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**Letters on behalf of the
Naval Postgraduate School**

August 2005

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Naval Postgraduate School**

August 2005

**NATIONAL SCIENCE FOUNDATION
4201 WILSON BOULEVARD
ARLINGTON, VIRGINIA 22230**



April 7, 2005

**OFFICE OF THE
DIRECTOR**

**The Honorable Donald H. Rumsfeld
Secretary of Defense
Washington, DC 20301-1000**

Dear Mr. Secretary:

The Naval Postgraduate School (NPS) has been recognized for effectively anticipating an increasingly changing security and technological environment. The NPS has been a leader in applied research, and in assisting the introduction of new technologies into military applications. NPS brings together young officers, scientists, and engineers to develop the full potential of a host of technologies. The agility of NPS seems largely due to a unique mix of U.S. officers and faculty, who are engaged together in a challenging research environment focused on national security.

Somewhat like the management flexibilities exercised at NSF, the NPS has been well suited to support efforts in waging a global war on terrorism because it is an educational institution where promising technical or scientific work may be pursued on the frontier, with imaginative instructional and research methodologies. If NPS ceased to function, there would be an immediate need to replace this important capability.

The National Science Foundation (NSF) long has been a partner with NPS in developing forward-looking programs in oceanography, meteorology, and computer sciences. These research-based projects address fundamental and applied issues in science and technology that are of direct and immediate importance to our armed forces. NSF-sponsored research in meteorology and oceanography at NPS has resulted in advances that have been applied to military operations in the areas of fleet movements, submarine stealth, strike support, engagement parameters, and advance mission planning in-theater.

NPS researchers, working with members of the special operations community, have undertaken extensive research studies to better understand how existing and future technologies will perform in coastal and harbor defense roles. Oceanographic research undertaken includes underwater acoustics, marine processes in the littoral zones, and mesoscale modeling and air/sea interactions. Meteorology efforts include monsoon dynamics and modeling, boundary layer studies of atmospheric fronts, air-sea interaction in the tropics, and atmospheric chemistry/dust/aerosols.

The NSF has been a funding supporter of the Navy's Center for Interdisciplinary Remotely Piloted Aircraft Studies (CIRPAS), which is located at NPS. CIRPAS is an official UNOLS facility (University National Oceanographic Lab System), co-sponsored by NSF, the Office of Naval Research (ONR), the Coast Guard, and the special operations community. CIRPAS undertakes experiments conducted by war fighters, scientists, and engineers to develop UAV applications. The NSF-funded ACE-ASIA (Aerosol Characterization Experiment/Asia) program, for example, utilized the NPS/CIRPAS Twin Otter UAV to provide data via airborne sensors. The NSF and ONR also utilize CIRPAS to undertake other airborne instrumentation programs.

The NPS has a commitment to maintaining a diverse student body, and has a first-rate faculty, many of whom are recognized as leaders in their fields. The NPS also includes defense applications; secure facilities, and an ability to conduct classified research. Moreover, the school rigorously pursues educational, research and service missions that are tightly focused on military and national security issues; and the institution has a proven capacity to provide qualified graduates and expertise that make fundamental contributions to our nation's security needs.

A number of years ago the Air Force considered closure of the Air Force Institute of Technology (AFIT) and sending all students to civilian universities. Upon closer examination the benefits and costs proved sufficiently critical that the decision to close was reconsidered and ultimately not taken.

As you examine and realign our military infrastructure, I would ask you to consider a continuing role for NPS: to provide focused educational programs for the total force, including both our enlisted and civilian members, and those civilians who support our efforts in the overall national security workforce. The National Science Foundation will continue to be a willing partner in sustaining the role played by the Naval Postgraduate School in preparing the Department of Defense to meet future challenges to national security.

Sincerely yours,



Arden L. Bement, Jr.
Director

CENTER FOR LANGUAGE STUDIES
Office of the Director



July 25, 2005

Chairman Anthony Principi
2005 Defense Base Closure and Realignment Commission
2521 S. Clark St., Suite 600
Arlington, VA 22202

Dear Chairman Principi and members of the Commission,

As the former Chancellor of the Defense Language Institute in Monterey, I was pleased to read about the possible consolidation of the Naval Post Graduate School and the Defense Language Institute in Monterey. This idea has surfaced before, but it was not implemented. While such a consolidation made sense both academically and financially, the concept has been rejected in the past because the two schools were operated by different branches of the Armed Services. However, in today's era of "jointness," this past lack of inter-service collaboration should no longer stand in the way doing what makes imminent sense.

Four points are clear:

1. Both NPS and DLI have independently established well-deserved reputations for excellence.
2. Because of their "exempt" pay systems, there would not be any savings in faculty salaries if the schools were relocated.
3. There is an opportunity to reduce total operating costs by eliminating current duplications in the schools' support services.
4. Several of the academic programs in both schools could be further enhanced by the collaboration which would be fostered if the NPS and DLI programs belonged to the same organization.

Point number 1: The Naval Postgraduate School with about 550 faculty fills a unique role in providing graduate programs in the sciences, engineering, management, and international studies that are tailored to specific DOD needs and are regularly reviewed by boards of DOD personnel who utilize the graduates of these programs. The operation of the Defense Language Institute with nearly 1200 academic faculty is also overseen by a board with representation from all of the DOD Services and Agencies with foreign language needs. Based on the guidance of this language policy board, DLI has developed instructional programs that teach and test the languages needed to meet national security needs (rather than the languages offered at traditional universities) – and it teaches those languages to higher levels of proficiency than is attained by college foreign language majors at other institutions.

Point number 2: As with any university, about 80% of the cost of operations is faculty salaries. However, the salary scales used at the NPS and DLI are based on national market data rather than on local cost-of-living calculations. This means the current salary scales would not change and no savings would be realized if the schools were relocated to another area with a lower cost-of-living index.

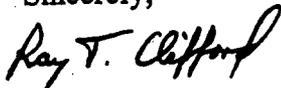
Point number 3: The viability of a consolidated DOD university is validated by the organizational structure of major universities. Just as every major university includes multiple colleges as diverse as humanities and engineering – all of which are supported by a single organizational infrastructure, the DLI and NPS programs could, despite their separate missions, share major academic support functions. Such a consolidation would reduce redundancy and create savings in major support areas such as admissions, budgeting, faculty recruiting, academic pay setting, class scheduling, instructional technology, information management, institutional research, and facilities maintenance.

Point number 4: The consolidation of NPS and DLI programs could further strengthen programs in both schools. For instance, the NPS international programs would benefit from the participation of DLI faculty who were raised in the countries and regions covered in those courses. Foreign students attending NPS courses could serve as “native informants” in DLI language classes. The instructional technology divisions at both schools could share programs and authoring systems.

In sum, whether the combined school would be headed by a civilian president or a military officer assigned on a rotational basis from each of the participating Services, the creation of a single consolidated DOD university would have both financial and academic advantages.

If there is interest in pursuing this concept, I would be glad to discuss the details of how such a consolidation might be accomplished.

Sincerely,



Ray T. Clifford
Director, Center for Language Studies
3086 JFSB
Brigham Young University
Provo, UT 84602

cc: Mayor Dan Albert, City of Monterey

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296 McHenry Library, Santa Cruz, CA 95064-1078
Phone (831) 459-2058 • FAX (831) 459-2098

July 29, 2005

Chairman Anthony J. Principi
Members of the Defense Base Closure and Realignment Commission
2521 South Clark Street, Suite 600
Arlington, VA 22202

Re: The Naval Postgraduate School and Defense Language Institute and
the Monterey Bay Education and Research Crescent

Dear Chairman Principi and Members of the Commission:

As Chancellor of the University of California, Santa Cruz, I am writing to urge the Commission to give strong consideration to keeping the Naval Postgraduate School (NPS) and the Defense Language Institute (DLI) in Monterey. The concept of consolidation holds great promise for cost and programmatic efficiencies; however, I'm more interested in the final location than the overall management structure.

The Monterey Bay Crescent is home to over 20 institutions of higher education and research. These institutions, both public and private, represent a unique combination of talent that has both relied on and has contributed to the excellence and effectiveness of the NPS and the DLI. The unique intellectual capacity of this region with complimentary missions creates a synergy that would be impossible to reproduce in any other location.

World class institutions such as Stanford University, the California State University system, and the University of California have all invested heavily in campuses and research centers located along the shores of the Monterey Bay. The region also boasts extensive investment by David Packard's Monterey Bay Aquarium Research Institute (MBARI), the United States Geological Survey (USGS) and numerous National Oceanic and Atmospheric Administration (NOAA) facilities and programs.

You know already of Monterey's excellence as a world center for language instruction and its profile as the language capital of the world. You may not know that the talents of this region span many disciplines from deep-sea technologies, to deep space inquiry, in addition to our foreign language and policy training capabilities. Common across these many institutions is an excellence of instruction and rigorous research.

We are proud of this great concentration of world-class educators and research. It has taken many decades to build such a strong network of talent. The faculty at each of our institutions benefits from the collocation in a region that reinforces and values their contribution. In fact, it is this network that helps attract and retain this talent at all of our institutions.

In closing, both NPS and DLI are of significant value to our region and the nation. I urge the commission to find a solution that allows the military to immediately increase the critical benefit of each. From experience, educators in our region know what a long and tedious job it is to build capability in a new educational and research institution. With the condition of today's world we, as a nation, cannot afford to lose the contributions of these institutions if they are relocated to another community. I urge you to consolidate activities and expand services in place so that we all may benefit from the unique mission and talent both the NPS and DLI have to offer.

Sincerely,



Denice D. Denton
Chancellor

cc: U.S. Congressman Sam Farr
U.S. Senator Diane Feinstein
U.S. Senator Barbara Boxer
City of Monterey Mayor Dan Albert



March 24, 2005

Donald H. Rumsfeld
Secretary of Defense
1000 Defense Program
Washington, DC 20301-1000

Dear Secretary Rumsfeld:

This letter is intended as a strong endorsement of the importance of the Naval Postgraduate School in providing educational resources and research essential to national security. While I understand the need to evaluate all elements of the United States armed forces with an aim to better align resources with the nation's defense and homeland security needs, I am convinced that NPS is a particularly valuable asset in this portfolio.

For the past decade, I have had the opportunity to work with the NPS administration and faculty to assess the quality of their programs and develop new mechanisms capable of meeting the changing needs of the armed forces in the face of rapid technological change. Just as the high-performance workplace characterizing today's industry demands ongoing education for managers and executives, it is essential that our military officers have a sophisticated understanding of the technology that increasingly dominates their activities. The NPS provides high quality instructional programs comparable to the nation's best graduate schools. It has tailored its efforts to meet the particular needs of the U.S. armed forces, carefully aligning its instructional and research programs with current national defense and homeland security priorities. My review of comparative financial data suggests that the actual academic costs of NPS programs are quite reasonable, more comparable to the best of the public university graduate engineering programs (e.g., U. Michigan, Purdue, U. California) than the more expensive private universities (e.g., MIT, Stanford, Caltech).

The NPS programs play a unique role in building "communities of practice" within the officer corps at an important stage of military careers. It pulls together a very unique community of officers, international students, and faculty engaged in the environment of a research university focused on national security. Leaders of both higher education and industry are increasingly convinced that such mid-career educational opportunities provide the most effective approach to professional education. Furthermore, through the combination of graduate education and research, NPS helps the U.S. armed forces track the rapid evolution of advanced educational needs, programs, and technology, providing an "over the horizon" perspective on the evolution of the global, knowledge-driven society that now characterizes our times.

Secretary Donald H. Rumsfeld
March 24, 2005
Page Two

NPS has been quite agile in transforming itself to focus on today's challenges, including, in particular, the global war on terror. Its Center for Civil-Military Relations has strengthened civilian-military relations and is helping other nation's cope with a changing threat environment. Its Leadership Development and Education for Sustained Peace program has prepared units deploying to stability operations in regions such as Iraq, Afghanistan, and Kosovo. It has recently developed a unique master degree curriculum in homeland defense. NPS has also been at the forefront in developing and applying Internet-based technology for distributed learning to the U.S. armed forces throughout the world, establishing the continual learning environment so essential to track technological change.

There is one additional—and I believe compelling—reason for my strong support of NPS as an important element of the nation's defense infrastructure. As advanced education becomes a more pervasive need of the high-performance workplace, and as college graduates seek careers requiring lifelong learning, employers are under ever-greater pressure to provide graduate educational opportunities. The fact that there are currently over 1,600 "corporate universities" is evidence that most large companies find that building inhouse capability is not only essential for recruiting employees but frequently more cost-effective than relying primarily upon outsourcing education programs from traditional colleges and universities. Hence I believe that the educational opportunities offered by NPS are increasingly essential to recruiting the talent required for this nation's defense and security.

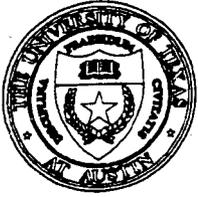
In conclusion, it is my belief that the Naval Postgraduate School should be viewed as a very critical resource for both the Navy and the broader United States armed forces, not only in achieving the skill levels that will be required of an increasingly technology-intensive national and homeland defense effort, but also a vital factor in recruiting and retaining the very best talent from our colleges and universities. If the United States did not already have such an asset, it would likely be compelled to create just such an institution to effectively complete in a global, knowledge-intensive marketplace for the human capital necessary for national security.

It is my hope that such considerations will be kept in mind as Department of Defense makes the very difficult decisions on resource allocations in the months ahead.

Sincerely,



James J. Duderstadt
President Emeritus and University
Professor of Science and Engineering



INSTITUTE FOR ADVANCED TECHNOLOGY
THE UNIVERSITY OF TEXAS AT AUSTIN

3925 West Braker Lane, Suite 400 • Austin, Texas 78759-5316
(512) 471-9060 • FAX (512) 471-9096

July 20, 2005

Mr. Anthony J. Principi
Chairman
Defense Base Closure and Readiness Commission
2521 South Clark Street
Suite 600
Arlington, VA 22202

Dear Mister Chairman,

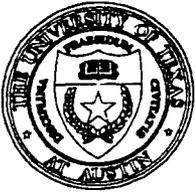
Enclosed herewith please find a letter sent by me to the Secretary of the Navy earlier this year regarding the Naval Postgraduate School, Monterey, California. My views expressed there remain the same: NPS is an excellent, efficient, and essential organization to the Navy as it enters an ever more operational and technically demanding decade.

If I can be of assistance, please do not hesitate to call (512-232-4448)

Sincerely,

A handwritten signature in black ink, appearing to read "Robert R. Fossum".

Robert R. Fossum, PhD
Senior Research Scientist



INSTITUTE FOR ADVANCED TECHNOLOGY
THE UNIVERSITY OF TEXAS AT AUSTIN

3925 West Braker Lane, Suite 400 • Austin, Texas 78759-5316
(512) 471-9060 • FAX (512) 471-9096

May 4, 2005

Honorable Gordon R. England
The Secretary of the Navy
1000 Navy Pentagon
Washington, DC 20350-1000

Dear Mr. Secretary,

I also want to thank you for visiting the Institute for Advanced Technology. I have heard many favorable comments on your talk to the Army fellowship students. Especially interesting was the emphasis on the "Principles of Leadership."

And please add my personal thanks for my recent appointment to the Board of Advisors of the Naval Postgraduate School (NPS). I attended my first Board meeting two weeks ago and I am quite impressed with the students, faculty and laboratories. Dean Frederick E. Terman (Stanford), one of the greats in engineering education, once told me, those are the three essential components of excellence in educational. Add to that, the compelling military focus, and you have my general impressions of NPS.

Three specific impressions are important,

First, there seems to be a tendency in present day analyses to compare costs at NPS with costs at civilian graduate schools on the basis of normalized metrics, such as cost per credit hour. In my opinion, such comparisons are too simplistic and may lead to erroneous conclusions. Clearly NPS has fixed costs (faculty and staff salaries, facilities costs, etc.) which are paid by the Department of the Navy. While civilian institutions have similar costs, only a fractional part of those costs are paid by the Navy (in tuition) and the remainder are paid by state appropriations or by private endowments. However, assuming a fixed educational content, curriculum completion in a civilian institution will take longer to complete. This added time is due to the efficiency of the year around program at NPS when compared to the academic scheduling in civilian institutions. And since the officer salaries dominate the total costs to the Department of the Navy, the longer time spent to complete the fixed requirements is more expensive in civilian institutions.

A second issue overlooked by the usual analyses, is the actual content of the curriculum. At NPS, the Curricula Sponsor is the driver of the educational content. In my opinion, the content of all curricula at NPS is carefully crafted and highly focused on military issues and technology. Needless to say, this would not be the case in civilian institutions. I have

taken the time to read some recent of the thesis work, especially by the Unrestricted Line Officers working in a team effort. It was very good and could only have been that good if done at NPS.

My final impression relates to institutional uniqueness. Recall that I was at one time Director of the Defense Advanced Research Projects Agency (DARPA) After a few years in that position it was clear to me that DARPA was unique. Should it ever happen that its mission was substantially changed or closed out, then the institution probably could never be reconstituted. The landscape of the Executive Branch has several examples of failed attempts to emulate DARPA. The process of such radical change is not reversible. I have much the same view of the uniqueness of NPS. I am convinced that should naval officer graduate education be transferred away from NPS, the relevance of that education will be substantially weakened and that NPS itself could never be reconstituted.

Again, thank you for visiting IAT. Best wishes for success in your new position in the Department of Defense.

Sincerely,
Robert Fossum

300 King Farm Blvd., #102
Rockville, MD 20850
29 July 2005

Chairman Anthony Principi
Base Closure and Realignment Commission
2521 S. Clark St., Suite 600
Arlington, VA 22202

Dear Chairman Principi and Members of the Commission:

I am writing to urge the Commission to adopt the option of combining the Defense Language Institute (DLI) and the Naval Postgraduate School (NPS) into a single educational and training organization in Monterey, CA. I believe that my professional experience enables me to provide useful insights into the desirability of this course of action.

Although my predecessor initially realigned two separate war colleges, the National War College (NWC) and the Industrial College of the Armed Forces (ICAF), as components of the National Defense University (NDU), I was assigned in early February 1977 as NDU's first operating president. I served in that capacity until retirement from the US Army the end of July 1981. While the two colleges had separate missions, combining them into a university made possible substantial savings in administrative and logistical support personnel and services. In addition, this arrangement facilitated enhanced professional learning in both student bodies.

Subsequently, it was deemed prudent to realign other Department of Defense (DOD) schools as part of NDU, despite their differences in mission from the two war colleges. Several of these NDU components also are located in the National Capitol region, all much farther from NDU's location at Fort McNair than the 1.2 miles between NPS and DLI. In fact, one component of NDU, the Armed Forces Staff College, is located in Norfolk, VA, a considerable distance from Washington, DC.

While assigned from 1973 to '75 as commanding general of Fort Ord, CA, I was responsible for the Presidio of Monterey as one of Fort Ord's sub-posts. Although the missions of the Fort Ord main post and DLI were significantly different, there is no question that this arrangement was far more economical than if the two installations had been independent. We at Fort Ord provided administrative and logistical support for the Presidio without interfering in DLI's language instruction. The distance between Fort Ord and the Presidio is substantially greater than the distance between DLI and NPS.

Augmenting my exposure to DLI and NPS while commanding general of Fort Ord, I had additional opportunities to become better acquainted with both installations and their operations. I was honored to serve as an appointed member of the NPS Board of Advisors for about four years in the late 1970's/early 1980's. From 1987 to 1998, I served as president of the Monterey Institute of International Studies, a private free-standing graduate school; in that capacity, I became more familiar with both institutions

while searching for ways to cooperate that would enhance the educational outcomes of all three schools.

DLI, formerly the Army Language School, has long been a joint institution in every sense; it responds to all the military services and other DOD agencies that have foreign language requirements. Its resident student body of about 3,700 and faculty of some 1,200 are programmed to increase substantially. The Army is the executive agent.

NPS has a resident student body of about 1,700 and a faculty of some 525. While it is a Department of the Navy school, about 700 of its students are from the other services, are DOD civilians or are international students of all services from some 60 countries; the number of students from other services is programmed to increase. NPS is in fact, if not in name, a joint and combined educational institution.

A previous attempt to combine NPS and DLI foundered because of inter-service problems between the Army and the Navy. The 2005 BRAC review provides an opportunity to bring the two schools together, which obviously would save academic support costs. Moreover, since both installations are surrounded by the City of Monterey, combining them also would permit additional savings in base operating costs due in part to economies of scale. Ongoing cooperation between DLI and the City of Monterey, which charges marginal, not average, costs for the base support it provides, has resulted in a savings of 49% in base operating costs at the Presidio, according to the US Army Audit Agency.

In addition, combining DLI and NPS would facilitate academic cooperation to the advantage of both schools. For example, native speaking DLI faculty from foreign countries could serve as a resource to NPS students in curricula related to international studies, while international students at NPS could perform the same function for DLI students trying to learn about the culture of countries in which their foreign language is spoken.

I hope the BRAC Commission will give careful consideration to the advantages of combining NPS and DLI into a single institution located in Monterey, CA.

Sincerely,


Robert G. Gard Jr., PhD
Lt. Gen., USA, Ret.

300 King farm Blvd., #102
Rockville, MD 20850
14 July 2005

The Honorable Anthony J. Principi
Chair, Defense Closure and Readiness Commission
2521 South Clark Street, Suite 600
Arlington, VA 22202

Dear Mr. Principi:

I write to call your attention to a truly unique and highly valuable organization that the US Navy has developed in Monterey, California: the Naval Postgraduate School (NPS). As a professional military officer with 31 years service in the US Army, a former member of the Board of Advisors of NPS, and subsequently as president of the Monterey Institute of International Studies (MIIS) for almost eleven years, I came to know very well indeed that NPS provides the Department of Defense with an effective, diverse, and sustainable educational institution that supports current and future readiness, advances in technology, and educational programs that facilitate getting our superior technology into the hands of the war fighter.

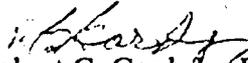
Many policymakers do not realize that NPS is a leading center of strategic and area studies in the United States. While civilian universities were abandoning their programs in security and area studies at the end of the Cold War, NPS bolstered its programs geared to prepare today's war fighters. NPS also has worked for over a decade to become a truly joint institution and to reach out to and enroll international officers who are so crucial in our fight against global terrorism. Members of the NPS faculty are also specialists in matters of importance to the Department of Defense. They offer innovative programs in Homeland Security, Special Operations, Security Building and UAVs, for example, that exist no where else in the United States.

NPS's teaching and research programs in area studies, counter-proliferation, and counter-terrorism are not replicated elsewhere in the United States. Members of the NPS faculty also have taken advantage of other educational institutions in Monterey to produce a world-class language program with the Defense Language Institute and the Monterey Institute of International Studies. Students enrolled in the regional studies and counterterrorism programs at NPS can take advanced language and translation and interpretation courses at the Monterey Institute, or they can take basic immersion language courses at the Defense Language Institute. NPS offers one stop shopping; students can obtain language training, Joint Professional Military Education, and Masters degrees in fields relevant to their military careers at one location. By accelerating the pace of course delivery at NPS and by eliminating the need to make an additional move to secure language training, the NPS-DLI-MIIS team is geared towards minimizing the greatest expense in educating officers, the cost of their pay and benefits.

Monterey is becoming well known as the outstanding center of language and security studies training in the world. If the NPS-DLI-MIIS team did not exist, the

Defense Department would be working at great expense to create it. In the deliberations of the BRAC Commission, I encourage you and your colleagues to take into account the unique contributions made by the Naval Postgraduate School to our nation's security.

Sincerely,


Robert G. Gard, Jr., PhD
Lt. Gen., USA (Ret.)



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July 27, 2005

The Honorable Anthony J. Principi
Chairman, Defense Base Closure and Readiness Commission
2521 South Clark Street, Suite 600
Arlington, VA 22202

Dear Mr. Secretary:

This letter is written to urge you to conduct a very thorough review of the U.S. Naval Post Graduate School in Monterey before you recommend any changes. For more than thirty years, I have had very strong connections with this institution, with the faculty as well as the administration. Currently, for example, I have corresponded recently with Professors William Maier and William Colson about technical matters concerning free electron lasers and electro-magnetic guns. On February 25, 2005, I delivered a lecture to about 150 faculty and students on the naval applications of electro-magnetic guns. In addition, I have had discussions with Provost Richard Elster and others about the management of the school and curriculum matters. Finally, I served as a member of the school's visiting committee for about ten years in the late 1970s and early 1980s during the time Admiral Russell was chairman of the committee.

There is no question in my mind that the U.S. Naval Post Graduate School is the best of the military graduate schools. This judgment is based on long experience in higher education and in military matters as you can see from the enclosed biosheet. It is impossible to get a quantitative measure of the impact of an institution such as the Naval Post Graduate School. What one has to do is to look at the record of achievement of the graduates. I need not make a list and I am sure that your staff people have already done that. One example I know about is that the new Chief of Naval Operations, Admiral Michael G. Mullen is a graduate of the school. He is typical of the distinguished line of naval officers who have expanded their knowledge and honed their skills at the post graduate school.

Let me repeat what I said at the beginning of this letter: Please be careful before you recommend any changes. The merger and closure proposals that I have heard about would all seriously compromise the quality of the institution.

With very best wishes,

Sincerely,

Hans Mark
Hans Mark

The University of Texas at Austin
 Department of Aerospace Engineering
 and Engineering Mechanics
 Woolrich Hall, Room 401
 Austin, Texas 78712
 512/471-5077



Hans Mark is a Professor of Aerospace Engineering and Engineering Mechanics at The University of Texas at Austin, a post he has held since 1988. Since 1992, he also holds the John J. McKetta Centennial Energy Chair in Engineering. Since 1990, he has been associated with The University's Institute for Advanced Technology as a Senior Research Engineer. In that capacity he works on advanced weapons systems for the U.S. Army.

Dr. Mark was named Chancellor of The University of Texas System on September 1, 1984 and served until September 1, 1992. The University of Texas System consists of fifteen separate institutions, nine academic campuses, four medical schools and two research oriented hospitals, The University of Texas M.D. Anderson Cancer Center in Houston and The University of Texas Health Center at Tyler. Two of the academic campuses, The University of Texas-Pan American and The University of Texas at Brownsville, were added to The University of Texas System during Dr. Mark's term of service as Chancellor. The externally funded research performed at U.T. System campuses increased from \$270 million in 1984 to \$600 million in 1992. In addition, two industrial research consortia were established and housed in facilities partly financed by the University, the Microelectronics and Computer Corporation

(MCC) and SEMATECH. The University of Texas System is one of the largest university systems in the U.S. having 60,000 employees, 160,000 students and an annual budget of about \$7.5 billion.

Prior to joining The University in September 1984, Dr. Mark was the Deputy Administrator of NASA having been appointed to that position by President Reagan in March 1981. During his term of service he oversaw the first fourteen space shuttle flights and helped to initiate the U.S. Space Station Program. Dr. Mark moved to Washington in April 1977 when he was appointed Undersecretary of the Air Force and director of the National Reconnaissance Office by President Jimmy Carter. In the latter post, he was responsible for managing the U.S. satellite reconnaissance program. In April 1979, President Carter named Dr. Mark Secretary of the Air Force, a post he held until February 1981. During his service as Secretary of the Air Force, Dr. Mark initiated the establishment of the U.S. Air Force Space Command which is now the U.S. Space Command with headquarters in Colorado Springs. In June 1998, Dr. Mark took a leave-of-absence from The University to return to the Pentagon to serve in the Department of Defense as the Director of Defense Research and Engineering. In that position, he was the chief technical advisor to the Secretary of Defense and the Undersecretary of Defense for Acquisition, Technology and Logistics. He returned to his post at The University in March 2001.

Before moving to Washington, Dr. Mark was the director of the NASA-Ames Research Center in Mountain View, California for eight years (1969-1977). The Center is responsible for conducting a wide variety aeronautical and space research projects. During his term as director, he supervised the management of the "Pioneer" planetary exploration program. Pioneer 10 was launched on March 2, 1972 and became the first spacecraft to fly past Jupiter and the first man-made object to leave the solar system. Dr. Mark was also responsible for initiating the Bell XV-15 experimental tiltrotor aircraft program which in 1996 led to the development of the first privately

funded commercial venture in tiltrotor aviation, the Bell-Boeing 609.

From 1955 to 1969, Dr. Mark was associated with the University of California at Berkeley and at Livermore, California. He served as a professor of nuclear engineering and department chairman at the University of California in Berkeley and as a research scientist and division leader at the University's Lawrence Livermore National Laboratory. Dr. Mark led research groups working in nuclear and atomic physics and also contributed to astrophysics and to developing instrumentation used in the testing of nuclear weapons. In addition to his regular academic appointment, Dr. Mark has held non-tenured or adjunct appointments at the Massachusetts Institute of Technology, Stanford University, the University of California at Davis and The University of Texas M.D. Anderson Cancer in Houston. He is a member of the Board of Trustees of Polytechnic University in New York and is a director of several corporations. He served on President Ford's Science and Technology Advisory Group and on the Defense Science Board.

Dr. Mark is the author or co-author of more than 200 scholarly articles and numerous books including "Experiments in Modern Physics", "The Management of Research Institutions", "Power and Security", "The Space Station: A Personal Journey" and "Adventures in Celestial Mechanics".

Dr. Mark was elected to the National Academy of Engineering in 1976. He is an Honorary Fellow of the American Institute of Aeronautics and Astronautics, The American Physical Society and the American Association for the Advancement of Science. He is a member of Tau Beta Pi, Phi Beta Kappa, Sigma Xi, The American Nuclear Society, the American Society for Engineering Education, the Cosmos Club and the Council on Foreign Relations. In 1966, Dr. Mark was named outstanding engineering teacher at the University of California in Berkeley by Tau Beta Pi. He was awarded NASA's Distinguished Service Medal in 1972 and again in 1977. In 1981 and again in 2001, he received the Distinguished Public Service Medal from the

Department of Defense. The U.S. Air Force bestowed the Exceptional Civilian Service Medal on Dr. Mark in 1979 and in 1984 he received the Exceptional Scientific Achievement Medal and the Exceptional Engineering Achievement Medal from NASA. Most recently in 2001, Dr. Mark was awarded the Gold Medal of the Department of Energy by the Secretary of Energy. Dr. Mark holds four honorary degrees, a Doctor of Science from Florida Institute of Technology (1978), Doctor of Engineering degrees from Polytechnic University (1982) and the Milwaukee School of Engineering (1991) and a Doctor of Humane Letters from St. Edward's University (1993).

Born in Mannheim, Germany on June 17, 1929, Dr. Mark came to the United States with his parents in 1940 and became a U.S. citizen in 1945. He earned an A.B. degree in physics from the University of California in Berkeley in 1951 and a Ph.D. in physics from the Massachusetts Institute of Technology in 1954. From 1954 to 1955, he served as acting chief of the neutron physics group at MIT.

Dr. Mark married the former Marion G. Thorpe in 1951. She holds a doctorate in education and specializes in educational testing, linguistics and English literature. Dr. Marion Mark currently teaches at St. Edward's University in Austin. They have two children, Jane Mark, a bilingual psychologist in Spokane, Washington, and Dr. Rufus James Mark, who is director of radiation oncology at the Good Samaritan Hospital in Los Angeles. The Marks have five grandchildren.



Lawrence Livermore National Laboratory
DIRECTOR'S OFFICE

August 3, 2005

Honorable Anthony J. Principi, Chairman
Defense Base Closure & Readiness Commission
2521 South Clark Street
Suite 600
Arlington, VA 22202

Dear Chairman Principi,

As the BRAC Commission explores various options on the future of the Naval Postgraduate School (NPS), I would like to bring to your attention the valuable partnership between Lawrence Livermore National Laboratory (LLNL) and NPS.

This longstanding relationship has been facilitated by the NPS location in Monterey, California. For more than ten years, individual faculty members and researchers have been collaborating on research projects, sensitive and classified workshops, and the graduate education of NPS and UC students. These projects span many areas of science, technology and policy critical to National Security, particularly the global war on terrorism. The current list includes, Homeland Defense especially Maritime Domain Awareness, Homeland Security, Energetic Materials, Space Operations and Systems, Information Operations, Nat'l Security / Counter- Proliferation (CAPS), Global Security, Modeling, Simulation & Analysis, Defense Field Experimentation and Exercises, C4ISR, Laser Weapons and Communications, Sensors and UAVs and Meteorology and Oceanography. More importantly, these S&T collaborations are resulting in big wins for the DOD. Three current examples are:

- A major maritime initiative sponsored by OSD/Homeland Defense where we are leading the development of a persistent and near-realtime end-to-end capability to transform massive amounts of data into actionable knowledge which is then distributed on DOD's Net Centric architecture. This coupled with the global test bed we are putting in place will provide the DOD more efficient and responsive means to address the information overload as well as provide enhanced capabilities in all of its missions including the global war on terrorism (GWOT).
- The development of new communications technologies and architectures to support current and emerging DOD missions. Of note is the integration of ultra wideband (UWB) and radiation detection technologies developed at LLNL with the wireless communications mesh capabilities developed at NPS to provide Special Operation Command with unprecedented situational awareness, thru-the wall communication and visualization capabilities and reachback capabilities to virtually augment the operational team with requisite expertise from anywhere in the world.

- System studies being conducted by NPS on the application of railguns to the "all-electric" Navy have been facilitated by access to state-of-the-art laser peening developed in our research facilities at LLNL.

The first two activities are "scalable" and "transportable," i.e., they can be applied to other military missions or other U.S. national security challenge requirements. For example, both activities are currently being extended to support U.S. Coast Guard activities.

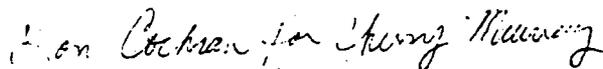
As you are aware, LLNL is a national security laboratory managed by the University of California for DOE/NNSA. As such, we support a broad list of U.S. government departments and organization in addition to our core mission of supporting the nuclear weapons stockpile. From this vantage point, the unique assets of the Naval Postgraduate School provide valuable contributions to our programs. The strategic importance of these collaborations prompted the formalization and expansion of the relationship to include research, visiting faculty appointments, a seminar series and sharing of LLNL facilities for the education of the US military students enrolled at NPS. In addition to S&T collaborations, the unique NPS assets that contribute to this partnership include:

- Faculty expertise in defense and national security
- World-class subject area expertise in nuclear proliferation
- World-class subject area expertise in information assurance
- Operationally experienced students
- Connectivity to joint commands, the fleet, OSD, the Services and the DoD laboratories
- Connectivity to coalition partners such as Singapore and Australia
- Access to many classified networks and intelligence agencies
- A large international student body from coalition partners
- An ability to conduct and share in classified research
- Strong connectivity to the Department of Homeland Security, as well as DoD and the intelligence community

Further, we believe that the partnership with the Naval Postgraduate School, through its extensive experiment testing programs, operationally experienced faculty and student body, and alliances with DOD, the Services, the Commands and nearly forty defense contractors, will greatly enhance the transfer of Laboratory technologies and software in support of U.S. national security.

In summary, a valuable partnership has been developed that was enabled and facilitated by the proximity of our two institutions. This synergy has produced remarkable results, which could be threatened by decisions affecting the NPS.

Very respectfully,



Cherry A. Murray
Deputy Director for Science and Technology

July 24, 2005

The Honorable Anthony J. Principi, Chairman
2005 Defense Base Closure and Realignment Commission
2521 South Clark Street, Suite 600
Arlington, VA 22202

Dear Chairman and Commission:

We chair the Board of Advisors of the Naval Postgraduate School (NPS) and the Board of Visitors of Air University (including the Air Force Institute of Technology, AFIT), respectively. For some time now, we have participated in the debate on how to best provide for doctoral and master's level technical education of members of the Armed Forces. We would like to offer some insights and information on the outcome of the Base Closure and Realignment Commission (BRAC) meeting on July 1, 2005, as it affects NPS and AFIT. This is crucial to good decision making affecting these two fine educational institutions.

We believe that the best course of action is to allow both NPS and AFIT to pursue their current evolution — integrating similar programs, maintaining or strengthening the existing ones that provide unique value to service members' education, and starting new ones that serve immediate or long-term needs of the nation. Both institutions are in the process of coordinating these programs. They have formed partnerships that leverage each school's programs, faculties, and investments, and have made tangible gains integrating and consolidating certain courses. Our Boards have NPS and AFIT on paths toward more sharing and efficiencies, while preserving specific service competencies where essential.

We believe that physically closing, moving, or simply merging the programs of NPS and AFIT would result in loss of both relevance and quality. Civilian education, such as that offered for instance, at MIT or Stanford University, does not meet the needs of the Armed Forces in the way AFIT and NPS do. For example, civilian institutions do not address issues of defense acquisition or counterinsurgency as AFIT and NPS do, nor do they conduct some of the classified research that provides in-depth, specialized education to members of the Armed Forces. Displacing these programs and trying to reconstruct them elsewhere would take a long time and would result in losses at a time when the public can hardly afford it.

As Board chairs, we understand and, in the public interest, share the Commission's concerns about economic value, cost, and efficiency. We have seen these issues from the perspective of a governing board. Given the complex and different ways in which the Department of Defense, Navy, and Air Force keep cost data, simple arithmetic and superficial comparisons to civilian education costs can lead to poor decision outcomes. We urge you and your analysts to carefully reconsider conclusions concerning costs that may have led to your outcome on July 1, 2005. For example, we understand Navy cost data supports the conclusion that the NPS cost of education, per student, per academic year (9 months) is less than that for graduate programs in engineering at Stanford University. Similarly, we understand that cost data collected by the Air Force supports the conclusion that relying on civilian universities for its current and emerging technical degrees would be more costly — in terms of dollars, time, and flexibility — especially when designing new courses to match changing requirements.

Accordingly, we believe closing or relocating AFIT or NPS would probably not provide the financial benefits that seem to be expected at present. That would carry some high intangible costs, such as the loss of the military nature of their programs and the benefits of US military personnel studying side-by-side with foreign officers. It would also disrupt essential linkages to military research laboratories, related functions, and effective relationships with academic allies.

We firmly believe, and urge you to conclude as well, that AFIT and NPS should remain separate institutions and continue on the path of coordination of programs they already pursue. That is the best for the Navy, Air Force, and the nation, as well as our international allies who participate in our highly technical programs today.

We welcome any opportunity to meet with you, the other commissioners, and analysts to further explain our views.

Very truly yours,



Professor M. Elisabeth Paté-Cornell
Chair, Naval Postgraduate School Board of Advisors



Ann C. Petersen, Attorney at Law
Chair, Air University Board of Visitors

Contact information for Prof. Paté-Cornell:

Professor M. Elisabeth Paté-Cornell
The Burt and Deedee McMurtry Professor of Engineering
Chair, Department of Management Science and Engineering
(Risk Analysis), Terman Bdg. Room 340
Stanford University, Stanford CA 94305-4026
Phone: (650) 723 3823 Fax: (650) 736 1945
E-mail address: mep@leland.stanford.edu

Contact information for Ms. Petersen:

Ann C. Petersen, Attorney at Law
General Counsel, Andworth Chambers LLC
180 East Pearson Street, Suite 5103
Chicago, IL 60611-2113
Phone: (312) 664 6279 Fax: (312) 664 6297
E-mail address: Acpsen@aol.com



GEORGE P. SMULTZ
THOMAS W. AND SUSAN B. FIRD
DISTINGUISHED FELLOW

VIA FACSIMILE
(703) 699-2735

August 1, 2005

Chairman Anthony J. Principi
Defense Base Closure & Realignment Commission
2521 South Clark Street, Suite 600
Arlington, VA 22202

Dear Chairman Principi,

I live in the San Francisco area and am involved with higher education in a number of different ways. My association with Stanford goes back many years, and I am closely associated with Hoover Institution. I am also familiar with the fine work done by the Naval Postgraduate School in Monterey.

I'm writing to underline the importance of the Naval Postgraduate School to our national security. The school is the major provider of graduate education in most areas of direct concern to national security such as engineering, computer science, information technology, operations research, special operations, and homeland security. All curricula have a direct tie to the operating forces. No other school, including Stanford, could reasonably replicate what goes on at the Naval Postgraduate School.

The Naval Postgraduate School has an important impact on current and future foreign relations. There are 275 international students at the school from around 60 nations. These countries send their best and brightest young officers, people who will rise to leadership positions in their respective countries. Those officers study next to their American colleagues and form lasting friendships that will benefit our country for generations to come.

Foreign countries send their students to Monterey precisely because of the school's close ties to our defense structure, because of the world-class faculty, and because of the opportunity to study alongside U.S. officers from all services.

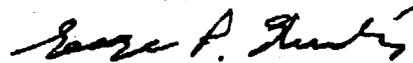
Chairman Anthony J. Principi
August 1, 2005
Page Two

The Naval Postgraduate School makes many other contributions to our foreign policy ranging from providing education to leaders from Eastern Europe in the Partnership for Peace program to sending teams of faculty to emerging democracies (including Iraq) to help build democratic institutions.

I believe that the importance of the Naval Postgraduate School will grow significantly in the future. I support not only keeping the School open but also expanding its enrollment well beyond the 1,600 students now in residence. From what I understand, it offers the most cost-effective way to provide this truly world-class education.

Attached is a memo that sets out additional impressive activities of the Naval Postgraduate School. Thank you for your careful consideration of the school and its essential contributions to our nation's security.

Sincerely yours,



George P. Shultz

Attachment

**NAVAL POSTGRADUATE SCHOOL (NPS)
National Security Initiatives**

- **International Education**
 - Former Secretary of State Colin Powell designated NPS as *the* U.S. Partnership for Peace education and training institution.
 - NPS has 275 international students from about 60 nations who are enrolled in on-campus degree programs.
 - NPS hosts the Defense Resource Management Institute (DRMI), which reports to the Office of the Secretary of Defense.
 - In 2004, DRMI taught 554 students from 92 other nations in 17 courses.
 - 324 students were taught in 9 courses on location in other countries.
 - Several years ago, NPS formed the Center for Civil Military Relations (CCMR) and the Institute for Defense Acquisition Resource Management (IDARM).
 - In 2004, CCMR and IDARM taught 3,562 students from 91 other nations. Of those students, 2,691 were taught in other countries.
 - Additionally, CCMR taught 11,136 students in residence and at other CONUS locations in 2004.

- **NPS plays a central role in fulfilling the recent Department of Defense's regional and language competency directive.**
 - NPS has an extremely strong regional studies faculty (2 from MIT, 8 from Stanford, 11 from the University of California, 8 from Harvard, 2 from Princeton, and 1 from Yale).
 - NPS already supports education and research about the Middle East, Europe, Africa, Latin America, China, Northeast Asia, and Southeast Asia.
 - NPS and the Defense Language Institute (DLI) are both in Monterey and cross-enroll students. NPS and DLI offer programs combining regional and language studies to officers assigned as students to NPS or DLI.

- **NPS is playing an important role in the global war on terrorism.**
 - **NPS has a remarkable faculty organized to conduct interdisciplinary education and research on the war on terrorism. NPS faculty with doctorates in electrical engineering, astronautics, operations research, history, political science, meteorology, computer science, physics, and oceanography are all involved in the war on terrorism.**
 - **NPS offers courses on terrorism that provide an in-depth examination of the origins, nature, and political/military roles of contemporary international terrorism. The courses examine the early history of terrorism, the contending theories that purport to explain the sources of terrorist behavior, the different types of terrorism and terrorist actions, and the challenge international terrorism poses for American interests and foreign policy. Functional topics, such as the special problems posed by state-sponsored terror, are also covered.**
 - **Courses have proven value; materials have been used by operational forces to develop strategies for dealing with terrorists.**
 - **NPS faculty go the extra mile to deliver this knowledge to the war fighter. The Regional Security Education Program (RSEP) sends teams of NPS faculty to all East and West Coast Navy and Marine Carrier Battle Groups and Expeditionary Strike Groups to enhance their understanding of the history, culture, and politics of the regions in which they operate. Faculty also work with deploying National Guard Units (Leader Development and Education for Sustained Peace) (LDESP) and Marine Units (Tactical Culture for Marine Expeditionary Forces) (TCMEF) deploying to Operation Enduring Freedom to improve their situational and cultural awareness.**
 - **NPS performs research that has proven critical to defeating the threat of terrorism. Research has fielded new technologies for self-forming/self-healing mesh networks as well as new capabilities for persistent surveillance, reconnaissance, and targeting. The fielding of these new technologies was accomplished well inside the amount of time normally required to acquire and field such technologies.**
 - **NPS has developed significant partnerships to meet this goal. For example, the NPS Center for Intelligence Research has been collaborating with the intelligence community in support of national security objectives, which include support for classified research initiatives.**
 - **NPS has already received accolades for our work in the area of information operations. Since information operations are so vital in a low-intensity conflict, the Secretary of Defense has designated NPS as the informational operations center of excellence to support DOD initiatives to better integrate information operations, including psychological operations and computer network attacks, into battle plans.**

- NPS faculty are currently undertaking a major research initiative for the Department of Energy on strategic stability in South Asia, and are undertaking a study of the interaction of weapons of mass destruction (WMD) proliferation and globalization for the Threat Reduction Agency. NPS faculty also are completing studies of regional differences among terrorist financing networks and the nexus of terrorist organizations and clandestine WMD networks. In the fall, they will host several major conferences that place these threats in a larger strategic context.
- The U.S. Department of Homeland Security Office for Domestic Preparedness and the Naval Postgraduate School Center for Homeland Defense and Security have partnered to offer the first homeland security master's degree in the United States. This degree is fully accredited and provides leaders with the knowledge and skills to:
 - Develop strategies, plans, and programs to prevent terrorist attacks within the United States and reduce America's vulnerability to terrorism;
 - Build the organizational arrangements needed to strengthen homeland security, including local, state, federal, civil-military, and inter-agency cooperation; and
 - Help mayors and governors make improvements in homeland security preparedness by conducting "real world" actionable policy development work.
- Joint and inter-agency enrollments at NPS
 - Guidance for the new Quadrennial Defense Review emphasizes the requirement to increase inter-agency cooperation.
 - NPS has students on campus from all U.S. services: Navy (777); Air Force (264); Marine Corps (229); Army (99); and Coast Guard (5).
 - Off campus, NPS has over 500 students in degree programs in fields such as homeland security, software engineering, systems engineering, program management, and contract management.
 - These students come from all of the U.S. services.
 - Students from federal, state, and local governments are enrolled in the homeland security master's program.

The Honorable Gordon R. England
Secretary of the Navy
1000 Navy Pentagon, Rm 4E562
Washington, DC 20350-1000

Dear Secretary England,

As you may know, I live in the San Francisco area and am involved with higher education in a couple of different ways. My association with Stanford goes back many years, and I am closely associated with the Hoover Institution. I am also familiar with the fine work done by the Naval Postgraduate School in Monterey.

I have heard that the Naval Postgraduate School may be on the chopping block in the upcoming round of base closures. If so, I would be very concerned. The school is the major provider of graduate education in most areas of direct concern to national security, like engineering, computer science, information technology, operations research, special operations and homeland security. All curricula have a direct tie to the operating forces. No other school, including Stanford, could reasonably replicate the what goes on at the Naval Postgraduate School.

But the aspect that troubles me the most is the impact that losing the Naval Postgraduate School would have on current and future foreign relations. As you know, there are over three hundred foreign students at the school, from over 60 nations. These countries send their best and brightest young officers, people who will rise to leadership positions in their respective countries. Those officers study shoulder to shoulder with their American counterparts, and they leave with lasting friendships which will benefit our country for generations to come.

The foreign countries send their students to Monterey precisely because of the school's close ties to our defense structure, because of the world class faculty, and because of the opportunity to study alongside US officers from all services.

The Naval Postgraduate School makes many other contributions to our foreign policy, ranging from providing education to leaders from Eastern Europe in the Partnership for Peace program to sending teams of faculty to emerging democracies (including Iraq) to help build democratic institutions.

I believe that the importance of the Naval Postgraduate School will grow significantly in the future. Closing the school would be throwing away a national asset that cannot be replicated elsewhere. I vote not only to keep it open but also to expand it's enrollment well beyond the 1600 students now in residence. From what I understand, it offers the most cost effective way to provide this truly world class education.

Copy to: Secretary of State Rice



The
University of Mississippi

Oxford • Jackson • Tupelo • Southaven

Provost and Vice Chancellor for Academic Affairs
Post Office Box 1848
University, MS 38677-1848
(662) 915 5974
Fax: (662) 915 5280

April 29, 2005

Honorable Donald H. Rumsfeld
Secretary of Defense
1000 Defense Pentagon
Washington, D. C. 20301-1000

Dear Secretary Rumsfeld:

I write in support of preserving and enhancing the Naval Postgraduate School (NPS). I was on the NPS Board of Advisors for several years. As a university provost, I can assure you that a civilian university is not able to replicate NPS. The greatest advantage NPS offers to the nation is that it can quickly adjust its programs of education to meet emergent and emerging national security issues. It is not simply that today's programs at NPS are unique and relevant; most importantly, NPS has the faculty skills and a culture of commitment to service that yield an organization that adapts to—even anticipates—emerging requirements. Civilian institutions normally cannot move with such speed.

If BRAC is about transformation and value, then NPS should not only be supported; it should be expanded.

Thank you for your attention.

Sincerely,

Carolyn Ellis Staton
Provost

CES/mb

American Council on Education



Office of the President

April 18, 2005

The Honorable Donald Rumsfeld
Secretary of Defense
1000 The Pentagon
Washington, D.C 20301-1000

Dear Mr. Secretary:

I am writing on behalf of the American Council on Education (ACE). Recognized as the major coordinating body for all of the nation's higher education institutions, ACE provides leadership and a unifying voice on key higher education issues to a membership of 1,800 accredited, degree-granting institutions and higher education-related associations, organizations, and corporations.

It has come to my attention that some individuals believe that the programs offered by the Naval Postgraduate School can be quickly and inexpensively replicated at other institutions of higher learning. I do not believe this to be the case.

The Naval Postgraduate School is a unique institution. Because its structure encourages its faculty to seek reimbursable research projects from across the Department of Defense (DoD), and because its young officer-students are energetic and fully cognizant of the challenges faced by today's global combatants, it is a leading center of defense innovation. I firmly believe that if the NPS did not exist today, the nation would be working aggressively to create just such a center. NPS can and should serve as a model for all DoD educational institutions.

NPS efficiently affords more than 1,600 military officer graduate students, as well as additional distance learners, the opportunity to work with some 500 faculty who have expertise in education and research. They combine their efforts to learn how new technologies and strategies can counteract future threats to America and how to best advance the global war against terrorism.

NPS offers more than and operates differently from many traditional civilian universities. Its year-round scheduling maximizes course contact hours, allowing students to gain an education in less time than would be required at a civilian university. This accelerated pace translates into enormous savings for DoD because the costliest part of educating officers is financing students' salaries and benefits. By minimizing the time spent on campus, NPS maximizes the benefits that both the students and the country receive from their education.

Sincerely,

A handwritten signature in dark ink, appearing to read 'David Ward', is written over the word 'Sincerely'.

David Ward
President

DW/jmh

JAMES D. WATKINS

July 28, 2005

The Honorable Anthony J. Principi
Chairman
Base Realignment and Closure Commission
2521 South Clark Street
Suite 600
Arlington, VA 22202

Dear Tony:

I noted with great interest the Base Realignment and Closure Commission's decision to explore possible realignment of the Naval Postgraduate (NPS) School in Monterey, California. NPS is a forward-looking transformational organization that offers unique educational programs to Navy, Army, Air Force and Coast Guard officers and international students from allied and friendly countries. Nowhere else in the world do so many U.S. and international officer and hundreds of expert faculty work together to study issues of immediate and future national security interest. These young men and women as well as their families study and live together under ideal conditions for advanced study, allowing them to forge professional bonds crucial for the coalition strategy of this nation at a fateful and critical moment in the evolution of war. NPS transfers learning, science, and technology to officers so that they can apply this knowledge in their jobs, helping to improve our ability to overcome threats to our security.

For years, people have suggested that it might be possible to privatize NPS by sending officers to traditional universities. This option has been explored repeatedly, and each time it has proven to be a red herring. If NPS did not exist, we would have to reinvent it because it makes a contribution to national security that cannot be met by civilian institutions.

The only mission of the Naval Postgraduate School is to conduct research and education in support of U.S. national security interests. No other research university in the country embraces this mission, which allows NPS to cultivate unique programs and opportunities. By bringing together government sponsors, dedicated faculty and energetic young officers, NPS has become a national center of military innovation and transformation. NPS, for instance, created a program in low intensity conflict that supports U.S. Special Operations Command long before counterinsurgency dominated headlines. It had the best area studies program in the nation (which utilizes language training offered across town by the Defense Language Institute), long before there were calls for officers to acquire more expertise about foreign lands and peoples. Its Center for Interdisciplinary Remotely Piloted Aircraft Studies (CIRPAS) officers a place for junior officers and

Page 2 - The Honorable Anthony J. Principi

scientists to conduct experiments using robot aircraft and submarines. These types of Service orientated programs simply do not exist at civilian universities and were in part created by the unique synergies created when sponsors, faculty and students work together on emerging security and technical issues. One might privatize individual programs, but it is impossible to find a private sector substitute for the unique, creative environment that produces research and education of direct and immediate relevance to the needs of today's war fighter.

NPS also goes to great lengths to push education to officers wherever they are located, a task that is unlikely to be embraced by most schools. It sends teams of faculty around the world to educate officers and civilian officials in places like Afghanistan, Iraq, and Kosovo in the practices of democratic governance. Its programs help Marine, Army and National Guard units prepare for foreign deployments and its sends teams of faculty to all deploying Naval Battle Groups and Expeditionary Strike Groups to help them to better understand the current strategic setting in their operating areas. It has created a path breaking distance-learning program in Homeland Security and Defense, which brings together military officers and civilians to understand the problems that must be overcome to better protect Americans at home. By reaching thousands of students who are manning the front lines in the Global War on Terrorism, the Naval Postgraduate School makes a direct contribution to national security on a daily basis. NPS can undertake these unique initiatives, however, only because its research and educational programs sustain a core of faculty with the requisite expertise to deliver relevant education to the war fighter in nontraditional settings (i.e., as they enter combat). No other university has even attempted to offer these kinds of programs.

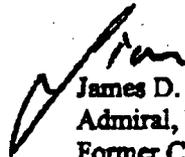
Practical problems also emerge as one delves into the details of privatization. Admission standards often prevent all but a few officers from attending elite schools, leaving open the possibility that the bulk of our officer corps might end up in substandard programs. Civilian universities generally offer degree programs only 9 months a year, leaving officers to scramble to take relevant courses during the summer. Few, if any, universities offer the specialized courses of study available at NPS. The best civilian universities are devoted to creating the next generation of scholars and educators, specialists that are not needed in any number by the Department of Defense. Universities are reluctant to invest in educational programs that are of primary interest to the military because it takes resources away from their traditional scholarly agendas. Classified research, which is essential to support the graduate studies of many student officers, cannot easily proceed on many college campuses. Students benefit enormously from the classified and sensitive government research conducted by faculty at NPS because it allows them to understand the policy, administrative and technical issues they will have to manage as they rise in rank. It is the link between sponsors, faculty and junior officers that makes NPS a truly unique educational and research institution. By contrast, during stressful times, many college campuses actually seek to reduce their involvement in national defense, making it difficult to sustain programs of interest to the military. For many on

Page 3 – The Honorable Anthony J. Principi

today's college campuses, defense research simply takes time and energy away from more desirable kinds of research.

NPS is unique. It offers a place for U.S. and allied officers to work together in the study of issues directly related to national security, providing policymakers with a national asset in the international battle for hearts and minds known as the war on terror. It offers a myriad of government sponsors, faculty and students a place to work on technical and policy issues of defense interest, devising innovative programs that combine the latest battlefield experiences with technical and policy expertise. It is a university with a unique mission – to bolster U.S. military readiness and capability – a mission embraced by no other university in the nation. These unique curricula, research programs and educational environment cannot simply be outsourced, they would have to be replicated. It makes no sense to reinvent an institution that already provides our country with a unique and invaluable national resource.

Sincerely,



James D. Watkins
Admiral, U.S. Navy (Retired)
Former Chief of Naval Operations

P.S.

Tony: We have gone through this same drill many times in the past. Cost analysts always say "it's cheaper at other universities." Of course it is, but that's not the issue. Navy professionalism in its officer corps demands a cadre in advanced educational fields focused on Navy-unique challenges, not esoteric academic studies. Navy will suffer in its officer quality significantly if this realignment is implemented. Please take it off the agenda. Prudence has prevailed over imprudent cost analysis in the past; let's let it do so once more. Thanks for the help.

UNIVERSITY OF CALIFORNIA

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SANTA BARBARA • SANTA CRUZ

SANTA BARBARA

Office of the Chancellor
Santa Barbara, CA 93106-2030
Tel: (805) 893-2231
Fax: (805) 893-8717
<http://www.ucsb.edu>

August 3, 2005

Honorable Anthony J. Principi, Chairman
Defense Base Closure & Readiness Commission
2521 South Clark Street
Suite 600
Arlington, VA 22202
FAX: 540-699-2375

Dear Chairman Principi and Members of the BRAC Commission:

I recently learned that the BRAC Commission is considering a number of options regarding the Naval Postgraduate School, Monterey (NPS). It is my understanding that these options include 1) closure and outsourcing NPS functions to civilian universities, 2) realignment of NPS with the Air Force Institute of Technology (AFIT) in either Monterey or Ohio, or 3) supporting Secretary Rumsfeld's recommendations. I would like to offer my observations and suggestions to the BRAC Commission based on my experience as Dean of Engineering at Purdue University and Chancellor of the University of California, Santa Barbara, as well as my detailed knowledge of NPS programs gained through service on the Defense Science Board, USAF Scientific Advisory Board, and the Naval Research Advisory Committee.

During the past year, I have worked very closely with faculty and administrators of the Naval Postgraduate School and the faculty here at the University of California, Santa Barbara in the development of joint research and education programs in engineering and the sciences. This recent experience has provided me with an enhanced knowledge of the unique and outstanding graduate education programs at NPS.

The advanced degree programs offered by NPS are distinct from those offered at "civilian" universities. The highly specialized national security education programs of NPS include:

- coursework that, while included in the degree requirements, also has a DoD or national security content;
- courses that are intensely DoD-centric and which satisfy special DoD requirements;
- thesis research projects that are in direct support of our nation's defense and national security requirements.

These additional requirements are reflected in the fact that NPS students enroll in approximately 128 quarter units in completion of their program requirements at NPS. At most universities, they would only complete between 36 and 45 quarter units for a master's degree, which would clearly not

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be equivalent to the graduate education currently delivered by NPS. I have also learned that each curriculum requirement at NPS is very tightly controlled by a military sponsor and is reviewed once or twice a year by a flag or general officer.

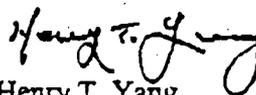
Of course, one should always look for economies of scale through combining synergistic activities that appear to have similar missions. In the case of NPS and AFIT, the missions may seem very much the same, but each institution has evolved to serve distinct communities, and it appears that through negotiation and debate, the two universities have developed a process to substantially reduce unnecessary duplication. It takes a long time to achieve excellence in the development of graduate education and research programs. Movement of NPS to Ohio or AFIT to California is likely to disrupt many outstanding programs for a long time, during this critical time when our nation is fighting terrorism on a global front.

I am aware of many applied research programs at NPS that are directly supporting our military forces engaged overseas in the fight against terrorism. In fact, nearly twenty UCSB faculty, for more than a year, have been working directly with a similar number of colleagues at NPS in the development of technology and operational concepts in military communications, sensors and networks, secure computer systems, high speed modeling and simulation, tactical communication networks and improved acoustic modems. In the coming year, we are planning to create the joint Institute for National Security, Science and Technology with the NPS and Lawrence Livermore National Laboratory (LLNL). UC Santa Barbara is committed to the development of this important program, which will serve our nation in the development of required defense and national security technologies, the graduate education of defense-oriented U.S. civilians for government service, and the joint/coalition graduate education of the Total Force.

In the last several years, the NPS has reached out to partner with many institutions on the West Coast in order to strengthen its programs and improve its support for national security and defense. For example, UC Santa Barbara has outstanding facilities and programs, including a highly ranked school of engineering, and is among the top ten universities in 6.1 DoD research expenditures. In particular, our world-class semiconductor and nano-fabrication facilities will be available to develop new sensors, secure integrated circuits, electro-optical components, and materials for specific military applications. My UC Santa Barbara colleagues and I are looking forward to an expanded collaboration with the Naval Postgraduate School in support of U.S. national security and defense.

In my opinion, the NPS is a great military asset that has evolved over the last 100 years to be the most outstanding defense graduate education university in the world. I ask the BRAC Commission to support the recommendations of Secretary Rumsfeld by not taking any further actions regarding the Naval Postgraduate School, Monterey or the Air Force Institute of Technology, Fairborn.

Sincerely,


Henry T. Yang
Chancellor

bcc: ✓ Leonard Ferrari