

# GLOBE

## Being part of the solution



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# GLOBE

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FRONT COVER: Adam Long, a licensed vocational nurse, fills a syringe with the Moderna vaccine. Spc. Kacie Flores, stands in the background. (Photo by Natela Cutter, DLIFLC Public Affairs)

BACK COVER: Army Soldiers from the 229th Military Intelligence Battalion play tug of war as part of Resiliency Day on post. (Photo by Natela Cutter, DLIFLC Public Affairs)

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A view of Fremont Peak State Park from the Presidio of Monterey. (Photo courtesy of Emily McCormick)

## FROM THE TOP

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I am very proud to have been the Defense Language Institute Foreign Language Center commandant over the past three years. Our faculty are extremely passionate teachers and are fully committed to supporting the Department of Defense's mission to train the best service members foreign language and culture.

In my first year at DLIFLC, I enjoyed getting to know our mission and customers. At this time, my focus was on maintaining that gold standard and to exceed the successful graduation rate of our students to meet the emerging national security needs.

It wasn't until March 2020 that I realized my tenure as the commandant of DLIFLC would not be defined by our work towards achieving higher graduation rates of 2+/2+, but would instead be defined by how we navigated through the COVID-19 environment.

We were fortunate to have had the Institute already set up with a robust educational network, cutting edge technology and laptops in the hands of every student and instructor. Luckily, the information technology staff implemented a new Microsoft 365 collaboration platform that allowed for videoconferencing, chat and the seamless sharing of files. Due to this teamwork, we never lost a day of instruction when the shelter-in-place order was implemented.

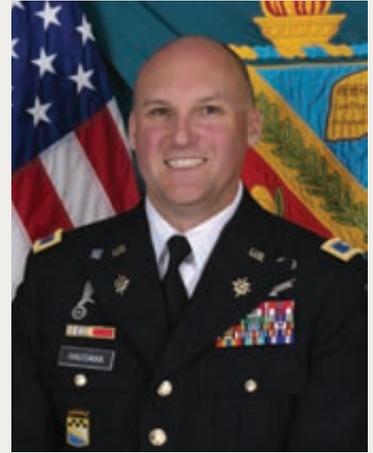
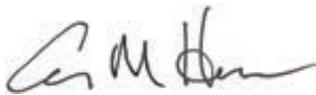
As the months passed, the incredible efforts by military and civilian leadership to keep the students and faculty safe prevented serious infection outbreaks. We are all proud of student discipline and their ability to do the right thing to keep themselves and their battle buddies safe.

Today, we are able to see the light at the end of the tunnel as vaccination at the Presidio of Monterey is moving forward, thanks to California Medical Detachment staff efforts and the commitment they have toward their profession and the people they serve. Students and faculty have been returning to the classrooms in a phased manner thanks to the diligent planning of civilian and military leadership in the schools.

It has not been easy, but as I look back on my time as commandant, I feel that COVID-19 has indeed defined my time and I am amazingly proud of how the faculty, staff, military units and students have successfully navigated through the pandemic.

Some of you may know this is my last assignment in uniform. I could not have asked for a better or more rewarding assignment to end my Army career. It has been a pleasure and privilege to have served with each and every one of you.

Colonel Gary M. Hausman



**COLONEL GARY M.  
HAUSMAN**



**COMMAND SGT. MAJ.  
ERNESTO L. CRUZ**

## COMMAND SERGEANT MAJOR CORNER

---

I would like to start by saying that I am overjoyed and honored to be back at the Defense Language Institute Foreign Language Center and the Presidio of Monterey. I was last at DLIFLC in 2002 as a Modern Standard Arabic student and I am happy to see that although many things have changed over the years, the core of DLIFLC still remains as strong as ever.

There have been many changes. Service members from all branches have had to adapt to an unconventional learning environment, transitioning from traditional classrooms to virtual classrooms. Our staff and faculty have borne a burden equal to waging a war against an unknown and unpredictably changing adversary. The staff and faculty have worked diligently to deliver the best instruction possible to their students, all the while not quite sure if they were meeting the requirement. Now that both faculty and students are getting into a rhythm in the virtual space, it seems the time has come to return to the classroom. Change is never-ending.

This next phase of change may seem challenging for some and insurmountable for others. However, if we endeavor to persevere, and we rally around one another, this too we shall overcome. It will take effort from each member of this team, whether staff, faculty or student, to facilitate the next stage of evolution for DLIFLC in these times of uncertainty.

We must keep in mind that we are all part of a larger team. As such we must be prepared to support one another in a myriad of ways. Some may need scholastic support; others may just need someone to listen and care. I ask that we each take the time to be that support, across the whole of the team. Lift each other up and together we will find ourselves on the summit of what seemed to be an impossible mountain to climb.

There is one last request for support that I would urge each of you to consider. There has been much debate about the COVID-19 vaccine and whether or not to get the vaccine when it becomes available. I would request that when you are making your decision to either receive the vaccine or not, please remember that, in essence, receiving the vaccine is not about the individual. Instead, it is about protecting the team. The very team that relies on each of its members to succeed.

Command Sgt. Maj. Ernesto L. Cruz

A handwritten signature in black ink, appearing to read "Ernesto L. Cruz".

# DLIFLC'S FIRST ALL-VIRTUAL CLASS GRADUATES

By Tammy Cario  
DLIFLC Public Affairs

Things haven't turned out exactly as Marine Lance Cpl. Marissa Dow planned since she walked into the recruiter's office a few years ago.

"The recruiter sold me on the values of the Marine Corps and then he asked me what I wanted to do. I wanted to do medical." When she discovered that the Marine Corps doesn't have medical, she decided it didn't matter – the Corps was what she wanted.

A few months after graduating high school, Dow was in basic training when she learned she was headed to the Defense Language Institute Foreign Language Center to become a linguist.

"I said, 'Uh, I don't know about this,'" she said with a laugh.

Nearly three months of tutoring prior to starting class gave Dow and a fellow Marine classmate a boost, she felt. And then March 12, 2020, the first day they were to begin Indonesian class, the consequences of a worldwide pandemic hit – classes at DLIFLC went entirely virtual.

"We were hoping that we would meet the students face-to-face before we had to go online 100%," said lead Indonesian instructor Fransiska Oktoprimasakti. But with a completely new and deadly virus threatening, the decision was made.

To Oktoprimasakti, that turned out to be a good thing for her class because they didn't have expectations or preconceived notions.

"We were told, 'Okay, you're not going to see your teacher so you have to study really hard because you have to be independent, you have to be an autonomous learner,'" said

Oktoprimasakti, who believes this is what helped them to try harder and study more.

There were challenges and good things, just like every class, she said. The weekly online tests, for instance, were difficult at first. The system that they were asked to use was buggy in the beginning. It would lose answers or stop working altogether right in the middle of the test. "It was quite a nightmare."

But one of the great advantages, she said, were the students themselves.

"We're so lucky to have self-motivated, very diligent, smart people in this class," said Oktoprimasakti about her class, where two of the students were on their second language at DLIFLC.

One of those students was a seasoned Navy officer and class leader who helped the other students optimize their studying, Oktoprimasakti added.

"We still found ways to make jokes, have fun so it wasn't just sitting, staring at a computer. I think that the teachers did an amazing job of adapting," Dow said.

With eight teachers of varying ages on the team, it was a challenge for them at times, said Dow. "They always worked really hard to give us everything we needed so we could still do well in class."

Another advantage to virtual classes is that it opens up more hours when the instructors are available. Before teleworking, teachers were reluctant to drive to the Institute early in the morning to offer tutoring before class, Oktoprimasakti explained. Now, working from home without the



commute, teachers are much more willing to meet with the students for zero hour in the morning or 8th hour in the afternoon after class.

All of their hard work paid off. On Nov. 25, 2020, all eight students graduated as the first class at DLIFLC to do their entire language training virtually, all meeting or exceeding DLIFLC standards.

During the graduation, Dow, who received a score of 2+/3/2 on her final

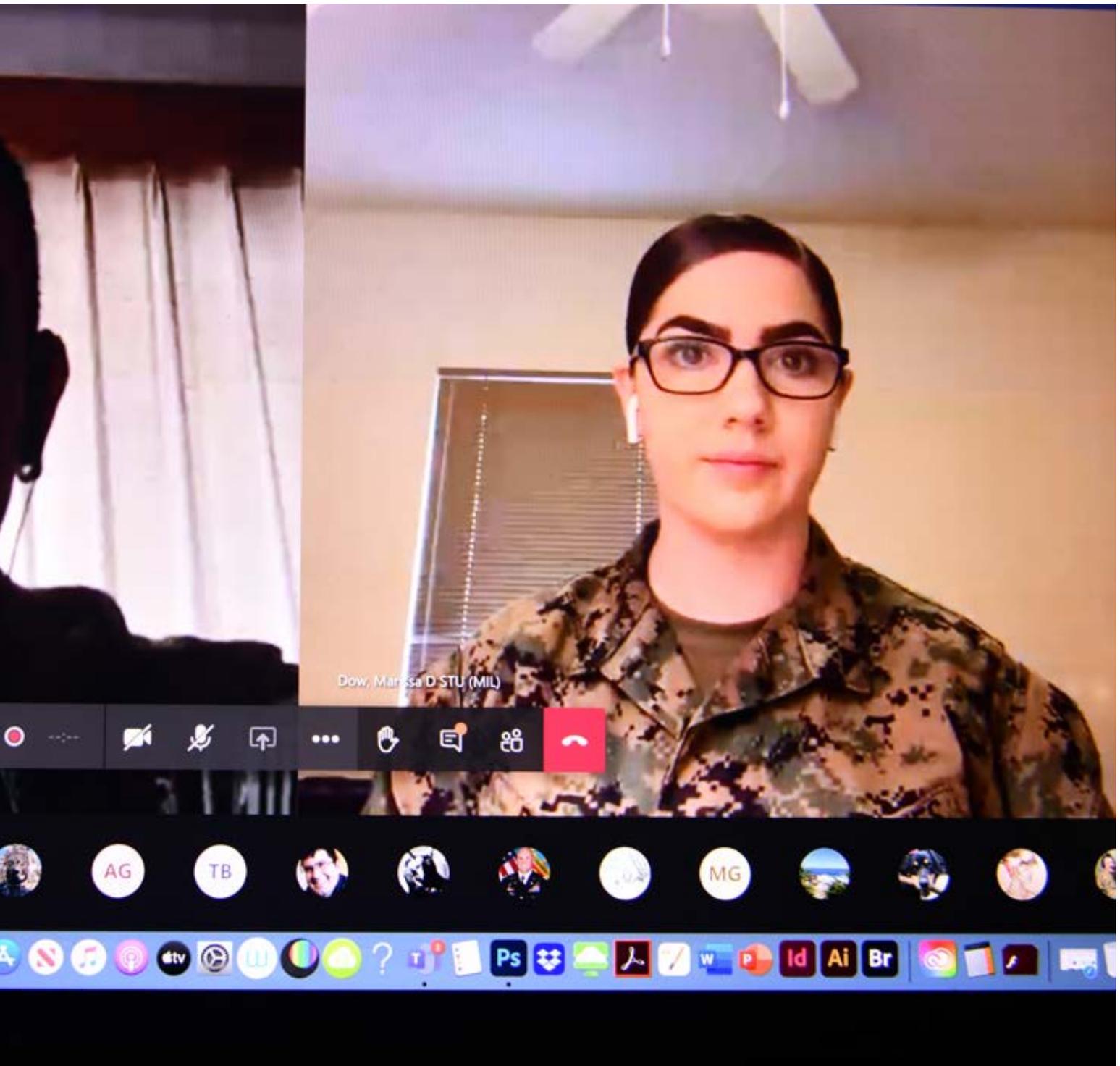
exam said, "I'd like to leave you all with the words of President Joko Widodo. 'Ready, not ready, you must be ready.' We don't know what will happen after we graduate, but in my opinion, everyone in this class is ready to overcome whatever the future holds."

This was her mindset during the entire course, she said.

"We may not have everything lined up in our favor, but we still have to do the class and we still have to do our best to

graduate. COVID doesn't stop us from learning, so it shouldn't stop us from exceeding." ●

*Marine Lance Cpl. Marissa Dow (right), along with her classmate Navy Lt. Cmdr. Joseph Carroll, both students in the Indonesian school house at DLIFLC, speak during their virtual graduation Nov. 25, 2020. (Photo by Leonardo Carrillo, DLIFLC Public Affairs)*



Anna Sherman knew from a young age what she wanted to do.

"I ended up doing this State Department funded national security scholarship twice while I was in high school," she said. It was the National Security Language Initiative for Youth, a program run in partnership with the U.S. government to provide overseas language study opportunities for American youth that gave her this first experience.

"It changed my life. It was so incredible...it just really solidified that this track of working in the government, working in national security, is definitely what I wanted to do," said Sherman, after she spent the summer and her entire senior year in Beijing, China.

Following that program, Sherman enrolled in the University of Minnesota where she majored in Asian and Middle Eastern studies. With eight years of Chinese language to her credit, she wasn't sure what program would be right for her capstone. When she came across the Chinese Flagship Domestic

Immersion Capstone Program held at the Defense Language Institute Foreign Language Center, she decided to apply for it.

"My flagship director brought up to me that there's this domestic option at DLI and it's for students who are interested in working for the government," she said, "which is totally the track that I want to be on." Fast forward to present day and this program "is the only program that is even running because the others are shut down in China" due to the pandemic, she said.

The Chinese capstone program at DLIFLC, the first of its kind in Monterey, is held in conjunction with the Middlebury Institute of International Studies, and lasts two full semesters. The six students attending, called Boren scholars based on the name of the Boren scholarship they simultaneously applied for along with the capstone, come from colleges across the United States.

"I think a big difference between regular college education for a Chinese

program and the one here is there's just a bigger mission," said John Smith,\* a Boren scholar from Arizona State University, who came across the program after deciding at a young age that he wanted to go into government work. "We're talking about national security and service to country [in class]. That is the foundation for why we're doing this."

Because the capstone is for college students who already have a higher level of Mandarin Chinese, the curriculum had to be, by default, different from the standard DLIFLC curriculum. "Most of [DLIFLC students] haven't had the experience of going to college," explained Dr. Liwei Gao, who is the director of the DLIFLC capstone. Boren scholars, on the other hand, have a foundation and higher language proficiency to start with. Because of this, the curriculum for the capstone program is unique to DLIFLC, which meant Gao and his team had to piece together different curricula to suit the capstone needs.

# BOREN SCHOLARS

## *Driven to succeed*

By Tammy Cario  
DLIFLC Public Affairs



“We referred a lot to the intermediate and advanced programs” at DLIFLC, Gao said. They also modeled it after a similar course at University of Maryland, College Park, to make it resemble a more typical college class. “Creating a class from scratch takes two to three years,” he said. “We literally had a few months to create a program with all of these components.” Gao and his two teachers assigned to the capstone also looked for authentic materials online to keep the cultural aspects relevant.

Gao was officially hired as the director for the program in December of 2019. By September of 2020, even with a pandemic raging, the capstone was underway. The Boren scholars live in Monterey and attend online classes for more than 11 hours a day, five days a week and meet on Sundays for three hours.

“With this program, I’ve just been so satisfied with the high-level content, the high-level of intensity,” said Sherman, who felt she had plateaued in her

language before coming to Monterey. One of the factors to overcoming that at DLIFLC, she said, is “content that is tailor made. The teachers have taken all of the content we’re learning from authentic sources. It’s not just a textbook.”

For Smith, this capstone has taught him to appreciate that the context and history of the language is just as important as the language teaching itself. “I think the challenge for us is that it’s very content based...so it’s building upon that cultural knowledge, historical knowledge. So, our main topics are centered around policy, government, society and economics.”

It’s these topics that will help the students as they move on to work within the government sector.

Clare Bugary, a former DLIFLC staff member and one of the founders of the capstone program, explained, “Chinese was a great place to start” for the capstone program because it was a primary focus for the DoD. “We also

worked with our intelligence community partners to establish options for internship positions immediately following their language training at DLI,” she said. “The DLI Boren/Flagship students will incur a one-year service obligation,” an incentive that drew most of the Boren scholars to the program in the first place.

“I feel very fortunate,” said Sherman “I just had a very clear vision and this program fit right in.” ●

\*Name changed for security purposes

*Instructors Yingxin Lu, Lee-Ching Lin, program director Liwei Gao and instructor Anmin Liu pose with their students for a photo during one of their in-person meetings. The Chinese capstone program at DLIFLC, the first of its kind in Monterey, is held in conjunction with the Middlebury Institute of International Studies. The six students attending, called Boren scholars based on the names of the Boren scholarship they simultaneously applied for along with the capstone, come from colleges across the United States. (Photo courtesy of Liwei Gao)*



Midway through the pandemic, it became abundantly clear that students were feeling the pressure of sitting in front of a computer screen day in and day out for about six to seven hours per day, topped by several hours of homework each evening.

“From an instructor standpoint, the focus [of face-to-face learning] is totally different. When you’re in person, there are a lot of non-verbal cues that let you know when you’re engaging with the student and it’s easy to switch modes or directions to get the students interested,” said Chief Military Language Instructor Sgt. 1st Class Matthew Peterson.

The idea of hybrid learning at the Defense Language Institute Foreign Language Center came about for several reasons. In late fall of 2020, plans for returning to in-person classroom instruction safely was taking place with the hopes of an end to the pandemic. Simultaneously, student scores that had held up over the summer began to plummet, and more importantly, student inability to interact with classmates or instructors, took a toll on their mental health and motivation.

“Their [schools’] greatest limitation was physical classroom space that could accommodate adequate social distancing,” said DLIFLC Commandant Col. Gary Hausman. “At that time, we knew that classrooms had the technology, [because we] were successfully implementing 100% virtual training.”

To plan even partial face-to-face training, several things had to happen, the first of which was safety protocols for returning students. A flurry of activity took place across the Institute to acquire hand sanitizer, dispensers, disinfectant sprays, and not least,

duct tape in various colors to mark the direction of foot traffic in the halls and classrooms. Blueprints of the buildings with per-square-foot classroom data were studied. Staff used measuring tape to make sure that each chair was distanced exactly six feet from the other.

“The Persian Farsi school had been exploring the idea and invited me to view a demonstration put on by Ms. Monika Kandi,” said Hausman. “She set up the demo in different classrooms so I could see the experience,” said Hausman.

Prior to this demonstration, Kandi, a chairperson at the Persian Farsi school, began planning how to execute the idea. “The first thing I did was try to anticipate all the things that could go wrong,” said Kandi, as she scribbled all the necessary steps to create a hybrid classroom on her whiteboard.

“The near-term challenge was figuring out how to set up the class to include microphones, speakers and cameras that should be on at the same time. The longer-term challenge was how to best teach a hybrid class from a pedagogical standpoint,” explained Hausman, referring to teaching methodologies in a hybrid setting.

To meet the new pedagogical challenge, DLIFLC’s Educational Technology Directorate tailored their instruction for faculty.

“These trainings focused on “doable” strategies for transitioning to virtual teaching with sample lessons and activities for faculty who were already implementing distance learning instruction,” said Sandy Wagner, an academic specialist with ETD, who joined the Virtual Teaching Strategies task force. “It was a mission of its own to accomplish.”

After the holidays in January 2021, students began to return to the classroom according to the first phase of the plan, at 25% capacity. Instructors volunteered to come back to work face-to-face with students, which meant that within a classroom, two to three students would attend in person, while the rest would participate virtually.

“We had to refine that concept, purchase more external microphones, and start addressing the greatest challenge: teaching faculty how to properly set up a hybrid class,” explained Hausman.

The introduction of Microsoft Teams, a collaboration tool of the Microsoft 365 suite, just a few months prior to the pandemic was an advantage for teaching teams, enabling them to use the video conferencing tool, chat and file storage, all in the same place.

By the end of February 2021, Hausman introduced the second phase of the recovery plan that included more than 50% of students returning to the classrooms on a rotating basis. Meanwhile, vaccination against COVID-19 began to steadily roll out at the Presidio of Monterey.

While the concept of hybrid teaching is technically possible, thanks to innovative new technology and creative instructors and staff, many believe that foreign language teaching is best when executed in person.

“Nothing can replace that face-to-face engagement. It’s immediate feedback that what you’re doing is reaching the students,” said Peterson, who knows from experience as an instructor and a two-time DLIFLC graduate. ●

# HYBRID T



Students of Persian Farsi practice speaking in the classroom while two other students participate virtually in the hybrid class. Monika Kandi, a chairperson at the Persian Farsi school writes elements needed for hybrid teaching. (Photos by Natela Cutter, DLIFLC Public Affairs)



By Natela Cutter  
DLIFLC Public Affairs

# Implementing TEACHING

# STRONGER RELATIONSHIPS

## FOR CREATIVE EDUCATIONAL OUTCOMES

By Natela Cutter  
DLIFLC Public Affairs

Few people would say that anything positive could come out of a worldwide pandemic that affected millions of people around the globe, closed down schools, restaurants, entire cities and even countries. While most educational institutions closed their doors, some were able to transition to online learning.

For the Defense Language Institute Foreign Language Center and the National Cryptologic School in particular, the sweeping effects of COVID-19 across the nation allowed them to realize that DLIFLC's pivot to online training last spring would provide continuing language studies for both DLIFLC students and those who are doing follow-on training in other locations, such as NCS.

"In early March, we found out that nearly all of our scheduled classes would be suspended," said Bella Kelly, DLIFLC's dean of extension programs, about the moment she found out that NCS would be forced to halt all training, mainly due to the lack of a virtual learning platform that would allow both instructors and students to telework.

But there was something bothering Kelly. "If we are able to deliver instruction to our students all over the globe using DLI's learning platform... then why not expand that for NCS?" she asked rhetorically, in reference to DLIFLC's 16 language training detachments around the world.

Permission to lend a helping hand was given immediately by DLIFLC leadership.

"It was a big deal to us. It was amazing that... we were able to swiftly garner support to go completely online. At the same time, many of the other teaching activities simply stopped," said NCS dean of language and area studies, Dr. Mary Ellen Okurowski.

"How this actually came about was a result of the energy that Bella brought to the table," said Okurowski. "So, the direction of this effort really came from DLIFLC's own leaders."

Concerned about minimal disruption to instruction and the prevention of knowledge atrophy of the early face-to-face stages of language instruction, NCS granted exceptions for the continued instruction of those languages considered high investment such as Chinese, Russian and Persian Farsi.

The next step was working with DLIFLC's technology team to figure out how to extend instruction at locations where different networks, devices and learning platforms were being used.

"It was a challenge," admitted Darnell Miles, chief information officer at DLIFLC. "There were many different variables and we had to narrow down the scope of what services we could provide them," he explained.

Luckily, with DLIFLC's robust network, Miles was able to weave in the use of

the Microsoft Office 365 collaboration tool called Teams, already in use in Monterey, where a seamless transition took place to online learning, thanks to the new platform.

The next step was to engage DLIFLC and NCS technology education experts to train the instructors on the use of the new software and how to conduct online courses.

"The DLI solution had a global reach far beyond Monterey. The dedicated NCS team, which was really just a group of committed educators, enabled essential language training to continue with little breakage. NCS is grateful for DLI's willingness to work with us. The whole nation wins when two Department of Defense academic institutions, on opposite coasts, work together," said NCS Commandant Diane M. Janosek.

Months later, NCS students successfully completed their online courses. A number of students in the basic acquisition course graduated early, satisfying all their proficiency objectives, while all students in the 19-week courses were able to complete their training.

Those graduating from the 19-week enhancement course will be able to receive 33 upper division credits needed toward receiving a bachelor's degree.

"They had already been in class two and a half months. To have stopped their momentum would have been



detrimental to their educational goals and to our mission,” explained Janosek.

In addition to language and area studies, NCS offers advanced classes in cryptology, leadership, cyber, education and business expertise. Many NCS courses are accredited by the American Council on Education and the Council on Occupational Education.

In June of 2019, DLIFLC and NCS signed an agreement that enabled eligible students to transfer three-credit NCS courses from the general education areas of writing, mathematics

and technology to toward a DLIFLC Associate of Arts degree, pending successful completion of their language course. The Institute is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. Since May 2002, more than 17,500 AA degrees in foreign language have been awarded. ●

*Darnell Miles, chief information officer at DLIFLC, engages in a videoconference using MS Teams. NCS Commandant Diane M. Janosek speaks with staff and instructors via Microsoft Teams during the pandemic. Col. Gary Hausman and Janosek sign an agreement in 2019 enabling the transfer of credits from one school to another. (Photos courtesy of DoD)*

# THE MLI OF THE YEAR

By Natela Cutter  
DLIFLC Public Affairs

For Army Staff Sgt. Aisha Bannat, being with her students was more important than attending her own Master's degree graduation in International Relations.

"I love teaching," says Bannat, a heritage speaker of Arabic and a military language instructor at the Defense Language Institute Foreign Language Center.

"When I was told that my graduation was on the same day as Language Day, I chose to stay with my students who were performing Egyptian dances," she said, speaking about the school's 2019 annual open house that brings in several thousand visitors from the community and schools across California.

As a heritage speaker, Bannat has a unique insight into the Arabic culture that she can share with her students. She immigrated with her family from Cairo, Egypt, to Manhattan, New York, at the age of 10.

But perhaps more importantly, as a staff sergeant, Bannat can also tell her students from first-hand experience how important their future missions will be down the road.

In 2010, Bannat deployed to Iraq as a human intelligence collector but was not an interpreter by profession.

Regardless, she found herself translating frequently and at one time interpreted for Gen. Vincent Brooks, deputy commander of the 1st Cavalry Division in Baghdad. She even assisted with President Barack Obama's visit. "I became somewhat of a translator celebrity but I was only a specialist," she laughed, recounting her adventures.

With a few more Arabic dialects under her belt, in 2011, Bannat decided that she should change her Military Occupational Specialty to cryptolinguist and reenlisted.

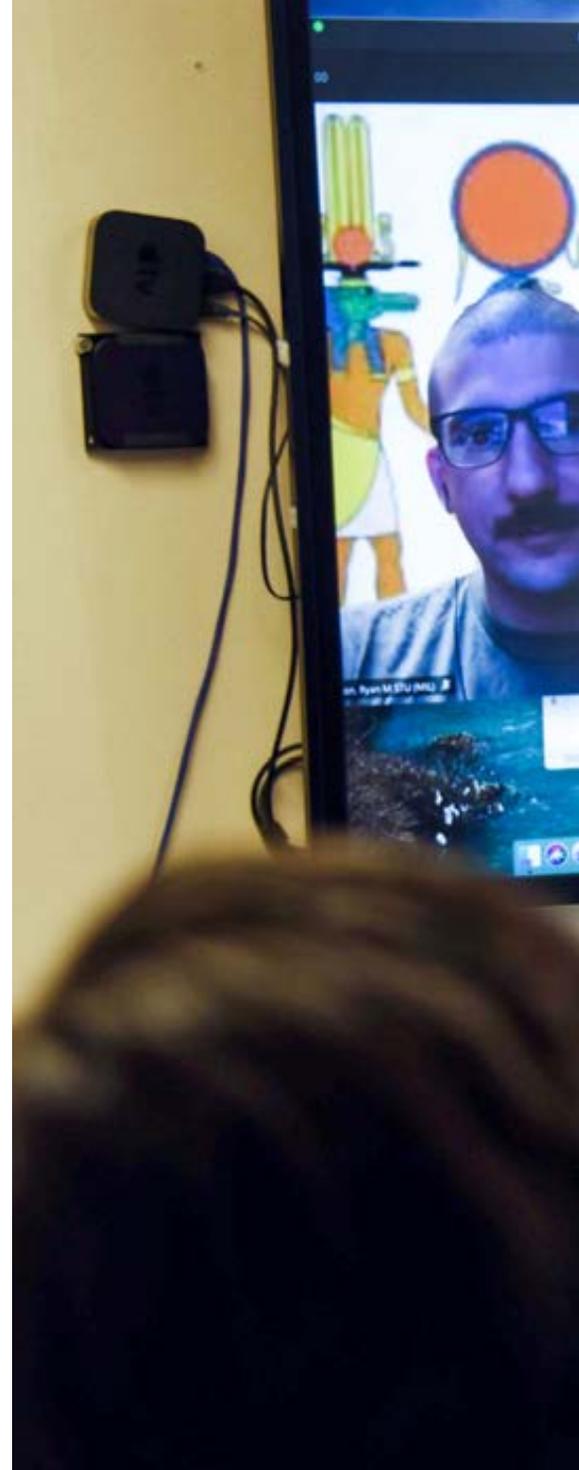
More than 10 years down the road and facing a pandemic, Bannat, now a DLIFLC instructor, felt that sharing her linguistic and cultural knowledge with students was her calling and that she needed to help them even more during a time of social distancing and online learning.

"Bannat is always asking me if she can try this project or that. She tutors on Sundays. She gets more time on podium than any of the other instructors. She's always volunteering at the [military] unit," said Sgt. 1st Class Matthew Peterson, the chief MLI who is her supervisor.

Over the past year, Bannat has conducted more than 500 contact teaching hours, completed the DLIFLC-mandated Instructor

Certification Course, and attained a 3/3/3 score on her Defense Language Proficiency Tests in four Arabic dialects. All of this, with her two Master's degrees, has qualified her for the DLIFLC MLI of the Year Award and recipient of the MLI Master Badge, the highest level teaching badge possible.

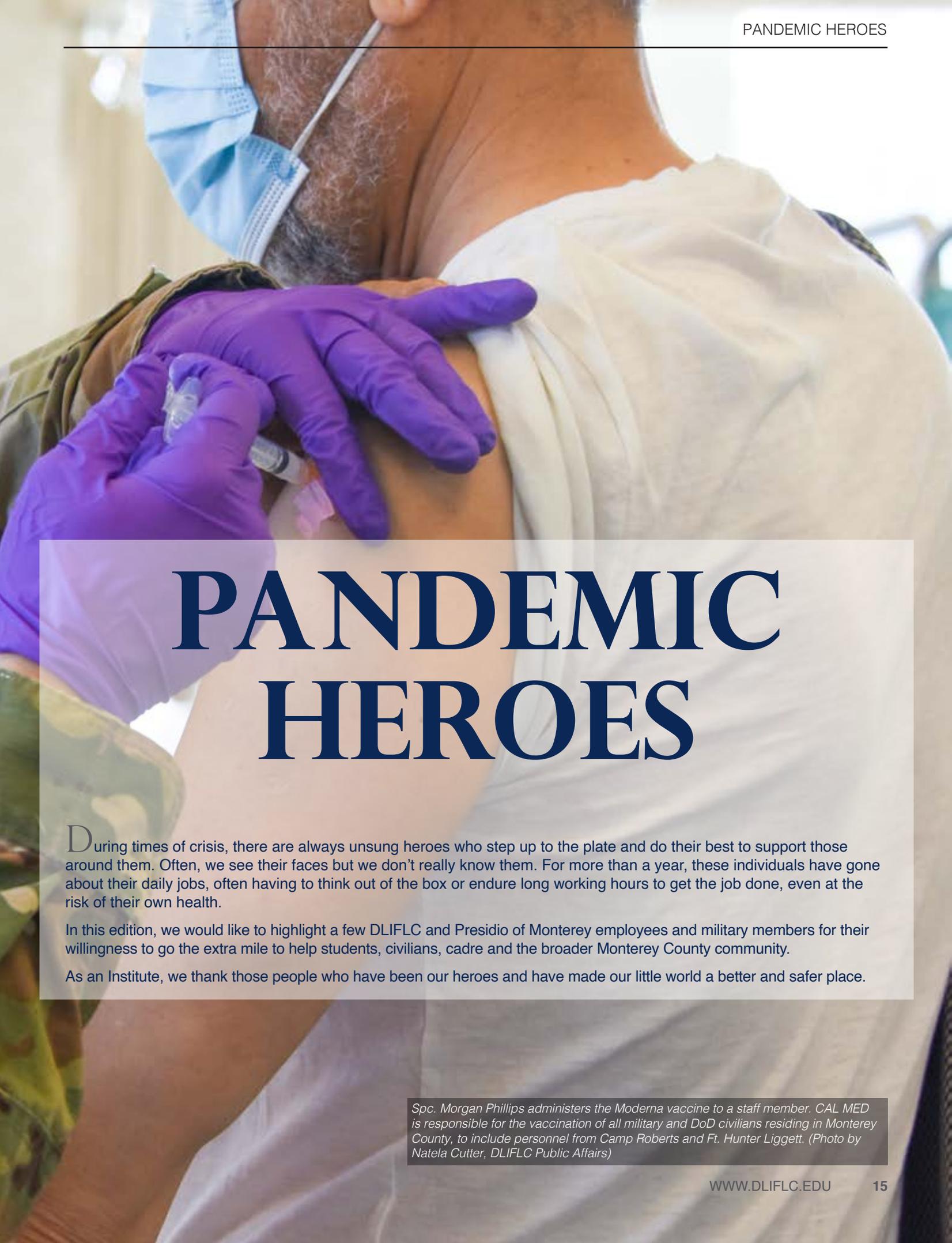
"Bannat definitely goes above and beyond. Not many MLIs will achieve this level in their careers," explained Peterson. Because of her hard work, Bannat has also been put forth for a Training and Doctrine Command Instructor of the Year award. ●





*Army Staff Sgt. Aisha Bannat, has qualified her for the DLIFLC MLI of the Year Award and recipient of the MLI Master Badge, the highest level teaching badge possible and has also been put forth for a Training and Doctrine Command Instructor of the Year award. (Photos by Natela Cutter, DLIFLC Public Affairs)*





# PANDEMIC HEROES

During times of crisis, there are always unsung heroes who step up to the plate and do their best to support those around them. Often, we see their faces but we don't really know them. For more than a year, these individuals have gone about their daily jobs, often having to think out of the box or endure long working hours to get the job done, even at the risk of their own health.

In this edition, we would like to highlight a few DLIFLC and Presidio of Monterey employees and military members for their willingness to go the extra mile to help students, civilians, cadre and the broader Monterey County community.

As an Institute, we thank those people who have been our heroes and have made our little world a better and safer place.

*Spc. Morgan Phillips administers the Moderna vaccine to a staff member. CAL MED is responsible for the vaccination of all military and DoD civilians residing in Monterey County, to include personnel from Camp Roberts and Ft. Hunter Liggett. (Photo by Natela Cutter, DLIFLC Public Affairs)*

# BEING PART OF THE SOLUTION

By Natela Cutter,  
DLIFLC Public Affairs

The first thing one notices when walking into the vaccination site at the Presidio of Monterey is the calm, organized manner of operations. As people are smiling and cheerful pop music plays in the background, staff in scrubs and uniforms scurry around, preparing vials and syringes.

Bruce Fairbanks' excitement is palpable after he received his vaccine, emerging from the other side of the blue curtain. "That was so fast!" he said. Fairbanks is from the neighboring Naval Postgraduate School in Monterey. "I am elated, this is fabulous! I set the alarm three times last night."

With the Presidio of Monterey

California Medical Detachment being responsible for vaccinating most Monterey County federal agency members, including two National Guard installations and military retirees, the clinic has been preparing for months for the vaccination of up to 18,000 individuals against COVID-19.

"It is all about process," said Lt. Col. Chani Cordero, Chief Operating Officer at the Presidio of Monterey Health Services with CAL MED, which also serves the Defense Language Institute Foreign Language Center, its largest customer, with a total student and civilian staff population of about 7,000.

"We looked at the (vaccination) processes from start to finish

which allowed us to calculate the throughput," explained Cordero about the planning. "We didn't have long queues and everyone who made an appointment got the vaccine," she said.

During the interview, Cordero's cell phone continued buzzing. She would answer interview questions, reply to important calls, or swiftly walk over to check on the flow of vaccination and then come back to chat, all with a big smile on her face.

"It has been an honor to lead the vaccine effort for our area and has been personally rewarding," said Cordero. "Being a part of the solution is why so many of us chose healthcare as a profession."



*Lt. Col. Chani Cordero, Chief Operating Officer at the Presidio of Monterey Health Services with CALMED, organized the workflow of administering the vaccine to all military, DoD civilians and retirees residing in Monterey County, to include personnel from Camp Roberts and Ft. Hunter Liggett. (Photo by Natela Cutter, DLIFLC Public Affairs)*



For someone who has a chemistry degree, Cordero knew exactly what she wanted to do when she chose information technology for her military specialty, in combination

“This monitoring has ensured that we have not wasted one single dose. It is also imperative to have a waitlist (of people) ready to go in the appropriate phase just in case you have a few doses left over,” Cordero explained.

But what is most important to Cordero, aside from serving her patients, is her staff.

“I watch for burnout. The team that is administering the vaccines is the same team that has been working with me on the COVID-19 pandemic issues over the past months. I have to ensure they have downtime. Pizza helps too,” she said, with a chuckle. ●

with being a Medical Service Corps officer.

“It’s a fun niche to be in,” Cordero says, of being focused on medical systems, devices and electronic health records which allows her to employ project management methodologies to help establish efficient processes.

“Work flows matter,” said Cordero, because “once the team establishes an efficient workflow with roles defined, this makes the operation run smoothly.” Her belief in communicating effectively with her team has also made a big difference.

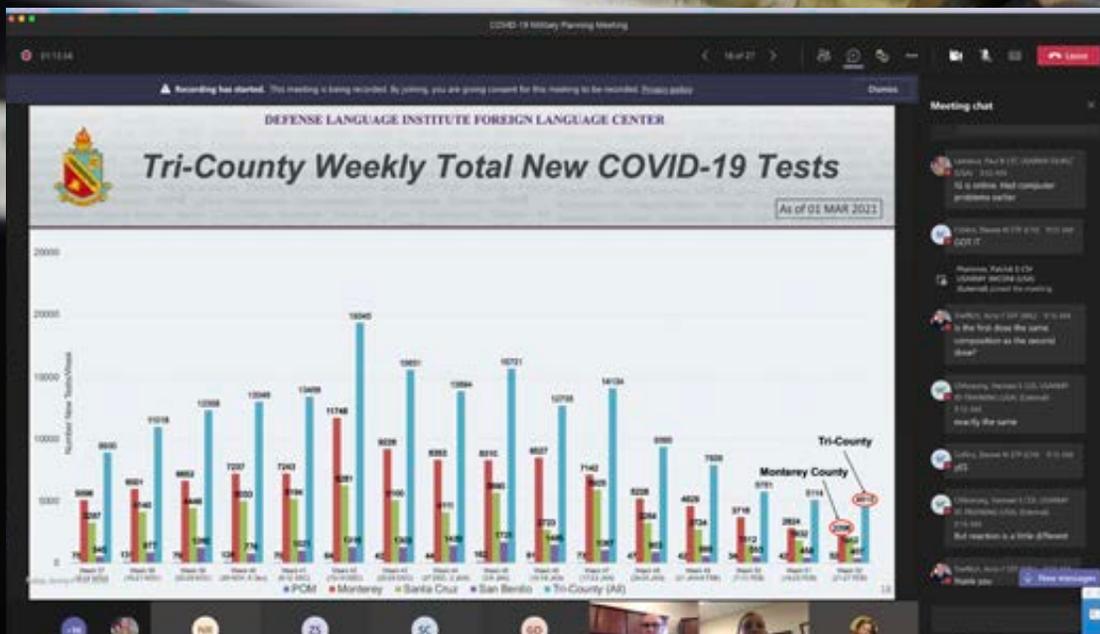
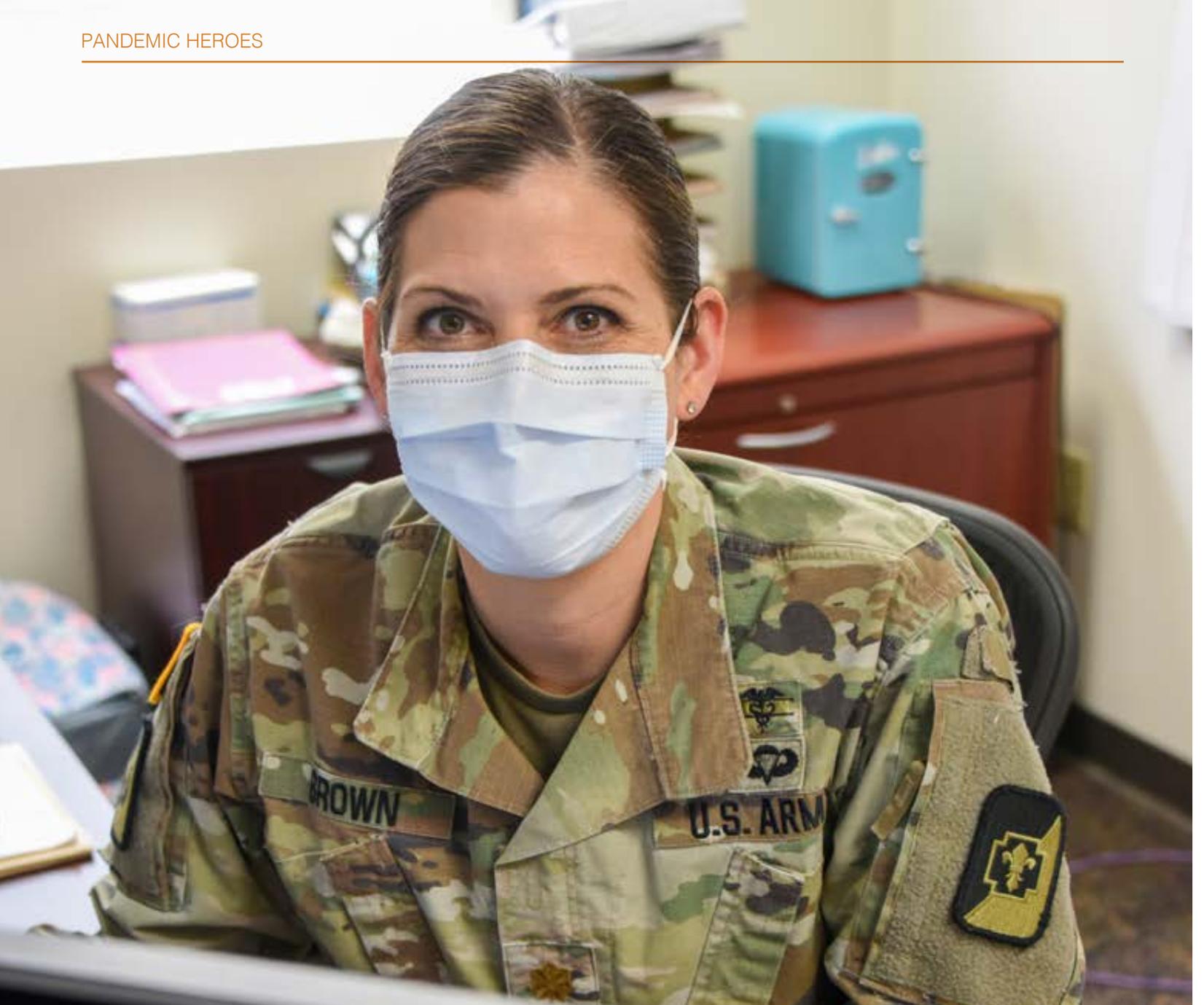
The first thing Cordero does in the morning is huddle with her staff, in the middle of the large room. After a few hours, they are huddling again, this time peering over time sheets, looking at the number of vaccine vials or the number of ready-to-go syringes.

“Due to the short shelf life of the vaccine once punctured, I had our pharmacy tech constantly monitor the vials,” she explained, referring to Spc. Kacie Flores, whose job is to keep an eye on the exact time the vaccines were pulled from the portable freezers.

With the aid of Flores, the vials are removed from a freezing temperature of between two and eight degrees and then thawed to room temperature for use. However, once thawed, the vials must be used within six hours or they will have to be discarded.

*(Left) Adam Long, a licensed vocational nurse, fills a syringe with the Moderna vaccine. Spc. Kacie Flores, whose job is to keep an eye on the exact time vaccines are pulled from the portable freezers, stand in the background. (Below) Lt. Col. Chani Cordero speaks with LVN Adam Long while preparing for the administration of vaccines for the day. (Photos by Natela Cutter, DLIFLC Public Affairs)*





Army Maj. Jodi Brown, the chief public health officer at CAL MED and epidemiologist by trade, has been informing and advising DLIFLC and POM leadership on the developments regarding COVID-19 policy and infection rates to provide them with data for them to make all-encompassing decisions for the installation. (Photo by Natela Cutter, DLIFLC Public Affairs)

# MILITARY COMMUNITIES RELY ON CAL MED DATA-GURU

By Natela Cutter  
DLIFLC Public Affairs

Trying to get an interview with the busiest person at the Presidio of Monterey can be daunting, especially if that person is in charge of all COVID-19 data that leadership depends on to make important decisions, almost like the White House depends on their surgeon general.

"I am the chief of public health and assistant public health emergency officer and an epidemiologist by trade," said Army Maj. Jodi Brown, sporting a big smile as a text message interrupted her thought process. A patient let her know that her COVID-19 test was negative. Brown was happy.

Being interrupted by texts, phone calls and hundreds of emails per day, intertwined with meeting upon meeting, has been Brown's modus operandi since the beginning of the pandemic last March. When the Defense Language Institute Foreign Language Center implemented distance learning for all students and faculty, Brown suddenly found herself responsible for the tracking of about 7,000 people from the Presidio of Monterey and all active-duty personnel in Monterey County and broader. The grand sum number is more than 10,000 people.

While most people would have panicked and hid their head in the sand twelve months ago, Brown jumped into the fray. Now that

vaccines are beginning to roll out, she takes that in stride, too, calling it a light at the end of the tunnel. "No more 16-hour days and calls over the weekends, after hours and during the holidays," she said.

For more than a year now, Brown has been the primary person representing DLIFLC and POM at the City of Monterey COVID-19 meetings. After gathering CDC and official Army guidance, she interprets the information and advises the DLIFLC Commandant, Presidio of Monterey Commander and surrounding military communities.

"I love data. I like to be able to track data about COVID. That's the most interesting thing. I love numbers and the tracking of trends. It's exciting to me every day to see that downward trend and that there is light at the end of the tunnel," she explained.

It is her love for data that has made Brown quite an irreplaceable asset.

"Maj. Brown has given amazing support to our service members and families. Commanders throughout the county, including Fort Hunter Liggett, Camp Roberts, NPS (Naval Postgraduate School) and DLI, resoundingly highlight how important she is to their mission," said DLIFLC Commandant Col. Gary Hausman.

Yet data collection and interpretation

has not been Brown's only COVID-19 tasking. Since the beginning of the pandemic, she has been responsible for keeping an eye on all coronavirus cases and potential exposure for DoD personnel within Monterey County and surrounding areas.

"Contact tracing and investigation is the most time-consuming. It's a 24/7 job. We never know when those cases are going to come up... I monitor everyone in quarantine. They have to check in daily about symptoms, and if there are none, and they meet all the criteria, I can release them after 14 days," Brown explained.

For those who contracted COVID-19, Brown is in contact with them every day. If they don't call her, she reaches out to them. "It got tricky around Christmas," she said, when the service members went home for holiday break. Many of them got sick over the holidays but were able to stay at home until the symptoms subsided. "Right now, it's not as bad, but at one point, it took me at least four hours per day to get through everyone."

As vaccination begins in Monterey County and on the Presidio of Monterey, Brown is confident that the future is looking brighter. "We just all need to be diligent to get through the end of this thing and eventually get back to normal. I can't wait!" ●

# NOT A “WALK IN THE PARK” ADMINISTERING EXAMS

By Natela Cutter  
DLIFLC Public Affairs

Twenty years ago, she protected the President. Today, at the Defense Language Institute Foreign Language Center, Maribel Johai protects one of the Department of Defense’s most important tools for maintaining the readiness of language-enabled service members and government civilians: The Defense Language Proficiency Test.

In November 1995 at Wright-Patterson Air Force Base, Johai was a member of an Army bomb squad detailed to protect the signing of the Dayton Peace Accords that led to the end of a fratricidal war in Bosnia-Herzegovina.

“Those were interesting times,” said Johai, from her office at the Presidio of Monterey, where one has to pass three locked doors and big signs that say “Authorized Personnel Only.”

So, how does protecting the president and defusing bombs compare to protecting and administering tests? Well, it turns out that this particular test, the DLPT, is administered to some 30,000 to 40,000 people annually worldwide, who must pass it in order to carry out their missions.

Johai, the director of test management, laughs at the question. “Well, it’s not a walk in the park if that is what you mean, defusing bombs was so much easier,” she replies,

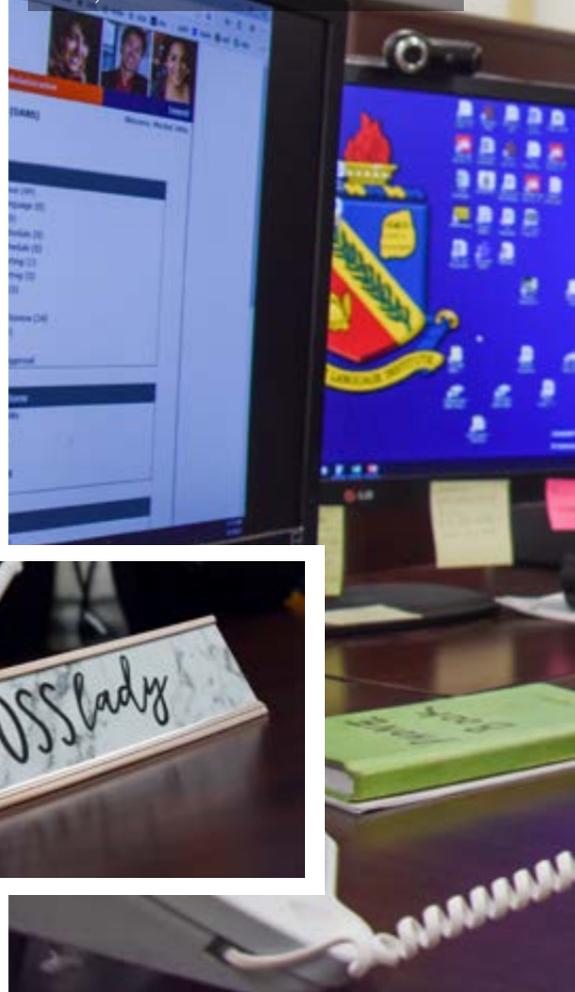
her blue eyes twinkling behind her glasses, above a black face mask.

“When COVID started in February, we knew we had to do something because the students had to graduate, there was no choice,” she said, of the nearly 2,000 DLIFLC service members who take the test. “The Commandant came to look at our testing labs to see how we could continue the mission and still comply with the safety protocols,” she explained, speaking of Col. Gary Hausman.

By running a tight ship, with 34 employees on location, Johai was able to manage the throughput. “We maintained our (safety) bubble. No outsiders came in, not even the cleaning crew could come in. We all agreed as a team to do our own trash and vacuuming.”

It is her team that Johai credits for Test Management’s ability to carry on with testing during the pandemic. “The DLI testing mission was a complete success because of my people, and I am so grateful for that. My hope is that one day I will be able to

Maribel Johai, director of Test Management at DLIFLC, speaks over the phone with her customers in her office at the Presidio of Monterey. Johai and her team were instrumental for the continuation of administering the Defense Language Proficiency Test throughout the pandemic. (Photo by Natela Cutter, DLIFLC Public Affairs)



appropriately reward them for their absolute dedication.”

Between March 1, 2020, to Feb. 28, 2021, Johai’s team scheduled, administered, graded, double graded and recorded 46,828 exams. The variety of tests included DLPT resident and non-resident exams, Oral Proficiency Tests conducted via contract, in-course proficiency tests conducted at the Presidio, and more.

To track this huge number of exams, in 2009 Johai spearheaded the effort to create a DoD database that would track test-taking information worldwide.

“I named it,” she said proudly. “It’s called the Oral Proficiency Interview



(Below) Assistant Commandant Air Force Col. Stephanie Kelly gives a coin to test administrator Estelle Herndon at the DLI-Washington office in D.C. (Photo courtesy of Estelle Herndon)

### DLI-WASHINGTON TESTING HERO ESTELLE HERNDON

Testing is also administered at the Institute’s satellite office in Washington, D.C. Several foreign language instruction contracts are managed at this location.

“This year we had about 80 students test in December who were headed to the Joint Military Attaché School,” said Estelle Herndon, the test management officer. “Because of the pandemic, we were severely limited in the number of people we could test... about three to five people,” said Herndon, who spent most of the month working 12-hour days in order to facilitate the exams.

“I managed to get everyone tested and out the door on time for their next assignment.” Once completing JMAS, officers are normally deployed to work as military attachés at U.S. embassies around the world.

For all her efforts, DLIFLC Assistant Commandant Col. Stephanie Kelley gave Herndon a coin, while the Combined Arms Center recognized her as a Hero of the Battlefield.



Authorization and Reporting System,” or OARS, she explained. “This application tracks all OPI requests received, from submission to score reporting. It has every language available and all the historical testing data for every examinee, which is available to all Test Control Officers worldwide.”

Perhaps it is not such a big stretch to compare studying the

wiring on an explosive device to creating specifications for the building of an incredibly complex database.

Thanks to Johai, today, DLIFLC leadership can track nearly all exams being administered throughout the world for all language-qualified military linguists and DoD civilians. ●



## KEEPING THE PRESIDIO FED

By Natela Cutter and Tammy Cario  
DLIFLC Public Affairs

For the last year, the majority of the food service industry across the U.S. has stayed at their front line positions, despite a pandemic roiling the nation. In doing so, it laid bare how essential their jobs are to keeping America running. The food servers at the Presidio of Monterey’s dining facilities are no different.

“I think it was a learning curve at first,” said Bethany Pinkas, plans and operations chief for the Logistics Readiness Center. “Especially for the employees, trying to keep their distance and work around processes. And then, open a new facility in the midst of the pandemic,” she added, speaking of Chay Hall, a large, new dining facility, or DFAC, that replaced Combs Hall.

While things didn’t change drastically with their operations, they did have to make adjustments in the beginning. “There were just certain options that we weren’t initially able to produce,” Pinkas said, “You know, we didn’t have an ordering process, we didn’t have the bowls for soup and things like that.”

As a part of the switch to take-out food for the service members, the staff, both civilian government employees and contractors, went the extra mile to make sure student needs were met.

In the beginning, the DFACs had a small supply of take-out containers on hand. Soon, they had to order more, and staff members scrambled to get the best price for recyclable containers to meet demand.

“The contractor has a couple of vendors in town that they were able to work with,” said Pinkas. To comply with local and federal requirements, the contractors were able to not only get them enough to-go boxes, they were able to keep environmental requirements in mind, meaning all containers had to be compostable.

On top of that, the Logistics and Readiness Center has been working with the environmental office on POM to have compost bins placed at each facility. “This allows the food from the pot and pan area and dish rooms to scrape excess food into approved compostable bags for composting as

opposed to being taken to the landfill,” Pinkas explained.

Meanwhile, inside the DFAC, Terry Allen, contracting officer representative, ensures the day-to-day operations are carried out correctly.

“I inspect and evaluate according to what is stated in the contract,” said Allen, with a pocket full of food thermometers in different colors. When asked what they were for, he said, “Part of my job is to go around and make sure that the temperature of the food is within regulation.”

“This is all stuff that is happening behind the scenes,” said Brian Clark, director of the LRC, standing next to Allen at Chay Hall. “It is amazing to see how much work goes into food safety, temperature measurement and cleanliness.”

The existing dining facility contract maintains 87 full time employees most of whom are contractors, in order to cover two dining facilities. Chay Hall, which is new, takes the bulk of that number with 71 employees. Some 1,300 people can be seated in Chay



*Logistics Readiness Center staff, leadership, and contractors pose for a collective photo in front Chay Dining facility which opened during the pandemic. Throughout the pandemic the dining facilities remained opened to feed more than 3,000 military students and cadre. (Photos by Marcus Fichtl, Presidio of Monterey Public Affairs)*

Hall, while the serving capacity at the old dining facility, called Combs Hall, could only serve 800.

The size of Chay Hall also allows space for the expansion of the dining menu. Whereas the old dining facility only had two serving lines, one for cooked meals and the other for fast food such as hamburgers and fries, Chay has a sandwich bar, a pizza bar and a taco bar, and is planning to add a wings bar.

“We can offer 4,000 items (of food choices) in this facility and the way it is designed, we can add even more lanes,” said Ezekiel Shepherd, the food program manager.

The new facility, located centrally on campus, can also accommodate civilian faculty and staff, which is a significant change from having to walk a mile up and across the Presidio to access the Belas Hall dining facility.

“Every dollar counts,” said Shepherd, adding that 25% of the money received from about 100 DoD civilians dining per day on average, is reinvested into the menus for the chow halls.

From the beginning of the pandemic, all of the training facilities that fell under Training and Doctrine Command had a requirement to keep 30 days worth of Meals-Ready-To-Eat, or MREs, on hand. That meant up until

March 2021, LRC had over 300,000 MREs in storage.

“If one of the facilities had to close or if a whole barracks went down, they weren’t going to be able to carry enough to-go containers to all of these service members who live there,” said Pinkas. Fortunately, no outbreaks occurred on post, so the MREs remain unused.

With the dining facilities showing steady service and the pandemic slowing alongside the rollout of vaccines, LRC will be returning half of the MREs to be reutilized within another part of the military system. ●

# “I HAVE YOUR BACK”

## THE IMPORTANCE OF SUPPLIES IN A PANDEMIC

By Natela Cutter  
DLIFLC Public Affairs

As staff and faculty at DLIFLC have learned over the last year, if you ever need anything, like cleaning supplies, computers, computer screens, cables or microphones...just call Rachel Bailey. As she often says, “I have your back. I’ll hook you up.”

When the pandemic began raging last March and the Defense Language Institute Foreign Language Center shut its doors, sending students, faculty and staff home to continue working and studying remotely, some offices had to stay open. Bailey, a logistics management specialist working for the Deputy Chief of Staff of Personnel and Logistics, stepped up.

“Rachel literally saved our mission,” said Maribel Johai, director of Test Management at DLIFLC. “We couldn’t close our testing facilities down, students had to graduate,” she said, explaining that everything had to be sanitized before and after use, to include tables, chairs, keyboards, door knobs and any surfaces touched.

“There were basically no cleaning supplies anywhere,” said Rachel. “Everything had sold out. I tried to use mandatory sources to purchase hand sanitizer and disinfectant, but

everything was on back order,” she said. Going without or making do was simply “not an option.”

Though each organization has a Government Purchase Card holder, many of them were dumbfounded by how difficult it was to locate supplies and work through the wickets to ensure the purchase was properly executed in accordance with strict government regulations. Realizing this, Bailey went to the GPC coordinator for the entire installation to see what could be done and if the rules could be bent, considering the situation.

“I kept saying – ‘the show must go on, people!’ I called our main GPC coordinator and he told me that I could try local vendors but to keep all of my emails and receipts. After that, I was able to purchase from a local vendor that sells sanitary supplies to Pebble Beach,” she said, as Target, Costco and all other local grocery stores had no supplies.

“Rachel does not quit until the job is done. She will do almost whatever it takes to find the best deal or get whatever it is you are looking for,” said Jason Munoz, the installation GPC coordinator.



Before disinfectant supplies became readily available on the Presidio, Bailey divvied out small stashes of supplies as emergency help to offices, while advising them not to place orders that vendors could not immediately fill.

She was also instrumental in providing sanitation supplies to one of the barracks designated for potential COVID-19 patients.

“We were lucky that they actually didn’t have to use the facility more than twice,” but the supplies were still needed to be on hand, she said.



A few months down the road, Bailey jumped in once again to provide the schools with several hundred microphones that were needed for the classrooms to run hybrid teaching. The concept involved having students sit in the classrooms while the instructors remained home and taught remotely.

When asked how she manages so well under pressure, Bailey says that her life has not been smooth sailing. She moved to the United States from the Philippines with her father when she was a teenager. One of the first things she experienced as a junior in New York City was 9/11. To get her mind off

the trauma and missing her family and friends, her father introduced her to surfing.

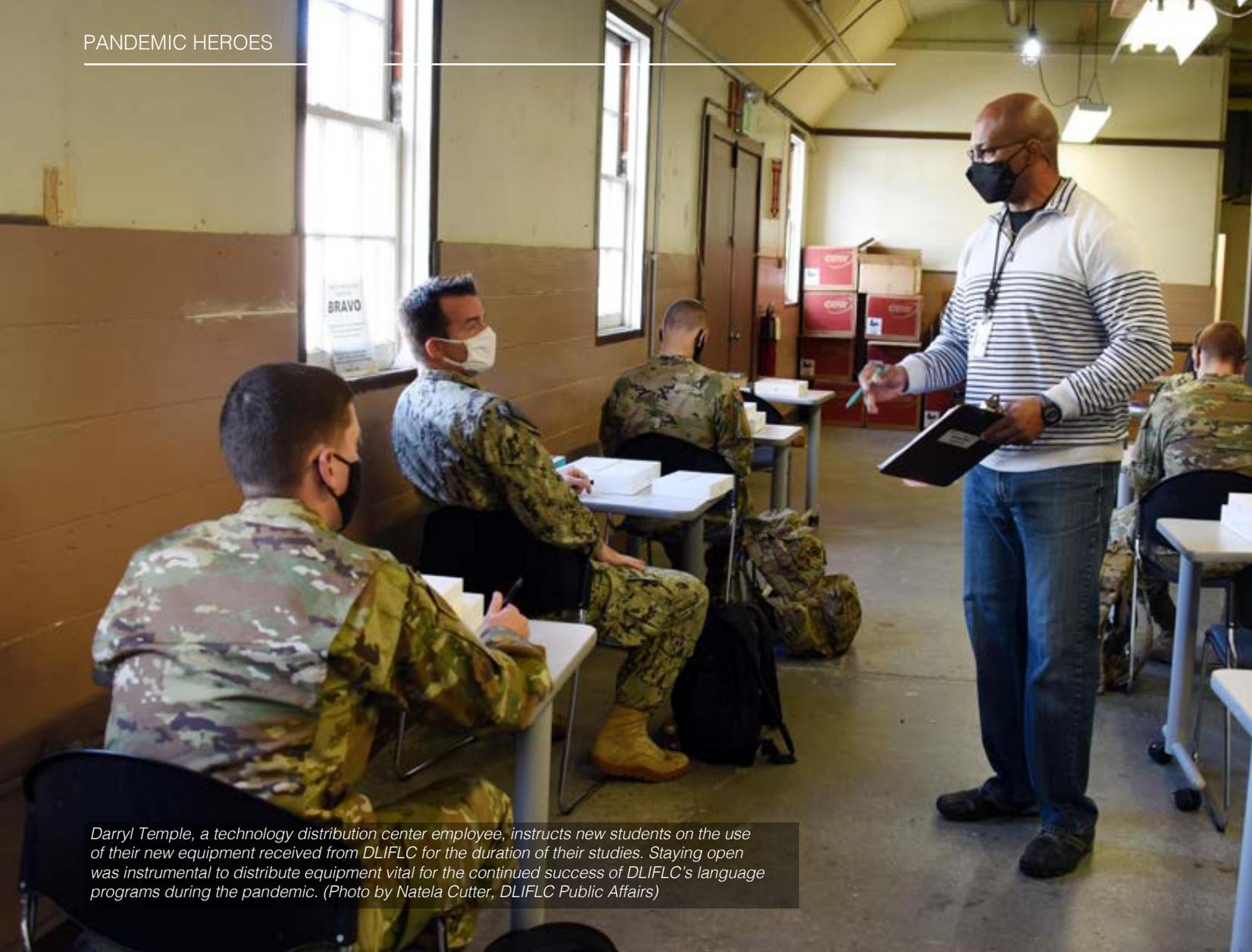
“Surfing helped me cope with the pressures of teenage life. So, instead of being depressed about not having friends, I would take my surfboard through the New York subway,” until she reached her destination.

A few years later she moved to

Southern California where she continued riding the waves until she joined the Army as a unit supply specialist and later logistician.

Today, Bailey is able to enjoy surfing on the Monterey Peninsula with her two children and husband on the weekends even during the pandemic. ●

*Rachel Bailey (right) speaks with assistant dean of the Persian Farsi School, Van Ipson, about supplies and microphones for the classrooms. A good number of supplies were needed for the UPF school which never fully closed during the pandemic. Several face-to-face courses continued for specific needs of the students throughout the year. (Photo by Natela Cutter, DLIFLC Public Affairs)*



*Darryl Temple, a technology distribution center employee, instructs new students on the use of their new equipment received from DLIFLC for the duration of their studies. Staying open was instrumental to distribute equipment vital for the continued success of DLIFLC's language programs during the pandemic. (Photo by Natela Cutter, DLIFLC Public Affairs)*

Before the pandemic, using remote technology in the classroom was nice to have, good for keeping students up to speed, but it wasn't something that students and teachers couldn't live without.

Overnight, conferencing platforms and the technology to make it happen became a must-have. The Defense Language Institute Foreign Language Center was fortunate because it already had the hardware and software to fully function, as the pandemic took hold of the nation.

"Early on, I started receiving calls from my son's school, asking for assistance because they knew that I was some tech guy at DLI," said Darnell Miles, chief information officer at the Institute, whose son is in middle school. "Their challenge was with the incorporation of a viable conferencing platform, whereas at DLI, we already had an infrastructure and had just introduced Office 365 with MS [Microsoft] Teams conferencing capabilities."

"The decision was fortuitous in that without this [MS Teams], DLIFLC would not have had an online academic teaching platform to conduct virtual training," said deputy Chief of Staff for Operations Joseph Kuykendall. "It would

have subsequently required DLIFLC to consider canceling language classes altogether."

As it turned out, DLIFLC didn't lose a day of class in the transition to online learning.

Apart from the technology challenges, Miles' team also had to figure out a practical, safe and efficient way to distribute mobile devices to students who continued to in-process, regardless of the pandemic.

"During the first days of the pandemic, when the entire installation was on lockdown and the students were in their barracks, we had to figure out a way to get their equipment to them," said Marvin Middlebrooks, supervisor of the technology distribution center at DLIFLC.

Thinking outside of the box, Middlebrooks proposed to have the equipment for new students loaded onto a truck and taken to them. "We were essentially having people sign up for their laptops in the parking lot. We did the same thing for students who were out-processing," explained Middlebrooks, referring to service members who graduate nearly every Thursday.

# RIISING TO THE CHALLENGE: EQUIPPING DLIFLC

By Natela Cutter  
DLIFLC Public Affairs



Darnell Miles, chief information officer at the institute, led the effort to introduce new software and maintain the steady flow of issuing equipment to students. (Photo by Natela Cutter, DLIFLC Public Affairs)

Several weeks down the road, when the virus was understood better, the technology distribution center devised a system by which the students would make appointments and come to the facility in small groups to sign for their devices and get training.

“We had people standing outside the door, letting them in three at a time,” said Darryl Temple, with a clipboard in his hands that contained the appointment times and names of students who were coming for pickup. “I have been here every day from the beginning,” said Temple with a smile.

Today, up to seven students are let into the distribution center and led into a room with desks neatly lined up in two rows and socially distanced by six feet. At the head of the makeshift classroom, hand sanitizer and wipes are located on a small table. Three staff members are present to assist. Everyone is masked.

While a good part of IT duties consist of configuring laptops with foreign language specific software for students, what is often omitted is the role the distribution center played in providing instructors with extra equipment.

“It was crazy,” recalled Middlebrooks. “At the beginning

of the pandemic, we had to either provide large screens for the teachers to take home or do lateral transfers for equipment from their offices.” Providing more keyboards, mice and loading software was all part of the process.

A year later, with vaccination underway, DLIFLC staff and students are starting to see that returning safely to the classroom will take place in the not-so-distant future.

Though technology will never replace face-to-face teaching, a part of what the pandemic has taught the Institute is that some aspects of teaching, learning and communication has been just as effective online.

“I think this experience has taught us that a lot of meetings from a management perspective have been very effective online because more people can participate than you can fit in a physical space,” concluded Miles. ●



*Spc. Kacie Flores gives a thumbs up at the Weckerling Center as she calculates the time each vial is opened and used. (Photo by Natela Cutter, DLIFLC Public Affairs)*



*Michael Hanley, DLIFLC Resource Management director, proudly takes a photo in front of the CAL MED-created banner after receiving his Moderna vaccine. (Photo by Natela Cutter, DLIFLC Public Affairs)*

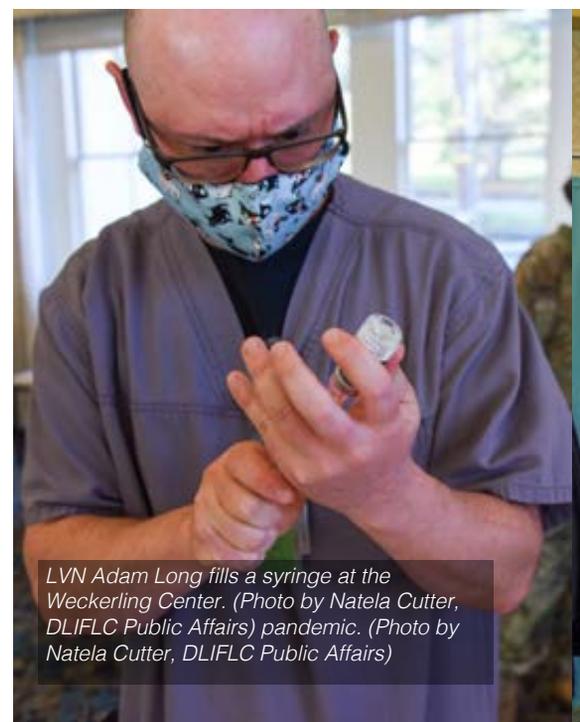
## ADMINISTERING THE VACCINE



*Maj. Hanumanth Ravindranath, officer in charge of the COVID vaccination mission at the Presidio of Monterey working during the drive. (Photo by Natela Cutter, DLIFLC Public Affairs)*



*DLIFLC Commandant Col. Gary Hausman gets his first dose of the vaccine, broadcast live, during a Town Hall held for students, faculty and staff. (Photo by Natela Cutter, DLIFLC Public Affairs)*



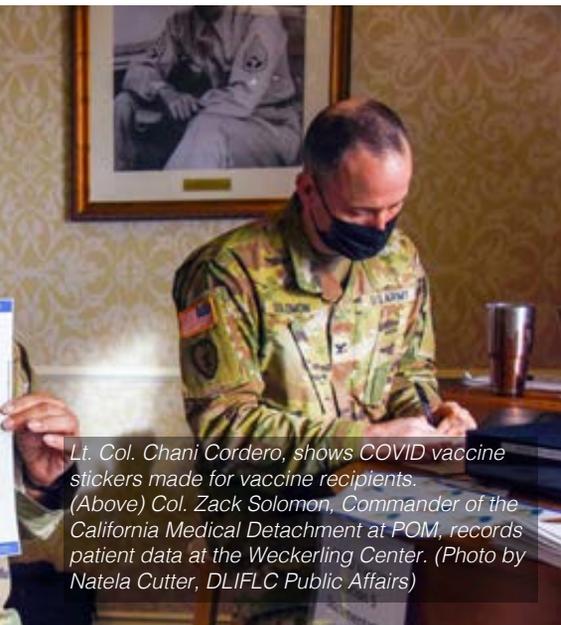
*LVN Adam Long fills a syringe at the Weckerling Center. (Photo by Natela Cutter, DLIFLC Public Affairs) pandemic. (Photo by Natela Cutter, DLIFLC Public Affairs)*



Command Sgt. Major Ernesto Cruz receives his vaccine administered by Spc. Morgan Phillips. (Photo by Natela Cutter, DLIFLC Public Affairs)



Spc. Krystie Mastsolilas Pierre, fills a syringe at the Weckerling Center. (Photo by Natela Cutter, DLIFLC Public Affairs)



Lt. Col. Chani Cordero, shows COVID vaccine stickers made for vaccine recipients. (Above) Col. Zack Solomon, Commander of the California Medical Detachment at POM, records patient data at the Weckerling Center. (Photo by Natela Cutter, DLIFLC Public Affairs)



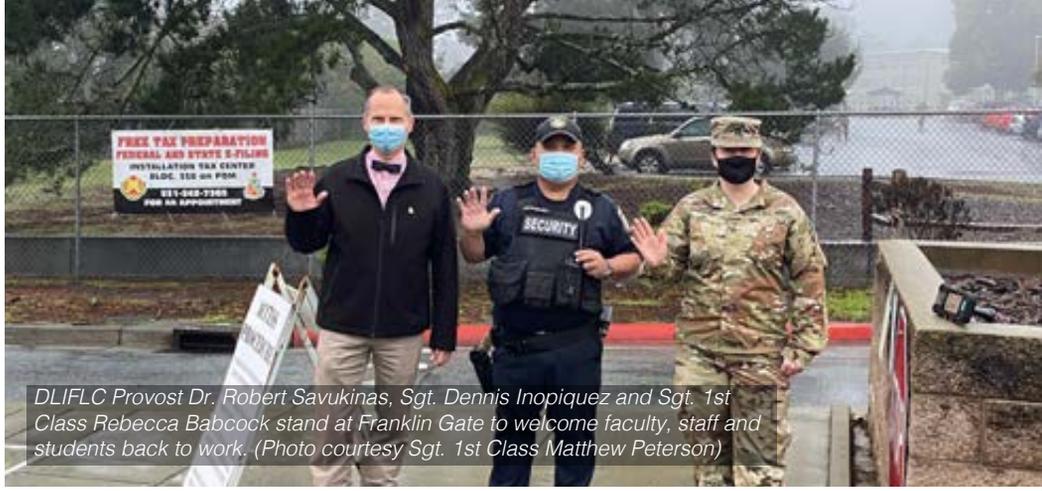
(Left to right) DLIFLC unit leadership proudly display their vaccine stickers: Navy Detachment Commander, Cmdr. Josie Moore, 229th MI BN Commander Lt. Col. Matthew Upperman, USMC Commander Lt. Col. Timothy Mayer, 314th Training Squadron Commander Lt. Col. Joseph Ladymon, and 311th Training Squadron Commander Lt. Col. Nicci Rucker. (Photos by Marcus Fichtl, Presidio of Monterey Public Affairs)



Lt. Col. Chani Cordero, chief operating officer at the Presidio of Monterey Health Services with CAL MED, speaks with her staff before the beginning of the day. (Photo by Natela Cutter, DLIFLC Public Affairs)



Sgt. 1st Class Matthew Peterson takes a selfie with Sgt. Dennis Inopiquez as they welcome faculty, staff and students back to the Presidio of Monterey as the pandemic begins to subside. (Photo courtesy Sgt. 1st Class Matthew Peterson)



DLIFLC Provost Dr. Robert Savukinas, Sgt. Dennis Inopiquez and Sgt. 1st Class Rebecca Babcock stand at Franklin Gate to welcome faculty, staff and students back to work. (Photo courtesy Sgt. 1st Class Matthew Peterson)



Tarek Elgendy, the Linguist Next program director, signs up to get his first Moderna vaccine. Yvonne Bruce and Judy Ennis, from CAL MED, assist with the registration of patients at the Weckerling Center. (Photo by Natela Cutter, DLIFLC Public Affairs)



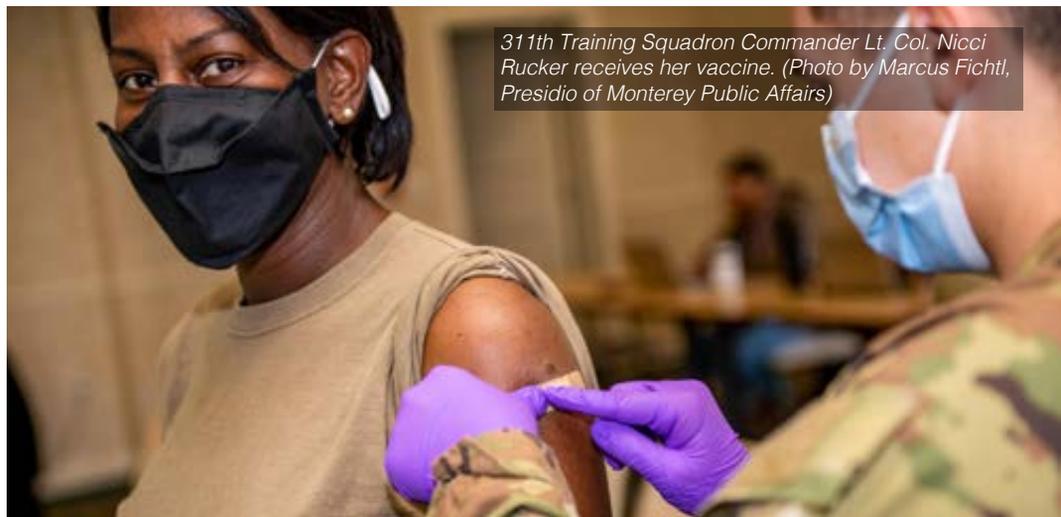
CAL MED, DLIFLC and POM leadership take a collective photo after receiving their first Moderna vaccine. (Photo by Marcus Fichtl, Presidio of Monterey Public Affairs)



LVN Adam Long and Spc. Kacie Flores arrange the table with vaccines and syringes. Flores' main job during the first days of vaccination was to track when batches of vials were opened for administration to prevent them from expiring. (Photo by Natela Cutter, DLIFLC Public Affairs)



Syringes laid out on a table. (Photo by Natela Cutter, DLIFLC Public Affairs)



31st Training Squadron Commander Lt. Col. Nicci Rucker receives her vaccine. (Photo by Marcus Fichtl, Presidio of Monterey Public Affairs)



(Left to right) Garrison Command Sgt. Maj. Robert Londers and DLIFLC Command Sgt. Maj. Ernesto Cruz pose for a photo at the Weckerling Center. (Photo by Natela Cutter, DLIFLC Public Affairs)



*(Photo illustration by Leonardo Carrillo, DLIFLC Public Affairs)*

# RESILIENCY

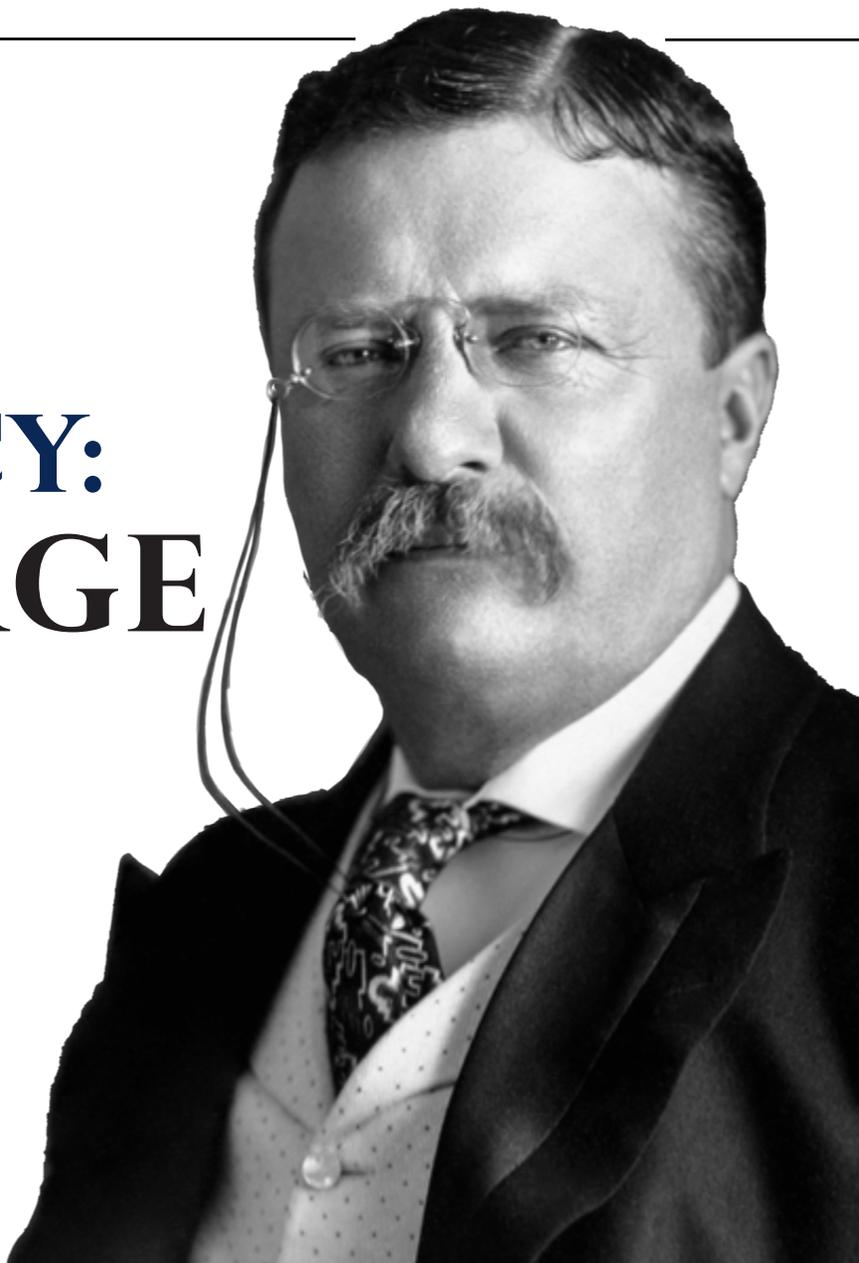
In today's climate, where isolation is the new normal and the job is an ever-present phone ding away, thriving can feel like a daily challenge. The answer is in an old concept that has become a new buzzword - resiliency. It's what helps you get back up when life knocks you down, what President Teddy Roosevelt described in his inspiring Man in the Arena speech: the grit, the effort and the courage to get back up and keep fighting. Resiliency is a practice, something we all must develop in our daily lives in order to not just survive but thrive.





# RESILIENCY: COURAGE IN THE ARENA

By Tammy Cario  
DLIFLC Public Affairs



Over the last few years, resiliency has become a buzzword. Never more so than in 2020, thanks to a global pandemic that forced the entire world to adapt and change in often uncomfortable ways. It is now used everywhere to promote feel-good, life-affirming choices. Military and civilians alike are bombarded with this messaging.

But just what is resiliency? And how do you develop those skills in the first place?

Joe Kuykendall, now a civilian working at the Defense Language Institute Foreign Language Center, was intrigued by these questions early in his Army career as a human intelligence collector. Kuykendall is a two-time DLIFLC graduate. His first experience in the Russian language course as a young Soldier was a struggle.

“It wasn’t connecting in my brain,” he said. “I didn’t feel like it was actually moving into any sort of long-term memory. It got to the point that it was so bad that they were discussing recycling me. And that felt like a personal failure.”

Kuykendall finally hit a breaking point. He decided he was done and that he couldn’t take it anymore. With that decision made, a weight was lifted. That night was the first time Kuykendall dreamed in Russian. He woke up the next day totally refreshed and everything just clicked. Homework that had before taken hours, now took 30 minutes. His GPA went from a 1.8 in his first semester to 3.3 in his second semester and then a 3.8 in his third semester.

“To me that really opened up this understanding that our brains are fascinating things,” Kuykendall said. “I was so curious as to why my brain and why my definition of my identity was holding me up from actually accomplishing what I knew I was capable of accomplishing.” That experience started him on his journey to studying the mind’s ability to react to stressful situations.

This wasn’t the first time Kuykendall came face-to-face with resiliency in his career. The next time was as a Survival Evasion Resistance and Escape instructor. This time, his experience was on the other side – he was the one who

put people into stressful situations to teach them resiliency when they were at their very worst.

In SERE training, students are placed in gritty and visceral situations meant to imitate what enemy capture and torture might look like. The situation might resemble a jungle camp in Vietnam, a high security prison facility or an ISIS detention camp. Whatever the scenario, being a SERE instructor meant taking people whose jobs might put them in harm's way and training them on how to react.

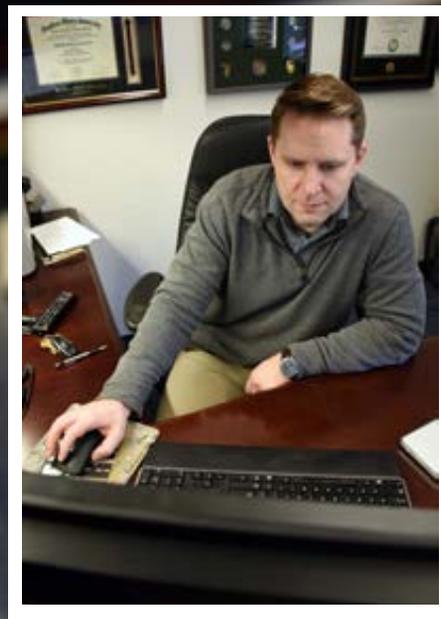
"We're teaching people to control their emotions, to think through" the situation rather than simply react, Kuykendall said. "[They] are more than likely going to be in a position of compromise emotionally and physically," and yet they still have to live up to the code of conduct of the U.S. military.

"It is a practice. It's a mindset," Kuykendall said. "A fixed mindset is someone who believes they don't really have any locus of control over what's going on with them in their environment. Whereas a growth mindset looks at a challenge as an opportunity to grow."

For Kuykendall, resiliency can be summed up in a speech given by President Theodore Roosevelt in 1910, which is often known as "The Man in the Arena" speech.

"It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat." ●

To hear more about resiliency and Joe Kuykendall's story, you can visit [www.soundcloud.com/dliflc](http://www.soundcloud.com/dliflc)



WORK WITH ME PEOPLE

*Joe Kuykendall, deputy Chief of Staff for Operations at DLIFLC, recalls the stress of studying Russian that pushed him toward his journey to study the mind's ability and how it reacts to stressful situations. (Photos by Natela Cutter, DLIFLC Public Affairs)*



# BUILD COMMUNITY



By Tammy Cario  
DLIFLC Public Affairs

Although it was over 2,000 years ago that Aristotle wrote, “Man is by nature a social animal,” his saying still holds true today. Humans are inherently social beings that want to belong, and if you take that community away, a whole host of problems ensue.

In our current, socially-distanced situation, you don’t have to look very far for an example. A report published in the Journal of the American Medical Association in September 2020 found that a quarter of the U.S. was experiencing symptoms of depression, a number that is nearly three times higher than what it was before the pandemic.

In an article on NPR discussing the study, George Everly, a psychologist at Johns Hopkins University, said, “In virtually every wide-scale disaster I studied, there is a sense of human resilience — people come together. Interpersonal support is the single best predictor of human resilience. [The COVID-19 pandemic] undermines our single most important protective factor.”

For better or for worse, the military acts as a family unit. Between the intense schools, long temporary duty assignments and a deeply-held belief in the mission, the military fosters a familial atmosphere.

A great place to see that deep sense of comradery in action is with the Marine Corps. Master Gunnery Sgt. Willy Pascua, the enlisted leader for the Marine Corps Detachment at the Presidio of Monterey, says a common purpose is what helps to bring his Marines together.

In a talk he gives to new Marines coming into the Detachment, Pascua has them read over the Corps’ values and mission and walks them through their purpose for being at the Defense Language Institute Foreign Language Center. A purpose, he says, that will help them get through when the school work or life in general, gets tough.

“Resiliency is an everyday thing. You learn resiliency everyday through PT. You learn mental resiliency through daily academics and you’re pushing it. You learn it emotionally and spiritually in your everyday interactions with people,” he said.

One of Pascua’s favorite sayings is “everything is about everything,” meaning everything is tied together. Every chance to get together with his Marines, whether that’s talks like the ones he gives the new Marines or meeting for physical training, is a chance to build character, which he says is at the core of what they do — selflessness, moral courage and integrity. It’s no surprise that everything in the Marines is tied to



war fighting and what will make them combat ready. And, of course, part of that war fighting capability is social cohesion.

Leadership responsibilities for the Marines is decentralized - it begins when they are E-2s and E-3s. This means they are able to get to know each other and build relationships on a much smaller scale.

One of those Marines, Lance Corp. Owen Coumou, explained how it works.

“The Marine Corps here on post is by its very nature a very decentralized detachment. And you see a lot of low-level initiative. What that has done is really helped us adapt to the changing

# ING ITY



circumstances,” he said. “There were a lot of things that disappeared overnight when the pandemic set in, things like platoon-sized and detachment-wide PT events went away... it would have been very easy for us to get complacent. But going back to that low-level atmosphere, we kept each other accountable.”

The Marines at the Detachment are broken down into a group of three to five people called a fire team. To Coumou, they are an indispensable part of their cohesion because it gives the Marines more time get to know each other on a more personal level.

“The fire team leader is a student [who is] just a little further along, who

mentors and kind of shows the ropes to the new guys, which also boosts comradery among those tight-knit groups,” he said.

This leads to a type of dedication and purpose that brings Marines together and makes them a real team. It can make all the difference when on the battlefield. And in life. As Pascua explained, it informs the Marine approach to everything.

“I think the real answer is, if war is a conflict of human wills, then everything we do is about the human being, right? And the warrior who makes his living on the ground, who is on the battlefield, they make their living against other human beings,” Pascua

said. “So, the Marine and the holistic approach to fitness must exist in the same space. It must exist in the same space to be effective in combat.” ●

To hear more about Master Gunnery Sgt. Pascua’s view on resiliency, visit our podcast at [www.soundcloud.com/DLIFLC](http://www.soundcloud.com/DLIFLC)



*(Left) Marine Corps. Master Gunnery Sgt. Willy Pascua, the enlisted leader for the Marine Corps Detachment at the Presidio of Monterey, says a common purpose is what helps to bring his Marines together. (Above) Marines listen to their sergeant share her personal experiences with stress during resiliency day at DLIFLC. (Photos by Natela Cutter, DLIFLC Public Affairs)*

# LEARNING



*“We live in this virtual world of perfection and we’re not afforded the opportunity to feel like it’s okay [to fail].”*

One of the most important aspects of resiliency when you are hit with curveballs in life is being able to get back up and keep moving. It’s not an easy habit to develop in this technologically advanced world, when it seems like the only effort involves a three-minute musical montage in a movie or video and suddenly you’re on the other side of the challenge.

“Real life doesn’t have filters,” said Sgt. First Class Alyssa Klozer, who teaches master resiliency training. “This highlight reel we live in has become our reality.”

The problem is, she says, we don’t see the hard work that goes into everyday life or the failures that go

along with it. Instead, all we see are the end results. This is what is called Secrecy in Success.

“I don’t have a badge on my uniform. There’s no tab on my sleeve that says I got counseling,” she said.

For new students at the Defense Language Institute Foreign Language Center, it can be even more challenging.

“It’s really hard to have perspective as an 18, 19-year-old,” said Johnathan Gajdos, dean of the Persian Farsi schoolhouse. One of the hardest parts of his job is sitting on review boards for students that are in academic jeopardy. Some students come to DLIFLC having been a “big fish in a small pond” in high school, he said,

who didn’t have to work too hard to get A’s and B’s in their classes

“And now they’re finding themselves in a different academic environment where it’s a single course and it’s an effort-based rating system,” he said. “So, developing work habits and developing studying habits when you never really had to work hard in school is a real challenge.”

It doesn’t happen with just students. Anyone at any age can wrestle with this area of their lives. Just ask Sgt. First Class Matthew Peterson, an Army Ranger and current Chief Military Language Instructor, who struggled when he was a Pashto student at DLIFLC.

“I’m a very pragmatic person. I like

# GO TO FAIL

By Tammy Cario  
DLIFLC Public Affairs



DLIFLC students after a pugil stick bout as part of Resiliency Day on campus. (Photo by Leonardo Carrillo, DLIFLC Public Affairs)

to plan things meticulously," he said. "When I was a student here the first time, I was really terrible about speaking because I would go, okay so this needs to be subject, object, verb. What's my subject? What's my object? Does my object agree with my verb? And I would make all those things perfect and by the time I was ready to say it, we were onto something else and I would never get that practice."

It wasn't until he was in Ranger school, recycled back to second phase, that he stopped worrying about failing and looking stupid. He just did it.

"The only way I'm going to learn, the only way for me to get better, is to just get out there and do it. Everyone else

here is probably just as ignorant about what needs to be done, so I might as well take a chance. Just get out there up front, make an idiot of myself and let them correct me."

From there, everything clicked for him and he went from struggling to succeeding. It was a lesson he's applied to everything in his life.

"Ask and seek advice," Peterson said, "but there's a time where you just have to get out there and take a risk that you might fail. Failure isn't a reflection of who you are as an individual. It's not a metric of success."

There is a vulnerability in getting up. It takes courage to keep on moving when you feel like you're a failure. As Klozer explained, "We live in this

virtual world of perfection and we're not afforded the opportunity to feel like it's okay [to fail]."

In fact, failure is essential to human growth. "Understand that vulnerability is good," said Peterson. "It's okay to be wrong, it's okay to be human." ●

To hear more from other people who failed and picked themselves up, you can listen to DLIFLC Lingo podcast at [www.SoundCloud.com/DLIFLC](http://www.SoundCloud.com/DLIFLC).



# MISSION ESSENTIAL: TAKING CARE OF YOURSELF

By Tammy Cario  
DLIFLC Public Affairs



In a world where big ideals like “mission” and “battle buddy” are your career, it is a challenge to take time for yourself. That thought might even be accompanied by guilt, because the core values of your branch simply don’t mention self-care in the list of priorities.

But as the saying goes, you have to put your mask on first before you can help someone else with their mask.

Things like taking a vacation or indulging in a spa day are important for getting away, but what about the everyday behaviors, small efforts to give yourself me-time? Those small efforts are just as important as taking the big vacations in balancing your mental, physical and spiritual health.

Taking care of yourself can be as

simple as setting boundaries and making your health a priority.

Air Force Tech Sgt. Seth Darling, Military Language Instructor at the Defense Language Institute Foreign Language Center, has some experience with setting boundaries.

“There are specific hours in my day where I don’t even see any notification from email or MS Teams,” he said when he spoke with a group of DLIFLC students in February. “If I even see those notifications, feel them buzz in my pocket on my phone, I’m going to look at them and I’m going to be stressed out.”

Army Sgt. Jamison McCreary, a student at DLIFLC, is having the same experience as a class leader.

“I made the mistake of putting the

Teams app on my phone. That way the students could contact me if they were struggling with homework,” he said. “I’ll feel that buzz in my pocket” and not have downtime. “You do need to turn off the computer, put the phone away, just take time to let your eyes rest and get away from it.”

It’s important to set boundaries for downtime and here is why: your mind’s answer to brain fatigue is something called the Default Mode Network. It’s the network that is in charge when you unfocus. Scientists used to call this the Do Mostly Nothing network.

But no, according to Srini Pillay, in an article on Harvard Health Publishing, scientists know better. “This network uses more energy than any other network in the brain, consuming 20% of the body’s energy while at

A United States Navy sailor fishes at MacDill Air Force Base, Fla., Nov. 17th, 2017. (U.S. Air Force photo by Airman 1st Class Frank Rohrig)

rest. In fact, effort requires just 5% more energy.” This unfocusing helps process and file information and make those connections that are badly needed while learning and being creative.

Army Chief Warrant Officer Nate Watkins, former DLIFLC graduate, had to learn that lesson as a very stressed student. His method of de-stressing was to take a golf club and head to the driving range.

“It seems like a simple thing, hitting a ball with a stick. And the ball is very small and very stationary. It doesn’t move, you just hit it with a stick, right?” he said. “But I’m doing something that requires control and balance and repetition. These are all things that play into how you have to learn in class.” It’s the same thing over and

over again, something that requires focus, Watkins said. “You can forget all about things except what you’re doing in the moment. It helps to clear out a lot of the background clutter.”

It’s important to note just what unfocusing isn’t. It’s not scrolling through social media or socializing with people. It’s things like taking a walk in nature, pulling weeds in your garden or cleaning your house.

Making yourself a priority is paramount when it comes to one of the most important aspects of your health: Sleep.

“Your risk of getting sick following exposure to a virus increases significantly if you don’t get adequate sleep,” explained Dr. Nita Shattuck, Professor of Operations Research at the Naval Postgraduate School with

30 years of experience studying sleep in a talk she gave DLIFLC students last year. According to one study done by researchers at the University of California, San Francisco, “if you sleep greater than seven hours a night,” your chance of getting a cold when exposed to a virus “is 17.2% compared to those people who slept less than five hours a night,” she said. “Their chances went up to 45.2%. That is highly significant.”

However you choose to set boundaries and make yourself a priority is up to you. But it’s important to remember that neglecting yourself doesn’t do anyone any good. The best thing you can do for the mission is to take care of yourself first. ●

To hear the full podcast, go to [www.SoundCloud.com/DLIFLC](http://www.SoundCloud.com/DLIFLC)



Army cadre participate in train-the-trainer resiliency exercises designed to help understand and talk with service members at DLIFLC who have been undergoing stress during the pandemic. Sgt. 1st Class Huiying Liu, (right) says that one of the activities was thinking of a fun way to strengthen team work that included lifting a team member in the air. (Photo by Natela Cutter, DLIFLC Public Affairs)



# PREPARING SOLDIERS FOR THE FUTURE WITH RESILIENCY

By Tammy Cario  
DLIFLC Public Affairs

When Lt. Col Matthew Upperman, commander of the 229th Military Intelligence Battalion on the Presidio of Monterey, assumed command July of 2020, the COVID-19 pandemic was in full swing, with the many local businesses shut down, all classes taught remotely and a potent mix of fear, restlessness and frustration on the rise.

“Right when we took over is when [DLI] really started feeling the effects of COVID,” Upperman said. “The dream that it was going to go away soon kind of pushed back on us. We knew that we needed to do something.”

While a variety of options have since been utilized to help mitigate some of the stress, one of the most helpful has been the two-week Master Resiliency Training held for the 229th MI BN cadre in February 2021.

“We’ve had a lot of folks who, with the pandemic and the stress of class, were feeling the effects and we wanted to ensure we were helping folks the best we could to become resilient,” said Upperman.

Not to be confused with the monthly core resiliency training requirements for all Soldiers, this course is a train the trainer program. As a Level One MRT, these 23 cadre who took the training, can now teach the students

the methods they learned in the course.

“You’re not just learning the skills, you’re becoming a teacher of the skills,” said Sgt. First Class Alyssa Klozer, MRT course manager and Army Reserve Ready and Resilient program liaison.

During the two week training the MRT mangers taught skills and competency each day, as well as teachbacks, a chance for the cadre to practice teaching to a small group of people who would then give their cohorts feedback on how to improve.

When Staff Sgt. Ivah Henry, a drill sergeant with the 229th, did her



(Left) Members of the 229th MI BN discuss resiliency topics in front of the Weckerling Center before the beginning of class. (Photo by Natela Cutter, DLIFLC Public Affairs)



teachback, she used the ATC, or Actions, Thoughts, Consequences, lesson. She gave an example of when a Soldier refused to go to formation.

“My initial emotion was anger,” she said. As a result, she and the Soldier had a confrontation. Henry said her first thought was an emotional response labeled Trespass. “That’s when someone has crossed you or someone has wronged you in some way,” she explained. The more you practice this self-reflection, she said, the more you’ll be able to recognize why you think or do things a certain way. A self-awareness that, though necessary, takes time to develop.

“I felt like [MRT] is really needed here

as a drill sergeant,” said Henry. “They are young Soldiers and don’t know how to process how they feel and what they’re thinking and maybe their response was not corresponding to their reactions.”

First Lt. Saman Kiani, executive officer at Echo Company, also took the MRT. He, on the other hand, doesn’t work with enlisted students.

“My demographic is different. I work with foreign area officers and E-6 and above,” he said. “We are checking below, but who is checking up?”

For him, the chance to be a force multiplier at every level is heady. “I want to say I was enlightened when I took the training,” he said.

Kiani said it helped that they had what is called “Vegas rules.” What is said in training stays in training. He said it allowed him to open up more to talking about personal things, like his core values and his beliefs.

“One thing I’ve struggled with a lot is my empathy and my perspective because my experiences are so different than a lot of people’s,” he said. “So, if I look at a situation as I think people should be, or as I believe the world is, those things can be productive but they can also be counterproductive. If I don’t step aside and look at it from another perspective, that can be damaging on a lot of levels.”

The MRT prepares the Soldiers to face the challenges rather than reacting to the experiences of the challenge. “It’s like an inoculation before the challenge,” said Klozer, who has been part of the MRT program for nine years. She took her Level One certification in 2012 and it was an epiphany for her.

“I was always the optimist, the let’s-do-this person,” she said, “but now I had some science in my back pocket to help me with that and get people to come along on the ride.”

The MRT program is open to all branches, something that she and her team of performance experts are happy to share because “all the branches are starting to peek around the corner” to get deeper into this kind of training. But it comes with a caution.

“This kind of training isn’t a silver bullet,” Klozer said. “I’m not invincible. I still have my bad days, even though I’m a Level 3 with this in my face every day.” The important part is teaching service members to be self-aware.

“MRT is helping service members of any age and [at] any stage of their career to be more self-aware of their thoughts and what motivates them and their reactions to them,” she said, skills that build resiliency through self-awareness, self-regulation and optimism. ●

# FT. HUACHUCA GENERAL VISITS DLIFLC

By Natela Cutter  
DLIFLC Public Affairs

On his first visit to the Defense Language Institute Foreign Language Center since taking charge of the U.S. Army Intelligence Center of Excellence at Fort Huachuca, Arizona, Brig. Gen. Anthony Hale and his team wanted to learn more about the Institute's ability to modify training for students during the pandemic.

"What we have seen here at DLI... is how it has adapted to the COVID situation, gone to more virtual training, and how they were able to adapt to virtual training in a very short time

using laptop computers, iPads and Microsoft Teams to do that instruction," said Hale.

The visit on Jan. 4th took place just after the winter holiday break and included lunch at the Presidio of Monterey's new dining facility, Chay Hall, and a walk-through of nearby military barracks where students are housed two to a room.

"This is only their second assignment after Basic Training, and they are transitioning from civilian to military

life, which is a little bit different than being in high school or being in college," explained Hale.

Later in the day, Hale made a point to visit with senior and junior military leadership that included all four branches of the military service, though DLIFLC is Army-run.

"As a leader I want my subordinate leaders to be positively intrusive with their Soldiers, with their Sailors, their Airmen and their Marines. What that means is knowing their Soldiers,





*(Left) DLIFLC Commandant Col. Gary Hausman speaks with Brig. Gen. Anthony Hale's staff about the DLIFLC mission, at the Weckerling Center, Presidio of Monterey. (Photo by Natela Cutter, DLIFLC Public Affairs)*

*(Above) Hale spoke with senior enlisted leaders about resiliency challenges and handed out several of his coins. (Photo by Natela Cutter, DLIFLC Public Affairs)*

knowing what they are doing in the classroom, but [also] knowing a little bit about their family, about the issues they are dealing with," he said.

Hale spoke about the need to teach new service members, regardless of branch, how to be good leaders.

"COVID has affected us in many ways, but one is the isolation. And going to virtual training, our students stay in their rooms

for seven hours a day and do homework three hours [per night]. They are isolated from their peers, their leadership – but that positively intrusive leader is the one who is always there, who is checking up on them, who is talking to them in a meaningful way and just really being there for them."

In his parting remarks, Hale said he thought that the situation with the pandemic was reaching a turning point.

"I think the next couple of months are going to be tough with the COVID environment across the nation. But I think that we, as the Department of Defense and as the military, are taking some good measures to protect ourselves as much as possible. And that [means] protecting not only our student population, our young Soldiers, but also our faculty, our civilians [and their] dependents," Hale concluded. ●

*Suicide prevention speaker Kevin Hines addressed several hundred DLIFLC students during a base-wide suicide prevention stand down Oct. 27, 2020. (Photo by Leonardo Carrillo, DLIFLC Public Affairs)*

# MONTEREY SUICIDE PREVENTION STAND DOWN

By IWTC and DLIFLC Public Affairs

Service members at the Presidio of Monterey participated in a base-wide suicide prevention stand-down Oct. 27, coordinated by the Defense Language Institute Foreign Language Center, at the Price Fitness Field.

Suicide prevention speaker Kevin Hines addressed several hundred DLIFLC students about his harrowing experience of having jumped off the San Francisco Golden Gate Bridge in 2000 in an attempt to take his own life.

Hines told students that no matter how intent a person may be on wanting to commit suicide – deep down, every person wanted to be saved. Sharing emotions if you are in trouble, or

asking questions if you see someone in trouble is key, says Hines.

As the duration of COVID-19 passed its eighth month mark, DLIFLC leadership became cognizant of the mental toll the situation might have on students as they continue to train at one of the most difficult schools in the military. DLIFLC leadership felt it was important to bring someone as guest speaker who could relate to students and cadre and spur discussions on the topic of mental health and resiliency.

Hines spent two days at DLIFLC, speaking to close to 2,500 students, with an event tailored to military cadre in charge of the wellbeing of

service members the previous week. The intent of the earlier event was to “train the trainer,” and have the cadre lead subsequent suicide prevention sessions.

Students went to class as normal during the mornings of the two-day event, but were released to their individual units in the afternoon to participate in presentations and small group discussions, depending on the service.

“He [Hines] tells his story and what was going through his head at the time. He talks about how once he committed to jumping from the bridge, he immediately regretted his decision,”



said Fire Control Technician 1st Class Michael Clark, Information Warfare Training Command, Monterey's suicide prevention coordinator.

In order to keep students socially distanced, service members were spaced out on Price Fitness Field, all wearing masks. Following Hines' presentation, in the case of the Navy, Sailors were broken up into small groups to engage in discussions facilitated by DLIFLC staff members.

"Some Sailors feel guilty about taking time off for self-care," shared Cryptologic Technician (Interpretive) 1st Class Zachary Acosta, a division leading petty officer. Acosta went

on to describe sources of stress for his Sailors: fear of failure, feeling isolated, and facing difficult academic challenges.

"We discussed areas of common ground and how we can use common experiences to build a team," added Acosta.

Clark reported that he received overwhelming positive feedback from the students.

"You could tell there was an emotional impact," said Clark. The stand-down concluded with a question-and-answer session with Hines.

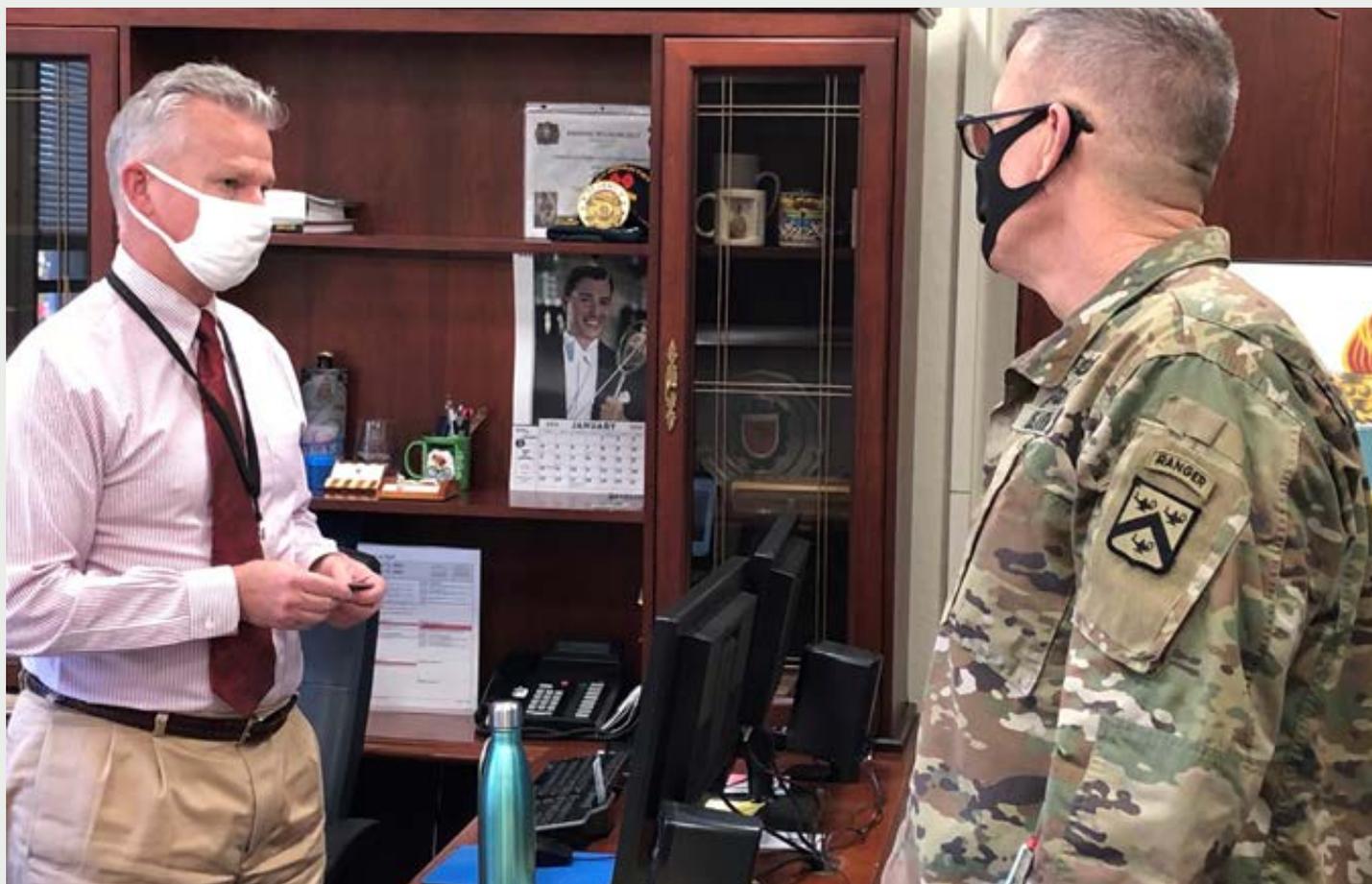
Seaman Alison Chipley, a student at

DLIFLC stated that, "Mr. Hines' story was informative and eye-opening to those who have had no experience with mental illness or suicidal ideation."

She went on to describe how Sailors continued to talk with one another about the presentation, even outside of the group discussions.

"The time that we had to discuss Mr. Hines' story definitely opened the group up to one another," added Chipley. "It definitely made us stronger as a team, even beyond the topic of suicide." ●

# HARD WORK RECOGNIZED BY CAC GENERAL



By Natela Cutter  
DLIFLC Public Affairs

Lt. Gen. James E. Rainey, commanding general of the U.S. Army Combined Arms Center at Fort Leavenworth, Kansas, visited the Defense Language Institute Foreign Language Center Jan. 14 and took the opportunity to speak with DLIFLC leadership about the effect of the pandemic on foreign language students.

“His (Rainey’s) visit was a follow up to the virtual visit he participated in May of last year,” said DLIFLC commandant Col. Gary Hausman, adding that the general took the opportunity to find out more about how DLIFLC was ensuring the safety of students during the pandemic, and discussed issues surrounding

behavioral health and the rollout of the vaccine against COVID-19.

Rainey stopped by the Presidio of Monterey California Medical Detachment to give coins to military personnel and civilians to thank them for their hard work in taking care of military service members and their dependents during these challenging times. He took a moment to speak with each individual and express his gratitude for their service.

“Thank you for your hard work here during these unprecedented times,” Rainey said, adding “if you would like me to reassign you to Fort Polk from beautiful Monterey, just let me know,” he said jokingly, causing personnel to laugh.

The general also spent time speaking with the Presidio of Monterey Garrison Commander Col. Verman Chhoeung during which he had the opportunity to present Sgt. 1st Class Stephanie Lessmeister with a coin to thank her for her work as a Victim Advocate and for re-establishing the Army’s Sexual Harassment/Assault Response and Prevention student council program that had gone dormant during the beginning of the COVID-19 pandemic. ●

*Lt. Gen. James E. Rainey, commanding general of the U.S. Army Combined Arms Center at Fort Leavenworth, Kansas, gives a coin to DLIFLC Chief of Staff Steven Collins on Jan. 14. (Photo courtesy Col. Gary Hausman)*

# DLIFLC WELCOMES NEW COMMAND SERGEANT MAJOR

By DLIFLC Public Affairs

After serving successfully at the Defense Language Institute Foreign Language Center for over two years, three-time DLIFLC graduate, Command Sgt. Maj. Thomas Donehue relinquished his role as the Institute's most senior enlisted leader to Command Sgt. Maj. Ernesto L. Cruz on Soldier Field at the Presidio of Monterey Dec. 4, 2020.

During a ceremony that was marked by face masks and socially distanced seating, Donehue thanked the faculty, staff and students for their hard work and effort. He had a special message for the military leaders who have a direct impact on the students' everyday lives.

"You have the awesome responsibility of shaping our students into future warfighting linguists," said Donehue. "It's one of the best jobs you'll ever have in the military. Enjoy this opportunity and focus on the positive."

DLIFLC Commandant Col. Gary

Hausman, who presided over the ceremony, thanked Donehue for his service and spoke about how well they functioned as a team. "We were always in lockstep together...He was my eyes and ears, seeing classes, (talking with) the troops and faculty... and always gave me the candor I needed."

Donehue will retire this summer after 29 years of service. "Today will be Sgt. Maj. Donehue's last day wearing the uniform...and it is time for him to take a knee. Tomorrow he will begin his next journey," said Hausman, adding that it was a sad occasion to see him go, but a happy one because of future opportunities.

Cruz, also a former graduate of DLIFLC, came to the Presidio from Ft. Belvoir, Virginia. Originally from Arroyo, Puerto Rico, Cruz was raised all over the United States and overseas as an Army dependent. He enlisted in 1998 as a cryptologic linguist and came to DLIFLC to

study Hebrew and later Arabic. His military career has taken him across the country and all over the world, including a peacekeeping mission in Kenya and twice to Jordan.

"I will do my utmost to continue to meet the expectations and needs of this honored organization," said Cruz.

Adding humor to the event, Cruz said, "Command Sgt. Maj. Donehue, thanks. Don't worry, I got this...I think," as the audience chuckled.

Senior military and civilian staff, friends and family members attended the ceremony. The event did not include a formation or younger service members due to the pandemic. ●

*Command Sgt. Maj. Thomas Donehue, relinquished his role as the Institute's most senior enlisted leader to Command Sgt. Maj. Ernesto L. Cruz on Soldier Field at the Presidio of Monterey Dec. 4, 2020. (Photo by Leonardo Carrillo, DLIFLC Public Affairs)*





# FROM AIRMAN TO GUARDIAN

By Tammy Cario  
DLIFLC Public Affairs

Recently, two former Airmen were sworn into the Space Force at the Defense Language Institute Foreign Language Center.

Former Air Force Staff Sgts. James Taylor and Isaac Pringle joined Chief Master Sgt. Matthew Robinson and Senior Master Sgt. Martha Burkhead, all staff members assigned to the 517th Training Group on the Presidio of Monterey, in switching over to become Space Force Guardians, the name of service members serving in the Department of Defense's newest branch of the military.

Taylor, a military training leader, was excited to learn about job opportunities in the Space Force. "When I heard about the job, I thought it was awesome and decided to try my luck," he said. Due to the differences in rank titles, Taylor's new rank is now sergeant, although he will maintain his rank as an E-5.

Air Force cadre came out in strength to the ceremony, where Taylor, the last of the Air Force members to be sworn in, officially enlisted into the Space Force.

"This is the first MTL [Military Training Leader] and first Cougar who will be joining the Space Force," said Lt. Col. Joseph Ladymon, speaking about the mascot of the 314th Training Squadron.

The Space Force headquarters is at Peterson Air Force Base in Colorado Springs, Colorado. It is unclear how troop movement to the different locations will go forward. As Robinson, pointed out, "It's complicated to move 16,000 troops," the anticipated total number of Space Force Guardians once the branch is fully built up.

Chief Master Sgt. Heath Jennings, a former DLIFLC graduate, is also a Space Force Guardian while still assigned to Space Command at Vandenberg Air Force Base, California. Jennings is quick to explain the difference between Space Force and Space Command.

"United States Space Force is a new military service that grew out of the Air Force," explained Jennings. As a result, there are now five military branches – Navy, Marines, Army,

Air Force and Space Force. Space Command, on the other hand, is a newly formed combatant command that is one of 11 that falls under the DoD. "There is some confusion because Space Command and the Space Force were established under President Donald Trump and both were created within a year of each other," he said.

While the placement of the headquarters for Space Command is currently under review and won't be official until 2023, the former Secretary of the Air Force, Barbara Barrett, announced in Jan. 2021 that Redstone Arsenal, in Huntsville, Alabama, was the preferred location. Redstone Arsenal is also where the Army's Space and Missile Defense Command and Army Strategic Forces Command, the Army Aviation and Missile Command, the Defense Intelligence Agency's Missile and Space Intelligence Center and Missile Defense Agency operations are located. For now, the provisional headquarters will remain at Peterson until 2026.



(From left) Air Force Chief Master Sgt. Matthew Robinson, Senior Master Sgt. Martha Burkhead, and Staff Sgts. James Taylor and Isaac Pringle stand at attention during a swear in- ceremony at between the Air Force wings at DLIFLC. Taylor is the fourth Air Force staff member assigned to the 517th Training Group on the Presidio of Monterey to join the Space Force. (Below) Space Force Guardians show off their new patches as serving in the Department of Defense's newest branch of the military. (Photo by Natela Cutter, DLIFLC Public Affairs)

Jennings, who was sworn in as a Guardian in March, pointed out that Space Force and Space Command “both have high levels of excitement associated with them.” So much so that when each of the former Airmen were sworn in at DLIFLC, Robinson brought along what he calls their mascot, a plastic green alien named

Buddy. Buddy’s presence only added to the energy of excited anticipation that was in the air for the four intelligence professionals who swore to protect and defend the United States – on the ground or up in space.

As for Taylor, once his time as an MTL is done, he will go back to doing cable and satellite communication

maintenance. For now, his name and rank, once embroidered in Air Force gold, is now changed to dark blue with a Space Force patch on his shoulder. While he wouldn’t elaborate further on encountering aliens in space, all Taylor would say is, “The universe is entirely too big for us to be the only life forms.” ●



# CHANGING THE CULTURE OF SEXUAL HARASSMENT

By Natela Cutter,  
DLIFLC Public Affairs

In a world where attitudes are impactful, motivational speaker Jeffrey Bucholtz spent two days interacting with Defense Language Institute Foreign Language Center students Dec. 8 and 9, 2020, to bring to their attention how mindsets affect people's behavior toward sexual abuse, harassment and violence.

On Dec. 8, Bucholtz held a virtual presentation for more than 2,500 service members who were able to listen to the event online. The following day, Bucholtz held three separate question and answer sessions with Army, Air Force, Navy and Marine Corps foreign language students to provide answers to their questions about sexual assault and harassment.

In the smaller in-person event on Dec. 9, Lt. Col. Matthew Upperman, commander of the 229th Military Intelligence Battalion, addressed several hundred masked and socially distanced service members at Price Fitness field. "Sexual assault in our formations is a very real thing. We have to have zero tolerance and be open to talk about it at every level."

"All of you are the change makers – you have to carry it forward for the future of our Army," said the 229th MI BN Command Sgt. Maj. Lourdes Barragan, in her introductory remarks. "There is a long way to go. If you see something, say something. If you see it at your level, you have to quash it. We have to take care of our brothers

and sisters and all of us need to take care of each other," she said.

Service members posed profound questions about how they can help those who were faced with sexual assault and harassment as well as how to change the culture they live in.

Questions included: "How should we respond when people view the topic of sexual harassment/assault as something to joke about?" and "How do we effectively change the culture within the military when members still consume mass media that spreads many stereotypes of hyper-masculinity and the objectification of women?"

Bucholtz spoke about the importance of sexual consent, how to support



Motivational speaker Jeffrey Bucholtz spent two days interacting with DLIFLC students Dec. 8 and 9, to bring to their attention how mindsets affect people's behavior toward sexual abuse, harassment and violence. (Photo by Leonardo Carrillo, DLIFLC Public Affairs)

those who have been sexually assaulted and how to reframe cultural attitudes. He urged service members to not be afraid of opening up the conversation with friends and family in order to point out how laissez-faire attitudes can promote harmful behavior.

"Calling someone out is basically about you disrupting the behavior by (saying), 'Dude, that is not cool.' When talking to friends and family and not wanting it to be awkward... try to 'call them in,' so that you give them space to change," Bucholtz recommended.

"His message is thought-provoking and challenges our cultural norms," said DLIFLC Commandant Col. Gary Hausman. "He is engaging, but

in-your-face and forces discussion on hard topics."

Hausman took on some of the more difficult questions that involved the several ways of reporting sexual assault and harassment in the military.

"Victim advocates, health workers, chaplains ... they all have to treat you anonymously and we have a process ... The restrictive reports provide anonymity and the idea is to empower the victim to determine what information is shared." Reassuring the audience, he said, "If you are afraid or concerned about retaliation, send me a direct email. I am committed to helping you and protecting you."

The training came on the heels of the

conclusion of a criminal investigation at Fort Hood, Texas, that looked at a widespread pattern of violence, sexual assault and harassment within the Army ranks. Some 14 officers and enlisted Soldiers were relieved of their duties after the death of Spc. Vanessa Guillen and several other incidents on the installation.

"In a world of respect, everything is better. It feels like we are not being good at finding ways to see value in those who are different from us... If you want an America that has no sexual assault, you have to build one that is more equitable," said Bucholtz in his closing remarks. ●

# RESILIENCE *and* HERITAGE: JAPANESE AMERICAN LINGUISTS DURING WWII

By Cameron Binkley  
Command Historian

When you think of resiliency, what comes to your mind? There are a thousand answers to that question. One of those answers can be summed up by a single word – Nisei. Nisei means “second generation” in Japanese and compares to Issei, or “first generation.” Traditionally, the term Nisei refers to a son or daughter of Japanese immigrants, who were born and educated in the United States and came of age during the World War II era.

As immigrants, Japanese Americans had to overcome many obstacles to succeed in their new homeland – poverty, language barriers, racism. By emphasizing education, hard work, familial and communal ties, they were loyal to their adopted country but still respected their heritage. Japanese Americans provided for their families, pooled their resources to get ahead, met adversity bravely and thrived. One example of the adversity they faced involved the Immigration Act of 1924 which excluded Asians from U.S. citizenship. As a result, many Issei vested ownership of their businesses and farms in their children who had the legal protections of citizenship, or so they thought, until Pearl Harbor.

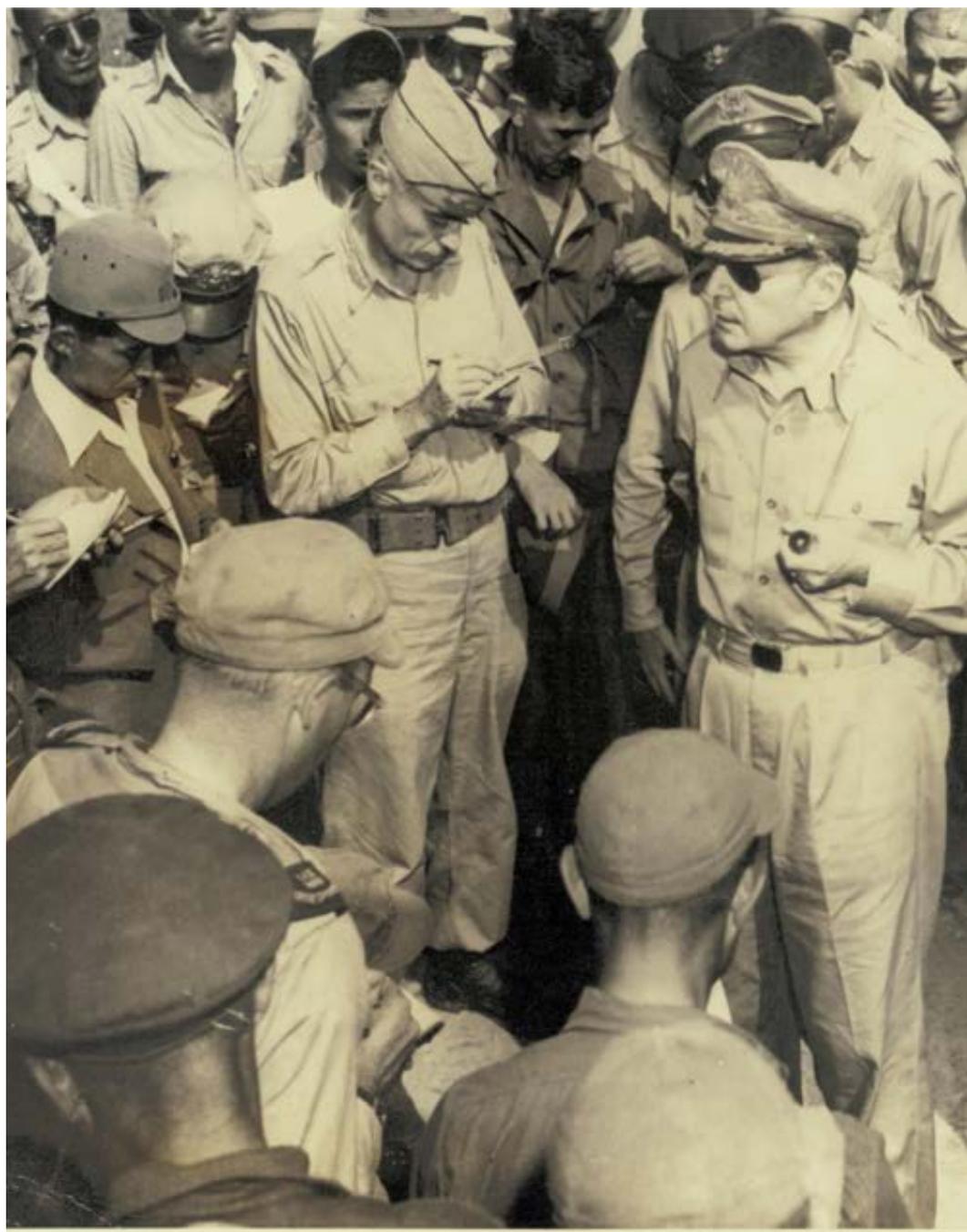
Still, many Nisei desired nothing more than to blend seamlessly into the American melting pot. However, Issei parents insisted their children continue to speak at least some Japanese even as the children lamented having to attend late afternoon Japanese classes. They resented drilling in Kanji while their non-Japanese classmates were free to play baseball. But some children even returned to Japan to study, becoming the vaunted Kibei – Nisei educated in both the U.S. and Japan. Regardless of where they learned Japanese, this second generation held a well of talent that became a strategic asset on that

infamous day in December 1941.

As war loomed between Japan and the United States, the Army's Military Intelligence Service, or MIS, established a school to train Japanese-speaking linguists, which is where the Defense Language Institute Foreign Language Center's story begins. It did so by recruiting students from the many Nisei already

drafted into the Army. Examples included Sam Sugimoto who served with the first units to reclaim captured American territory at Attu in 1943, or Thomas Sakamoto, who rose to the rank of colonel, interpreted for General Douglas MacArthur and later President Dwight Eisenhower.

The Army also recruited staff from draftees, including Kibei John Aiso,



a Harvard trained lawyer that the Army first inducted as a private and assigned to a motor pool. Aiso could barely wait for his enlistment to end to return to practicing law when he met Lt. Col. John Weckerling, the school's founder. Weckerling knew at once that Aiso was the perfect candidate to serve as the school's first director. But Aiso refused, at first ... until Weckerling told him his country needed him. Hearing so – for the first time in his life – Aiso changed his tune. He led the school through WWII, becoming a full colonel, and later gained appointment as a California superior court justice.

Other Nisei enlisted from the War Relocation Camps, established after all persons of Japanese ancestry were forcibly removed from the West Coast. Proving their loyalty against the bitterness of arbitrary detention, not one betrayed the United States. Fourteen MIS language school graduates served with General Frank Merrill behind enemy lines in Burma.

Thousands more deciphered captured documents, interrogated enemy prisoners, facilitated the surrender of Japanese forces across the Pacific Theater, or otherwise contributed “to shortening the war by two years,” according to General Charles Willoughby, MacArthur's intelligence chief.

Of note as well, the Nisei established family traditions of military service that has benefited the nation until today. Sugimoto's son John served in the 8th Radio Research Field Station, Phu Bai, Vietnam, while granddaughter, Spec. Emily Sugimoto, graduated from the Institute in 2014. Edwin Nakasone, who accompanied the language school from its wartime home in Minnesota to Monterey in 1946 and served in occupied Japan, also began a tradition. His son Paul is today the Commander of U.S. Cyber Command, and is the director of NSA. ●



*(Left) Thomas Sakamoto interpreting for Gen. Douglas MacArthur as he arrives in Japan. (Photo courtesy of the Command Historian office)*

*(Above) Sam Sugimoto with Australian forces in New Guinea. (Photo courtesy of the Command Historian office)*

*(Left) Edwin Nakasone on the troop train from Ft. Snelling, Minnesota to Monterey, California, 1946. (Photo courtesy of the Command Historian office)*

# DLIFLC REMEMBERS ONE OF ITS OWN

*By Natela Cutter  
DLIFLC Public Affairs*



The Presidio of Monterey's 229th Military Intelligence Battalion held a memorial service for Spc. Ryan Tasso March 11, who graduated from the Russian Defense Language Institute Foreign Language Program in December of 2020.

More than 100 service members, military leadership and instructors participated in the event, all socially distanced and masked. The service was organized in two locations, one half at the Presidio and the other in San Angelo, Texas, at Goodfellow Air Force Base, where Tasso had been attending follow-on training.

"We are all shocked and saddened by his sudden passing," said 229th MI BN Commander Lt. Col. Matthew Upperman. "Ryan's passing is not only a stark reminder of how precious and fleeting life is, but also the impact that someone can make in such a short period of time on so many," he said. "I think we also gain strength and resolve by reflecting on the man that Ryan was and the model Soldier and teammate he represented."

According to his instructors, Tasso was an extremely talented Russian linguist who not only spoke the language well, but understood the culture. Having

received a bachelor degree in Russian language prior to arriving at DLIFLC, Tasso often helped his classmates and instructors.

"His level of Russian was extraordinary," said instructor Anna Sharifullina. "He was very articulate and I knew I had to be 100% prepared," when coming to class to teach, adding that she was a new instructor. "He would ask very specific questions about how to use a word in a very specific way."

Upon graduation, Tasso held a 4.0 GPA and passed the Defense Language Proficiency Test with a level



Members of the 229th MI BN pay their respects at a memorial service held at DLIFLC for Spc. Ryan Tasso March 11, who graduated from the Russian language program in December 2020. Tasso tragically lost his life in a car accident at Goodfellow Air Force Base, San Angelo, Texas. (Photo by Natela Cutter, DLIFLC Public Affairs)

3 in reading and listening, and a 2+ in speaking, according to the Interagency Language Roundtable scale. Only 8% of DLIFLC students reached this level of proficiency on their final exam in 2020.

Tasso not only helped tutor fellow students but he also assisted teachers in the class by tutoring students, while they worked with those struggling in class. “Sometimes I would ask him to explain some grammatical concept, and he would do it with a smile. He knew he was at the top, but he was very humble,” Sharifullina explained.

During the memorial ceremony, Tasso’s

instructors and classmates prepared a slide show illustrating his work that included an audio recording of his voice reading an essay he wrote about his family that was accompanied by photos of his life and travels.

“He had a great sense of humor, I sat next to him in class” said Spc. Maya Gabriel, who noted that his exceptional knowledge of Russian also enabled him to joke in that language.

The first part of the event organized at the Presidio was live streamed to Goodfellow AFB where Tasso’s family members, friends and classmates were in attendance. DLIFLC Commandant

Col. Gary Hausman and Command Sgt. Maj. Ernesto Cruz traveled to Texas to attend the memorial service held with Tasso’s family members.

When the Presidio part of the ceremony concluded, Goodfellow AFB staff picked up by streaming their portion of the event live on Facebook, enabling participants from the Institute to view and follow the speeches and tributes.

Tasso’s life was cut short as a result of a car accident while completing his language training at Goodfellow AFB. ●

Defense Language Institute  
Foreign Language Center  
**eLearning**  
products

DLIFLC eLearning products offer online learning in support of language, proficiency enhancement and cultural awareness beyond the Basic Course.

[www.dliflc.edu/elearning/](http://www.dliflc.edu/elearning/)



### Deployment

These language materials are intended for beginners and those who are preparing to deploy or have deployed. RAPPOR is a mandatory pre-deployment familiarization product that offers a certificate of completion for service members.

### Rappor

**LSK** Language  
Survival Kits



### Basic Skills

Basic language skill materials can be used for novice learners or those individuals who are getting ready to deploy or have been deployed.

**HS2** Head  
start2



## Advanced Skills

Advanced skills language materials are geared toward individuals who already have a solid knowledge of a foreign language and need to brush up on their language skills or take practice lessons before exam time.

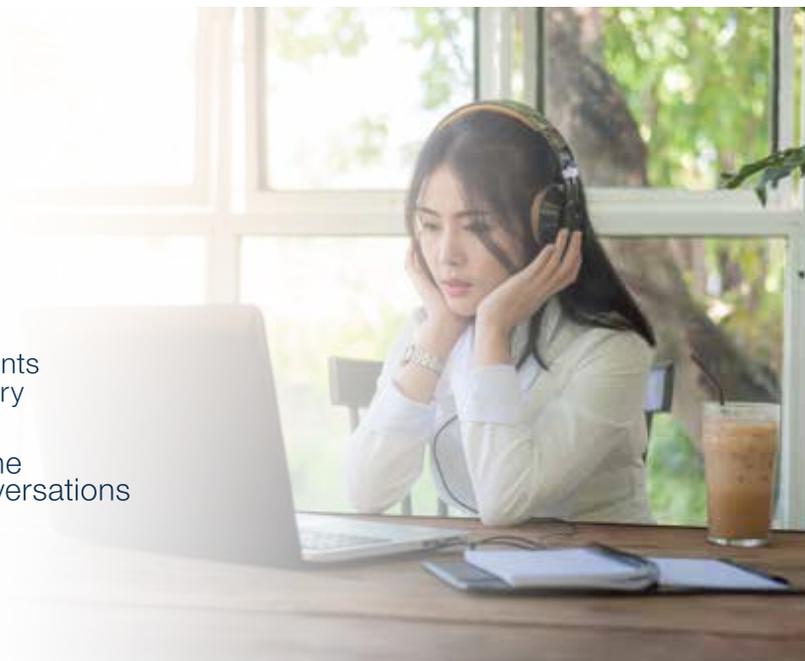
**GLOSS** Global Language  
Online Support System

**AL** Accents  
Library

**AGS** Arabic Grammar  
Search

**PC** Phone  
Conversations

**ANK** Advanced North Korean  
Dialect Materials



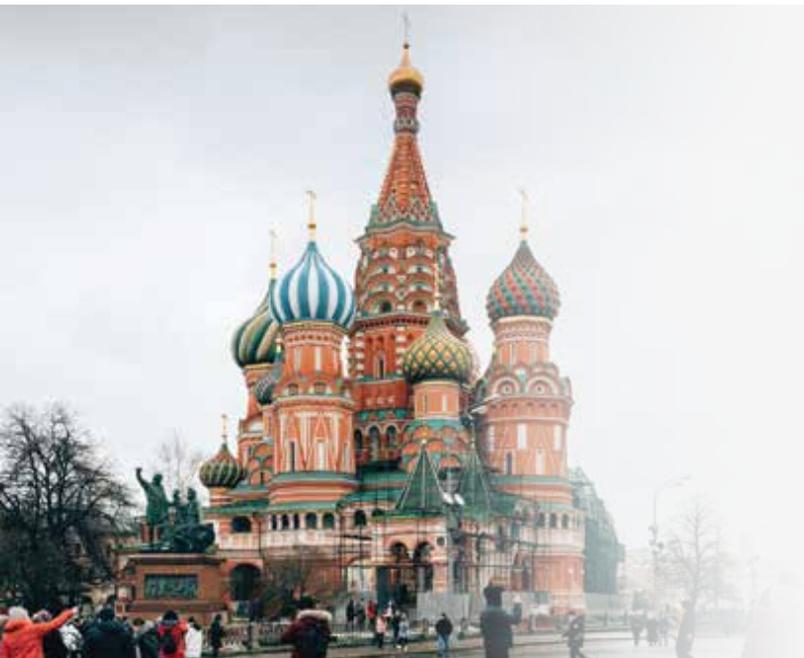
## Cultural and Regional Studies

Cultural and regional studies materials give learners important historical, geographic, socio-economic and cultural knowledge about specific countries.

**CO** Cultural  
Orientation

**CIP** Countries  
in Perspective

**&F** Legends  
& Folktales

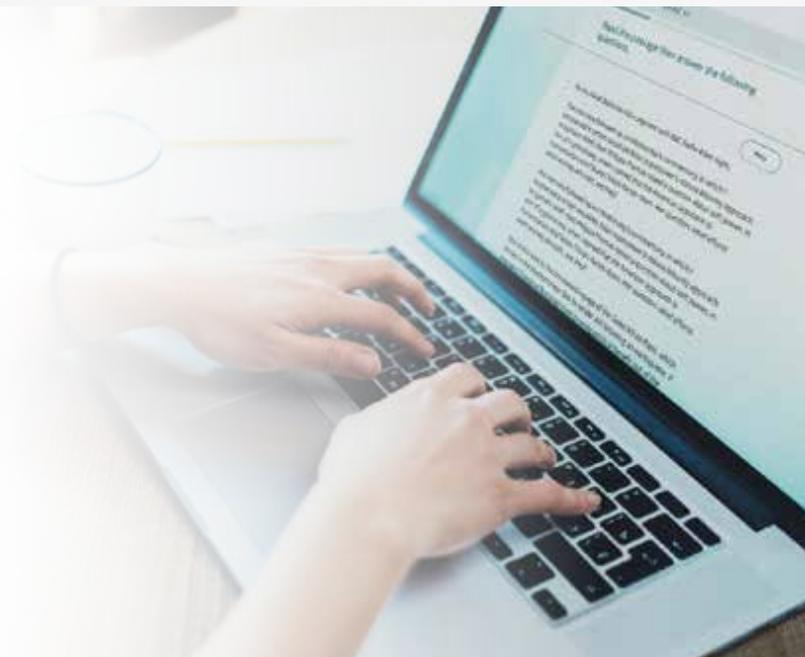


## Assessment

Test your knowledge of a particular language or country by taking one of the assessments provided. You will find out just how much you know and the ODA assessment can even provide customized suggestions to help you reach your proficiency goals.

**ODA** Online Diagnostic  
Assessment

**CAA** Cultural Awareness  
Assessment





*Army Soldiers from the 229th Military Intelligence Battalion play tug of war as part of Resiliency Day on post. (Photo by Natela Cutter, DLIFLC Public Affairs)*