

Naval Postgraduate School
And
Defense Language Institute

COMMISSION BASE VISIT
August 2, 2005

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VISIT ITINERARY – August 8, 2005

**Admiral Harold W. Gehman, Jr. USN (Ret)
and
The Honorable James V. Hansen**

**Naval Postgraduate School and Defense Language Institute
Monterey, California**

DATE & TIME	EVENT	LOCATION	POC	ACTION
<u>August 08</u> 0730 - 0800	Commissioners Travel from Hotel to Naval Postgraduate School		Dave Van Saun And Syd Carroll	Transport Commissioners to NPS
0800 - 0930	Commissioner's brief and tour of NPS	Naval Postgraduate School, Monterey, CA	Commandant Chief of Protocol	Mission Brief and NPS Tour
0930 - 1000	Travel from Naval Postgraduate School to Defense Language Institute	Monterey, CA		
1000 - 1130	Commissioner's brief and tour of Defense Language Institute	Defense Language Institute (Presidio) Monterey, CA	Commandant Chief of Protocol	Mission Brief and DLI Tour
1130-1145	Media	TBD	Dave Van Saun And Syd Carroll	Respond to Media Questions
1145	Commissioners depart for Regional Hearing	Monterey, CA	Dave Van Saun And Syd Carroll	Transport commissioners from DLI to Regional Hearing



NAVAL POSTGRADUATE SCHOOL

SUPERINTENDENT BIO

**Rear Admiral Patrick W. Dunne
Superintendent**

Rear Admiral Dunne graduated from the Naval Academy in 1972 with a Bachelor of Science degree in Mathematics. He has a Master of Science degree in Mathematics from the Naval Postgraduate School and is a graduate of the Navy's Nuclear Power training.

Rear Adm. Dunne's service at sea includes tours on USS Nathanael Greene (SSBN 636) (Blue), operating out of Holy Loch, Scotland; USS Batfish (SSN 681) homeported in Charleston, S.C.; and USS Baton Rouge (SSN 689), homeported in Norfolk, Va. He commanded USS Baltimore (SSN 704) in Norfolk, and *USS Frank Cable* (AS 40) in Charleston.



His shore assignments include Material Officer on the staff of Submarine Squadron Eight and Naval Aide to President Reagan. Rear Adm. Dunne was also the Special Assistant to the Chief of Naval Operations for Joint Chiefs of Staff Matters/Navy Planner. During three separate tours in the Navy's Office of Legislative Affairs, he was the Congressional Liaison Officer for Submarine Programs; the Director, Naval Programs; and Deputy Chief of Legislative Affairs.

Selected for Flag Rank in 2001, Rear Adm. Dunne's initial flag assignment was U.S. Pacific Command Representative Guam/Commonwealth of the Northern Mariana Islands/Federated States of Micronesia/Republic of Palau and Commander, U.S. Naval Forces Marianas.

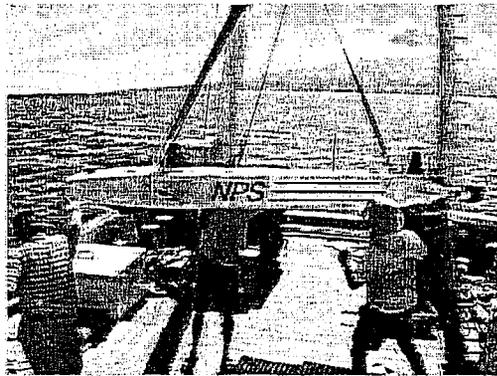
Rear Adm. Dunne's awards include two Defense Superior Service Medals, four Legions of Merit, two Meritorious Service Medals, five Navy Commendation Medals, two Navy Achievement Medals, a Humanitarian Service Medal and various unit awards.





NAVAL POSTGRADUATE SCHOOL
SUPPORT FOR COMBATANT COMMANDERS
and the
OFFICE OF THE SECRETARY OF DEFENSE

The Naval Postgraduate School's unique combination of operationally experienced students and defense-oriented faculty provide a superb setting to conduct interdisciplinary research on complex issues related to national and homeland defense. As such, many of the research and academic programs at NPS relate to the operational level of war. A number of projects at NPS are performed directly for or in support of the various U. S. Combatant Commands, or are conducted side by side the Commands as part of larger integrated field experiments. Other NPS projects support or are supported by the Office of the Secretary of Defense (OSD). While many of these projects are classified, below are some unclassified examples of NPS support to the Commands, Fleets & OSD.



USPACOM
Pacific Command

Campus-Wide Integrated Project to Study Undersea Warfare in the Littoral. Thirteen System Engineering and Analysis students will lead a campus-wide integrated study on the challenges of Undersea Warfare in the Littoral. This work will focus on most challenging threats and will involve coordination with COMPACFLT, ASW Command, and TF ASW.

Campus-Wide Integrated Project to Study Maritime Counter-Terrorism in Southeast Asian waters. Twenty System Engineering and Analysis students are leading a campus-wide integrated study on defeating maritime terrorism and pirate-supported terror in the Southeast Asia waterways. NPS Singapore students will be integrated into this study. PACOM Science Advisor is aware of this project in consonance with PACOM's maritime domain ACTD proposal.

Coalition Operating Area Surveillance & Targeting System (COASTS). Develop and implement low cost, state-of-the-art, unclassified testbeds in partnership with coalition allies to reduce or mitigate border and port security vulnerabilities, and leverage & expand research through other NPS programs. COASTS uses sensors on manned and unmanned platforms, in combination with 802.11 and 802.16 wireless technologies to provide situational awareness overlay. Participants include USPACOM, NSA, US Border Patrol, US Coast Guard, Coalition Partners, Thailand (current), Singapore, Korea & others (proposed).

Southeast Asia Tsunami Relief: Hastily Formed Networks—Phuket & Khao Lok, Thailand. Taking advantage of a pre-arranged visit to Thailand by NPS faculty, NPS was able to support tsunami relief operations “on the fly”, providing broadband internet to victims, families, NGOs, local government, media, and volunteers. NPS organized a team of participants from COASTS (a NPS integrated research project), and in-country agencies to set up a hastily formed network ISO tsunami relief. Many lessons were learned and reported. NPS faculty returned in mid-February and mid-March to enhance the network and build in redundant, remote monitoring/imaging capability.

Joint Defender TBMD Modeling. A PC-based operational planning tool for use by area air defense planners is being developed by Operations Research faculty and students. This model was tested in an unclassified Korean scenario and used to aid Naval War College in PACOM CONOPS (Concept of Operations) evaluation. It is being evaluated by NWDC staff for further development.

Unmanned Vehicle TACMEMO Development and Field Experimentation. In addition to TACMEMO (Tactical Memorandum) development for utilizing UAVs in Maritime Missions, NPS faculty and students are designing a field experimentation program with Singapore and Thailand for use of UAVs for ISR.

Regional Security Education Program (RSEP). NPS faculty teach on Carrier Strike Groups and Expeditionary Strike Groups in-transit, delivering graduate level education to forward-deploying forces, to enhance their strategic situational awareness and enable them to understand the regional threat environments in which they operate. Using in-person lectures, direct interaction with regional experts, and a supporting website, RSEP provides strike group Commanders critical and timely regional security knowledge, strategic level perspective, knowledge in support of forward engagement, theater security operations, bilateral/coalition cooperation, improved mission planning and current cultural and societal issues. Past presentations have focused on Middle East, Iraq, NE and SE Asia, DPR Korea, Horn of Africa, and China.

Maritime ISR and Detection (MISRAD). NPS hosted an inter-agency workshop on MISRAD under the auspices of PACOM. The workshop looked at the end-to-end supply chain that moves containers from the overseas manufacturer through the maritime traffic system to ports in the US. The particular focus of MISRAD is on WMD, particularly nuclear devices and special nuclear materials. The MISRAD group brings operators, sensor producers, intelligence professionals, port operators and shippers together to attack this problem from all sides.

Maritime Domain Protection. NPS drafted a proposed National Maritime Domain Protection Architecture with Concept of Operations and Command Structure. NPS also tested the proposal in an interagency/joint war game, developed a MDP Library Base for classified interagency reference, and extended current data mining and fusion techniques and systems based on

requirements generation. We are now examining port infrastructures in support of force protection.

Center for Executive Education (CEE): Development program for transition in USPACOM intelligence. Application of NPS' CEE program to J2/JICPAC leadership and unique theater intelligence management needs. This CEE education program provides frameworks/tools for the leadership team to input to intelligence strategy, implement change, and shape organizational structure and processes.

Center for Civil-Military Relations (CCMR). CCMR supports the PACOM Theater Security Cooperation Plan and the Global War on Terrorism by helping improve U.S. influence in the Asia-Pacific Region in Southeast Asia, the South Pacific, South Asia and Indian Ocean, and Indonesia, Taiwan and Bangladesh in particular. CCMR programs focus on improving access, training and readiness in these regions and developing competent coalition partners. CCMR provides in-residence courses and Mobile Education Teams (MET's) to participating countries, to instruct in Planning Peace Operations; Civil-Military Relations; Democracy: Methods, Techniques & Application; Developing Simulations/Scenario Development Training; Strategic Planning; and Response to Global Terrorism. CCMR contribution to PACOM planning helps establish strategic communications for creating regional dialogue on U.S. security policy in PACOM's area of responsibility.

Concept of Operations (CONOPS)/Tactics/Techniques/Procedures (TTPS) for foreign language/speech translation technologies in a coalition military environment. Research in foreign language and speech translation machine technologies for the Advanced Concept Technology Demonstration (ACTD) titled "Language and Speech Exploitation Resources": (LASER), currently in its fourth year. This research utilizes the LASER ACTD process to study how various foreign language machine translation technologies can be used in a DOD environment, & focuses on the creation of CONOPS and TTPS for the employment of these technology devices in military exercises& ops.

COMTHIRDFLT Science Advisor tour. Richard Kimmel (NPS/IS department) was selected for the Office of Naval Research Science & Technology advisor program, is detailed to COMMANDER THIRD FLEET (C3F), San Diego, CA.

NPS USPACOM Liaison Desk: Provides research support as requested by USPACOM Science Advisor and J39 in support of experimentation. Examples include web based influence operations for exercise COBRA GOLD 04 in conjunction with NPS liaison desk for USPACOM: support, construct and operate a cyber-based capability to support the planning and execution of full-spectrum information operations. NPS developed and provided a fully functional prototype website for implementation during the COBRA GOLD 2004 command post exercise.

Support to USARPAC (US Army Pacific) for Homeland Defense. Provides education, applied research, training, exercise and planning program support to strengthen DoD's capabilities for terrorism prevention and all-hazards response in the Pacific area of responsibility.

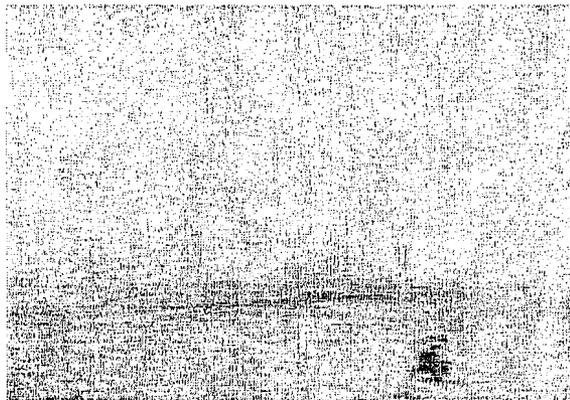
Direct Support to CTF-73 to evaluate HSV in PACOM. An Ops Research student is conducting research on the use of HSVs in a logistic role for CTF-73 and how to modify contingency support plans.



USCENTCOM Central Command

Direct NPS Educational Support to CENTCOM. CENTCOM Area of Responsibility (AOR) countries send their officers and defense civilians to NPS for master's degrees and to attend in-residence short courses ranging from one to eleven weeks. NPS also sends mobile education teams to countries in CENTCOM AOR to assist in the development of democratic policies and programs. Most recently a team of educators went to Afghanistan, and will do the same in Iraq. NPS also conducts region and country specific education programs for active Army, National Guard and Reserve Forces deploying to CENTCOM AOR, to include Iraq and Afghanistan. In addition, NPS conducts regional security education of sailors and marines deploying to CENTCOM AOR.

Helicopter Brownout. Helicopter Brownout is a \$100 million per year problem, leading to significant hardware loss, injuries, and fatalities. The NPS project objective is to find ways to define landing zones which will have reduced probability of producing brownout. The challenge is to remotely sense soil and surface characteristics in denied territory. Both civilian remote sensing systems and national technical means were and are being studied. NPS identified a system that meets the requirements and is testing it for suitability. The payoff for this work will be to dramatically reduce the loss rate for men and hardware, particularly in the SOCOM and CENTCOM AORs.



Defense Resource Management Institute at NPS: 1,710 participants representing 25 of the 27 CENTCOM countries have participated in DRMI programs since 1965, including the current King of Jordan, his brother and his sister. In the last 10 years, NPS conducted mobile courses in Ethiopia (2), Jordan, Kenya (5), Tajikistan and Uzbekistan. Prince Feisel of Jordan commented on the value of networks from his time at NPS, noting that he was amazed that he had to come all the way to Monterey to meet other people in his region of the world. He said he now felt that he could just pick up the phone and call them when there is problem.

Coalition Intelligence Architecture Development. NPS faculty member traveled to MacDill AFB in Florida, As Saliyah in Qatar, and Baghdad and Basra in Iraq in Jan/Feb 2004 to write a study recommending improvements to the Coalition and Iraqi intelligence architecture, for General John Abizaid, Commander CENTCOM. He worked as a member of General John Abizaid's personal staff, in the Commander's Advisory Group.

He then traveled to Kuwait City in Kuwait, and Baghdad in Iraq in Oct/Nov 2004 to work as a member of the Strategy Division of the office of the Deputy Chief of Staff for Strategy, Plans, and Assessment (DCS-SPA) in the headquarters of the Multinational Force-Iraq, in the US Embassy in Baghdad. The DCS-SPA, headed by a US Air Force major general, worked directly for General George Casey, Commander MNF-I, who is directly subordinate to General Abizaid.

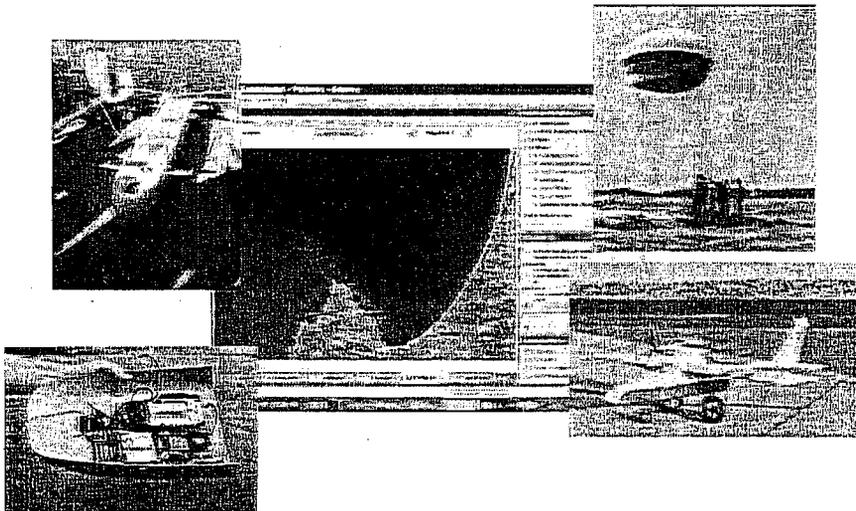


USSOCOM *Special Operations Command*

Man Hunting Workshop in support of U. S. Special Operation Forces (SOF). The traditional scope of military operations has never developed a doctrinal framework or process to capture fugitives, consequently military planners and intelligence analyst are not educated or trained in the investigative processes necessary to find fugitives. NPS conducted a research seminar to develop an investigative framework to understand the nature of man hunting in order to locate and apprehend fugitive insurgents and propose developmental courses of action.

Tactical Network Topology (TNT) (previously STAN). TNT is an integrated program of quarterly field experiments that develop and demonstrate new technologies to support near term needs of the warfighter. Major emphasis is on wireless networks, autonomous vehicles, sensor networks, situational awareness and target tracking and identification. Measures of performance of the technologies and operators using the technologies are also addressed. TNT is a faculty-student program working in parallel with partners that include various branches of the military, Combatant Commands, industry, and national labs. In particular, USSOCOM's Futures Directorate (J9) will be conducting experiments at NPS in conjunction with the USSOCOM Advanced Technology Directorate. These experiments will focus on identifying key gaps and deficiencies resulting from applications of advanced technology, particularly network communications, unmanned systems, and net-centric applications.

TNT includes a wide range of projects including the light reconnaissance vehicle (LRV) and special operations force (SOF) systems engineering and integration. The latter is an umbrella project to provide systems engineering applications to USSOCOM in support of all NPS work on LRVs, to integrate NPS experimental efforts and develop case studies.

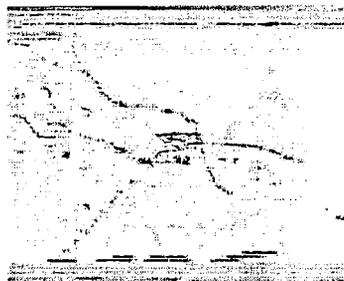


Special Operations Forces SIGINT Maritime Support to Joint Threat Warning System, (JTWS) Research, Development, Test, and Evaluation. This proposal describes Research, Development, Test, and Evaluation (RDT&E) actions, to support the Joint Threat Warning System (JTWS) Program. This will include investigating integration of smart dust technology into the JTWS Component Architecture Framework (JCAF), investigations into integrating SOF SIGINT maritime capabilities into the Tactical Network Topology effort, and classified signals analysis.

Applied warfighter Ergonomics (AWE) Research Center. This research incorporates the Human Systems Integration (HSI) research efforts to support the Tactical Network Topology (TNT) project. There are two major areas: HSI assessments of field portable devices and a research center with lab and field based research capability to assess human systems integration efforts for warfighters. The thrust of the effort will be on assessment of field portable devices to be used by warfighters.

Skytrack: Broadband switched-beam UAV-to-land vehicle communications subsystem. This is a project to develop, implement and validate a mobile UAV tracking antenna subsystem to operate with multiple UAV signal sources, in the 2.4 and 5.8 GHz ISM frequency bands.

Dynamic Mapping of IED Incidents over Space and Time. Innovative thesis work uses software from a faculty research project to display, animate, and statistically analyze the SIGACT (significant activity) data from Operation Iraqi Freedom (OIF). Identifying change points in insurgency behavior is critical to effective counterinsurgency. Due to the continuous nature of the conflict and the volume of apparently random incidents, statistical process control techniques are used to signal changes in insurgent tactics and movement. This research by faculty and students at NPS continues to improve the programming components of the project. The NPS IED mapping program is also currently being used in-theater in Afghanistan in Operation Enduring Freedom.



Case Studies for the Future. To assist in the development of operational concepts for Special Operations Forces that can be tested in exercises in theatre. Tools such as case studies, statistical analyses & mathematical modeling are used. A series of briefings and research papers are being developed, delivered, with supporting documentation, including proposed exercises plans to incorporate research results into SOF training.

Special Operations/Low Intensity Conflict (SOLIC) Academic Curriculum. Unique curriculum designed to provide students with the ability and background to think analytically and originally about the broad fields of political violence, unconventional warfare, and the role of SOLIC in U.S. foreign policy and defense planning.



USJFCOM *Joint Forces Command*

Support for Extended Awareness Experimentation program. NPS provides experimentation and other analytic support to the Extended Awareness series of experiments, conducted by the Joint Operational Test Bed System (JOTBS) under USJFCOM. This includes involvement in the planning and conduct of the events leading up to two limited objective experiments.

NPS/CIRPAS UAV Predator flight support. This project supports JFCOM's UAV test objectives with Pelican and Predator air vehicles and one GCS/GDT.

Joint Intelligence Interoperability Board (JIIB) Systems Baseline Assessment (JSBA 04). This project supports the assessment of the Joint Intelligence Interoperability Board Systems Baseline Assessment. The study examines requirements and methodologies; organizes and maintains JSBA analytical models and tools and the associated data; executes model run activities, and analyzes results. NPS also provides analytical support, including scenario development and verification, execution of model runs, and direct analyses for a variety of intelligence, surveillance, and reconnaissance (ISR) assessments.

Extensible Modeling and Simulation Framework (XMSF) viewer for the Distributed Continuous Experimentation Environment (DCEE). The distributive continuous experimentation environment (DCEE), managed by the J9, U.S. JOINT FORCES COMMAND, has established a framework of common terminology for information to be exchanged between components using an enhancement of the real-time platform reference federation object model. This project will prepare for and conduct a demonstration of the benefits of XMSF concepts in the DCEE with the XMSF DCEE viewer.

Standing Joint Force Headquarters Process Modeling. The Standing Joint Force Headquarters (SJFHQ) processes will be analyzed and modeled to capture new processes that emerge with an emphasis on inter-agency, and service/functional component interactions. Information on SJFHQ will be obtained from available J9 sources, from observing planned events at PACOM, EUCOM, and SOUTHCOM, interviews, and the development of use cases and user stories. Paper process models will be developed to show information flow timelines. Outputs of executable simulations developed from paper models are provided as inputs to discussion of requirements and end states.

Joint Task Force requirements determinations. This research will document the rationale, establishment and operation of recent JTFs, conduct a literature review of JTFs from military and academic sources to provide lesson learned for future JTF development and operation, develop a research protocol to be used in identifying and evaluating the decision processes, and procedures and mechanisms through which JTF are formed.

Design and analysis of simulation for advanced joint C4ISR node. This project designs, implements and analyzes the results of simulations to examine the costs and benefits of AJCN payloads following the statement of work from JSJFCOM. The intent of the simulation, for example, develops a cost-benefit analysis to determine the advantages of multiple AJCNs on single platforms, and helps develop TTPs for employing AJCNs.



USNORTHCOM Northern Command

Homeland security leadership development. Under a MOU with USNORTHCOM, NPS develops and provides graduate education and research programs for USNORTHCOM in the area of homeland defense and security, and other MS programs in fields of direct value to HD/S. In addition, NPS takes HD/S mobile education teams (METs) to governors, and state and local leaders for short courses in first response and HD/S issues.

Center of Excellence in learning technology support for Homeland Defense and defense support to civil authorities. This project determines how Advanced Distributed Learning can best be used to reduce costs and constraints, and improves effectiveness of pre-exercise education, training and coordination. Determines how ADL can be used to individualize and tailor training and education for individuals performing the entire spectrum of homeland defense and military support to civil authorities operations.



OFFICE of the SECRETARY OF DEFENSE (OSD)

Armoring Vehicles against Improvised Explosive Devices IEDs. Supporting a request from the Office of the Deputy Secretary of Defense, NPS faculty and students are working on a short term project exploring protection schemes that have the potential of decreasing the vulnerability of lightly armored vehicles, such as Bradley APCs. Initial concepts will be assessed for increasing absolute protection and weight efficiency of armor, using lightweight assembly of discrete elements, arrayed in a manner that increases the number of angled contact surfaces that a projectile will have to encounter. This serves to deflect the flow of bomb fragment streams out of harm's way. The initial work on this project simulates an IED class bomb, and assesses the baseline effectiveness of steel armor against the threat. The project uses technical surveys and supporting data from SPAWAR and LLNL, with NPS faculty/student expertise in explosive ordnance and testing, shaped charge development, effectiveness analyses, hydrodynamic code development and simulation.

Voice Authentication "Iraqi Enrollment" Project. The Voice Authentication "Iraqi Enrollment" Project is an initiative that explores the use of voice authentication and verification technologies for implementation in Iraq and potential uses in other stabilization and reconstruction efforts, such as Afghanistan. This faculty/student project is examining a proof of concept for a voice authentication and verification system that can improve visitation screening for detainees at the Baghdad Detention Facility Abu Ghraib, and security screening for access to the International "Green Zone."

World Wide Consortium on the Grid (W2COG). OSD sponsors the World Wide Consortium for the Grid (W2COG) initiative to accelerate fielding of network centric operations capability by matching *top down* governance for Global Information Grid (GIG) policy with *bottom up* meritocracy for technical detail. W2COG uses operational mission thread analysis, field



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Naval Postgraduate School

Monterey, California

Faculty

The faculty at NPS consist of approximately 200 tenure track faculty, 30 faculty, and a varying number of other non-tenure-track faculty who support teaching and research programs. NPS competes nationally and internationally for top quality faculty and has successfully recruited and retained faculty from top quality universities. Among the tenure track faculty nearly all hold the PhD degree and the highest terminal degree in their field. All tenure-track faculty do both graduate level teaching and research. The military faculty are proven performers in military service and bring current knowledge and experience to the classrooms and thesis supervision. The non-tenure-track faculty augment the teaching and research skills of the tenure-track faculty and often bring experience or skills not otherwise available.

[NPS Faculty Vitae Search](#)

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Appendix 1: Detailed Comparison with the Strongest Civilian Program

Georgetown has the strongest program of the civilian schools surveyed, so a more detailed comparison of how it compares with the NSA department is pursued below.

In terms of cost, the two programs are roughly the same: the average cost per course at NSA is \$3,155, while the comparable figure for Georgetown is \$3,247. There is only one important dimension in which the Georgetown Security Studies program surpasses the NSA department: the former offers 100 military/security focused courses per year, while the latter offers 79 courses. In all other respects, the two programs are roughly similar or NSA is superior. Four key dimensions in which the Georgetown program is inferior to the NSA program are highlighted below.

First, the educational intensity of the Georgetown program is significantly lower than NSA's. Georgetown does not require a thesis, while the NSA department does. Classtime is also significantly lower at Georgetown (class contact hours are about half the time for a degree as compared to the NSA department). This partly reflects the fact that NSA students spend more time in class per week (14.6) as compared to Georgetown students (11.3). It also reflects the fact that Georgetown's program is 3 semesters while NSA programs are typically 5 quarters.

Second, although Georgetown offers more courses per year than NSA, the latter's course offerings are spread more evenly spread over the academic calendar; as a result, NSA students are able to receive an intense educational experience throughout the year. Specifically, Georgetown offers only half the number of security courses as NSA over the summer, and only 4 courses are actually offered by the Security Studies department.

Third, there are several important concentrations of study that NSA offers that are not available at Georgetown. Georgetown does not offer a concentration comparable to the Civil-Military Relations program available to NPS students (in fact, Georgetown offered no courses on civil-military relations during the 2003-2004 school year). Georgetown also does not have either a degree or concentration in homeland security, while NSA offers a unique degree with its MA in Homeland Security (of the schools surveyed GWU was the only one with a comparable degree, and it is not nearly as focused on Homeland Security as the NSA degree). Finally, while the NSA program of study allows students to combine a focus on security issues with a regional focus, Georgetown does not offer a comparable opportunity. Georgetown, like the NSA offers a large number of regional studies courses which focus specifically on security issues. However, Georgetown does not offer a comparable degree to the MA in Regional Studies. It offers Masters of Arts in Arab Studies, German and European Studies, Latin American Studies, and Russian and East European Studies, but these degrees do not focus on security issues. The MA in Security Studies offers no concentration for regional studies, and only requires a single course in regional studies.

Fourth and finally, NSA offers an educational opportunity to many students who would not be admitted to Georgetown. The average GPA of students admitted to Georgetown was 3.5, as compared to 2.95 for students admitted to NPS. Of the civilian programs surveyed,

Georgetown was one of the most competitive programs in terms of acceptance: only three schools (Princeton, Yale, and MIT) had a lower acceptance rate than Georgetown.

APPENDIX 2: NOTES, SOURCES, AND DATA

Table 1: Hours of class per week

Class time per week is the number of courses per week multiplied by the hours per week each course meets. Unlike the 1994 study, this study uses the typical number of classes taken per term rather than the maximum number of courses per year. This is calculated by dividing the number of total number of full-credit courses or equivalents needed to complete the degree, excluding internships, by the typical number of terms to complete the degree. For example a two-year, i.e. four semesters, degree program that requires the completion of twelve courses has a typical course load per term of three. This can result in average course loads that are not whole numbers. This is a better measure of the academic intensity of the program, since it represents the amount of classes that students actually take. The hours of class-time per week that each course meets is calculated from registrar pages and course syllabi. The sources are listed below.

	Average Courses per Term	Hours of Class per week per course	Hours of Class per Week
NPS-NSA	4	3:40	14.6
American-SIS	3	2:40	8
American-SPA	3	2:40	8
UCSD	4	2:50	11.3
Columbia-MLA	4.25	2:10	9.2
Columbia-MPA	4.25	1:50	7.8
George Mason	3	2:40	8
Georgetown	4	1:50	11.3
G. Washington-MA	3.3	1:50	9.4
G. Washington- MIPP	4.5	1:50	12.75
James Madison	3	2:45	8.25
John Hopkins-MA	4	2:00	8
John Hopkins- MIPP	4	2:00	8
Harvard	4	2:40	10.6
MIT	3	2:00	6
Old Dominion	2.75	2:40	7.3
Princeton	4	3:00	12
Stanford	3.3	2:30	8.25
Tufts	4	2:15	9
USC	2	3:00	6
Yale	4	2:10	8.7
Mean			8.9
Median			8.3

NSA

Table 2: Number of courses per year

The number of courses per year is calculated by multiplying the number of courses that a student typically takes per term by the number of terms per year excluding the summer (see the note to Table 1 for details on how this is calculated). This total is added to the number of courses that can be taken over the summer (see Table 3).

	No. of courses during regular schoolyear	No. of summer courses	Courseload per Year (including summer)
NPS-NSA	12	4	16
American-SIS	6	4	10
American-SPA	6	4	10
UCSD	12	0	12
Columbia-MIA	8	4	12
Columbia-MPA	8	4	12
George Mason	6	4	10
Georgetown	8	4	12
G. Washington- MA	8	4	12
G. Washington- MIPP	8	..	8
James Madison	6	4	10
John Hopkins-MA	8	2	10
John Hopkins- MIPP	8	..	8
Harvard	8	4	12
MIT	6	0	6
Old Dominion	9	1	10
Princeton	8	4	12
Stanford	10	0	10
Tufts	8	2	10
USC	4	1	5
Yale	8	0	8

Table 3: Summer course load

Like the 1994 study, this table shows the maximum number of courses that can be taken over the summer. However, it is likely that the results of the previous study were largely driven by mistaken coding. Many schools set a limit of two courses per session during the summer; nearly all of these schools offer two sessions. Including the multiple sessions allows for four courses to be taken over the summer. However, this measure alone may not fully represent the limited nature of summer sessions. Students can also be constrained by the course offerings. If the course offerings are less than the maximum number of courses that can be taken over the summer, then that number is used. The single-year mid-career programs (George Washington-MIPP, John Hopkins-MIPP, Harvard, Princeton) are not included in these tables since they are typically completed prior to the summer term. The sources for information on summer sessions are listed below:

	Summer Course Load
NPS-NSA	4
American	4
UCSD	0
Columbia	4
George Mason	4
Georgetown	4
G. Washington- MA	4
James Madison	4
John Hopkins-MA	2
MIT	0
Old Dominion	1
Stanford	1
Tufts	2
USC	2
Yale	0

American University

There are two sessions offered. Students can enroll in up to two courses per session.

<http://www.american.edu/sis/summer>

<http://www.american.edu/other.depts/summer/index.html>

UCSD

No classes are offered over the summer term. Students usually have an internship during this term.

Columbia-MIA

Students typically do not take classes during the summer. The summer session is used to fulfill the required internship. This study works under the assumption that a military officer

Table 4: Number of Courses Offered over the Summer

Table 3 does not fully capture the limited nature of some schools' summer programs. Although they may not place administrative limits on the number of courses which can be taken over the summer, some schools may offer only a limited selection of courses. An alternate measure of the constraints on class selection during the summer is to only use the number of courses offered during the summer term that are applicable to the relevant degree. Assuming that institutions that administratively limit the number of courses over the summer also limit their course offerings, this table provides a much fuller view of the intensity of summer sessions. For sources, see the note for Table 8.

Table 5: Number of Military/Security Courses Offered over the Summer

See the note for Table 4 for the rationale behind this table. For a description of the methodology and sources used to determine military/security courses, see Table 8.

	Number of Courses Offered in Summer	Number of Security Courses Offered over Summer Term
NPS-NSA	39	22
American-SIS	29	4
American-SPA	8	0
UCSD	0	0
Columbia-MIA	26	5
Columbia- MPA	26	5
George Mason	24	2
Georgetown	17	11
G. Washington	17	6
James Madison	2	0
John Hopkins	14	7
MIT	0	0
Old Dominion	1	0
Stanford	1	0
Tufts	7	1
USC	20	0
Yale	0	0
Mean	14	3.7
Median	14	1

Table 6: Total Hours of Instructional Time Per Year

The total hours of instructional time per year is the product of the number of courses offered per year (see Table 6), the hours of class time per course per week (see Table 1), and the weeks of class per term. Since many summer terms offer multiple sessions of varying lengths, for simplicity courses taken during the summer term are assumed to have the same amount of class time as those taken during a non-summer term.

	Class time/week	Weeks of class	Courses per year	Class contact hours per year
NPS-NSA	3:40	10	16	587
American-SIS	2:40	14	10	373
American-SPA	2:40	14	10	373
UCSD	2:50	10	12	340
Columbia-MIA	2:10	14	12	364
Columbia-MPA	1:50	14	12	308
George Mason	2:40	14	10	373
Georgetown	1:50	14	12	308
G. Washington-MA	1:50	14	12	308
G. Washington-MIPP	1:50	14	8	205
James Madison	2:45	15	10	412
John Hopkins-MA	2:00	13	10	260
John Hopkins-MIPP	2:00	13	8	208
Harvard	2:40	13	12	416
MIT	2:00	13	6	156
Old Dominion	2:40	14	10	373
Princeton	3:00	12	12	389
Stanford	2:30	10	10	250
Tufts	2:15	13	10	293
USC	3:00	14	5	186
Yale	2:10	13	8	225
Mean				301
Median				308

Table 7: Total hours of instructional time to complete degree

The total hours of instructional time per year is the product of the total courses needed to complete the degree, the hours of class time per course per week (see Table 1), and the weeks of class per term. Since many summer terms offer multiple sessions of varying lengths, for simplicity all courses are assumed to have been taken during a non-summer term. Notes on specific schools are below.

	Total Hours of Instructional Time to Complete the Degree
NPS-NSA (five semester)	733
NPS-NSA (four semester)	587
American-SIS	485
American-SPA	411
Columbia-MIA	530
Columbia-MPA	437
George Mason	448
Georgetown	308
G. Washington-MA	360
G. Washington-MIPP	244
Harvard	404
James Madison	495
John Hopkins-MA	416
John Hopkins-MIPP	208
MIT	156
Old Dominion	411
Princeton	389
Stanford	250
Tufts	468
UCSD	680
USC	546
Yale	451
Mean	406
Median	416

NPS-NSA

Table 8: Total number of military/security courses offered per year

This study classifies courses as military or security related using three different methods. The criteria used to classify courses as military/security courses is an update of that used by the 1994 study. The 1994 study coded courses as having a military emphasis if they are focused on 1) military history and strategy, 2) security and foreign policy, 3) regional security, 4) intelligence studies, 5) revolution and low-intensity conflict (including terrorism). In order to account for changes in the security climate after the Cold War, two additional categories were included: 6) peacebuilding and peacekeeping operations, or 7) homeland security.

General foreign policy classes, both on the foreign policy of the US and the foreign policy of other states, were categorized as military or security related. This upwardly biases the results for the civilian programs. While civilian foreign policy classes will undoubtedly touch on security issues, they are unlikely to be as security focused as the courses offered by the NSA department. Thus, this table gives civilians institutions the benefit of the doubt and likely overestimates their security course offerings.

To get an accurate and comparable sample of course offerings, the number of courses represents the number of courses offered in a calendar year. Each course was only counted once per year, even if offered in multiple terms. Only full-credit courses were considered.

	Military/Security Courses (only categories 1-5)	Military/Security Courses (categories 1-7)
NPS-NSA	67	79
American-SIA	21	27
American-SPA	1	2
UCSD	5	5
Columbia	35	43
George Mason	4	8
Georgetown	88	100
G. Washington	34	40
James Madison	0	0
John Hopkins	62	67
Harvard	11	11
MIT	11	11
Old Dominion	8	9
Princeton	9	10
Stanford	10	13
Tufts	18	22
USC	5	5
Yale	18	18
Mean Number	23	26
Median Number	11	12

Table 9: Number of Full-Time Faculty

This table measures the number of faculty members of the school or department which offers the degree of interest. Details of which academic unit is used are listed below by school. Only full-time faculty members were counted for the purposes of this study. Adjunct, visiting, and emeritus professors were not included. Language professors and instructors were also not included. Sources are below.

	Number of full-time faculty
NPS-NSA	38
American-SIA	73
American-SPA	22
UCSD	25
Columbia	58
George Mason	41
Georgetown	7
G. Washington-MA	14
G. Washington-MIPP	102
James Madison	21
John Hopkins	38
Harvard	141
MIT	24
Old Dominion	12
Princeton	113
Stanford	14
Tufts	42
USC	21
Yale	16
Mean Faculty	43
Median Faculty	25

Naval Postgraduate School
 Faculty for the Department of National Security Affairs
<http://www.ccc.nps.navy.mil/people/index.asp>

American University—Masters in International Affairs
 Faculty for the School of International Service
<http://www.american.edu/sis/Faculty/bios.html>

American University—Masters in Political Science
 Faculty for the School of Public Affairs, Department of Government
<http://www.american.edu/academic.depts/spa/gov/faculty/>

University of California—San Diego
 Faculty for the Graduate School of International and Pacific Studies

Table 12: Percentage of Faculty without a Ph.D.

This measures the percentage of full-time faculty members who do not possess a Ph.D. This graph is notable because the National Security Affairs program has a much higher percentage than any of the civilian programs. This is largely due to the presence of military officers on the faculty. Harvard and Tufts also have high percentages of non-Ph.D.'s. Like the NSA program, this is due to the presence of individuals who have earned their position on the faculty due to their "real-world" experience in the field of international studies, e.g. retired policymakers, rather than their academic credentials. For sources, see the note to Table 10.

	Percentage of Faculty from a Top 15 Political Science PhD Program	Percentage of Faculty from a Top 10 International Politics PhD Program	Percentage of Faculty Without a PhD
NPS-NSA	0.75	0.63	0.29
American-SIA	0.30	0.26	0.07
American-SPA	0.57	0.37	0.05
Columbia	0.87	0.71	0.00
G. Washington- MA	0.71	0.80	0.07
G. Washington- MIPP	0.80	0.38	0.05
George Mason	0.52	0.33	0.00
Georgetown	0.50	0.71	0.18
Harvard	0.95	0.74	0.06
James Madison	0.06	0.13	0.00
John Hopkins	0.79	0.75	0.05
MIT	1.00	0.77	0.11
Old Dominion	0.25	0.90	0.00
Tufts	0.63	0.25	0.00
UCSD	0.86	0.38	0.14
USC	0.83	0.55	0.05
Mean	0.65	0.54	0.07
Median	0.73	0.55	0.05

Table 13: Number of Full-Time Faculty with Security Specialization

A faculty member is considered to be a security specialist if his or her research and teaching focuses on either 1) military history or strategy, 2) security and foreign policy, 3) regional security, 4) intelligence studies, 5) revolution, low-intensity conflict, peacekeeping operations, or terrorism, or 6) homeland security. For the purposes of this table, faculty who are foreign policy generalists were not considered to be security specialists; only faculty members whose research or teaching focuses on the security aspects of foreign policy were included. Faculty members who specialize in conflict resolution are not considered security specialists. For sources, see the note to Table 10.

	Number of Full-Time Faculty with Security Specialization
NPS-NSA	25
American-SIA	8
American-SPA	0
UCSD	1
Columbia-MIA	4
George Mason	1
Georgetown	7
G. Washington-MA	13
G. Washington-MIPP	15
James Madison	1
John Hopkins-MA	8
Harvard	8
MIT	8
Old Dominion	3
Princeton	7
Stanford	2
Tufts	3
USC	3
Yale	2
Mean	6
Median	4

Table 14: Number of Full-Time Students

This compares the size of the sampled programs. Numbers are usually not available specifically for the exact degree used in this study, so the number usually represents the total number of masters students at the institutions. For example, the number for American University School of International Studies includes all graduate students, both masters students and Ph.D. candidates, at the School of International Studies. Source: *Peterson's Annual Guides to Graduate Studies: Graduate Programs in the Humanities, Arts & Social Sciences, 2004*.

Table 15: Number of Degrees Awarded in 2003

This is another comparison of the size of the sampled programs. The numbers may include other masters degrees that are offered by the program. Source: *Peterson's Annual Guides to Graduate Studies: Graduate Programs in the Humanities, Arts & Social Sciences, 2004*.

	Number of Full- Time Students	Number of Degrees Awarded in 2003
NPS-NSA	1319	784
American-SIS	498	196
American-SPA	29	12
UCSD	221	93
Columbia-MIA	623	383
Columbia-MPA	193	100
George Mason	57	71
Georgetown	205	20
G. Washington-MA	40	25
G. Washington- MIPP	18	20
James Madison	7	4
John Hopkins	540	350
Harvard	210	210
MIT	87	3
Old Dominion	29	8
Princeton	181	55
Stanford	25	25
Tufts	446	207
Yale	52	24
Mean	192	100
Median	134	40

Table 16: Acceptance Rate

Source: *Peterson's Annual Guides to Graduate Studies: Graduate Programs in the Humanities, Arts & Social Sciences, 2004.*

	Acceptance Rate
American-SIS	0.72
American-SPA	0.57
UCSD	0.67
Columbia-MIA	0.34
Columbia-MPA	0.45
George Mason	0.73
Georgetown	0.3
G. Washington- MA	0.56
G. Washington- MIPP	0.53
John Hopkins	0.36
Harvard	0.6
MIT	0.11
Old Dominion	0.86
Princeton	0.12
Stanford	0.3
Tufts	0.3
Yale	0.21
Mean	0.45
Median	0.45

Table 17: Average GRE Scores of Admitted Students

The sample size for these measures is limited since many schools do not compute or do not release these statistics to the public. The schools for which figures are available should still provide an estimate of the GRE and GPA scores expected for graduate programs.

GRE scores are computed using the same method as used in the 1994 study. The GRE scores shown in the table and on the chart are the averages of the average verbal and quantitative scores for each school. The table shows the average GRE score per section. It is on a 200-800 point scale. Most schools did not provide or do not require scores from all the sections. In this case the average of the reported sections was used. Few schools provided scores for analytic writing, so it was not included. See the notes on each school for more information.

	Average GRE Scores of Admitted Students
NPS-NSA	590
American-SPA	605
UCSD	635
Columbia	730
Georgetown	667
G. Washington- MA	658
John Hopkins-MA	663
Harvard	618
MIT	735
Old Dominion	540
Princeton	689
Yale	667
Mean	655
Median	663

Naval Postgraduate School

The NPS figure is for all students and was calculated in a study entitled "An Evaluation of GRE Data – An Experiment at NPS," by Donald R. Barr and Gilbert T. Howard. This data should be viewed with caution, since it is based on an earlier version of the GRE. However, it is only the recent data available on the GRE scores of NPS students.

American University-SIS

The minimum GPA for admission is 3.5. No average GRE and GPA scores are provided.
<http://www.american.edu/sis/academics/grad/admission.html>

Table 18: Average Undergraduate GPA of Admitted Students

See the note for Table 17.

	Average Undergraduate GPA of Admitted Students
NPS-NSA	2.95
American-SPA	3.4
UCSD	3.43
George Mason	3.3
Georgetown	3.5
G. Washington-MA	3.54
James Madison	3.3
John Hopkins-MA	3.5
Old Dominion	3.31
Princeton	3.38
Mean	3.41
Median	3.4

Table 19: Percentage of International Students

This percentage is for full-time students. Source: *Peterson's Annual Guides to Graduate Studies: Graduate Programs in the Humanities, Arts & Social Sciences, 2004.*

	Percentage of International Students
NPS-NSA	0.28
American-SIS	0.28
American-SPA	0.28
UCSD	0.33
Columbia-MIA	0.45
Columbia-MPA	0.35
George Mason	0.09
G. Washington- MA	0.13
G. Washington- MIPP	0.83
James Madison	0.00
John Hopkins-MA	0.41
John Hopkins- MIPP	0.41
Harvard	0.40
MIT	0.24
Old Dominion	0.55
Princeton	0.23
Stanford	0.50
Tufts	0.43
Yale	0.40
Mean	0.35
Median	0.37

Table 21: Cost per Instructional Hour

See the note to Table 20.

Table 22: Cost per Degree

See the note to Table 20.

	Tuition (full- time)	Cost per course	Cost per instructional hour	Cost per degree
NPS-NSA	50492	3155	86	50480
American-SIS	19320	3220	85	41430
American-SPA	17820	2970	80	32850
UCSD	5990	499	18	11980
Columbia-MIA	31900	3753	120	63800
Columbia-MPA	31900	3753	146	63800
G. Washington- MA	19040	2855	106	38080
G. Washington- MIPP	25179	2798	103	25179
George Mason	4510	752	20	9020
Georgetown	25978	3247	125	38592
Harvard	29384	3673	86	34684
James Madison	3618	603	17	8442
John Hopkins- MA	25700	3213	124	51400
John Hopkins- MIPP	25700	3213	124	25700
MIT	29600	4933	190	29600
Old Dominion	4388	731	20	8071
Princeton	29270	3659	101	29270
USC	26916	7618	181	99034
Stanford	28563	2856	114	28563
Tufts	27144	3393	116	54288
Yale	25600	3200	114	51200

SCENARIO COST/SAVINGS SUMMARY

<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)
Disestablsh AFIT and NPS and privatize postgraduate education	135,923	-441,797	-109,276	Immediate	-1,474,528
Privatize AFIT Only and realign Boss for NPS/ DLI	66,288	-172,900	-19,456	Immediate	-353,702
Consolidate NPS and AFIT at NPS; Realign BOS at NPS and DLI	121,034	-133,896	-18,009	Immediate	-301,637
Consolidate NPS and AFIT at AFIT	428,600	416,961	-7,344	100+	310,943
Status Quo: Only realign BOS at NPS and DLI (Service rather than BRAC action)					

NOTES:

() = Savings

Annual Recurring Savings = savings after 2011

Scenario	Pros	Cons
<p>Privatize Both AFIT and NPS</p> <p><u>Scenario Costs</u> <u>(000 \$)</u></p> <p>One time cost: \$135,923</p> <p>Net Implementation Costs: (\$441,797)</p> <p>Annual Recurring Savings: (\$109,276)</p> <p>Payback Years: Immediate</p> <p>NPV of Savings: (\$1,474,528)</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 it 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

**Privatize Both
AFIT and NPS
(cont'd)**

Services at NPS.

- 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

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.

- Lack of "secret" level facilities at civilian universities
 - Caveat. 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.
 - Caveat. 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.
 - Caveat. See appendix.
- Loss of joint military education environment created by AFIT and NPS
 - Caveat. 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 via non-resident methods, without consideration for student body mix.
- Professional Continuing Education (PCE) realignment combines all USAF PCE functions at Maxwell AFB, creating a Service Center of Excellence while reducing duplicative functions.

Scenario	Pros	Cons
<p>Privatize AFIT only / Realign BOS for NPS/DLI</p> <p><u>Scenario Costs (000 \$)</u></p> <p>One time cost: \$66,288</p> <p>Net Implementation Costs: (\$172,900)</p> <p>Annual Recurring Savings: (\$19,456)</p> <p>Payback Years: Immediate</p> <p>NPV of Savings: (\$353,702)</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: Exposes the nation's civilian institutions of higher learning, their faculties, and their student bodies to military problems, and military education and research requirements.</u> • <u>For Air Force only: Obviates perception of military exclusivity.</u> • 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>Consolidate AFIT and NPS at NPS; Realign BOS at NPS and DLI</p> <p><u>Scenario Costs (000 \$)</u></p> <p>One time cost: \$121,034</p> <p>Net Implementation Costs: (\$133,896)</p> <p>Annual Recurring Savings: (\$18,009)</p> <p>Payback Years: Immediate</p> <p>NPV of Savings: (\$301,637)</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 to recreate 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,

Aeronautical Systems Center, National Air and Space Intelligence Center and academic consortium of local institutions.

- Caveat. 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.

Scenario	Pros	Cons
<p>Consolidate AFIT and NPS at AFIT</p> <p><u>Scenario Costs (000 \$)</u></p> <p>One time cost: \$428,600</p> <p>Net Implementation Costs: \$416,961</p> <p>Annual Recurring Savings: (\$7,344)</p> <p>Payback Years: 100 +</p> <p>NPV of Savings: \$310,943</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 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

VISIT ITINERARY – August 8, 2005

**Admiral Harold W. Gehman, Jr. USN (Ret)
and
The Honorable James V. Hansen**

**Naval Postgraduate School and Defense Language Institute
Monterey, California**

DATE & TIME	EVENT	LOCATION	POC	ACTION
August 08 0730 - 0800	Commissioners Travel from Hotel to Naval Postgraduate School		Dave Van Saun And Syd Carroll	Transport Commissioners to NPS
0800 - 0930	Commissioner's brief and tour of NPS	Naval Postgraduate School, Monterey, CA	Commandant Chief of Protocol	Mission Brief and NPS Tour
0930 - 1000	Travel from Naval Postgraduate School to Defense Language Institute	Monterey, CA		
1000 - 1130	Commissioner's brief and tour of Defense Language Institute	Defense Language Institute (Presidio) Monterey, CA	Commandant Chief of Protocol	Mission Brief and DLI Tour
1130-1145	Media	TBD	Dave Van Saun And Syd Carroll	Respond to Media Questions
1145	Commissioners depart for Regional Hearing	Monterey, CA	Dave Van Saun And Syd Carroll	Transport commissioners from DLI to Regional Hearing

Commandant

The DLIFLC Commandant (who is also the Installation Commander), a U.S. Army colonel, is directly responsible to the Deputy Chief of Staff for Training, TRADOC, and is charged with directing the operation of the Defense Language Institute Foreign Language Center and Presidio of Monterey. The Commandant effects coordination among elements of the Institute and between the Institute and higher headquarters, other schools, installations, and activities. The Commandant commands the DLIFLC Army elements, and exercises general supervision over all elements assigned or attached to the Institute.

Assistant Commandant

The Assistant Commandant (AC) is a colonel in the U.S. Air Force, tasked with assisting the Commandant in planning, directing, and supervising the assigned mission. The Assistant Commandant runs the Institute and supervises the Chancellor, the Scheduling Division, the Foreign Area Officer Program, the Washington Office, and the Combat Developments Directorate. The AC is specifically tasked to oversee and monitor the command budget process, and commands all DLIFLC permanent-party Air Force personnel.

Garrison Commander

The Garrison Commander, an Army colonel, is the principal assistant to the Installation Commander in discharging the responsibilities of Post Commander. The Garrison Commander provides Base Operations Support to all activities and personnel on the POM. The Garrison Commander directs, oversees, and coordinates Garrison staff, assures coordination with DLIFLC staff, and supervises the operation of the Civilian Personnel Office, the Resource Management Office, and the Information Management Office. As a major additional responsibility, the Garrison Commander supervises the Base Realignment and Closure section, which is responsible for disposing of the excess Ft. Ord properties that the Army is returning to the local communities.

Chief of Staff

The Chief of Staff, a U.S. Army lieutenant colonel, is responsible for the overall administrative policy, practices, and procedures for the support mission of the Institute and Installation.

229th Military Intelligence (MI) Battalion

The 229th MI Battalion provides command and administrative control for all U.S. Army personnel assigned or attached to the DLIFLC. It consists of Headquarters and Headquarters Company (permanent party staff); Companies A, B, C, and F (Initial Entry Trainee and junior enlisted students); and Companies D and E (senior enlisted and officer students). The 229th MI plans and conducts military training and provides all administrative and logistical support for permanent party and student personnel. Additionally, the 229th MI coordinates and provides logistical and some administrative support for the other Service units at the DLIFLC, the Naval Technical Training Center Detachment, the Marine Corps Detachment, and the Air Force's 311th Training Squadron.

Chancellor

As the chief academic officer, the Chancellor, a senior civilian, oversees the resident and nonresident

foreign language programs, instructional methodology and technology, curriculum development, and faculty development. The Chancellor establishes policy; provides leadership, advice, and guidance on foreign language education for the DLIFLC; and represents the Institute on external academic councils and committees. The Chancellor has operational control of the Language Schools, Curriculum Development, Faculty Development, Evaluation and Standardization, and the Academic Administration Directorate.

Provost

The Provost, a senior civilian, oversees the eight language schools as well as the School of Continuing Education (SCE) and the Operation Enduring Freedom Task Force (OEF TF). The Provost assists the Chancellor in overseeing the Faculty Personnel System and the Directorate of Academic Administration.

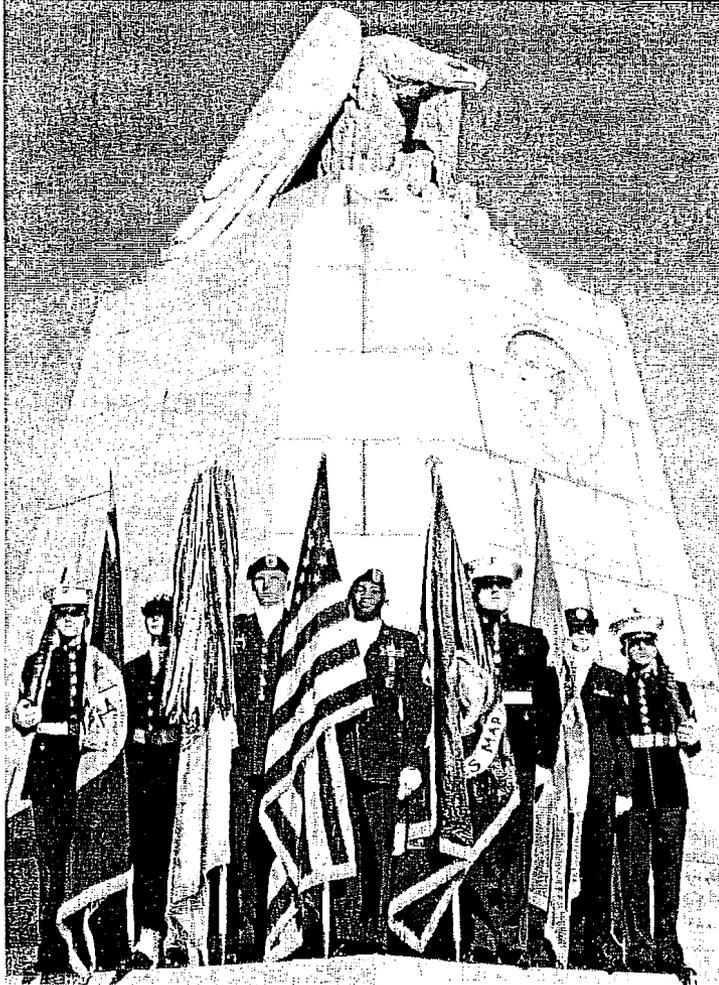
Associate Provost & Dean of Students

The Associate Provost & Dean of Students is a senior military officer who acts as liaison among staff, schools, and military units in all student matters. As Dean of Students, this officer develops and manages policies and regulations governing student academic assessments and makes rulings on student relief and rebuttal actions. This officer also manages the Military Language Instructor program.

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Defense Language Institute Foreign Language Center



Colonel Michael R. Simone, USA
Commandant, DLIFLC

Language is our weapon



DLIFLC



Mission: Produce operationally proficient military linguists

- ***Foreign Language Education and Training***
 - *Basic, Advanced, and Specialized courses at the Presidio*
 - *Contracted courses through DLI office in Washington, D.C.*
- ***Foreign Language Sustainment and Support***
 - *Refresher/Enhancement training via Distance Education (DE) techniques*
 - *Assistance to Command Language Programs for units with linguists*
 - *Mobile Training Teams, VTC links, electronic and written materials*
- ***Foreign Language Assessment and Testing***
 - *Develop and control Defense Language Proficiency Tests for all DoD linguists*
 - *Defense Language Aptitude Battery for prospective language students*
 - *DoD's advisor on foreign language programs*



DLIFLC



- **Foreign Language *Research and Evaluation***
 - *Improve teaching techniques for resident courses and distance education*
 - *Keep training materials current with constantly changing languages*
 - *Technical control of all DoD language training (except Service Academies)*
- **Ensure that our Linguists are first and foremost *Soldiers, Marines, Sailors, and Airmen!***
 - *Instill **Warrior Ethos** in all military linguists during lengthy language courses*
 - *Support Army, Marine Corps, Navy, and Air Force student Detachment Commanders with common task training, PT programs, height/weight standards, military discipline*
 - *3432 in classes projected as of 3 January 2005: 1487 Army, 283 Marine Corps, 497 Navy, 1165 Air Force (incl. all classes taught at DLIFLC)*



Educate & Train Military Linguists

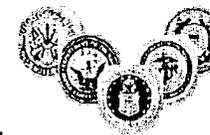


- Presidio of Monterey (Full resident courses)
 - 3,000 - 3,500 (average) students in resident courses
 - 26 languages (programs from 2 to 63 weeks)
 - Basic, Intermediate, Advanced, specialized courses
 - 7 hours of class, 3-4 hours of homework, military training
- DLI-Washington Office
 - 5 contract vendors supporting 200-250 students at any given time
 - 55 languages (courses range from 4 to 63 weeks)
- Non-Resident Support (Maintenance training)
 - Language Training Detachments
 - Video Tele-Training & Mobile Training Teams
 - Worldwide support for operational linguists and deploying forces
 - Electronic and printed language support materials
 - Assist the Command Language Programs in 265 units/detachments
CONUS/OCONUS



Student Load by Difficulty

Resident Courses at Presidio of Monterey



DLIFLC

<u>Language</u>	Basic Course FY05 Student Load <u>Presidio*</u>	<u>Faculty**</u>	<u>Class Days In Course</u>	<u>Program Duration***</u>
Category IV Languages				
Arabic	876	220	315 (63 weeks)	18 months
Korean	799	197	315 (63 weeks)	18 months
Chinese	430	97	315 (63 weeks)	18 months
<u>Japanese</u>	<u>27</u>	<u>8</u>	315 (63 weeks)	18 months
	2132 (64.6%)	522		
Category III Languages				
Russian	227	52	235 (47 weeks)	13 months
Persian Farsi	326	58	235 (47 weeks)	13 months
Serbian/Croatian	152	26	235 (47 weeks)	13 months
<u>Pashtu, Tagalog, Dari, etc.</u>	<u>175</u>	<u>54</u>	235 (47 weeks)	13 months
	880 (26.7%)	190		
Category II Languages				
German	<u>19</u>	<u>6</u>	170 (34 weeks)	10 months
	19 (0.6%)	6		
Category I Languages				
Spanish, French, Italian, Portuguese	<u>267</u>	<u>50</u>	130 (26 weeks)	7 months
	267 (8.1%)	50		
Totals	3298	768**		

* Projected Student Load for 3 January 2005 in **Basic Courses** only

** Faculty at Presidio of Monterey teaching Basic Courses

*** Average time at Presidio, including in/out processing and non-language training



DLIFLC Faculty



Constant challenge to recruit, train, develop, and retain world-class faculty

- **1100 civilian faculty from over 40 countries around the world**
 - 800 teaching resident classes in teams of 6: **Team Teaching instituted in 1987**
 - 300 developing curricula and testing, training faculty, Mobile Training Teams, Distance Education, Command Language Program assistance, administration
 - 98% are native speakers of languages taught
 - 580 hold advanced degrees; 50 others working on MAs at Monterey Institute of International Studies
- **Faculty Pay System instituted in 1997 by authority of Congress**
 - Replaced the older General Service grades
 - Highly flexible pay bands for academic rank/position
 - Pay fluctuates, based on performance and evaluations
 - Professional, dedicated, motivated to produce competent linguists
- **100 Military Language Instructors also teach and mentor service members**
 - Senior NCOs/Petty Officers: master linguists, strong leaders
 - Teach military terminology and duties of linguists
 - Liaison between service chain of command and civilian faculty



Challenge of Proficiency

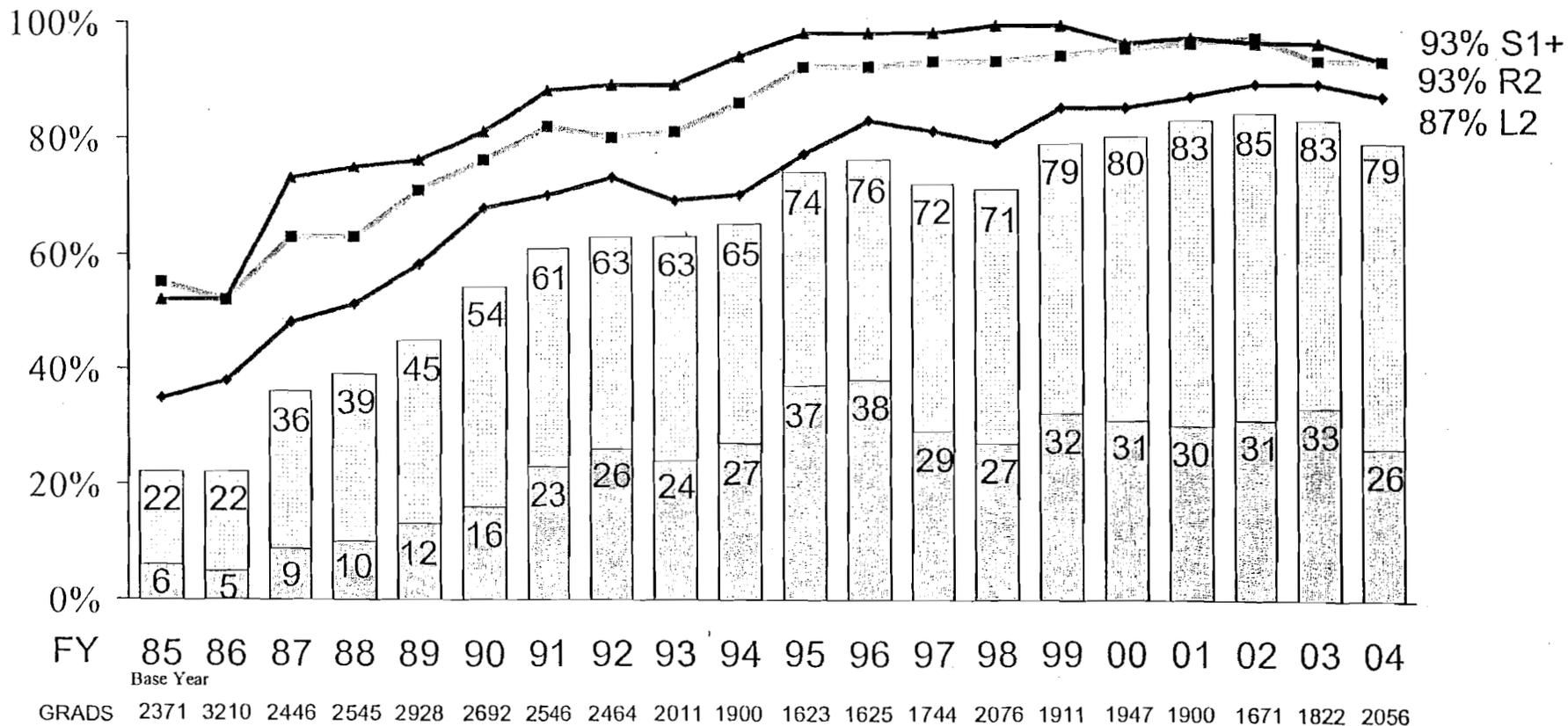


Post-Cold War operational environment demands professional-level competencies!!

- *Proficiency levels*
 - *Level 1 = Rote phrases and survival skills*
 - *Level 2 = Conversations on factual topics*
 - *Level 3 = Proficient on abstract and professional topics*
- *Global War on Terrorism/Changing needs of DoD*
 - *Current (since 1985) graduation standard R2/L2/S1+*
 - *Transitioning to increased standard of R2+/L2+/S2*
 - *Raise proficiency across all services*

Professional competence is achieved over the course of a well-managed career

PROFICIENCY FLOs DLI OVERALL



□ L2/R2/S1+
□ L2+/R2+/S2
—○— LISTENING
—○— READING
—○— SPEAKING

FY04



Monterey



"Language Capital of the World" **DLIFLC**

- *Mixture of ethnic immigrant communities unmatched in US, outside of NYC*
- *Monterey, Santa Cruz, San Francisco, San Jose, Fremont (within 2 hour drive)*
 - *Arabic, Korean, Chinese, Japanese*
 - *Persian Farsi, Afghan (Dari, Pashtu), Turkish, Uzbek, other Central Asian*
 - *Russian, Serbian/Croatian, Hindi, Thai, Tagalog, other Pacific Rim, Spanish*
- *Critical sources for recruiting faculty, and keeping them current in language and culture*

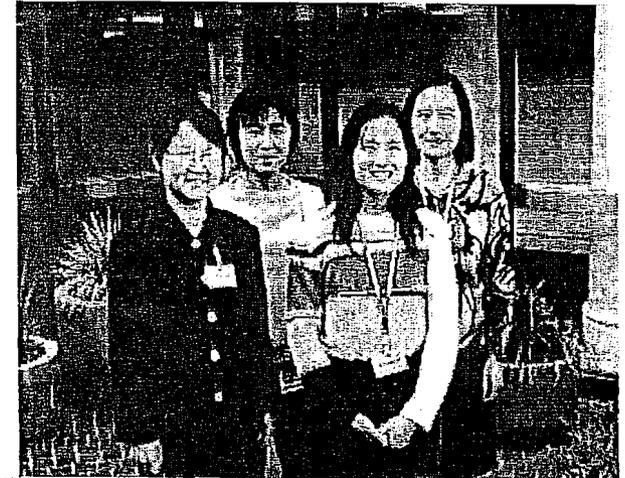


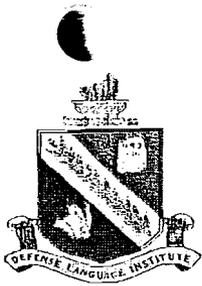
Commandant's Perspective



Challenges for DLI:

- *Recruit, train, and retain world-class faculty to meet DoD's evolving language training requirements*
- *Build sufficient faculty base to develop and update curriculum*
- *Build sufficient faculty base to develop and update DLPTs and other assessment instruments*





Commandant's Perspective



DoD Language Challenges:

- *Anticipate and articulate language needs*
- *Improve career management systems that develop, retain, promote, and assign linguists*
- *Expand use of and proponency for linguists*



BACKUP SLIDES



Academic Credentials



- DLIFLC accredited since 1979
 - Graduates earn 45 units college credit
- DLIFLC gained Congressional authority in 2001 to award Associates (AA) degree
 - DLI has awarded more than 750 degrees over the past two years
 - Aids in *recruitment* and *retention* of service members *and faculty*
 - Reviewing requirements to award Bachelor of Arts



DLIFLC vs. US Universities



A comparison of DLI graduates vs. BA degrees awarded by US Colleges and Universities in 2004

<u>Language</u>	<u>BA Degrees:</u>	<u>DLIFLC:</u>
Arabic	16	521
Farsi	0	157
Korean	0	369
Chinese	254	169
Russian	386	274

*DLI graduates **complete** studies in 12-18 months vice four years.*

*DLI graduates regularly achieve **higher proficiency** than university grads*

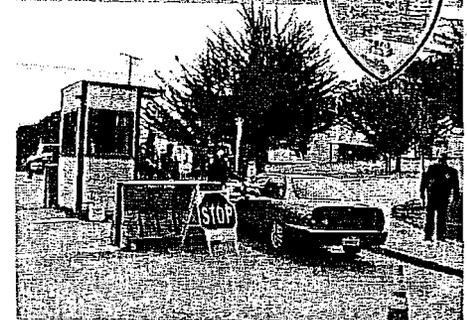
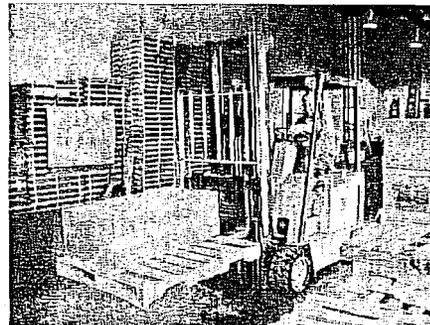
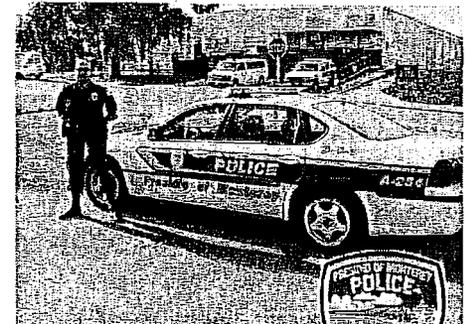
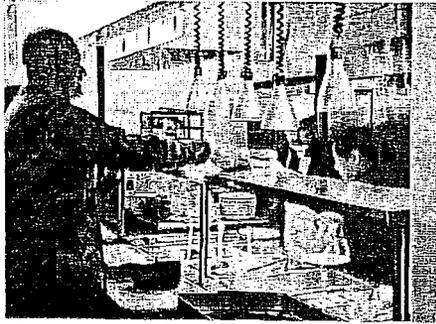
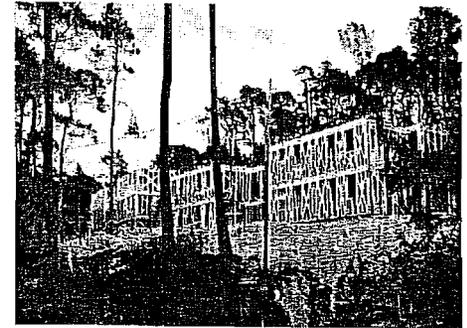
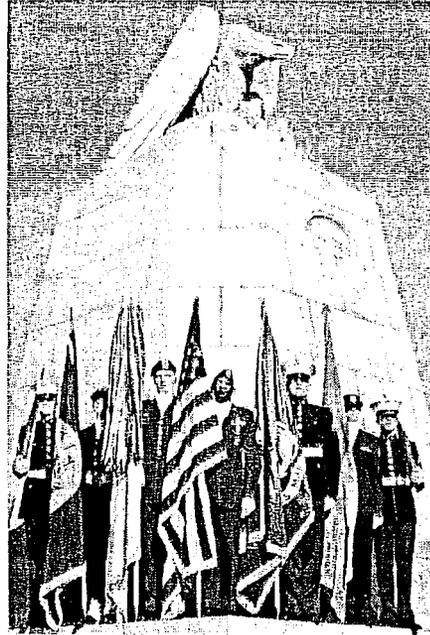
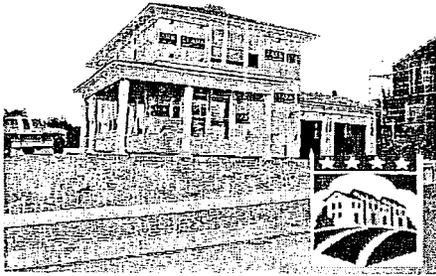
*DLI prepares linguists in **practical language skills** demanded in strategic and tactical environments*



U.S. Army Garrison – Presidio of Monterey



Command Briefing



13 December 2004



Mission & Vision



**U.S. Army Garrison
Presidio of Monterey**

Mission
Provide professional base support services which facilitate mission readiness and promote well-being for all supported elements.

Vision
A+ in base support operations and care of people.

Relieve, Manage the direction of the Garrison elements in order to provide relevant services for those we support.

Productive: Provide professional services on a consistent basis within the limits of our resources while constantly striving to improve, enhance cost and increase performance.

Brand: Develop a community identity that our government population enthusiastically embraces.

IMA Guiding Principles:

- STEWARDSHIP:** Put resources where they are needed most. Safeguard the resources entrusted to us by the American people as though they are our own, for in fact they are.
- EFFICIENCY:** Deliver best value to our constituents and dedicate ourselves to continuous improvement.
- RESPECT:** Exude a caring can-do attitude. Practice the golden rule and treat others as you want to be treated.
- VISION:** Think in terms of the future. Innovate, embrace new ideas, be agents for change. Keep the end in mind.
- INTEGRITY:** Do what's right, legally, morally and ethically... always.
- CONSISTENCY:** Provide consistent and equitable services for ALL people served by our installations.
- EMPOWERMENT:** Work as one. As empowered people share responsibility and communicate freely and honestly.

"Sustain, Support and Defend"

Mission

Provide professional base support services which facilitate mission readiness and promote well-being for all supported elements.

Vision

A+ in base support operations and care of people.

Military Communities on Monterey Peninsula

Supported Population (2000)

Active Military on POM	4465
Active Military not on POM (includes NPS)	3586
Family Members (AC)	6427
Reserve Component	661
Family Members (RC)	1018
Retirees and Family Members	14218
Civilian Employees on POM	1925
Total	32,300

Presidio of Monterey

392	Acres
2,800	Residents
87	Family Housing Units
33	General Instructional Bldg
19	Barracks
2	Dining Facilities
1	Physical Fitness Center
1	Recreation Center
1	Movie Theater
1	Troop Store
1	Learning Resource Center

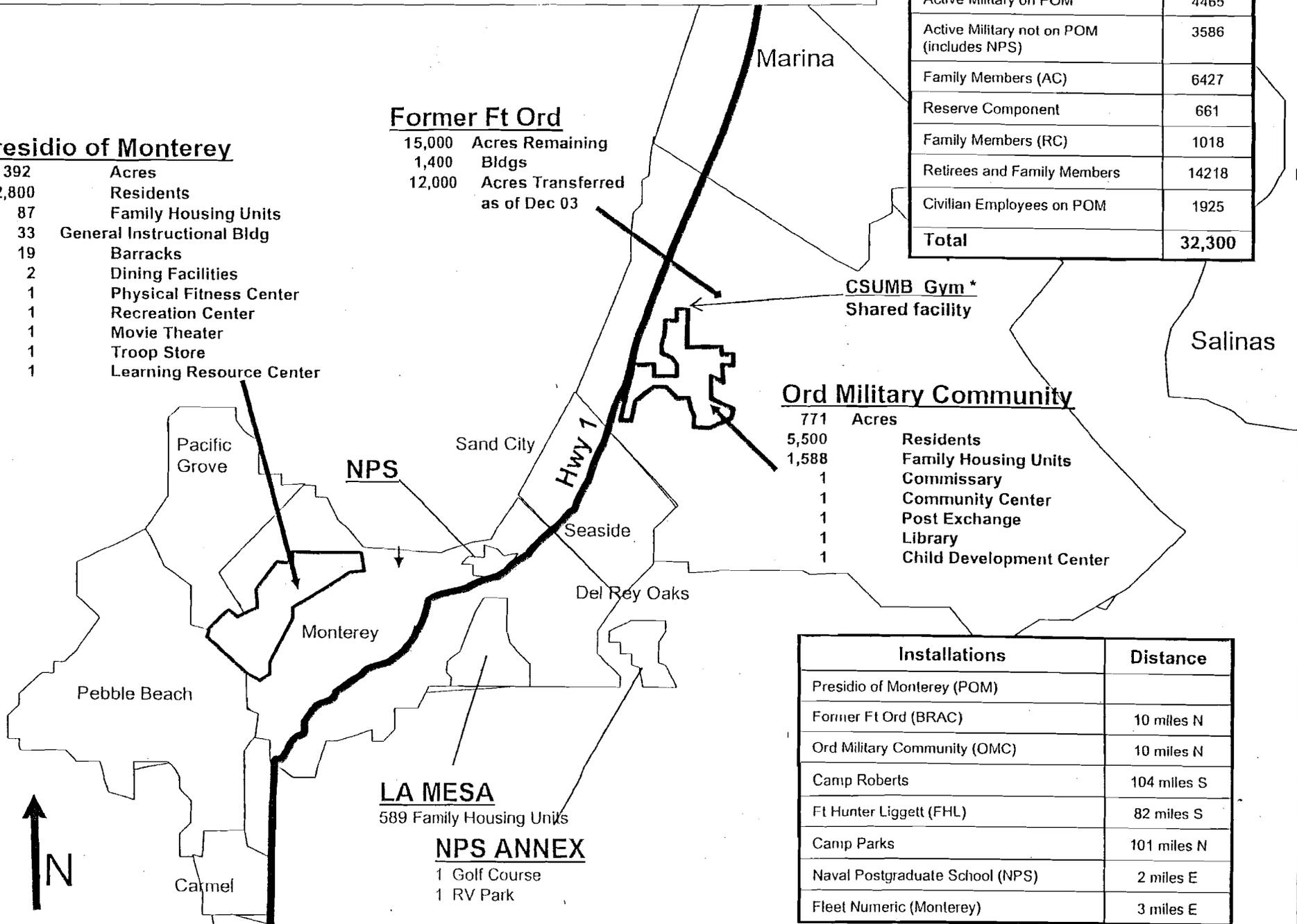
Former Ft Ord

15,000	Acres Remaining
1,400	Bldgs
12,000	Acres Transferred as of Dec 03

CSUMB Gym *
Shared facility

Ord Military Community

771	Acres
5,500	Residents
1,588	Family Housing Units
1	Commissary
1	Community Center
1	Post Exchange
1	Library
1	Child Development Center



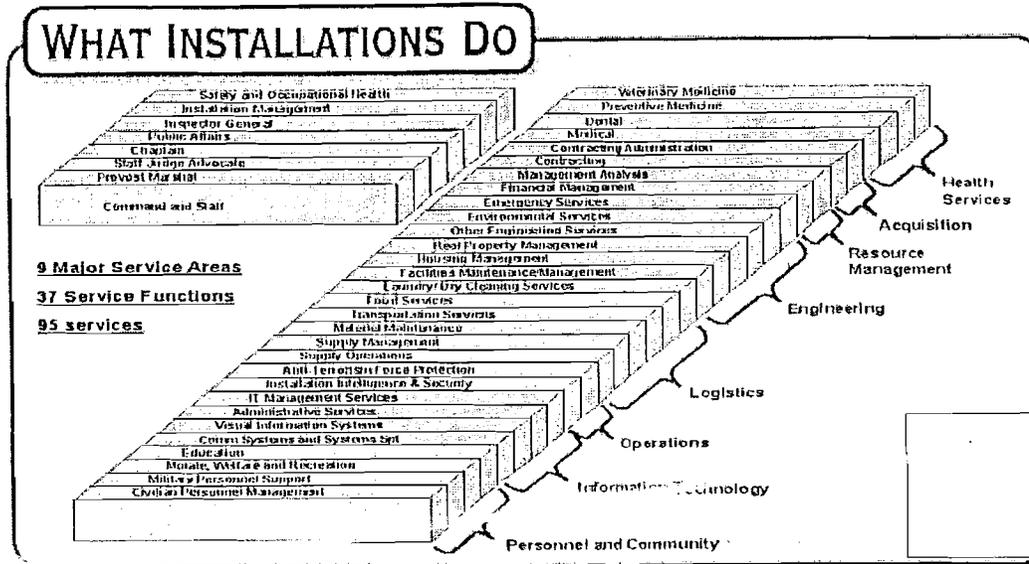
LA MESA
589 Family Housing Units

NPS ANNEX
1 Golf Course
1 RV Park

Installations	Distance
Presidio of Monterey (POM)	
Former Ft Ord (BRAC)	10 miles N
Ord Military Community (OMC)	10 miles N
Camp Roberts	104 miles S
Ft Hunter Liggett (FHL)	82 miles S
Camp Parks	101 miles N
Naval Postgraduate School (NPS)	2 miles E
Fleet Numeric (Monterey)	3 miles E



BASOPS Services



Command and Staff

- Reorganizing into the Standard Garrison Organization in FY05
- Implementation of Common Levels of Service in FY05
- Cost Management via Activity Based Costing

Health Services

- Medical and Dental clinics service over 38,700 patients annually
- TRICARE Service center at OMC

Acquisition

- Local ACA Contracting Office manages 53 contracts, processes 500 actions, costing \$35M annually

Resource Management

- 56 ISSA & MOU w/ tenant and off-post customers
- \$43M annual budget including payroll

Engineering

- Municipal Service Contracts w/local communities (POM – Monterey and OMC – Seaside)
- First Joint (Army/Navy) RCI Project at \$581M over first ten years
- No environmental violations in over 8 years

Logistics

- Post-wide shuttle service and 173 special events
- Two dining facilities serving over 1.1M meals
- Book warehouse issues over 93K text books
- Process over 24K household good shipments

Operations

- Contracted Gate Guards
- Monterey Fire Department services POM
- Various support to Fort Ord BRAC Office \$250K
- MOUT training in FY05 via agreement w/MPC

Information Technology

- DOD Network feeds off local city IT backbone
- DOIM contracted to MEO

Personnel and Community

- Hobson Student Activity Center services 75K patrons annually
- ODR trips/services/equipment
- Only Commissary and PX for over 100 miles
- Process over 1400 Soldiers for PCS annually



RCI Project Update

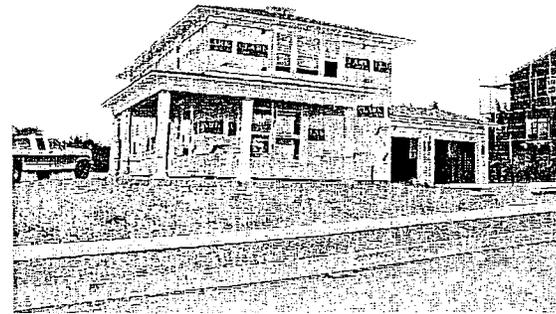


Initial Development Period (2003-2013)

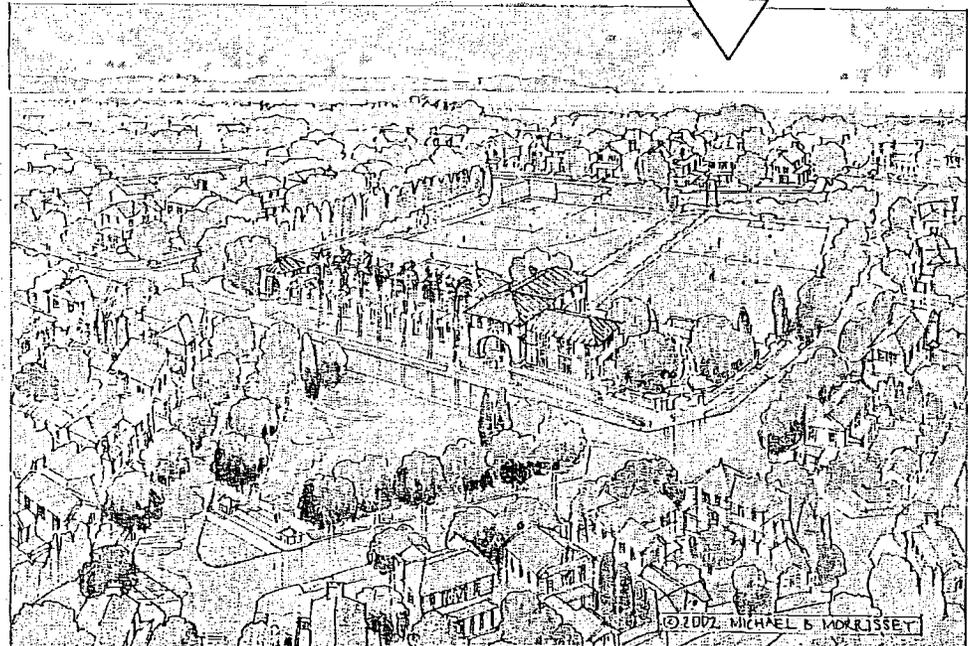
- 1,588 units replaced at OMC w/ 1,579 units
- 589 units replaced at LMV with 589 units
- 7 new amenity buildings constructed
- Eliminates institutional feel of military housing neighborhoods
- Significant local communities investment through job creation and subcontracting
- Stilwell "Kidney" land transfer provides room to build 340 military homes, 120 workforce homes, and no more than 150 market rate homes

Phase 1 Milestones (Jan 04 – Jul 05)

- OMC Phase I – Hayes Park (160 units)
 - Vertical construction began February 2004
 - Delivery of all units by July 2005
- La Mesa Village Phase I (90 units)
 - Vertical construction began March 2004
 - Delivery of all units by April 2005



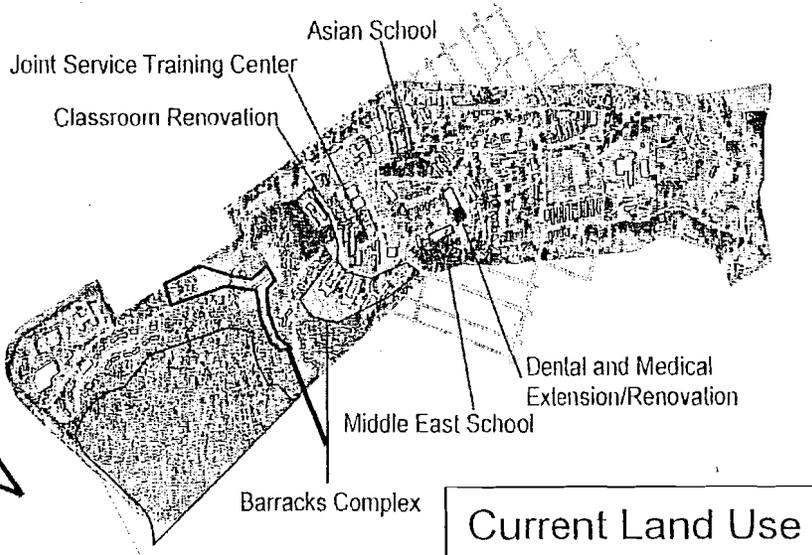
Improving
Quality of
Life



Future View of Ord Military Community



MILCON

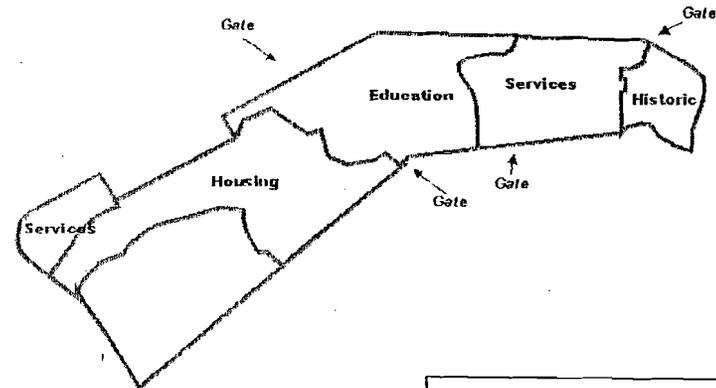


Future Barracks Projects

- 4 each 1+1 Barracks (543,200 s.f. total) houses 1,400 SM
- 3 each (38,778 s.f. total) Company Operations Facilities
- 1 each (12,013 s.f.) Battalion HQ
- 1 each 801-1300 capacity Dining Facility (30,257 s.f.)
- Demo 4 each Barracks (Bldg's 629, 627, 622, 630)

Future Academic Projects

1. GIB (Middle East School)
2. GIB (Asian School)
3. Medical Clinic Modernization
4. Joint Service Training Center
- 5-8. General Instructional Bldg VI - IX
9. Classroom Modernization (Ph I)
10. Classroom Modernization (Ph II)





Defense Base Closure and Realignment Commission

[Home](#) | [Schedule](#) | [Hearing Transcripts](#) | [Other Opportunities for Public Input](#)

Future Hearings

Images of the Federal Register notices are provided for the convenience of the public. However, due to time delays caused by printing, the web site calendar will contain more up to date information in the event of a change.

Washington, DC - Thursday, August 4, 1:00PM

Location	Participating States
Senate Hart Hearing Room 216 Constitution Avenue Washington DC 20510	Virginia

Sequence of Events

Virginia
Oceana NAS

Monterey, California - Monday, August 8, 1:00PM

Location	Participating States	Commissioners
Monterey Conference Center 1 Portola Plaza Monterey CA, 93940	Alaska, Colorado, California	Anthony Principi Harold Gehman Philip Coyle James Hansen James Bilbray

Sequence of Events

Alaska
Galena Forward Operating Location, AK

Colorado
Defense Finance and Accounting Service
Buckley Annex Denver, CO

California
Navy Broadway Complex San Diego, CA
Naval Post Graduate School and Defense

Language Institute Monterey, CA

Washington, DC - Wednesday, August 10, 8:30AM

Location	Participating States	Commissioners
Senate Hart Hearing Room 216 Constitution Avenue Washington DC 20510	Indiana, Ohio, Maine, North Carolina, Virginia, District of Columbia	Anthony Principi Lloyd Newton Sue Ellen Turner Samuel Skinner Philip Coyle

Sequence of Events

Indiana
Defense Finance and Accounting Service
Indianapolis, Indiana

Ohio
Defense Finance and Accounting Service
Columbus, Ohio
Air Force Institute of Technology, Ohio

Maine
NAS Brunswick, Maine

North Carolina
Pope AFB, NC

Virginia, District of Columbia
Consolidation of Military Medical Commands
and Tricare Management



■ **ADMISSIONS & REGISTRAR**

Requesting transcripts, applying & preparing to attend NPS

■ **ACADEMICS**

Schools, departments, programs, & curricula

■ **RESEARCH**

Programs, News, publications, annual reports, centers & institutes

■ **INFORMATION TECHNOLOGY**

ITACS services, new user information, publications, training, resources, tools & assistance

■ **LIBRARY**

Services, catalog, resources, tools & assistance

■ **ADMINISTRATION & SERVICES**

Human Resources, policies, housing, service-related information

■ **ABOUT NPS**

Facts & figures, rankings, community & campus information, NPS News

Resources For :

- **NEW STUDENTS**
- **CURRENT STUDENTS**
- **INTERNATIONAL STUDENTS**
- **FACULTY & STAFF**
- **ALUMNI & FRIENDS**
- **GOVERNMENT & INDUSTRY**

[NPS A-Z](#) | [CALENDAR](#) | [DIRECTORY](#) | [GIVE TO NPS](#)

SEARCH

Home >> [NPS Public Affairs](#) >> News

DLI, NPS On Reconsideration List
Thursday, July 21, 2005

KSBW.com article originally posted on July 21, 2005

The Defense Language Institute and the Naval Postgraduate School have been placed c reconsideration list developed this week by the Base Realignment and Closure Commiss the commission will take a closer look at the schools and their location in Monterey.

There was jubilation earlier this year when the Department of Defense chose to keep DL and in Monterey, but that jubilation has been tempered somewhat by the not unexpected fight is not yet over.

"You lobby like you do everything else. I call up the commission and talk to them and bas facilities are important, why they're important, why they should be maintained," said Leor Governor's Council on Base Retention. "You have staff in D.C. contact their staff people they have the information. We have people from Monterey dealing with the staff right now

DLI will get a visit from a few BRAC members and their staff in the coming weeks. That f will show them the highly-skilled foreign language staff that lives in the Monterey area an training that the members of the military receive at DLI.

NPS will also have an opportunity to showcase its capabilities in cutting-edge military tec homeland defense.

"The pitch stays the same. It's really three points. The local military missions get value by Monterey. The local military missions bring added value to the folks in Monterey, and the opportunity to have it cost-effective in Monterey," said Fred Cohn, Monterey Deputy City

The fact that Monterey's two military schools are on a reconsideration list is a cause for c there is a sense of confidence about the outcome.

"I think we have a strong case to make and strong politics and so ultimately I think we'll v said Rep. Sam Farr, D-Carmel.

Officials said the next few weeks will be critical as they work to educate the commission about the value of DLI and NPS and persuade them to keep the facilities in Monterey.

The final base closure list is due out in late August. It will then go to president George W review.

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BRAC members to visit AFIT Aug. 2; Turner, Hobson continue to raise objections *Wednesday, July 27, 2005*

Dayton Daily News article originally published on July 25 by Washington bureau reporter Wehrman

Two members of the independent Base Closure and Realignment Commission will visit Institute of Technology on Aug. 2 as part of commission deliberations on whether to close

The visit comes after a Tuesday commission vote to consider a variety of options for AFIT merging AFIT with the Naval Postgraduate School and the Defense Language Institute in Calif., where the two latter schools are, or merging them at Wright-Patterson Air Force Base

The commission also has not ruled out sending the military students to civilian schools.

According to commission statistics, AFIT employs 271 permanent staff. Moving it to Monmouth would mean the loss of 1,097 students locally and cost the military \$62.7 million.

Before the commission can vote to recommend closures, at least two commissioners must also as well as hold regional hearings on the issue.

Also Thursday, Reps. Mike Turner, R-Centerville, and David Hobson, R-Springfield, met with Battaglia, executive director of the base closure commission, to discuss AFIT as well as a Department proposal to move an Air Force information technology program from Wright-Patterson Air Force Base in Massachusetts.

Turner has accused Massachusetts of inappropriately luring the department to recommend 2,250 jobs — including 988 contractor jobs — to Hanscom. Turner said Massachusetts could use \$410 million economic development proposal to beef up infrastructure in and around Han-

According to Defense Department criteria, closure recommendations cannot be based on cost proposals. Turner said such lures undermine the credibility of the base closure process, "bidding war."

Thursday, he reiterated those concerns and also pointed out the higher cost of living and doing business in Boston. He argued that Hanscom has little available room to grow.

He also said privatizing AFIT would be redundant — the school already has programs that transfer some course work to Wright State University and the University of Dayton. And he argued that some coursework is integral to other work done at Wright-Patterson, including research done at the AFIT Research Laboratory.

He and Hobson gave Battaglia a six-page letter detailing their arguments.



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Base closure chairman says DLI is safe Wednesday, July 27, 2005

Monterey Herald article originally published on July 25, 2005 by Kevin Howe

Monterey's Defense Language Institute "certainly" won't be closed, the nation's base closure panel told a C-Span television audience Sunday.

Anthony Principi, chairman of the Base Realignment and Closure Commission, or BRAC, said the fate of the Army language school's fate while he was interviewed on the program Washington Journal.

"We certainly would not close the Defense Language Institute, which is located out in Monterey. It would stay open," Principi said. "It's very, very important to have that capability, the language school. That would not be closed."

After reeling from last week's news that DLI had been suddenly added to the base closure list, Principi's remarks brought cautious relief to officials lobbying to keep the school open.

"It's always nice to hear the chairman saying something you want to hear," said Monterey's Fred Meurer, who has worked for years to keep the language school off closure lists.

Both DLI and the Naval Postgraduate School were added to the closure/consolidation list at a Washington hearing last week, along with the Air Force Institute of Technology, or AFIT.

Principi said the commission might choose to close NPS and other graduate schools in favor of moving officers to civilian universities.

"We want to look at the possibility of consolidating postgraduate education," Principi said. "The options would be to close the facilities and have students seeking their master's degree in the private sector university, whether it be Stanford or Harvard or Columbia."

DLI only offers associate degrees and is not a graduate school.

Monterey's deputy city manager, Fred Cohn, said he doesn't believe privatization makes sense. He said, the Navy's cost analysis is obviously flawed since it claims that closing NPS would save the government more money than it costs to run the school.

Principi stressed that the commission is still considering merging both schools with AFIT in Monterey.

The commission, he said, will "look at the feasibility of consolidating all the postgraduate education at the Air Force and the Navy at Monterey, California, to be more efficient and to reduce operating support."

But other BRAC commissioners would like to explore different locations.

At the Washington hearing last week, BRAC Commissioner and retired Air Force Gen. LI Newton suggested moving the two Monterey schools to Ohio to save money.

Newton is one of two BRAC Commissioners who will visit AFIT on Aug. 2.

Leon Panetta, co-chair of California's Council on Base Retention and Support, noted that ties to AFIT. He was commander of the Air Education and Training Command, which over Force school. In April, the Dayton Development Commission reported that Newton had met with business leaders to "discuss AFIT issues."

Monterey officials, meanwhile, are preparing for a visit by three BRAC commissioners: P Navy Adm. Harold Gehman Jr. and former Republican Congressman James V. Hansen

In Hansen's home state, a group called the Utah Defense Alliance is promoting the idea to Utah -- an idea seriously championed in a 1995 closure round -- but Hansen doesn't s He recently told the Standard-Examiner newspaper in Ogden, "You've got a better chance Publisher's Clearing House, the Reader's Digest Grand Prize and a plane falling on your do of getting DLI."

Local officials, including Meurer and Cohn, are cancelling vacations and preparing argun commission's visit and a regional hearing in San Francisco, both scheduled for Aug. 8.

As the workload intensifies, Monterey County's Washington-based lobbying firm, Freshr Associates, has taken on the cause. Meurer said the firm will look into recruiting member support the effort.

Kast's job will be to make Monterey's voice heard above the din of lobbyists from around

Principi said that because of so many proposed consolidations, the current BRAC round most complex since the process started in 1988. The list now includes "190 major action 900 bases," he said.

Though encouraging, Principi's words about DLI are only the voice of one of nine BRAC members, Meurer said.

"He said DLI won't close but he didn't say for sure they wouldn't move it," he said. "The r make sure there's a total of seven commissioners who don't want to move DLI. "

In late August, when the commission prepares its final list for the president, it will take the seven BRAC commissioners to remove DLI and NPS from the list.

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