

2005 Defense Base Closure and Realignment Commission  
2521 S. Clark St., Ste. 600  
Arlington, VA 22202

AUG 01 2005

Received 28 July 2005

This letter is prompted by BRAC's vote to add the Air Force Institute of Technology to the closure/realignment list.

I retired from Air Force active duty, am not associated with AFIT nor any defense industry, and have absolutely no vested interest in any decisions about AFIT. However, relevant information would be helpful to BRAC, on how taxpayer investment in the AFIT Resident Program at Wright-Patterson AFB is repaid many-fold over the years.

I entered the Air Force in 1965 and attended AFIT 1970-72 in the Engineering Physics (Optics and Laser Engineering Physics) program in residence at Wright-Patterson AFB. Because we were next-door to the full range of Air Force laboratories and their engineers and equipment, we had an excellent two-way, real-time transfusion of their real-world expertise into our training and our diverse real-world experience and leading-edge education into solving the problems they were working on. This cannot economically be duplicated anywhere else. For example:

While at AFIT, we students were asked to review an earth-to-satellite laser-communication project. From our operational-flying experience and AFIT-classwork, another pilot-scientist and I saw several operational problems, including (1) weather at the two planned ground sites (Cloudcroft and Hawaii), (2) beam wander and scintillation on the ground-to-satellite link, and (3) beam attenuation in real atmospheres, that would preclude success. With other AFIT students, we developed solutions in six weeks to solve all these technical problems and do it at lower total program cost. We also gathered statistical meteorological data to show the program office which locations on Earth would reliably send/receive data how much of the time. The R&D program was changed, saving (depending on how the accounting of avoiding the costs of pursuing a wrong path is figured) between \$2 - 6 million. Two other projects by members of our class involved how to improve the lock-on ranges of the Electro-optical Maverick missile and laser-guided weapons, supporting the Maverick SPO and HQ USAF/Studies and Analysis, Operations Evaluation Group. A fourth project provided ground-truth data to captive (mounted on F-4 flight-test aircraft) tests of the Maverick missile at Wright-Patterson AFB. These projects alone paid many-fold for the total cost of the AFIT residence program for our class. This synergism of laboratories, SPOs and the AFIT residence program located physically together paid rich dividends to the taxpayer, accelerated urgent research projects, and provided to the students very unique laboratory and operational experience not available anywhere else (except at truly prohibitive cost).

In addition to giving us very rigorous academic training, the current-military-operational-experienced professors with scientific/engineering PhDs, such as Col Gus Freyer, Col Ed Battle, Major Ken Jungling and others, also added much current real-world technical and applications information that does not exist in any other university (unless they all hire current-military-operational-experienced PhD professors – not likely to happen). In the following 15 years, I directly used over 90% of what we learned at AFIT to greatly improve both R&D and operational USAF, DOD, and classified-agency programs. We solved serious problems in months, instead of the usual 12-years-long requirement-validation-authorization-funding-research-development-production cycle. I saw many classmates similarly apply their AFIT-learned knowledge in subsequent USAF jobs. Other classmates disappeared immediately into and did superb work in 'black' USAF, DOD, DOE, and classified-agency programs. A few examples:

1. After graduation from AFIT, I flew laser/EO-system-equipped Pave Nail OV-10s in Southeast Asia 1972-73. While observing or directing laser-guided-bomb airstrikes, I saw that some crews couldn't hit their high-priority targets -- the bombs failed to guide and fell 200 yards short. Not only were these missions wasted, but they and the next aircrews were exposed to heavy AAA and SAM fire unnecessarily. From my 'front-row seat' and AFIT-education, I recalled what some of my professors had said about (classified) and immediately saw that the illuminator needed to (classified) and the deliverer needed to (classified); after I told

them what to do, the rest of the bombs directly hit their targets; and we went home safely. The other aircraft inbound to those high-value targets went on to targets in lower-risk areas and, with the same knowledge just given them, destroyed their targets in their first-pass also, and went home safely. Without that very special AFIT education, we would have wasted, and probably lost, many aircraft and aircrews for the rest of that war, until the slow process evolved of stateside crews at Eglin and Nellis being tasked by headquarters to find out what went wrong and consulting with scientists to finally discover the same solutions many years later. This, alone, paid many-fold for the AFIT education for our entire class. On my later combat flights in AC-130 gunships, I saw another AFIT graduate do (classified) to improve the employment, usefulness, and survivability of that weapons-system, due to his operational combat experience and AFIT education. These are only two examples of the payback you get with the current-operationally-experienced PhD professors in the AFIT residence program at Wright-Patterson AFB.

2. While in the AF Avionics Lab and AF Wright Aeronautical Labs 1973-77, I managed ground and flight test support for over 50 Secret-level and several highly-classified, special access Air Force and DARPA programs. In several of these, the AFIT education and flying experience allowed Major J. B., Major J. V. and myself to see better ways to set up and do flight tests of advanced avionics and advanced airframe systems at lower cost and in shorter time. On one Electro-Optical/radar ID program, for example, since we knew the basic-level physics of what was needed, we saw ways to complete a signatures-data-gathering program with existing resources, instead of acquiring new resources; it saved over \$6 million and provided the data one year sooner to the advanced-systems developers, allowing them to meet technology-transition deadlines. Also, while in many joint laboratory-SPOs meetings, we used our AFIT education to see opportunities to modify and use emerging technologies to solve vexing problems in the early-production F-15, F-16, A-10, and other weapons systems. We were also called on to evaluate photographs of (classified) 'things' on adversary aircraft; from our AFIT education, we made measurements and told them what some items were, what some weren't, and what to do next to covertly gather data on the remaining 'things'. Again, the unique AFIT residence-program, that cannot be duplicated anywhere else, was paid back many-fold.

3. Several times I was in pure-science meetings where decisions were made on which concepts were scientifically viable and would receive funding. The AFIT residence-program graduates were able to communicate clearly and immediately with both the pure-scientists and the pure-operational users. We spoke both languages and lived in both worlds. For example, when the pure-scientists developed a plan for an early-concept angle-rate-bombing-system that required the pilot to fly in a straight line for 10 seconds, we informed them that the (adversary anti-aircraft system) required only three seconds to acquire, track, fire on, and hit the airplane. That program was changed very early in the research cycle before funding was spent on an unworkable idea. There were many other examples.

4. From 1978-82, I was the chief check pilot of the German Air Force pilot training program T-38 squadron, and then the operations officer of the Euro-NATO Joint Jet Pilot Training Program's largest and most complex squadron. We responded to the requirements of the Luftwaffe/NATO committee that fully funded our programs. From our operational combat and R&D background, two other AFIT graduates and I set up training programs within the established framework to train the next generation of NATO-country pilots and instructor pilots -- based on the emerging technologies available for the next war, not the past one. We also developed and trained new pilots in potential new tactics. It made a whole new difference in the outlook that the NATO-country and US instructors and students had: get ready for the future, don't just learn the past. These concepts prepared the way for the all-fighter-track undergraduate pilot training program. There is no way to quantify the dollar-value of this; but the forward-thinking that the US and British pilots demonstrated in Desert Storm is one good indicator.

5. From 1983-1987, I was in special-access, Top-Secret Sensitive Compartmented Information programs, finding, modifying, and transitioning emerging laboratory technologies directly to 'black' new weapons

systems, and to special operational units, and to classified government offices and agencies. Because we could not discuss problems and potential solutions openly with outside people, we had to use our total AFIT education (electro-optics, electronics, basic physics, lasers, engineering-math, EMP, nuclear) and our operational combat experience together to piece together multidisciplinary technologies to build workable and affordable solutions. We were mostly AFIT graduates with several thousand hours of diverse operational flying experience in special operations and special flying units. I absolutely cannot give any examples, ever. But I do give my strong testimony that I have seen hundreds of examples of the strong synergism that results when a good, academically-strong, practical-engineering-oriented, AFIT education is combined in the same brain with diverse operational flying experience. You get quick, clear, practical, workable, technical solutions that you just won't get if you set a pilot and a physicist and an R&D scientist at the same table for any length of time. The Soviets tried very hard to develop means to prevent us from discovering what they were doing in certain places or areas; part of our success in defeating them was that our AFIT graduates worked intensely to develop ways in real-time to develop and deploy countermeasures to their actions. Events since 1989 in the Soviet Union, Eastern Europe, and other places in the world support my strong testimony that without a large core of diverse-technical-education AFIT graduates in operational flying wings, and in normal-classified R&D, and in the 'black' communities, and in special operations, the cost to get the same job done would have been many times higher, and not affordable.

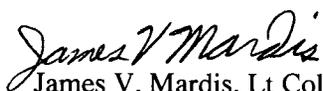
The workload in the AFIT residence program is severe, much greater than at any civilian university. But what we learned, we needed and used in bits and pieces throughout the rest of our careers. I give you my strong testimony that the government got back many times the cost of the AFIT residence program at Wright-Patterson AFB. It would be false economy and very detrimental to the Air Force and DOD mission to cut it or move it anywhere else.

I occasionally saw messages, signed by some general, ordering us to provide examples like these. We were busy as hell solving real-world R&D and operational problems, answering budget-cuts messages, and doing "my-general-wants-this-yesterday" work. Those who are busy applying our AFIT education, don't have time to respond.

Again, I have absolutely no vested interest in any decisions regarding AFIT. I'm out of the above business forever. I belong to no 'old has-beens organizations' or community economic advocacy organizations, and have no need to build up my ego by telling the past to anyone. In fact, I'm at some risk in even writing this. But it is appropriate, and I hope helpful, that representative facts be placed on the record to help BRAC and future AFIT review boards and decision-makers understand the vital importance of (1) the AFIT residence program at Wright-Patterson AFB, and (2) of a large core of highly- technically-trained, practical-operations-oriented AFIT graduates, to the technical improvement of existing and future defense forces.

Moving or closing the AFIT residence program and sending AFIT students to civilian universities would cost more and produce graduates less oriented to the real R&D world and DOD (and other government agencies) needs.

Respectfully submitted,



James V. Mardis, Lt Col USAF (Ret)

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Beavercreek, OH 45431-4311

phone 937-426-1519

**AUG 01 2005**

Dear Community Leader,

Received

Please find attached our **Community Support Meeting for WPAFB** flyer, outlining our plans to hold a region-wide support event on **TUESDAY, AUGUST 2nd**.

**We ask that you use this flyer and send it to your own circle of constituents, stakeholders, and community-minded citizens asking them to come out in support of the Air Force Institute of Technology (AFIT).**

It's important to note that while the Dayton Region is working on several initiatives related to the 2005 BRAC round, this visit by two of the BRAC Commissioners is specifically for AFIT.

The Commissioners -- General Lloyd W. "Fig" Newton (USAF, Ret) and The Honorable Samuel K. Skinner (bios listed below) -- will visit AFIT within Area B of Wright-Patt and then proceed to Riverside and Stebbins High School for a short press conference and a "Community Hearing" of approximately 20 community leaders who have been engaged in the BRAC process with the BRAC Commission.

**Our goal is to produce numbers and enthusiam.**

**Thank you for your support and participation in this effort!**

**Biographies of the visiting BRAC Commissioners:**

**General Lloyd W. "Fig" Newton (USAF, Ret)**

Currently serves as Executive Vice President of Pratt & Whitney, Military Engines. Former Commander of Air Education and Training Command, headquartered at Randolph Air Force Base, Texas. He was responsible for the recruiting, training and education of Air Force personnel. His command included Air Force Recruiting Service, two numbered air forces and Air University. He was also commander of three wings and an air division and held numerous staff positions. From 1993 to 1995, he was Director of Operations, J-3, U.S. Special Operations Command. General Newton is a command pilot with more than 4,000 flying hours in the T-37, T-38, F-4, F-15, C-12 and F-117 stealth fighter. He earned a Bachelor of Science degree in aviation education from Tennessee State University and a Master of Arts degree in public administration from George Washington University.

**The Honorable Samuel K. Skinner**

Mr. Skinner is the retired Chairman, President and Chief Executive Officer of USF Corporation, one of the nation's leading transportation and logistics companies. He also served from 1993-1998 as President of Commonwealth Edison Company and its holding company, Unicom Corporation. Prior to joining Commonwealth Edison, Mr. Skinner served as Chief of Staff to President George H.W. Bush. Prior to his White House service, he served in the President's Cabinet for nearly three years as Secretary of Transportation. As Secretary, Mr. Skinner was credited with numerous successes, including the development of the President's National Transportation Policy and the development and passage of landmark aviation and surface transportation legislation. Mr. Skinner is currently an Adjunct Professor of Management and Strategy at the Kellogg School of Management at Northwestern University. He served as a member of the Illinois National Guard and the United States Army reserve from 1957-1968.

It is a **conflict of interest** to have

**General Lloyd W. "Fig" Newton (USAF, Ret) on the Air Force WPAFB team.**

**He was the commander of AETC.**

**AETC is AFIT major command.**

**AFIT directly reported to him.**

# Community Support Meeting for WPAFB



## START HERE!

### PLEASE READ!

The BRAC Commission is coming to the Dayton Region on **TUESDAY, AUGUST 2nd** to learn more about the Air Force Institute of Technology (AFIT) for possible closure or realignment to Monterey, California.

We believe AFIT should remain open and located at Wright-Patterson Air Force Base!



## WHAT CAN I DO?

You can do two things that will be a tremendous help to our region.

- 1) Please join us on August 2nd at the Community Support Meeting! The more Dayton Region citizens we have in show of support for our defense installations the better!
- 2) Make and bring a sign that shows your support for keeping AFIT open and here at Wright-Patterson Air Force Base.



## WHERE DO I GO TO HELP?

The Community Support Meeting will be held Tuesday, August 2nd at **STEBBINS HIGH SCHOOL** in **RIVERSIDE** from 3PM to 5PM.

STEBBINS HIGH SCHOOL is located at the intersection of ROUTE 4 and HARSHMAN ROAD, just North of Route 4.

When the BRAC Commissioners arrive from Wright-Patt, we intend to cheer and welcome them to the Dayton Region and let them know we support AFIT and our defense installations.

## FREE T-SHIRTS!

*[In limited supply, first come, first served!]*

T-Shirts come in two versions:

- 1) DAYTON SUPPORTS ITS MILITARY
- 2) DAYTON: The WRIGHT Place for AFIT

For more information, please contact Evan Scott at (937) 222-4422 or [escott@daytonregion.com](mailto:escott@daytonregion.com)

## Make a Sign and Show Your Support!

Ideas for supportive signs:  
*(Or use your own creativity!)*

- 1) THE DAYTON REGION SUPPORTS ITS MILITARY
- 2) DAYTON: The WRIGHT Place for AFIT
- 3) Educate in DAYTON
- 4) AFIT in OHIO: Smart Choice!
- 5) Monterey BAD  
Dayton GOOD
- 6) AFIT in CA = No Sense  
AFIT in OH = Good Cents
- 7) Monterey: They Surf  
Dayton: We SERVE

### OUR COMMUNITY MESSAGE

- 1) The Dayton Region supports its military
- 2) This region has a great future in educating our military through AFIT

**Subject: AFIT IG Inspection**

**AETC/FM**

**What is the FM decision.**

**Three of the major AFIT findings involved possible FWA.**

# Air Force Institute of Technology

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**U.S. AIR FORCE**

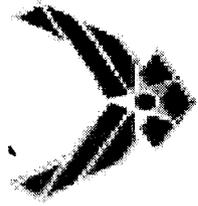
## AFIT Unit Climate Assessment Results

**CAPT Ken Ginader, USN  
Acting Commandant**



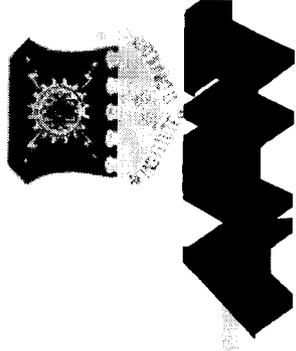
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*Educating the World's Best Air Force*



# **UCA Purpose**

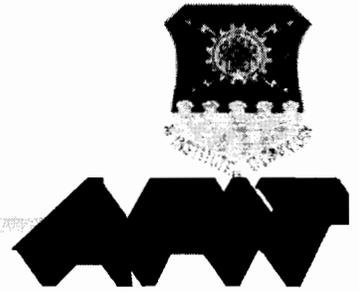
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- **Assist commanders at all levels in determining their human relations climate**
- **Identifies those human relations factors, both positive and negative, that may affect mission readiness**
- **Unit morale, Equal Opportunity and Treatment (EOT), interpersonal relationships and communications**



# Evaluation Scale



- **7-point scale used for each question**

**7- Strongly Agree**

**6- Agree**

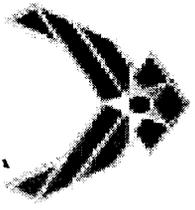
**5-Slightly Agree**

**4-Neither Agree or Disagree**

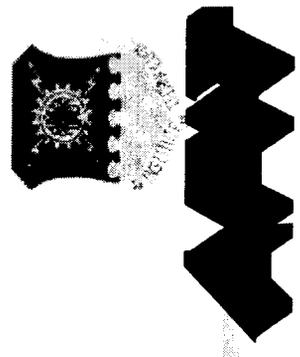
**3-Slightly Disagree**

**2-Disagree**

**1-Strongly Disagree**



# AFIT Demographics

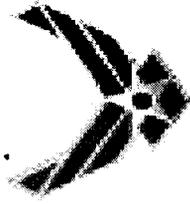


## TOTAL

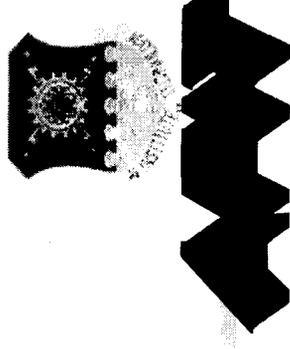
	<u>Assigned</u>	<u>Surveyed</u>
Total:	509	314 (61.7%)

## SEX

Male	358 (70.3%)	221 (61.7%)
Female	151 (29.7%)	93 (61.6%)

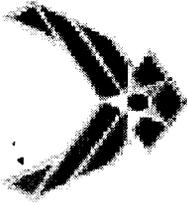


# AFIT Demographics (cont.)

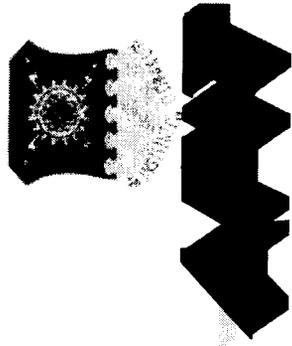


## RACE

	<u>Assigned</u>	<u>Surveyed</u>
American Indian or Alaskan Native	6 (1.2%)	3 (50%)
Asian	14 (2.8%)	4 (28.6%)
Black/African American	53 (10.4%)	25 (47.2%)
White	427 (83.9%)	227 (53.2%)
Multi-Racial	0 (0%)	6 (N/A)
Declined to Respond	9 (1.8%)	49 (N/A)
Hispanic or Latino	12 (2.4%)	9 (75%)



# AFIT Demographics (cont.)



## RANK/GRADE

### MILITARY

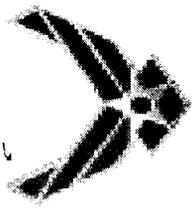
	<u>Assigned</u>	<u>Surveyed</u>
E1-E4	10 (2.0%)	6 (60%)
E5-E6	32 (6.3%)	22 (68.8%)
E7-E9	15 (12.3%)	10 (66.7%)
O1-O3	47 (9.2%)	28 (59.6%)
O4-Higher	102 (20%)	77 (75.5%)

### CIVIL SERVICE

Grades 1-7	77 (15.1%)	39 (50.6%)
Grades 8-11	68 (13.4%)	44 (64.7%)
Grades 12-Higher	158 (31.0%)	87 (55.1%)

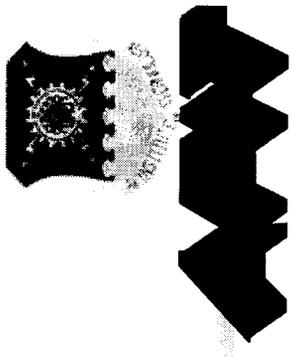
### OTHER

NAF	0 (0%)	1 (0%)
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# Basic UCA Areas

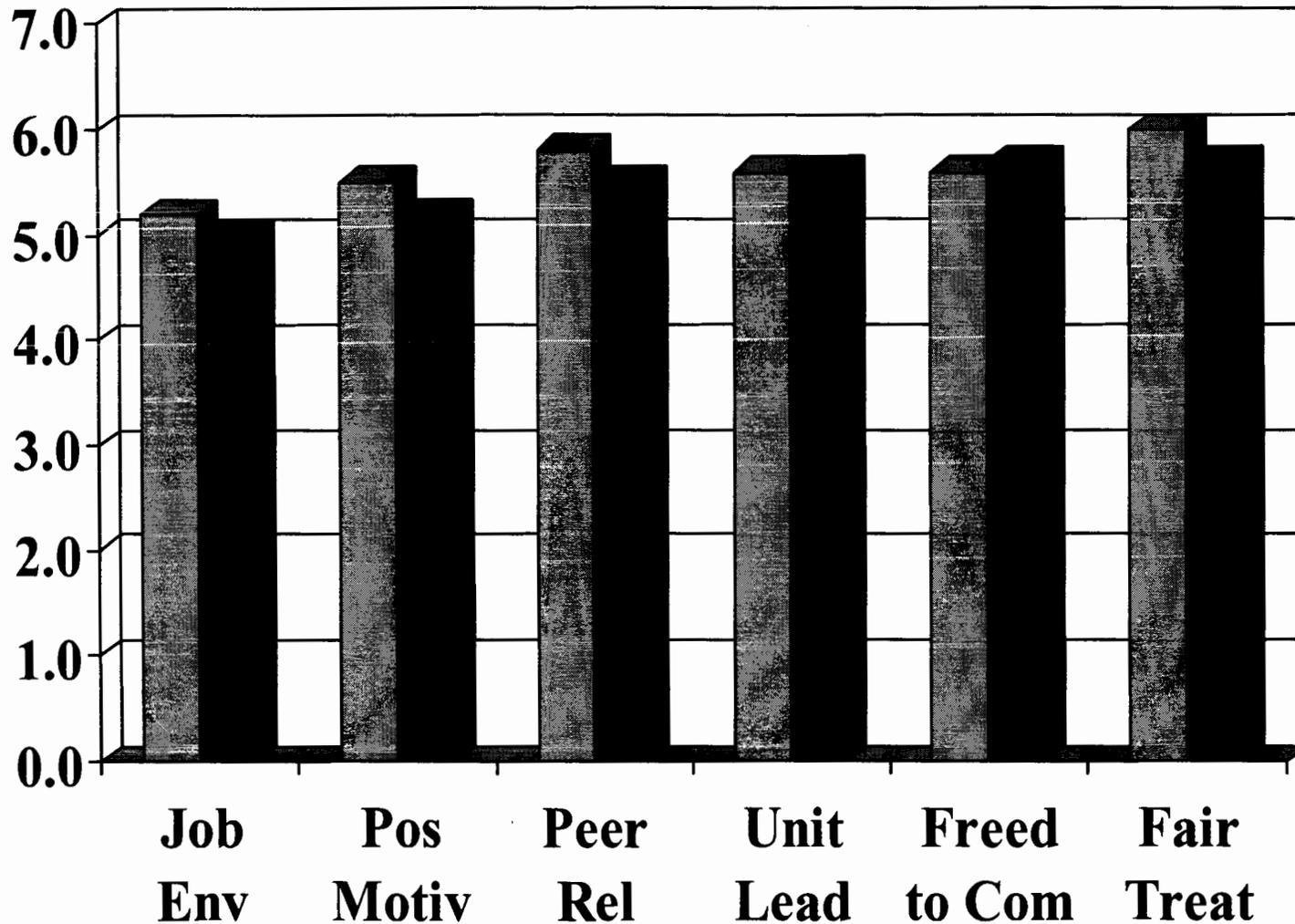
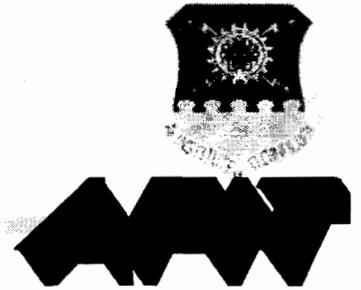
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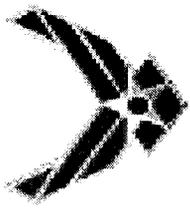


- **Job Environment (Job Env)**
- **Motivation/Pride/Recognition (Pos Motiv)**
- **Peer Relationships (Peer Rel)**
- **Unit Leadership (Unit Lead)**
- **Perception of Freedom to Complain  
(Freed to Com)**
- **Fair Treatment and Discrimination (Fair Treat)**



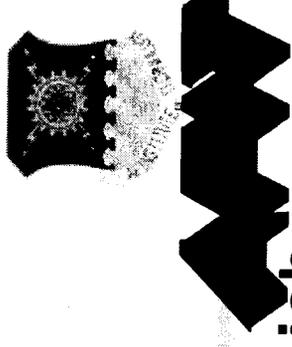
# AFIT vs AF



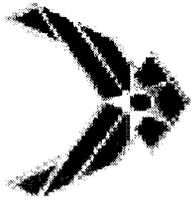


# Local Questions

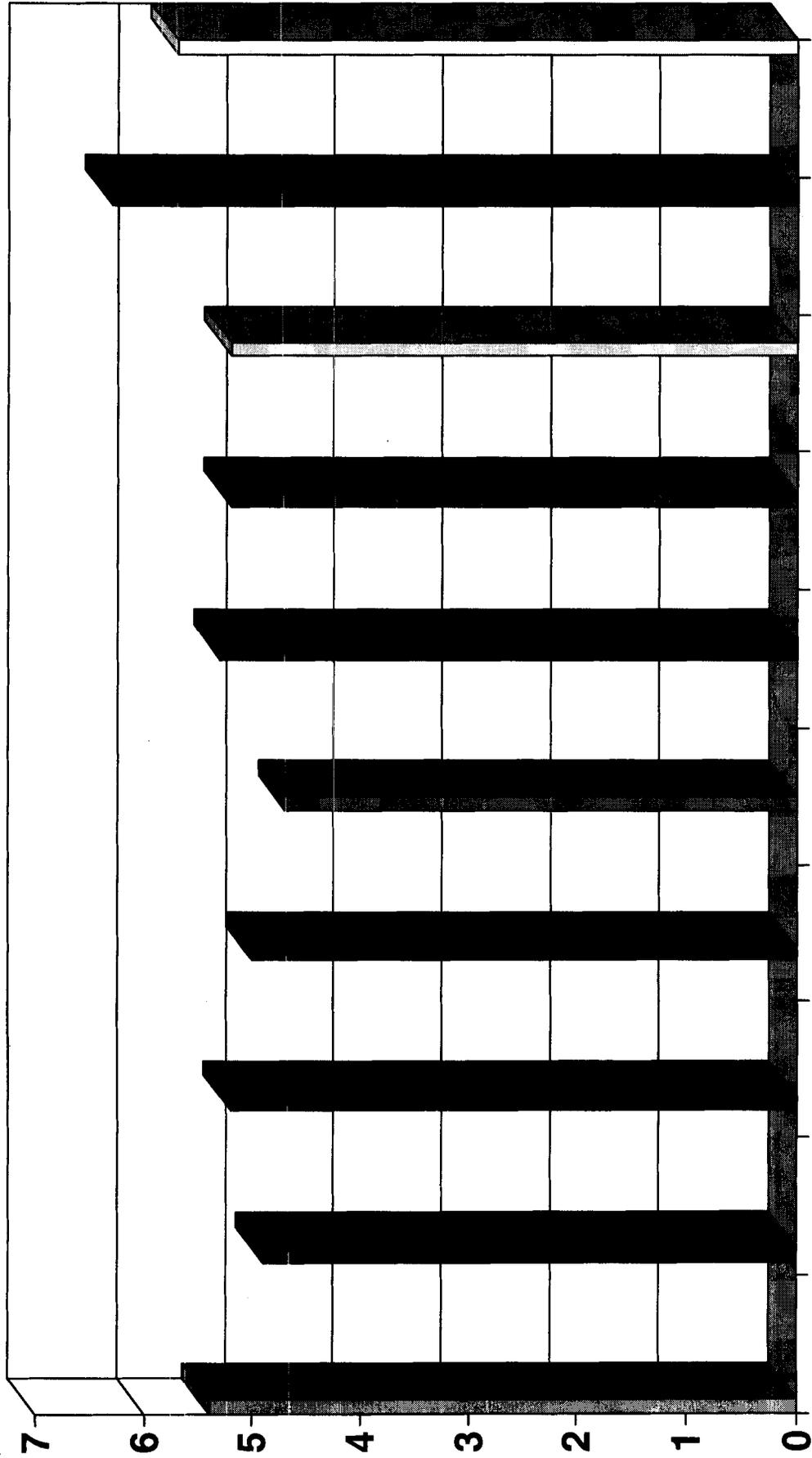
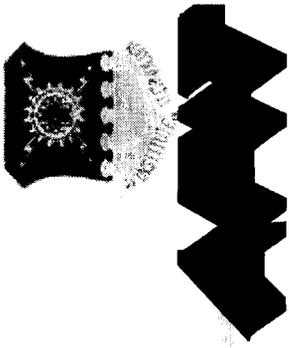
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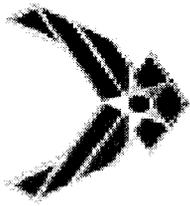
- 41 “I am provided with the resources I need to do my job effectively”
- 42 “I am satisfied with the communication flow in my unit”
- 43 “Additional duties are assigned fairly”
- 44 “All unit personnel receive the same level of respect from leadership”
- 45 “Important information moves freely up and down the chain”
- 46 “I believe this unit works as a team”
- 47 “I am comfortable approaching the Commandant/Director with any issue”
- 48 “I can express my opinion within this organization without fear of reprisal”
- 49 “The installation’s zero tolerance policy on sexual assault is clear”
- 50 “I understand how to report a sexual assault”



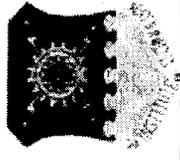
# Local Question Results



#41 ■ #42 ■ #43 ■ #44 ■ #45 ■ #46 ■ #47 ■ #48 □ #49 ■ #50 □

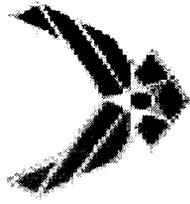


## **AFIT 05 vs AFIT 03**



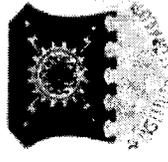
**AFIT has maintained a *positive* work environment**

- a) Job Environment 92% satisfied now vs. 91% in 03**
- b) Motivation/Pride/Recognition 82% vs. 91%**
- c) Peer Relationships 87% vs. 93%**
- d) Unit Leadership 71% vs. 66%**
- e) Perception of Freedom to Address Concerns both 77%**
- f) Fair Treatment and Discrimination both 87%**

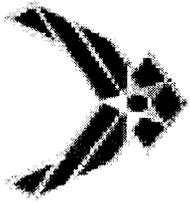


# Job Environment

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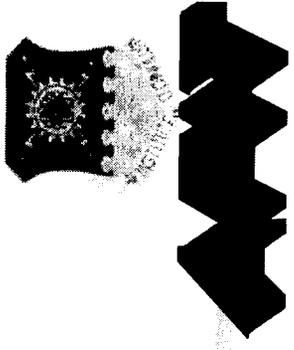


- **Overall positive feedback (77%) although some negative was portrayed**
- **Several comments stated that this is a wonderful place to work with great coworkers, the perfect/best job of career, and provides a rewarding experience**
- **Prejudice, sexism, lack of concern for enlisted/staff members, and racial discrimination in job advancement were concerns voiced throughout this section**
- **Many references to the lack of communication from the top down and the unresponsiveness from supervisors to assist members with task and issues**



# Job Environment

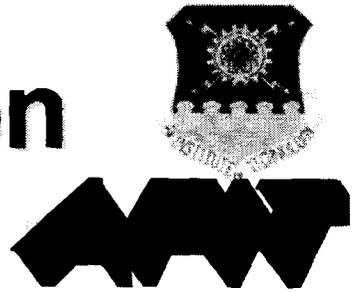
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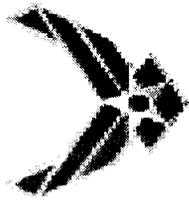
- **“AFIT is a wonderful place to work...”**
- **“There is not a program for civilian career progression or growth...”**
- **“ ...there is a feeling that female personnel are treated differently...ranked at the bottom”**
- **“ ...if you are not the same color and creed of certain individuals then you are shown in a less favorable light”**
- **“ ...frustrating to see personnel...loose track of the fact that they are in the military”**



# Motivation/Pride/Recognition

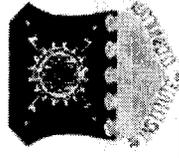


- **Overall positive feedback (82%) with several comments stating that members get recognized for the work that they do and the awards program is excellent**
- **Favoritism, “old boys club” and not giving credit where credit is due were several underlying themes in this category**
- **Several times self-motivation was mentioned as the reason for doing a good job and not because there is an award incentive**
- **Many individuals voiced that there are too many awards and they are going to the wrong individuals/same individuals each time**



# Motivation/Pride/Recognition

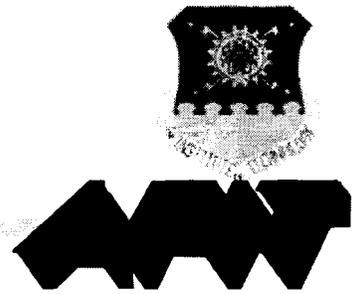
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- **“...motivation is high, but not because of leadership...most...are self-motivated”**
- **“I feel that recognition is given to those that ‘tow the company line’ vs those who truly deserve”**
- **“I feel that I am recognized for the work I do. However, I see individuals putting ‘themselves’ in for awards...and the awards not going through the proper chain of command”**
- **“Awards focus on departures and not performance”**
- **“Good recognition programs. Recognition of FG officers is appropriate for faculty who don’t have much supervisory opportunities...”**



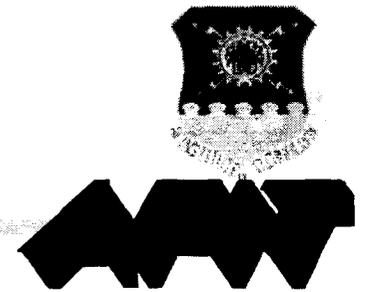
# Peer Relationships



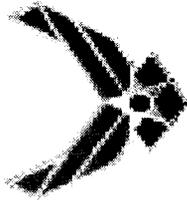
- **Overall positive feedback (87%) with members expressing great peer relationships and work distribution**
- **Distinct line between Civilian Employees and Military throughout the institute**
- **Many voice strong working relationships, but an underlying struggle is the understanding between civilian and military concerning leave, time off, and work requirements**
- **Lack of communication within departments is also addressed on numerous occasions**



# Peer Relationships

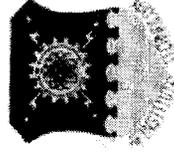


- **“The rift between the civilian and military workers...exist, because most of the military are new...also...the lack of information sharing between the more knowledgeable civilians...”**
- **“...day-to-day basis military and civilians get along well. However, management has made it clear that military are more important...lower ranking military are handed the reins when management is gone...”**
- **“We have an excellent mentoring network for new faculty.”**
- **“We have absolutely no strategic plan. We’re just a bunch of officers teaching classes.”**
- **“Military supervisors of civilians need to be trained...”**



# Unit Leadership

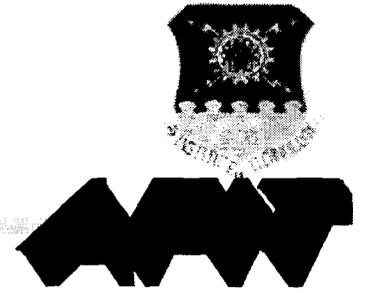
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- **Confidence is shown in unit leadership (77%) with individuals sited on their team building, open to discussion, and being approachable**
- **One clear issue is the lack of physical presence by the Deans and the Commandant within the schools—only seen at CC Call, etc.**
- **Many comments on the lack of knowing who senior leadership was based on never seeing him/her**



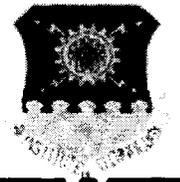
# Unit Leadership



- **“Active leader, approachable, interested in tasks at hand”**
- **“...often hear observations that there is not enough visibility of the Command section throughout the work areas”**
- **“The interaction between the Commander and the faculty is limited”**
- **“Communication with in the unit is poor at best...”**
- **“AFIT has failed to provide guidance to the enlisted members of this organization...mis-utilized in their career fields...”**
- **“Our unit commander works very hard to achieve success within the programs and harmony among the workers.”**



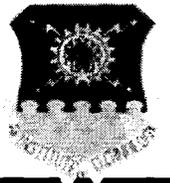
# Freedom to Address Concerns



- **No issue of concern in this area (77% positive)**
- **Lack of communication avenues up the chain and the lack of knowing senior leadership seem to be a barriers for addressing concerns**
- **Fear of reprisal from the Dean is evident in many cases**
- **Military seem more comfortable utilizing the chain to address concerns**



# Freedom to Address Concerns

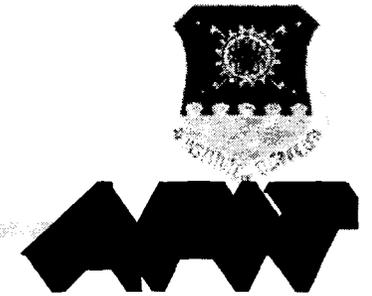


- **“Confrontational work related issues have been raised up the chain of command concerning civilians and military however, it has been conveniently swept under the rug...”**
- **“I’ve never encountered racial/harassment problems at this job”**
- **“Many faculty have raised concerns numerous times, but never seem to get support or even spark interest at the senior leader level”**
- **“I can address concerns all day. Leadership, however, turns a deaf ear/blind eye, so it doesn’t do any good”**



# Fair Treatment and Discrimination

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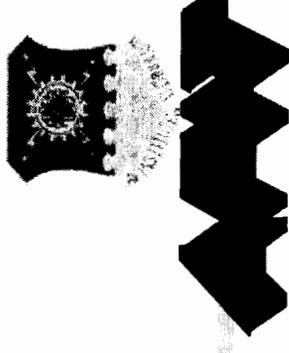


- **Fair treatment is sound (87% favorable)**
- **Responses show gender issues with preference being placed on males given priority over females**
- **Engineer vs Non-Engineer and Faculty vs Staff issues were also prevalent throughout the responses**
- **Biased discipline not strongly portrayed**
- **One major concern is the lack of action when unfair treatment/discrimination takes place**

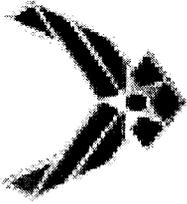


# **Fair Treatment and Discrimination**

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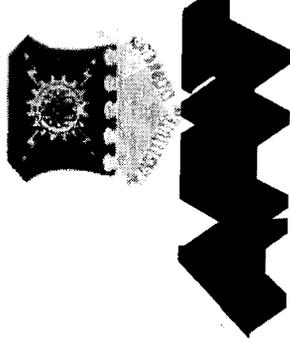


- **“The expectations are too different between genders. Preference is shown to the males”**
- **“Favoritism exists in this organization...”**
- **“Human nature to show favoritism...no gross inequality”**
- **“Certain members seem to get preferential treatment in the work area”**
- **“Absolutely no problems with any type of discrimination.”**



# Future Improvements

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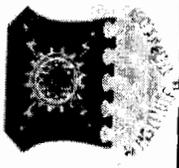
- **Utilize Enlisted members more in line with their AFSC**
- **Increase mentorship opportunities and provide adequate career counseling to mil and civilians**
- **Improve top-down communication**
- **Track/mandate training program for military supervision of civilian personnel**
- **Publish OI for awards program--supervisors/2 Lts take a more active approach in approval process**
- **Increase AFIT CC and CV visibility among faculty and staff—pop in during class time, have open forum meetings, etc.**



# Improvement Challenge

## Communication

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- “...lack of communication from the top down to my organization is not good...”
  - “...information is staying at the management level and not getting out to the workers...”
  - “...I have no idea what’s going on at AFIT because my Dept Head attends the Heads mtgs but never shares info with us...”
- 
- Each School and Directorate should work to improve top down communication
  - Faculty meetings, off sites, and other forums for open sharing and group discussion

**Social Actions Office**

**“AFIT has more discrimination complaints, grievances, union complaints, social action complaints probably more IG complaints than any other organization on base”**

# Community Support Meeting for WPAFB



## START HERE!

### PLEASE READ!

The BRAC Commission is coming to the Dayton Region on **TUESDAY, AUGUST 2nd** to learn more about the Air Force Institute of Technology (AFIT) for possible closure or realignment to Monterey, California.

We believe AFIT should remain open and located at Wright-Patterson Air Force Base!

→

## WHAT CAN I DO?

You can do two things that will be a tremendous help to our region.

- 1) Please join us on August 2nd at the Community Support Meeting! The more Dayton Region citizens we have in show of support for our defense installations the better!
  - 2) Make and bring a sign that shows your support for keeping AFIT open and here at Wright-Patterson Air Force Base.
- 

## WHERE DO I GO TO HELP?

The Community Support Meeting will be held Tuesday, August 2nd at **STEBBINS HIGH SCHOOL** in **RIVERSIDE** from 3PM to 5PM.

STEBBINS HIGH SCHOOL is located at the intersection of ROUTE 4 and HARSHMAN ROAD, just North of Route 4.

When the BRAC Commissioners arrive from Wright-Patt, we intend to cheer and welcome them to the Dayton Region and let them know we support AFIT and our defense installations.

## FREE T-SHIRTS!

*[In limited supply, first come, first served!]*

T-Shirts come in two versions:

- 1) DAYTON SUPPORTS ITS MILITARY
- 2) DAYTON: The WRIGHT Place for AFIT

For more information, please contact Evan Scott at (937) 222-4422 or [escott@daytonregion.com](mailto:escott@daytonregion.com)

## Make a Sign and Show Your Support!

Ideas for supportive signs:  
*(Or use your own creativity!)*

- 1) THE DAYTON REGION SUPPORTS ITS MILITARY
- 2) DAYTON: The WRIGHT Place for AFIT
- 3) Educate in DAYTON
- 4) AFIT in OHIO: Smart Choice!
- 5) Monterey BAD Dayton GOOD
- 6) AFIT in CA = No Sense AFIT in OH = Good Cents
- 7) Monterey: They Surf Dayton: We SERVE

### OUR COMMUNITY MESSAGE

- 1) The Dayton Region supports its military
- 2) This region has a great future in educating our military through AFIT