DOD language testing products and processes and to discuss improvements and expansion of very low range OPI tests, which were needed to provide a better assessment tool for General Purpose Force soldiers receiving language training.⁴⁶⁴ Despite much attention, the testing process remained inherently difficult. In 2010, DLIFLC contracted ALTA Language Services to conduct a series of standard-setting studies for reading and listening comprehension sections of the lower range DLPT5. As previously noted, standard-setting was used to develop recommended cut-scores that applied performance standards to the scoring scale on a test. The first of these standard-setting studies was conducted for the Iraqi Arabic listening test in August, but for a variety of technical, logistical, and managerial reasons, DLIFLC and ALTA failed to develop confidence in the

⁴⁶⁰ DLIFLC_Sitrep_19 Mar 10, DDA.

⁴⁶¹ DLIFLC_Sitrep_16 Jul 10_final, DDA.

⁴⁶² 4th quarter Historical Report 29 Jan [2011], DDA. Due to test validation requirements, in languages where the test population is below a given statistical threshold, test questions require a short written response instead of a multiple choice answer.

⁴⁶³ Cutter, “DLIFLC to Roll Out Very Low Range Tests,” *Globe*, 21.

⁴⁶⁴ DLIFLC_Sitrep_17 Sep 10_Final, DDA.

derived cut-off scores on the first standard-setting study and the participants had to return to the drawing board.⁴⁶⁵

Language, Science and Technology Directorate

The purpose of the Directorate of Language, Science and Technology (LST) was to provide ongoing academic support to the basic and more advanced DLIFLC language programs through curriculum development, technology integration, faculty development, and various similar services. LST also oversaw the Student Learning Center, a Production Coordination Office, a Technology Evaluation branch, and DLIFLC's library services, including the academic Aiso Library located on the Presidio of Monterey and the military community's Chamberlin Library located within the Ord Military Community. The directorate employed some 200 faculty and staff, including military personnel, and some 30 additional contractors. Associate Provost Dr. Charles St. Pierre led LST from 2008 into the first quarter of 2009 when Dr. Christine Campbell, formerly Assistant Provost for the directorate of Evaluation and Standardization, replaced him. At the same time, Lt. Col. Timothy Bennett assumed the role of Assistant Provost, and Steve Koppany, formerly Dean of the Curriculum Development Division, was named Assistant Provost for Operations.⁴⁶⁶

Curriculum Development

In 2008, the Curriculum Development Division managed thirty-five projects under two directorates called Basic Course Development and Post-Basic Course Development. These projects were supported by a staff of eighty-five employees and a complement of contractors performing a variety of technical functions.⁴⁶⁷ Kiril Boyadjieff served as acting dean.⁴⁶⁸

From 29 April through 2 May 2008, DLIFLC hosted a conference on "Final Learning Objectives" as part of an ongoing basic course curriculum review. Representatives from the National Security Agency, the Joint Language Centers, various command language program managers, along with DLIFLC academic staff and faculty participated.⁴⁶⁹ With eleven employees, Curriculum Development's GLOSS department continued to develop online products using six language teams in Arabic, Albanian, Chinese, Korean, Russian, and Spanish.⁴⁷⁰

⁴⁶⁵ See *Iraqi Arabic Standard-Setting Workshop*, report prepared by ALTA Language Services, Inc., DDA. Col Sue Ann Sandusky extensively comments on the standard-setting process and its complications in her exit interview. See Sandusky, Interview, part 4, 17 May 2010.

⁴⁶⁶ LST_HR_1stQTR, DDA. Chief Librarian Margaret Groner managed both libraries.

⁴⁶⁷ QuarterlyReport4thLST, DDA.

⁴⁶⁸ CD1stQtr_FY09_Combined, DDA.

⁴⁶⁹ DLIFLC SITREP 29 April 2008, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

⁴⁷⁰ QuarterlyReport4thLST, DDA.

In December 2008, the Director of Basic Course Development traveled to the Danish Defense Language Institute in December with a team from DLIFLC to observe training in Arabic dialects. The purpose of the trip was to observe classes and gather information for the launch of the Iraqi dialect project at DLIFLC. The Post Basic Course focused in 2008 on revising or updating several language courses, particularly Chinese intermediate and advanced course material, and the Dari team worked with the NSA representative, Nooria Noor, to develop post basic Dari course assessment tools.⁴⁷¹ In November 2009, the provost reassigned Dr. Mahera Harouny, a Dari specialist, who was also President of the DLIFLC Academic Senate, to Curriculum Development's new AF-PAK Hands program.⁴⁷²

By late 2009, Curriculum Development was focused upon its Arabic dialect projects for Iraqi and Levantine, which had become of "paramount importance" because the first Iraqi course students had already begun arriving with expected graduations in the summer of 2010 while the Levantine students were set to arrive that spring. To help Curriculum Development hit its full stride, DLIFLC transferred instructors from three schools and the division moved ahead with developing all new Levantine materials from scratch. It also worked with the DLIFLC Chief Information Office to make post-basic materials easier to access over the internet. Visitors from the Special Warfare Center and School and the Naval Special Warfare Center also came to the division during the last quarter to discuss development of new material for several language courses while staff from Ft. Gordon made several visits to observe Iraqi classes and meet developers for the new Levantine course. In 2010, NSA representatives visited for similar purposes due to the importance apparently being placed on linguists competent in the Iraqi and Levantine dialects. The developers working on the Levantine Dialect Basic Course had by then developed thirteen chapters. When NSA returned in March, representative Felipe Aguilar wrote in his report that: "The team is progressing well and the material they have put together should be successful if taught the way it has been developed."⁴⁷³ Faculty in the Post Basic Course area also received flattering or inspiring remarks when a former DLIFLC student wrote to praise the work of the "Weekly Training Event," which created short four-hour lessons in lessons in Dari, Kurdish/Kurmanji, Pashto, and Persian/Farsi. The soldier, S. Sgt. Duong, who served in Afghanistan, wrote in March to express his appreciation of the weekly Dari training events and to ask for advice on his language study. Duong wrote that six months into his tour, he was able "to conduct my mission, lead and advise the Afghan force without a translator." Moreover, because villagers did not trust translators, they tended to inform Duong personally of Taliban activities when he was in Motakhan, Afghanistan. "For this reason," Duong noted, "a few Americans and coalition forces' lives were saved."⁴⁷⁴

⁴⁷¹ QuarterlyReport4thLST, DDA.

⁴⁷² LST_Quarterly_Report_4th09FV, DDA.

⁴⁷³ LST_Quarterly_Report_4th09FV and LST_Quarterly_Report_1stQtr10, DDA.

⁴⁷⁴ LST_Quarterly_Report_1stQtr10, DDA.

In January 2010, Curriculum Development conducted an external curriculum review by inviting some twenty leading academic and language experts from DOD agencies to participate in an evaluation of its curricula in Urdu, Hindi, Indonesian, and Tagalog. The reviewers visited basic course classes, observed technology as used in DLIFLC classrooms, and interviewed students, faculty, and staff. The reviewers then provided feedback.⁴⁷⁵ In response, the various language schools summarized the reports and created an action plan based on them. Meanwhile, Curriculum Development continued to focus attention upon a new Korean Basic Course whose development it expected to complete by mid-2010. However, the division could only muster a small team to proceed with Persian Farsi development because so many teachers had been pulled for teaching in the expanding Persian Farsi program.⁴⁷⁶



Figure 32 – Branka Sarac’s Multimedia Department was the last stop for Curriculum Development products where graphic designers and audio-visual specialists fully professionalized the final look of such materials, 2009.

Before products produced by Curriculum Development were distributed over tablet PCs, iPods, Smartboards, or online, they were sent for a final review and polishing by graphic designers, illustrators, and audio-visual specialists. These Institute employees were housed in the Technology Integration Division. Technology Integration’s Multimedia Department had recently grown to fifty employees under manager Branka Sarac, pictured above.⁴⁷⁷

Faculty Development

The mission of Faculty Development was “to train and support the multi-cultural resident and non-resident faculty by assessing professional development needs, adopting best practices, and designing and implementing an effective, customized Foreign Language Teacher Education

⁴⁷⁵ DLIFLC_Sitrep_15Jan09, DDA.

⁴⁷⁶ LST_Quarterly_Report_1stQtr10, DDA.

⁴⁷⁷ Natela Cutter, “Multimedia Adds Style to Curricula,” *Globe*, vol. 32, no. 5 (Spring/Summer 2009): 19.

program for DLIFLC and CLP requirements.”⁴⁷⁸ Dean Grazyna Dudney led Faculty Development.

In April 2008, DLIFLC’s Diagnostic Assessment Center hosted a “summit” for approximately sixty DLIFLC faculty, including several from the Language Training Detachments, who had already been trained as diagnostic assessors through a demanding and sophisticated certification program. Summit participants worked through cases, honed and updated their skills and shared insights from research and experience. Although the summit was essentially an internal event, the diagnostic assessment process, the tools (to include on-line assessments) and the teacher certification programs being pioneered by DLIFLC’s Diagnostic Assessment Center were, according to Colonel Sandusky, “on the leading edge of language learning and teaching practice and may eventually have an impact beyond DLIFLC.” The process gave students detailed and specific feedback concerning areas they needed to work on to advance to higher proficiency. Sandusky hoped that Diagnostic Assessment techniques would spread throughout the faculty to increase the agility of DLIFLC teachers to adjust lessons to specific student needs in the quest for higher proficiencies.⁴⁷⁹

On 23 May 2008, the DLIFLC Academic Senate organized a day-long faculty development seminar, involving about two dozen presentations and panel discussions for some 150 faculty members.⁴⁸⁰ Later, Faculty Development launched a new eight-hour workshop in support of PEP called “PEP Talk: Speaking to the ILR Levels” and conducted three iterations during the quarter.⁴⁸¹

Each December, with students on their annual Winter Block Leave, faculty members participated in their major annual faculty development event for that year. In 2008, Faculty Development decided to conduct a six-day Annual Holiday Program. The event featured Colonel Sandusky and Provost Dr. Donald C. Fischer, as well as Dr. Leo van Lier, Professor in the Graduate School of Translation, Interpretation, and Language Education at the Monterey Institute of International Studies. Lier gave the plenary session on “The State of Foreign Language Teaching and the Importance of Teaching Grammar.” This event was the largest Holiday Program that Faculty Development had ever conducted and included ninety-four professional development workshops and six workshops that were webcast to LTDs. Ten workshops were also videotaped as training resources for use on the division’s website.⁴⁸²

⁴⁷⁸ FSD 1st Qtr CY08, DDA.

⁴⁷⁹ DLIFLC_Sitrep_22APR08_final, DDA.

⁴⁸⁰ DLIFLC SITREP, 27 May 2008, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

DLIFLC SITREP, 27 May 2008, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

⁴⁸¹ QuarterlyReport4thLST, DDA.

⁴⁸² QuarterlyReport4thLST, DDA.

In January and February 2009, Colonel Sandusky addressed the Staff and Faculty of the various schools and the directorates to convey DLIFLC's 2009 focus and to kick off what she called the "Year of the Faculty."⁴⁸³ The basic idea was that DLIFLC students could not obtain the highest possible proficiency results, if their instructors were not similarly at the top of their game as teachers. According to Sandusky, the effort would focus upon two major themes: (1) a review of the faculty pay structure, and (2) the identification of a pathway to academic leadership. The first task required participation from the "Washington wage board" and a visit by its key members. For the latter task, training a new generation of faculty leaders, Sandusky initiated an Institute-wide collaborative process to build a leader development program. She also planned to collaborate with the Army Civilian University in designing programs tailored to Institute needs.⁴⁸⁴

In early 2009, Faculty Development sent a team, led by Dean Grazyna Dudney, to Kazakhstan to continue supporting a cooperative relationship between DLIFLC and the Military Institute of Foreign Languages of the Kazakhstan Ministry of Defense where they spent two weeks in the capital city of Almaty. The purpose of the visit was for the staff to teach a course called "Advanced Foreign Language Teaching Practices and Instructional Technology for Higher Proficiency." The class was based upon needs expressed by the Kazakh Military Institute during previous visit to DLIFLC in Monterey. The course capitalized upon existing Faculty Development methodology and teaching technology workshops and activities specifically designed for Kazakh school. An interesting aspect of the workshop that addressed typical language teaching issues such as teaching grammar, vocabulary, translation, and interpretation, was that the course was taught in three different languages, Russian, English, and French.⁴⁸⁵

In September 2009, Faculty Development hosted a plenary by Dr. Claire Kramersch, who was a German Professor and Affiliate Professor of Education at the University of California, Berkeley, entitled, "Ecological Perspectives on Foreign Language Education: The Theory and Practical Implications for the Classroom." Dr. Kramersch explored how culture permeates the whole language learning enterprise and how teachers can best channel this process in their classrooms.⁴⁸⁶ Another noted expert, Dr. John H. Schumann, visited DLIFLC in April 2010. Schumann was a leading scholar in the field of the neurological foundations of second language acquisition from the University of California at Los Angeles. Schumann interacted with DLIFLC leadership and faculty, observed classes and gave a faculty presentation as part of DLIFLC's ongoing brain research visiting scholar series.⁴⁸⁷

⁴⁸³ DLIFLC_Sitrep_03FEB09_final, DDA. See FPDD Program 22-Jun-09 for a copy of the FDD program.

⁴⁸⁴ DLIFLC_Sitrep_30DEC08_final, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

⁴⁸⁵ Natela Cutter, "Faculty Development Goes to Kazakhstan," *Globe*, vol. 32, no. 5 (Spring/Summer 2009): 21.

⁴⁸⁶ DLIFLC_Sitrep_20Oct09, DDA.

⁴⁸⁷ DLIFLC_Sitrep_30 APR 10, DDA.

In December 2009, Faculty Development conducted another annual eight-day holiday program. Colonel Sandusky and Dr. Fischer, again participated while Dr. Kathleen Bailey, Professor in the Graduate School of Languages and Educational Linguistics at the Monterey Institute of International Studies, gave the plenary session, which was called “Pursuing Professional Development through Reflective Teaching.” This was the largest Faculty Development holiday program ever conducted. It included 117 professional development workshops relevant to PEP and the DLIFLC mission. Eight workshops were webcast to LTDs, and eight workshops were videotaped as training resources made available on the DLIFLC website.⁴⁸⁸

In 2010, Faculty Development continued to provide mentoring for teachers and to provide assistance and support for the basic program and Continuing Education. In particular, Faculty Development ramped up its mentoring programs by completing several challenging mentoring cases. It substantially increased the number of total teachers receiving one-on-one mentoring by Faculty Development specialists. In the first quarter, eight mentored teachers were certified, while twenty-two new mentees were accepted into one of the various mentoring programs. Through these mentoring programs, Faculty Development gathered more information about the teachers’ and the schools’ needs and was therefore better positioned to offer useful feedback and training support.⁴⁸⁹

During this period, Faculty Development continued to publish its periodical newsletter *Bridges*, but adopted a new format. Now, Faculty Development first issued the quarterly publication as selected articles on its SharePoint site and then followed this by producing hardcopies of the journal upon the completion of the final quarter publication. *Bridges* contained academic articles covering a wide array of foreign language education-related topics, as edited for English usage by Faculty Development staff.⁴⁹⁰

In June 2010, Col. Pick, represented DLIFLC during the commencement ceremony of Brandman University in Sacramento where fifty-six DLIFLC instructors graduated with degrees supporting their professional development. Forty-eight employees completed Master of Arts degrees in Education. Two received similar degrees in Organizational Leadership and six obtained Bachelor of Arts in Education. This commencement was the third since DLIFLC inaugurated an education program for faculty and staff that encouraged them to broaden their knowledge to better support the Institute’s teaching and curriculum development missions.⁴⁹¹ During the week of 23 July 2010, the DLIFLC Academic Senate hosted its 2010 Faculty Professional Development Day. The day included presentations to the faculty about the role of the University of Maryland’s Center for Advanced Study of Language (CASL) and DLIFLC’s

⁴⁸⁸ LST_Quarterly_Report_4th09FV, DDA.

⁴⁸⁹ LST_Quarterly_Report_1stQtr10, DDA.

⁴⁹⁰ LST_Quarterly_Report_1stQtr10, DDA.

⁴⁹¹ DLIFLC_Sitrep_18 Jun 10_final, DDA.

implementation of some of their research. This year’s Plenary Speaker was Dr. Richard Brecht from CASL, an authority on the subject of “Cognitive Neuroscience and Modern Technology.”⁴⁹²

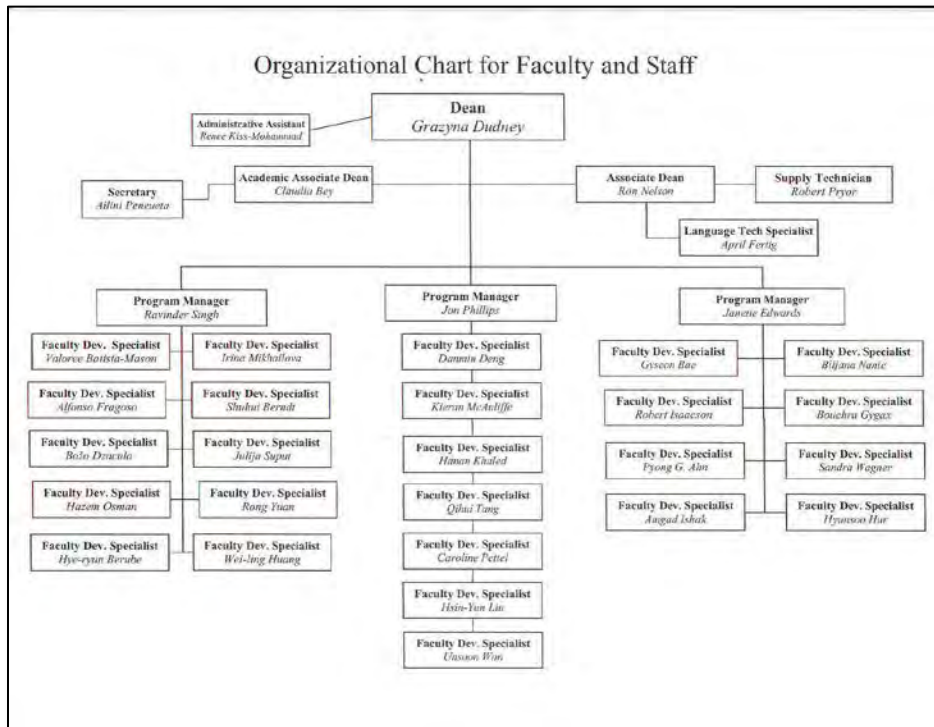


Figure 33 – Organizational chart for Faculty Development, 2008.

Language Technology Integration and Evaluation

Newly created, Language Technology Integration and Evaluation (LTIE) sought to integrate language technology into the existing DLIFLC curriculum while assessing new language technology software and hardware and contracting to acquire new language technology products and services. In contrast to in-house curriculum development, LTIE contracted for for these services when needed. Language technology included language learning software, language testing software, satellite TV programming (SCOLA), hardware platforms such as iPods or tablet PCs, and machine translation devices. LTIE also contracted learning and testing services and products in rare surge languages. Dr. Jurgen Sottung directed the division.⁴⁹³

In 2008, LTIE focused upon a million dollar contract with CSUMB and San Jose State to develop study material in Global Studies for DVDs in African, Mid-Eastern, and Russian politics, a fully automated speaking and listening test in Arabic, and evaluations of computerized

⁴⁹² DLIFLC_Sitrep_23 Jul 10_Final, DDA.

⁴⁹³ LTIE 1st Qtr CY08, DDA.

translation devices to support and advise DOD officials on potential procurements to avoid costly mistakes.⁴⁹⁴

In early 2009, LTIE became Technology Evaluation, but soon it was calling itself Language Technology Evaluations and Applications or LTEA. The program continued to address the tremendous growth in the use of educational technology hardware and software at DLIFLC. It was organized into four sections called LTS Coordination, LT Contract Support, LT Services Support, and MT for Machine Translation. According to Technology Evaluation, its staff were not just Information Technology Officers, but Language Technology Specialists who had teaching and technology backgrounds. During 2009, Technology Evaluation began weekly meetings co-chaired by the CIO and a division representative, along with other invited personnel from the Directorate of Information Management, to discuss technology-related issues. Participants aimed to find solutions to questions arising from deployed and/or soon-to-be deployed Language Technology hardware and software, e.g., the deployment of a DLIFLC campus-wide Wi-Fi system. DLIFLC was also preparing to deploy a new Learning Management System (LMS), called Blackboard, in 2009.⁴⁹⁵

LTAE also eased CIO's implementation of new SharePoint system used by most school for secure online storage and access of information. Division specialists played an important role in getting faculty trained, and transitioning data to the newly established SharePoint servers, and in the use and integration of Blackboard.⁴⁹⁶ The MT section received a positive response from the G3, DAHQ, after responding to a request to conduct a Technology Evaluation Study of Machine Translation Units, Language and Cultural Learning Resources. It also gave feedback to Ft. Huachuca on the Phraselator used in the Sequoyah program.⁴⁹⁷

In September 2010, Col. Danial Pick, Dr. Donald Fischer, along with senior staff and faculty members from Language Science and Technology attended the Arabic Language Education and Resource Network Conference at the United States Military Academy at West Point. The Conference was a forum for the top academic leaders and educators in the Arabic language to share ideas and teaching practices as well as holding discussions on the challenges and benefits of technology in the language classroom. The conference key note speaker was Dr. Munther Younes, Reis Senior Lecturer in Arabic Language and Linguistics Director, Arabic program, Cornell University. DLIFLC staff presented several topics on the nuances of teaching the Arabic language and the best practices for using technology in the language classroom.⁴⁹⁸

⁴⁹⁴ LTIE 1st Qtr CY08, DDA.

⁴⁹⁵ LST_HR_1stQTR and LST_Quarterly_Report_4th09FV, DDA.

⁴⁹⁶ LST_HR_1stQTR, DDA.

⁴⁹⁷ LST_Quarterly_Report_4th09FV, DDA.

⁴⁹⁸ DLIFLC_Sitrep_24 Sep 10_Final, DDA.

Student Learning Center

The Student Learning Center (SLC), under the Language and Technology Directorate, was responsible for providing support to DLIFLC basic course students. The center provided that support using four departments: the Introduction to Language Studies Department, the Individual Study Management Department, the Workshops & Seminars Department, and the Autonomous Language Sustainment Department, the latter which focused upon the tools students would need later to maintain or enhance their language abilities on their own. Dean Dr. Leah Graham and Associate Dean Dr. Rachel Tsutagawa oversaw SLC and its evolving mission through the revision of existing curricula and the implementation of new initiatives.

Under James Clanton as ILS Department Chair, SLC's foremost program was its thirty-hour five-day pre-language instruction course—Introduction to Language Studies. It designed the course to prepare students for foreign language studies at DLIFLC. The course sought to reinforce grammar terminology, introduce foreign language learning skills, and introduce students to the “cultural terrain” of their target languages. A big change for the program came in late 2010, when James Clanton resigned from DLIFLC as chair of the Introduction to Language Studies Department.⁴⁹⁹

In 2008, SLC developed a two-and-half hour long “Capstone Event” for the last day designed to reinforce student knowledge and skills through scenario-based activities. Unfortunately, to accommodate the new capstone event, SLC had to curtail the hours of instruction. During 2010, SLC developed a modified version of ILS with the collaborative input of the Continuing Education Division to support DLIFLC's Campaign Continuity efforts. The modified ILS course supported General-Purpose Forces soldiers taking short Dari, Pashto, or Urdu language classes as part of their pre-deployment training. This effort required SLC to revise its curriculum in response to the varying lengths of students' language programs which could vary from twelve weeks to the full basic course. Similarly, SLC also worked in collaboration with the DLI-Washington staff to develop and deliver an eight-hour version of it introductory course to DLI-Washington students and a four-hour version for AF/PAK Hands students.⁵⁰⁰ In early 2009, Dr. Shannon Salyer of the DLIFLC Research and Analysis Division (of Evaluation and Standardization) completed an evaluation of SLC's introductory language program to gauge its effectiveness.⁵⁰¹ Attendance was likely one issue. Eric Robinson, SLC Director of Operations, reported that SLC reduced its student absent rate from the course by 78 percent during the third quarter 2009 with a further decrease in student absences during the final quarter due to pre-class scheduling and cooperation between the Presidio's Medical and Dental Detachments.⁵⁰² Unfortunately, student absences from the Introduction to Language Studies

⁴⁹⁹ LST_Quarterly_Report_4thQtr10, DDA.

⁵⁰⁰ Quarterly Report4thLST[2008], LST_Quarterly_Report_1stQtr10, and LST_Quarterly_Report_2stQtr10, DDA.

⁵⁰¹ As directed by the FY08 Command Task 4.2.1.3 (Measuring SLC Program Effectiveness).

⁵⁰² LST_Quarterly_Report_4th09FV, DDA.

course rose significantly in mid-2010. From 16 July to 16 September, there were 86 absences out of 408 students, which SLC attributed to in-processing and deployment-readiness requirements. SLC found that automatic dental screening appointments made during the “JSIB in-brief” for student was the largest contributing factor to student absences. To address the problem, DLIFLC redesigned “Form 806a” and began to email daily accountability reports to all service units to help track student accountability.⁵⁰³ However, the problem only grew. From 1 October through 29 November 2010, SLC reported 188 absences out of 695 students. The Air Force had the highest absence rate at 43 percent followed by the Army with 34 percent. Automatic dental screening appointments continued to be the main problem. In response, SLC shifted its daily course schedule to evenly distribute class time among faculty and students and added a seventh hour to help mitigate the continuing student absences.⁵⁰⁴

In January 2009, SLC devised another innovation to support the Language Immersion Office, which needed a workshop to help prepare students selected for an overseas immersion trip. Using language and subject matter experts, SLC began to deliver workshops to each language schoolhouse one month prior to the departure of a class to its target language country. The program tried to foster compensatory strategies to intensify the students’ ability to learn the target language in a foreign country. The first pre-immersion workshops were devoted to Arabic and Chinese. SLC also published a newsletter, called *Linguist Letters*, with helpful articles on “Meaningful Homework” or exercises to help tie listening, reading and speaking together. Dr. Tsutagawa started to visit UGE schoolhouses in 2008 to gain a better understanding of each schoolhouse’s situation and challenges and to establish a better rapport with the schoolhouses. During the visits, school officials were introduced to SLC programs and workshops and often made immediate requests for workshops.⁵⁰⁵

On 1 October 2008, Bijan Moshiri became the chair of a new SLC department called The Autonomous Language Sustainment (ALS) Department. He remained in the position until September 2010 when Dr. Alice Filmer was selected as the new ALS Program Leader.⁵⁰⁶ The purpose of this new department was to teach DLIFLC basic course graduates how to maintain and enhance their target language skills through self-directed, independent, or autonomous language learning strategies, which they were to accomplish via a four-hour course called “Language Enhancement after DLIFLC” or LEAD. The LEAD course addressed the difference between classroom-based learning and field based language enhancement. Between three and four hundred students passed through the course each quarter throughout the period.⁵⁰⁷ During

⁵⁰³ LST_Quarterly_Report_3rdQtr10, DDA.

⁵⁰⁴ LST_Quarterly_Report_4thQtr10, DDA.

⁵⁰⁵ Quarterly Report 4thLST [2008], DDA.

⁵⁰⁶ LST_Quarterly_Report_3rdQtr10, DDA.

⁵⁰⁷ Quarterly Report 4thLST [2008], DDA.

the third quarter of 2009, ALS completed a rewrite of its curriculum.⁵⁰⁸ The new program consisted of four, fifty-minute modules: Introduction to Continuing Education, Field Resources and Training Events, How We Remember and How We Forget, Approaches to Second Language Learning, and Web-Resources and Strategies.⁵⁰⁹ As with the Introduction to Language Studies course, the SLC developed a two-hour language sustainment workshop for Campaign Continuity soldiers the request of Continuing Education.⁵¹⁰

In 2009, Erin O'Reilly completed research on the possibility of SLC advising DLI-Washington students through VTT/BLTS programs to provide distance advising and was also considering providing its 1-day introductory language studies orientation using VTT program with the DLI-Washington.⁵¹¹ She also collaborated with Lt. Col. David P. Jewell of the 229th Military Intelligence Battalion on Army students' needs as language learners. In coordination with Jewell, 229th cadre were briefed on the DLPT5, ways to support soldiers throughout their studies, and the impact of Marine Corps and Air Force Headstart programs on classroom dynamics.⁵¹² In 2010, SLC initiated an off-duty instructional "Cultural Move Nights" for students, faculty and staff with a goal of facilitating cross-cultural competency and enhancing instruction in the target languages and cultures. Various foreign language films were shown, accompanied by pre-viewing activities and informal post-viewing discussions. Cumulatively, over 220 students, faculty, and staff members participated during the 2010 fiscal year.⁵¹³

Each quarter, SLC supported hundreds of DLIFLC students in preparing to study foreign language either through its formal introductory course, individualized counseling, or special programs like the Cultural Movies Nights. It also supported other DLIFLC directors, especially Faculty Development, for example, by brainstorming faculty development processes to make the faculty professional development portfolio easier, sharable, and individualized.⁵¹⁴ In 2009, TRADOC Commanding General Martin Dempsey visited SLC. "Some of the techniques used here to deliver education have applicability in different areas [of TRADOC]," Dempsey told DLIFLC officials while referring to the possibility of applying DLIFLC student learning strategies to other TRADOC schools.⁵¹⁵

⁵⁰⁸ Quarterly Report3rd09LST, DDA.

⁵⁰⁹ LST_Quarterly_Report_4th09FV, DDA.

⁵¹⁰ LST_Quarterly_Report_2stQtr10, DDA.

⁵¹¹ 1st quarter historical report CY09-SLC, DDA.

⁵¹² Quarterly Report3rd09LST (2), DDA.

⁵¹³ LST_Quarterly_Report_2stQtr10, LST_Quarterly_Report_3rdQtr10, and LST_Quarterly_Report_4thQtr10, DDA.

⁵¹⁴ LST_Quarterly_Report_4th09FV, and LST_Quarterly_Report_1stQtr10, DDA.

⁵¹⁵ Natela Cutter, "Gen. Dempsey says DLIFLC is the Army's 'Educational Treasure'," *Globe*, vol. 33, no. 1 (Fall/Winter 2009): 8.

Technology Integration Division

This division worked on integrating existing curricula into various media, creating interactive pronunciation guides for its Familiarization Project, online Cultural Awareness Assessments for various languages, and animating avatars to work with languages taught in the Headstart Program. It also provided programming and multimedia support.⁵¹⁶ LST created the Technology Integration Division in late 2010 and named Pamela Combacau as dean. Combacau formerly served as the Education Technology Director under Curriculum Development. The new division included three program managers and Multimedia Specialist Branka Sarac pictured in Figure 8 above.⁵¹⁷

Language Day and Special Community Activities

The highlight for May every year is “Language Day,” the Institute’s annual open house for secondary school students and teachers. In 2008, approximately 2,800 visitors came through the gates of the Presidio of Monterey to see cultural displays, attend language and technology classes, participate in events for teachers, sample ethnic foods, and interact with soldiers, Marines, sailors and airmen. The event requires the full attention of all military and civilian personnel on the Presidio, DLIFLC, the Garrison, and CALMED. Visitors to Language Day got a glimpse of the Institute’s advanced technology, including Smartboards, iPods and various computer instructional aides.⁵¹⁸ Soldiers Radio and Television/Soldier Media Center covered this event and distributed a two-minute video report by through “Army Today” that ran on the Pentagon Channel, the Army’s News Watch and throughout their cable affiliates.⁵¹⁹

On 22 May 2008, DLIFLC and the Presidio of Monterey (POM) garrison conducted a Memorial Day retreat ceremony that highlighted the service of Sfc. Sean K. Mitchell, a two-time DLIFLC graduate and Monterey native, who died while deployed to Mali in support of Operation Enduring Freedom Trans-Sahara. His mother, father (also a two-time DLIFLC graduate), widow, and child attended the ceremony.⁵²⁰

In the fall, DLIFLC held its annual “Alumni Open House.” To celebrate its 67th Anniversary in November 2009, DLIFLC hosted a major ball for alumni, faculty, and local community leaders. The DLI Alumni Association, under the leadership of retired DLIFLC dean Benjamin De La Selva, sponsored the ball on behalf of DLIFLC. Two general-officer graduates, Maj. Gen. Mike Ennis, the guest speaker, and Maj. Gen. John Custer, were among the alumni who participated in the 2008 events. Returning alumni toured DLIFLC, met with students, saw

⁵¹⁶ QuarterlyReport4thLST, DDA.

⁵¹⁷ DLIFLC Staff Directories, 2008-2010.

⁵¹⁸ “DLI students strut their stuff at Language Day,” *Monterey Herald*, 17 May 2008; DLIFLC SITREP 20 May 2008, DDA.

⁵¹⁹ DLIFLC SITREP, 3 June 2008, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

⁵²⁰ DLIFLC SITREP, 27 May 2008, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

demonstrations of technology in the classroom and observed language classes. More than 330 guests attended the formal ball on 1 November, which also included DLIFLC Hall of Fame members, other alumni, past and present faculty and staff-including three former commandants, area educational community leaders and local officials. For the 68th Anniversary Ball, held on 24 October 2009, DLIFLC was able to welcome as its guest of honor Michael B. Donley, Secretary of the Air Force and DLIFLC alumnus. Donley graduated from a DLIFLC Spanish Basic Course in 1973. As before the annual event also included an open house for returning graduates, former faculty, and local community leaders. The open house consisted of many activities & attractions: language technology presentations, DLIFLC and POM facility tours, live classroom observations, Berlin Wall Memorial and DLIFLC Hall of Fame displays, and demonstrations of the EST2000 Weapons Simulator and Virtual Convoy Operations Trainer.⁵²¹ The 69th Anniversary Ball was held in the grand ballroom of Herrmann Hall, which was once part of Monterey's famous Del Monte Hotel, but since WWII has been part of the Naval Postgraduate School. According to De La Selva, the third rendition of the event was even more popular and he expected the 70th Anniversary Ball to be spectacular as well while noting that "without our hard-working volunteers nothing would have been possible."⁵²²



Figure 34 – DLIFLC's Korean fan dance team thrills school children attending Language Day, 2009.

⁵²¹ DLIFLC_Sitrep_23Oct09, DDA.

⁵²² "DLIFLC Celebrates 69th Anniversary Ball," *Globe*, vol. 34, no. 1 (Winter 2011): 11-13.

Chapter IV

DLIFLC Chief of Staff Organizations

Overview

Organizations in this chapter reported to the DLIFLC chief of staff. Lt. Col. Richard Skow served as the Chief of Staff for DLIFLC until his retirement on 1 March 2008.⁵²³ Lt. Col. Steven Sabia assumed the role as DLIFLC Chief of Staff on 2 October 2008.⁵²⁴ He had briefly held the position in 2007.

Deputy Chief of Staff for Resource Management

The Deputy Chief of Staff for Resource Management (DCSRM) was responsible for managing the largest Federal budget in Northern California, which included average staffing of 52 officers, 186 enlisted personnel, and approximately 2,000 civilian employees. Structurally, DCSRМ was organized into a Manpower/Management Division, a Budget Division, and an Accounting Division. Richard L. Chastain continued to serve as Director, Resource Management.

In 2009, the Budget Division managed funding that peaked at \$300 million annually. By 2010, the amount edged upwards to \$307 million. In 2010, DCSRМ drafted a “DLIFLC Concept Plan” and submitted all Institute work center data to the Combined Arms Center at Ft. Leavenworth, Kansas, DLIFLC’s next higher headquarters, for review. The Concept Plan estimated future DLIFLC workload and the personnel increases needed to cover expected workload increases.⁵²⁵ Late in the year, TRADOC Manpower and Contracting teams visited DLIFLC to review the Concept Plan and DLIFLC contracting records, respectively.⁵²⁶

The office operated a management control program to ensure adequate oversight of spending and was responsible for the U.S. Government charge card program used by staff to conduct daily authorized purchase activities. At the beginning of 2010, DCSRМ held its delinquency rate to between 1.5 percent for accounts and 2 percent of dollars spent as allowed by

⁵²³ HHC Quarterly Historical Report (1ST QTR 2009), DDA.

⁵²⁴ [HHC] Quarterly Historical Report (4TH QTR 2008), DDA.

⁵²⁵ 4QCY09-Memo, DCSRМ 2nd quarter, and DCSRМ 3Q CY2010, DDA. No DCSRМ quarterly reports found for 2008 and most of 2009.

⁵²⁶ 4QCY10 Cover Memo, DDA.

specified Department of the Army goals. However, by the end of the 2010 fiscal year, the delinquency rate shot up to 7.33 percent in dollars spent with the number of accounts delinquent slightly over the specified goal at 2.07 percent. During the third quarter of 2010, DCSRSM was able to hire one special assistant. Its accounting division was preparing to implement a new accounting data management system call “GFEBs.”⁵²⁷ During the final quarter, Director Chastain appointed Mark Poole to manage the Accounting Division.⁵²⁸

Deputy Chief of Staff for Operations

The Deputy Chief of Staff for Operations (DCSOPs) held the primary function to coordinate and execute command directives of the DLIFLC leadership. It was divided into five sections, including Strategic Plans, Strategic Communications, Operations, Mission Support, and Scheduling. Clare Bugary served as the director of DCSOPs. Bugary assumed the responsibility as DCSOPs in early 2008 after having served as the head of Scheduling Division for several years. She was joined on 28 February by U.S. Army Maj. Scott Swanson who became Assistant DCSOPs. In particular, Swanson worked to support the Strategic Communications Office with media outreach and in scheduling speaking events for the commandant to showcase DLIFLC’s mission to the DOD community.⁵²⁹ In August 2009, Lt. Col. Marion Manuta reported as the Assistant DCSOPs.⁵³⁰

In early 2008, the main activity of Strategic Plans was to publish quarterly command guidance memorandums and the Command Plan and to coordinate with the larger TRADOC and Army Command Plans. It attended meetings relating to environmental management systems.⁵³¹ It provided recommendations to the command for the Army Culture and Foreign Language Strategy.⁵³² Much effort was spent trying to conceptualize the best use of the new SharePoint system. By late 2009, Colonel Sandusky chartered a SharePoint “Tiger Team,” which emerged from the Commandant’s Annual Strategy Session, to develop a plan to institutionalize SharePoint as a means of improving intra-Institute communication and work efficiency. After working several months, the team recommended the formation of a Standing Committee to implement SharePoint institutionalization and to develop policies, standards, best practices, and priorities. The team also noted the need to train appropriate staff in each office to upgrade the level of local expertise and support needed to make the new system work.⁵³³ Colonel Sandusky

⁵²⁷ 4QCY09-Memo, DCSRSM 2nd quarter, and DCSRSM 3Q CY2010, DDA.

⁵²⁸ 4QCY10 Cover Memo, DDA.

⁵²⁹ DCSOPS 1st Qtr CY08, DDA.

⁵³⁰ DCSOPS Quarterly Historical Report (Jul-Sep 09), DDA.

⁵³¹ DCSOPS 1st Qtr CY08, DCSOPS 2nd Qtr CY08, DDA.

⁵³² DCSOPS Quarterly Historical Report (Jul-Sep 08), DDA.

⁵³³ DCSOPS Quarterly Historical Report (Oct-Dec 09), DDA.

and Dr. Philip White, President of American Federation of Government Employees Local 1263, approved the SharePoint User Policy proposed by SharePoint Standing committee in early 2010. The FY10-14 DLIFLC Command Plan was also approved.⁵³⁴ Vickie Ashenbrenner served as the Chief of the Strategic Plans Division throughout most of this period.⁵³⁵ On 13 July 2010, Karl Berscheid became the chief.⁵³⁶

During this period, Natela Cutter headed the Strategic Communications Office or StratComm. Dusan Tatomirovic continued to develop the DLIFLC.edu website, which was a slow-moving project begun in 2003 and first implemented in 2004. Stratcomm was unable to hire a web-designer and various government restrictions, for example, a ban on the use of “Flash” programs, caused development delays. Cutter spent much of the early part of each year working to produce the multi-page Annual Program Review report on DLIFLC. During this period, manpower shortages led to delays in the ability of StratComm to produce its serial publication, the *Globe* magazine.⁵³⁷ Two were produced in 2008, three in 2009, and two again in 2010. Attention every May revolved around preparations and reporting for DLIFLC’s annual Language Day celebration. Throughout the period, the section routinely interacted with non-Army reporters on various articles and provided journalist coverage of all major command events for various command media products.

During this period, StratComm created its own DLIFLC radio program. The program was an initiative of Sfc. Brian Lamar and was called “Salute to the Armed Forces.” The program aired over KNRY 1240 AM every Wednesday afternoon and earned the number one local rating for several weeks in a row after its first broadcast beginning in early 2008. The show featured interviews with individuals of interest to the military community, for example, Jake Rademacher, director of the Brothers at War film, or Lt. Angela Lefler from the Fleet Numerical Meteorological and Oceanographic Center, based in Monterey, who spoke about her organization’s mission and its importance to combat operations in Afghanistan and Iraq. Other individuals came from DLIFLC, such as Neil Matteson, who spoke about Joint Language Training Exercises at the National Training Center that were important in helping prepare units to deploy, or Sfc. Kristi Folowell, who spoke about her career as a military linguist and her experience in Iraq. Lamar’s goal was to connect military and civilian cultures to show the local community that service members were not only defending the nation, but were also real people with families with same problems in life as anyone else.⁵³⁸

⁵³⁴ DCSOPS Quarterly Historical Report (Apr-Jun 10), DDA.

⁵³⁵ DLIFLC Staff Directories, 2008-2010, in DLIFLC Archives.

⁵³⁶ DCSOPS Quarterly Historical Report (Jul-Sep 10)), DDA.

⁵³⁷ DCSOPS 1st Qtr CY08, DDA.

⁵³⁸ DLIFLC_Sitrep_05APR09_final, DDA; John J. Kruzal, “Defense Language Institute Rolls Out New Programs,” American Forces Press Service, 11February 2009; See also “DLIFLC Starts Up Radio Program Dedicated to Servicemembers,” *Globe*, vol. 32, no. 4 (Winter 2008): 23.

After one year in production, the popular program ran into a money issue. Another program wanted the time slot that the local radio station had given the Army as a free community service and was willing to pay a \$400 weekly fee. With no other free timeslots available, except early Sunday morning, StratComm scrapped the project. Between 2008 and 2011, Lamar was also able to get NPR's local affiliate, KAZU 90.3, to play recorded holiday greetings from DLIFLC instructors speaking in 12-15 different languages.⁵³⁹

Another StratComm coup came in March 2009, when DLIFLC announced that it had made an partnership with the State Department Foreign Press Corps office to send DLIFLC press releases through their channels to approximately three thousand foreign media outlets working inside the U.S.⁵⁴⁰ When StratComm hired graphic designer Deacon Westervelt in late 2009, it greatly sharpened the appearance of DLIFLC media products.⁵⁴¹

The Operations Division, headed by Lyndon R. Tarver, continued to coordinate numerous routine activities throughout the period. It ensured the organization and completion including of the Commander's Cup runs, blood drives, military participation in local parades, military volunteer coordination for local events such as the Big Sur International Marathon, language-enabled field training exercises, various military change of command ceremonies. Every May, Operations Division organized DLIFLC's massive annual open house called "Language Day." It was also responsible for virtual convoy operations training. On 25 March 2008, DLIFLC received a Virtual Convoy Operations Trainer, specifically developed to prepare troops for the threat from Improvised Explosive Devices commonly used in Iraq against U.S.-led forces. The virtual convoy trainer also bolstered U.S. Army Warrior Task and Battle Drill training. Described as "the ultimate shooting computer game," DLIFLC held a ribbon-cutting for this new facility that was attended by U.S. Rep. Sam Farr (D-Carmel) on 4 June 2008.⁵⁴² The maker of the system was Raydon whose personnel came later to check the system and to conduct System Operator Training for 229th Military Intelligence Battalion personnel.⁵⁴³

One of the other most notable activities for the Operations Division was coordinating field training exercises for DLIFLC students held jointly with the National Training Center at Ft. Irwin, Ca. In January 2008, DLIFLC inaugurated its first Joint Language Field Training Exercise at Ft. Irwin using an Afghanistan scenario and Pashto language students and faculty.⁵⁴⁴

⁵³⁹ Brian Lamar, email to Cameron Binkley, 4 November 2014, in DLIFLC Command History files (2008-2010), DDA.

⁵⁴⁰ DLIFLC_Sitrep_06MAR09_final, DDA.

⁵⁴¹ DCSOPS Quarterly Historical Report (Oct-Dec 09), DDA.

⁵⁴² Kevin Howe, "Feels Like Real," *Monterey Herald*, 4 June 2008, pg. B1.

⁵⁴³ DLIFLC_Sitrep_25MAR08_final, DDA.

⁵⁴⁴ DLIFLC SITREP, 7 January 2008, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

Mission Support, headed by Christian Haun, coordinated a variety of tasks, including developing memorandums of agreement for staffing LTDs, tracking external taskings, such as Department of the Army G-3 data support for DLSC questions on the Defense Language Transformation Roadmap Phase II, translation requests from DOD or others, and organizing various key local events such as DLIFLC's annual Language Day celebration and anniversary ball participation.⁵⁴⁵ Other supported activities included hosting the Army Basic Instructor Course for DLIFLC Army Military Language Instructors. It coordinated DLIFLC departments and external agencies to produce and distribute DLIFLC language materials via the DLIFLC website, distributing tens of thousands of DLIFLC Language Survival Kits (LSKs), mainly in Iraqi, as well as in Dari and Pashto, to deploying units. For the first quarter of 2008, after the Language Management Distribution System came online, Mission Support reported that LSK distribution was 62,495 products, which was a remarkable volume. Mission Support also coordinated the establishment of new Language Training Detachments, such as one established at Osan Air Force Base in South Korea in 2008. It coordinated and delivered all DLIFLC command briefings to distinguished visitors.⁵⁴⁶ In June 2008, Mission Support hosted a special lecture series symposium put on by the Panetta Institute in the Presidio of Monterey Theater. The event included Andrew H. Card, former White House Chief of Staff to President-elect George W. Bush, and Mr. Richard C. Holbrooke, former U.S. Ambassador to the United Nations and member of President Clinton's cabinet.⁵⁴⁷ In August 2009, it organized a Silver Star pinning ceremony, Colonel Sandusky presiding, aboard the USS *Hornet*, involving Friends and Family of Nisei Veterans and a DLIFLC Joint Color Guard.⁵⁴⁸



Figure 35 – Soldiers operate a convoy simulator at the Presidio of Monterey on 19 March 2009.

⁵⁴⁵ DCSOPS Quarterly Historical Report (Jul-Sep 08), DCSOPS Quarterly Historical Report (OCT-DEC 08), DCSOPS Quarterly Historical Report (Apr-Jun 09), DDA.

⁵⁴⁶ DCSOPS 1st Qtr CY08, DCSOPS 2nd Qtr CY08, DDA.

⁵⁴⁷ DCSOPS 2nd Qtr CY08, DDA.

⁵⁴⁸ DCSOPS Quarterly Historical Report (Jul-Sep 09), DDA.

The Scheduling Division was responsible for scheduling courses, student enrollments, and reporting fill rates at DLIFLC and attending meetings of Training Requirements Arbitration Panel (TRAP) where the Services came together to discuss future language training class seat requirements. Scheduling also managed language training requests for DLIFLC's Language Training Detachments and Language Familiarization training. The rate at which the Armed Services supplied students to training seats at DLIFLC determined the number faculty and staff positions allocated to DLIFLC's mission so this was a key element in the administration of the Institute. In early 2008, a major issue was the sudden decline in Basic Course requirements for Korean that led to an unexpected drop in sections from the master DLIFLC schedule. After DLIFLC requested the Services to adjust their requirement to better reflect the number of seat they would actually fill, the Army dropped a number of students for the fiscal 2009 year, meaning that a full twenty-five sections were dropped from DLIFLC's master schedule. Other languages saw far lesser declines while the Air Force and Marines requested more seats for Pashto and Persian Farsi. At times, Scheduling worked with the Services to delay scheduling courses to allow time to hire and train instructors, or it worked with the Provost Office, DCSRM, and Command Group to analyze resource shortfalls and develop strategies to attain additional funding. In late 2008, serious concerns developed that DLIFLC had insufficient resources and would need to plan for systematic class cancellations and/or reductions based upon then current staffing. Looking into 2009 and 2010, DLIFLC faced instructor shortages for Arabic, Chinese-Mandarin, Persian-Farsi, Japanese, Tagalog, Serbian-Croatian, Russian, and Spanish. To address the lack of funding available, DLIFLC submitted an unfunded request to TRADOC. By mid-2009, however, the Command had withdrawn the request after it realized savings by delaying civilian hires to meet the funding shortfall. Nevertheless, the number of instructors needed to teach programmed classes continued to be greater than the number on-hand.⁵⁴⁹

In early August 2009, DCSOPS Chief Bugary traveled to Alexandria, Virginia, for a TRAP meeting to plan for future class loads. At the meeting, it was decided that Somali and Punjabi would become resident Monterey programs, beginning in FY11, while the Kurdish dialects of Sorani and Kurmanje taught in Monterey would likely move to DLI-Washington to become contractor-based programs due to low demand. During this meeting, all the Services also added Pashto and Dari requirements. However, the Services could not nail down their exact requirements for some languages while a particular problem involved the Army MOS 35M.⁵⁵⁰

The 35M program was a special fast-track DLIFLC course in Arabic Basic Course adapted to meet the needs of U.S. Army interrogators who were trained as in the Military Occupational Specialty (MOS) known as 35M (human intelligence collector) at the TRADOC Culture Center at Riley Barracks, Ft. Huachuca, Arizona. Originally, this MOS was language

⁵⁴⁹ DCSOPS 2nd Qtr CY08, DCSOPS Quarterly Historical Report (Jul-Sep 08), DCSOPS Quarterly Historical Report (OCT-DEC 08), DCSOPS Quarterly Historical Report (Apr-Jun 09), DDA.

⁵⁵⁰ DLIFLC_Sitrep_7Aug09, DDA.

dependent, but the Army cancelled the 35M language prerequisite to meet the need for interrogators after 9/11. Many still believed, however, that the 35M specialty required language training and an ongoing tug-of-war over the MOS ensued between Army intelligence officials who wanted the requirement reinstated and Army staff who said the urgent requirement for skilled interrogators could be met by using hired in-country interpreters. In the midst of this tug-of-war, DLIFLC developed a pilot course which began with eighteen students in February 2008 as an isolated immersion-style forty-one-week program.⁵⁵¹ The pilot course was much shorter than the original DLIFLC Basic Course that interrogators had originally taken in Monterey. In October 2008, Colonel Sandusky traveled to Ft. Huachuca to meet DLIFLC faculty, program manager David Villarreal, and students. She also met instructors of another even shorter twenty-four-week contractor Arabic course. Sandusky expected favorable results for both programs.⁵⁵² In November 2008, fifteen students graduated from the inaugural course during a ceremony at Riley Barracks. Teaching in the course focused upon listening and speaking.⁵⁵³

DLIFLC began a second class of Arabic for 35M soldiers at its Ft. Huachuca LTD in 2009. At the same time, the Army apparently began planning to reinstitute the 35M language requirement. Scheduling actually expected upwards of 250-500 35M soldiers from the active, Guard, and Reserve to begin training in Monterey in a mix of languages as early as fall 2010.⁵⁵⁴ However, scheduling for this 35M course became an issue when the Army, continuously pressured by the need to field 35M-qualified soldiers, became uncertain about what language training requirements it needed for the 35M MOS and then canceled those requirements altogether. Originally, the requirement was for 2/2/2 in listening, reading, and speaking. Some began arguing for a lower threshold of 1/1/1, which Sandusky clearly believed was inadequate. For DLIFLC this left something of a vacuum and a lot of course scheduling uncertainty.⁵⁵⁵ The situation remained uncertain while the Army deliberated the status of language training as a requirement for 35M MOS soldiers. Ft. Huachuca, however, continued to request language training for its 35M soldiers in course of 18 and 24 weeks for Category 1 and 2 and Category 3 and 4 languages, respectively, which TRADOC approved DLIFLC to support.⁵⁵⁶

On another front, requests for Arabic dialect training courses rose during this period. To support NSA, DLIFLC started three pilot-program Iraqi Basic course classes in February and March 2009 while the Navy and Air Force requested additional Levantine and Egyptian Dialect

⁵⁵¹ "Huachuca Begins Arabic Training Pilot-program for Interrogators," *Globe*, vol. 30, no. 2 (Spring 2008): 26.

⁵⁵² DLIFLC_Sitrep_14OCT08_final, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

⁵⁵³ Jennifer Vollmer, "Fort Huachuca's Arabic Language Course Graduates First Group of Soldiers," *Globe*, vol. 32, no. 3 (Fall 2008): 19.

⁵⁵⁴ DCSOPS Quarterly Historical Report (Jul-Sep 09), DDA.

⁵⁵⁵ Col Sue Ann Sandusky, Interview by Cameron Binkley and Stephen Payne, part 2, 26 April 2010, p. 28, in DLIFLC Archives.

⁵⁵⁶ DCSOPS Quarterly Historical Report (Jul-Sep 09), DDA.

Basic courses. These requests also generated the immediate need to explore resourcing options. The trend for dialect training continued with the Air Force and Navy shifting seats 325 MSA seats for 2012 to 2014 to Arabic dialect basic courses in Levantine, Iraqi, and Egyptian. By late 2009, Scheduling saw requirements grow for seats in Pashto, Urdu, and Persian Farsi as well while yet new language requirements arose with an Air Force request for 15 seats in Punjabi, which was not yet taught at DLIFLC as a Basic Course.⁵⁵⁷ In mid-2010, both the Army and the Air Force requested significant additional increases to their Basic Course seats for FY2012.⁵⁵⁸ Despite growing requirements for many languages, however, Scheduling also grappled with declines in some Basic Course language requirements. Few requests for courses in Serbian-Croatian and Sorani indicated that these resident programs were likely to face program termination and transfer to DLI-Washington to be taught as low-volume contractor courses.⁵⁵⁹

After an October 2010 meeting of the Structured Manning Decision Review, Scheduling received authority to establish seventeen LTD courses to support the AF/PAK Hands, AF/PAK GPF LTDs, and Special Operations LTDs for Fiscal Years 2013 through 2015. (The origin of the program is discussed in Chapter IV.) The funding source for these programs was known as “RMD700” and the proponent was “SC215.” Classes started under this funding source fell under two headings: AF/PAK General Purpose Forces and MARSOC for Multiple Purpose Basic Acquisition Language training.⁵⁶⁰

LTDBRG	215B	Y	M	DLI - LTD FT BRAGG
LTDCAM	215K	Y	M	DLI - LTD FT CAMPBELL
LTDCAR	215C	Y	M	DLI - LTD FT CARSON
LTDGOR	215U	Y	M	DLI - LTD CORONADO
LTDDRM	215D	Y	M	DLI - LTD FT DRUM
LTDGRV	215G	Y	M	DLI - LTD GRAFENWOEHR / VILSECK
LTDHOD	215H	Y	M	DLI - LTD FT HOOD
LTDHUR	215F	Y	M	DLI - LTD HURLBURT FIELD
LTDKAN	215I	Y	M	DLI - LTD KANEOHE MCAB
LTDLEJ	215L	Y	M	DLI - LTD CAMP LEJEUNE
LTDLEW	215W	Y	M	DLI - LTD FT LEWIS
LTDMCD	215M	Y	M	DLI - LTD MACDILL AFB
LTDNCR	215A	Y	M	DLI - LTD NATIONAL CAPITAL REGION
LTDNOR	215N	Y	M	DLI - LTD NORFOLK
LDPEN	215P	Y	M	DLI - LTD CAMP PENDLETON
LTDSCH	215S	Y	M	DLI - LTD SCHOFIELD BARRACKS
LTDSTUT	215E	Y	M	DLI - LTD STUTGART

Figure 36 – RMD700-funded GPF and Special Forces LTDs for FY12-15, 2010.

Deputy Chief of Staff for Personnel and Logistics

The Deputy Chief of Staff for Personnel and Logistics (DCSPL) provided administrative and logistical support services to the DLIFLC commandant. In that role the organization supported most Institute administrative, logistical and facilities actions. These support services

⁵⁵⁷ DCSOPS Quarterly Historical Report (Oct-Dec 09), DDA.

⁵⁵⁸ DCSOPS Quarterly Historical Report (Jul-Sep 10), DDA.

⁵⁵⁹ DCSOPS Quarterly Historical Report (Apr-Jun 09), DDA.

⁵⁶⁰ DCSOPS Quarterly Historical Report (Jul-Sep 10), DDA.

included control over personnel files for the Faculty Pay System, education management, immigration, recruitment, promotion and merit pay actions. DCSPL also managed Military Personnel Actions, Civilian and Military Awards, and management-labor relations, as well as serving as the primary advisor to the Command Group on all civilian employee actions (although the hiring and administrative tasks were the domain of CPAC). A second important function of DCSPL was to control and coordinate work orders and the use and assignment of space in buildings at both the Presidio and the Ord Military Community (OMC). Other functions included Property Accountability, Command Supply Discipline, Records Management, and Family Readiness.⁵⁶¹ Douglas McLeod was the DCSPL.

On 28 October 2009, President Barak Obama signed legislation abolishing the National Security Personnel System (NSPS). At DLIFLC, DCSPL became responsible for implementing plans to close out the much disliked personnel system for DOD employees. Originally developed by the Bush Administration after 9/11 to give management more flexibility in managing staff, NSPS was the source of major employee complaints, mainly that the system was too complex and that the procedure of using “pay pools” to set employee pay was opaque.⁵⁶² Many employees simply thought NSPS unfair. Congress directed the whole transition to be completed by 1 January 2012, but within TRADOC the decision was made to complete the transition as early as possible. DCSPL had to ensure the final appraisal cycle was completed and personnel were returned to the previous General Schedule civilian service personnel system used by most of the U.S. Government. At the same time, DCSPL was responsible for the separate Faculty Pay System Merit Pay cycle and processing the evaluations for over 1,700 faculty members. A lack of input by the DOD Civilian Wage and Salary Division created challenges, including delay of FPS pay charts, which likely affected faculty morale. Back pay was made when the charts were finally published in March 2010.⁵⁶³

On the military side, a new system called the Department of the Army Mobilization Processing System (DAMPS) came online. DAMPS allowed DLIFLC to mobilize/request reserve soldiers to fill positions, which was suddenly important after Army fill rates for cadre/active duty soldiers declined to less than 70 percent for the first time in recent DLIFLC history. DAMPS allowed DLIFLC to recruit reservists who could be mobilized in support of its mission.⁵⁶⁴

During 2009, an import DCSPL task was coordinating with the U.S. Army Garrison regarding construction, space allocation, and finalizing input to the Installation Real Property Planning Board that would govern future development in an area with tightening land use

⁵⁶¹ 2009 DCSPL 4th quarter, DDA.

⁵⁶² Jim Garamone, “Act Ends Controversial Personnel System,” *DoD News*, 28 October 2009.

⁵⁶³ 2009 DCSPL 4th quarter, and 1st quarter 2010 DCSPL, DDA.

⁵⁶⁴ 1st quarter 2010 DCSPL, DDA.

restrictions. For this reason, as McLead stated, “enforcement of standards was a key aspect of the administrative space plan and caused DLIFLC to define its needs across the non-teaching activities.”⁵⁶⁵

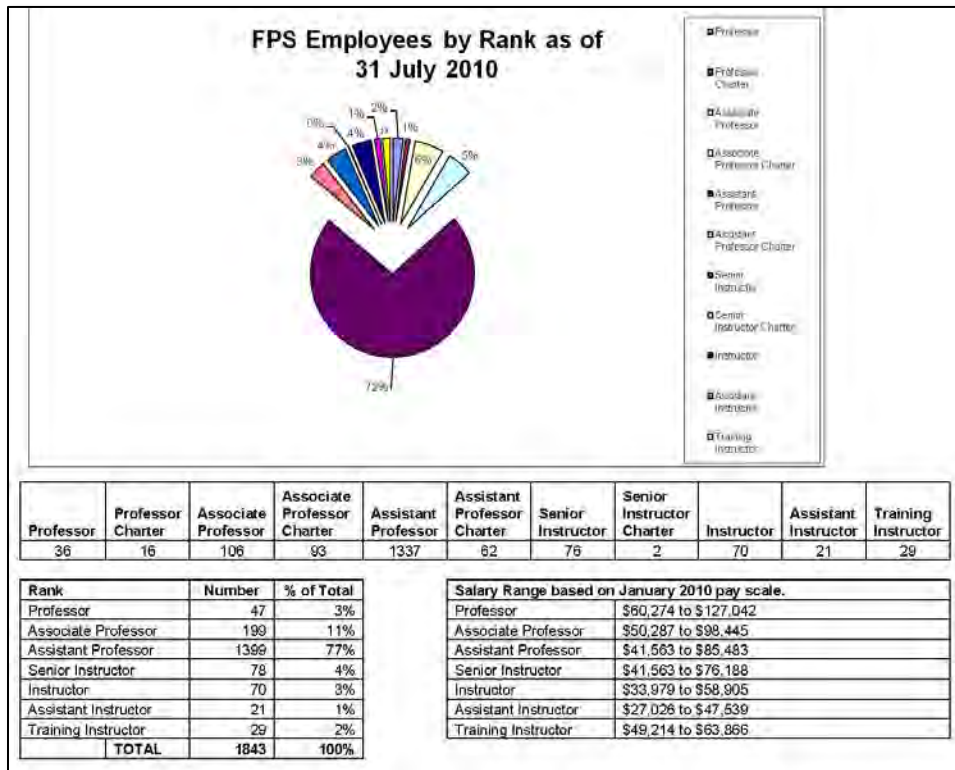


Figure 37 – Civilian faculty rankings and salary structure at DLIFLC, July 2010.

In 2009, the TRADOC commander mandated that subordinate commands create a “Family Readiness Officer” to help support deploying service members and their families. Larry Schow was assigned this task, which involved significant activity in 2009, including to update and maintain accurate information on DLIFLC websites. The position was hard to staff, however. Schow left in early 2010. In June, Debra Uwanawich-Simpson arrived as the new Family Readiness Officer. By 2011, she was able to organize volunteer Family Readiness Groups for each of the units of the 229th and created a related website, which had not existed previously. Finally, after many years of delay, DLIFLC signed a Telecommuting policy memorandum in 2009, as required by the U.S. Office of Personnel Management, which allowed eligible employees to work from home during part of their normal work week.⁵⁶⁶

⁵⁶⁵ 2009 DCSPL 4th quarter, DDA.

⁵⁶⁶ 2009 DCSPL 4th quarter, and 1st quarter 2010 DCSPL, DDA.

Office of the Inspector General

The main mission of the Presidio of Monterey Inspector General (IG) was to conduct inspections as directed by the secretary of the Army or chief of staff of the Army, the commander, or as prescribed by law or regulation. Following each investigation, it was required to provide an objective report to the authority directing the investigation, generally an analysis of the effectiveness of some operational or administrative of the command. In sum, the IG's jurisdiction covered around 12,000 active duty Army, Navy, Air Force, Marine members, as well as Reserve and National Guard, Department of the Army Civilians, military retirees, and family members. The IG's jurisdiction included Ft. Hunter Liggett.⁵⁶⁷

The Command IG was Lt Col. Peter J. Lee, who retired effective 30 October 2010. The Deputy IG was Billy "Skip" Johnson, who became the Acting Command IG "until further notice" after the command rejected assigning Lt. Col. Michael Creed, a FAO officer re-assigned from Korea, to the position.⁵⁶⁸ In 2010, Acting IG Johnson worked with DCSOPs, Doug McLeod, and the TRADOC IG, to identify and assign a new Command IG with the rank of lieutenant colonel, but these efforts were not initially successful.⁵⁶⁹

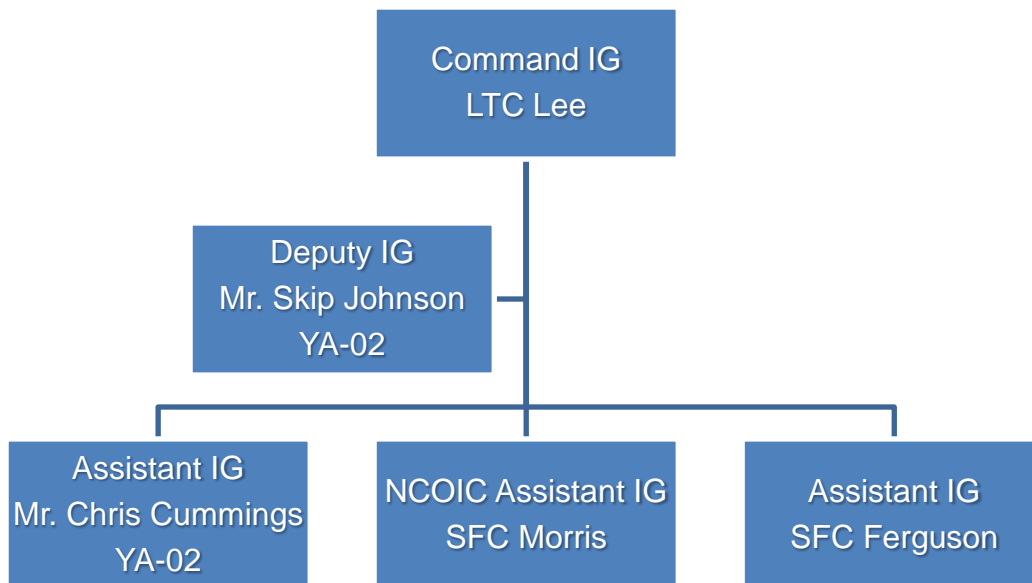


Figure 38 – Organization of the DLIFLC Inspector General's Office in 2009.

The IG typically responded to a few hundred requests per year for general assistance or requests for information, but commonly only conducted a few major investigations. In 2009, such investigations focused upon reviewing the effectiveness of the Sexual Assault Prevention

⁵⁶⁷ 3rd Qtr 09 IG History, DDA. No 2008 IG quarterly reports available.

⁵⁶⁸ 3rd Qtr 10 History, DDA.

⁵⁶⁹ 4th Qtr 10 History, DDA.

and Response program, Laptop Security and Information Assurance, barracks maintenance, property accountability, and the DLIFLC and POM's Suicide Prevention Program Inspection.⁵⁷⁰ The purpose of the Laptop Security inspection was to help DLIFLC establish its new non-military or academic network, as detailed under the CIO section in this chapter. By inspecting the Institute's compliance with established IA standards, the IG developed thirty-five recommendations that the Commandant approved designed to improve IA training, IA technical requirements, and the protection personal information and the physical security of computers. According to the IG, by establishing a DLIFLC IA baseline, DLIFLC was better prepared to undergo the Department of the Army IG IA inspection scheduled for FY11.⁵⁷¹

Of note in 2009, to address systemic institutional problems arising from administrative personnel management, unfair employment practices, religious differences, and faculty personal conduct, Deputy IG Johnson collaborated with directors of the Equal Employment Opportunity, Staff Judge Advocate, Chaplain, Civilian Personnel and Accounting Center, and Faculty Personnel System offices to develop a Leadership Development Team.⁵⁷² During the year, Johnson also helped to sort out confusion by CALMED and DENTAC officials to clarify the medical and dental support these Presidio of Monterey-based activities were required to provide to service personnel assigned to Ft. Hunter-Liggett and Camp Roberts in southern Monterey County.⁵⁷³

In 2010, The DLIFLC and POM IG Command Inspection Plan included reviews of the faculty education, training, and professional development; Intelligence oversight, an assessment of DLIFLC student readiness for academic work, and out-processing support services.⁵⁷⁴ The commandant approved these IG inspections.

Office of the Staff Judge Advocate

At the Presidio of Monterey, the Office of the Staff Judge Advocate (SJA)/Installation Legal Office was a consolidated legal office supporting both the Defense Language Institute Foreign Language Center and the U.S. Army Garrison. The SJA served as member of the personal staffs of both commands as their principal legal advisor. The mission of the office remained unchanged. It was to provide DLIFLC and Garrison commanders and their staffs with legal advice on all issues impacting their mission. The office also provided legal services to service members, retirees, and their family members. Structurally the office was divided into four subject areas: criminal law, administrative and civil law, litigation and claims, and legal assistance. Lt. Col. Jonathan A. Kent was the Staff Judge Advocate until Lt. Col. David T.

⁵⁷⁰ 3rd Qtr 09 IG History and Approved DLI FY09 Inspection Plan, DDA.

⁵⁷¹ 1st Qtr 10 History, DDA.

⁵⁷² 3rd Qtr 09 IG History, DDA.

⁵⁷³ 4th Qtr 10 History, DDA.

⁵⁷⁴ FY10_DLIFLC_POM_IG_Command_Inspection Plan_091124, DDA.

Crawford assumed the job in 2009. Kent was promoted to full colonel on 1 May 2009. The deputy position was briefly vacant at the beginning of 2008 after Wesley Truscott, retired from that position in March 2008 after almost forty years of service at Ft. Ord and the Presidio. Truscott was replaced by John Jakubowski in the fall of 2008.⁵⁷⁵ The consisted of twelve military and civilian attorneys, paralegals, and administrative assistants.⁵⁷⁶

The office performed routine activities and was not overly impacted by personnel shortages, despite Truscott's retirement, through most of the period. Services included support to various Army reorganization initiatives, including a housing program known as the Residential Community Initiative, the Base Realignment and Closure office for the former Ft. Ord, A-76 (outsourcing), Ethics, Contract Law, Environmental Law, Labor and Employment Law, Federal and State prosecution of misdemeanors, Preventative Law, and Legal and Tax Assistance to service members and retirees. On several occasions in 2010, SJA lent out its court reporter, Abigail Neff, to other bases to assist in various trial proceedings. Staff conducted mandatory training courses for Presidio units on annual ethics trainings and the law of war. Due to a funding/space shortage problem, the SJA Legal Assistance chief, David Riddle was temporarily unable to provide assistance to service members and retirees until service resumed in August 2009 by rotating to the Java Café, the POM Medical Clinic or the Monterey Road Child Development Center one Saturday each month. The Tax Assistance resumed in February 2010 when SJA found a temporary home for its Tax Center.⁵⁷⁷

Criminal matters during the period, mostly related to misdemeanor infractions. However, two court-martials were held in 2008 for M. Sgt. Keith Messinger and Pvt. Taurean Patterson, the results about which were not reported. In February 2010, the Military Justice section conducted a Summary Court Martial "U.S. v. SPC Brian Wolfe" for possession, use, and distribution of drugs. After a guilty verdict, the soldier was reduced in rank to private, sentenced to thirty days confinement, and lost one third of his pay for one month. In August 2010, Military Justice coordinated and participated in an Article 32 Investigation in the case "U.S. v. Glad" concerning allegations of rape and sexual assault. The investigating officer, Lt. Col. Robert E. Lucius (USMC), recommended trial by a General Court-Martial. In October 2010, Military Justice coordinated and participated in an Article 32 Investigation "U.S. v. Dotson" concerning

⁵⁷⁵ OSJA 1st Qtr CY08, SJA 3rd Qtr CY08, and SJA 1st quarter 2010, DDA.

⁵⁷⁶ Michelle Ward "Invitation to the retirement ceremony for Mr. Wes Truscott," in DLIFLC Command History Files (2008-2009).

⁵⁷⁷ Karen M. Fisbeck, POM Staff Action Control Officer, to Irislee L. Nanie, email, "Common Levels of Support 9CLS) FY09 Initial Planning Results, Capability Level Exception and Business Rule Review: 9 May 2008. Attachment, Capability Level Exception Requests; Hiro Chang, "SJA brings services to the students, 2 November 2009, www.army.mil/article/29681/SJA_brings_services_to_the_students/; Hiro Chang, "POM Tax Center opens for business," 5 February 2010, www.army.mil/articles/34106/POM_Tax_Center_opens_for_business/ (accessed 25 June 2013).

charges of larceny and wrongful appropriation, which was also recommended for pursuit by general court-martial.⁵⁷⁸

In late 2008, SJA decided to meet with local regulators to discuss water rights law impacting both the Presidio and former Ft. Ord areas controlled by the Army. SJA wanted to determine the need for water credits or water transfers from surrounding jurisdictions to complete planned construction activities in a bid to avoid later costs for outside private consultation and representation.⁵⁷⁹ In 2010, SJA continued to work on securing water credits/rights to allow further development on the Presidio of Monterey. Deputy SJA Jakubowski worked with local community leaders and their legal staffs, state and local water regulators, and coordinated with HQDA and the U.S. Army Corps of Engineers to negotiate an agreement authorizing water credits to allow the Army to build additional instructional and other facilities at the Presidio. While this effort was successful, the process made it obvious that the Army would face challenges in obtaining further water credits for long range growth.⁵⁸⁰



Figure 39 – David Riddle, Presidio Office of the Staff Judge Advocate, listens to legal questions from Seaman Justin D. Rivers, Center of Information Dominance Detachment, during a mobile services session at the mid-POM Java Cafe in 2009.

⁵⁷⁸ OSJA 1st Qtr CY08, OSJA 2nd Qtr CY08, SJA 3rd Qtr CY08, SJA 4Q CY 08 Com Hist Report, SJA 1st quarter 2010, and SJA 2nd-3rd quarter, DDA. No SJA Officer quarterlies available for 2009.

⁵⁷⁹ SJA 4Q CY 08 Com Hist Report, DDA.

⁵⁸⁰ SJA 2nd-3rd quarter, DDA.

Chief Information Officer and DLIFLC Academic Network

The Chief Information Officer (CIO) was responsible for ensuring DLIFLC adequately and efficiently adopted the necessary educational technology to meet its mission requirements. It was a complex task given the rapid change in digital technology, complex DOD-driven security concerns, the deployment of a campus-wide wireless network, and the development of a new academic network to serve as an alternative to the existing military network. William C. Wellever served as DLIFLC CIO until 29 January 2010, when he retired after more than thirty-five years in Federal service. From October 2006 thru January 2009, Wellever served as “co-CIO” with Lt. Col. Jorge F. Serafin, a U.S. Air Force officer. On 1 March 2010, DLIFLC assigned Lt. Col. James L. Howard, who was an U.S. Army officer to be CIO. Terry L. Smith was the Deputy CIO.⁵⁸¹

Among the CIO’s accomplishments during 2008: the office began developing its own policies and procedures to govern the aspects of its operations not already covered by Army or DLIFLC policies, regulations, etc., it devised a plan to implement the SharePoint content management and Blackboard learning management systems, created initial plans for the design and management of the DLIFLC Mission Support Center, and published a Technology Transformation Master Plan.⁵⁸²

In late April 2008, DLIFLC moved a major step closer to becoming a completely wireless campus after it received U.S. Army Network Communications Command (NETCOM) approval to operate a wireless campus network. The next step required the Institute to reconfigure all student laptops and complete wireless installation in all buildings by the end of FY2008. At that point, only about half of all DLIFLC buildings were already wireless-capable. By September, Colonel Sandusky reported that wireless technology upgrades had been installed in the last of DLIFLC’s sixty-six classroom and barracks buildings with final site acceptance tests underway. When the wireless network was certified as operational it culminated more than three years’ effort. In the meantime, officials began the process of reconfiguring student laptops according to NETCOM instructions, to enable immediate wireless access in existing wireless facilities.⁵⁸³ Installation of this wireless network was actually performed by the U.S. Army’s Information Systems Engineering Command (ISEC). ISEC’s commander, Col. John A. Cox, visited the Institute on May 21 to tour the wireless work ISEC had completed at DLIFLC. As it happened, this project was the Army’s largest wireless effort and Cox intended to use DLIFLC as ISEC’s template for all future large-scale wireless installations.⁵⁸⁴

⁵⁸¹ CIO FY10 1st qtr, DDA.

⁵⁸² CIO 1st Qtr CY08, DDA.

⁵⁸³ DLIFLC SITREP 29 April 2008 and DLIFLC_Sitrep_02SEP08_final, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

⁵⁸⁴ DLIFLC SITREP, 27 May 2008, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

About the same time, the Army G4 approved allowing DLIFLC Army students to retain the iPods issued to them during their language training upon departure from DLIFLC for permanent duty stations. The iPods were documented on individual clothing records. DLIFLC staff and the non-Army service unit commanders began working with their respective service headquarters to develop means of accomplishing a similar long-term retention plan for the iPods used by DLIFLC Navy, Marine and Air Force language students.⁵⁸⁵

In June 2008, the CIO obtained final approval from the NETCOM to use DLIFLC's Mission Support Center to start using SharePoint and BlackBoard systems, which were designed to operate behind the Army's own online network called AKO. CIO soon began to migrate 229th Military Intelligence Battalion and school information from the original TRADOC pilot systems and began developing biweekly training sessions for faculty and staff with full operational capability expected by September 2008.⁵⁸⁶

In late September 2008, DLIFLC reported a major technological achievement—it had upgraded its network infrastructure to handle 1GB, a capacity that allowed it to install a thirty-channel live-streaming video language TV over the network. This three-year project, which cost \$8.6 million, also created the wireless campus area network at the Presidio of Monterey and DOD Center schoolhouses and in the common areas of barracks. DLIFLC's Internet bandwidth connectivity also doubled from 38mb/s to 76 mb/s and the Institute still planned a future upgrade from 76mb/s to 622mb/s. In addition, DLIFLC brought its new Mission Support Center fully online after receiving the last needed permission from NETCOM in August. The Mission Support Center ran the "TRADOC Lifelong Learning Center," which consisted of the SharePoint Content Management and Blackboard Learning Management systems. The Blackboard system provided DLIFLC faculty and staff and 229th Military Intelligence Battalion staff a high technology means to track student learning from the moment of they arrived at DLIFLC and allowed online courses to be delivered to graduates continuously throughout their career. Over a thousand faculty and staff began transitioning curriculum from their now antiquated equipment into the state-of-the-art Mission Support Center, which cost \$6.3 million to develop.⁵⁸⁷

In November 2008, DLIFLC finally obtained a bandwidth increase from 38mb/s to 155mb/s, which allowed it to better support a wireless network. At the same time, however, a major catastrophe befell the Institute when, on Saturday night and without warning, DOD imposed a draconian solution to security concerns by completely eliminating the ability of all DOD computers on a military network to use USB port/external memory devices. DLIFLC was immediately impacted because its entire curriculum was loaded onto students' iPods who obtained that curriculum by using thumb drives to upload and download material, homework and other assignments. The suspension of this routine activity severely limited training and forced

⁵⁸⁵ DLIFLC_Sitrep_18MAR08_final, DDA.

⁵⁸⁶ DLIFLC_Sitrep_15JUL08_final, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

⁵⁸⁷ DLIFLC_Sitrep_30SEP08_final, in DDA.

Institute managers to seek both near-term work-arounds, intermediate waivers, and, in the longer run, the development of a non-military network.⁵⁸⁸

In December 2008, the CIO completed the final bandwidth upgrade of DLIFLC's five-year IT transformation program to bring the Institute to 193 mb/s, which was expected to position the school for relatively easy future increases in bandwidth needs. At the same time, efforts continued to find a technical solution to allow DLIFLC students to resume using iPods for language training, shut down by order of the Theater Network Operations Security Center. Resolving this issue required active assistance from both the CAC and TRADOC CIOs.⁵⁸⁹

Impact of DOD Network Restrictions on DLIFLC

In the spring of 2009, DLIFLC began striving to overcome problems associated with the sudden loss of the ability to use USB-based technology. DOD had decided to bar computers accessing the military NIPRNET network from attaching USB external memory devices.⁵⁹⁰ This decision prevented many routine student functions at DLIFLC, including the easy transfer of classroom and homework assignments between DLIFLC faculty and students on iPods and notebook computers. DOD security requirements also slowed down the acquisition of software to support new pedagogical techniques and often prevented faculty from accessing native language materials on foreign websites that DOD deemed inappropriate.⁵⁹¹ To restore the use of iPods, the Institute sought a mid-term solution, including untested options that might take months to implement. In the meantime, it continued working with various agencies, including 106th Signal Brigade and TRADOC/CAC CIO/G6, to identify other viable alternatives.⁵⁹² In May 2009, Colonel Sandusky held a DLIFLC Technology Roundtable during which discussion focused upon the possibility of the Institute establishing an academic network independent from the military network. At first, this seemed like a radical proposal, but the fact that the nearby naval school had already adopted a similar network in 2005 established both a precedent and meant that local expertise to help establish such a system at DLIFLC was at hand.⁵⁹³

In July, DLIFLC learned that the 7th Signal Command had chosen the Presidio of Monterey as the test bed for evaluating the so-called "Host-Based Security System/Device Control Module" (HBSS/DCM) as a possible technical solution to allow certain devices to

⁵⁸⁸ DLIFLC_Sitrep_18NOV08_final, n 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

⁵⁸⁹ DLIFLC_Sitrep_02DEC08_final, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

⁵⁹⁰ According to Wikipedia, Universal Serial Bus (USB) is an industrial standard for computer technology that defines the cables, connectors and communications protocols used by a "bus" for connection, communication, and power supply between computers and electronic devices.

⁵⁹¹ Jonathan Russell, "Changes on the Way for DLIFLC's Computing Network," *Globe*, vol. 34, no. 1 (Winter 2011): 16.

⁵⁹² DLIFLC_Sitrep_12Jun09_final, DDA.

⁵⁹³ Jonathan Russell, "Changes on the Way for DLIFLC's Computing Network," *Globe*, 16.

connect to the USB ports typically used for iPods and other peripherals. After completing initial testing at Ft. Huachuca in July, NETCOM planned to visit DLIFLC, along with a McAfee technician on its HBSS team, to test three DLIFLC tablet PCs and an iPod and to assist with implementation of the module.⁵⁹⁴ Planning and testing of the HBSS/DCM solution continued into the fall. The goal for the pilot project was to develop deployment and policy objectives tested and tailored to allow use of Apple iPod devices only on specific tablet, laptop, and workstation computers used by students and instructors. The Army's ISEC supported, but limited, the initial HBSS/DCM deployment at DLIFLC for testing purposes to a minimum of 500 clients, after which NETCOM was to take up responsibility for the remainder of the Presidio of Monterey with licensing for HBSS/DCM deployment limited to 5,000 clients.⁵⁹⁵ As the HBSS/DCM pilot effort to re-enable USB ports proceeded, major snags developed. Technicians were unable to push the HBSS/DCM to desktop machines over the DLIFLC network, apparently because of myriad computer programs used in the complex DLIFLC environment with differing requirements across the schools and languages. ISEC, CIO and DOIM decided to move forward by trying to integrate the HBSS/DCM into the ongoing Vista program uploads.⁵⁹⁶ DLIFLC continued working the issues with ISEC, NETCOM and the 7th Signal Command to facilitate onsite testing and to develop approved iPod "Certificates of Networthiness."⁵⁹⁷ Ultimately, however, the problems encountered in attempting to overcome the ban on USB technology convinced DLIFLC officials to adopt an entirely different solution.



Figure 40 – A high technology instructional environment became an unexpected problem for DLIFLC after DOD security restrictions prevented students and faculty from sharing routine classroom information between various military electronic devices in 2008.

⁵⁹⁴ DLIFLC_Sitrep_10Jul09_final, DDA.

⁵⁹⁵ DLIFLC_Sitrep_7Aug09, DDA.

⁵⁹⁶ DLIFLC_Sitrep_4Sep09, DDA.

⁵⁹⁷ DLIFLC_Sitrep_24Jul09_final, DDA.

In the meantime, CIO continued to deploy its SharePoint and Blackboard. Faculty adoption of both tools was increasing, but DLIFLC officials considered the use of these tools “work in progress.” Fortunately, the cut-off of USB-technology did not directly impact faculty, staff, and student use of SharePoint and Blackboard. The Mission Support Center, which continued to host these systems, maintained their compliance with all NETCOM requirements and continued to prepare for eventual mandatory systems upgrades (e.g., AGM, Vista, and MSO2007). By mid-2009, DLIFLC’s SharePoint implementation included more than sixty separate organizational sites, ranging from the “Command Center” to the “Helpdesk.” Every school and every directorate had its own site with a designated “Admin” trained to organize, evangelize, and maintain that site. Many organizations had already built substantial libraries of documentation for those assigned to access, share, review, collaborate, finalize and publish. Features such as Discussion, Calendars, and Announcements were providing central authoritative locations for administrative functions such as scheduling and space management, as well as a virtual Bulletin Board and a means to store and refer to information exchanges and/or collaboration. SharePoint was also beginning to pay dividends in the automation of processes and web-enabled information gathering. Web forms for surveys and standard paperwork such as Staff Actions, Routing Slips, Project Requirements, Change Requests and more were being created to streamline and track activities. DLIFLC hoped to realize benefits from Sharepoint by using it as a “thumb-drive replacement” to disseminate agendas and minutes for weekly meetings, to post department event schedules, as a repository for objects such as lesson plans, to record guest speaker lectures, and to form working groups and project focus efforts. Similarly, DLIFLC leaders reported that Faculty Development had fully adopted the Blackboard system as a course delivery tool and instructional aide.⁵⁹⁸

That summer, CIO also launched an updated version of the DLIFLC.edu website. The redo allowed the website to host the products that were formerly found on Lingnet, such as GLOSS and Headstart. The CIO also completed the life-cycle replacement of machines in two labs of the European and Latin American Schools, which began running the new Vista Windows Operating System.⁵⁹⁹

By the end of 2009, according to information from the Presidio of Monterey’s Network Enterprise Center (POM NEC, subordinate to NETCOM), more than 2,500 DLIFLC computers were supposed to have been migrated to the new Vista operating system upgrade. By October 2009, however, only a thousand of 5,429 computers had completed this transition. Apparently, there were some problems relating to language specific software. The CIO thus began working with two schools to test the compatibility of various language programs to ensure that they worked with the Vista operating system, tablet PCs using HBSS/DCM (to overcome the USB prohibition issue), and road-warrior functions. The schools were the Multilanguage School

⁵⁹⁸ DLIFLC_Sitrep_12APR09_final, DDA.

⁵⁹⁹ DLIFLC_Sitrep_12Jun09_final, DDA.

(Pashto, Dari, Farsi and Turkish) and the Emerging Languages Task Force (Hindi, Urdu, Indonesian, Uzbek, Sorani and Kurmanje).⁶⁰⁰

In November 2009, DLIFLC was again seeking approval from the 7th Signal Command for an extension of its “Interim Authority” to test the HBSS/DCM technical solution to the loss of the use of iPods at DLIFLC. Challenges continued to crop up during the HBSS/DCM pilot project owing largely to the complexities of allowing a road-warrior capability. That capability was important to allow students to use their tablet PCs both on and off-post with specialized software to support language training. DLIFLC discovered unexpected incompatibilities with the operation of the so-called “Odyssey Client” (security software install on military computers) and its new academic baseline image (the standard or default package of software installed on each DLIFLC computer). The manufacturer was addressing the problem.⁶⁰¹

The CIO continued to work the HBSS/DCM iPod connectivity issue by preparing and providing computers and instructions for DLIFLC schoolhouses to retrieve iPod serial numbers for action. The initial estimate of iPods requiring connectivity was 2,900 with just over 900 iPods approved for connectivity by 2009. However, the actual reestablishment of connectivity continued to depend on whether the HBSS/DCM test of the new computer images/configurations was successful. POM NEC soon requested additional assistance from the 106th Signal Brigade.⁶⁰²

Developing a DLIFLC Academic Network

Faced with unyielding hurdles on language instruction caused by DOD’s decision to ban the use of USB technology for connecting devices with external memory, Colonel Sandusky in early November 2009 directed the CIO to begin the process required to implement a DLIFLC “dot-edu” Mission Network. CIO staff, along with POM NEC, and DLIFLC’s Language Science and Technology directorate, began planning to get the required approvals and funding to take DLIFLC off the military digital network, their goal was to eliminate the security impediments involved in using modern educational technology.⁶⁰³ In planning this network, DLIFLC would benefit by the prior existence of a similar network already existing at NPS. The 7th Signal Command approved DLIFLC’s request for an extension of the Interim Authority to Test, meaning it was allowed to continue testing the HBSS/DCM fix and a possible technical solution to re-enable the USB ports. At the same time, in accordance with the commandant’s directive, the CIO met with experts from the Language Science & Technology directorate and with

⁶⁰⁰ DLIFLC_Sitrep_23Oct09, DDA.

⁶⁰¹ DLIFLC_Sitrep_30Oct09, DDA.

⁶⁰² DLIFLC_Sitrep_6Nov09, DDA.

⁶⁰³ DLIFLC_Sitrep_13Nov09, DDA.

technicians from NPS to begin the process required to implement a DLIFLC dot-edu Mission Network.⁶⁰⁴

The CIO planned to test the HBSS/DCM solution on fifty tablet PCs and fifteen instructor desktops used by the Emerging Languages Task Force. Glitches developed, however, and a technical team from the 106th Signal was called in to support POM NEC and the CIO in late November.⁶⁰⁵ In December 2009, DLIFLC finally succeeded in getting forty iPods to work on student tablet PCs using the HBSS/DCM. It required much assistance from 106th Signal. Afterwards, DLIFLC still had two thousand tablet PCs that needed the HBSS/DCM technical fix and staff were still working through some language-specific software issues in different schools of the Institute, so full deployment was not at hand.⁶⁰⁶ However, a week later the POM NEC succeeded in uploading more than 3,000 iPod serial numbers onto DLIFLC's server so that the HBSS/DCM could restore the functionality of USB ports for these iPods on DLIFLC student networked tablet PCs.⁶⁰⁷ ELTF demonstrated the benefits of using iPods with networked computers during the 11 December 2009 visit by Army Director of Training/Senior Language Authority Brig. Gen. Richard Longo.⁶⁰⁸

During the winter break of 2009, DLIFLC students turned in their tablet PCs for reimaging with the HBSS/DCM and road warrior configuration to restore USB port functionality for their DLIFLC iPods. In February 2010, a support team from the 106th Signal Brigade came to help POM NEC finish getting the remainder of DLIFLC's 2,624 student and faculty computers USB-enabled for iPod connectivity, using the HBSS/DCM. They continued on into March to troubleshoot various issues while working with U.S. Army ISEC (Ft. Huachuca), McAfee, and Microsoft Program managers. The team performed an Institute-wide test of the HBSS/DCM in late March that required students to run a simple check of their iPod functionality while school staffs conducted a thumb drive connectivity test to ensure that thumb drives were blocked while iPods were permitted. This testing brought the Institute closer to the goal of restoring iPod use with DLIFLC's networked computers. In April, the 106th Signal Brigade team visited POM again to discuss and troubleshoot various connectivity issues with DLIFLC's chief of staff. It became apparent that DLIFLC needed to periodically extend connectivity requirements, receive status updates, or receive new approvals from POM NEC on an ongoing basis. Thus, managing the excepted use of iPods became a genuine burden. Although the

⁶⁰⁴ DLIFLC_Sitrep_20Nov09, DDA.

⁶⁰⁵ DLIFLC_Sitrep_27Nov09, DDA.

⁶⁰⁶ DLIFLC_Sitrep_4Dec09, DDA.

⁶⁰⁷ DLIFLC_Sitrep_11Dec09, DDA.

⁶⁰⁸ DLIFLC_Sitrep_11Dec09, DDA.

complex and labor-intensive project to restore limited iPod functionality to more than three thousand DLIFLC networked computers eventually succeeded, it was not an ideal situation.⁶⁰⁹

While this was going on, the CIO also had to manage the migration of all DLIFLC computers to a new Microsoft operating system called Vista.⁶¹⁰ By March 2010, 5,318 of 7,535 (70.5 percent) of DLIFLC computers were updated. By April that percentage increased to 79 percent.⁶¹¹ However, after additional computers were discovered needing migration, the completion rate fell to 62 percent (5,359 of 8,605). The higher command suspense for this migration was 24 September 2010. By early September, DLIFLC had only managed to achieve 82 percent of the goal of updating staff computers to the newer Vista operating system even despite a decline in the overall number of computers (8,443). With over 1,500 computers still left to migrate, DLIFLC requested additional support from the 106th Signal Brigade, which sent a special team to Monterey. These reinforcement made it possible for the Institute to complete the migration by the specified due date.⁶¹²

The complexity and time devoted to the simple task of getting Institute iPods operational again helped convince command leadership to forge ahead on preliminary work to establish an academic network at DLIFLC. When the CIO briefed the incoming commandant, Col. Danial D. Pick, about CIO roles and functions in May 2010, it focused especial attention on the academic network, which by this time was generally being referred to as the “dot E-D-U.”⁶¹³ Originally, when DLIFLC began planning to construct a wireless campus network, it had chosen to remain on the military network, as opposed to using the commercial internet, to save on the cost of running the system. The military system was run by NETCOM and the local office POM NEC, which originally had been known as DOIM (Directorate of Information Management). DOIM was at first subordinate to the Garrison, but POM NEC was subordinate to NETCOM. As DLIFLC continued to evolve technically, in part of its own planning, in part by seeking fixes for problems like the USB cut-off, it put considerable stress on DOIM/POM NEC. Eventually, POM NEC was unable to respond rapidly enough when, for example, a computer went down in a classroom. Of course, DLIFLC still had to reimburse POM NEC for its support. DLIFLC thus decided to build and finance its own non-military network.⁶¹⁴

⁶⁰⁹ DLIFLC_Sitrep_1Jan10, DLIFLC_Sitrep_12FEB10, DLIFLC_Sitrep_12 Mar 10, and DLIFLC_Sitrep_16 Apr 10, DDA.

⁶¹⁰ DLIFLC_Sitrep_4Dec09, DDA.

⁶¹¹ DLIFLC_Sitrep_1Jan10, DLIFLC_Sitrep_12FEB10, DLIFLC_Sitrep_12 Mar 10, and DLIFLC_Sitrep_16 Apr 10, DDA.

⁶¹² DLIFLC_Sitrep_10 Sep 10_Final, DLIFLC_Sitrep_17 Sep 10_Final, and DLIFLC_Sitrep_24 Sep 10_Final, DDA.

⁶¹³ OCIO_QHR_CY10_Q2_110303_v1.3, DDA.

⁶¹⁴ Sandusky, Interview, part 4, 17 May 2010, pp. 34-35.

In March 2010, the CIO arranged for the U.S. Army ISEC infrastructure survey team to help DLIFLC define the network architecture it would need to establish an independent educational wireless network or dot-edu. ISEC also determined which activities and/or processes would still require military network access.⁶¹⁵ During their visit, the ISEC team performed an installation site survey, conducted network engineering, helped engineer and review the design plan, and later returned to survey the end-user buildings.⁶¹⁶ ISEC delivered the initial design review plan in July. At the same time, DLIFLC began to hold partnering meetings with the Naval Postgraduate School, which already operated an approved DOD dot-edu network.⁶¹⁷ In June 2010, the NPS CIO and the DLIFLC CIO finalized an NPS-DLIFLC memorandum to cooperate in the development of a DLIFLC dot-edu network that leveraged the existing capability of the NPS system. Higher approval required DLIFLC to coordinate with CAC CIO Davin Knolton and the TRADOC CIO Kathy Romero on the necessary waiver requirements.⁶¹⁸ The support and coordination provided by both was key to avoiding “the 1000 rat holes we could have bogged down in,” as the DLIFLC chief of staff, Lt. Col. Christopher Watrud, put it. Or, as Colonel Pick told Knolton, “we could not have swayed 106th Signal BDE, 7th Signal Command, and DA G6 without you.”⁶¹⁹ Pick signed the NPS/DLIFLC MOU in late June 2010. NPS President, V. Adm. (ret) Daniel T. Oliver, Jr. co-signed the agreement in July.⁶²⁰

In September, Colonel Pick reported making good progress on final approvals for the Academic Network. The TRADOC G6, the CAC G6 and the CAC Resource Manager approved the “DLIFLC Academic Network Initiative” concurring with DLIFLC’s proposal to create a dot-edu network. This was probably the most important step. Following the review by several layers of Army bureaucracy, the academic network was approved and funded for nearly \$8 million. DLIFLC received a “DA GOAL 1 Waiver” from the DA G6/CIO, which allowed it to transfer funds to NPS to begin hiring the needed network programming staff who would build and maintain the network. At the same time, DLIFLC continued to coordinate with the existing military network authority, POM NEC, about which there may have been some mixed

⁶¹⁵ DLIFLC_Sitrep_26 Mar 10, DDA.

⁶¹⁶ DLIFLC_Sitrep_26 Mar 10, DDA.

⁶¹⁷ In early 2010, Dr. Christine M. Haska, the Executive Director of Information Resources and Chief Information Officer at NPS, and Dr. Stephen M. Payne, who was on a committee to select a new DLIFLC CTO, recommended that DLIFLC pursue a cooperative venture with NPS and not build an independent capability. Draft Review comments by Dr. Stephen M. Payne.

⁶¹⁸ DLIFLC_Sitrep_30 APR 10 and DLIFLC_Sitrep_18 Jun 10_final, DDA.

⁶¹⁹ Col Danial Pick, e-mail to Davin Knolton, 14 September 2014, DDA.

⁶²⁰ DLIFLC_Sitrep_2 Jul 10_final, DDA. With all of this going on, CIO became involved in defining requirements for a “Pashto Dictionary Project,” which on 23 June 2010 was transferred to Dr. Tamas Manius of LTS for further development and deployment, although the paperwork was not completed until September 2010. See OCIO_QHR_CY10_Q2_110303_v1.3 and OCIO_QHR_CY10_Q3_110316_v1_4.

feelings.⁶²¹ Nevertheless, DLIFLC and CIO had made a convincing case. As Knowlton told Romero, “I know we all hate to think of an organization ‘leaving’ the Army network and sometimes we think the grass is greener on the other side but the partnership with NPS is going to pay educational dividends for the DOD and Army.”⁶²²

On 28 September 2010, NPS awarded a services contract for the development of DLIFLC’s dot-edu network. It next awarded an equipment contract. The contractor began preparing a phase-in plan while ISEC worked to complete a Network Final Design Plan by mid-October 2010.⁶²³ On 1 October, Jonathan Russell arrived to assume his position as the new CIO, although the position was re-titled as the Chief Technology Officer. On 18 November, Lt. Col. Howard retired from active duty.⁶²⁴

Equal Opportunity Advisor’s Office

The Installation Equal Opportunity Advisor’s Office provided commanders and their staffs and personnel with equal opportunity training, conducted command climate surveys, planned ethnic observances, and carried out ongoing evaluations of human relations within the command. In 2009 and 2010, the Installation Equal Opportunity Advisor was Sfc. David P. Doyle. Throughout the period, this office carried out routine duties, such as investigating EO complaints, but these were limited in to one or two per quarter if any reports were filed at all. Major events included organizing monthly heritage celebrations. For example, the office sponsored an event for National American Indian Heritage Month on 19 November 2009 with guest speaker Albert Tenaya, who played traditional flute music and told stories of his native tribe, the California Miwok for some 200 observers. In February 2010, Doyle invited Lt. Col. David T. Crawford, DLIFLC Staff Judge Advocate, to speak for Black History Month, although the audience of some 250 service personnel was no doubt particularly pleased by the appearance of “Freaky Musikee,” a four-member brass band composed of soldiers from the 229th Military Intelligence Battalion. In addition, three members from the 229th Military Intelligence Battalion and one member from of the Center for Information Dominance Detachment, Monterey also read poetry during this event. For Women’s Equality Day on 24 August 2010, Doyle invited Deanna Tovar, Dean of the European and Latin American School, as the guest speaker, along with William Thomas who provided information regarding the Voter’s Assistance Program.⁶²⁵

⁶²¹ DLIFLC_Sitrep_10 Sep 10_Final, and FW_ AKM Goal 1 Waiver - Complete, DDA.

⁶²² Davin Knowlton, e-mail to Kathy Romero, 16 September 2010, in FW_ Thank You (Davin Knowlton), DDA.

⁶²³ DLIFLC_Sitrep_8 Oct 10, DDA.

⁶²⁴ OCIO_QHR_CY10_Q4_110406_v1_4, DDA.

⁶²⁵ Oct-Dec 2009 Historical Report [EO], EO qtrly report 1st QTR, and 3rdqtr2010 [EO], DDA.

Headquarters, Headquarters Company

The mission of the Headquarters, Headquarters Company (HHC) was to provide command and control, military training, language support, and sustainment operations for U.S. Army staff assigned as cadre to both DLIFLC and the U.S. Army Garrison at the Presidio of Monterey. HHC essentially served as the administrative unit for these soldiers and included the DLIFLC commandant, Garrison commander, Installation and Garrison staffs, Military Language Instructors, uniformed members of the Staff Judge Advocate, Inspector General, Installation Retention NCO, Installation Equal Opportunity Advisor, and Unit Ministry Team. HHC was commanded by Capt. Michele A. Barksdale, a Finance Corps officer, until replaced by Capt. Angelique Pifer, a Military Intelligence officer, on 5 May 2008. Barksdale deployed to Iraq with the Combined Joint Special Operations Air Component supporting Operation Iraqi Freedom, while Pifer arrived in Monterey from Iraq where she served with the Multi-National Division-Baghdad. For six weeks between October and November 2009, 1st. Lt. Jeffrey Doherty assumed command of HHC while Capt. Pifer took maternity leave.⁶²⁶ Pifer returned and continued to serve as HHC commander until replaced 1 March 2009 by Capt. Brendan S. McAlary, another Military Intelligence officer.⁶²⁷

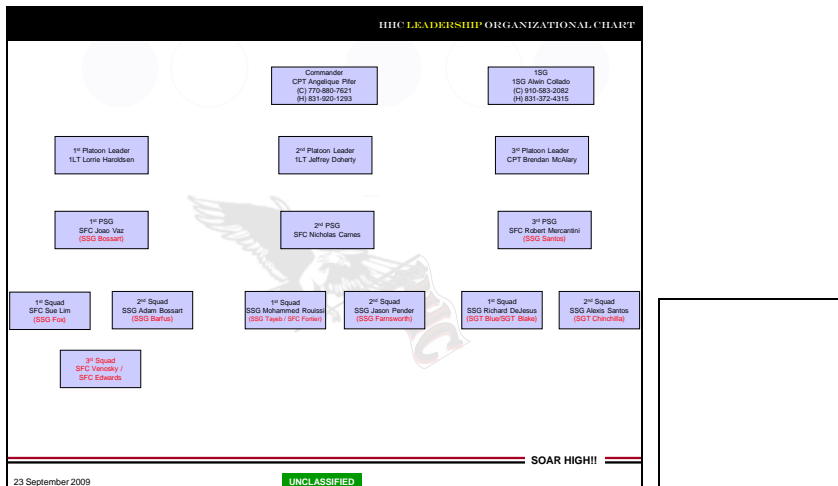


Figure 41 – HHC provided administrative support and military training for Army uniformed cadre assigned to DLIFLC schools, special staff offices, and U.S. Army Garrison directorates, 2009.

Every year, an important HHC task was to complete the company’s Long Range Training Plan, which ensured that all assigned cadre completed their mandatory military training. Some of the highlights during this period included safely conducted company weapon’s range and land-navigation training February, satisfactory company inspection reviews, CFC donation campaigns that exceeded previous records, successful organization days, and completion of the

⁶²⁶ *HHC Hawks*, vol 6, 20 October 2009, DDA

⁶²⁷ HHC 1st Qtr CY08, HHC 2nd Qtr CY08, HHC Assumption of Command Ceremony invitation, 2 July 2010, HHC Quarterly Historical Report (1st QTR 2010), DDA.

first HHC Staff Rides to San Francisco to learn about and visit its historic coastal defenses with a National Park Service interpreter.⁶²⁸ In October 2008, HHC began to publish a brief newsletter called “Hawks.”⁶²⁹ Captain Pifer was also interviewed for the first broadcast of DLIFLC’s Strategic Communications Office-produced radio program “Monterey Salute to the Armed Forces,” heard on KNRV-AM on 4 February 2009. Pifer and another DLIFLC military mom, Karin Rightsell, discussed how they balanced military and family life.

Protocol Office

The DLIFLC Protocol Office provided coordination functions to ensure that Army staff followed correct procedures to support official DLIFLC visitors and for official events at the Presidio of Monterey. Throughout this period Mystery Chastain was the Protocol Chief and Ingrid Van Speed remained the Deputy Chief of Protocol. For several months in 2008, the office was also supported by Haley Ferguson who joined as a protocol specialist until recruited for a position with the Garrison Command. In 2008, the Protocol Office scheduled and supported planning for 32 events and 26 Groups, including visits by foreign delegations, which represented approximately 1,228 guests.⁶³⁰ Similar figures were supported in 2009 and 2010, excluding the thousands of visitors to DLIFLC on Language Day each year.⁶³¹ In May 2009, Annette Stewart became the new protocol specialist. Occasionally, the office received the support of a service member on casual status and one permanently assigned military person, but was able to “borrow” additional military manpower to help support special events.⁶³² In October 2010, the Protocol Office released an updated an approved Protocol Visitor SOP.⁶³³

Chaplain’s Office

The Installation Chaplain’s Office provided “energetic, relevant religious support” services to the DLIFLC and Presidio of Monterey community. The Installation Chaplain was Lt. Col. Daniel J. Minjares of the U.S. Army until he was re-assigned to the Pentagon in January 2009. Chaplain Lt. Col. Jose A. Rodriguez assumed the role of “Garrison Chaplain” and was assigned to the Presidio of Monterey on 20 March 2009. The position reported to the DLIFLC commandant.⁶³⁴

⁶²⁸ *HHC Hawks*, vol. 2, 10 December 2008, DDA.

⁶²⁹ [HHC] Quarterly Historical Report (4TH QTR 2008), DDA.

⁶³⁰ 2008 Protocol Historical Report, DDA.

⁶³¹ See Yearly Visitors Report 09 and Yearly visitors Report 10 for more detailed lists, in DLIFLC Archives.

⁶³² Mystery Chastain, e-mail to Dr. Stephen Payne, 1 March 2010, DDA.

⁶³³ See DLIFLC Distinguished Visitor SOP, DDA.

⁶³⁴ Chaplain 1st qtr Historical Report [2009], DDA. The Chaplain’s Office fell beneath the DLIFLC commandant according to the DA approved DLIFLC TDA of 31 August 2010 and June 2009 DLIFLC organization chart.

The Chaplain's Office continued to provide a variety of religious services despite some budgetary setbacks. Chaplains not only led regular services, but provided invocations. For example, Lt. Col. Minjares delivered the invocation for Col. Daniel Scott's retirement ceremony on 1 August 2009. In addition, the Chaplain's Office provided memorial services, both at the Presidio and in the Ord Military Community Chapel in Seaside. During the first quarter of 2008, an especially memorable service was held for Cdr. Dusty Rhodes, a retired U.S. Navy fighter pilot and third leader of the Blue Angels. After the memorial service, the Chaplain's Office was able to coordinate a flyover by four F/A-18 Hornets from Naval Air Station Lemoore, California, to honor Commander Rhodes.⁶³⁵ On 3 April 2008 and again on 4 March 2009, Olympic Gold Medalist Sheila Christine Taormina (swimming, triathlon and modern pentathlon) spoke at the Presidio's National Prayer Breakfast. Taormina said that her greatest accomplishment was not winning a gold medal but finishing what she started.⁶³⁶ In late August 2008, the Chapel's Office held another high profile memorial service for Maj. Gen. William H. Gourley, U.S. Army (Ret.), again at the Ord Military Community Chapel. Chaplain (Col.) Thurman S. Doman, Jr., U.S. Army (Ret.), former Ft. Ord Installation Chaplain, officiated the service attended by about 240 people, including the Garrison commander and local dignitaries and many friends.⁶³⁷

On Saturday, 21 June 2008, the OMC Chapel, formerly the Ft. Ord Post Chapel celebrated its 50th Anniversary. Chaplain Minjares was the master of ceremony for the event. The program began with a worship service followed by a reception in the fellowship hall. The well-attended event included two former installation chaplains Richard Donovan and Michel Kirkelie along with their wives, and the Garrison Commander, Col. Pamela Martis, and many others. The chapel crafted a historical exhibit showing photographs of past events as well as photographs and designs for the OMC Chapel.⁶³⁸

In late 2008 and 2009, the Chaplain's Office revised its curricula in several areas and made a deliberate effort to support the educational as well as the spiritual aspect of DLIFLC student training. Significantly, the Chaplain's Office began to use curricula produced by the University of Florida for DLIFLC on Middle East Culture on Christian-Muslim relations, Ijtihad, Coexistence, Mohammed, Jihad, The Copts of Egypt and Islamic Law. It also developed and taught separate curricula for Chinese, Japanese, Tagalog, and Thai linguists. On the same theme, World Religions Chaplain Maj. Gianstefano C. Martin worked with a contractor to produce eight draft scripts for a video series called "The Force of Faith: The Impact of Religion on Military Operations in the Middle East." Martin directed the World Religion Department. While working on this project he interviewed nine subject experts in Washington D.C., Monterey, and Los Angeles and secured the participation of General David Petraeus. Next, Martin began a pilot

⁶³⁵ CH 1st Qtr CY08, DDA.

⁶³⁶ Chaplain 1st qtr Historical Report [2009].

⁶³⁷ CHAPLAIN 3rd Qtr CY08, DDA. Note, 2010 Chaplain's Office quarterly reports unavailable.

⁶³⁸ CH 2nd Qtr CY08, DDA.

project with Dr. Leah Graham, Director of the Student Learning Center, and with the Middle East schools to deliver an on-line culture class for DLIFLC Arabic students. Finally, Martin piloted a project with DLIFLC's Hebrew Department to hold a one-day cultural immersion program in 2008 trained and certified a DLI instructor who was also a rabbi that enabled the establishment of a Jewish congregation at the institute.⁶³⁹ The Chaplain's Office several published several articles this period, including in the Winter-Spring 2009 issue of the "The Army Chaplaincy World Religions: The Impact of Religion on Military Operations."⁶⁴⁰

During this period the Chaplain's Office continued to hold its annual events, such as the Vacation Bible School held in October at the OMC Chapel.⁶⁴¹ During the holidays, the Chaplain's Office focused upon its Thanksgiving Food Voucher Program that assisted junior enlisted personnel and its annual fall Family Festival called "The Light in the Night," which was designed as an alternative to Halloween and held at the OMC Chapel. The fifteenth iteration of this event in 2008 combined the work of numerous volunteers to plan, prepare games, and decorate rooms and hallways for the event, which hosted about 600 children and adults. Finally, in December, the Chaplain's Office held its annual children's program called "The Carriers of Light" that included lighting of the OMC Holiday Tree. In 2008, the event included twenty-six children who performed dressed as Mary, Joseph, the Inn Keeper, and other characters from the well-known story about the birth of Christ.⁶⁴²

Command History Office

The mission of the Command History Office remained to track, record, and interpret the history of DLIFLC and the Army in Monterey. Dr. Stephen M. Payne continued to serve as Command Historian. Dr. J. Britt McCarley, Chief Historian for TRADOC, visited DLIFLC and the Presidio of Monterey between 31 March to 4 April 2008 to visit and discuss the activities of the DLIFLC Command History Office.⁶⁴³ He approved the Strategic Plan for the office and was pleased to see that the History Office was fully staffed with two historians and an archivist according to Army regulation AR 870-1, which was revised and released on 5 March 2010, after input from field history offices, including from the DLIFLC History Office.⁶⁴⁴

⁶³⁹ CHAPLAIN 3rd Qtr CY08 and Chaplain 1st qtr Historical Report [2009], and 4th Qtr CY09 Historical Report, 21 January 2010, DDA.

⁶⁴⁰ Chaplain 1st qtr Historical Report [2009], DDA.

⁶⁴¹ Chaplain 3rd qtr Historical Report, DDA.

⁶⁴² Chaplain Oct-Dec 08 Historical Report and Oct-Dec 2009 Historical Report, DDA.

⁶⁴³ DLIFLC SITREP, 1 April 2008, in 2008 CAC SITREPs, DLIFLC CH files (2008-2010), DDA.

⁶⁴⁴ AR 870-1, copy in possession of the author.

On 2 February 2009, History Office Archivist Kurt Kuss transferred to Aiso Library to become one of its Catalog Librarians.⁶⁴⁵ Historians Payne and Binkley interviewed several qualified applicants and recruited Lisa Crunk late in the year to replace Kuss. Crunk came to the office from her previous archival position at the Denver Museum of Science and Nature, one of the premiere paleontological research museums in North America. After Crunk arrived, the History Office secured end-of-year money to digitize its holdings of the historic *Panorama* newspaper, the weekly periodical of the former Ft. Ord, which the Army published from 1940 until 1993 just before the base was closed. The paper is a vital resource for veterans, their families, or anyone interested in researching the history of post. Crunk then began to work with student interns under an arrangement with California State University Monterey Bay and its Service Learning program. Students in the program could earn credit by completing community service work. She developed a proposal to index the *Panorama* newspaper and began working with students, eventually hiring an archival student trainee, Kathleen Biersteker. A San Jose State University student Stephanie Donnelson, completing an archival training program, also came onboard to help process the backlog of archival materials during this period. Crunk published an article about DLIFLC's work to preserve the historic paper in a newsletter of the Society of California Archivists.⁶⁴⁶

During this period, Deputy Command Historian Cameron Binkley began to catch up on a backlog of regulation required command histories, completing a period spanning 1996 through 2003.⁶⁴⁷ He also began to liaison with a number of military history researchers and veterans who came to conduct research in the DLIFLC archives and were interested preserving a former Army facility known as the Marina Equestrian Center. The center was originally crafted as a U.S. Army Station Veterinary Hospital and documents and photos from the archives helped document the historical nature of the structures that later became the focus of much attention among Monterey County veterans, military history buffs, and equestrians.⁶⁴⁸ In September 2010, an open house was held at the center to create a new local non-profit called the Friends of the Fort Ord Warhorse. Finally, based upon Dr. Payne's recommendations and research, the U.S. Army Garrison chose to commemorate Maj. General Jens Anderson Doe when naming its newly opened housing area in the Ord Military Community as Doe Park in 2010. A decorated veteran of both world wars, Doe had served as commander of two regiments of the 7th Infantry Division

⁶⁴⁵ CY2009 1st Quarter Report Libraries, DDA.

⁶⁴⁶ Lisa Crunk, "Fifty-four Years of Fort Ord History Digitized," *SCA Newsletter*, No. 137 (Spring/Summer 2010): 5-7.

⁶⁴⁷ See *DLIFLC Command History, 1996-2000* (DLIFLC 2009), and *DLIFLC Command History 2001-2003* (DLIFLC 2010), which can be downloaded from the history page of the www.DLIFLC.edu website.

⁶⁴⁸ Early findings of researcher Greg Krenzelok, who spent much time in the DLIFLC archives, is reported by Lucas Anthony, "The Forgotten Ord," *Otter Realm*, 12 November 2009.

and was later commander Fort Ord from 1947 until 1949 at which time he began the racial integration of training units on the post, one of the first Army installations to do so.⁶⁴⁹



Figure 42 – Fred Klink, Vice President, U.S. Cavalry Association, and retired cavalryman Allan MacDonald at the Marina Equestrian Center. In the background are displays of historical photos from the DLIFLC Historical Records Collection (archives), 2010.

Foreign Area Officer Programs

The new director of the DLIFLC Foreign Area Officer program was Lt. Col. Danial D. Pick who arrived for an orientation visit in March 2008.⁶⁵⁰ Pick assumed his duties as FAO Director on 1 August 2008.⁶⁵¹ Pick's many previous FAO assignments included Kuwaiti Land Forces Advisor, OMC-Kuwait; FAO assignment officer at Army Human Resources Command in Washington, D.C.; executive officer, Human Intelligence Team, 2nd Battalion, 10th Special Forces Group (Airborne), Northern Iraq; Army attaché, U.S. Embassy, Amman, Jordan; and policy officer, Office of the Secretary of Defense.⁶⁵² After promotion to full colonel in March

⁶⁴⁹ See Biography of Major General Jens Anderson Doe, DDA; also available on the Parks at Monterey Bay website.

⁶⁵⁰ 2008 Protocol Historical Report, DDA.

⁶⁵¹ [HHC] Quarterly Historical Report (3RD QTR 2008), DDA.

⁶⁵² Tonya K. Townsell, "DLIFLC Welcomes New Commandant," *Globe*, vol. 33, no. 3 (Summer/Fall 2010): 2-3.

2009, Pick was selected to attend a year-long fellowship at the Hoover Institute at nearby Stanford University and left in May. He was replaced by Lt. Col. Jeff Verstal who arrived as the new FAO Director on 15 August 2009. Throughout this period, Richard Higdeman was the administrative supervisor.⁶⁵³ The FAO Office was also responsible for managing activities at the Weckerling Center in which building the program was housed.

The Army's FAO program consisted of about one thousand officers, the majority of whom were actively served around the world in their specialty within major Combatant Commands, Army Service Component Commands, the Joint Staff, the Army Staff, the Office of the Secretary of Defense, U.S. embassies, the Department of State, various other Department of Defense and Federal agencies, including the National Security Council. In October 2010, the Army's FAO Proponent Director was a promotable colonel in the Army G3/5/7 office. The program was actually struggling with a shortfall in its ability to recruit FAOs qualified for their work. The FAO proponent, therefore, was looking for "efficiencies in accessions, training, and billets to meet and sustain present and future needs." To sustain the demand for FAO skills, the Army had begun to screen FAO recruits to those who already had a relevant master's degree, spoke fluently in a foreign language, and understood a particular region's culture and customs.⁶⁵⁴

DLIFLC's FAO office taught the Foreign Area Officer Orientation Course. It was taught over three days in 2009, again in February 2010, and in July 2010. This event was an important professional development opportunity for FAOs of all the Services, both at DLIFLC and at the nearby Naval Postgraduate School. The introductory course taught new FAOs about their new career path as well as future training and educational requirements. Course themes included U.S. foreign policy and the role of the strategic scout, the FAO lifecycle, FAO training, and presentations by retired Ambassador Edward Peck and retired Brig. Gen. John Adams. Also in attendance were representatives from the Human Resources Command, the Defense Language Office, the reserve FAO program and the Army and Air Force FAO proponent offices.⁶⁵⁵

Typical events throughout the period included hosting embassy-style receptions for FAO officers attending either DLIFLC or at NPS, Dress for Success seminars at the Men's Wearhouse (to insure officers understand embassy dress standards), book discussions, including FAOs and the commandant, and FAO promotion events.⁶⁵⁶

FAOs in Monterey had several opportunities to practice their embassy skills. In June 2008, the Panetta Institute brought Andrew Card and former U.N. Ambassador Richard Holbrooke to meet with DLIFLC FAOs and other officers and to speak about what the next

⁶⁵³ FAO HISTORICAL REPORT 3st QTR, HHC Quarterly Historical Report (1ST QTR 2009), DDA.

⁶⁵⁴ Natela Cutter, "Foreign Area Officers Gear Up for 21st Century Tasks," *Globe*, vol. 32, no. 4 (Winter 2009): 20.

⁶⁵⁵ Ibid; LIFLC_Sitrep_17FEB09_final, and FAO 1st_Qtr_'10_Historical_report, DDA.

⁶⁵⁶ 2nd Qtr 09 FAO Historical report, and 4th qtr 09 Historical report [FAO], DDA. No FAO quarterly reports available for 2008.

president would face in world affairs job. He reminded them that in the long term it was economic, not military power that was the key element of national power.⁶⁵⁷ On 28 October 2009, U.S. Ambassador Ryan Crocker (former Ambassador to Iraq) also visited DLIFLC. Hosted by the DLIFLC FAO Director, Lt. Col. Jeff Vestal, Ambassador Crocker spoke to FAO students about their current career paths during a professional development session. Ambassador Crocker talked about his thirty-five years in the Foreign Service and offered details about his experiences as U.S. Ambassador to Lebanon, Syria, Pakistan, and Iraq. He said he was an advocate of the FAO program and that his only complaint was it needed to expand.⁶⁵⁸

The FAO Office also was involved in helping DLIFLC manage foreign students attending the Institute. The FAO program held lunch receptions at the Weckerling Center to meet Danish students and their visiting commanders, provided in-briefs for Danish students attending a Pashtu refresher course, and, in July 2009, assisted with the in-processing of four Danish student officers and their wives who arrived to study Dari.⁶⁵⁹

In May 2009, DLIFLC's FAO officers participated in a special training event developed in cooperation with DLIFLC's Strategic Communications Office, which helped to arrange a mock media conference to allow the FAOs to find out what it was like to represent the U.S. Government to the public. It was not as easy as they thought once the spot lights came on.⁶⁶⁰ In July 2009, three senior DLIFLC FAOs participated in the Joint FAO Advanced Skill Sustainment Pilot Program White Paper Conference, sponsored by the Defense Language Office, in Washington.⁶⁶¹ Simultaneously, the recently promoted FAO Director, Colonel Pick, traveled to Afghanistan for thirty days and conducted a briefing for the FAOs upon his return. In September, Brig. Gen. Hooper, a China FAO, conducted a similar seminar.⁶⁶²

Finally, during the spring of 2010, DLIFLC's FAO program began a cooperative endeavor with NPS, which sought to bring practicing FAOs back to Monterey for a two-week refresher course held NPS. DLIFLC foreign language instructors supported the program by providing language training.⁶⁶³

⁶⁵⁷ Kevin Howe, "Next President's Tough Job," *Monterey Herald*, 24 June 2008; DCSOPS 2nd Qtr CY08, DDA.

⁶⁵⁸ Natela Cutter, "Former U.S. Ambassador to Iraq Speaks to FAOs," *Globe*, vol. 33, no. 1 (Fall/Winter 2009): 21; DLIFLC_Sitrep_30Oct09, DDA.

⁶⁵⁹ FAO HISTORICAL REPORT 3st QTR [2009], FAO 1st_Qtr_'10_Historical_report, and 3d Qtr '10 Historical report, DDA.

⁶⁶⁰ Brian Lamar, "Foreign Area Officers Stand in the Spot-light," *Globe*, vol. 32, no. 5 (Spring/Summer 2009): 5.

⁶⁶¹ DLIFLC_Sitrep_24Jul09_final, DDA.

⁶⁶² FAO HISTORICAL REPORT 3st QTR, DDA.

⁶⁶³ Kate Lamar, "NPS, DLIFLC Collaborate to Educate FAOs Service-wide," *Globe*, vol. 33, no. 2 (Spring 2010): 20.

Chapter V

Presidio of Monterey Garrison

by

Dr. Stephen M. Payne

Command Historian

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Garrison Command

In the years 2008 through 2010, the 750 plus military and civilian personnel working for the U.S. Army Garrison, Presidio of Monterey (POM), continued to provide base operations support for the DLIFLC. Col. Pamela L. Martis remained in command through 30 September 2008, when Col. Darcy A. Brewer assumed command of the POM garrison. Brewer arrived in Monterey after serving in the Pentagon as Deputy Chief of Staff for Operations and Plans. Martis had served as Garrison Commander since 23 June 2006. She deployed to Camp Eggers in Kabul, Afghanistan as a member of the Combined Security Transition Command where she served as a senior policy advisor to the Afghan National Police. The Deputy Garrison Commander, Pamela von Ness, continued to provide continuity directing the garrison staff. Cmd. Sgt. Maj. Brett A. Rankert, who had served as the garrison sergeant major since 12 July 2005, retired on 5 June 2008, and Cmd. Sgt. Maj. Olga B. Martinez became the garrison senior enlisted advisor in September 2008.⁶⁶⁴

The POM garrison continued to report to the new West Region Office of the Installation Management Command (IMCOM) as described in the *DLIFLC Command History, 2006 – 2007*. However, on 1 July 2008, IMCOM administrators, realizing that two regions were too large for the regional staffs to oversee the numerous installations, realigned once again, cutting off several mid-western states from the West Region and creating a Southeast Region. At the same time, IMCOM also created a National Capital Region. Randy Robinson continued as the director of the West Region.⁶⁶⁵

⁶⁶⁴ <http://www.imcom.army.mil/About/Regions/Central/Leadership.aspx>; <http://www.pulaskicountydaily.com/news.php?viewStory=1489>; <http://www.pjstar.com/homepage/x1885883305/Soldiers-photo-surprises-husband-reading-Sunday-paper#axzz2XG00sA1s>; <http://www.gpo.gov/fdsys/pkg/CREC-2008-06-05/pdf/CREC-2008-06-05-pt1-PgE1154.pdf> (accessed 25 June 2013).

⁶⁶⁵ IMCOM Public Affairs, "IMCOM Realigns U.S. Regions, Creates National Capital Area District, 9 June 2008, <http://www.army.mil/article/9772> (accessed 8 August 2013).

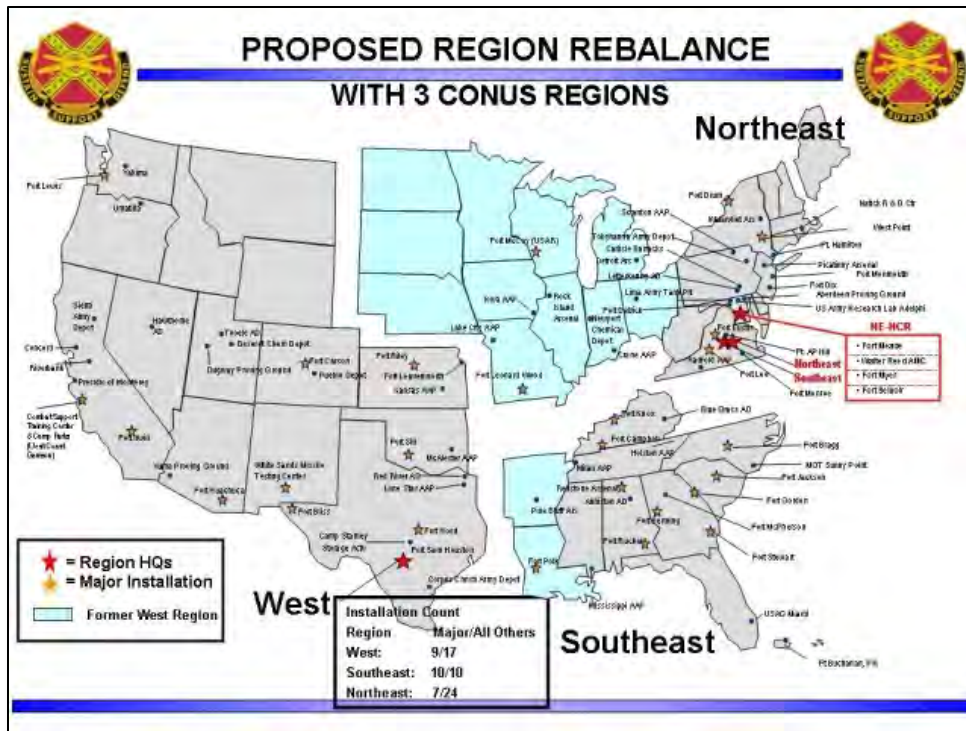


Figure 43 – Proposed reorganization of the Installation Management Command, ca. 2008.

Common Levels of Support

Unfortunately, during the period of this report, the garrison continued to operate with inadequate funding and personnel. The budget for fiscal year 2008 was \$57,791,353 in direct dollars and \$11,164,766 in reimbursable funding.⁶⁶⁶ In May 2008, the garrison developed a list of Capability Level Exceptions that, if not addressed, threatened to put some areas of the Common Levels of Support for the Presidio and DLIFLC at low to medium risk. These included several direct and indirect support areas impacting the teaching mission of DLIFLC including, Multimedia Services and Broadcast Audio/Video Services; Wireless service in classrooms; Web Support Services; Desktop, Software, and Peripheral Support Services, Automation and Network Service Support; Legal Assistance Support; and Chaplain Support Activities. Many of these support services faced increased demand due to the funding obtained by DLIFLC in the Presidential Budget Decision (PBD) 753 to support the new Proficiency Enhancement Program (PEP). In addition to potential cuts affecting the mission of DLIFLC, the garrison faced potential financial cuts to the POM Emergency Support Services that, if left unfunded, could delay the transfer of land on the former Ft. Ord to other agencies.⁶⁶⁷

⁶⁶⁶ USAG POM Resource Management Office, Quarterly Historical Report 3rd Quarter CY2008.

⁶⁶⁷ Karen M. Fisbeck, POM Staff Action Control Officer, to Irislee L. Nanie, email, “Common Levels of Support 9CLS) FY09 Initial Planning Results, Capability Level Exception and Business Rule Review, 9 May 2008, with attachment: Capability Level Exception Requests, in possession of Dr. Stephen M. Payne.

Over the next few years, the resourcing issues did not improve. The budget for the garrison that the garrison staff documented as too small for their mission was hit with a budget decrement of 26 percent at the beginning of fiscal year 2010.⁶⁶⁸

Activities of the U.S. Army Garrison, Presidio of Monterey

POM Safety Office

One of the many impacts caused when the Army garrisons were separated from the main mission on each Army post in 2003, was some confusion as to who had oversight of the overall safety program for the mission and the installation. In October 2008, the DLIFLC Safety Office and the POM Safety Office became the Installation Safety Office. This was the result of a memorandum of 29 June 2005, by the Assistant Secretary of the Army for Installations and Environment and reconfirmed in June 2008 by the Army Vice Chief of Staff. The new configuration placed the POM safety director under the DLIFLC safety director who became the Senior Safety Director for DLIFLC and the Presidio of Monterey. The DLIFLC commandant rated the Senior Safety Director, John Rice, and senior-rated the POM Safety Director, who was rated by the garrison commander. Both the commandant and garrison commander attended the quarterly Installation Safety and Occupational health Advisory Council, although the commandant chaired the meeting as the Senior Commander.⁶⁶⁹

One of the programs that Rice initiated for DLIFLC and POM students and cadre was the Motorcycle Mentorship Program Rides. This was an opportunity to pare up novice riders with experienced motorcycle rider-coaches. One of Rice's most interesting and challenging destinations was the ride to Alice's Restaurant, high in the Santa Cruz Mountains, for lunch. The 83-mile one-way trip took the riders around Monterey Bay on Highway 1, up Highway 17 out of Santa Cruz, then, at the summit of the mountains, onto Skyline Boulevard. There the riders faced 24 miles of curves and switchbacks on a road that was in some places not much more than one lane with high banks on one side and steep slopes on the other. For the return trip, they took a slightly longer route down La Honda Road to the coast at San Gregorio, then along the coast on Highway 1 to Santa Cruz and on to Monterey.⁶⁷⁰

⁶⁶⁸ USAG POM Resource Management Office, Quarterly Historical Report 4th Quarter CY 2009.

⁶⁶⁹ Geoffrey Prosch, Principal Deputy Assistant Secretary of the Army (Installations and Environment), Memorandum, "Alignment of Garrison and Mission Safety Organizations, 29 June 2005; General William S. Wallace, TRADOC Commander, Memorandum "TRADOC Safety Organizational Placement," 16 June 2008, in possession of Dr. Stephen M. Payne. No quarterly reports available for this office.

⁶⁷⁰ SSgt Tim Martinez, "Baptism by Fire," 10 July 2009, http://www.army.mil/article/24250/Baptism_by_Fire (accessed 22 August 2013).



Figure 44 – Motorcycle Mentorship Program riders pose for a photo at their destination, 2009. Photo by SSG Tim Martinez.



Figure 45 – Motorcycle Mentorship Program riders stop roadside to orient themselves before they enter the most difficult section of the route, 2009. Photo by SSG Tim Martinez.

Directorate of Emergency Services

From 2008 through 2010, James S. Laughlin continued as the Director of Emergency Services; Preston K. Proctor, the interim Chief of Police, was appointed as Chief of Police; and Jack Riso continued as Chief of Fire and Emergency Services.⁶⁷¹ The directorate provided law enforcement and fire services to the Presidio of Monterey, the Ord Military Community (Ord Military Community), and the former Ft. Ord.

The POM Police Department maintained an active presence on the Presidio and OMC. During the third quarter of calendar year 2008, Chief Proctor hired eighteen new police officers and in the first three months of 2009, the department established a bicycle unit of eight police officers to patrol OMC, initiated a Neighborhood Watch Program, a McGruff Safe House Program, and a Stranger Danger Program that involved fingerprinting military dependent children. In June 2009, POM police arrested a cat burglar who was on parole.⁶⁷²

Since the closure of the POM to non-DOD related civilians in 2001, DLIFLC students, California National Guard, and contract security guards, in that order, manned the entry points to the POM. None of these efforts to protect POM were seen as totally satisfactory. Finally, during the first quarter of FY 2010, IMCOM issued “EXORD 09-028” that mandated POM police to hire Department of the Army Security Guards and cancel the contract with the Doyon Security Services by 1 October 2010. The first three DA Security Guards were hired and attended the Guard Academy hosted by the POM police during the first quarter of 2010, and an announcement for an additional 52 guards was made by the Civilian Personnel Advisory Center with the coordination of the POM Physical Security Officer, Harry Coutney and Sgt. Nevada Lord, as well as Resource Management, Occupational Health, Logistics, and the Directorate of Plans, Training, Mobilization and Security.⁶⁷³

The other major division within the Directorate of Emergency Services was the POM Fire Department. The department consisted of 32 personnel who remained responsible for fire and emergency services on OMC, the California State University Monterey Bay, Base Realignment and Closure (BRAC), and the Defense Manpower Data Center building (former Silas B. Hayes Army Hospital). The City of Monterey Fire Department handled fire and emergency services on the Presidio. In 2008 alone, the POM Fire Department responded to over 800 emergency incidents, all part of its normal activities.

⁶⁷¹ Directorate of Emergency Services Quarterly Historical Report, 1 January 2008 – 31 March 2008, in possession of Dr. Stephen M. Payne.

⁶⁷² Directorate of Emergency Services Quarterly Historical Report, 1 July 2008 – 30 September 2008; Directorate of Emergency Services Quarterly Historical Report, 1 January 2009 – 31 March 2009; Directorate of Emergency Services Quarterly Historical Report, 1 April 2009 – 30 June 2009; all in possession of Dr. Stephen M. Payne.

⁶⁷³ Directorate of Emergency Services Quarterly Historical Report, 1 January 2010 – 31 March 2010 and 1 April 2010 – 30 June 2010, in possession of Dr. Stephen M. Payne.

In addition to its normal services, the Directorate of Emergency Services took part in several joint exercises with other agencies. On 10 October 2008, the POM Police and Fire Departments, together with civilian police and fire agencies from Monterey County, took part in the annual antiterrorism exercise, Coastal Comet 08. The following year, on 10 November 2009, the POM Fire Department joined forces with the Salinas Fire Department and participated in a hazardous materials exercise with the 95th Civil Support Team of the California National Guard. The exercise took place in one of the 1970s era abandoned barracks located on the California State University, Monterey Bay campus.⁶⁷⁴

On top of its normal mission of responding to over 1,500 emergency incidents during 2008 and 2009, the POM Fire Department developed and executed plans for prescribed burns that occurred on 10 December 2008 on the former “Fort Ord Munitions Response Site – Bureau of Land Management Units 18 – 22.”⁶⁷⁵

As was the case with other garrison directorates, the Directorate of Emergency Services faced a funding shortfall in fiscal year 2009 that would have impacted its ability to continue the prescribed burn program that, in turn, supported the ordinance removal program and BRAC efforts to transfer excess property on the former Ft. Ord.⁶⁷⁶ Fortunately, funding became available and the prescribed burns scheduled for 6 October 2009 and 16 November 2009, were held and almost 480 acres were cleared of maritime chaparral.⁶⁷⁷

The prescribed burns of 2008 and 2009, cleared several hundred acres on the section of the former Ft. Ord that had been transferred to the U.S. Bureau of Land Management as part of the BRAC process. The burns cleared heavy maritime chaparral and allowed cleanup workers to

⁶⁷⁴ Peter G. Huller, email PRES All-Pom, et al, “Exercise Announcement – Coastal Comet 08 Antiterrorism Exercise, 10 Oct 08,” 1 October 2008, in possession of Dr. Stephen M. Payne; Hiro Chang, “Fire departments, 95th CST Get Together for a Little HAZMAT,” 23 November 2009, http://www.army.mil/article/30875/Fire_departments__95th_CST_get_together_for_a_little_HAZMAT (accessed 27 June 2013).

⁶⁷⁵ Directorate of Emergency Services, Presidio of Monterey Fire Department Quarterly Historical Reports, 1 January 2008 – 31 March 2008; 1 July 2008 – 30 September 2008; 1 October 2008 – 31 December 2008; 1 January 2009 – 31 March 2009; Marissa Ontiveros, email PRES All-POM, “Fort Ord to hold prescribed burns,” 10 December 2008, in possession of Dr. Stephen M. Payne; Fort Ord Environmental Cleanup, June 2009, Document Update, “Draft Final Prescribed Burn 2008 MRS-BLM Units 18 and 22 After Action Report, May 2009,” http://www.fortordcleanup.com/docreview/June2009_DocUpdate.pdf (accessed 27 June 2013).

⁶⁷⁶ Karen M. Fisbeck, POM Staff Action Control Officer, to Irislee L. Nanie, email, “Common Levels of Support 9CLS) FY09 Initial Planning Results, Capability Level Exception and Business Rule Review, 9 May 2008, with attachment: Capability Level Exception Requests, in possession of Dr. Stephen M. Payne.

⁶⁷⁷ Directorate of Emergency Services, Presidio of Monterey Fire Department Quarterly Historical Report, 1 October 2009 – 31 December 2009; POM & DLIFLC Public Affairs Office, Media Advisory, Release No. 09-27, 09-29, 09-31, 09-32, 09-35, 09-36, and 09-36; Daniel K. Carpenter, “Fort Ord BRAC conducts a successful Prescribed Burn,” 8 October 2009, www.army.mil/article/28576/Fort_Ord_BRAC_conducts_a_successful_Prescribed_Burn (accessed 25 July 2013); Fort Ord BRAC Field Office “4th Qtr (1 Oct – 31 Dec) Historical Report,” no date, p. 2, in possession of Dr. Stephen M. Payne.

remove unexploded munitions and explosives, consisting of grenades, mortars, and bullet shells, remaining on the former training areas of the base.⁶⁷⁸



Figure 46 – Prescribed Burn smoke plume on 6 October 2009. Photo by Dan Carpenter.

Base Realignment and Closure

During the period of this report, the Fort Ord BRAC field office conducted numerous community workshops and outreach presentations concerning the cleanup actions, as well as munitions safety presentations at local schools. In addition, the office produced hundreds of reports documenting cleanup activities.⁶⁷⁹

Between the closure of Ft. Ord in September 1994 and December 2009, the Army had cleared almost 2,300 acres of the 8,000 acres of the impact area. Cleanup workers were still in the process of digging approximately 12.9 million holes in order to remove more than 47,500

⁶⁷⁸ Jeffrey S. Stablein, email PRES All-POM, “Scheduled Munition detonations within Fort Ord, 6 April 2008; Fort Ord Reuse Authority Remediation Program staff, “Parker Flats field-work means possible detonation near Fitch Park through January 2010,” 16 December 2009, in possession of Dr. Stephen M. Payne; See also www.army.mil/article/31965/Parker_Flats_field_work_means_possible_detonation_near_Fitch_Park-through_January_2010/ (accessed 25 July 2013).

⁶⁷⁹ Fort Ord BRAC Field Office, “2nd Qtr. CY 09 Historical Report,” 31 July 09; Fort Ord BRAC Field Office, “3rd Qtr. CY 09 Historical Report, July, August, and September 2009 no date; Fort Ord BRAC Field Office, 4th Qtr. CY 09 (1 Oct-31 Dec) Historical Report, no date; See also www.FortOrdCleanup.com for complete reports on all cleanup activities (accessed on 30 July 2013).

munitions and explosives of concern.⁶⁸⁰ Nonetheless, the cleanup effort was not without controversy.

Newspaper reports in 2008 and 2009, voiced concerns from two local civilian watchdog groups, the Fort Ord Environmental Justice Network and the Fort Ord Community Advisory Group. The two groups and others in the community were concerned about the cleanup processes, especially the prescribed burning of the maritime chaparral due to the perceived smoke hazard. The Army and Ft. Ord BRAC field office administrators felt that the cleanup process would be safer and faster if they were allowed to use an armored bulldozer to scrape off the top soil and sift any munitions, much as had been done with cleaning the beach shooting ranges on the bay side of Highway 1. However, the beach area had been covered in non-native ice plant, thus it was permissible to scrape the plants off the sand and sift the lead bullets out. Unfortunately, this was not possible with the over 10,000 acres of the impact areas as they were covered with coastal maritime chaparral that the California Department of Fish and Game listed as a protected plant community. The former Ft. Ord had the largest remaining stand of chaparral habitat on the Central Coast and the only way to clear it was to burn it, as that would allow the plant to re-germinate, whereas scraping the plant off with bulldozers would simply kill the habitat off.

In an effort to speed up the process of clearing munitions and explosives from the land and transferring property, Congressman Sam Farr assisted the Army, the U.S. Environmental Protection Agency, and the California Environmental Protection Agency Department of Toxic Substances Control in developing an Environmental Services Cooperative Agreement that allowed the Army to turn over cleanup of 3,340 acres to the Fort Ord Reuse Authority (FORA) in March 2007. In July, the Army transferred \$100 million to FORA, \$89.8 million of which FORA paid to LFR, Inc., an environmental consultant, that will do the actual cleanup work. The Army, however, remained responsible for removing any munitions found. In spite of the agreement between the federal and state agencies, the two main citizen groups voiced fears that FORA administrators did not have enough experience to do the job properly.⁶⁸¹

In June 2009, construction on the carbon tetrachloride groundwater treatment system commenced in the Preston Park area. The new facility was the fourth groundwater treatment

⁶⁸⁰ Fort Ord BRAC Field Office, 4th Qtr (1 Oct-31 Dec) Historical Report, no date, p. 3; Zachary Stahl, "Fourteen Years and \$100 Million Later, Fort Ord is Riddled with Dangerous Munitions," *Monterey County Weekly*, 17 January 2008, www.montereycountyweekly.com/news/cover/article_b8be263b-cf54-5ff2-9249-ff9655ef662d.html (accessed 30 July 2013).

⁶⁸¹ LFR, Inc., became part of ARCADIS, an international environmental management and consulting corporation on 31 January 2008, *Bloomberg Business Week*, <http://investing.businessweek.com/research/stocks/private/snapshot.asp?privcapId=1050004> (accessed 30 July 2012); Claudio Loomis, "California Department of Toxic Substances Control Presents Fort Ord's Key Early Transfer Participants," 12 August 2008, http://www.dtsc.ca.gov/PressRoom/upload/Fort_Ord_Media_Backgrounder-Participants.pdf (accessed 30 July 2013); Stahl, "Fourteen Years and \$100 Million Later, Fort Ord..." *Monterey County Weekly*, 17 January 2008.

system designed to clean up toxic plums in the underground Superfund site on the closed Ft. Ord. The three existing treatment wells, pumped groundwater up to filters to clean out toxic waste, then the water was pumped back into the ground. Natural bacteria was used to cleanup a different chemical plume. The Regional Water Quality Control Board was charged with inspecting the cleanup.⁶⁸²

Directorate of Public Works

During 2008 and 2009, James M. Willison continued in his position as Director of Public Works. The directorate was divided into six directorates: William Genova oversaw the Operations and Maintenance Division; Mark Reese supervised the Environmental Division; Patrick Kelley headed the Housing Division; Harry New was the Supervising General Engineer of the Engineering Division; John Elliott remained in charge of the Master Plans Division; and Ramon Bariuan ran the Business Operations and Integration Division. Altogether, the directorate had 33 personnel working with 12 vacant positions that Willison was not able to fill due to IMCOM hiring freezes. Nonetheless, Willison and his staff continued to provide the services needed to keep the institute functioning. This included normal maintenance and repair oversight of work contracted to the City of Monterey, as well as oversight of major renovation contracts.

For Willison and his staff, funding of the Proficiency Enhancement Program coupled with funding in the American Recovery and Reinvestment Act of 2009 led to a building boom on the Presidio not seen since the mid- to late-1980s. Public Works oversaw contracts for remodeling of school buildings and barracks, the Lodging Facility on the POM, an interior renovation project of the Weckerling Center, the renovation of the Army Health Clinic on the POM, the renovation of five historical homes on the POM, and oversight for the Army of government-owned housing.⁶⁸³ In addition, Public Works assisted with the planning of three new General Instructional Buildings (GIBs) for the Institute that were part of PEP.

The funding of PEP came through PBD 753. As described in previous chapters, PEP significantly reduced the student count in each classroom from 10 students to 8 students in Category I and II languages and to 6 students in Category III and IV languages. Because the Services enrolled the vast majority of students in Category III and IV languages, the institute needed 40 percent more classrooms than it had available. Funding provided by PBD 753 provided funds to rehabilitate and remodel school buildings, some built as early as 1902, as well

⁶⁸² Fort Ord BRAC Field Office, "2nd Qtr, CY 09 Historical Report," 31 July 09, p. 3; Leslie Griffy, "Fort Ord Slowly Morphs into Space for Recreation, Learning: Complicated Effort under Way to Clean Up Toxins, Explosives Left by Infantry," *The Californian*, 26 September 2009, http://www.thecalifornian.com/article/20090926/NEWS01/909260306/1002/NEWS01/Fort-Ord-slowly-morphs-into-space-for-recreation--learning?nlick_check=1 (accessed 30 July 2013).

⁶⁸³ POM Directorate of Public Works, "1st Quarter CY 08 Historical Report," 19 June 2008 and "2nd Quarter CY 08 Historical Report," 21 July 2008, in possession of Dr. Stephen M. Payne.

as funds to construct three new classroom buildings. Having the resources to build meant that the garrison planners, along with DLIFLC administrators, needed to find space to move classes to during reconstruction and remodeling efforts and to find space to build new buildings. This latter effort was to be one of the issues looked at in the Real Property Master Plan for the POM. Unfortunately, this turned out to be a contentious effort, as described in the 2006 – 2007 Command History.⁶⁸⁴

In deciding on the number of new classrooms to build in the three new GIBs, John Elliott, the Chief of the POM Directorate of Public Works Master Plans Division, used a planning model as if all students sent to DLIFLC were to study Category III and IV languages in PEP-sized classrooms. Elliott's work resulted in planning for 6 students per classroom, due to the PEP requirement of only 6 students in Category III and IV language classrooms, down from the previous class size of 10 students per classroom in all language categories. However, the actual classroom size allowed for up to 8 students per classroom.⁶⁸⁵ His figures allowed for a growth in total student capacity on the Presidio for basic instruction and OMC for continuing education, from 3,858 students studying in 643 classrooms in fiscal year 2006 to 5,010 students studying in 835 classrooms in fiscal year 2017. The peak year for classrooms in Elliott's planning model was fiscal year 2014 when 861 classrooms would be available for use. After that year, the lease of Larkin School was to end.⁶⁸⁶ Altogether, the three buildings were designed to have a total of 196 classrooms, with offices for staff and faculty, conference rooms, multi-purpose training areas (auditoriums), cultural rooms, curriculum resource areas, break rooms, storage and test control areas.⁶⁸⁷

The first of three new instructional facilities broke ground on 4 September 2008. As part of the ceremony, POM Garrison Commander, Colonel Martis announced that the building would be named in honor of Alfie Khalil. Khalil, the much beloved and respected president of the AFGE Local 1263 and long-time Arabic faculty member, had passed away unexpectedly on 18 November 2006. Khalil's brother Hani Khalil together with other family traveled from Egypt to participate. Other members of the Khalil family came from Southern California to attend the ceremony. Family members along with Congressman Sam Farr, Gail McGinn, the Deputy Undersecretary of Defense for Plans, and Colonels Sandusky and Martis all helped to break ground. Khalil Hall, an 81,000 square foot four story tall building with 60 classrooms, had a

⁶⁸⁴ Col Sue Ann Sandusky, Interview by Cameron Binkley and Dr. Stephen M. Payne, part 4, 17 May 2010, pp. 30-31, in DLIFLC Archives. See also pages 146-147 of the *DLIFLC 2006-2007 Command History*.

⁶⁸⁵ The number of students in Category I and II language classrooms were reduced from ten per classroom to eight as part of PEP. For more discussion about PEP see Chapter II and previous command histories.

⁶⁸⁶ John Elliott email to Stephen Payne, "Promised Data on Classrooms Over Time," with attachments, 8 November 2007. Elliott's model was very close to what actually occurred.

⁶⁸⁷ Elliott, Real Property Master Plan and Briefing, October 2009.

programmed construction cost of \$30 million. It was completed by the end of 2010 and occupied by a new Arabic school early in 2011.⁶⁸⁸



Figure 47 – Alfie Khalil Hall Groundbreaking Ceremony, 4 September 2008. From left to right: Rep. Sam Farr, Honorable Gail McGinn, Col. Sue Ann Sandusky, Col. Pamela Martis, Mr. and Mrs. Hani Khalil, Dr. Donald Fischer. Photo by Natela Cutter.

The second new GIB ground breaking was originally scheduled in fiscal year 2009 but when the third building, scheduled to begin construction in fiscal year 2010, was unexpectedly cut from the budget, “as a result of the left hand not knowing what the right hand was doing,” construction on the second building was delayed. The delay was due to the original design and construction timeline that had the two buildings overlapping in a way that would save construction cost, as the sites for the buildings were next to one another in a very tight building envelope that was once a parking lot for faculty. The delay forced the groundbreaking ceremony of the building to 10 March 2010.⁶⁸⁹

Because the second and third GIB construction sites were located in two of the few parking areas on the POM, the POM Married Noncommissioned Officer Apartments between Bellegarde Way and Hachiya Way, located off of Private Polio Road were town down to provide for the lost parking spaces. The apartments were originally scheduled to be torn down for one of

⁶⁸⁸ Natela Cutter, “DLIFLC breaks ground for new instructional building,” *Globe*, vol. 31, no. 2 (Summer 2008): 16; POM Directorate of Public Works, “2nd Quarter Historical Report 2009,” 31 July 2009, p. 1; Hiro Chang, “Bringing Alfie back to the Presidio,” 30 June 2009, <http://www.army.mil/article/23720/> (accessed 8 August 2013).

⁶⁸⁹ Sandusky, Interview, part 4, 17 May 2010, p. 31. The Army later restored funding for the third GIB.

the new GIBs but new force protection standards required all new buildings to be built at least 85 feet from the property line requiring the relocation of the building.⁶⁹⁰

The number of parking spaces lost due to the two building envelopes as well as the needs of the construction itself, for contractors, storage, etc., meant an overall loss of 100 parking spaces. However, on 30 March 2009, DLIFLC and POM students, faculty, and staff learned about a Federal Government Mass Transportation Benefit Program and the Transportation Incentive Program through a video that played automatically when users logged onto their networked computers. The video explained that the two programs were an effort to reduce traffic congestion and air pollution and that the garrison and the Monterey Salinas Transit District was soon starting free bus service to the Presidio and the Ord Military Community from various locations in San Jose, Salinas, Marina, Seaside, OMC, and Monterey beginning in April. By September, more than four hundred employees and service members were taking advantage of the program that not only freed up parking spaces on the POM but also took cars off local roads while removing five million pounds of carbon from the atmosphere annually.⁶⁹¹

Barracks Upgrades

Classroom space was not the only space issue facing the Garrison. In 2011, during his exit interview, Col. William T. Bare, the outgoing Assistant Commandant, stated that DLIFLC was “short on proper dormitory space” and that the “Garrison has been forced to allow triple-bunking in much of the dorms and barracks” as “that’s the only way that we’re able to adequately manage and house the number of trainees we have coming in.” He went on to explain that the commandant, Col. Sue Ann Sandusky, like Colonel Mansager before her, when given the option of building at the Presidio or at OMC, wanted a POM-centered campus. Sandusky visualized DLIFLC as an urban college, with students walking from their barracks to their classrooms. Bare did not share her view. He felt that the issues of buildable space, water credits, parking, a shortage of dorms, as well as the existing facilities on OMC merited a serious look at building on OMC.⁶⁹² However, since the majority of students at DLIFLC were Army

⁶⁹⁰ Marissa Ontiveros email to PRES All-POM, “POM Apartment Demolition,” 19 August 2009; Hiro Chang, “DPW plans include more parking around POM,” 2 November 2009, <http://www.army.mil/article/29683/> (accessed 8 August 2013).

⁶⁹¹ DPW Significant Events, 1 January 2009 – 31 March 2009, in DLIFLC& POM Historic Records Collection; http://www.monterey.army.mil/Bus/bus_program.html last accessed 2 July 2013; Dan Carpenter, “Presidio Express Bus Service provides service to Service Members and employees and adds to local Eco,” 24 September 2009, <http://www.army.mil/article/27821/> (accessed 8 August 2013); Hiro Chang, “Presidio of Monterey Parking Lot to be Completed May 20,” 19 May 2009, <http://www.army.mil/article/39427/> (accessed on 6 August 2013).

⁶⁹² Col William T. Bare, Interview by Cameron Binkley and Dr. Stephen M. Payne, Third Session, 23 May 2011, pp. 20-22; POM Directorate of Public Works, “4th Quarter CY 09 Historical Report,” 23 March 2010, p. 1.

Initial Entry Trainees (IET) and the Army was the executive agent for the school, Army policy of keeping IET soldiers' barracks and classrooms on the same facility prevailed.⁶⁹³

In addition to new GIBs, the garrison received \$17.5 million for upgrades and renovations to Barracks Buildings 645, 646 and 648. The work in these mid-1980s barracks converted the existing configuration to suites consisting of two semi-private sleeping rooms together with a shared bath and mini-kitchen area and one private sleeping room with a private bath and mini-kitchen area. In addition, the exteriors of the barracks were painted; the interiors received new wall treatments, ceiling, flooring, lighting, and plumbing, fire detection and fire sprinkler systems, as well as upgrading the electrical system and the heating, ventilation, and air conditioning systems. Work commenced in March 2007 and students from the 229th MIB moved into building 645 in December 2008. Building 646 opened to Navy students assigned to the Center for Information Dominance Detachment Monterey in January 2010. The third barracks, building 648, was completed in November 2010.⁶⁹⁴



Figure 48 – Kitchens were added to Presidio of Monterey barracks rooms, including sinks with garbage disposals, microwave ovens, and two-burner electric ranges, 2008-2010.

Dental and Medical Clinics

Along with the new GIBs and barracks projects, the new Dental Clinic was operational as of 25 June 2008 with the official ribbon cutting ceremony on 12 August 2008. According to Col. Kenneth Klier, the POM Dental Activity commander, the new clinic was “a showcase clinic for the Army system ... I’s modern and as nice as any clinic ... worldwide.” The new 10,500

⁶⁹³ John Elliott, Presidio of Monterey Real Property Master Plan and Briefing, October 2009.

⁶⁹⁴ <http://www.reedconstructiondata.com/building-types/military-housing/california/projects/1000184059/> (accessed 20 August 2013); Lt Col Steven Sabia, EXSUM, “Garrison Command and Staff Meeting 28 October 2008; Sabia, EXSUM, Garrison Command and Staff Meeting 18 November 2008; Chris Graygarcis (USACE), “Sacramento District helps Presidio of Monterey boost moral with barracks upgrades, 26 March 2009, www.army.mil/article/18795 (accessed 14 January 2014); Tonya K. Townsell, (POM Public Affairs), “Barracks-upgrade project opens renovated building to Navy students,” 18 December 2009, www.army.mil/article/32108 (accessed 14 January 2014).

square-foot clinic featured 16 new dental chairs and new digital dental equipment. It replaced the old ten chair 6,000 square-foot clinic that provided additional room for the POM Medical Clinic. Funding for the \$6.7 million dental clinic came from the efforts of local Rep. San Farr. Once the dental staff and equipment moved into the new facility, renovation of the pharmacy and medical records section of the Medical Clinic began and was completed in December 2009.⁶⁹⁵

Mid-way through fiscal year 2009, on 26 March 2009, the garrison received word that the Department of Defense had allocated \$4,798,000 to the POM from The American Recovery and Reinvestment Act funding. The funds were for “restoration and maintenance projects to improve, repair and modernize facilities.” The projects included the following:

- Modernize Utilities and Medical Functions at Health Clinic Building 4390, \$420,000
- Remove Inactive Communication Lines, base-wide, \$590,000
- Replace Barracks Failing HVAC Systems, Barracks Buildings 647, 650, 651, \$484,000
- Replace Worn Carpet in Barracks 651, Health and Safety, \$356,000
- Replace Worn Carpet in Barracks 652, Health and Safety, \$356,000
- Repair Unsafe/Failed Access Roads and Paved Areas, C Company, 9th Signal Command, \$350,000
- Asbestos Mitigate and Abatement, \$300,000
- Replace Deteriorating and Leaking Water Lines Servicing Classrooms, \$300,000
- Construct Sidewalk to Access Classrooms, Health and Safety, \$259,000
- Repair Natural Gas Systems, \$251,000
- Replace Synthetic Turf at Child Development Center Building 7693, \$180,000
- Install/Modernize Exterior Lighting for Barracks Areas, 800/600 Series, \$159,000
- Replace Failing HVAC System CPAC Building 277, \$82,000
- Install Required Safety Components in Communication Closets: Emergency Lighting, Emergency Shut Off Switches, Fire Suppression and Temperature Controls, \$72,000
- Install Fire Sprinkler Heads, Classrooms, Building, \$611,000
- Repair Deteriorated Floor, Building 630, Ed Center, \$28,000.⁶⁹⁶

⁶⁹⁵ Hiro Chang, “DLIFLC and POM Receive New Dental Clinic,” *Globe*, vol. 31, no. 2, (Summer 2008): 13; Joseph F. Morgan, “Presidio Health Clinic shines following \$10 million renovation,” 20 December 2010. <http://www.army.mil/article/49702/> (accessed 6 August 2013).

⁶⁹⁶ http://www.farr.house.gov/index.php?option=com_content&task=view&id=491 (accessed 20 August 2013).

POM Cemetery

In September 2009, Colonel Brewer reported that the garrison had received another \$313,000 for cleanup and renovations to the POM Cemetery. That project leveled the grounds, installed a new sprinkler system, leveled and aligned the headstones, placed the topsoil and sod, painted the flagpole and repaired the stonewalls. Work on the cemetery started in the fall and a rededication ceremony was held on 29 May 2010.⁶⁹⁷



Figure 49 – Before and after photos of the \$313,000 cemetery project, 2010. Left Photo by Al Macks. Right Photo by Hiro Chang.

POM Theater

The POM Theater, next to Soldier Field closed for renovations in October 2007. Work was completed during the first week of January 2008, which allowed the theater to reopen. However, on 24 April, the POM Army Air Force Exchange Service shut down the theater operations and thereafter the historic building was used for graduation services and special events.⁶⁹⁸

⁶⁹⁷ Lt Col Christopher Watrud, DLIFLC Chief of Staff, email to Dr Stephn M. Payne, et al, “Notes from Cdr Update,” 2 September 2009; Joseph Morgan, “Improvements planned for Presidio Cemetery,” 13 November 2009, www.army.mil/media/93401/ (accessed 22 August 2013). Hiro Chang, “Presidio of Monterey community rededicates cemetery as hallowed ground,” 29 May 2010, www.army.mil/article/40072 (accessed 22 August 2013).

⁶⁹⁸ David A. Snyder, email to PRES All-POM, “POM Theater Closure,” 17 October 2007; Jeffrey S. Stablein, email to PRES All-POM, no subject, 17 April 2008.

Army-owned Housing

The first unit in the Doe Park portion of the Ord Military Community residential housing area was occupied on 18 February 2010, by Air Force Staff Sgt. Gerard Webber and his family. The event was attended by Col. Darcy Brewer, officials with developer Clark Pinnacle, and other service providers on Ord Military Community. A few months later, on 13 April, Doe Park was officially dedicated to the memory of Maj. Gen. Jens A. Doe, who was the first commander of Ft. Ord to desegregate training. The dedication was attended by the general's daughter, Camilla May, Rep. Sam Farr, Colonel Brewer, and other dignitaries.⁶⁹⁹

Internal Review

After a vacancy of approximately 9 months, on 18 March 2008, Mark Pool was hired as the Internal Review and Audit Compliance Officer for the POM.

Logistics

The Directorate of Logistics continued to operate with four divisions: Plans and Operations, Maintenance, Supply and Services, and Transportation. The directorate also managed contracts for Food Services, the Laundry, and the Transportation Motor Pool. During 2008, the Directorate of Logistics underwent a Commercial Activity A-76 Study that reviewed the activities of the directorate in order to determine if it would be economically advantageous for the main services within the directorate to continue to operate with a Department of the Army civilian workforce or if the services should be contracted out. On 27 September 2008, the A-76 findings resulted in the contracting out of the services of the directorate to Hallmark-Phoenix 3, LLC effective on 29 January 2009. The director, John Alva, accepted a position with the Army in Europe and Adam L. Barno, became the new director of Logistics on 1 April 2009. Nine positions were deemed to be government-in-nature and retained, while some of the other workers within the directorate were hired by the contractor, other former logistics employees found positions within the installation.⁷⁰⁰

Directorate of Family and Moral, Welfare, and Recreation

Robert Emanuel and his team continued to oversee community services and programs that served the soldiers, marines, sailors, airmen, and their families, as well as civilians stationed or working on the POM. The Directorate of Family and Morale, Welfare and Recreation consisted of four divisions: Non-appropriated Fund Support Division; Child Youth and School

⁶⁹⁹ Dan Carpenter, "Presence of military on the Monterey Peninsula enriches life for all," 13 April 2010, <http://www.army.mil/article/37314/presence-of-military-on-the-monterey-peninsula-enriches-life-for-all/> (accessed 5 September 2013); "Ribbon cutting held for new housing area: General Doe Park," *Globe*, vol. 33, no. 2 (Spring 2010): 8.

⁷⁰⁰ Directorate of Logistics, 2nd Qtr. and 3rd Qtr., CY 08, and 1st Qtr., CY 09 Historical Reports; Martina L. Alvarado, Director Civilian Personnel Advisory Center (CPAC), Quarterly Historical Report, CY 2008, 4th Quarter, 28 January 2009.

Services; Business and Recreation Division; and Army Community Service. The business operations of the Presidio of Monterey Lodging and the three Java Cafés helped to offset some costs for the various activities.

The directorate provided numerous services aimed at pre-school childcare and after-school activities. The directorate sponsored field trips and overnight trips benefiting families and single service members, including trips to museums and sporting events throughout the greater Central Coast region. Other activities included intramural sport leagues and other recreational activities.

Single service members took advantage of the Better Opportunities for Single Service members programs that included quarterly Battle of the Bands contests, TGIF events, dance contests, and Operation Rising Star contests. Additionally, the directorate organized volunteer activities such as the national Make A Difference Day program.

Other programs included the Employment Readiness Program that assisted spouses of junior enlisted service members, as well as those service members who were leaving active duty, write resumes and understand the job interview process.⁷⁰¹

POM Information Management and DLIFLC Chief Information Officer

During this period, Winnie S. Chambliss remained as the Director of the POM Directorate of Information Management (DOIM). She was assisted by Mary Ellen Nash, the Program Manager, Somsak Pitak, the Chief of the Client Services Division, and Danette Swenson, the Chief of Information Systems Operations. On 1 April 2009, the Army moved operational control of DOIM from the POM Garrison and IMCOM to the 106th Signal Brigade Network Communications Command (NETCOM). Six months later, on 1 October 2009, DOIM became the Presidio of Monterey Network Enterprise Center (POM NEC) and reported to the U.S. Army Network Enterprise Technology Command/9th Signal Command. This allowed the Army to consolidate the POM DOIM as well as all Army communication and operation networks under a single command structure.⁷⁰²

The key functions of DOIM remained support of computers and the network, providing assistance for DLIFLC database applications, administering the telephone system (land line and cellphones), video teleconference support, and visual information (audio-visual support, educational television support, and official photography). The Garrison retained control of certain audio-visual support functions and various devices when DOIM became NEC.⁷⁰³

⁷⁰¹ Directorate of Family and Morale, Welfare & Recreation, Historical Reports, 3rd and 4th Quarters 2008 and 2nd and 4th Quarter 2009, in possession of Dr. Stephen M. Payne.

⁷⁰² DOIM Significant Events, 1 April 2009 – 30 June 2009, in DLIFLC & POM Historic Records Collection; Sal Marullo, "Presidio DOIM/NEC wins 2009 Network Enterprise Center of the Year Award," 9 October 2009, http://www.army.mil/article/28606/Presidio_DOIM_NEC_wins_the_2009_Network_Enterprise_Center_of_the_Year_Award/ (accessed 27 June 2013).

⁷⁰³ DOIM Significant Events, 1 January 2009 – 31 March 2009, in possession of Dr. Stephen M. Payne.

A few months earlier, on 29 August 2009, DOIM received the Department of the Army 2009 Network Enterprise Center of the Year Award, Small Category – Continental United States. Chambliss, DOIM Director, commented,

This award was a result of the hard work, collaborative efforts and accomplishments of all the team members of the Presidio of Monterey DOIM focusing on new ideas, taking advantage of better business practices, and implementing innovative solutions to resource shortfalls, and providing exceptional IT service.⁷⁰⁴



Figure 50 – DOIM staff receive an Army award, 2009. Photo by Sal Marullo.

Indeed with the advent of funding through PBD 753 for the PEP, DOIM and later the renamed POM NEC, were directly connected to one of the five lines of effort or five pillars of PEP, that of technology. The PBD funding included resources for iPads for all students, mp3 players, Smartboards, and a wireless campus on the POM and at Continuing Education in the DOD Center at OMC.⁷⁰⁵

The addition of adding wireless capability and the installation of Smartboards in all classrooms on the POM and OMC required adding more cabling, access points, and switches in the academic buildings to access the Internet through NIPRNET, the military’s non-classified portal to the Internet. The increased availability of the Internet to students and faculty began slowing down the network and necessitated adding 200 MB of bandwidth to the existing 38 MB

⁷⁰⁴ Marullo, “Presidio DOIM/NEC wins 2009 Network Enterprise Center of the Year Award,” 9 October 2009.

⁷⁰⁵ Sandusky, Interview, 17 May 2010, part 4, p. 29.

circuit. This addition was completed in two phases with one circuit of 38 MB completed in September 2008 with another 155 MB completed in November 2008.⁷⁰⁶

The huge increase in computers, Smartboards, and iPads required the addition of a contract for a new Information Technology Help Desk. Unfortunately, when the contract was awarded on 1 October 2008, a protest was lodged by a losing vendor and the contract was suspended on 12 October to allow for the drafting and re-solicitation of an amended contract, as well as the establishment of a technical review board to evaluate new proposals. This forced the DOIM Help Desk to continue to support DLIFLC needs as well as garrison requests. Finally, in April 2009, a new contract was awarded and DLIFLC established an IT Help Desk dedicated to the academic mission.⁷⁰⁷

As mentioned earlier in this chapter, several services that the garrison staff indicated as “low risk” in the Capability Level Exception Request were extremely important to the DLIFLC command as the institute initiated PEP. These included areas within the domain of information technology such as, the implementation of wireless service in the school buildings; Web Support Services, Desktop, Software, and Peripheral Support Services; and Automation and Network Service Support.⁷⁰⁸ These four service areas were of particular concern to the schoolhouse as it was moving to more and more student learning activities directly connected to the Internet and computers. In a separate action, on 17 November 2008, the Army banned all removable memory sticks, thumb drives, camera flash memory cards, flash media and other storage devices connected to computers through USB ports on computers connected to the non-classified NIPRNET. This move had a direct impact on the teaching mission, as students had been assigned iPads and were now unable to plug them into a networked computer to download language materials. In addition, faculty members no longer could develop a presentation on their office computers and save it to a thumb drive for use in the classroom.⁷⁰⁹

As the elimination of USB devices was not a local DOIM decision, there was little that Chambliss or her staff could do to directly assist those who used these devices. In addition to the USB issue, the NIPRNET restricted users from certain websites and the NIPRNET could not be installed in the barracks or in private housing as, according to the Army regulation on the use of

⁷⁰⁶ DOIM Significant Events, 1 July 2008 – 30 September 2008 and 1 October 2008 – 31 December 2008, in possession of Dr. Stephen M. Payne.

⁷⁰⁷ DOIM Significant Events, 1 October 2008 – 31 December 2008 and 1 April 2009 – 30 June 2009, in possession of Dr. Stephen M. Payne.

⁷⁰⁸ Karen M. Fisbeck, POM Staff Action Control Officer, to Irislee L. Nanie, email, “Common Levels of Support 9CLS) FY09 Initial Planning Results, Capability Level Exception and Business Rule Review: 9 May 2008. Attachment, Capability Level Exception Requests. Last accessed on 25 June 2013.

⁷⁰⁹ POM Information Assurance email to PRES All-POM, “Immediate Suspense of all USB External Storage Devices,” 17 November 2008; <http://www.stripes.com/news/dod-bans-the-use-of-removable-flash-type-drives-on-all-government-computers-1.85514> Last Accessed 25 June 2013; Sandusky, Interview, 17 May 2010, part 4, p. 35; Stephen M. Payne recollection.

information technology, Army Regulation 25-1, Information Management: Army Knowledge Management and Information Technology, education was not recognized as “official business.”⁷¹⁰

The DLIFLC Commandant, Colonel Sandusky wrote requests for waivers to this policy through TRADOC to the chief of staff of the Army and the U.S. Strategic Command (STRATCOM) commander and began looking for workarounds. Eventually Sandusky’s staff decided that a Host-Based Security System/Device Controlled Module (HBSS/DCM) might work and applied for permission to use this system in May 2009. In December 2009, the HBSS/DCM was running, however the lesson for Sandusky was that the academic side of DLIFLC needed to move away from the NIPRNET to an academic network and she directed Lt. Col. Jorge F. Serafin, the DLIFLC Chief Information Officer (CIO), to see what could be done. She also contacted Chambliss requesting that the CIO and DOIM staffs along with representatives from the 106th Signals Brigade hold a technology roundtable to discuss the various information technology issues connected to PEP and initiatives funded in PBD 753. The meeting was the first of a series of meetings held over the next several months.⁷¹¹

When Serafin began looking into how to mitigate these issues, he found that Dr. Christine M. Haska, the Chief Information Officer at NPS, had responded to similar obstacles within the NIPRNET and had moved her school’s Internet capability to an educational network (www.nps.edu). Haska explained that this move gave the type of flexibility needed at an educational institution and offered to assist Serafin should DLIFLC wish to join with the NPS network. Rather than making a snap decision to abandon the Army IT systems and establish a new educational network, Sandusky and her staff met with Chambliss and her staff, as well as representatives from the 106th Brigade, on 29 May 2009, to discuss the issues surrounding the educational technology needs of the teaching mission of DLIFLC. After several meetings, Sandusky decided that DLIFLC would be best served with its own network and directed Serafin to work with NPS to create a DLIFLC network. Serafin along with staff members William Wellever, Terry Smith, Christopher Couyle, and J. Ed Boring began working on a plan to move the Institute’s Internet capability from the Presidio’s Directorate of Information Management, to the NPS server system and establish an educational network.⁷¹²

In June 2009, Terry Smith, Deputy Chief Information Officer/Chief Operations Officer, submitted a proposal for DLIFLC to establish an academic network separate from the

⁷¹⁰ For a detailed look at the issues faced at DLIFLC with information technology see: Smith, Terry L., Information Paper: Education Domain for the Defense Language Institute Foreign Language Center (DLIFLC), 26 March 2009, in possession of Dr. Stephen M. Payne.

⁷¹¹ Sandusky, Interview, 17 May 2010, part 4, p. 36; DOIM Significant Events, 1 April 2009 – 30 June 2009, in possession of Dr. Stephen M. Payne.

⁷¹² The move to an educational network (dot-edu) would not be completed until 2013. Dr. Haska’s father had taught at the Army Language School; Sandusky, Interview, 17 May 2010, part 4, p. 36.

NIPRNET.⁷¹³ Also in June 2009, Ed Boring, DLIFLC Chief Knowledge Officer and Melody Wall, DLIFLC Program Evaluation, completed a briefing, “Human Elements in Technology Implementation: Choreographing a Techno-cultural Transition.” In which they recommended a “move to [a dot-edu] network, such as that used by NPS.”⁷¹⁴ Additionally, during this time period, those working on the dot-edu issue at DLIFLC became acquainted with a new Defense organization, Defense Academic Information Technology Consortium (DAITC). This organization was composed of fourteen educational organizations from the four Services. Boring and Wall attended a meeting of the organization and reported on the topics discussed and what they learned about establishing an educational network. The pair made four recommendations to DLIFLC concerning what needed to be done in making a decision concerning moving to an independent educational network:

- Conduct a thorough Needs Analysis – gathering data from all potential user groups at the DLIFLC;
- Honestly weigh benefits against security risks;
- Consider the processes and issues that contributed to decisions made by other organizations to go forward with EDU; and
- Continue to participate in the DAITC.⁷¹⁵

During July, STRATCOM sent out a Warning Order threatening to block social networking sites. In response, Provost Dr. Donald C. Fischer, Jr., following one of the recommendations made by Boring and Wall, sent a “Technology Vision and Alternatives Comparison” paper to his senior academic leadership asking for comments. Fischer pointed out the facts that the institute was then facing:

- The Proficiency Enhancement Program brought with it a goal for DLIFLC graduates to move from ILR levels of 2/2/1+ to 2+/2+/2 and to 3/3/3;
- DLIFLC was teaching in a TEC-III environment of wireless classrooms and portable instruction;
- Faculty and students were using Tablet PCs and iPods, Interactive White Boards, MP3 devices, SCOLA, etc.

He pointed out that the “Internet based technologies of file sharing, use of DVD recorder/players, iPods and thumb drives” were currently being used in combat theaters by commanders and that DLIFLC graduates needed to “learn with these devices and programs and learn how to use them in manners that do not compromise information, individuals and units.”

⁷¹³ Terry Smith, “Proposal to Defense Language Institute Foreign Language Center for an Academic Network: A Catalyst for Change,” Version 1.0, 18 June 2009, in possession of Dr. Stephen M. Payne.

⁷¹⁴ Boring, Ed and Melody Wall, “Human Elements in Technology Implementation: Choreographing a Techno-cultural Transition,” 19 June 2009, in possession of Dr. Stephen M. Payne.

⁷¹⁵ Boring and Wall, “After Action Report, RE: DAITC,” 10 July 2009, in possession of Dr. Stephen M. Payne.

Additionally, graduates had the responsibility to continue learning outside the DLIFLC classroom environment. He wanted students and graduates to have access to peer to peer networks that included wikis, blogs, Sharepoint, Blackboard, and virtual environments such as Facebook, YouTube, chatrooms, messaging, Skype, Twitter, and many others. Fischer then laid out four courses of action with pros and cons for each and sent the paper out for comments.⁷¹⁶

All comments from DLIFLC's senior academic leaders supported the Institute moving to an independent educational network. Dr. Shensheng Zhu, dean of the Multilanguage School pointed out that with the banning of thumb drives on military commuters, faculty have had to use their home email to send teaching material from the office to home and that would be impossible if STRATCOM blocked external networks. Goran Markovic, who worked in Technology Integration, pointed out that the ability to go to social network sites was "mission-critical" as these sites were key to the development of Countries in Perspective, Cultural Orientation, and Cultural Awareness Assessment programs used in the classroom and for self-study.⁷¹⁷

In September, Dr. Jack Franke, Dean of the Emerging Languages Task Force and member of the Dot-edu Working Group,⁷¹⁸ completed a report on the need to move from the NIPRNET to "an educational network with connectivity back to NIPRNET when needed is an optimum solution that would satisfy the multitude of requirements facing the IT infrastructure at the Defense Language Institute."⁷¹⁹

The establishment of a separate academic network would not be without challenges. In her exit interview, Colonel Sandusky pointed out three elements to be overcome: resources, infrastructure, and authorities. While establishing a separate academic network would cost millions of dollars,⁷²⁰ Sandusky said that DLIFLC would also be able to take back money that the institute was paying to DOIM for the use of the NIPRNET and DOIM support staff who ran the help desk and worked on computers and servers associated with the institution. In addition, since the Internet wiring on the Presidio and academic buildings at OMC were all controlled by

⁷¹⁶ Donald C. Fischer, Jr., "Technology Vision and Alternatives Comparison," July 2009, in possession of Dr. Stephen M. Payne.

⁷¹⁷ Provided by Ed Boring, "Responses to Dr. Donald Fischer's recommendations for going to a dot-edu network after US Strategic Command issued a Warning Order indicting the "social media" might be fully blocked throughout DoD," July 2009, in possession of Dr. Stephen M. Payne.

⁷¹⁸ The dot-edu working group was organized by the Commandant and Provost and consisted of LTCOL Timothy Bennett, Susan Hagan, Ed Boring, Pamela Combacau, Dr. Vatche Ghazarian, Steve Kippany, Dr. Tamas Marius, Goran Markovic, Dr. Gregory Menke, Melody Wall, Kalman Weinfeld, and Dr. Jack Franke. The group developed papers discussing the issues DLIFLC would face in creating a dot-edu network.

⁷¹⁹ Jack Franke, "Defense Language Institute .EDU Proposal: Transition from a .MIL to a .EDU Network," 30 September 2009, in possession of Dr. Stephen M. Payne.

⁷²⁰ Terry Smith estimated the non-recurring costs to be \$2,975,000 and the annual recurring costs to be \$7,221,462.68, the bulk of the annual costs, \$6,698,204 would be for an additional 70 civilian personnel to service the new network. See Smith, "Proposal...for an Academic Network: A Catalyst for Change," 18 June 2009, p. 9.

the POM NEC and the 9th Signal Command, DLIFLC would need to obtain permission to use the POM NEC infrastructure. The key element to establishing a separate academic network would be transferring Designed Approval Authority concerning waivers to DOD Information Technology policies to the DLIFLC Commandant, the CAC commander or deputy commander or Dr. Haska, who already had that authority for NPS.⁷²¹ Haska played a large role over the next several years as Sandusky initiated a memorandum of agreement with NPS to provide technical support for the DLIFLC academic network.⁷²²

Finally, on 13 May 2010, Col. Danial D. Pick, the new DLIFLC Commandant, and V. Adm. (ret.) Daniel T. Oliver, Jr., the NPS President, signed a Memorandum of Agreement for NPS to “provide Information Technology support and oversight to DLIFLC” as DLIFLC transitioned to a dot-edu network. The agreement allowed the two institutions to cooperate and coordinate on the project, as well as to “provide facilities, equipment, and personnel as appropriate, in support of cooperative efforts.” The agreement also called for the hiring of a Chief Technology Officer to establish the DLIFLC network and spelled out many of the requirements needed to establish and maintain it.⁷²³

VA/DOD Health Care Clinic

On 17 July 2007, the Department of Defense and the Veterans Affairs Palo Alto Health Care System signed a Memorandum of Understanding to develop 4.23 acres of land located on the southeast corner of General Jim Moore Boulevard and Gigling Road. The land, part of the former Ft. Ord., was to be transferred to the Veterans Affairs Palo Alto Health Care System for the construction of a 100,000-square-foot community-based outpatient clinic that would be shared with DOD. This initiative would provide much needed health care for veterans living in the Monterey Peninsula region, as well as for active duty military stationed in the area. Although this partial of land was not feasible for the structure, officials were able to find a suitable lot just south of the new “box” stores located on the corner of Imjin Parkway and 2nd Avenue.⁷²⁴

⁷²¹ Sandusky, Interview, 17 May 2010, part 4, p. 36-38.

⁷²² Sandusky, Interview, 17 May 2010, part 4, p. 38.

⁷²³ MOA between The Defense Language Institute Foreign Language Center (DLIFLC) and The Naval Postgraduate School (NPS), 13 May 2010, in possession of Dr. Stephen M. Payne.

⁷²⁴ Presidio of Monterey, Real Property Planning Board (RPPB) briefing, 7 July 2008, in possession of Dr. Stephen M. Payne.

Appendix A – Biography of Colonel Sue Ann Sandusky

Defense Language Institute Foreign Language Center

Commandant and Installation Commander Presidio of Monterey



Colonel Sue Ann Sandusky is an Army Foreign Area Officer (regional specialist) for Sub-Saharan Africa. She served as the Defense and Army Attaché in U.S. Embassies in Liberia (1997-1998), Congo (1998-2001), Cote d'Ivoire (2001-2004), and Nigeria (2004-2006). Her most recent assignment was as the Director of African Studies at the U.S. Barracks, PA.



Democratic Republic of Congo (1998-2001), Cote d'Ivoire (2001-2004), and Nigeria (2004-2006). Her most recent assignment was as the Director of African Studies at the U.S. Barracks, PA.



Colonel Sandusky enlisted in the U.S. Army Reserve in 1975. She was commissioned as a first lieutenant in the U.S. Army Reserve in 1981. She entered active duty as a captain, Adjutant General's Corps, in 1983, joining the faculty at the US Military Academy at West Point, where she taught political science. From 1988-1991, Colonel Sandusky served in administrative officer on the J5 staff, US Forces Korea in Seoul, then as the Director of Personnel and Community Activities, Special Troops, Combined Field Army, Camp Red Cloud, and finally, as the S1/Adjutant, Division Support Command, 2nd Infantry Division, Camp Casey. Selected for the Foreign Area Officer program, she completed French language training at the Defense Language Institute, Presidio of Monterey in 1992, followed by in-country training in Zimbabwe, where she attended the Zimbabwe Defense Forces Staff College. In 1993, Colonel Sandusky reported to the newly created Allied Command Europe Rapid Reaction Corps (ARRC), headquartered in Moenchenglbadach, Germany. During this three-year assignment, she worked in personnel plans and in political-military positions. When the ARRC deployed to the former Yugoslavia as part of the Implementation Force (IFOR) in December 1995, Colonel Sandusky served initially as the principal personnel officer in Split, Croatia, and then as the military assistant to the Chief of Faction Liaison in Sarajevo, Bosnia.

Born in Houston, Texas, Colonel Sandusky has a Bachelor of Arts degree in journalism and government from Texas Christian University (1974), a Master of Arts degree in Soviet and East European Area Studies from the University of London (1977), a Master of Philosophy degree in political science from Columbia University (1982) and a Master of Strategic Studies degree from the US Army War College (2002). She was a Rotary International Fellow, 1976-1977, at the School of Slavonic and East European Studies, University of London.

Her awards include the Defense Superior Service Medal with an oak-leaf cluster, Defense Intelligence Agency Director's Award and Department of State Superior Honor and Meritorious Honor Awards. A former world champion in international rifle shooting, Sandusky also holds the Distinguished International Shooter Badge, the Distinguished Rifleman Badge and the President's Hundred tab.

Appendix B – History of the Development of the DLPT5, 2008-2010

by

Dr. Stephen M. Payne

Command Historian

Defense Language Institute Foreign Language Center

As discussed in the 2006-2007 Command History, the introduction of the fifth generation of the Defense Language Proficiency Test (DLPT) in 2007, was not as smooth as DLIFLC military and academic administrators had hoped for. Although the institute had spent much time, effort, and resources on the development and implementation phase-in for the DLPT5, the initial results of examinees at the school and in the field were unusually poor even for a new test version.

The introduction of a new DLPTs or new forms of an existing DLPT had historically brought about lower scores by examinees in the field and by DLIFLC students. These results due to overexposure of the older tests, as field linguists had seen the same forms of the DLPT on an annual basis for a decade or more and were quite familiar with the test items. In addition, on each new version of the DLPT, test developers stressed different things e.g., general proficiency vs. grammar translation.⁷²⁵ With the introduction of the DLPT5, however, other factors came into play that contributed to the decline in results.

Arabic

As the chart below indicates, the drop in Arabic results in the early 1990s corresponded to the introduction of Forms A and B of the DLPT IV. Likewise, the drop in the late 1990s occurred with the introduction of Forms C and D. The dip in 2004 happened when Forms E and F hit, and the downward trend in proficiency results for Arabic students from 2007 on corresponded to the introduction of the DLPT 5. By the end of the first quarter of fiscal year 2009, the scores hit a low of 33 percent before rebounding after the mastery criterion in listening and reading were adjusted in February 2009, as discussed below. In addition to the expected drop in scores related to the introduction of a new DLPT, data briefed at the 2006 Annual Program Review showed that 45 percent of the Arabic faculty teaching in the Basic Program had been teaching for less than three years.⁷²⁶ This was due to two factors: 1) the number of Arabic graduates grew from 354 in 2003 to 636 in 2008, necessitating the hiring of new faculty; and 2) the new Proficiency Enhancement Program II (PEP II) in March 2007, that reduced the number

⁷²⁵ Campbell to Scott, email: "DLPT5 Working Group Meeting No. 49," 29 January 2006.

⁷²⁶ DLIFLC Update, 18 May 2007, slide 4.

of students in a classroom from ten to only six, thus requiring the hiring of 40 percent more Arabic faculty.⁷²⁷ Few of the newly hired faculty arrived with a teaching background in any subject. Compounding these issues was the faculty's ILR proficiency level in MSA; many Arabic faculty were hired with the minimal requirement of Level 3 in MSA. This allowed them to teach beginning students, but hampered their ability to teach Arabic at the higher levels.⁷²⁸

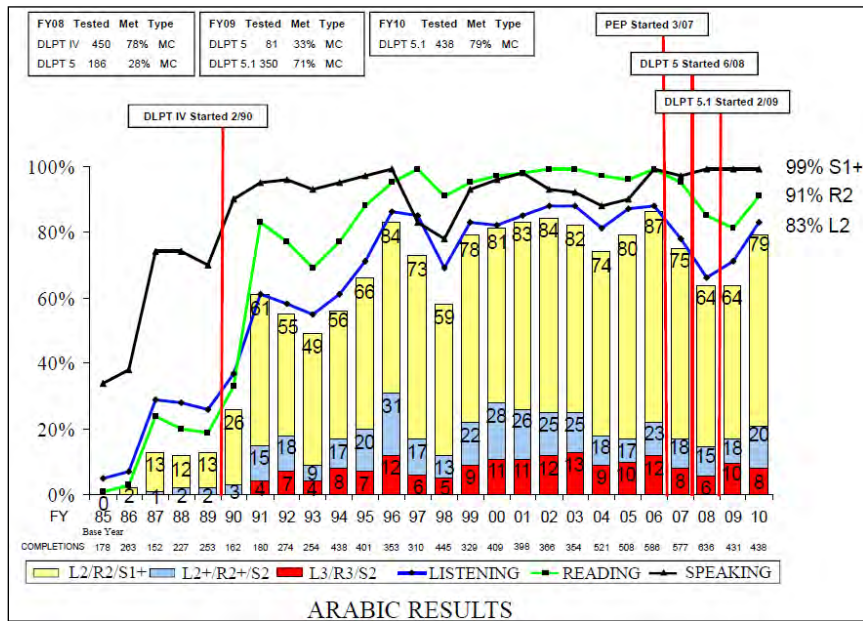


Figure 1 – Arabic DLPT Results

Chinese Mandarin

With the exception of the introduction of DLPT III Form D in the early 1990s and the introduction of DLPT5 in 2006, Chinese had a long run of success, no matter the test form. When the DLPT5 for Chinese Mandarin was introduced in June 2006, the proficiency scores dropped to a 42 percent success rate. After the DLPT5 test was pulled during 2007 and then reintroduced in 2008, 60 percent of the Chinese graduates reached the goal of 2/2/1+, which was still below what students in the program were used to achieving. The following year, 2009, the Chinese 75 percent of graduates scored proficiency levels of 2 in listening, 2 in reading, and 1+ in speaking and by 2010, graduates almost hit the overall goal of 80 percent 2/2/1+, with 78 percent achieving 2/2/1+.⁷²⁹ This seems even more remarkable as 42 percent of the faculty had been teaching at DLIFLC for less than three years;⁷³⁰ however, the majority of new Chinese

⁷²⁷ Pamela Taylor to Sandusky, email: “RE: FY90 DLPT and OPI Charts,” 23 September 2009.

⁷²⁸ Herzog to Payne, email: “Dr Shannon’s SWOT Paper,” 20 January 2005.

⁷²⁹ Taylor to Sandusky, 23 September 2009.

⁷³⁰ DLIFLC Update, 18 May 2007, slide 6.

faculty had degrees in English as a Second Language or a related language field and were educationally equipped to teach a foreign language.

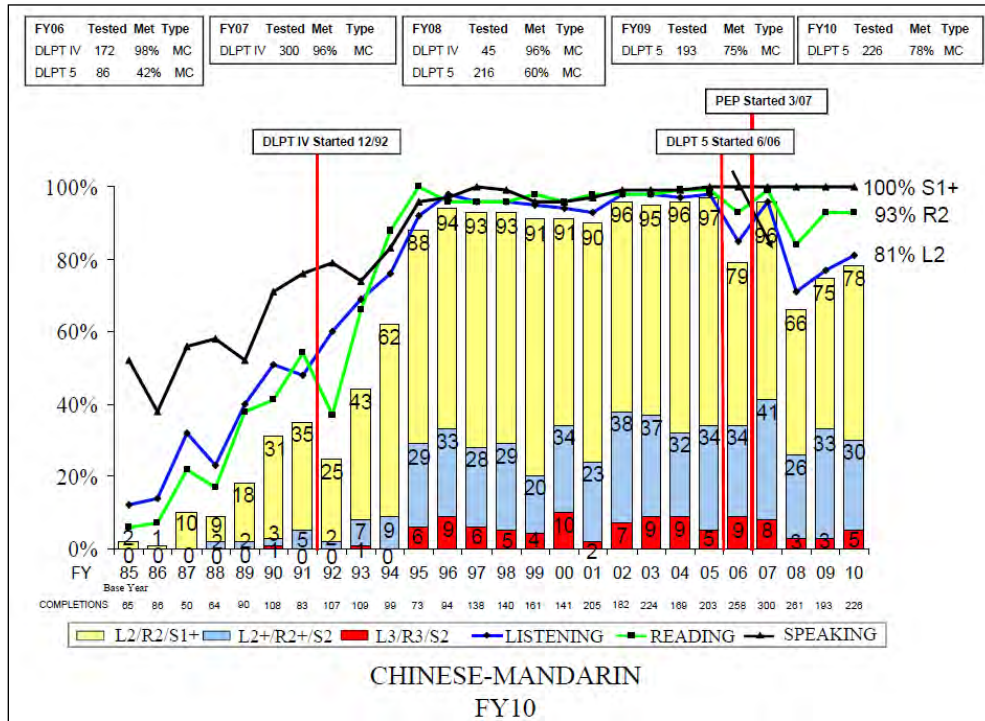


Figure 2 – Chinese-Mandarin DLPT Results

Korean

Although a DLPT5 for Korean was not developed at the same time that DLPT5 tests were developed and fielded in the other large language programs, two new forms of the DLPT IV (C and D) were introduced during 2002 and a review of the Korean experience is beneficial to this discussion. In June 1992, when Forms A and B of the Korean DLPT IV were introduced, the already low proficiency results in the Korean program plummeted to 18 percent in 1992 and a low point of 13 percent the following year. Between 1992 and 1995, form A of the Korean DLPT IV produced proficiency scores in listening and reading of between 12 and 16 percent. The proficiency scores on form A improved in 1996 to 31 percent and gradually climbed to as high as 67 percent in 2000, however after being shelved for one year, the proficiency scores of students taking the test in 2002 fell back to 33 percent, then climbed to 54 percent in 2003, the last year it was used. The proficiency results for form B of the Korean DLPT IV fared slightly better, with 15 percent of test takers reaching 2 in listening and 2 in reading in 1992 and 1993. DLIFLC Korean language students slowly improved their scores on form B over the next nine years from 25 percent reaching 2/2 in 1994 and 78 percent in 2002 when the form was discontinued.

The manner in which the Korean DLPT IV forms C and D were designed made them closer to the DLPT 5 than Korean DLPT IV forms A and B,⁷³¹ thus when the results from forms C and D initially ranged from 19 to 46 percent, Dr. Clifford and Colonel Kevin Rice decided to double test all students at the end of the program using forms C or D as well as A or B. Students received the higher of the scores they achieved on either form. This allowed the institute to graduate a sufficient number of students to fill linguist billets. During the time DLIFLC double tested Korean students, October 2002 through December 2005, the program graduated a low of 61 percent in FY 2003 to a high of 86 percent in FY 2005. Throughout this period, Dr. Jim Zhao and Hiam Kanbar, the deans of the two Korean schools, worked with faculty to introduce more authentic materials in the classroom, revamp the in-course testing, and introduce non-participatory listening during one hour each day. In addition, the deans introduced mandatory evening study halls based on the results of the revamped in-course test results. The results from forms C and D were constantly reviewed by the deans in light of what each teaching team was doing and adjustments made to the makeup of the teaching teams, the chairpersons, and classroom teaching practices. Finally, the PEP program in Korean began in October 2006, and required the addition of faculty due to the reduction of the number of students in the classrooms from ten to six. The deans took this opportunity to hire only candidates who had degrees in English as a Second Language or in a related language subject, thus, by 2007, although 38 percent the Korean faculty had taught at DLIFLC for less than three years, they were able to quickly contribute to the teaching teams.⁷³²

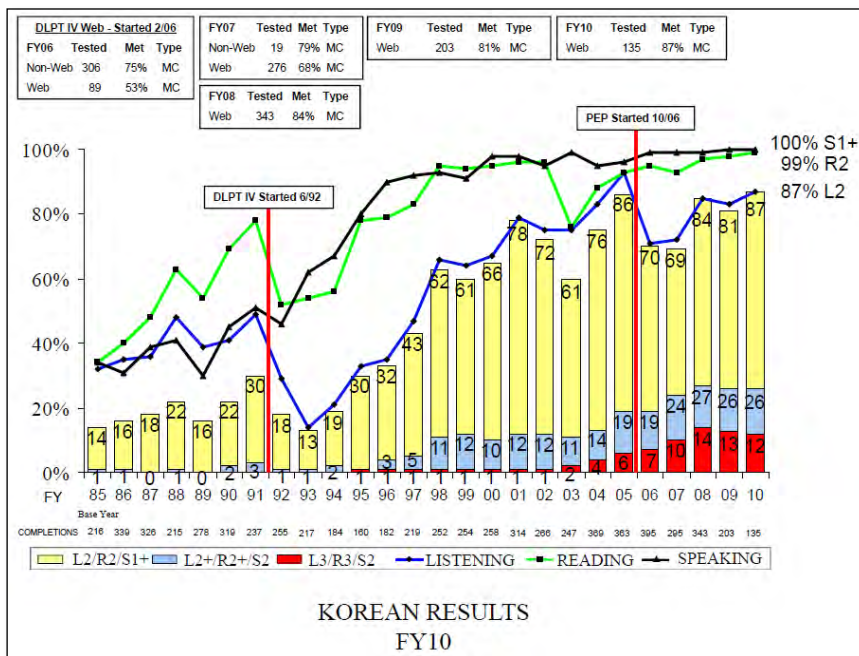


Figure 3 – Korean DLPT Results

⁷³¹ Although the variation between DLPT IV forms A, B, C, and D are not as great as between a DLPT IV and the related DLPT 5 in a given language.

⁷³² DLIFLC Update, 18 May 2007, slide 8.

When DLIFLC switched to double testing, Col. Rice pulled Korean DLPT IV forms C and D from the field and had Test Control Officers administer forms A and B. Then, when the institute stopped double testing in December 2005 and used forms C and D, the new forms were also reintroduced to the field. During the meantime, the Institute developed Korean GLOSS items, especially in listening, to allow field linguists to bring their proficiency up to par. There was little if any complaints once forms C and D were reintroduced and forms A and B were pulled from the field.⁷³³

Persian-Farsi

The Persian-Farsi program has had some minor ups and downs but their graduates managed to obtain proficiency scores of 80 percent or better with the exception of the introduction of DLPT III in 1990 and 1991 and in 2005 and 2006 when new forms of the DLPT IV caused a dip in reading. The program, which produced only forty-eight graduates in 1995, of whom 83 percent met or exceeded the goal of 2/2/1+ on the DLPT IV, grew dramatically in the late 1990s and during the first decade of the new century due to the increasingly hostile regime in Iran and the move to PEP sized classes beginning in August 2006. By 2005, the program produced 184 graduates of whom only 71 percent met the 2/2/1+ goal with a new Form of the DLPT IV caused a dip in reading. In 2008, only 50 percent of Persian-Farsi graduates who took the new DLPT5 were able to meet the goal of 2/2/1+, while fully 92 percent of Persian-Farsi graduates reached 2/2/1+ on the DLPT IV. In FY 2009, all 164 Persian-Farsi students were required to take the DLPT5 and the rates dropped to 60 percent passing at 2/2/1+. By then, 39 percent of the faculty had been teaching for less than three years.⁷³⁴ The results began improving in 2010 as 67 percent of graduates reached 2/2/1+.

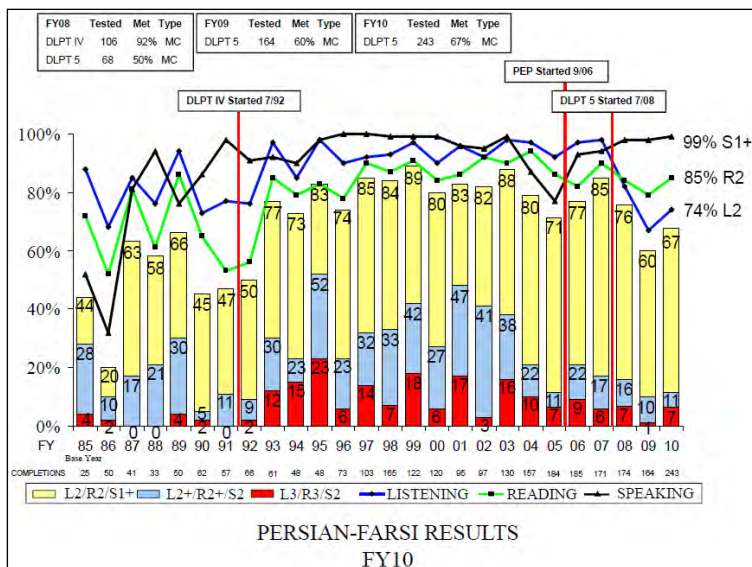


Figure 4 – Persian-Farsi DLPT Results.

⁷³³ Recollections of author, who served as Provost and Senior Vice Chancellor during this period.

⁷³⁴ Taylor to Sandusky, 23 September 2009; DLIFLC APR Update, 18 May 2007, slide 10

Russian

Russian, which was once the largest language program at DLIFLC with 906 graduates in 1989, had dropped to a low of 81 graduates by 2006. The Russian faculty, although greatly reduced in numbers from the Cold War years, managed to get high results out of their students with the exception of 1996 and 1997 when the DLPT IV forms C & D were introduced and 2005 when DLPT IV form G came on the scene. Russian results dropped from 91 percent of graduates reaching ILR levels of 2 in listening, 2 in reading, and 1+ in speaking on the DLPT IV in 2007, to a low of 77 percent of graduates reaching 2/2/1+ in 2008 with the introduction of the new DLPT 5. That the Russian results were only just below the 80 percent success goal was not too surprising as the test was much closer to the previous generation of the DLPT in content than were the other DLPT 5s. The dip that did occur may be partially explained by the work that was done to make the test more like a DLPT 5 but other issues probably contributed to the slight decline in student scores such as the grammar-based format of instruction within the Russian program. Additionally, the faculty, 36 percent of whom had been hired or in some cases rehired within the past three years, focused on bringing up the reading and speaking scores. This resulted in 2009, 96 percent of the Russian students reached level 2 in reading and 100 percent reached the goal of level 1+ in speaking resulting in 85 percent of all graduates hitting the ILR levels of 2/2/1+ in 2009. There was a slight drop in proficiency results in 2010 to 82 percent but the number of graduates more than doubled from 99 in 2009 to 202 in 2010.⁷³⁵

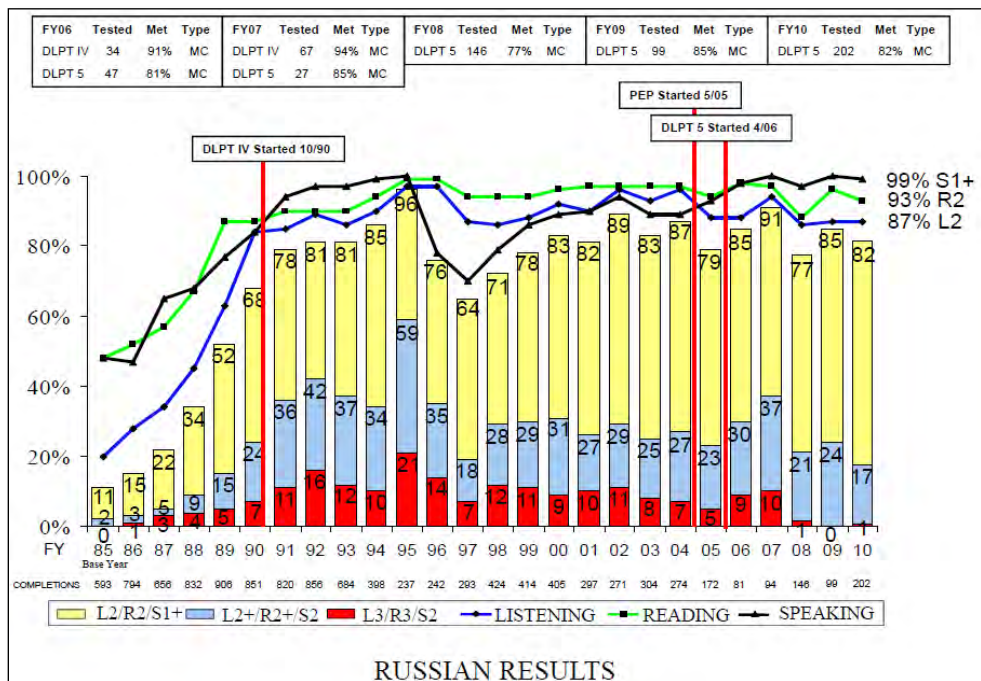


Figure 5 – Russian DLPT Results

⁷³⁵ Taylor to Sandusky, 23 September 2009; DLIFLC APR Update, 18 May 2007, slide 12.

Spanish

Spanish results, like Chinese and Russian remained fairly stable during the ten years prior to the introduction of the new DLPT5, although the Listening score dropped in 1994 with DLPT IV forms A & B. Spanish scores dropped dramatically in 2006 as only 32 percent of graduates passed the DLPT5; however, 92 percent of students who took the DLPT IV in 2006 were successful. The following year, 2007, saw an increase in the success rates on the DLPT5 with 54 percent of students passing the new test. Although in 2008, the scores for the DLPT5, now the only version given Spanish graduates, dropped down to a 45 percent success rate. This would be the low point for the Spanish program, as the success rate climbed to 57 percent in 2009. As was the case with the Arabic faculty, almost half of the Spanish Basic Program faculty, 43 percent, were new to teaching and this undoubtedly contributed to the low scores.

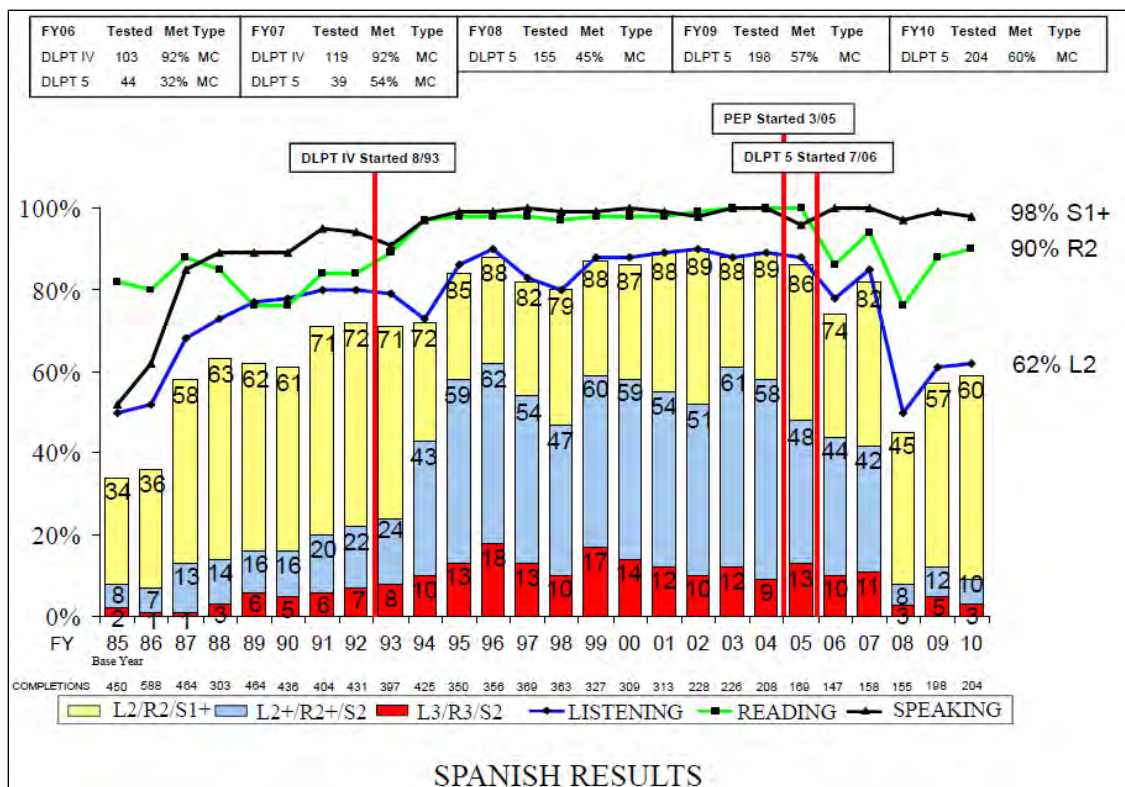


Figure 6 – Spanish DLPT Results

The MSA Test Review and Suspension

As described in the 2006-2007 Command History, after NSA complained about the listening portion of the MSA DLPT5, Col. Tucker Mansager, then the DLIFLC commandant decided to award a contract for an external review of the test. Second Language Testing Inc. (SLTI) of Rockville, Maryland was awarded the contract to review the reading as well as

listening portions of the MSA DLPT5.⁷³⁶

In their initial review of the MSA DLPT5, the SLTI reviewers uncovered some problems but felt the use of authentic texts was commendable, they also noted several key differences between the DLPT IV and the DLPT 5 that they believed had led to lower scores on the newer test, not only in MSA but also with all languages. These factors included: the use of more authentic texts; a better understanding by the test developers of what was needed at different ILR levels; cut scores that better reflected ILR Guidelines to ascertain “sustained performance” at each ILR level; and finally, the familiarity of the older DLPT IV to linguists, as evidenced in the significant drop in scores whenever a new form of the DLPT was introduced.⁷³⁷

The DLIFLC test development staff reviewed the report, and on 15 February 2008, Dr. Mika Hoffman, who by then was the fifth dean of the DLPT5 project, issued a paper concerning what DLIFLC was doing to address the SLTI findings. She reported that a new version of MSA DLPT5 test would be reintroduced to the field on 1 May with flagged items eliminated and with the new forms recalibrated. In addition, there would be a final review to ensure that there were no content or item overlap problems. Hoffman also stated that DLIFLC concurred with most of the recommendations and that a Defense Language Testing System Framework was being developed and external reviews of operational tests would be undertaken “if formal complaints have been filed...by a government agency.”⁷³⁸

In commenting on the imminent redeployment of the MSA DLPT5, Hoffman wrote, “Only minor changes have been made and test-takers should not expect an easier exam.” She was correct. In June, when the MSA DLPT5 was administered to DLIFLC students, only 14.3 percent received a 2 in listening and a 2 in reading. Furthermore, passing scores remained low in all languages. Only 30 percent of Pashto, 45.7 percent of Spanish, and 54.5 percent of Chinese Mandarin student reached the graduation standard of 2/2/1+; however 77.5 percent of Russian students passed.⁷³⁹ Once again, the organizations that relied upon linguists put up a ruckus. This time however, the object of their grievances was a new commandant, Colonel Sue Ann Sandusky, who had taken command of DLIFLC seven months before, in October 2007. Two years later, during her exit interview, Sandusky recounted the rancor:

⁷³⁶ May, Information Paper, 20 September 2007.

⁷³⁷ Robert J. Mislevy and Jerry Lampe, “Defense Language Testing Review Report,” University of Maryland, 13 December 2007. In DLIFLC HRC, RG 51.01.10-03, FF#5.

⁷³⁸ Hoffman, Information Paper: “Defense Language proficiency Test, DLPT5,” 15 February 2008. In DLIFLC HRC, RG 51.01.10-03, FF#12.

⁷³⁹ See draft memo of 19 August 2008 to McGinn from unknown author with edits in RG 51.01.10-03, FF# 6; Cutter, Natela, “DLIFLC releases updated version of Arabic DLPT5 test.” *Globe* 30, no. 2, (Spring 2008): 15; Hoffman, APR Information paper: Modern Standard Arabic (MSA) DLPT5, 24 March 2009, in Command History Office Files.

So there then began a drumbeat from various quarters, the Service SLAs, the linguists in the field, so forth. ... In August '08, there was a video teleconference with a number of Army generals in Washington D.C., and DLI was linked in by video teleconference system. I happened to be not present at this VTC. I had a speaking engagement downtown ... but virtually the rest of the key staff was there, the assistant commandant, Dr. [Donald] Fischer and the DCSOPs, Clare Bugary, Chief of Staff, et cetera, et cetera. ... Well, it was a sort of a bloodbath. "The DLPT 5 is the worst thing that's ever hit the street." and "Send us the head of the commandant ..." ... So anyhow, it all went pretty badly, and I came back into the building and they were all sort of still in shock."⁷⁴⁰

Over the following months, ideas about the test and what to do about it came in from various quarters. MG Gregory A. Schumacher, Army DCS G-2, pointed out that commanders in the field were not complaining about the quality of their linguists. Rather, they complained about "not having enough linguists." Which could be directly associated to the high failure rate of those who took the MSA DLPT5.⁷⁴¹

On 27 July 2008, Lieutenant General John F. Kimmons, the Deputy Chief of Staff for Intelligence (G-2), suspended some of the proficiency requirements contained in the Army Foreign Language Program, Army Regulation 11-6, to lessen the "impact on Soldiers' careers of low Defense Language Proficiency Test (DLPT) scores." Kimmons' deputy, MG Gregory Schumacher, followed up with a memo to McGinn, in her position as DoD Senior Language Authority, that recommended suspending the DLPT5 in MSA for a year to allow DLIFLC to develop its instructors to a point where their students would be in a position to pass the new test. In echoing Nordin's suggestion that institute administrators consider other criteria for its graduation requirement, Schumacher also cited a recommendation made at the 9 April 2008 meeting that the Defense Language Steering Committee (DLSC) conduct an external course evaluation of the MSA curricula "to ensure it supports the graduation requirements." On 8 August 2008, Ellen McCarthy, the Senior Language Authority for the Under-Secretary of Defense for Intelligence, sent an e-mail to McGinn with the request that the DLSC look into the higher graduation requirement of 2+/2+/2 that was scheduled to take effect on 1 October as part of the Proficiency Enhancement Program (PEP). She recommended that the graduation standard

⁷⁴⁰ Also present at the meeting were Brigadier General Richard C. Longo, the deputy G3 for training and in that capacity the Army's senior language authority who also exercised the executive agent responsibility of DLIFLC on behalf of the Secretary of the Army; Major General John M. Custer, the Commanding General of Fort Huachuca and the Army Human Intelligence School and a DLI graduate; Lieutenant General John F. Kimmons, the G2 of the Army; and Lieutenant General David B. Lacquement, the commander of the Army Intelligence Command. Sandusky, Session IV of IV.

⁷⁴¹ Gregory A. Schumacher, MG. Army DCS G-2 to Richard C. Longo, BG, Army DCS G 3/5/7, "DLIFLC/POM update, 24-30 Sep 08," 1 October 2008. In DLIFLC HRC, RG 51.01.10-03, FF# 12.

remain 2/2/1+ until PEP was fully implemented.⁷⁴² Finally, on 30 September 2008, Brig. Gen. Richard C. Longo, Army Director of Training and Senior Language Authority, directed that the DLIFLC Basic Language Course graduation standard would remain at 2/2/1+ with a gradual increase over five years as follows:

<u>End of FY</u>	<u>Graduates</u>
2009	20%
2010	35%
2011	50%
2012	65%
2013	80%

Figure 7 – Proficiency Enhancement Program Graduation Goals 2009—2013

Longo further directed that the graduation standard for the Basic Course be reassessed and adjusted if necessary at the end of 2013 or before if graduates reached 2+/2+/2. Longo also required DLIFLC to monitor proficiency results and report the results to the Executive Agent and the Defense Language Steering Committee.⁷⁴³

A little more than a year later, in October 2008, Scott, who was then working as a civilian at the Defense Intelligence Agency (DIA), provided several suggestions of things that needed attention to including “waiving” 30 percent of students who did not pass the DLPT5 to their next duty assignment. His reasoning was that the Services were “waiving” into DLIFLC 30 percent of those who did not pass the Defense Language Ability Battery (DLAB) in order to keep their quotas. Scott also suggested that the practice of holding physical training at 0500, which Col. Michael Simone established in 2003, be abolished in favor of physical training in the afternoon after class. Scott’s concern echoed former Commandant Col. Donald Fischer’s decision in the late-1980s, to move physical training to the afternoon. Fischer’s decision was based on studies of teenagers that showed that they needed at least 8 hours of sleep and was subsequently validated by several civilian and military academic studies showing that people in their teens and early twenties needed 9+ hours of sleep. These studies also showed that physical training in the afternoon was a good way of rejuvenating students after a day of sitting in classrooms.⁷⁴⁴

⁷⁴² DLPT 5 Challenges, nd. In DLIFLC HRC RG 51.01.10-03, FF# 6.

⁷⁴³ Memo, GB Richard C. Longo for DoD Senior Language Authorities, 30 Sep 2008, “Proficiency Enhancement Program (PEP) Graduation Standards at Defense Language Institute Foreign Language Center (DLIFLC),” in possession of Dr. Stephen M. Payne.

⁷⁴⁴ James C. McNaughton, “DLIFLC Annual Command History 1989,” September 1991, p. 25; McNaughton, “ACH 1991,” August 1992, p. 18. For a discussion on this issue see Nita Lewis Miller, et. al., “Sleep and Academic Performance in U.S. Military Training and Education Programs,” http://faculty.nps.edu/nlmiller/docs/Sleep_and_academic_performance.pdf; Miller, et. al., “Longitudinal Study of Sleep Patterns of United States Military Academy Cadets,” in *Sleep Patterns in Military Personnel*, Sleep, Vol. 33, No. 12 (2010), pp. 1623 – 1631; Miller and Jeffrey Crowson, “Fatigue and Human Performance,” NPS Research,

Col. Sandusky held several meetings with her staff and members of the MSA test development team to try to understand why the scores were so low. Several issues and potential causes for the low MSA scores by DLIFLC students were discussed and papers written concerning the educational background of faculty, the MSA listening test specifications, and the validation procedures used for the DLPT5.⁷⁴⁵ The meetings included discussion on the test design for the DLPT 5 that called for a wide range of content “from less challenging to more challenging, based on the characteristics of the ILR Scale, Text Modes, and the characteristics of the language.” The design also called for the aural characteristics of the listening section of the test to have

fast, colloquial, informal speech, with lots of phonological modification [including accents], various types of hesitations phenomena, incomplete statements, grammatical errors, meaning negotiated over a number of speaking terms, etc., with informal texts having more oral characteristics, and more formal texts having less oral characteristics.⁷⁴⁶

Contained in the DLPT 5 Framework document, which explained how the examination was developed and that it came out of one of the SLTI recommendations of December 2007, was an explanation on the use of accents at all ILR levels. This was attributed to the former dean of the Test Division, Dr. Gary Buck: “He also pointed out that spoken texts include a variety of linguistic and prosodic features such as use of dialect, slang and colloquialisms, accent, fillers, false starts, hesitation, self-correction etc.”⁷⁴⁷

The inclusion of dialect and accents in the DLPT5 MSA meant that the test would be very difficult and Dr. Nabih Kanbar, the director of MSA DLPT 5 development and a long-time DLIFLC faculty member, explained that he was not at all surprised with the failure rate experienced with the MSA test. Kanbar reported that while all DLIFLC Arabic faculty understood the written form of MSA, MSA is a somewhat “foreign” tongue for native Arabic speakers to speak or listen to. According to Kanbar, DLIFLC Arabic faculty from different regions within the Arabic world do not use MSA in conversation with one another but switch to

(February 2003), pp. 20-22; “Adolescent Sleep” at <http://www.stanford.edu/~dement/adolescent.html>; “Sleep deprivation soars among college students,” at <http://theaggie.org/article/sleep-deprivation-soars-among-college-students>; “Sleep Deprivation in College Students,” power point presentation at <http://www.authorstream.com/Presentation/kstokes-284402-sleep-deprivation-college-students-deprivati-Education-ppt-powerpoint/>. Note sleep researchers consider a person to be an adolescent until they are 22 years of age.

⁷⁴⁵ Sandusky, Session IV of IV, *ibid*.

⁷⁴⁶ DLPT 5 Test Specifications, Draft: February 12, 2001, p. 4.

⁷⁴⁷ Hoffman, “Defense Language Proficiency Testing system 5, Framework.” Test Development Division, Evaluation and Standardization, DLIFLC, Draft, p. 49.

English outside the classroom, as they have a difficult time understanding the different regional variations of MSA.⁷⁴⁸

Hoffman, the third dean of the DLPT5 test development program in five years, agreed with Kanbar's assessment as she explained to the *Army Times*: "One reason why I think Arabic has been a particular problem is no one is really a speaker of modern Arabic, so you may get people who are native speakers of Arabic who don't do as well as they ought to on the test because they're not as familiar with modern standard Arabic."⁷⁴⁹

Another issue was the change in validation methodology from the two-skills process to the utilization of Item Response Theory (IRT) that occurred in 2006, and the impact of that change on the comparability of various DLPT5 forms. There were three concerns with the validation issue that came up in discussions with Col. Sandusky: 1) Were there demonstrable differences in the validation and cut-score setting results between the Item Response Theory (IRT) and the Two-Skill Interview approach to validation and cut-score setting? If so, could one compare the results of the DLPT5 MSA with those of another DLPT5 language that used the two-skill approach? 2) Was the IRT suited to a criterion based test such as the DLPT and had the IRT been used to validate a criterion based test in the past or was the IRT process best suited to measure achievement rather than proficiency? 3) Finally, did the IRT approach allow for analysis at the item level and could the items be meta-tagged by ILR level? If not, they could not be utilized in the development of a computer adaptive test. Dr. Fischer was also concerned with the lack of validation: when setting thresholds for each level on the MSA DLPT5, of the IRT approach, and in establishing the numbers of items at each ILR level within the test.⁷⁵⁰

In his review of the issues surrounding the Arabic DLPT5 situation, presented to the DLAP on 14 October 2008, Dr. Fischer pointed out that:

Issues such as diglossia where Modern Standard Arabic does not appear in everyday language; dialect usage, accents, marks (vowel omission, diacritics, sukuun, nunnation), complex grammar, context driven text expression and sparseness (words are repeated less frequently) require the Arabic linguist to command a high level of language to perform at various ILR levels.

He argued that the criterion be reduced to allow more linguists to reach ILR Levels of 2/2 and be "available to field operating sites." Fischer also outlined other actions that DLIFLC had recommended or implemented:

⁷⁴⁸ Recollection of author stemming from a meeting called in 2008 to discuss the difficulties DLIFLC students were encountering with the MSA DLPT 5.

⁷⁴⁹ Gina Cavallaro, "Low scores spur retooling of Arabic test," *Army Times*, 2 November 2007 http://www.armytimes.com/news/2007/11/army_arabicest_07115w/ (accessed 17 August 2010).

⁷⁵⁰ Donald C. Fischer to Scott, email: "DIFLAAG Dramatics," 14 June 2008. In DLIFLC HRC, RG 51.01.10-03, FF #5.

- 1) The recommendation to lower the mastery criterion of all GWOT languages with unique linguistic properties;
- 2) The implementation of second semester testing in all DLPT5 languages;
- 3) The development of proficiency based tests to be administered at the end of the second semester with the MSA test to be ready by March 2009;
- 4) The implementation of new processes in how DLIFLC developed curriculum;
- 5) Focused listening in the classroom; and
- 6) The assessment of a “hard pass” criteria at the end of each semester to ascertain if a student needed additional assistance.⁷⁵¹

Second Semester Testing

In making her decision on what could be done with the MSA DLPT5, Col. Sandusky considered five courses of action aimed at dealing with the low MSA scores:

- 1) Adjust the cut scores (mastery criteria) to allow more service members to pass the test;
- 2) Have DLIFLC students take the test at the end of the second semester, then have them retake a different form of the DLPT5 at the end of the program;⁷⁵²
- 3) Utilize other criteria than simply the DLPT to assess graduation requirements;
- 4) Have the school design courses specific to the duty assignment students would be assigned to carry out; and
- 5) Changing the graduation requirement and allow a student to graduate with a level 2 in either listening or reading rather than having them reach level 2 in both skills. [This was essentially what had been the practice up until 1983 when students were required to achieve level 1 in two of the three skills: listening, reading or speaking rather than level 1 in one skill in order to graduate.]

⁷⁵¹ The briefing was also given to the DFLP Executive Agent and the Army Deputy G2 on 17 October and the DLAP recommended that it be presented to the DLSC. The Army Deputy G2 recommended that the Army G2 receive the briefing on 6 November. Fischer to Jimmy Wyrick, email: “Summary, DLAP meeting, October 14,” 20 October 2008. In DLIFLC HRC, RG 51.01.10-03, FF #12.

⁷⁵² Note: all multiple-choice DLPT5s were developed with two forms A and B.

On 2 October 2008, after listening to arguments on all five courses of action, Sandusky decided to take course of action number two and have all students, not just students in the Arabic program, tested with the DLPT5 at the end of semester two.⁷⁵³

Changing the MSA Cut-score or Mastery Criterion

In addition to her decision to have students take the DLPT5 at the end of the second semester and again at the end of their language program, Sandusky had Ward Keesling conduct a review of the DLPT5 MSA mastery criterion for listening and reading. Using the actual results from 155 DLIFLC students who had taken either of the two forms in listening and reading of the test, Keesling was able to show what would have occurred if the criterion had been 65 percent, 60 percent, 55 percent or 50 percent as contrasted to the 70 percent criterion that had been used for all DLPT5 languages. The 70 percent threshold criterion allowed only 29 percent of test takers to reach at least ILR levels 2/2. At a criterion of 65 percent, 38.1 percent of test takers would have reached levels 2/2. At a criterion of 60 percent, 50.3 percent would have reached a minimum of 2/2. At a criterion of 55 percent, 63.9 percent would have reached the minimum of 2/2. Finally, at a criterion of 50 percent, 80 percent of test takers would have reached a minimum score of 2/2.⁷⁵⁴

A decision was finally made on 5 February 2009, when the Acting Under Secretary of Defense for Personnel and Readiness, Michel L. Dominguez, signed a memorandum that lowered the mastery criterion for the listening portion of the DLPT 5 for MSA to 55 percent and the reading portion to 65 percent. The memorandum also required that DLIFLC administrators provide updates on its efforts to improve teaching methods and learning objectives at each meeting of the DLSC. Finally, DLIFLC was to update the DLSC on a review of Arabic “to determine if Arabic should be taught as MSA or in the dialects.” The memorandum also allowed those who had already taken the DLPT 5 to be retested with the new criterion and that service members who received a course completion certificate or a provisional graduate certificate be given an opportunity to improve their skills in MSA and other languages.⁷⁵⁵ The change also meant that the test would have a new designation as the DLPT 5.1.⁷⁵⁶

The impact of the decision to change the mastery criterion was dramatic and immediate. DLPT results had hit a low of 33 percent of graduates reaching a proficiency level of 2/2/1+ by

⁷⁵³ Hoffman, APR Information Paper, “Modern Standard Arabic (MSA) DLPT5,” 24 March 2009. In DCSOPS SharePoint APR file; Donald C. Fischer to Jimmy Wytrick, email: “Oct DLAP summary 10 14 08,” 20 October 2008. In DLIFLC HRC RG 51.01-03, FF# 12.

⁷⁵⁴ DLPT V – Arabic-MSA—Lower Range, Threshold Criterion, n.d. In DLIFLC RG 51.01.10-03, FF# 6.

⁷⁵⁵ Memo, Michael L. Dominguez, Acting Under Secretary of Defense (Personnel and Readiness), for Secretaries of the Military departments, 5 Feb 2009, sub: Modern Standard Arabic Testing Guidance

⁷⁵⁶ In an email sent by Nancy Weaver that discussed lowering the mastery criterion, Weaver proposed that the tests be renamed the DLPT5a. Nancy Weaver to Sandusky, email: “HOT HOT HOT,” 28 October 2008. Attached to an email from Clare Bugary to Sandusky, “DLPT5.doc” 28 October 2008. DLIFLC HRC, RG 51.01.10-03, FF #12.

the end of the first quarter of fiscal year 2009. The result for the last class to take the DLPT5 in MSA was 34.5 percent achieving the graduation goal of 2/2/1+ and none achieving 2+/2+/2.⁷⁵⁷ The first class to take the test with the new criterion, now renumbered as the DLPT 5.1, under the new guidelines of 55 percent listening and 65 percent reading, achieved a 92 percent success rate of 2/2/1+ and a remarkable 48 percent achieving 2+/2+/2. These high success rates were not achieved by all graduating classes but by the end of the fiscal year 72 percent of students were reaching proficiency levels of 2/2/1+⁷⁵⁸ and by the end of fiscal year 2010, 79 percent of DLIFLC graduates were achieving proficiency scores of 2/2/1+.⁷⁵⁹

DELTAB, DLTWG and Standard-Setting

Due to the turmoil and consternation that permeated the military foreign language community over the introduction of the DLPT 5, especially in MSA, on 29 September 2008, Dr. Hoffman wrote a paper that explained the background of the DLPT5, the problems associated with the new test, and potential courses of actions for the Defense Language Testing Advisory Board (DELTAB).⁷⁶⁰ As she noted, there was “no established methodology to determine what distribution of item difficulties within [each ILR] level [was] expected or desired.”

Thus, as the test developers were under a lot of pressure to complete the tests so that students at DLIFLC and linguists in the field could be tested with the new tests, there was “a good deal of variability of difficulty within level.” She also explained that setting cut scores at different proficiency levels was arbitrary even though set by experts. This was due to results that constituted false negatives and false positives; whereby some examinees fail a test but actually have proficiency at the level they failed at, while other examinees pass the test but do not have that level of working proficiency. Hoffman recommended that the risk of passing unqualified examinees should be taken until there was an agreement within the linguist user agencies and military services, although she noted that this risk would be accompanied by “an additional training burden on the field units.”⁷⁶¹

During March 2009, Fischer attended a conference of the Language Testing Research Colloquium in Denver, Colorado and attended a workshop on standard setting conducted by Dr. Michael Bunch, the Senior Vice-President of Measurement Incorporated.⁷⁶² Bunch explained

⁷⁵⁷ Kalyn M. Shubnell to Bare, et al, email: “DLPT for 5 FEB Grads,” 29 January 2009.

⁷⁵⁸ Shubnell, email to Bare, et al, “DLPT and FLO Scores for 12 FEB Grads,” 5 February 2009.

⁷⁵⁹ Elizabeth M. Harris to Payne, email: “RE: FY10 3rd Qtr DLPT and OPI Charts,” 1 December 2010.

⁷⁶⁰ The DELTAB was established on 22 May 2008 as an independent advisory board to provide Gail McGinn, the Undersecretary of Defense for Personnel and Readiness for Plans and the DOD Senior Language Authority with advice on the technical adequacy and relevancy of the Defense Language Testing Program.

⁷⁶¹ DELTAB notes for September 2008 in possession of Dr. Stephen M. Payne.

⁷⁶² Bunch was the co-author, along with Dr. Gregory Cizek, of the 2007 book, *Standard Setting: A Guide to Establishing and Evaluating Performance Standards on Tests* (Sage, 2007).

that the standard setting process involved stakeholders examining test items to determine item validity and level. Fischer realized that standard setting was “a way of getting the [DoD foreign language] community involved” in approving the test construct and the cut score process before tests were released.⁷⁶³

On 30 July 2009, after the standard-setting idea was briefed to and approved by the DELTAB, in a briefing to Nancy Weaver, the director of the Defense Language Office Col. Sandusky explained that standard-setting would help achieve buy-in and consensus by the DoD foreign language users as they would have had a chance to understand and approve the test before it was activated. Sandusky detailed how Drs. Robert Cizek and Barbara S. Plake⁷⁶⁴ were scheduled to visit DLIFLC between 17 and 18 August to gather data and draft a plan of action by 31 October. She noted that DLIFLC was developing a contract to run six studies on the DLPT5 based on Cizek and Plake’s action plan.⁷⁶⁵

Meanwhile, Sandusky and Weaver discussed the oversight of foreign language testing and the ineffectiveness of the DELTAB and the Defense Language Testing Requirements Board (DELTRB). Sandusky reported that there was still a need for a forum to discuss testing issues and said that her staff would put together a proposal for a new group whose purpose would be to advise the DLO, the DLSC, and the DLIFLC Commandant. She also stated that such a group could help with difficulties caused by the perceived lack of transparency that occurred with the development of the DLPT5.⁷⁶⁶ In September 2009, Sandusky sent a draft proposal for the establishment of a Defense Language Testing Working Group (DLTWG) to key leaders within DLIFLC for review prior to sending the message on to BG Richard C. Longo, the Army Executive Agent for DLIFLC and Weaver at the DLO.

Early in 2010, the Defense Language Office established the Defense Language Testing Working Group (DLTWG) to provide a forum to discuss issues and areas of concern related to testing, as well as to make policy recommendations to the Defense Language Action Panel (DLAP). Members of the DLTWG included representatives from the four services, NSA, and other interested DoD parties who used the DLPT. The DLIFLC Commandant chaired the new organization and guests with expertise in foreign language testing matters were invited to attend meetings.⁷⁶⁷

⁷⁶³ Fischer interview, 27 May 2011.

⁷⁶⁴ Cizek taught at the University of North Carolina at Chapel Hill and Plake for Buros Center for Testing.

⁷⁶⁵ Col. Sue Ann Sandusky, “Testing Issues Briefing for Nancy Weaver,” 30 July 2009. In DLIFLC HRC, RG 51.01.10-03, FF #6.

⁷⁶⁶ Bilgin to Fischer, email: “The Future of FL Testing,” 9 June 2009. In DLIFLC HRC, RG 51.01.10-03, FF # 6.

⁷⁶⁷ Sandusky to Bare, et. al., email, “DLTWG proposal,” 8 September 2009. In DLILC HRC; Col. Danial D. Pick, APR Information Paper: “Defense Language Testing Working Group (DLTWG),” 30 July 2010. See also Defense Language Testing Working Group Charter, 14 July 2010. In DLIFLC HRC.

The first meeting of the DLTWG was held at the MITRE Corporation in McLean, Virginia on 17 March 2010. Col. Sandusky chaired the meeting that was attended by stakeholders representing the Services and user agencies. Representatives from DLIFLC explained that the life cycle of the DLPT5 included “a concept/Framework phase; a production/Validation phase; a standard setting/deployment decision; and a deployment review process.” At the end of the March 2010 DLTWG meeting, DLIFLC was tasked with hiring a contractor to develop generic borderline proficiency level descriptions and language-specific examples to be used in the new standard-setting process.⁷⁶⁸

Standard-Setting Process

As part of the standard-setting process, DLIFLC Test Development Division and DLTWG representatives who had experience with the Interagency Language Roundtable as well as five people who did not have a background in the ILR attended a two-day session to help write Borderline Proficiency Level Descriptions (BPLDs) that would be used by the standard-setting teams in the item review process.⁷⁶⁹ The process included reviewing the test items that had been assigned ILR levels and were performing as expected. The team members then used the BPLDs and a version of the William H. Angoff standard setting method to assist them in determining if examinees who were at the borderline of one level could answer a given item correctly and how many items, at each level, examinees should answered correctly. This data was then compiled by the DLIFLC psychometrician who recommend cut scores at each ILR level for approval by DLTWG members.⁷⁷⁰

After the controversy surrounding the scores attained on the initial release of the DLPT5, all those involved in the DLPT process at DLIFLC realized that acceptance of the DLPT5 would depend upon the credibility of the standard-setting process and that credibility would hinge upon maximum participation and buy-in of user agencies. Sixteen to twenty-four participants representing DLTWG stakeholders took part in the standard-setting panels for each language. The panelists had at least a level 3+ in the target language and included native speakers whose proficiency in English was high enough to understand the questions and response options and to take part in discussions concerning item levels. The process took four days to complete the review of reading and listening items in a language. The panel members were divided into two sub-groups which then completed six components of the study: 1) Each member took the DLPT5 to become familiar with the actual test; 2) The groups were given an overview that included the purpose of the standard setting study, the standard setting process, and the generic BPLDs; 3) The teams then reviewed the generic BPLDs against the specific language under study to tailor the BPLDs; 4) The groups were then trained in the modified Angoff, yes/no method that was

⁷⁶⁸ DLTWG Meeting Notes, 17 March 2010. In DLIFLC HRC.

⁷⁶⁹ DLTWG Meeting Notes, 19 May 2010.

⁷⁷⁰ Mika Hoffman, Information Paper for DLTWG, “Standard-setting process,” 29 March 2011; See attachments “Standard Settings” and Standard setting study” in Ruth Mehr to Stephen Payne, “DLPT history,” 22 April 2011.

used to determine if a borderline examinee could answer a given item correctly; 5) The teams then set the operational ratings after two rounds of item analysis for listening and reading; finally, 6) The individual panel members were asked to rate their comfort level with the process and their confidence in the process leading to valid cut-scores.⁷⁷¹

Early on, the English level of the panelists was believed to be critical, as the initial standard-setting process for Iraqi was not done in a face-to-face setting but remotely using Adobe Connect on 16-17 August 2010. Those who took part in the process agreed with Dr. Fischer's observation that the contractor's overall process worked well. Nonetheless, Col. Pick and Fischer wanted standard-setting bids for additional languages to include face-to-face and remote options, which would allow DLIFLC to choose the method to be used depending upon the language and specific situation. Spanish, Korean and Egyptian standard-setting studies were conducted face-to-face in the Washington, DC, area between October and December 2010.⁷⁷²

The standard-setting process in Spanish resulted in the recalibration and lowering of cut scores at levels 1 to 2+. The cut score was raised at level 3 in listening to within 5-6 points below a perfect score and in reading to within 2 to 3 points below a perfect score. The results of the Korean standard-setting process resulted in a roll-out delay as the panel felt that the proficiency level of the validation examinees was so low that validation results were lower than would be expected from examinees who answered the questions randomly and cut scores could not be developed below level 1+. After some adjustments, scores down to level 1 were possible but the cut scores could not be reliably established at level 0+.⁷⁷³

By April 2011, standard-setting studies were complete for Iraqi, Spanish, Korean, Egyptian, Russian, and Levantine with Modern Standard Arabic scheduled for May. Persian-Farsi, Turkish, and Pashto were scheduled for summer and fall 2011. Standard-setting for all the Lower Range tests were conducted on a face-to-face basis.⁷⁷⁴

Spanish was the first test to be used with the new standard-setting process and the results were dramatically improved. In fiscal year 2011, before the standard-setting adjustment to the cutscore in listening, of the eighty-two DLIFLC students who took the DLPT5 in Spanish only 73 percent had passed the listening portion of the test. After the test was reinstated on 25 March 2011 with the new cutscores, thirty-one students took the test in late April, of whom 90 percent passed the listening portion. The reading portion also resulted in an improvement with the adjustment to the cutscore, as the scores improved from 89 percent passing rate to a 94 percent passing rate. Due to the cutscore adjustments, the overall passing rate also showed an impressive

⁷⁷¹ *Ibid.*

⁷⁷² DLTWG Meeting Notes, 16 June 2010; 14 July 2010; 18 August 2010; 15 September 2010; 6 October 2010; 15 December 2010. In DLIFLC HRC.

⁷⁷³ DLTWG Meeting Notes, 16 February 2011; 13 April 2011.

⁷⁷⁴ DLTWG Meeting Notes, 13 April 2011.

improvement. Before the cutscores were adjusted in fiscal year 2011, the overall proficiency score of ILR levels L2/R2/S1+ stood at 68 percent with 82 students having taken the test. After the adjustments to the listening and reading cutscores, the overall proficiency score rose to 84 percent. In addition the scores at levels L2+/R2+/S2 showed a gain of more than 50 percent from 15 percent to 32 percent.⁷⁷⁵

Very Low Range DLPT

In 2009, the deputy commander for Special Operations Command (SOCOM), asked the Defense Language Office if DLIFLC could produce very low range (VLR) listening and reading tests. Because all of the developers in Test Development were working on the DLPT5, Fischer decided to contract the VLR tests out. EduMetrica, an educational assessment company based in Washington, DC, was awarded the contract. Although the company had not worked with foreign languages, they had a background in designing assessments for science, technology, and mathematics, as well as offering psychometric services in IRT calibration, linking, equating, and standard setting. Unfortunately, their lack of foreign language expertise led to problems with many of the items they produced but their rate of test item production was very high. The high production rate led Fischer to realize that if contracts were awarded to companies that had people who had foreign language backgrounds, the production rate for of low range DLPT5 items could be greatly increased over what was being produced at DLIFLC.⁷⁷⁶

When Test Development requested permission to hire another 45 developers to work on the DLPT, Fischer decided to change the way tests were developed and do much more of the item development work with contractors. After reviewing proposals from several contactors, Avant, Second Language Testing, and Lidget Green⁷⁷⁷ were awarded contracts to develop or review items. By 17 February 2010, contractors were working on nine VLR multiple-choice reading and listening tests in the SOCOM languages, nine constructed response lower range reading and listening DLPT5 languages, and one joint contractor / in-house multiple choice reading and listening low range reading and listening test. In addition, three more multiple-choice tests were scheduled to be contracted. By 2010, only three multiple-choice tests (Lower Range Uzbek, Indonesian, and Dari) and two constructed-response lower range DLPT5s (Pashto and Korean) were being developed in house.⁷⁷⁸

⁷⁷⁵ Directorate of Academic Affairs, Official FLO Score Report for class 21501QB00710 (PEP), 7 April 2011; Spanish Results Through 1st Quarter FY 2011. In DLIFLC HRC.

⁷⁷⁶ Donald C. Fischer interview, 8 July 2011.

⁷⁷⁷ Interestingly, Gary Buck, who was once in charge of developing the DLPT5, was the president of Lidget Green.

⁷⁷⁸ DLPT5 Availability Schedule, 17 February 2010. In DLIFLC HRC; Ruth Mehr to Stephen Payne, "DLTWG questions," 18 May 2011. In DLIFLC HRC.

Glossary

A-76	Publication defining competitions to outsource federal jobs	CIDD	Center for Information Dominance Detachment
ACCJC	Accrediting Commission for Community and Junior Colleges	CIO	Chief Information Office(r)
ACTFL	American Council on the Teaching of Foreign Languages	CLP	Command Language Program
AEAC	Army Education Advisory Committee	CPAC	Civilian Personnel Advisory Center
AFGE	American Federation of Government Employees	CPOC	Civilian Personnel Operations Center
AF/PAK Hands	Afghanistan/Pakistan Hands	CSUMB	California State University, Monterey Bay
AFLPO	Army Foreign Language Proponency Office	DAA	Directorate of Academic Affairs
AG	Adjutant General	DAITC	Defense Academic Information Technology Consortium
APR	Annual Program Review	DCSRM	Deputy Chief of Staff for Resource Management
ASVAB	Armed Services Vocational Aptitude Battery	DCSOPS	Deputy Chief of Staff for Operations
BILC	Bureau for International Language Coordination (NATO)	DCSPL	Deputy Chief of Staff for Personnel
BRAC	Base Realignment and Closure	DA	Department of the Army
CAC	Combined Arms Center	DAHQ	Department of the Army, Headquarters
CALMED	California Medical Detachment	DENTAC	U.S. Army Dental Activity
CASL	Center for Advanced Study of Language	DFLP	Defense Foreign Language Program
CE	School of Resident Continuing Education	DLAB	Defense Language Aptitude Battery
CD	Curriculum Development	DLIELC	Defense Language Institute English Language Center
CIA	Central Intelligence Agency	DLIFLC	Defense Language Institute Foreign Language Center

DLO	Defense Language Office	FTX	Field Training Exercise
DLI-W	Defense Language Institute, Washington, DC	GAO	Government Accountability Office
DLPT	Defense Language Proficiency Test	GIB	General Instructional Building
DLSC	Defense Language Steering Committee	GLOSS	Global Online Language Support System
DLTAB	Defense Language Test Requirements Board	GCMCA	General Court Martial Convening Authority
DLTWG	Defense Language Testing Working Group	HBSS/DCM	Host-Based Security System/Device Control Module
DOD	Department of Defense	HHC	Headquarters, Headquarters Company
DOIM	Directorate of Information Management	IET	Initial Entry Training
DOL	Directorate of Logistics	IG	Inspector General
Dot-edu	Academic computer network (.edu)	ILO	Immersion Language Office
DTRA	Defense Threat Reduction Agency	ILR	Interagency Language Roundtable
ELTF	Emerging Languages Task Force	IMCOM	Installation Management Command
ES	Evaluation and Standardization Directorate	ISEC	Information Systems Engineering Command
ESQ	End-of-Course Student Questionnaire	JLTX	Joint Language Training Exercise
FAO	Foreign Area Officer	LSK	Language Survival Kit
FFOW	Friends of the Fort Ord Warhorse	LST	Language Science and Technology
FLO	Final Learning Objectives	LTD	Language Training Detachment
FLPP	Foreign Language Proficiency Pay	LTIE	Language Technology Integration and Evaluation
FMSO	Foreign Military Studies Office	MB	Megabyte
FORA	Fort Ord Reuse Authority	MIIS	Monterey Institute of International Studies
FPS	Faculty Personnel System	MLI	Military Language Instructor
FSD	Faculty and Staff Development Directorate	MLS	Multi-Language School
LTD	Language Training Detachment	MOS	Military Occupational Specialty
		MPC	Monterey Peninsula College

MSA	Modern Standard Arabic	<i>QDR</i>	<i>Quadrennial Defense Review</i>
MTT	Mobile Training Teams	ROTC	Reserve Officer Training Corps
MWR	Directorate of Morale Welfare and Recreation	SCOLA	Satellite Communications for Learning
NATO	North Atlantic Treaty Organization	SLA	Senior Language Authority
NETCOM	Network Enterprise Technology Command	SJA	Staff Judge Advocate
NIPRNET	Nonsecure Internet Protocol Router Network	SLC	Student Learning Center
NPS	Naval Postgraduate School	STRATCOM	U.S. Strategic Command
NSA	National Security Agency	Stratcomm	Strategic Communications Office
NTC	National Training Center	TDA	Table of Distributions and Allowances
ODNI	Office of the Director of National Intelligence	TRADOC	Training and Doctrine Command
OMC	Ord Military Community	TRAP	Training Requirements Arbitration Panel
OPI	Oral Proficiency Interview	UML	Undergraduate School of Multiple Languages
OSD	Office of the Secretary of Defense	USB	Universal Serial Bus
OSD/C3I	Office of the Assistant Secretary of Defense for C3I	USD(P&R)	Undersecretary of Defense for Personnel & Readiness
PAO	Public Affairs Office	VA	Department of Veterans Affairs
PBD	Program Budget Decision	VLR	Very low range proficiency tests
PEP	Proficiency Enhancement Program	VTT	Video Teletraining
POM	Presidio of Monterey		
POM NEC	Presidio of Monterey Network Enterprise Center		

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