

BRAC 2005
EDUCATION AND TRAINING JOINT CROSS-SERVICE GROUP
MEETING MINUTES OF JANUARY 05, 2005

The Assistant Secretary of the Air Force (Manpower and Reserve Affairs), Mr. Dominguez, presided over the 38th meeting of the E&T JCSG as acting chair. Attendee List is at Attachment 1. Col Dan Woodward, Chief of the Forces Division in J8 and the Joint Staff lead for BRAC, briefed E&T JCSG Principals on the process to solicit and forward specific Combatant Commander comments on BRAC scenarios to the appropriate Joint Cross Service Groups and Military Departments (Attachment 2). So far, five E&T JCSG scenarios have been commented upon by at least one COCOM. J-8 is requesting the E&T JCSG to provide feedback on COCOM comments by February 15, 2005. BG Maffey, the J-7 Principal to the E&T JCSG, said his office would collect comments from E&T subgroups and forward to Col Woodward. Subgroups can provide comments by memo. After Col Woodward departed, Mr. Dominguez commented upon the status of E&T Subgroups' Scenario Data Calls and presented some administrative business. Subgroups were reminded to ensure Scenario Development information was treated appropriately and provided only to those individuals who have a need-to-know and have signed a non-disclosure statement. For future meetings, paper copies of the presentations will not be provided at the meetings.

BG Maffey and Col Lynes briefed the Professional Development Education (PDE) Subgroup status update (Attachment 3). All proposed candidate recommendations should be complete and ready to brief to the JCSG by 27 January. A summary of the discussion follows.

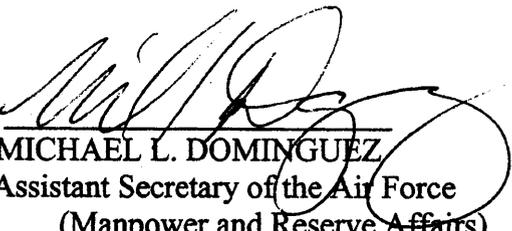
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 - The input for all three Services should be zero. The costs associated with addressing any shortcomings prior to accreditation are not BRAC-related. In order to capture the associated costs, the scenario would have to provide a new mission for the gaining installation then the losing installations would provide any MILCON funds allocated in the FYDP as cost avoidance.

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 - ***The E&T JCSG approved this scenario as a candidate recommendation.***
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time costs were calculated at \$62.6M. Key elements of one-time costs include MILCON, personnel, overhead, moving and other (e.g., furniture, fixtures, environmental mitigation costs). The key elements of savings included BOS savings and civilian salaries by eliminating 53 positions. Additional savings are possible if the Air Force projected 71% increase in throughput (1,097 students) is not realized. Two issues were noted in the analysis of Criteria 6-8. In Criteria 7 (Community Infrastructure), the Monterey community has adequate medical capabilities, but most local providers do not accept TRICARE payments. Currently students and faculty must drive long distances to locate TRICARE (medical) providers. Adding the significant Air Force student load to the community will only magnify this long standing quality of life issue. The Environmental Profile (Criteria 8) revealed NPS has only 16 unrestricted acres for development, which might impact construction of the 58,000 square foot building and parking facility. Navy is verifying if these are contiguous areas and the impact on MILCON requirements for the Instruction Building and parking garage. *E&T JCSG agreed with the subgroup analysis and disapproved this scenario as a candidate recommendation.*

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The next scheduled meeting of the E&T JCSG is Wednesday, January 6, 2005.

Approved: 

MICHAEL L. DOMINGUEZ
Assistant Secretary of the Air Force
(Manpower and Reserve Affairs)
Acting Chairman, Education & Training
Joint Cross-Service Group

Attachments:

1. List of Attendees, January 05, 2005
2. J8 Briefing Slides
3. E&T JCSG Briefing Slides

Copies:

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3. DoD IG
2. E&T JCSCG Coordination Team

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- Col Dan Woodward, Chief of the Forces Division, J8 & Joint Staff BRAC-POC



Candidate E&T 0022

Candidate Recommendation: Consolidate AFIT & NPS PDE Functions at NPS

<p><u>Justification</u></p> <ul style="list-style-type: none"> ✓ Eliminates need for education program support resources at AFIT ✓ Cross-flow of Navy/AF faculty & support for Service-provided graduate-level programs 	<p><u>Military Value</u></p> <ul style="list-style-type: none"> ✓ Improves Military Value ✓ MVA Scores: NPS (73.7), AFIT (53.4)
<p><u>Payback</u></p> <ol style="list-style-type: none"> 1. One-Time Cost: \$62.6 M 2. MILCON: \$39.6M 3. NPV: \$-15.6M 4. Payback/Break Even Yr: 12/2020 5. Steady State: \$-5.2 6. Mil/Civ Reductions: 0/53 <p><small>7. Mil/Civ Status: Balanced 1501674.007</small></p>	<p><u>Impacts</u></p> <ul style="list-style-type: none"> ✓ Criteria 6 Job Change - Gain of 2,511 at Monterey CA and Loss of 2,454 at Dayton, OH ✓ Criteria 7- No Issues ✓ Criteria 8 - Limited to Only 16 Unrestricted Build-able Acres

DCN:11985

- ✓ Strategy ✓ Capacity Analysis / Data Verification JCSG/MilDep Recommended ✓ De-conflicted w/JCSGs
- ✓ COBRA ✓ Military Value Analysis / Data Verification ✓ Criteria 6-8 Analysis ✓ De-conflicted w/MilDeps

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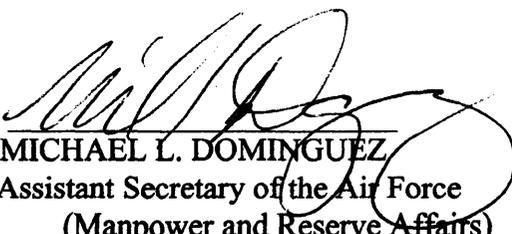
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Carroll, Ray, CIV, WSO-BRAC

From: Howlett, Robert, CIV, WSO-E&T JCSG
Sent: Wednesday, July 20, 2005 10:20 AM
To: Carroll, Ray, CIV, WSO-BRAC
Cc: Walker, Samuel, COL, WSO-E&T JCSG; Osman, Cathy H., CAPT, JCS J7; Lynes, Jerome M, Col, JCS J7; Briggs, James, Col, WSO-E&T JCSG
Subject: BRAC Commission Issue #11 (AFIT/NPS/DLI)

Sensitivity: Confidential

Attachments: Professional Development Education Second Round of Questions 15 July.doc; Revised Qunit Chart for 0003R v2 I(COBRA 6.10)_071205.ppt; Draft Qs & As for Mr Wynne's Testimony on 18 July.doc

Dear Syd,

Thanks for your call and request for additional clarification. We closely watched your testimony before the BRAC Commission 19 July 05. As you confirmed this morning, neither you nor other BRAC Commission analysts had seen the proposed E&T JCSG response - which might have offered more thorough details on issue #11 re AFIT/NPS/DLI. The official OSD response (re issue #11) seemed to lead the Commission to either accept the broad/general response or open AFIT/NPS/DLI for further review (which they voted to do).

Additionally, during the courtesy exchange of potential questions and answers in preparation for the hearings, E&T JCSG's Q&A input for Commission issue #11 (copy attached within 12 July message, below) had been reduced to about 1/2 page. Please note the estimated savings of various scenarios listed. Also attached, immediately below, is the PDE input to follow-up questions #63 and #64.



Professional Development Educa..

As requested, the E&T-0003Rv2 recommendation (privatization of AFIT) is attached, immediately below. If further analysis on this recommendation is required, COBRA will be rerun and the savings data will likely improve.



Revised Qunit Chart for 0003R ...

Hopefully this message and its attachments will help you follow-up your analysis in response to the Commission's vote. We stand ready to provide additional details on E&T-003Rv2 or other E&T scenarios as necessary, please contact me if you would like to visit us in Rosslyn.

V/r,

Bob
E&T JCSG CT
(703) 696-6435 x319

-----Original Message-----

From: Howlett, Robert, CIV, WSO-E&T JCSG
Sent: Tuesday, July 12, 2005 4:26 PM
To: Henderson, Robert, COL, OSD-ATL
Cc: McAndrew, Michael, Mr, OSD-ATL; Mustion, Richard P, COL, OSD-P&R; Walker, Samuel, COL, WSO-E&T JCSG
Subject: Qs & As for Mr Wynne's Testimony (Commission Issue #11)
Sensitivity: Confidential

Good afternoon Bob, et al,

As requested, Col Sam Walker & I have assembled follow-up questions that that we feel the Commission will likely ask Mr. Wynne during his testimony. These Qs & As address Commission Issue #11 (AFIT/NPS/DLI) and are to be discussed during a yet to be scheduled murder board to help Mr. Wynne prepare for the 18 Jul hearing. In addition to the attached, which Mr. Abell has reviewed and approved, Col Walker has assembled "quint-charts" of E&T JCSG scenarios and summary tables for Mr. Wynne's use in responding to Commission questions.

V/r,

Bob
E&T JCSG CT



Draft Qs & As for
Mr Wynne's T...

Brief history: E&T JCSG developed three scenarios to analyze the graduate education functions at NPS & AFIT, e.g., #0003, #0022 and #0023. Both E&T-0022 and E&T-0023 were deactivated 5 Jan 05 via E&T JCSG deliberations. E&T-0003 (Privatize all graduate education functions at NPS and AFIT) was forwarded to the ISG as an E&T JCSG candidate recommendation, was approved by the ISG and forwarded to the IEC. Subsequently the NPS portion of E&T-0003 was integrated into DON-0070 (so the Navy could effect a "fence-line" closure) and the remaining AFIT portion was revised into E&T-0003Rv2. At Navy's request during the 2 May 05 IEC meeting, DoN-0070 was withdrawn/deleted and in-turn the Air Force requested the IEC to deactivate E&T-0003Rv2. Although the E&T JCSG had considered E&T-0022 (Consolidate all graduate education functions at the NPS) as a potential backup to E&T-0003, the IEC did not resurrect E&T-0022 because time had expired for compiling all MILDEP and JCSG final recommendations for the BRAC Report by the 6 May due date.

Professional Development Education

63. **Commission Issue:** The Department has consistently stated that it must maintain its ability to conduct graduate education programs and retain its postgraduate education facilities because (1) professional military education is unique, (2) it is an important component of our military structure, and (3) there are long-term benefits from having dedicated facilities that attract future military leaders from other countries. Considering your stated position on the importance the Services' postgraduate programs, I have two questions.

a. **First, why is it necessary for each service to independently operate their own postgraduate schools to achieve the Departments' goals for these education programs?**

ANSWER:

- It is **not** necessary for each Service to operate its own post-graduate school. NOTE, the Army does not have such an institution and officers from all of the Services attend the NPS and AFIT. The thrust of your question, however, addresses merging AFIT and NPS. AFIT does not have excess capacity and the existing excess capacity at NPS does not meet the future force requirements of the Services. Additional military construction would be required, but NPS has only 16 buildable acres. In addition, ¼ of the NPS campus is considered a historic district; so any work in those areas can be more difficult and time-consuming. Secondly, the Monterey Peninsula is subject to a regional water control authority that manages water consumption by a system of "water credits." Essentially no new construction can begin unless the developer has obtained the necessary water credits through equivalent demolition or by installing water-saving devices. Lastly, under existing California building codes, MILCON is cost-prohibitive. Initial analysis indicated a requirement for additional MILCON at the NPS of \$40 million. More importantly, because of the limited buildable acreage, MILCON for instruction and administrative buildings would be phased with demolition required of some existing buildings prior to new construction.
- Both AFIT and NPS offer similar degree programs in several academic disciplines, **but the degree programs contain curricular content that is Service-specific** and focuses students on Service-specific research.
- Personnel savings from single-siting AFIT and NPS would yield minimal savings because there would be no reduction in faculty. NOTE: Student/Faculty ratios consistent with accreditation standards would remain unchanged and programmed student throughput would remain the same. The Department reaps great benefits because the graduate education institutions are located on-site with secure, state of the art research facilities.

- A consolidation that impacted faculty would raise issues of faculty governance and tenure.
- Three years ago the Secretaries of the Navy and Air Force signed a Memorandum of Agreement forming an educational alliance between the Department of the Navy and the Department of Air Force to leverage the complementarities of the NPS and AFIT. This has been an effective means to minimize redundancies.

b. Second, what makes postgraduate education so unique for Air Force and Naval officers that these services must maintain their own schools instead of primarily relying on the public university system as the Army does for its officers?

ANSWER:

- Much of the graduate-level research (at the Masters and PhD levels) conducted at both graduate education institutions is directly tied to military-specific missions. For example, AFIT is a major stakeholder among engineering and acquisition professionals at both Wright-Patterson AFB and the greater Ohio Valley. All major units at Wright-Patterson AFB combine talents and resources to further the national objectives for research and technology. Thousands of engineers, scientists, and acquisition officers are stationed at Wright-Patterson AFB and AFIT allows them to keep their skills current by attending afternoon and evening courses. In turn, these officers return to AFIT labs to collaborate and further not only defense-focused education, but also gain efficiencies working with AFIT students in greater security projects.
- Secondly, local colleges have built an academic consortium with AFIT to combine research libraries and ensure complementary curriculums; AFIT is a strong member of this consortium. These efforts have drawn scientists and technical academicians to the area further promoting a surge in human capital and intellect in the Ohio Valley. This 'brain trust' encourages civilian PhD instructors to take jobs at AFIT as first-time DoD employees in hard-to-find scientific fields. All of this amounts to a deeply beneficial scientific support net for AFIT.
- Lastly, both institutions offer more than just academic degree programs. For example, the Naval Postgraduate School has the Center for Civil-Military Relations which performs a unique State Department mission with over 80 participating countries. Retaining both institutions permits the Air Force and Army to specifically take advantage of the centers of excellence at the NPS in National Security Studies, Homeland Security, Joint Information Operations, etc.
- With reference to your question about the Army, all Services send some of their officers to civilian universities across the Nation to take advantage of specifically

tailored instruction that might closely parallel defense-related industries. Key, however, is that the Services primarily use the advanced academic degree programs at the NPS and AFIT to meet timely, Service-tailored curricula requirements. For example, the US Army currently has officers attending NPS in the Operations Logistics, Civil-Military Relations, and Foreign Area Officer advanced academic degree programs. The Army also uses programs at AFIT, to include its unique nuclear engineering advanced academic degree program.

64. Commission Issue. On May 2, the Navy in an Executive session of the IEC, moved to have all education recommendations withdrawn from the BRAC process because "...education is a core competency of the Department and relying on the private sector to fulfill that requirement is too risky." Would you please explain how relying on this nations' public university system, which seems to serve every other segment of the nation so well, is too risky for the military?

ANSWER:

- We are not suggesting that the public university system does not serve us well. In fact, all Services send military officers to attend advanced academic degree programs at public and private universities. We do, however, maintain that we have requirements that are better served in a military university setting. Within our two institutions, we have subject matter experts who design and deliver curricula that are highly specialized to meet the needs of our officer corps. We also have the ability to respond quickly to the needs of the Services so that our officers can be better prepared in a rapidly evolving strategic environment. For example, Information Warfare and Urban Operations are changing rapidly as we apply lessons learned from our recent experiences and we are able to develop and deliver the material basically on demand. The Department must have officers with critical thinking and reasoning capabilities in a variety of military specific curriculum and we must be able to respond quickly to meet our Nation's need.



Candidate # E&T-0003R v2

Candidate Recommendation: Realign Wright-Patterson Air Force Base, Dayton, Ohio, by disestablishing graduate level education at the Air Force Institute of Technology and by relocating all other functions of the Air Force Institute of Technology to Maxwell Air Force Base, Alabama.

<u>Justification</u>	<u>Military Value</u>
<p><u>Payback</u></p> <ul style="list-style-type: none"> ✓ One Time Cost: \$72.83M ✓ Net Implementation Costs: \$39.926M ✓ Annual Recurring Savings: \$8.04M ✓ Payback Period: 9 Years ✓ NPV (savings): \$38.45M 	<p><u>Impacts</u></p> <ul style="list-style-type: none"> ✓ E&T Graduate Education <ul style="list-style-type: none"> ✓ NPS <u>1st of 2</u> ✓ AFIT/ Wright-Patterson AFB <u>2nd of 2</u> ✓ AF Mission Capabilities Index <ul style="list-style-type: none"> ✓ Maxwell AFB <u>21st of 154</u> ✓ Wright-Patterson AFB <u>43rd of 154</u> ✓ Criterion 6: Dayton OH: -6,504 (3,621 Direct; 2,883 Indirect); 1.27% ✓ Criterion 7: Assigns members to universities across the US; less benefits of installations/medical care ✓ Criterion 8: No Impediments

- ✓ Strategy
- ✓ COBRA

- ✓ Capacity Analysis / Data Verification
- ✓ Military Value Analysis / Data Verification

- ✓ JCSG/MilDep Recommended
- ✓ Criteria 6-8 Analysis

- ✓ De-conflicted w/JCSGs
- ✓ De-conflicted w/MilDeps

"I'm confident that those folks can do the job wherever the command is located, whether it be Fort Belvoir or Redstone," he said.

The Base Realignment and Closure Commission is considering the Pentagon's proposed moves and can make changes to them before sending a final plan to President Bush by Sept. 8.

Bush has until Sept. 23 to accept or reject the plan in full. If the president signs it, Congress has 45 legislative days to accept or reject the BRAC report without changes. If the president vetoes it, the plan returns to the commission for review.

Griffin spent much of Tuesday at Redstone with military and business leaders at a conference about future requirements for military systems developed and managed at Redstone.

Asked if he knew of anything that might change the recommendation to move the Materiel Command to Redstone, Griffin said he would leave it to the commission to follow the process and make its assessments.

The Tuesday night dinner, which was held in a packed North Hall, and a U.S. Army Soldier Show were part of Huntsville's Armed Forces Week celebration.

Griffin said he was honored to be in Huntsville as the city celebrates its bicentennial.

"It's great to be back in Huntsville," he said. "It's a great community."

Griffin said he was here to recognize soldiers and to thank the community for its everyday support of the Army.

The Army Aviation and Missile Command, which was created in the last round of BRAC in 1995, was commended for its work by Griffin.

"I hold this command up to the other commands as an example," he said.

DLI, NPS On Closure List

Local officials shocked to see bases back on BRAC chopping block

Monterey County Herald (Monterey, CA)

Julia Reynolds

July 20, 2005

In a move that stunned Monterey-area officials, the Base Realignment and Closure Commission added both the Naval Postgraduate School and the Defense Language Institute to its closure and realignment list Tuesday.

Monterey City Manager Fred Meurer, who attended the base closure hearing in Washington, said he was "shocked."

"This has been a real roller coaster journey," he said.

In recent weeks, Central Coast officials said they had been assured by BRAC commissioners and staff that the commission was interested in realigning or merging the Monterey schools but not closing them.

"The journey started with the Navy deciding it didn't want to be in the grad school biz in January," Meurer said.

The postgraduate school originally was recommended for closure, but at the last minute before the Pentagon released its list of closure candidates in May, "the Defense Department said 'Wait a minute, there's too much military value there,' and NPS was taken off the list," Meurer said. "And now we're fighting closure again."

In a report to the commission on Tuesday, the BRAC staff expressed strong support for the merger idea and recommended combining the two schools and Ohio's Air Force Institute of Technology into a Monterey campus.

BRAC senior analyst Syd Carroll presented the commission with a vision of a "single center on a university model for postgraduate education." He said that moving the Air Force college's 271-member faculty and 1,097 students to Monterey would have a one-time cost of \$62.7 million, but

the savings over 20 years could be \$24 million -- "maybe much greater."

But then retired Air Force Gen. Lloyd "Fig" Newton asked fellow commissioners to consider the possibility of closing any of the three schools, saying it might not make sense to move the Ohio facility to California, and staff and commission members agreed to explore that option.

"Why move to a high-cost area?" Newton asked. "Instead of studying to go to Monterey, we should study where to go."

Retired Navy Adm. Harold Gehman agreed.

"We don't want to preclude any options here," he said.

The commission then voted 8-0 to add all three schools to the closure list. Commissioner Philip Coyle recused himself from the vote because he is a California resident.

"You knew it was going to be the Air Force guy who was going to raise the issue," said former Central Coast Congressman Leon Panetta, co-chairman of California's Council on Base Support and Retention.

The Air Force school "had a group of people there who were concerned that they were going to be closed. I think what they were doing is the best defense is a good offense," Panetta said. "We're in a dog-eat-dog kind of world right now."

Panetta added that the surprise switch in plans could be a violation of BRAC rules, which require the commission to give the Defense Department 15 days notice of changes in hearing topics.

"It certainly raises legal implications whether or not they've abided by the rules if they're going to change their approach," he said.

At least one BRAC-related lawsuit has already been filed, and communities and commissioners

have both challenged the Pentagon's math in its cost-saving studies.

"The risk in the vote today is in the recklessness with which they could dispose of the issue," said Rep. Sam Farr, D-Carmel. "They won't have time to study a move from Monterey." So far, the commission has only studied moving the Air Force facility to California, he said.

But in a news conference after the hearing, commission chairman Anthony Principi defended the thoroughness of the nine-member panel.

"This commission knows what it's talking about and is not a rubber stamp," he said. "We're independent."

Still, it was clear that the rest of the closure process is going to be harried. Principi said the staff already is working 14-hour days, seven days a week, and commissioners have been "living out of suitcases."

"We just added an enormous workload to what they already had," he said.

By the hearing's end, eight installations were added to Defense Secretary Donald Rumsfeld's list from May, all of which must be reviewed in about a month's time.

"Now we're going to have to hit the road again," Principi said.

The commission will make site visits, review data and hold regional hearings over the next few weeks before making its final closure and consolidation recommendations to the president by Sept. 8.

Farr, Panetta and Meurer, all veterans of previous closure rounds, said their efforts will now be focused on reinforcing the argument that the schools should stay in Monterey, as Rumsfeld originally recommended in May.

"Every community in the whole U.S. that is affected by closure will be lobbying the commission now," Farr said. "You try to

Scenario	Pros	Cons
<p>Privatize AFIT only / Realign BOS for NPS/DLI</p>	<ul style="list-style-type: none"> • <u>For Air Force only: Improves civil-military relations</u> by commingling domestic and international military members with domestic and international civilians. • <u>For Air Force only:</u> Exposes the nation's civilian institutions of higher learning, their faculties, and their student bodies to <u>military problems, and military education and research requirements.</u> • <u>For Air Force only:</u> Obviates perception of military exclusivity. • Realignment of BOS for NPS and DLI creates BOS savings in Monterey; privatizing AFIT eliminates BOS support for AFIT at WPAFB • Allows Air Force to focus graduate education in civilian universities, plus use the NPS degree programs, as appropriate • Creates a single DOD Center of Excellence for Graduate Education • Allows the AF to reallocate Service personnel to critical wartime related missions • With closure of AFIT, allows MILCON cost avoidance of \$200M for Medical JCSG, moving School of Aerospace Medicine from Brooks City Base to Wright Patterson AFB • Allows the Air Force the ability to offer officers graduate education at their home installations, decreasing total number of PCS moves. (QOL) • Allows Air Force family members opportunity to pursue graduate education at civilian universities while the military member is in student status. (QOL) • Privatizing AFIT has potential NPV savings of \$353M 	<ul style="list-style-type: none"> • Maintains military exclusivity at NPS and does not favorably impact civil-military relations. • Loss of availability of research facilities at AFIT; loss of synergistic relationships with AF Research Lab, Aeronautical Systems Center, National Air and Space Intelligence Center and academic consortium of local institutions. <ul style="list-style-type: none"> • <u>Caveat.</u> Given that all graduate educational institutions vie for the same research dollars, program sponsors could identify other venues for their requirements or move (or build) the necessary infrastructure with BRAC funds at the selected institutions. Additionally, universities could be invited to use the facilities at AFIT as approved by the Service. • Lack of "Secret" level classrooms and facilities at existing civilian universities <ul style="list-style-type: none"> • <u>Caveat.</u> Space can be designated by MOU at existing military and ROTC units • <u>Caveat.</u> Air Force students can attend graduate degree programs at the "new" DOD Center of Excellence for Graduate Education • Loss of programs that had been consolidated in 2003 from NPS to AFIT under the AFIT/NPS Rationalization initiative (i.e. aeronautical engineering) <ul style="list-style-type: none"> • <u>Caveat.</u> Programs are available at CIVINS. • Professional Continuing Education (PCE) realignment combines all USAF PCE functions at Maxwell AFB,

		creating a Service Center of Excellence while reducing duplicative functions.
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Scenario	Pros	Cons
<p>Privatize Both AFIT and NPS</p>	<ul style="list-style-type: none"> • <u>Improves civil-military relations</u> by commingling domestic and international military members with domestic and international civilians. • Exposes the nation's civilian institutions of higher learning, their faculties, and their student bodies to <u>military problems, and military education and research requirements.</u> • Obviates perception of military exclusivity. • Reallocates key Service personnel to critical wartime related missions • Allows the Air Force and Navy to <u>expand their existing</u> outsourced graduate education programs and in so doing, leverage a larger market share and existing administrative infrastructure. • The Army outsources all of its graduate education. • The Air Force currently outsources 40% of its graduate education. • The Navy outsources approximately 1/3 of its graduate education. The cost is less than 6% of the OMN budget for post-graduate education. • Allows the Air Force and Navy to reallocate Base Operation and Maintenance and Repair funds to more critical mission elements. • Increases the name recognition and the value of the graduate degree for the officers. • Provides the Services with the option of selecting universities with recognized world class graduate degree programs. • Allows the Air Force and Navy the ability to offer officers graduate education at their home installations, decreasing total number of PCS moves. (QOL) • Eliminates high BAH costs for all 	<ul style="list-style-type: none"> • The Services state that civilian institutions (CIVINS) do not offer military specific degrees. <ul style="list-style-type: none"> • <u>Caveat:</u> AF stated in the past that only 1 of 23 AFIT degrees identified as military-specific; Navy: only 11 of 54 NPS degrees identified as military-specific) • <u>Caveat:</u> Similarly titled academic degrees reflect similar curricular content and <u>virtually all the degrees that AFIT and NPS grant are granted by civilian institutions.</u> However, while the degree title captures the bulk of its curricular content, there is a much smaller subset of content, especially in advanced degree curricula, that is unique to the degree granting institution. AFIT and NPS and civilian institutions are alike in this regard, all reflecting the reality that faculties of like disciplines differ and that advanced degrees are not standardized. This subset of unique content is either available at civilian institutions or could be developed at the direction of the Services. • Given that the Army outsources its whole graduate education program, mostly to civilian institutions, and that the Air Force and Navy both augment their in-house resident graduate education programs with a substantial portion outsourced to civilian institutions, tacitly recognizes that civilian institutions can rise to meet Service time constraints and curricular content. • Loss of control of military graduate degree programs <ul style="list-style-type: none"> • <u>Caveat.</u> Services control funding and accordingly, can control desired curricular content of civilian-hosted military programs. • Lack of professors at civilian universities to teach military specific programs <ul style="list-style-type: none"> • <u>Caveat.</u> Civilian universities could hire NPS and AFIT professors to teach military programs, but as has

<p>Privatize Both AFIT and NPS (cont'd)</p>	<p>Services at NPS.</p> <ul style="list-style-type: none"> • Allows family members opportunity to pursue graduate education at civilian universities while the military member is in student status. (QOL) • Reduces the high demand on TRICARE providers supporting students and families at the NPS. • Allows closure of NPS facility, with a potential NPV savings of \$1.12B; privatizing AFIT has potential NPV savings of \$353M • With closure of AFIT, allows MILCON cost avoidance of \$200M for Medical JCSG, moving School of Aerospace Medicine from Brooks City Base to Wright Patterson AFB 	<p>been the practice in the past, well structured MOAs and well thought-out RFPs, enable civilian institutions to tailor faculty recruitment and hiring to meet specific scholastic requirements.</p> <ul style="list-style-type: none"> • Lack of "secret" level facilities at civilian universities <ul style="list-style-type: none"> • <u>Caveat</u>. Secure space can be designated by MOU at existing military and ROTC units. Alternately, many CIVINS already have designated secure spaces. • Loss of availability of research facilities at NPS and AFIT. Much of the research conducted is directly tied to military specific missions. <ul style="list-style-type: none"> • <u>Caveat</u>. Given that all graduate educational institutions vie for the same research dollars, program sponsors could identify other venues for their requirements or move (or build) the necessary infrastructure with BRAC funds at the selected institutions. Additionally, universities could be invited to use the facilities at AFIT as approved by the Service. • Elimination of international student program that provides international students graduate degrees and loss of interaction between domestic and international students. <ul style="list-style-type: none"> • <u>Caveat</u>. See appendix. • Loss of joint military education environment created by AFIT and NPS <ul style="list-style-type: none"> • <u>Caveat</u>. Services could create military concentrations at selected universities or in designated geographic regions. Note: neither NPS nor AFIT tailors student mix to create specific joint synergies. JPME is delivered <u>via non-resident methods, without consideration for student body mix.</u> • Professional Continuing Education (PCE) realignment combines all USAF PCE functions at Maxwell AFB, creating a Service Center of Excellence while reducing duplicative functions.
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Scenario	Pros	Cons
<p>Status Quo; only Realign BOS at NPS and DLI</p>	<ul style="list-style-type: none"> • Allows the Air Force and Navy to offer military graduate education to domestic and international officers • Title X, Chapter 605 designates the existence of graduate education at NPS • Realignment of BOS for NPS and DLI creates BOS savings in Monterey 	<ul style="list-style-type: none"> • Maintains military exclusivity and does not favorably impact civil-military relations. • Costly allocation of money to run two separate graduate degree programs that are not critical to Air Force and Navy missions; does not establish a DoD center of Excellence • Allows redundant curricula to continue since both Services consider similar graduate programs and classes to be Service unique. • Does not allow cost avoidance of \$200M for Medical JCSG, moving School of Aerospace Medicine from Brooks City Base to Wright Patterson AFB • Continues to limit number of officers allowed to attend civilian universities

Scenario	Pros	Cons
<p>Consolidate AFIT and NPS at AFIT</p>	<ul style="list-style-type: none"> • Availability of numerous existing 21st century research facilities at Wright Patterson AFB • Ability to eliminate redundant and duplicative programs • Availability of buildable acres at Wright-Patterson AFB • More affordable family resident housing in the Dayton, OH area, reducing high Monterey BAH costs for all Services. • Reduces demand on Tricare providers supporting NPS. • Allows closure of facility at NPS for significant BOS savings in Monterey • Improves joint and international officer interaction 	<ul style="list-style-type: none"> • Significant MILCON costs to move the larger graduate education program at NPS to a smaller program at AFIT (over \$231M) • Maintains military exclusivity and does not favorably impact civil-military relations. • Accreditation issues for consolidation of multiple new programs are problematic • The personnel savings from single-siting the institutions at AFIT yield minimal savings because there is a small reduction in faculty consolidations due to overhead required to conduct additive Navy grad ed and Navy "short courses". • A consolidation that impacted faculty would^{would} raise issues of faculty governance and tenure. • Does not allow cost avoidance of \$200M for Medical JCSG, moving School of Aerospace Medicine from Brooks City Base to Wright Patterson AFB

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Scenario	Pros	Cons
<p>Consolidate AFIT and NPS at NPS; Realign BOS at NPS and DLI</p>	<ul style="list-style-type: none"> • Requires less MILCON (than the movement of NPS to AFIT) due to some excess capacity at NPS (only \$39M). • Fewer graduate degree programs and classes <u>to recreate</u> since NPS currently offers more classes and programs than AFIT • Ability to eliminate redundant and duplicative programs, thus eliminating more faculty positions • Reduces the number of officers, enlisted, and civilian support positions which must be moved for consolidation from AFIT to NPS • Accreditation issues for consolidation of similar programs are minimal • With closure of AFIT at WPAFB, allows MILCON cost avoidance of \$200M for Medical JCSG, moving School of Aerospace Medicine from Brooks City Base to Wright Patterson AFB • Title X, Chapter 605 designates the existence of graduate education ONLY at NPS; no such authority for AFIT • Improves joint and international officer interaction • Realignment of BOS for NPS and DLI creates BOS savings in Monterey; consolidating AFIT to NPS eliminates BOS support for AFIT at WPAFB • AF and Navy continue to take advantage of Service Centers of Excellence (National Security Studies, Homeland Security, Joint Information Operations, Regional Studies, etc.) 	<ul style="list-style-type: none"> • The existing capacity at NPS does not meet the future force requirements of the Services. Additional MILCON would be required. (approx. \$39M) • Degrades civil-military relations by isolating domestic and international military service members from domestic and international civilians. • Isolates a large portion of the Air Force and Navy graduate education programs from the nation's civilian institutions of higher learning, their faculties, and their students. • Fails to stimulate the faculties and students of civilian institutions with military problems, perspectives, and requirements. • Perpetuates the perception of military exclusivity and elitism. • Both institutions offer similar degree programs in several academic disciplines, but the degree programs contain curricular content that is Service-specific and focuses students on Service-specific research. • Tricare contracts currently meet demand, but must be renegotiated to reflect increased personnel numbers • Insufficient on-site student resident and on-site family resident facilities on NPS to accommodate the additional students and faculty moving from AFIT to NPS • Housing costs at Monterey and surrounding counties are very high • Rehab costs and some MILCON would be involved • Water credits for new buildings at NPS must be obtained. • Loss of availability of research facilities at AFIT; loss of synergistic relationships with AF Research Lab,

		<p>Aeronautical Systems Center, National Air and Space Intelligence Center and academic consortium of local institutions.</p> <ul style="list-style-type: none">• <u>Caveat</u>. Given that all graduate educational institutions vie for the same research dollars, program sponsors could identify other venues for their requirements or move (or build) the necessary infrastructure with BRAC funds at the selected institutions. Additionally, universities could be invited to use the facilities at AFIT as approved by the Service• A consolidation that impacted faculty would raise issues of faculty governance and tenure.• Reallocates some AF personnel to critical wartime related missions• Professional Continuing Education (PCE) realignment combines all USAF PCE functions at Maxwell AFB, creating a Service Center of Excellence while reducing duplicative functions.
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APPENDIX

The Naval Postgraduate School hosts International Officers (IO's) in several programs. An excerpt from the NPS WEB site is copied below and highlights one of the programs offered to International Officers.

One objection raised to the closure (i.e. privatization of graduate education) of NPS indicated that the International Officer program was essential and justified the existence of the status quo. PDE determined that the acculturation and education of the International Officers can occur in other educational environments. Although the Navy would determine how best to handle the program, PDE found several practical alternatives.

1. Designate a small number of CIVINSTs open for IO attendance, similar to the old NESEP model. Limiting the school options allows the Services to form graduate student units sufficiently large enough to allow acculturation to occur. Additionally, the IO's would gain an in-depth exposure to US culture and customs.
2. Allow IO's to only attend schools with ROTC units and ensure that the administrative support unit establishes a program to integrate the IO's into the university environment.
3. Allow IO's to attend any school with which DoD has an MOU.
4. Increase the number of slots available for IO's at the senior and intermediate war colleges, at various Service PME schools, and at DoD schools.
5. Schedule familiarization trips during school breaks and include US officers on each trip. US selectees could be drawn from FAO and attaché pipelines or from COCOM's.
6. The broader view that an IO would derive attending CIVINSTs is a strong factor in favor of Privatizing Graduate Education.
7. Note that all courses attended by IO's can be made available at CIVINSTs.

description from website

The International Graduate Programs Office is responsible for the cultural, social and academic integration of the international community. The office is charged with interacting with the outside agencies, military and civilian to accomplish the goals of the Security Assistance Training Program (SATP) and the Informational Program (IP). Additionally, it is responsible for the International Sponsor Program and acts as the Command Sponsor to the International Committee.

Since 1954, over 3600 International officers from 77 countries have graduated from NPS. Many have gone on to achieve positions of prominence within their military services, governments, and private industry. The International Program at NPS serves as an integral link in establishing the long-term military-to-military relationships between our U.S. and International officers.

E-IMET Course Offerings at NPS

course descriptions Full curriculum/course descriptions can be found on the Academics page

Department Of National Security Affairs (NSA)

International Security and Civil-Military Relations - Curriculum 689 A (M.A.)

Start - Jan (only)

Length - 65 weeks

This curriculum leads to an M.A. degree in International Security and Civil-Military Relations from the Naval Postgraduate School. The program provides the student with a comprehensive and in-depth understanding of the real problems involved in civilian control of a professional military in a democracy. The program is designed for military officers (O-3 to O-5) and equivalent civilian officials. The program

places a special emphasis on the civil- military relations issues raised by participation in U.N.-sponsored peacekeeping operations, involvement in coalition warfare, and membership in alliances such as Partnership for Peace and NATO. International students in this program are fully integrated with the U.S. students at the Naval Postgraduate School. As part of the degree, students are required to complete a thesis that deals with a significant civil-military relations issue in the sponsoring country. Upon completion of the degree, students are capable of developing and teaching civil-military curricula.

International Security: Security Building in Post-Conflict Environments - Curriculum 689 B (MA)

MASL - P179028

Start - Sep (only)

Length - 65 weeks

This curriculum is designed to equip military officers and civilians from post-conflict nations (and from nations and NGOs assisting them) with the specialized expertise, problem-solving skills, and the management tools to build effective security institutions. The curriculum also will focus on mechanisms to keep these security institutions under democratic control, and to strengthen security in a way that helps support economic and political development. In addition, students will gain graduate-level expertise needed to deal with terrorist threats that threaten development efforts and to meet the political, organizational, and management challenges posed by broader peace support operations (PSO). It is a 15-month program and will be offered once a year, starting in September 02 and convening in Sept in each year thereafter. A minimum cohort of 20 students will be required to convene the class. Standard NPS admission procedures will apply for this course. Student selection will be coordinated with Navy IPO and DSCA.

International Security Studies: Defense Decision-Making and Planning - Curriculum 689 C (MA)

MASL - P179029

Start - Any quarter

Length - 78 weeks

This curriculum prepares future strategists and planners by providing an understanding of the domestic and international variables involved in strategic planning, and the formulation of defense and security policy. It combines the three interrelated areas of general strategic studies, joint and combined planning, and international organization and negotiation to address the dynamic challenges of the future security environment.

This inter-disciplinary curriculum emphasizes the strategic interests and objectives of the United States, its allies, and potential adversaries; the roles, structures, and effectiveness of international organizations and international law as they affect national security policy; the effects of arms control and threat proliferation; and the process of U.S., allied, and adversary strategic decision-making. U.S. students in this curriculum also have the opportunity to complete phase I JPME.

The program will accomplish its purpose by providing the specialized expertise, problem-solving skills, and management tools required by civilians and military officers (U.S. and international) to address current and emergent strategic planning problems. The NSA department is a unique environment in which to pursue this course of studies since its student body is inherently joint and combined, providing students with both a stimulating intellectual environment and an opportunity to establish networks and life-long working relationships with fellow officers from other services and countries. This is a 6 quarter program (18 months) and convenes every quarter.

National Security Affairs Curricula - Curricula 681-684, Area Studies (M.A.)

MASL - P179031-P179034

Start - Any quarter

Length - 78 weeks

Provides students with a wide knowledge and thorough understanding of the complex inter-related environments pertaining to national security affairs, as well as addresses the interface between international politics, civil-military relations, and national security objectives. Places emphasis on the proper role of the military in a democratically elected government. Curricula focus is on the history, culture, and religion of a specific region or country and provides students with knowledge of current issues, economic and political structures and institutions, military forces, including strategic capabilities and policy implications, and geopolitical influences. Students receive extensive exposure to human rights issues. Curricula under this program include the following area studies: (1) Middle East, Africa, South Asia (P179031), (2) Far East, Southeast Asia, Pacific (P179032), (3) Europe and FSU (P179033), and (4) Western Hemisphere (P179034).

School of Business and Public Policy

Resource Planning and Management for International Defense - Curriculum 820 - (M.S.)

MASL - P179905

Start - Jan (only)

Length - 78 weeks

This is an interdisciplinary program which integrates mathematics, accounting, economics, behavioral science, organization and management theory, operations/systems analysis, managerial communications, and international law into an understanding of the process by which the defense mission is accomplished. The course of studies explores the interface among international politics, national security objectives, civil-military relations, resource planning and management, and synthesizes the political, technological, economic, cultural, social and ideological forces influencing international defense. Students receive extensive exposure to human rights issues. It provides techniques of quantitative problem-solving methods, behavioral and management science, economic analysis and financial management which will enable graduates to evaluate the written research, study and analysis products of others throughout their careers. The course curriculum is conducted in two phases beginning with two quarters of management fundamentals and followed by four quarters of graduate level classes.

Systems Management - International Curriculum 818 - (M.S.)

MASL - P176002

Start - Jan/Jul

Length - 78 weeks

This program is designed to provide officers with fundamental interdisciplinary techniques of quantitative problem-solving methods, behavioral and management science, economic analysis and financial management to enable the officers to evaluate the written research, study and analysis product of others throughout their careers. The curriculum will further provide the officers with the specific functional skills required to effectively manage.

The curriculum integrates mathematics, accounting, economics, behavioral science, management theory, operations/systems analysis and a subspecialty concentration area into an understanding of the process by which the defense mission is accomplished. Specialty concentration areas are selected by the student by their choice of course options.

The 818 curriculum allows students to design a program of course work specific to management effectiveness in the host country's military system. The student may elect to specialize in the relevant portion of a functional area such as financial, logistics, human resources and organization, or manpower and personnel analysis. Or, the student may choose to follow a general management program which would include an overall balance of courses from many areas.

Financial Management - Curriculum 837 (M.S.)

MASL - P179127

Start - Jan/Jul

Length - 78 weeks

The objective of the Financial Management Curriculum is to prepare officers for business and financial positions within the Navy. Financial Managers assist the services' decision-making processes at all levels by providing accurate, timely and relevant information. They are concerned with the optimal allocation of information. They are concerned with optimal allocation of human, physical and financial resources to achieve the services' goals and objectives while assuring efficient and effective expenditure of public funds. Graduate courses cover topics such as financial reporting standards, cost standards, cost analysis, budgeting, internal control, auditing, management planning and control systems, quantitative techniques used in planning and control, and the Planning Program and Budgeting Systems used within the Department of Defense.

Graduates of the Financial Management Curriculum will be prepared for assignment to positions in budgeting, accounting, business and financial management, and internal control and auditing.

Acquisition and Contract Management - Curriculum 815 (M.S.)

MASL - P179908

Start - Jan/Jul

Length - 78 weeks

This is an interdisciplinary program which integrates mathematics, accounting, economics, finance, behavioral science, management theory, operations/systems analysis and specific courses in acquisition and contracting. Student input includes officers and civilians from all DoD services, the Coast Guard and other nations. The curriculum is designed to provide officers and civilians with the skills to serve

effectively in hardware systems, buying offices, field contracting offices, contract administration offices and contracting policy offices.

Systems Acquisition Management - Curriculum 816 - (M.S.)

MASL - P179909

Start - Jan/Jul

Length - 91 weeks

This is an interdisciplinary program designed to integrate business principles, management theory, operations/systems analysis, and engineering applications. It is uniquely tailored to Defense acquisition management and intensive exposure to the fundamental principles of the acquisition environment. The courses in this curriculum present the structure of acquisition management, the decisions and problems facing the defense acquisition manager, the various forces at work within the industry and Government, and the impact of acquisition policies and strategies. Student input includes officers and civilians from all DoD services, the Coast Guard, and other nations.

Eligible For EIMET Funding If Attended By Civilians

Manpower Systems Analysis - Curriculum 847 (M.S.)

MASL - P179105

Start - Jul (only)

Length - 91 weeks

Program is designed to fill the leadership roles of military manpower management. MSA is an extremely analytical curriculum intended to develop skills necessary to perform and evaluate manpower analyses. As such, the curriculum emphasizes mathematical, statistical, and other quantitative methods. Areas covered include an understanding of MSA policy development, compensation systems, productivity analysis, enlistment supply and retention models, manpower requirements determination processes, career mix, enlistment incentives, reenlistment incentives, training effectiveness measures and hardware/manpower trade-offs. Students gain familiarity with current models and methods of MSA analysis as well as military MSA organizations and issues.

School of Informational & Operational Sciences

Information Systems Technology - Curriculum 370 (M.S.)

MASL - P179904

Start - Mar/Sep

Length 104 Wks

This curriculum provides officers with the knowledge of information systems technology to include computer and telecommunications systems, software engineering, networked and distributed applications, database management systems and decision support systems in military services. Students will also gain proficiency in information systems, economics and management necessary for the critical management decisions needed in the development and utilization of complex and evolving computer-based military systems.

Information Systems Technology is an interdisciplinary, graduate-level master's program integrating mathematics, accounting, statistics, computer science, information systems, communications engineering, networks and management discipline.

Carroll, Ray, CIV, WSO-BRAC

From: Howlett, Robert, CIV, WSO-E&T JCSG
Sent: Tuesday, July 26, 2005 3:01 PM
To: Carroll, Ray, CIV, WSO-BRAC
Cc: Walker, Samuel, COL, WSO-E&T JCSG; Osman, Cathy H., CAPT, JCS J7
Subject: FW: PDE Grad Ed Recommendations: BRAC Commission Request of Consolidate AFIT at the NPS, E&T-0022Rv2 (Email 4 of 4 to address BRAC Commission Recommendations)
Attachments: Scenarios considered for DLI AFIT and NPS 072605.ppt; AFIT and NPS Degree programs.ppt; AFIT_NPS pros cons 25 July.doc; Qunit Chart for BRAC 0022R v2 (COBRA 6.10).ppt; CompleteE&T0022 Final AF25JulREVISED.xls; Summary.RPT; BRAC 0022_V2.Out; Deltas.RPT; Detail.RPT; EIR.RPT; Error.RPT; InputDat.RPT; MilConAs.RPT; NPV.RPT; OneTime.RPT; Overhead.RPT; PersImp.RPT; PersPerc.RPT; PersSum.RPT; BRAC 0022_V2.CBR

Good afternoon Syd,

Following our meeting July 21st, the PDE Subgroup has rerun and repackaged the various Grad Ed alternatives still in play: (1) maintain status quo, (2) privatize AFIT grad ed & move PCE, (3) privatize both AFIT and NPS grad ed, (4) move NPS to AFIT, (5) move AFIT to NPS and (6) combine BOS for NPS & DLI. Since you're scheduled to visit Wright-Patterson AFB Aug 2nd & 3rd and Monterey Aug 8th we have expedited COBRA analysis and "honest-broker" advantages/disadvantages for each alternative. We are forwarding each package as developed in order to give you as much time as possible prior to these regional hearings and in order to help keep documents organized. Attached is the fourth set – privatize AFIT grad ed & move PCE.

V/r,

Bob
E&T JCSG CT

-----Original Message-----

From: Walker, Samuel, COL, WSO-E&T JCSG
Sent: Tuesday, July 26, 2005 2:36 PM
To: Howlett, Robert, CIV, WSO-E&T JCSG
Cc: Walker, Samuel, COL, WSO-E&T JCSG; Jenkins, Karen, CTR, WSO-E&T JCSG; Alegre, Kenneth, CTR, WSO-E&T JCSG
Subject: PDE Grad Ed Recommendations: BRAC Commission Request of Consolidate AFIT at the NPS, E&T-0022Rv2 (Email 4 of 4 to address BRAC Commission Recommendations)

BRAC Commission Recommendation: E&T-0022Rv2 – “Realign Wright-Patterson AFB, OH, by consolidating graduate level education at the Air Force Institute of Technology with the Naval Postgraduate School, Monterey, CA, and by relocating all other functions of the Air Force Institute of Technology to Maxwell AFB, AL.

Per BRAC Commission request, E&T JCSG (PDE Subgroup) provides the attached data points:

- 1) COBRA runs
- 2) Service spreadsheets with comments inserted
- 3) Quint Chart
- 4) Pros/Cons Worksheet for ALL recommendations
- 5) GRAD ED SUMMARY Chart of Comparison (all four recommendations)
- 6) Graduate Degree programs at AFIT and NPS

COMMENTS on COBRA run:

- 1) The COBRA run uses AF Vector Blue programmed and POM'd numbers for the AF

7/29/2005

graduate education throughput. Vector Blue has 1,097 AFIT resident students programmed through the FYDP. The AF position is that the Vector Blue program is a 2025 Force Structure plan, and should be used accordingly in the COBRA runs. Why important:

- a. MILCON for NPS is estimated on the movement of 1,097 students from the AF, plus 217 new AF faculty. If the actual number of resident student attendance is lower (i.e. 541 actual AF students this FY05), MILCON of \$39M may be avoided (except for Child Care and parking facilities); the current excess capacity of the NPS may be sufficient to handle the new AF mission requirement.
- 2) The COBRA has a **\$200M one time cost avoidance in MILCON** added to the recommendation to reflect AFIT's vacated square footage being occupied by the Medical JCSG movement of the School of Aerospace Medicine from Brooks City Base, TX to WPAFB. If removed from the COBRA calculations, the ROI Years changes from "Immediate" to 7 years.
- a. Movement of PCE to Maxwell AFB is required in this recommendation to provide the square footage required for the Medical JCSG recommendation. MILCON for movement of PCE to Maxwell AFB is \$40M and it's included in the final E&T-0022Rv2 assessment.

COL SAMUEL J. WALKER, USAF

E&T JCSG (PDE Subgroup)

samuel.walker@wso.whs.mil

703-696-6435, ext. 261

Costs of Graduate Education Mission if done at Civilian Universities	Number Personnel	Cost per	Costs	COBRA Costs	Comments
Resident graduate students	1681	\$35,000	\$58,835,000	\$32,727,000	There is an indication that the services have different costs for graduate education, but there is a cost. COBRA does not show costs for AF, Army, Internationals, other
Additional time students would spend at civilian university for same education	1681	\$24,000	\$40,344,000	\$0	Additional time will vary from 3-6 months, assume \$8,000 per month for officer's salary and benefits, 3 months used.
Non degree short course student years	1847	\$35,000	\$64,645,000	\$10,000,000	There are 49,780 total short course students, at the cost of \$64M equates to \$1300 per student. DON stated they used \$10M
JPME I for graduates of NPS	250	\$35,000	\$8,750,000	\$0	Argument is that this could be done with CD ROM, not the same level of education as currently exists.
Endstrength for JPME 1 students	250	\$94,837	\$23,709,220	\$0	Endstrength is required for officers to attend War College
Management of civilian university program personnel	36	\$65,000	\$2,340,000	\$2,340,000	Personnel to manage the payment of tuition for civilian universities, does not include personnel for officer career management as exists at NPS.
Reimbursable Research			\$65,000,000	\$0	This reimbursable cost would continue to exist regardless of the existence of NPS
Reimbursable Base Operation Support			\$13,370,566	\$0	This is work done for Army and others that would still be done, not Navy.
Total Costs			\$276,993,786	(\$45,067,000)	
Savings From Eliminating NPS					
Civilian positions eliminated	847	\$74,114.52	\$62,775,000	\$62,775,000	
Military Positions eliminated	248		\$28,782,000	\$28,782,000	
Overhead			\$21,657,000	\$21,657,000	
Mission			\$21,956,000	\$21,956,000	
Total Savings			\$134,570,000	\$134,570,000	

DON COBRA COSTS

DON COBRA Savings





E&T JCSG-PDE Graduate Education Scenario Comparisons

Grad-Ed Scenarios	One-Time Costs	Steady-State Savings	ROI Years	20 Yr NPV	Billets Eliminated	Total MILCON
E&T 0003, Privatize PDE function at NPS and AFIT	\$47.2	-\$30.8	1	-353.3	1,004	0
E&T 0022, Consolidate AFIT and NPS PDE functions at NPS	\$62.6	-\$5.2	12	-15.6	53	\$39.6
E&T 0023, Consolidate NPS and AFIT with Service Academies						
Ver. 1 – AF	\$129.2	-\$0.2	100+	123.7	0	\$91.9
Ver. 2 - N	\$381.53	\$9.42	Never	448.58	0	\$235.38

Note: All Dollars Shown in Millions

Reasons for MIL series

Academically more solid @ AFIT

Costs #

1647 # -- AF is sticking to it
\$300 million ^{cost} change Payback FRC

If you do not move PLE from AFIT,
then you decrease the savings.

Blanking apart AFIT way

25% cost in personnel & Admin
included in Maximal work
under 2002 R

Pushing AFIT Faculty to AFIT preferably
prioritizing in the future since they would
be under title 10.

Base Visits

DCN:11985

Installation	State	Regional Hearing	Commissioner 1	Commissioner 2	Commissioner 3	Commissioner 4	Commissioner 5	Arrive Installation	Start Time	Analyst	Analyst Phone
Hawthorne (2)	NV		Principi								
Portsmouth	ME		Turner	Skinner				7/26	1300	Van Saun	609-3012
Naval Station Brunswick	ME		Turner	Skinner				7/26	0800	Furlow	
Red River Army Depot (3)	TX		Bilbray	Hansen				7/26	1300	TICKLE	
New London	CT		Turner	Skinner				7/27	1300	Dnsick	
Joint Med - Tricare	VA		Turner	Principi				7/27	0800	Tickle	
Joint Med - Army SG	VA		Turner	Principi				7/28	0800	Saxon, Mandziga	
Joint Med - Potomac	DC		Turner	Principi				7/28	1300		
Joint Med - Bolling AFB	DC		Turner	Principi				7/29	0800		
Detroit Arsenal	MI		Skinner					7/29	1300		
Battlecreek/Keillog AGS	MI		Skinner					7/29	0800	MILLS	
Galena FOL	AK		Coyle	Bilbray				7/29	1300	SMALL	
Sheppard AFB	TX		Turner					7/29	0800	HALL	
Oceana NAS	VA		Gehman	Skinner	Principi	Hill		8/1	1300	Gerrit Mandziga	291-488-7144
Pope AFB	NC		Gehman	Hill				8/1	0800	Bill Fetzer	
DFAS - Columbus	OH		Newton	Skinner				8/2	0800	ELI N	
PDE - AFIT	OH		Newton	Skinner				8/2	0800	WASLESKI	
DFAS - Indy	IN		Newton	Skinner				8/2	1300	CAROL	
DFAS - Buckley Annex	CO		Newton	Coyle	Skinner			8/3	1300	WASLESKI	
Broadway Complex	CA		Coyle	Hansen	Principi			8/4	0800	WASLESKI	
PDE - Monterrey	CA		Gehman	Hansen				8/5	0800	Brian McDaniel	
								8/8	0800	Carrol, VanSaun, Dean	
	San Francisco		Principi	Gehman	Coyle	Hansen	Bilbray	8/8	1300	Carrol, VanSaun, Dean	
	DC		Principi	Newton	Turner	Skinner	Coyle	8/10		VanSaun	

= Not related to the Adds list

TU

Mon 8/1 Trvl to Dayton
 Tues 8/2 AT Wright Patterson (Commissioner visit in P.M.)
 Wed 8/3
 Thurs 8/4
 Fri 8/5
 Sat 8/6
 Sun 8/7
 Mon 8/8 Commissioners' Visit NPS & DHT in AM
 Mon 8/8 R/H in San Francisco in P.M.)
 Tues 8/9 Traced Home

Name	Organization	Phone Number
Col Pete Hoene	AFMC/XP	937-257-8975
LESTER C. FARRINGTON	BRAC Commission	703-699-2950
Col Jan Rosko	AEC/XP	937-879-0590
LINDA McLAUGHLIN	88 ABW/CA	937-257-6117
Capt. Jason Decker	AFMC/PA	937-257-6306
Mark Paulson	AFRL/XP13	937-904-6765
Debra Miesle	AFMC/SGS	937-656-3652
Wendell Banks	AFMC/XP (AFRL)	937-656-0818
William Borger	AFRL/PR	937-255-2520
Lesia Mandzia	BRAC Commission	703-699-2950
Charlene Xander	AFMC/XP (mmpower)	937-257-0323
Tom Stafford	AFMC/XP5	937-257-4141
Paul C. ULRICH	46 OG/OGM/OL-AC	(937) 255-6302x213
John MURPHY	46 OG/OGM/OL-AC	937.255.6302 x 233
Capt Elizabeth Miller	AFMC/SGSR	937-656-3647
Lori Stuyker	DFSG/OMY	937-257-8389
Lynn Moad	DFSG/DC	937-257-2714
Don Fieser	DFSG/OM	937-257-1955
Pete Jacques	88 ABW/LGRRP	937-904-3160
Gus REED	DET1 AFRL/WS	937-255-3267
Jay Asher	ASC/XPP	937-904-8572
BARBARA O'BRIEN	88 ABW/CECX	937-257-4804
Linda Cardwell	83 MSS/DPC	437-257-3699
JERRY STRYKER	88 MSS/DPCX	937-257-1888

Col. Werner
Werner

RG MARK MATTHEWS
(937) 255 2321

937 257 6116

<u>SCENARIO</u>	<u>One Time Cost</u> (\$K)	<u>Net Implementation Costs</u> (\$K)	<u>Annual Recurring Savings</u> (\$K)	<u>Payback Years</u>	<u>NPV of Savings in 2025</u> (\$K)
✓ Disestablish AFIT and NPS and privatize postgraduate education	135,923	-441,797	-109,276	Immediate	-1,474,528
✓ Privatize AFIT (NPS and DLI not involved)	66,288	-172,900	-19,456	Immediate	-353,702
• Consolidate NPS and AFIT at Monterey CA (DLI not involved)	121,034	-133,896	-18,009	Immediate	-301,637
✗ Establish a Defense University at Wright Patterson AFB, Ohio (Consolidation of AFIT and NPS)	428,600	416,961	-7,344	100+	310,943
Establish a Defense University and language Center at Monterey, CA (Consolidation of NPS, AFIT, and DLI)					

*

DLI + 305 L

no living 150 people

↓
DOS only

NOTES:

() = Savings

Annual Recurring Savings = savings after 2011

✓ Medical JCSG
Brooks → WP AFB

IF THE ADD IS APPROVED

___ **Data needed from OSD/E&T JCSG:**

- COBRA analysis for the proposal
- Student population data for all programs
- Details on planned language program expansions at DLI
- Working files for scenarios considered

___ **Determine commissioner visit details:**

STAFF

8/1 (AM)
8/2 (AM)

- NPG: Visit Date(s) 8/8 Commissioners GELMAN
HANSON
- DLI: Visit Date(s) 8/8 Commissioners GELMAN
HANSON
- AFIT: Visit Date(s) 8/2 ~~8/1~~ ¹³⁰⁰ Commissioners NEWTON, S
SKINER,

___ **Prepare Base Visit Books:**

- NPG
- DLI
- AFIT

___ **Contact Commands:**

- NPG
- DLI
- AFIT

___ **Make Travel Arrangements:**

- NPG
- DLI
- AFIT

___ **COMMAND QUESTIONS**

- o NPG
- o DLI
- o AFIT



DEFENSE BASE CLOSURE AND REALIGNMENT COMMISSION
2521 SOUTH CLARK STREET, SUITE 600
ARLINGTON, VA 22202
TELEPHONE: 703-699-2950
FAX: 703-699-2735

July 13, 2005
JCS #13

Chairman:

The Honorable Anthony J. Principi

Commissioners:

The Honorable James H. Blibrey
The Honorable Philip E. Coyle, III
Admiral Harold W. Gehman, Jr., USN (Ret.)
The Honorable James V. Hansen
General James T. Hill, USA (Ret.)
General Lloyd W. Newton, USAF (Ret.)
The Honorable Samuel K. Skinner
Brigadier General Sue Ellen Turner, USAF (Ret.)

Executive Director:
Charles Battaglia

Mr. Bob Meyer
Director
BRAC Clearinghouse
1401 Oak St.
Roslyn VA 22209

Dear Mr. Meyer:

I respectfully request a written response from the Department of Defense concerning the following requests:

Regarding the recommendation to establish a Joint Center for Religious Training:

How similar are the current curriculums at the religious education schools operated by the services? (Please provide any available curriculum comparisons).

Moreover, what courses currently taught at the schools would be combined? Is the focus on religious education or service customs/operations/procedures/etc.?

Regarding recommendation to establish a Joint Center for Culinary Excellence:

The Air Force and Navy de-consolidated culinary training after several years of consolidated training because there were too many cultural issues and differences in methods of food preparation that could not be resolved. How would these differences be reconciled if the culinary programs for all the services were consolidated at Fort Lee?

The Air Force contends that since their students now transfer from basic training to the culinary tech school via bus, there will be a large increase in costs for flying the students from basic to Fort Lee. They also contend that costs will be increased due to TDY costs for Guard and Reserve students. How will these costs affect the annual recurring savings of the recommendation?

Service officials have told us that the Air Force and Navy schools will not be relocated to Fort Lee simultaneously. If this is the case, what factors are causing the planned staggered implementation?

The Navy has started a \$1.9 million renovation for a new culinary training facility at Great Lakes NAS. Why are they renovating a facility for culinary training if DOD plans to move the school to Fort Lee? Does DOD propose to consolidate the Army and Air Force programs at Fort Lee and leave the Navy at Great Lakes? If the Navy does not move its school to Fort Lee, how will the purported savings of the recommendation be affected? If the Navy does not move its school to Fort Lee, what is the benefit of forcing the Air Force to move its school?

Regarding the recommendation to establish a Consolidated Center for Transportation Management Training:

A comparison of Air Force/Army Transportation Management Training curriculums provided by Air Force officials shows vast differences in what is currently trained by each service. What analyses were conducted to assure DOD that if the programs are combined the uniqueness of each service's needs can still be met at a savings in training costs?

I would appreciate your response by July 19, 2005. Please provide a control number for this request and do not hesitate to contact me if I can provide further information concerning this request.

Yours sincerely,

*Frank Cirillo
Director
Review & Analysis*



OFFICE OF THE UNDER SECRETARY OF DEFENSE
4000 DEFENSE PENTAGON
WASHINGTON, D.C. 20301-4000

PERSONNEL AND
READINESS

15 JULY 2005

MEMORANDUM FOR OSD CLEARING HOUSE

Subj: OSD BRAC CLEARING HOUSE TASKER #0554

The attached file forwards the response to subject query for your consolidation. All information was derived from unclassified information provided by the Services for BRAC analysis by E&T JCSG subgroups.

If you have any questions, please contact Mark Horn at the E&T JCSG Coordination Team, (703) 696-6435 ext. 206 or Mark.Horn@wso.whs.mil.

A handwritten signature in black ink that reads "Robert D. Howlett".

Robert D. Howlett
E&T JCSG Coordination Team

Attached:

1. E&T Response 0554

Tasker C0544

Establish a Joint Center for Religious Education and Training:

Q: How similar are the current curriculums at the religious education schools operated by the services? Moreover, what courses currently taught at the schools would be combined?

ANSWER: Members of the E&T JCSG Subgroups (Specialized Skills Training (SST) and Professional Development Education (PDE)) analyzed the Services' curricula for both officer and enlisted education and training functions, with the goal of establishing a Joint Center of Excellence for Religious education and training functions, while preserving service-unique culture. By co-locating the religious core function at a single location, the intent was to eliminate any redundancy for similar courses and programs; merge common support functions; train as we fight "jointly"; and co-locate in close proximity to operational forces (of all services). Below is the list of specialized skills training and professional continuing education courses, by Service. E&T JCSG analysis indicated that sometimes a specific Service course correlated with another Services' course, and in other instances, one course would correlate with all three Services.

SST / PDE courses, by Service

Air Force	Army	Navy / Marine Corps
Basic Chaplains Course	Chaplain Officer Basic Course (Active Duty)	Class "A" School
Chaplain Professional Continuing Education	Chaplain Officer Basic Course, Phase 1 (Reserve Components)	Navy Chaplain Staff and Leadership
Intermediate Chaplains Course	Chaplain Officer Basic Course, Phase 2 (Reserve Components)	Navy Chaplain Strategic Leadership and Ministry
Wing Chaplain Course	Chaplain Officer Basic Course, Phase 3 (Reserve Components)	Religious Program Specialist Class A
Readiness Chaplain Course	Chaplain Career Course	Religious Program Specialist Class F
Chaplain Candidate Course	Chaplain Career Course, Phase 1 (Reserve Components)	Amphibious/Expeditionary Chaplain Course
Chaplain Service Support Apprentice Course	Chaplain Career Course, Phase 2 (Reserve Components)	Chaplain and RP Expeditionary Skills Training (CREST) "C" School
Chaplain Assistant Craftsman Course	Chaplain Initial Military Training	Religious Program Specialist Advanced
	Chaplaincy Resources Managers Course	
	Chaplain Training Managers Conference	
	Fund Clerk Course	
	Non Appropriated Fund Refresher Seminar	
	Chaplain Assistant Advanced Individual Training	
	Chaplain Assistant Basic Noncommissioned Officer Course	
	Chaplain Assistant Advanced Noncommissioned Officer Course	
	Chaplain Assistant Reserve Component	

Reclassification Course
Chaplain Assistant Basic Noncommissioned Officer Course Technical Track
Chaplain Assistant Advanced Noncommissioned Officer Course Technical Track
Installation Chaplain Course
Division Level Chaplain Course

Q: Is the focus on religious education or service customs/operations/procedures/etc.?

ANSWER: Both. Analysis of the religious core function indicated the Service schools conducted similar lessons within courses to provide skills and knowledge required by religious program specialists and/or chaplain assistants. With reference to religious education, the E&T JCSG saw similarities in lesson content for: teaching religious ministries and coordination of religious education programs and instructional methods. With reference to service customs/operations/procedures, etc., E&T JCSG analysis indicated similarities in lesson content for the following areas: computer systems and IT support, sexual violence, counseling services and deployment support, logistic and administrative support, and financial analysis and management. Skills and knowledge related to these fundamental principles appeared to span across the Services' religious education and training schools. The E&T JCSG felt that by co-locating (vice consolidation) of religious education functions, the Service acculturation of its members would remain intact.

Regarding recommendation to establish a Joint Center for Culinary Excellence:

Question: The Air Force and Navy de-consolidated culinary training after several years of consolidated training because there were too many cultural issues and differences in methods of food preparation that could not be resolved. How would these differences be reconciled if the culinary programs for all the services were consolidated at Fort Lee?

Answer: Ft. Lee currently performs consolidated culinary specialized skills training (SST) for initial, skill progression, and functional training for all services (Army, Air Force, Navy, Marine Corps, and Coast Guard) except for the initial culinary training performed at Lackland AFB for the Air Force and Navy. The existing culinary initial, skill progression and functional training level courses at Ft. Lee taught to all services have successfully resolved the "cultural issues and differences in methods of food preparation." The specifics of how these differences that caused the Air Force and Navy to de-consolidate culinary training are details of the implementation plan, which are several levels of detail below the much more macro BRAC process. Given Ft. Lee's established and ongoing success in resolving the "cultural issues and differences in methods of food preparation," it is very reasonable to have high confidence the implementation plan (developed subsequently to BRAC process and approval) will successfully address and resolve these cultural and methods issues.

Question: The Air Force contends that since their students now transfer from basic training to the culinary tech school via bus, there will be a large increase in costs for flying the students from basic to Fort Lee. They also contend that costs will be increased due to TDY costs for Guard and Reserve students. How will these costs affect the annual recurring savings of the recommendation?

Answer: BRAC rules of engagement did not allow the consideration of TDY costs. Thus, TDY costs were not considered in the COBRA analysis.

Question: Service officials have told us that the Air Force and Navy schools will not be relocated to Fort Lee simultaneously. If this is the case, what factors are causing the planned staggered implementation?

Answer: This recommendation anticipates the move of all services in FY06. Implementation details, which are the root of this question, are post-BRAC process and approval. There could be a variety of factors that may cause the implementation to be different from the recommendation's anticipation of a FY06 move. For example, required construction may not be completed in FY06. This would cause the implementation plan to shift the move to FY07 (or later as the case may be) and/or to stagger the move. The bottom line is that the implementation plan will fill in the details (micro decision-making process) that were not part of the BRAC macro decision-making process.

Question: The Navy has started a \$1.9 million renovation for a new culinary training facility at Great Lakes NAS. Why are they renovating a facility for culinary training if DoD plans to move the school to Fort Lee?

Answer: DoN developed a plan (before BRAC and independent of BRAC) to move its culinary training from Lackland AFB to Great Lakes NAS. This recommendation would negate some of the contracts let for the move, and thus incur a one-time cost of \$500K.

Question: Does DoD propose to consolidate the Army and Air Force programs at Fort Lee and leave the Navy at Great Lakes?

Answer: No.

If the Navy does not move its school to Fort Lee, how will the purported savings of the recommendation be affected?

Answer: By deleting the Navy component moving to Ft. Lee, the savings will be reduced as follows:

Payback Measures	Recommendation	Without Navy to Ft. Lee
One Time Cost	\$5.355M	\$4.770M
Net Implementation Savings	\$2.570M	\$1.292M
Annual Recurring Savings	\$1.396M	\$1.078M
Payback Period	2 Years	5 Years
Net Present Value in 2025 (savings)	\$15.738M	\$11.464M

Note: the without Navy COBRA analysis deleted the Navy component from the recommended scenario and did not account for (cost) the Navy move to Great Lakes.

If the Navy does not move its school to Fort Lee, what is the benefit of forcing the Air Force to move its school?

Answer: The DoD functional benefit is fostering jointness in the CSS Center at Ft. Lee, specifically in CSS training and doctrine development, which promote training effectiveness and functional efficiencies. The DoD financial benefit is illustrated in the foregoing chart of a Net Present Value of \$11.464M in 2025.

Regarding the recommendation to establish a Consolidated Center for Transportation Management Training:

Question: A comparison of Air Force/Army Transportation Management Training curriculums provided by Air Force officials shows vast differences in what is currently trained by each service. What analyses were conducted to assure DoD that if the programs are combined the uniqueness of each service's needs can still be met at a savings in training costs?

Answer: The BRAC provides the overarching framework – a macro analysis. Specifically, we identified similarities in skill sets (in this case, Air Force AFSC and Army MOS) while acknowledging service uniqueness. The detailed (micro) analysis to assure DoD that the combined of programs will retain and be responsive to service unique requirement is the Interservice Training Review Organization (ITRO) process. The ITRO

process between the respective services will ensure the curriculum meets the unique needs of the respective services while being combined (fostering jointness among the services).

Carroll, Ray, CIV, WSO-BRAC

From: Louis C. Ferraro (Associate) [lferraro@greentreegroup.com]
Sent: Thursday, July 28, 2005 7:29 PM
To: ray.carroll@wso.whs.mil
Cc: Jim Leftwich (E-mail); Michael Gessel (E-mail)
Subject: AFIT Info

Attachments: AFIT Paper 1.doc



AFIT Paper 1.doc
(40 KB)

Syd,

I met with Col Sam Walker yesterday and was able to finally get some Military Value data on NPS and AFIT. I am shocked at the lack of quality and appropriateness of the measures, questions, weights, scoring and justifications that were used. The folks that put it together were way off track as far as measuring military value (they were measuring capacity, throughput etc.) and I find them irresponsible for letting the data be published with such inconsistencies between the two sites.

Attached are our findings regarding the military value as well as our suggestions.

Hope this is helpful. Look forward to seeing you next week.

Cheers,

Lou
<<AFIT Paper 1.doc>>
The Greentree Group
937-490-5528

Military Value Analysis

The military value analysis is flawed at best and probably misnamed. At best this is some sort of operational effectiveness or efficiency evaluation. **There is little or no consideration of military value.**

Besides the fact that the metrics failed to fully consider military value, that much of the input data was wrong and that the analysis was wrong—it only considered the static comparison of WPAFB vs NPS as is. To do it right, you would need to do this for all options—full privatization, consolidate at NPS, consolidate at AFIT, etc.... Once done correctly, you then need to compare all options. To just look at this static case is meaningless.

The committee's desire to close or realign graduate education must consider the core purpose of such education. It is not merely to learn the fundamentals of a technical field of study—that can be done at any good state university at a lower cost to the DoD. The core purpose of military graduate education is to focus that education on the core needs of the military and to create and maintain a culture that reinforces these key military goals and objectives. This can only be done in a military environment with military faculty and access to military infrastructure. There are also some significant differences between Army, Navy and Air Force focused graduate education that a joint school would need to consider.

Focused military graduate education is extremely valuable to the services and is also expensive. Any school that focuses its resources on one industry (the military) in order to produce mission-ready graduates will be far more costly than a generic public institution. Using cost per student as a metric is illogical and an incredibly faulty comparison. AFIT has been reviewed many times, and their Board of Visitors have always determined that the investment the Air Force makes in military graduate education provides an impressive return. Recent BOVs reports have stated that “While there is a premium to be paid to maintain AFIT, the BOV is unanimous in its belief that there is a richness to the return on investment that cannot be achieved at more traditional civilian educational institutions.”

Privatization of certain legacy military functions has been popular since the 1990s. A key assumption of this privatization has been that the candidates are not core military functions and that civilian sources are equivalent or even superior. That is not the case for AFIT or for NPS. There are areas where a civilian degree is appropriate and AFIT/CI sends students to those schools. The remaining programs at AFIT are focused on Air Force areas of study. AFIT is unique in at least three core areas: course work, research and military environment.

Coursework: All of AFIT's programs go through a rigorous review process both for course content and inclusion in the program. Included in this review are the program's sponsors which are Air Force organizations outside of AFIT. These operational sponsors support and receive not only the research, but the graduates themselves as future staff officers. They have a unique view of the Air Force needs that must be addressed by graduate education. This review allows for frequent adjustments to curriculum. This is almost impossible to achieve in a civilian institute. AFIT faculty has the capability to create unique, focused coursework that is coordinated and supported by the Air Force's laboratories, program offices and operational units.

Specific courses range from aerospace cost estimating, high energy laser weapons, target recognition, low observables, and stealth to unmanned aerial vehicles. This allows the students to study and solve problems that are focused and relevant to the Air Force. AFIT courses are also unique due to the predominately military faculty and their experienced civilians. Like any civilian school, there are also requirements for some background courses that are similar (if not identical) to course taught at civilian universities. The faculty brings a military focus to the course work (even the generic courses) that is unavailable at most civilian institutions.

Research: Over 90% of AFIT's thesis and doctoral research is sponsored by Air Force or DoD organizations. This research supports current operational, acquisition and development needs that all benefit the Air Force and DoD. Recent estimates show that this provided benefits to the customers of over \$30M per year. Post-thesis comments from the sponsors indicate that they would have had to fund this research themselves from other sources had it not been supplied by AFIT. Could this be done by Air Force students at civilian schools---unlikely? Most civilian schools lack the system-unique facilities and laboratories available to AFIT students at WPAFB. AFIT students have easy access to all the Air Force Research Laboratories both at AFIT and at other AFMC locations. Students also have access to the acquisition program offices and to higher headquarters. AFIT students have the luxury of working with faculty who have active research streams with these laboratories, program offices and headquarters. The access to experienced faculty provides quick access to these facilities. Students at civilian institutes would have a very difficult time gaining access for themselves (if only the travel and scheduling problems) along with gaining access for their civilian professors. And finally, professors at civilian institutes are unlikely to devote time to directing student research unless research funding is provided.

Military Environment: Maintaining a military graduate institute on a military base, surrounded by military students and staff, provides significant military cultural and technical support. A major benefit of attending AFIT is the incredible knowledge gained from fellow officers and Air Force civilians. This allows them to learn about other career fields and how their graduate studies relate to other military areas. Another major advantage is the access to military facilities, laboratories and personnel. None of these exists at civilian schools.

Defense Focus: In addition to the AFIT residence school and its resources, other unique facilities and capabilities exist that directly focus on military issues. There is a multitude of unique laboratories and Centers of Excellence that AFIT students and faculty utilize and support. Four department level Centers of Excellence exist today:

1. Measurement and Signature Intelligence
2. Information Security
3. Directed Energy
4. Operational Analysis

There is also the Center for Systems Engineering that provides Air Force wide support. Correspondingly, Wright-Patterson AFB provides a robust environment for AFIT with support from the Air Force Research Laboratory, Headquarters Air Force Materiel Command,

Aeronautical Systems Center, National Air and Space Intelligence Center, Air Force Security Assistance Center, and the Major Shared Resource Center (a DOD supercomputer facility).

The Military Value Analysis

In general, calculations are **not consistent**. Worse, they don't really cover all aspects of military value even those discussed in the Military Value Analysis Report, July 2005, pages 9-14.

Attribute Location

L1 Distance from Washington DC: WPAFB is a one hour flight to the Pentagon, so a round trip can be accomplished in one day. Monterrey is a five to six hour flight requiring an overnight stay at a minimum. To show them as equal at 0.1 totally ignores the relative ease of a Dayton departure versus the congested San Francisco region.

L2 Distance to nearest large airport. WPAFB is less than fifteen miles to Dayton International airport with access worldwide. (We assume they are not using Dayton, but rather Cincinnati or Columbus) While not a major hub, the easy access offsets in advantage of the SFO or San Jose airport advantages. The calculations don't appear to follow their linear methodology. Also, the drive to Dayton International takes significant less time per mile than any drive to a San Francisco regional airport.

L3 Distance from Service Research Center of Excellence. The narrow definition of this category makes this a meaningless factor for both NPS and AFIT. Does the insertion of the word "research" open this up to the labs and research centers at WPAFB? If that is the intended definition, then AFIT should receive maximum points. A better metric would have been distance to laboratories and research centers that are relevant to graduate education.

L4 Distance from Civilian Research Center: Obviously WPAFB has Wright State, University of Dayton within five miles. Ohio State, Cincinnati, Miami University are all located within 100 miles. Obviously NPS has many schools within 100 miles. The scoring makes no sense since NPS got 3 raw points and WP got 2, but the military value in 3.0 and 2.985? Not linear.

Summary: AFIT should have won this by a large margin.

Educational Output

Student Capacity: Is this used with the other capacity calculations? There is a concern that you are double counting (or penalizing) capacity metrics. Another concern is that these should be metrics for a school's efficiency, not necessarily measuring gross output. This should not mix gross metric with individual metrics. The point is that a poorly utilized and inefficient school can still have a large output.

EO1 Resident Student Load. Appears okay.

EO2 JPME % Definition not clear, but we assume this means did students complete appropriate level of JPME during assignment. This does not consider AFIT's new IDE program that moves up to 200 **Air Command and Staff students** to AFIT for a graduate degree and completion of JPME. This also does not consider students who completed JPME by correspondence or seminar. This accounts for approximately 40% of the graduating class. AFIT should have received a military value score of 2.4.

EO3 Military Specific: Not clear on definition and it's likely this should be a wash between the schools.

EO4 # of AY Degrees: Should the metric be total gross students or should it be what fraction of your services graduate education requirement did you meet? Should you look at productivity?

NPS should be ahead on this only because of their larger number of graduates, the rest is likely a wash.

Facilities

The analysis is incorrect both in the inputs and calculations.

F1 Expandability. The AFIT score does not seem to be calculated correctly. Additionally, it's not clear what the rationale is for needing 150 acres. This is inconsistent with any reasonable school expansion.

F2 Total square feet of existing C1 and C2 PDE space: Does this duplicate the capacity metric considered in the separate capacity analysis?? Does this include all of the classroom buildings (ie, 640, 641, etc) and support. The raw data for AFIT seems low, but the ratio to NPS may be correct.

F3 Number of commands and organizations on the installation that provide mutual support to the graduate institution: This is totally wrong. WPAFB is home to AFMC, ASC, NAIC, AFRL, dozens of program offices, etc that all support AFIT and benefit from their research and education services. There are very few comparable organizations at NPS. AFIT should get the maximum points and NPS should get zero.

F4 Specific Research Labs (not able to outsource) Not clear what the raw data represents or what labs they even included. The military score for the Navy is not calculated correctly (assuming the raw score is even right).

Our major concern is that this section fails to give AFIT credit for the major laboratories and research centers. It possibly fails to take into consideration all of AFIT's facilities.

Educational Staff

ES1 % of military faculty: This supports the concept that a military culture is important. The weighting factor should be higher since military presence is a major benefit of military graduate education and military value.

ES2 % of civilian admin support (reduced mil manpower): This shows AFIT at 36% civilian support, this is apparently wrong. AFIT does not have 64% military in admin support positions. AFIT is probably no more than 20% military admin support. Need to determine definition and how they consider contractor support in this analysis. This is a case where you should use the absolute number of military.

ES3 Education Admin to student ratio: Both schools have very small admin support staffs, so you reach a point of diminishing returns in servicing the students. According to this metric, if you went to zero support, you maximize military value. That's ridiculous. AFIT has a one-to-five ratio while NPS has a one-to-twenty-five ratio. It's obvious that the AFIT students get far better service and support. This is a poor metric of military value and appears to be wrong. The military value points are also calculated wrong.

ES4 % of faculty with PHDs: Okay.

ES5 Faculty to student ratio (measure of educational value). This makes no sense. The metric as defined says that your military value increases as the faculty to student ratio decreases. Thus at zero faculty you maximize the points. This seems wrong and the computation is backwards.

Quality of Life

This is a rather poor attempt to quantify the quality of life. Where is the comparison of costs to the student? Where is the comparison of costs to the government (BAH). What percentage of students live on base—a key factor for NPS, less of one for AFIT. What is the quality of the schools, the shopping, the commute, etc.

QL1 % of student billeting facilities that meet DOD standards: This is an obvious error. WPAFB has over 1000 units of which AFIT has a reserved number for each class. Currently there is an excess of available units over demand. There is a large number of Dayton communities with outstanding housing at a third of the cost of comparable NPS area housing. The zero score is an obvious mistake. Dayton has a totally different housing market than NPS and this doesn't capture that fact about the cost or quality of life issues. We think that NPS claims all their housing (less faculty/staff set asides) is reserved for students---of course it is, there is no one else eligible. AFIT students do receive some consideration (the housing office in the past has set aside 50-100 units for AFIT). These are not permanent student housing. The other issue is that AFIT's program is only 18 months, so the start and end times don't coincide for easy transfer from old to new students.

QL2 Hospital or Clinic: The scoring fails to capture the benefit of a large regional hospital compared to a small clinic. The regional hospital has dozens of specialists and significant capacity to handle almost all student and family needs.

QL3 Dental Clinic: Okay, but the waiting is wrong. In no way is the value of dental clinic equal in value to a major regional hospital. These should be lumped together or else change the weighting.

QL4 Civilian higher education opportunities: Yes—this fails to capture the low cost and easy access of all the universities in the Dayton region.

QL5 Average wait time for on-base housing: This appears to give more points for the same metric as in question one above. This is not a fair metric for Dayton. Most students either take a housing unit upon arrival or leave their name on the list and sign a lease in the community. Base housing in the Dayton area does not carry the same level of importance as it does in the NPS area. The scoring algorithm is wrong, it provides zero military point if the wait time is greater than zero for one and zero for the other. We find it hard to believe that NPS always has onbase housing for each incoming student. That's ridiculous.

QL6 Child Care average wait time: Okay—Not only does AFIT have a major child care center next door to the school, but its cost is likely cheaper than Monterey. There are also numerous high quality child care centers throughout the Dayton region at reasonable prices.

QL7 Commissary: Okay

QL8 Civilian Locality % Pay: AFIT is cheaper. Okay.

Summary

A cursory attempt to correct the AFIT data, some other obvious scoring errors and a broader interpretation of the attribute measures indicates a different outcome. Making the changes indicates that the military value of the two schools is closer to a tie and possibly a slight AFIT advantage.

It is always difficult to measure the effectiveness of a military graduate school. But it is definitely a mistake to consider the cost per student as the prime measure of when comparing to civilian institutes or other static metrics. Such savings are of little consequence when compared to effectiveness in winning the next war or defending the nation.

Nowhere in this military effectiveness calculation did they seriously consider the value of the student's education to the military or the institutions contribution to the military. As discussed in the first paragraphs—what is the value of the coursework? The research? The military environment?

Carroll, Ray, CIV, WSO-BRAC

From: Howlett, Robert, CIV, WSO-E&T JCSG
Sent: Thursday, July 21, 2005 12:17 PM
To: Carroll, Ray, CIV, WSO-BRAC
Subject: AF position re BRAC alternatives for AFIT

Dear Syd,

Attached for your background information is a copy of an AF/DP response regarding the Air Force's position on AFIT (status quo/privatize/merge). As discussed during our meeting this morning, this message is the most current indicator available to the E&T JCSG. I hope this answers your question.

V/r,
Bob

-----Original Message-----

From: Blanchard Roger Civ AF/DP
Sent: Wednesday, July 20, 2005 7:52 PM
To: Walker, Samuel, COL, WSO-E&T JCSG
Cc: Schilz Yvonne Col AF/DPXB; Grabowski Kathleen Col AF/DPDD; Pease Fred SES SAF/IEB; Howlett, Robert, CIV, WSO-E&T JCSG
Subject: Re: Revisit of AFIT and NPS Numbers, BRAC Commission Vote to Add to the List

Sam--I know no reason to alter the AF position. I have no info which would indicate the senior leadership position has changed, except Col Schilz's note indicating that Acting SecAf might favor consolidation at WPAFB, but that option doesn't seem to be on the table. Hope this helps. Thanks, Roger

 Sent from my BlackBerry Wireless Handheld (www.BlackBerry.net)

-----Original Message-----

From: Walker, Samuel, COL, WSO-E&T JCSG <Samuel.Walker@wso.whs.mil>
To: Blanchard Roger Civ AF/DP <blanchar@pentagon.af.mil>
CC: Schilz Yvonne Col AF/DPXB <Yvonne.Schilz@pentagon.af.mil>; Walker, Samuel, COL, WSO-E&T JCSG <Samuel.Walker@wso.whs.mil>; Grabowski Kathleen Col AF/DPDD <Kathleen.Grabowski@pentagon.af.mil>; Pease Fred SES SAF/IEB <Fred.Pease@pentagon.af.mil>; Howlett, Robert, CIV, WSO-E&T JCSG <Robert.Howlett@wso.whs.mil>
Sent: Wed Jul 20 11:56:11 2005
Subject: Revisit of AFIT and NPS Numbers, BRAC Commission Vote to Add to the List

<<July 19 Hearing TalleyV2.xls>>

Mr Blanchard,

Attached is the final result of the BRAC Commission deliberations conducted yesterday, with reference to consolidation of graduate education. The E&T JCSG will be working the "new" realignment/consolidation issue hot and heavy in the coming days.....and I'll work closely with the AF BRAC office to clarify some of the original data. A meeting with key AF BRAC players (AF/DPD, DPM, AF/IL and SAF/IEB) is scheduled for tomorrow at 1400 hrs.

Sir,

7/21/2005

The E&T JCSG, per tasking by the BRAC Commission, will analyze consolidation of the NPS, DLI, and AFIT functions into a proposed mega university at both WPAFB and NPS Monterey. We will work the MILCON and personnel requirements for such moves with the respective BRAC offices, etc. BUT, without pre-guessing, I'd assume the MILCON requirements for moving both DLI and NPS to the WPAFB will be significantly higher than simply moving the AFIT grad ed mission to NPS and realigning NPS and DLI into a single organization. In addition, movement of DLI creates additional personnel faculty/staff problems, especially with the lack of linguists in many geographic regions (i.e. Dayton, OH does not score well as compared to the Monterey area). In saying this, I'll need to work the official AF position into the COBRA models. Last week, the official AF position was: "status quo", then privatize AFIT and move PCE down to Maxwell AFB, then last case, consolidate the AFIT grad ed program at the NPS and move PCE to Maxwell AFB. Am I correct in assuming this continues to be the AF position (of Gen Mosely and LGen Regni) as we walk down the slippery slope of consolidation/realignment of grad ed functions? The E&T JCSG is on a tight schedule.

As always, I'm available to discuss the "pros and cons" of such actions. But, having an AF position prior to the meeting tomorrow would assist in getting the information back to the BRAC Commission in a timely manner...and more importantly, ensure the best outcome for the AF.

VR

Col Walker

Carroll, Ray, CIV, WSO-BRAC

From: Howlett, Robert, CIV, WSO-E&T JCSG
Sent: Thursday, July 28, 2005 3:13 PM
To: Abell, Charles S., CIV, OSD-P&R
Cc: Mustion, Richard P, COL, OSD-P&R; Horn, Mark, CTR, WSO-E&T JCSG
Subject: FW: Summary of Meeting with Chairman David L. Hobson, (R), 7th-OH, 1600-1800 hrs, 27 Jul 05, Rayburn Bldg

Good afternoon sir,

Attached message from Col Walker summarizes his part of yesterday's briefing with Chairman Hobson, et al. Please note yellow highlights.

V/r,
 Bob

-----Original Message-----

From: Walker, Samuel, COL, WSO-E&T JCSG
Sent: Thursday, July 28, 2005 2:46 PM
To: Howlett, Robert, CIV, WSO-E&T JCSG
Cc: Walker, Samuel, COL, WSO-E&T JCSG; Osman, Cathy H., CAPT, JCS J7; Lynes, Jerome M, Col, JCS J7; Jenkins, Karen, CTR, WSO-E&T JCSG; Alegre, Kenneth, CTR, WSO-E&T JCSG
Subject: Summary of Meeting with Chairman David L. Hobson, (R), 7th-OH, 1600-1800 hrs, 27 Jul 05, Rayburn Bldg

Mr Howlett,

Please forward the attached email information to Mr Abell; the information is a summary of yesterday's meeting with Congressman Hobson referencing the BRAC Commission scenarios adversely affecting the Air Force Institute of Technology.

Vr

COL SAMUEL J. WALKER, USAF

E&T JCSG (PDE Subgroup)
samuel.walker@wso.whs.mil
 703-696-6435, ext. 261

REF: Meeting requested by Chairman Hobson to discuss two new locations added by the BRAC Commission on 19 July, and an Air National Guard installation (Air Force Institute of Technology; DFAS, Columbus; ANG, Springfield)

TIME/LOCATION: 1600-1800 hrs, Rayburn Building, Energy and Water Subcommittee (Rm 2362), 27 July 2005

ATTENDEES: Chairman David L. Hobson (R-OH, 7th District);
 Congresswoman Debra Pryce (R-OH, 15th District);
 Congressman Patrick J. Tiberi (R-OH, 12th District);
 Congressman Michael R. Turner (R-OH, 3rd District)
 Congressman John A. Boehner (R-OH, 8th District)
 Immediate staff (Mike Corcoran, Homer Smith, and Lou Ferraro)

DOD Attendees:

7/28/2005

ANG Issue: Mr. Fred Pease, Deputy Assistant Secretary of the Air Force (Basing and Infrastructure Analysis); BGen Haynes
DFAS Issue: Mr. Don Tison, Chair, Headquarters & Support Activities Joint Cross Service Group (HS&A JCSG); COL Carla Coulson, USA, Deputy Director, (HS&A JCSG) and Ms. Susan Bauer, Chief, Joint Financial Management Team, (HS&A JCSG)
AFIT Issue: Col Samuel Walker, USAF, Education & Training Joint Cross Service Group, Professional Development Education Subgroup

The DoD members listed above met with Chairman David L. Hobson (R-OH, 7th District) and four other members of the Ohio delegation (and their immediate staff) to discuss the two new locations added by the BRAC Commission on 19 July (Air Force Institute of Technology & DFAS, Columbus) and the Air National Guard installation in Springfield. This summary only provides information with reference to the questions and concerns dealing with the Air Force Institute of Technology.

Although the recommendation to privatize all graduate education was ultimately disapproved by the IEC on 2 May 05, and the stated DoD position continues to be "status quo" for the graduate education programs at NPS and AFIT, the predominant theme of the discussions centered on why the DoD even considered privatizing graduate education at all. In fact, Chairman Hobson opened up the panel discussions asking me: "Where is Mr Charlie Abell? I want him to come over and meet with me to discuss why he supported the position to the IEC to privatize and/or consolidate the two institutions." I respectfully informed him that I'd convey his message back to OSD/P&R.

Chairman Hobson raised several key issues. First, was a dialog expressing his deep concerns with the DoD approved Military Value Scoring Plan for graduate education; he and the entire Ohio delegation wanted a full explanation as to why AFIT scored 20 points less than NPS. I respectfully explained the BRAC process of collecting certified data from the Services, and then explained the attributes of the military value scoring plan for graduate education, but.....they were most interested in the silver bullet as to why AFIT scored so low, as compared to NPS. Chairman Hobson reiterated, numerous times, the valued benefit of AFIT and the research conducted by the students....and noted that studies completed by Booz-Allen state a savings to the Department of over \$29M per year. Secondly, Chairman Hobson sited his concern with the Air Force Vector Blue numbers for programmed AFIT resident student attendance through the FYDP (1,097 students/year). He knew the current AF resident student load for FY05 was approx. 550 new starts. Chairman Hobson is quite familiar with the building space currently at AFIT, and asked if the Air Force POM'd for new MILCON in the FYDP to house the additional 500 students. The Ohio delegation felt that AFIT was being wrongly penalized by the E&T JCSG using AF student numbers that are not "realistic"...causing inflated MILCON requirements, staffing, etc. I explained the BRAC guidelines in that the JCSG's only used "certified data" as forwarded by the Services, and the number of 1,097 new resident starts per year was certified by the AF. To close the issue, Chairman Hobson stated that he'd have the Air Force come over to explain the logic of using Vector Blue numbers, vice actual. Lastly, Chairman Hobson, and several of the Ohio delegates, was deeply troubled with the absence of AFIT/NPS formal studies and reports being used as "certified" materials in the BRAC analysis. He wanted an explanation as to why the E&T JCSG only used certified data, and why didn't the group request all available studies/reports from the Navy and Air Force on NPS and AFIT. Chairman Hobson had five studies recently completed on AFIT..... on the desk, and tasked his staff to send them with a formal cover letter with his signature to the BRAC Commission for consideration. The AFIT part of the meeting concluded after 1 and 1/2 hours of questions and explanations.

Tasking: At the end of the discussion, Chairman Hobson requested the DoD to provide a copy to his staff of the final E&T JCSG Military Value Scoring Plan for Graduate Education. The E&T JCSG Coordination Team will provide.

Education & Training Joint Cross Service Group

**E & T JCSG
DLIFLC
Concept Brief
24 March 2005**





RAND Study Summary (2004)

1993: Army proposed HQ DLIFLC move to Ft. Huachuca, AZ and foreign language training be outsourced to the University of Arizona South

- **Army Pro: Eliminate single-purpose installation and avoid high operational cost in Monterey**
- **City of Monterey Con: Survey found 50% faculty would retire rather than move. Diverse faculty not available at U of AZ.**
- **Curriculum development cost not included in COBRA**
- **70-80% of all DLIFLC students go to Goodfellow AFB for crypto training, not to Ft Huachuca.**
- **Army assumption U of AZ would build 1M Sq/Ft faculty for free could not be verified**

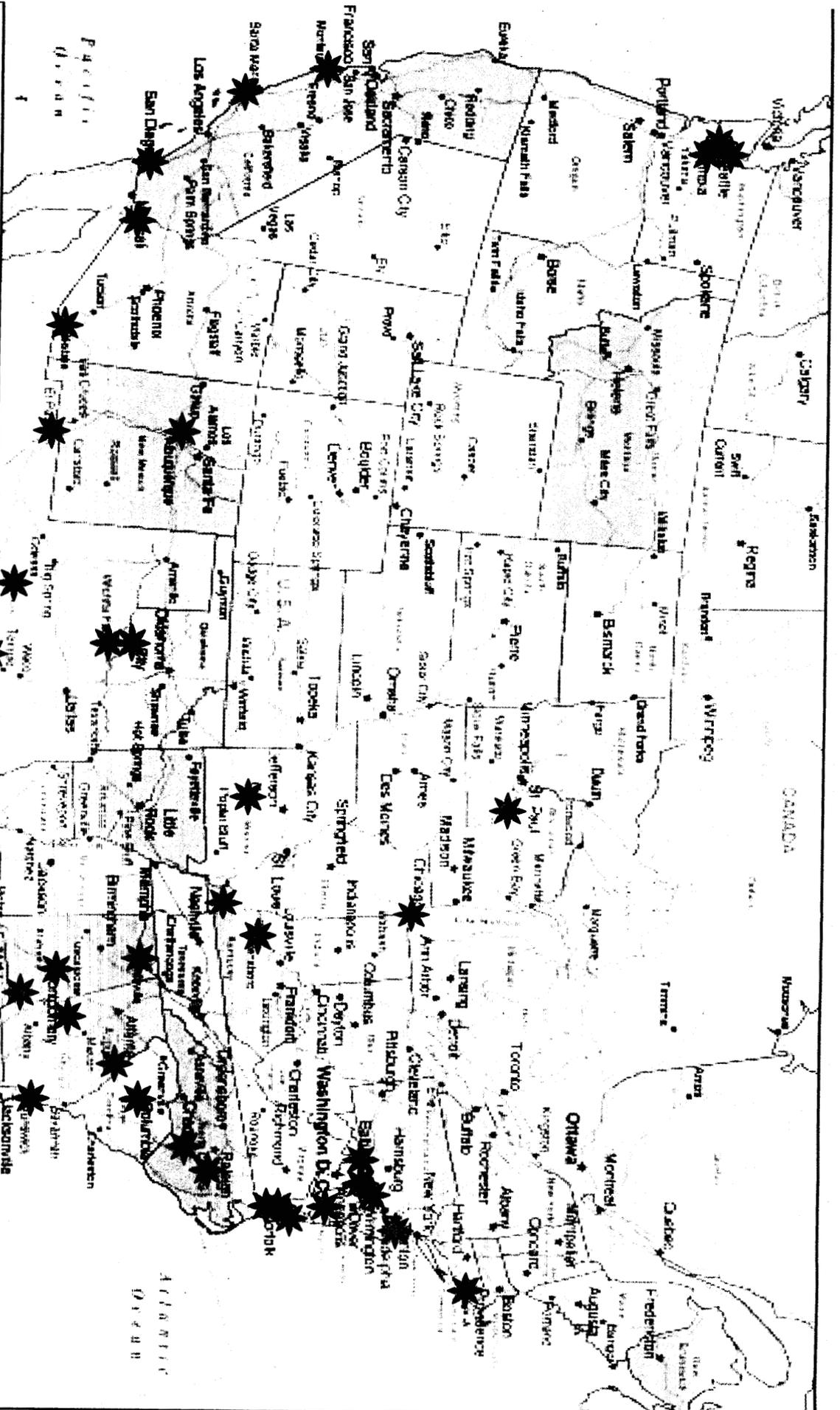


RAND Study Summary (2004)

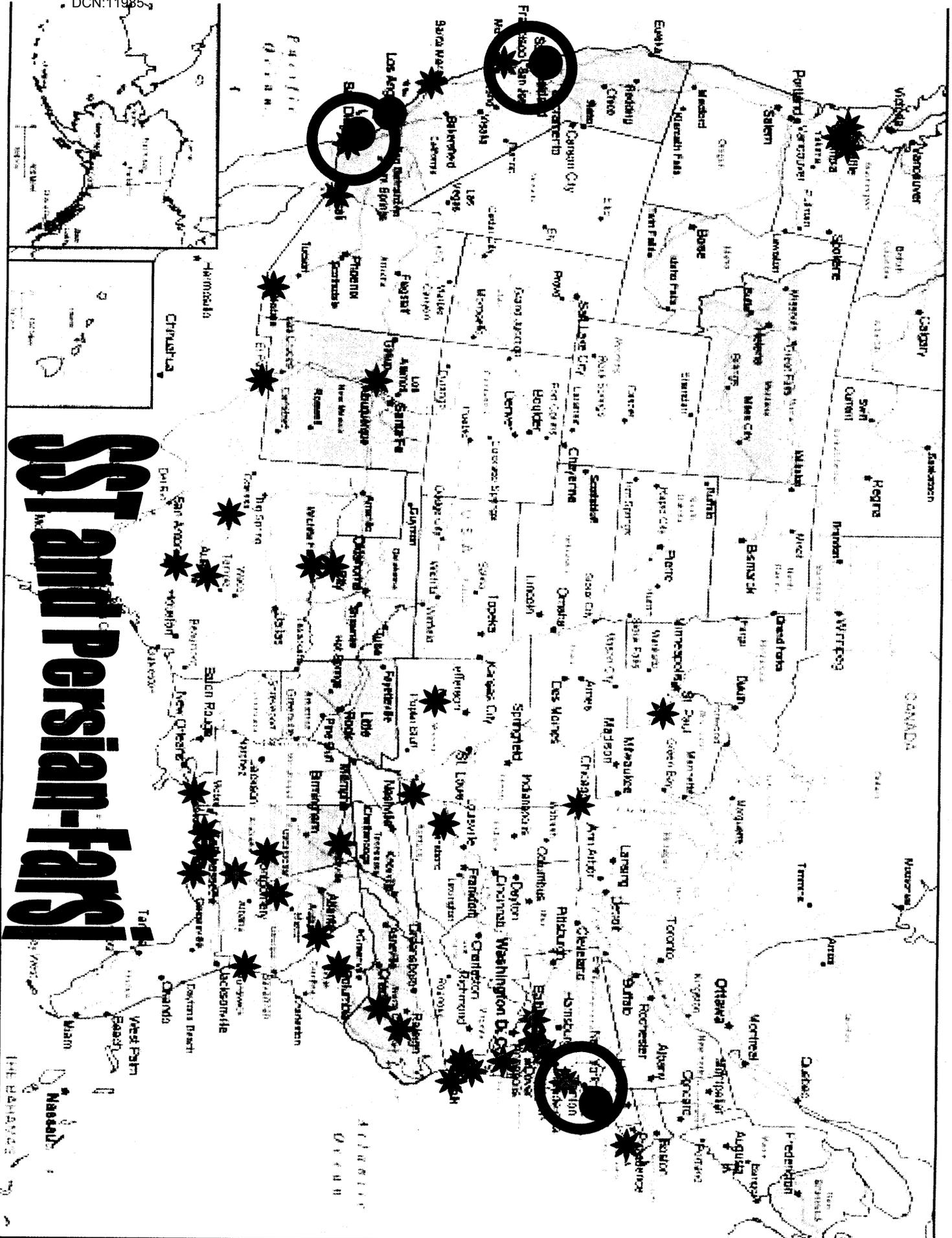
- Ultimately, BRAC Commission decided that although DLIFLC is expensive, the quality of foreign language instruction would suffer if relocated.
- In 1994, the U of AZ put forth an unsolicited proposal to run DLIFLC for \$45M per year. TRADOC rejected.
- In 1994, Army received proposal to move DLIFLC to Utah drawing on the language support base associated with Brigham Young University and the Church of Latter Day Saint's Missionary Training Center (MTC). TRADOC rejected because Utah not as ethnically diverse as the Bay Area and because of compatibility issues.
- When Ft. Ord closed, DLIFLC assumed maintenance responsibility for some Ft. Ord housing.
- In 1995, City of Monterey passed one installation plan. Under plan, the city provides street maintenance, utilities, and bldg mgmt to DLIFLC (\$4M per year).

- ★ Navy
- ★ Army
- ★ Air Force

ST Installations

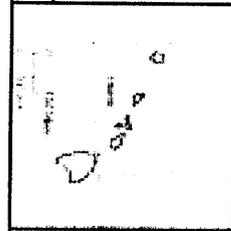


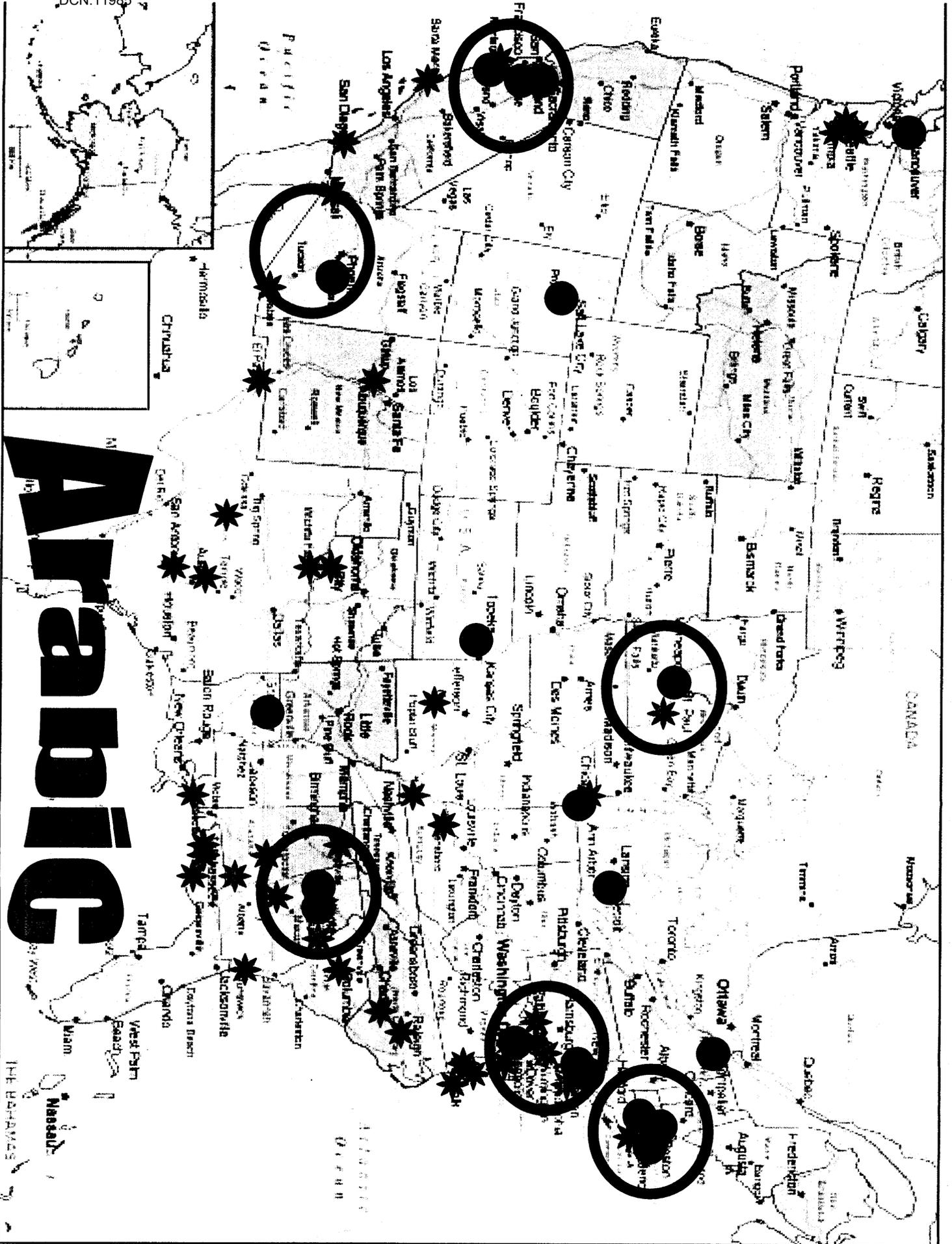
THE BARBERS



STAND PERSIAN-FARSI

THE BAHAMAS

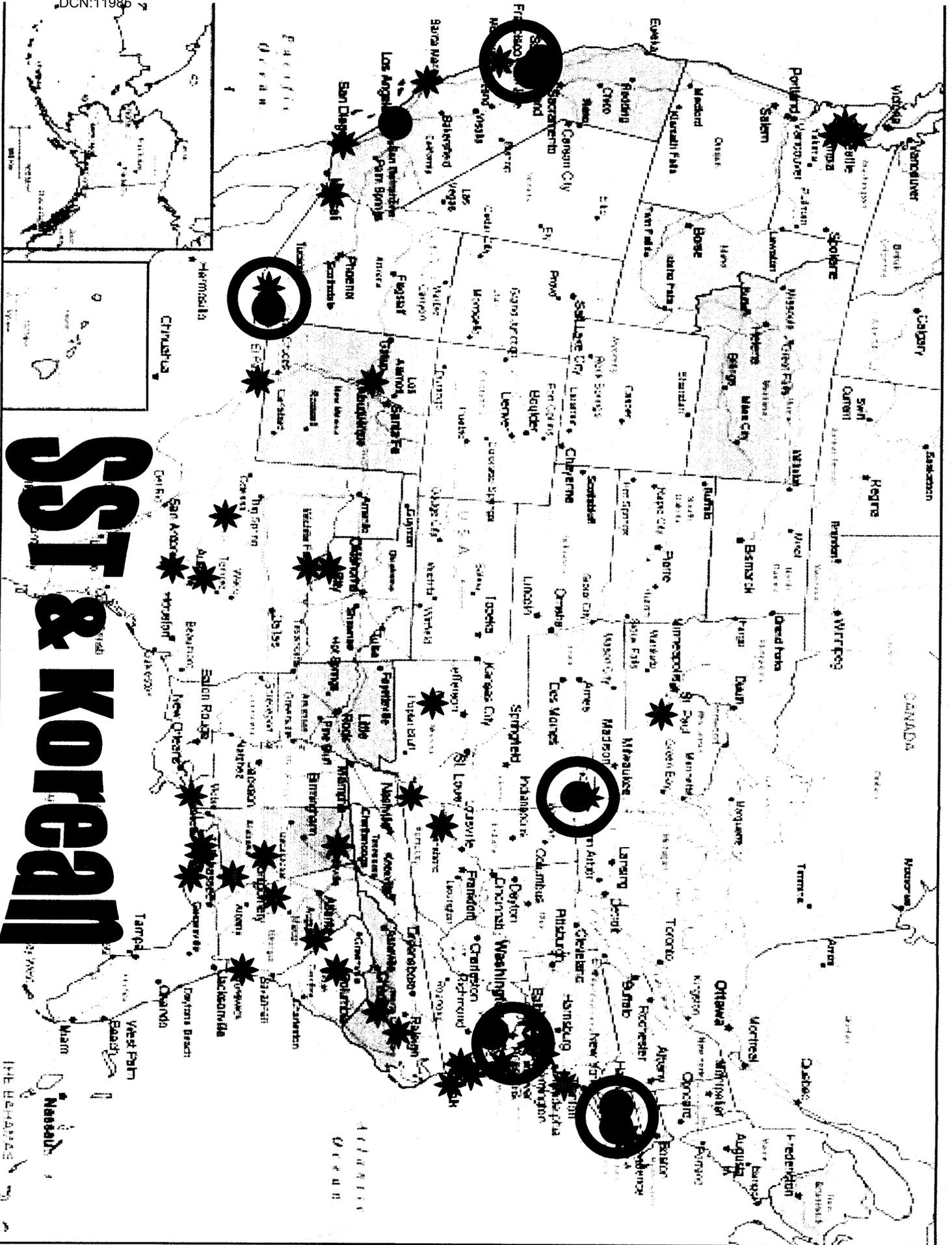




Arabic

THE ROMANES

SST & Korean





E&T JCSCG Summary

- **E&T-0031 DLI to Ft. Meade and E&T-0043 DLI to Goodfellow**
 - **COBRA payback never**
 - **Concerns about faculty relocation and recruiting especially for Goodfellow**
- **E&T-0030 Privatize DLI**
 - **Unverifiable university cost estimates to include tuition**
 - **Concern about militarization of young students**
 - **MILCON at locations without long-term commitments or contracts**
 - **Concern about reduced instruction quality and time to graduate**
- **SST member visited POM in a non-BRAC capacity**
 - **Ft. Ord still has medical clinic, commissary, and PX**
 - **DLIFLC has medical/dental clinic, PX, and snack bar**
- **SST verified with H&SA and Medical JCSCGs support decisions would be determined after business case analysis**