Meeting Dates: August 26th and 27th, 2020
Place/Platform: Microsoft Teams

Board of Visitors Members
Dr. William Whobrey (COL, USA, Ret.), BoV Chair
Ambassador (Ret.) Ruth Davis, PhD
Dr. Gunther Mueller (BrigGen, USAF Ret.)
Dr. Jim Keagle (Col, USAF, Ret.)
Dr. Bernard Loeffke, (MG, USA, Ret.)
Ambassador (Ret.) Dell Dailey (MG, USA, Ret.)

BoV Alternate Designated Federal Officer
Mr. Detlev Kesten, Assistant Provost for Academic Support

August 26, 2020

CALL TO ORDER
Dr. Whobrey welcomed everyone and called the meeting to order at 0800.

ADMINISTRATIVE BUSINESS
Mr. Detlev Kesten, Assistant Provost for Academic Support welcomed all in attendance. He stated that by the very nature BoV meeting is a public meeting and if anyone in the audience has any questions, they will have the opportunity to pose their questions at the out-brief on the second day of the meeting.

FOCUS AREAS: DLIFLC LESSONS LEARNED: MOVE TO ONLINE LEARNING; .EDU NETWORK; BUDGET UPDATE; ASSESSMENT; SOCOM LTDS; ACADEMIC INSTITUTE/MILITARY TRAINING SCHOOL BALANCE; TENURE
COL Gary Hausman expressed his gratitude on BoV members’ support of DLI mission and helping the institute to be better. He stated that the administrative meeting held in June 2020 was designed to focus more on the new members and give an overview of DLIFLC. The purpose of this meeting is to get at issues here in DLI and receive some recommendations and observations from the BoV members.

Dr. Savukinas expressed that since the last meeting DLI has adapted rather rigorously to ongoing Covid-19 mitigation. The briefings that BoV will receive, will cover not just what is occurring in the classrooms, but also the academic support organizations, especially, education technology and development. He added that in terms of academic attrition, we are trending 16.7% last fiscal year to a 10.1% year to date. We are trending at the 2/2/+1 level at 3 percentage points higher. In terms of 2+/2+/2 and 3/3/2 level we are relatively stable at decline of 0.5 and 0.6 percentage points. Our concern is whether or not we will be able to sustain and improve these numbers. The briefings organized for today’s meeting will shed light on what the academic Army is doing to mitigate this issue. Dr. Keagle inquired about how DLI is coping with the challenge of maintaining student enthusiasm in the Covid-19 environment. COL Hausman expressed that DLI is five months into the virtual learning environment and we have gone from pandemic order number one which was the most severe, to pandemic order number two which was up till last Friday. The pandemic order number three has increased the leave range for the soldiers. This recent order allows students to do more recreation off post. The reason for placing the first two stricter orders were to protect the students from Covid-19 and to maintain the military image. DLI didn’t want to be accused by
the city of Monterey of being the reason for outbreak in Monterey. The pandemic order number three
issued last week, was done for a very deliberate reason which gets to Dr. Keagle’s comment about
motivation. COL Hausman expanded that there has been an increase in behavioral health concerns among
the students. We are seeing more suicidal ideations from students, more stress, more need for counseling
and they are getting restless. DLI is getting to a point where we are now more concerned about behavioral
health issues than Covid-19. Thus, students are now authorized to go out and do more recreation and to
visit their families. He added that as far as motivation is concerned, we have been conducting quarterly
training briefs for the military. We are starting something similar with UGE schools, where each of the 8
schools will brief the Commandant about the course of actions that they are taking to get to 2+/2+/2, the
challenges they are faced with and how their faculty are doing. COL Hausman expressed that the
discussion is more about when we do come back to work how do we come back to work safely. We are
starting to socialize and inform the teachers that we will be coming back to work on post. We are
watching Covid-19 rates in California. The rates had been surging until the last three weeks, but currently
we believe that we are in downward slope. However, the reality is that the State of California medical
Clinics have messed up the data and they are still finding test results that they hadn’t counted before.
Thus, we think we are on improving side, but we don’t have the confidence in the data to show that.
Considering the academic data collected on students’ performance during the Covid-19 environment, we
are not under pressure to bring the faculty back into face-to-face teaching immediately. Although, we
can’t heavily rely on those results as we are only five months into the virtual learning environment. Dr.
Keagle expressed that allowing faculty and students to operate while relocating outside the geographic
area might be something, in the short-term and long-term, to be reconsidered. COL Hausman expressed
that we have had some faculty asking for relocating, but we have been against it for a few reasons. One is
the locality pay issue that they need to get paid based on locality pay rate in the area that they are, which
could be a good or bad thing. The second reason is the agility to get back to classroom. When we first
transitioned to virtual learning environment, we moved without missing a day. He also added that he had
to, for instance, deny a student for relocating as well. Because he doesn’t want the student to miss any
classes due to having to PCS back when DLI goes back to face-to-face instruction. COL Hausman
explained that when he released the third pandemic order last Friday, he realized that we may be in this
Covid-19 environment for years where we will have to create a new normal and find out the right balance.
COL Hausman expanded that in the news they report all of the colleges with the outbreaks that are not
working so well. But the question is how many colleges are doing it right? How many colleges returned
back and are doing fine? And how does DLI can follow the same path? We need to start collecting
information on the schools that have gone back face-to-face and are doing it successfully and keeping the
Covid-19 virus contained. He added that he is planning to conduct a series of townhall meetings with each
school in the next few weeks about when we come back, how do we go about it. We are working on
developing and putting some safety measures to cope with Covid-19. For instance, we have brought
medical staff from medical detachments, who have given DLI guidance on how many people could be
brought back in classrooms while keeping social distancing in a safe manner. When we come back to
face-to-face instruction, it will be based on percentage. The phasing process will be done based on
medical and science recommendations. We will give phase one some time around two to three weeks,
then bring phase two. Dr. Whobrey discussed the article on New York Times about schools opening in
Germany, where the key success has been through rapid and more frequent testing. The students and
faculty are being tested several times a week which limits it to very small outbreaks. COL Hausman
expressed that DLI has a very robust testing capability, but we don’t have the ability to test more
frequently. For instance, we have 1700 test kits on hand at our medical detachment and the biggest
concern is outbreaks in barracks. The good side of these test kits is that we can get very fast results, like
in one hour. However, if we need more than 1700 tests, we will have to send them to labs. This will take
three days for the results to come back. Due to capacity limitations, currently we are not doing
asymptomatic testing. COL Hausman added that we have a team of public health nurses here, who do the
tracing for us. They are able to quickly identify people who are socially in contact with the individuals
who show Covid-19 symptoms. The students are doing really good on following the norms placed on
pandemic. Out of three positive Covid-19 cases that we have had so far, none of their roommates or anyone else in contact with them were positive. Additionally, COL Hausman discussed the issue of Tenure stating that DLI is accredited college, but a military organization and the funding comes from the Department of Defense. We don’t have a research mission and our employees are under GS system and we use the term faculty pay system, which is authorized to Tenure system. This Tenure system gives our employees job security because most of them are on term employment, where they are on for one or two years at a time. COL Hausman explained that he needed BoV members input on what they think the value of Tenure is to DLI? What does Tenure mean in academia? And is it something that we should have here in DLI? Or should we create a different system that provides job security since it is a balance between his agility and moral in the workforce. He added that DLI hasn’t done Tenure boards in the past two years. This is due to the guidance received from the Combined Arm Center that prevented us from having any Tenure Boards until the number of Tenures are down to 10%. Currently, we are about 31% of our faculty tenured. The new chief at the Combined Arm Center is willing to reconsider the Tenure system. He sought the Boards’ assessment on determining the percentage of Tenure. COL Hausman explained the issue of budget constrain in DLI. The new leadership has agreed that DLI is being asked to do a lot more than the money it has got allocated for the yearly budget, which is 300 million. The Headquarters Army, which is the executive agent, is also acknowledging that DLI doesn’t have enough resources for what we are being ask to do. Thus, the Headquarters Army has been asking the Department of Defense and the USDI to support what DLI needs starting in 2023. COL Hausman added that another topic that he will discuss is DLI’s transition in the Covid-19 environment. The last topic of discussion on the agenda is the trainings provided for the special operations components and the security forces advisory brigades in which Dr. Daily showed his interest and concern.

Dr. Whobrey asked if the two other issues including .edu domain and the joint command bullet listed in the agenda will be discussed later in the meeting. COL Hausman expressed that Mr. Darnell will discuss the .edu domain issue in details. He added that the key point is that DLI’s ability to transition to virtual environment without scaping a day of training has been due to .edu network. All faculty and students have their electronic devices, all barracks have Wifi because of .edu. If it wasn’t for .edu domain, DLI wouldn’t be able to make the transition as smoothly as we were able to do during pandemic. While .edu is expensive and is outside of the .mil protection, there are reasons why we have .edu. For instance, if you are a student searching for authentic materials or news in Russian language, due to sever protection a .mil domain won’t allow you to access any Russian websites. The second reason why we have .edu is that we have about 270 faculty who are not US citizens and the .mil doesn’t like too many foreign nationals on the network.

COL Hausman explained that DLI had to put self-isolation rules in place for the faculty returning from China in January 2020. Meanwhile, the South Korea, Taiwan, Europe and South America immersions were also impacted by the Covid-19. In South Korea, the students were only five days out from being done, so we pulled them back. Then, we had to bring student back from Europe and South America as well. We had to instruct our faculty to get ready for virtual teaching in one week. Since we have been investing in .edu, Microsoft 365 and providing computers to students and faculty, we identified that we could transition to virtual training without taking a day off. COL Hausman added that he held a few Townhall meetings with the faculty to make them feel empowered and help them be flexible in adapting to new and more creative teaching strategies. The next challenge that we faced with was assessment. The main assessment is the Defense Language Proficiency Test, which has to be done in the test labs because of the cost and the security around it. The test labs have been kept open since day one and smaller number of students are administered tests in these labs at a given time to keep social distancing. Some teachers are concerned about security of quizzes and unit tests that are done online. COL Hausman expressed that we have to accept some risk and that he is less concerned about cheating and more concerned about making sure we have got students on the right path. He added that we have been developing UCAT for the past three to four years. UCAT was predominately being used for curriculum purposes until DLI transitioned to virtual learning environment. Since then, all the paper and pencil language assessments have been converted into digital format incorporated into UCAT. UCAT had never
been tested before to have more than 20 or 30 students. Now we need 500 to 600 students taking tests at any given day. Thus, we had some bugs that we had to work through. Now that we have recovered and gotten through, we have online assessment capability. Every summer we have WestPoint language instructors come to DLI who would intern with us for about 8 weeks. Last summer, when the Lieutenant Cornell serving as an intern was asked during the outbrief what did he like about teaching in DLI, he responded that he liked UCAT and that he wanted to take it home with him.

COL Hausman further discussed the budget issue and expressed that focusing on three years out, for the fiscal year 2021 and 2022 DLI doesn’t have enough resources to implement all the expected plans accordingly. In 2023, the budget allocated for DLI is $314 million, which is shortfall of $45.7 million based on what we actually need which is $360 million to cover all costs. DLI needs are calculated based on what services require us to do for them. He explained the table in which budget was prioritized and categorized from highest priority resident training at PoM, DLI-Washington, testing development and services, Non-resident training at NSA sites, online language tools to the lowest Non-resident training field support. We are asking Pentagon either to give us more money and 127 more instructors or pending any different guidance our intention is to do some of these things in the rep or not do them. For instance, putting some of the online language tools on life support while keeping them operational and not refreshing the content. Things like, closing down some of the field sites because DLI cannot afford the instructors. Not building the new two-skill OPI test, not teaching the number of students here in Monterey that the services need us to teach. Some other programs that DLI won’t be able to fund is immersions and/or post-DLPT trainings. The Department of Defense has acknowledged the issue and the senior panel led by the DASDE has now guided us to focus on the national defense strategy priorities first including Russia, China, North Korea, Iran and some of the counter terrorism piece and prioritize your efforts. COL Hausman had an outside board from the services look at DLI priorities who gave a recommendation that the shortfall isn’t really $45.7 million it is about $32.9 million. While the Pentagon won’t give us more teacher authorization, providing us with $30 million more will help us mitigate some of the shortfalls. The Army has written an issue paper and has pushed that back up. They are working this through two different routes one being the DoD cape site from an operational budget site and the second avenue is Military Intel Program (MIP) which comes through Army G2 and USDIS. On August 28, Army G2 will brief the USDIS and we expect that this issue paper with $21m shortfall for 2012, $32m shortfall for 2023, $39m shortfall for 2024, the $43m shortfall for 2025 and $47m shortfall for 2026 will resolve our budget issues. We are asking USD to cut some additional Intel money to fund DLI. We are hoping that 2023 won’t be as bad as forecasted and we are also working on teacher authorization separately.

COL Hausman further discussed the issue of .edu stating that DLI started working on .edu about 10 years ago. DLI.edu ties in to CALREN California Research Education Network, which is an extremely high-speed internet network. DLI has partnered up with NPS in .edu network. Since we don’t rely on .mil to protect our computer network, the greatest risk to DLI’s network is the privacy information of the young intel service members. Working with the NPS, we fund a lot of capabilities to help protect our network from foreign adversaries and hackers. On the other hand, we have to have a network for functional reasons and that is so that we can do our language learning.

Dr. Whobrey inquired if the .edu domain has any effects on DLI accreditation, especially now as it moves to a four-year degree institute. He added that as of 2001 you have to be an accredited degree granting institution to get to .edu domain. Dr. Whobrey expressed that .edu is critical for all the reasons that COL Hausman gave in terms of faculty and student access to authentic materials. It is especially critical for DLI’s standing as an academic institution within the galaxy of institutions mostly civilians so that DLI can move back and forth between the two worlds seamlessly. Dr. Savukinas responded that last he checked with the standards it was not that prescriptive. There is no eligibility requirement that says institutions should have .edu. He added that Dr. O’Reilly will give us the latest information about this issue. COL Hausman explained that we could survive on .mil, but the quality of services would be decreased, the responsiveness of IT fixing problems would be decreased, speed of the network would be decreased, we would be blocked from a lot of websites, we would have a lot of frustrations. Also, some of in-house developed language tools like UCAT would not survive on a .mil network because the approval
needs to come from senior levels in the military. It would cost .mil far more to provide us with the same services that are delivered to us by .edu. A great example is Office 365 that we have been using during pandemic and have accomplished a great deal. The Office 365 that is approved for .mil costs far more than the academic version of the software. The academic version of Office 365 has more capability because the government hasn’t validated all of the capabilities. Dr. Whobrey asked how using Office 365 work in terms of the other military institutions. Mr. Darnell discussed that as mentioned by COL Hausman the IT department meets with its counterparts every week. DLI IT has a small working group consisting of DLI, WestPoint, the Airforce Academy, and Naval Post Graduate Schools for the Office 365 License. This small working group is a part of big consortium that is trying to help out all the other DoD edu’s. There is about 20+ of us around the world. Some are accredited some have the label of .edu and are trying to get the accreditation.

UNDERGRADUATE EDUCATION (UGE): ACTIONS AND CHALLENGES TO DLIFLC ONLINE LEARNING

Dr. Kanbar expressed that UGE members will discuss challenges faced by the schools during pandemic and the efforts made to overcome those challenges. Dr. Sung-Frear discussed that in March 2020, while the UGE schools’ transition to virtual instruction was implemented very smoothly and successfully without a halt in the academic operations, we did face some challenges. She added that in January 2019, full integration of basic, intermediate and advanced courses took place. Dr. Gajdos expressed that although faculty had MS Office 365 accounts and access to Teams since last fall, Teams platform had not been really utilized. As we transitioned to virtual environment and everyone started using their computers full day, we ended up with hardware, software and connectivity issues. He expressed his gratitude and mentioned that the work of education technology specialists in the schoolhouse and support and training from ETD and faculty development team, as well as the trainings we did with the UGE, and the partnership with IT team really helped to overcome these challenges. He added that connectivity continues to be an issue for some faculty and students. Some faculty come to the school and work from their offices to connect in a more reliable environment and we do have two of our buildings open for students to come to and they get assigned a private classroom where they get access to .edu WIFI. In Barracks students are primarily relying on the commercial BOINGO WIFI contract, which does create some challenges. Since Teams is being used worldwide since the inception of the pandemic, some of its features and functions have been upgraded and improved. For instance, at the beginning we could only see four videos at a time and now you can see up to nine videos. We look forward to future feature enhancements and rollouts within Teams such as building breakout rooms coming down the road in the future. Dr. Whobrey expressed that he was unaware of the internet connectivity issues in the barracks and that he thought it would be a really important upgrade to get the barracks completely wired for WIFI and he was curious to know if there were any plans for solving this issue. COL Hausman expressed that .edu WIFI is set up for common areas in each floor in barracks. There is the issue of poor connectivity for the rooms that are further away down the hall from the common areas. The reason why the rooms are not wired up with .edu WIFI is that there is a legal contract between BOINGO and DLI. We also want to make sure that the .edu network is not being used for non-professional purposes in individual rooms. Dr. Tovar discussed that the technology working group was formed couple of years ago way before Covid-19, in order to bring tech savvy personnel together to do brainstorming and discussion about usage of technology in the eight UGE schools. Once we went to virtual teaching environment in March 2020, the members of the technology group became very active in training our personnel in MS Teams. The technology working group is consist of one or two representatives from each school who are the educational technology specialist or other tech savvy personnel assigned by the Deans, as well as representatives from DLI IT office also known as the DCSIT team, who bring in announcements or advises on updates that are happening across the campus. DLI ETD members also actively participate and advise schools on how we can better maximize use of technology and integrate it into our daily practice. During pandemic, the technology working groups’ main goal has been to find ways to immediately help faculty and students with MS Teams. Dr. Whobrey inquired that how the lessons learned and even the
skills acquired of teaching online can be maintained for the future when we get back to face-to-face learning environment. How are you thinking about continuing this training and to some extent lessening the learning curve for the next time? Dr. Tovar expressed that she was at a briefing a couple days before where the Assistant Commandant mentioned the virtual reality tools, reading about augmented reality and about how we can take the lessons learned from where we are now. She added that she doesn’t think DLI will ever return back to exactly what we did before because we have learned so much. Now that DLI has passed the fires of test, it is a good time for setting up the agenda for the next technology working group. We can look forward and have a vision of what DLI will look like as we continue some aspects of virtual learning. Maj Hernandez talked about her own experience as a student in DLI and expressed that it is an intense environment in best of times. Specially, under the current environment students are going through certain amount of strain and from what she has heard from students and/or faculty about students is that students feel isolated spending all day long in their barrack rooms. They have also expressed some frustrations and problems with technology and we are addressing some of those problems. One of the really big issues is screen fatigue and there is also lack of our normal immersion O/CONUS and ISO activities. Dr. Wang discussed how the Asian I school has been dealing with the problems brought up by Maj Hernandez from the pedagogical point of view. She added that in order to overcome screen fatigue and maintain student motivation, the school is utilizing project-based learning strategies. For instance, students create videos of themselves presenting whether forecast in the target language. Higher level students are assigned research based-projects on different societal topics. To provide students with a more flexible learning environment, they are given access to MS Teams on their phones which can help in conducting one-on-one speaking sessions from any location. In order to keep students motivated, we also have virtual immersion activities which are adapted to better serve online learning. Students have found these activities very interesting and helpful. Another technique to keep the class more engaging and promote autonomy is to switch roles between the teacher and the students. Students prepare for the lesson/topic of their interest and teach the class while teachers observe and give comments when necessary. Dr. Shevchenko discussed about faculty development team offering in-house trainings adjusted to the current situation needs to the faculty. The topics included motivating virtual learners, time management in virtual environment, self-regulation, checking homework online and collaborating in virtual environment. She added that faculty development team collaborates with other directorates, for instance, LPAD ETD conducted Text Typology training for FD members. Dr. McCaw expressed that establishing of collaborative teams within UGE schools allowed us to move fast and in a smart way to increase the efficiency of FD operations. Dr. Goldoust expressed that following the guidance received from the Commandant’s office, UGE schools started working on revising and updating curriculum. In 2018 and 2019 indigoes languages including Chinese-Mandarin, Russian, Korean, Egyptian, Levantine, Iraqi and Persian-Farsi and non-indigoes languages such as French, Hebrew, Spanish and Japanese went through curriculum gap analysis process. It was an eight to ten week long process, in which each program was analyzed in three main areas including structure, methodology and content. At the end of the process, the findings were shared with the military and civilian leadership. Upon the approval from the leadership, the UGE schools moved forward with their post LCT gap analysis action plan. Once the gap analysis was over, the schools used their internal resources, their platform teachers, formed LCT teams and developed action plans. They determined the extent and phases of the project, for instance, phase one was dedicated mainly to training and phases two, three and four were dedicated to the development of semesters based on the importance of the semester. Dr. Gouldost added that the LCT team also had to determine the resources such as the HR, developers and trainings needed for this project to be implemented. Additionally, they formed an internal review board to review the newly developed materials, which was then used to teach as a pilot class. Dr. Whobrey inquired about a brief synopsis of the result of the gap analysis be provided during the meeting. He was curious to learn about what were the largest gaps and where were the shortcomings that are being addressed in these plans. Dr. Gouldost gave an example of Spanish program, stating that after reviewing Spanish language curriculum, they decided to inject more higher-level/1+ materials towards the end of semester one. Confirming Dr. Gouldost’s words, Dr. Tovar added that across all of the different language curricular update projects that we have been managing, the
main issue was the appropriateness of the level of the texts in the curriculum. Thus, we have made some recommendations about all faculty going through ILR training so that they become proficient enough at identifying and inserting texts at the correct ILR levels. Dr. Whobrey asked if the authentic material availability for some languages was still an issue, and if any improvements have been brought to address the problem. Dr. Kanbar expressed that while there are authentic materials available for use, we have to be mindful of not violating any copyright laws. She added that the project managers working on curriculum, have been very active in soliciting sources to gain permission for the usage of authentic materials that we couldn’t use in the past. Adding to the topic discussed by Dr. Gouldost, Dr. Savukinas expressed that before establishing LCTs for all 16 UGE programs, we created a College level committee called language curriculum review board that had representation from various stakeholders to include military, academic specialists, department chairs, faculty, faculty development experts, curriculum development experts. The goal of this committee was to develop and evaluate a rubric so we can have an effective gap analysis. We deployed our plan as a piloted program across all 16 languages and our priority is to complete NDS languages by the end of Sep 2020. Dr. Mirzaei discussed that in some language programs, for instance, Persian-Farsi the team decided to recreate the entire curriculum, while in some other programs such as Spanish and Levantine the projects were less extensive. For example, in Levantine program we needed to include more authentic materials for semesters two and three. She also added that a common trend across different languages seems to be updating the curriculum in terms of the content, including more current materials and maximizing use of authentic materials. Dr. Tovar discussed alternative assessment under the topic of testing and assessment. Before the pandemic, DLI was administering traditional testing or face-to-face paper and pen assessments. During virtual environment, Deans and their teams either developed from scratch or expanded the alternative assessments. The benefit of alternative assessments is that they promote higher order thinking skills. On the down side, some researchers argue that following the rubrics it might be a more subjective way of grading students’ performance. She added that while we haven’t completely abounded using alternative assessment, we have converted our paper and pen assessments into digital format using UCAT platform. Dr. Whobrey inquired about some of the methodologies and/or teaching practices that based on the faculty experiences work better online than in a face-to-face environment. Dr. Lee expressed that posting and submission of homework assignments online is one of the main practices that the schools will continue to execute post Covind-19 environment. Dr. McCaw expressed that virtual teaching alleviates space issues with small group instructions. In the past, there were constraints with space when trying to split the students in small groups. Dr. Gouldost expressed that although there are a lot of benefits and value to face-to-face immersions, it is possible to conduct some of our immersions virtually by using some of the educational Apps that engage students who are tech savvy and enjoy such activities. Dr. Shevchenko discussed that virtual teaching could be used post Covid-19 in situations where the teacher is not available immediately. However, we have witnessed that building connection between teachers and students is very essential. The students who had the opportunity to build connection with their teachers prior to transitioning to virtual learning environment, were able to continue their relationship. The new students, who start their classes in virtual environment are having difficulty connecting with the teachers and the trust between these two parties are in jeopardy. Dr. Kanbar added to this topic and stated that DLI has been witnessing the gap between the engagement levels and motivation of these two types of students. At the beginning, students expressed excitement and happiness with virtual learning, but now they are the ones demanding face-to-face learning environment. Thus, the Command team is working on the recovery plan to prepare for return when appropriate.

Mr. Donovan provided some data on the issue of Tenure and expressed that in 1993 based on Title 10 authority, the military academy was directed by the Congress to incorporate civilians into their faculty. Even then, the military academy used form of Tenure system for their military factuly. When a faculty reached grade 06, they would promote him to a permanent professor. Then they would retire at grade 07. Thus, the idea of Tenure was already something to be considered. After the congressional push to increase number of civilian faculty in the Airforce academy at WestPoint, the question came out about how to offer civilians Tenure. In 1997, DLI implemented the Faculty Personnel System which resembles the
military rank system or the rank in person versus rank in position. For instance, when a faculty moves up to become a department Chair, there is no increase in their pay system. Once you move from GS to FPS position, you lose the competitive status. FPS employees only have status inside DLI. If they want to apply for any other position, they have to compete externally. Mr. Donovan expanded that when we talk about Tenure, it is academic Tenure at DLI. It gives the employees a permanent status, however, it does not include what any GS employees receive. GS employees can apply to any position across the Federal Government. This academic Tenure system has been around for 40+ years and the benefits that come with it are attracting and retaining higher quality employees, making any position competitive at the job market and providing employees with job security. The last tenure competition was in March 2016, where 467 qualified applicants applied and 20% was selected. Current number of tenured faculty is 510 or 30%. In 2017, the faculty got raise as locality pay adjustments, which has made it more competitive. The Santa Clara high school district employees are getting paid as much as DLI employees for nine months’ time period. Thus, tenure is helpful in attracting and retaining employees. COL Hausman solicited the Board members for feedback on whether DLI should have a tenure system or a different system that would replace the current academic tenure system. He asked the Board the present their feedback on the topic the next day during second round of discussion on academic tenure.

EDUCATIONAL TECHNOLOGY AND DEVELOPMENT (ETD): ACTIONS AND CHALLENGES TO SUPPORT ONLINE LEARNING; IMPORTANCE OF DLIFLC'S .EDU NETWORK

Mr. Miles expanded on the goal of academic network which is to allow technology at DLIFLC to adapt to changes in mission, advances in educational theory, and emerging technologies quickly and securely in order to enhance the language education mission. He also discussed about issues that DLI would face if we hadn’t switched to .edu network. For instance, with .mil the bandwidth was not adequate for video content, authentic language content was restricted without notice. Additionally, certificate of Networthiness (CON) process adds two years to procurement lifecycle. Meaning that DLI wouldn’t be able to develop some in-house applications such as UCAT and put them to immediate use at such a critical time if we were to stay on .mil network. Mr. Miles further discussed about where DLI is heading in the future in terms of IT network and how we have started collaboration with other DoD .edu’s. We are also planning to streamline a lot of our resources including SmartBoards. Since SmartBoards are expensive, we are trying to find an alternative device which would be more reasonable and efficient. Mr. Miles expressed that DLI is looking into possibilities of leasing the devices that are distributed to faculty and students. This way we can ensure having the most up to date devices possibly in the intervals of three years. Dr. Whobrey asked about how DLI is planning to make the classrooms more interactive in terms of technology and while moving towards smart classrooms. Mr. Miles discussed that there are lamp less projectors which last longer and some Apps that give students the luxury of using their devices as writing workbooks instead of SmartBoards. COL Hausman expanded on the topic and expressed that with the return to work, currently DLI doesn’t have the facility to have the students, who will be attending classes from their barracks and the students who will be present, in the same class. Meanwhile, some schools utilize ZoomBoards to address this problem. Mr. Hanley discussed about .edu network funding and stated that based on the current technology, the funding is fairly constant across FY 2021 to 2026. However, additional requirements can change the $19 mil per year funding amount. Dr. Whobrey inquired if the $19 mil was paid out of the DLI budget because .edu network is being shared with NPS. Dr. Hanley discussed that we have a contract with NPS that we provide them some funds every year and on top of that DLI pays $7.8 mil on .edu support contract annually for the manpower and some other capabilities that we don’t have in-house. He added that with the cost of running your own network, comes benefits, for instance, have we not had .edu during pandemic we wouldn’t be able to run our classes. Mr. Miles expressed that DLI splits the internet costs with NPS, however we pay more because of the bandwidth and the amount of videos/resources that we use. Dr. Kia discussed about top mitigating actions taken during pandemic. She added that ETD created online learning hub for daily training, virtual teaching strategies, eLearning community for support and exchange of best practices and ideas for online learning
and teaching. We also formed cross-functional teams who collaborated from different organizations across DLI including curriculum support, faculty development, student learning services, and ISO library members to identify gaps and find solution for the challenges we faced with. Additionally, all of the training certifications were transitioned to virtual environment format. Ms. Monazamfar discussed about tech tools training topics and expressed that as of 25th Aug we have conducted a total of 109 training sessions reaching out to a total of 10,563 attendees. Student training series included topics such as autonomous learning, mental health, gloss and ODA. While faculty training sessions were mostly focused on how to use MS Teams, creating interactive lessons, One drive sharepoint, one note class notebooks, forms for quizzes, assignment tabs etc. Dr. Shevy expressed that in late July after the faculty were familiar with MS. Teams and the tech tools introduced to them, we changed our direction towards designing and delivering more effective virtual lessons and creating lesson plans. Several training themes, topics and the presenters have been identified and selected by a core team of 11 members for the new training series. The five key themes are understanding virtual learning environment, understanding the role of student and teacher, facilitating, instructions and teaching core competencies in virtual learning environment. Dr. Kia discussed a few lessons learned during pandemic. She stated that ETD has learned to provide smaller scale, agile and tailored trainings, for instance, FD is offering 3-4-hour workshops with hands-on activities for small groups to support 2+/2+ and beyond. We are also helping members to be able to manage their time more efficiently and prioritize projects. Dr. Kia also discussed that there are two main challenges including insatiable demand for trainings among the faculty and the existence of very inconsistent level of technology proficiency and literacy among the faculty. DLI technology trainers and faculty have been great at picking up new skills and adapting to new technology. At the same time, there is the issue of technology team constantly behind the screen providing help. Every team member is doing multiple projects and they are faced with the challenge of time management and prioritizing their tasks. Dr. Gunther inquired if the new faculty members have to prioritize the trainings that they are required to take when they first join DLI. Dr. Dudney expressed that this is an adaptive challenge and we have to help the faculty with both pedagogical and technology literacy standpoints because they go hand in hand. We have to maintain the principles of effective teaching in this new environment which includes a wide range of approaches that support proficiency development, collaboration and higher order thinking activities. We need to keep building on our technological literacy as technology is constantly changing new Apps and tools are being developed every day. Dr. Daily was curious to learn if there was a basic level of passing or knowledge that the faculty must retain and if there was any type of renewal trainings that allows faculty to capture the new information that comes through. Dr. Kia expressed that there is recertification requirement not only by DLI, but also by TRADOC for all faculty. Dr. Dudney expressed that based on TRADOC regulation 350-70 there is five-year recertification requirement. We assess the faculty performance by conducting classroom teaching observations to see if they are applying the new teaching methodologies in real classroom setting. Part of the assessments comes from the products the faculty have delivered during the workshop. Currently, we are redesigning the program to make it more conducive to supporting the new proficiency requirement of 2+/2+/1+. Dr. Whobrey was curious to learn more about the training sessions provided for students on autonomous learning and gloss. He also inquired about how DLI is planning to provide the students, who are now learning the target language completely online, with the right tools and get them in the right mindset in order to be successful. Dr. Kia expressed that we offer trainings for new students on learning strategies and what to expect in DLI. They are introduced to the culture and the experience of gaining operational proficiency in the language that they have to acquire. We also focus on trainings that encompass any skills that an 18 or a 19-year-old needs to have in terms of time management, resiliency, and being able to become an autonomous learner. Ms. Sarac discussed that during gloss training students are provided with information on how and what strategies to apply when using the gloss App. Gloss lessons are comprehensive, they include grammar, vocabulary, comprehension check and it progressed to different types of tasks and activities. It was originally built with the notion of helping students to become autonomous learners. Dr. Whobrey expressed that he is very impressed by how DLI has been providing very comprehensive language learning services from faculty and student training to developing useful Apps such as gloss. He added that
he has been a lifelong language teacher and learner, but he hasn’t seen anything like this in any civilian institution that he has been at. Dr. Kia discussed that we have started the process of identifying best learning management system where we have to determine whether we want to stay with Sakai or switch to a product that maybe more robust and probably more costly too. The curriculum development division has been working with contractors on UCAT to develop a better version of the product which will help us deliver content more effectively. Ms. Gally expressed that the curriculum support division was tasked by the provost to do some research on the different products used by other civilian and military institutions. She added that we have been considering some products and Canvas is one of them. We have formed an inter disciplinary group which represent different organizations in DLI who are getting the students and faculty inputs on what will work and what DLI needs to change. We are in the process of creating a matrix that will be used to evaluate different systems that we have out there commercially.

**ACCREDITATION UPDATE**

Dr. O’Reilly discussed about accreditation activities and the role of Board members in the process. She expressed that as part of her duty she oversees accreditation activities for two principle organizations including TRADOC which has Army Enterprise Accreditation Standards and they operate on a three-year cycle. The second organization is our regional accreditor The Accrediting Commission for Community and Junior Colleges (ACCJC) which allows DLI to operate as a credit and degree granting institution. Students are awarded 45 units of major credits in foreign language. These units are considered general education courses that could be transferred towards any degree. While majority of the institutions use Board of Trustees as an advisory in governance oversight body for their chancellor, provost or academic leadership, DLI is unique in this perspective because the Board of Visitors is a recommending body as compared to a governance body. Thus, ACCJC published a policy on governing boards for Military institutions specifically to address role of the Board of Visitors for DLIFLC. Dr. O’Reilly expanded on the responsibilities of Board members in regards to accreditation and stated that the Board should have visibility of accreditation activities, monitor student success metrics and support improvement efforts. The Board also has broad and significant responsibilities to recommend policy, identify the educational, personnel, and financial requirements of the institution, and validates the assignment of the commandant of the institution. Dr. Daily was curious to know how validating the assignment of the commandant was defined. Mr. Kesten expressed that the validation is limited to welcoming any new commandants on board the implication being that acknowledging him being a part of DLI team. Dr. Daily suggested that stability and rank structure should be taken into consideration when assigning a new commandant. Mr. Kesten stated that discussion on this topic was conducted several times in the past. The last discussion was on the position of Assistant Commandant where there was a two-year assignment in DLI and the board made an observation to change that to three-year for the proposes of continuity. Mr. Kesten further discussed that the length of the assignment and the decision on appointing of the commandant goes outside the walls of DLI. Dr. Keagle expressed that previously the Board had made some observations about the sequencing of the assignments of the commandant and the deputy commandant that they should overlap rather than both changing at the same time, but that created leadership issues. Col Kelley discussed that while DLI doesn’t have any control over the length and fill of the assignment, the recommendation to make it a three-year assignment would definitely make an impact on Airforce assignment process. She added that COL Hausman and herself will be turning over at the same time next summer and that she sees the negative effects of that process. Dr. O’Reilly discussed about 2020 accomplishments where the big topic is DLI’s effort to expanding regional accreditation and moving from a two-year to a four-year degree granting institution. She added that DLI was successful in getting the legislation introduced into our appropriations fund in FY 2020, unfortunately it was not in the final NDAA appropriations bill for the military. However, it has been reintroduced for FY2021 budget appropriation process and we are optimistic that we will have forward movement on it this coming year. The other major accomplishment has be aligning of our curriculum and ensuring that all of the programs for all languages have appropriately detailed syllabi to reflect what they teach in the classroom. The third accomplishment is that we were able to work with the accreditors in January, so that the students who are
completing these programs now can earn the upper division credit, but not the degree. The fourth major accomplishment is that we put in a request to extend regional accreditation specifically for these upper level courses that are being taught at four different locations across the US including Fort M Marilyn, Fort Gordon Georgia, Hawaii and San Antonio Taxes. Dr. Whobrey inquired that assuming DLI do get authorization in FY21 when would DLI be able to offer degree. Dr. O’Reilly expressed that the approval process for the accreditor is 45 calendar days, then six months after is the time when a degree can be conferred. Mr. Emerson gave a short demonstration of the academic statistics reporting dashboard the senior leader visualization tool. The visualization tool is the first module of the new statistics and analytic system called academic institution matrix developed in conjunction with Track Monterey the part of Army Features command based of Naval Post Graduate School. Track Monterey personnel continue to work with us on the refinement of the existing module as well as the developing of the new modules coming soon. The goal of this visualization tools is to provide authorized users quick and customizable access to accurate DLI Metrix. Dr. Keagle inquired if the visualization tool was able to get more tactical and granular, for instance, to see whether or not progress in a particular course was on track to produce at the desired level of graduation. Mr. Emerson expressed that we have been working on developing a tool that will have the ability to illustrate trendlines and forecast to use past data and show where we could be going based of what we have. COL Hausman expressed that we are still at the language level, but we are planning to get down to department level and see how each department is doing.

ADJOURMENT
Dr. Whobrey adjourned the meeting at 2:15pm

CALL TO ORDER
Dr. Whobrey called the meeting to order at 8:00am. Mr. Kesten welcomed the Board and DLI team members to the second day of the meeting. Recognizing Dr. Davis’s service as a Board of Visitors member, COL Hausman expressed his deep gratitude and appreciation for her efforts and accomplishments at DLI in the past six years, from 2014 to 2020. COL Hausman stated that he has truly appreciated Dr. Davis’ insights and her notes which have given him encouragement during challenging times and that he really appreciated having her on board. Dr. Davis was also awarded a certificate of appreciation, a Commandant’s coin and a Provost’s coin during the meeting. Dr. Savukinas expressed his gratitude and stated that he is very appreciative of not only the work Dr. Davis has done for DLI, but also the work she has done in promoting foreign language teaching and learning at the foreign service institute and taking that mission through her career as an Ambassador to Benin and the service in Barcelona. He added that DLI is very fortunate to have Dr. Davis’s perspective as a board member. Dr. Whobrey also expressed his thanks and thoughts of appreciation for Dr. Davis’s work and support as a colleague and stated that she has been a tremendous asset for the Board. Dr. Davis expressed her comments and remarks as follows “I would like to begin by saying what a pleasure it has been over the past six years to be a member of this Board of Visitors mainly because I believe the work we have done has made an important difference. I will never forget the first board meeting that I attended in 2014. It was then that I understood how much DLI’s leadership cares about faculty and students. The meeting focused on faculty morale which had been undermined by civilian pay restrictions which needed to be overcome so that salaries at DLI could be adjusted in accordance with regional salary norms. Happily, this came to pass. Further on faculty morale, the Board has encouraged the reward of outstanding faculty and staff performance with creative recognition by incentives such as leave granting, training opportunities or monetary incentives. Later we endorsed placing more emphasis on mental health and securing the necessary personnel to provide adequate counseling services.
The Board has been supportive of DLI setting and working towards the accomplishment of the 2+2+ goal and we encouraged the development of a process for ensuring faculty development programs consistent with the 2+,2+ and beyond goal.
One reoccurring recommendation was the extension of the Commandant’s term of duty to 3 years, which has also come to pass.
The Board has supported DLI FLC’s effort to become a 4-Year degree granting institution.
We have paid attention to the emerging cyber domain and need to develop the capabilities to accomplish the attendant language requirements.
I found it particularly gratifying when, at the end of our sessions we met with the faculty, heard their concerns and shared with them our recommendations in the continual quest to enhance operations at the school. They understood that we care a great deal and I believe these meetings have been morale boosters.
Of course, there were many other issues that we focused on but these are some of them.
Over the past six years I have been impressed by DLI’s leadership openness to BOV recommendations and their respect for Board member’s expertise
Suffice it to say I have been impressed by DLI’s leadership’s forward-looking approach, the flexibility it is demonstrating to adapting to the new virtual world and its attendant demands to use such tools as distance learning.
I’ve been impressed by the continual striving to enhance instruction, testing, curriculum and faculty development etc. and all that is necessary to provide the language training required by our men and women dedicated to executing US military goals and objectives.
It has been particularly gratifying to see the rapid adjustment to the new demands brought on by the Coronavirus.
I have enjoyed working with our Board members and thank the Commandant for making the BoV such an integral part of the school’s operation.
It has been a special pleasure working with Detlev, Angela, Janet, Robert Savukinas and others who strive to make these meetings a success. I will never see a financial disclosure form without thinking about Rob. I will certainly miss my participation with you all. And hope to follow the school and its many activities and accomplishments."

FOCUS AREA: TENURE AT DLIFLC; FOLLOW-UP DISCUSSION
Following the discussion on Tenure from previous day, COL Hausman solicited the Board members for their experience with tenure in other types of institutes as to why did they have it? What was the percentage? And how do the Board members think that tenure should apply to DLI? Dr. Whobrey expressed that having taught for 25+ years at a traditional research University, his only hesitation is around usage of the word tenure. He added that in the academic world, tenure has a different meaning. It could make or break your career as a young professor. You have got about six years to write two books, to teach certain number of classes and to attend conferences. While in civilian academia it is strongly believed that the purpose of the tenure is to preserve academic freedom and have a job security. Dr. Keagle expressed that his experience is twofold at the Airforce Academy and in the Provost for nine years. He added that Airforce Academy has only 10% tenure and National Defense University has 0%. Agreeing with Dr. Whobrey’s comments on tenure, Dr. Keagle discussed that the word tenure in the academic world is associated with scholarship which is peer reviewed. The scholarship as interpreted at PNE schools is more in the area of curriculum development and novel methodologies to deliver our curricula. For instance, Betty Leaver is an example of someone extraordinary in both of these areas. He added that if tenure is a troubling term for lots of reasons that were mentioned previously, he has come up with a term rolling renewals to deal with the job security. Four or five years ago as a Board member he did a survey/sensing session with the faculty members in order to get their real apprehensions with job security issue. Currently, the normal term is 24 months for a contract and this makes employees anxious as to when they will be notified of the renewal. With the rolling renewals, the contract renewal would be not less than an year out. The employee would be evaluated, reviewed and would be given noticed that
their contract has effectively been rolling renewed. Dr. Keagle also discussed that he had argued with DLI several years ago to consider having longer periods of contracts for the leadership team. The contract renewal term used for leadership positions would be rotational instead of rolling renewals. For instance, anyone at the Provost level should be hired for five years and it should be based on rolling renewal. After it reaches ten years of rolling renewal, a new employee is hired for the Provost position. This same logic could be applied at the department chair and/or Dean’s level. The issue of not having the opportunity for upward mobility will be resolved as well. Dr. Savukinas expressed that rolling renewals could be implied as NTE (Not to Exceed Date) a time period or an agreement between employees and DLI which is reviewed four months before the employee’s contract expires. COL Hausman expressed that currently NTE’s are only for one year at a time. Last year the Urdu department started downsizing and we are almost closing it down. We could legally allow the Urdu faculty to expire in four months, but the Commandant extended it to six months to start finding employment either in DLI or elsewhere. COL Hausman also discussed that he assigned a new policy this past year under which all supervisors are term limited to five years starting April 2021. However, the supervisor can recompete in the position and if they are reselected, they will stay in that position for three more years. Dr. Savukinas expressed that out of eight UGE Deans, five are new hired employees. Some leadership positions also have new employees. COL Hausman discussed that there is the perception that DLI is an academic traditional institute and that from day one; employees are told that they are on a tenure track position. As discussed by the Board, one of the means that leads to tenure is conferences, but DLI doesn’t have enough funds to send employees to conferences. COL Hausman added that DLI has put a freeze on tenure boards because we are at 32% and we have been guided by the headquarters to get it down to 10%. There is no opportunity for the new employees, who got hired on tenure track, to become tenure. That is another challenge that we are working through when it comes around the idea of tenure. Dr. Whobrey discussed that it is interesting to see how things change in terms of DLI becoming a four-year degree granting institution. He also expressed that the Board should come out against the 10% tenure reduction which seems very arbitrary. He thinks it is an unrealistic expectation to go down from 32% to 10% and the Board needs to push back on that. Mr. Donavan expressed that it would take DLI 21 years to bring tenure down to 10%. He added that the term we use is appointment and we are authorized to give up to 36 months for the appointment. Dr. Daily inquired about what happens if an employee under tenure system violates ethics or procedures. Do they continue to have job security? Is there a tool to let them go if they are in protected tenure position? Mr. Donavan expressed that employees in DLI don’t have the same protection as in other institutions. If they violate any laws they can be dismissed from their duties.

SERVICE UNITS: ACTIONS AND CHALLENGES TO SUPPORT TO ONLINE LEARNING
LtCol Rucker expressed her gratitude on being given the opportunity to share their perspective on how they are navigating the new abnormal COVID-19. She discussed about challenges and stated that even though we are in pandemic and transitioning to virtual environment, we continue to hold our Soldiers, Airmen, Sailors and Marines to the same standards from a military perspective as well as future linguists. The significant increase in screen time is leading to fatigue and service members spending most of their day in their rooms while attending classes. It is difficult to encourage personal formations and to encourage social engagement. This change to academic environment, has led to significant resiliency concerns, for instance, there is a higher incident of suicidal behavior among Navy Sailors since April 2020. She LtCol Rucker added that one of the biggest challenges is ensuring service members that they are not alone, but indeed a part of the team. There has been an increase in emotional mental health concerns. New pandemic orders allow for more free movement of service members. As of mid-July, for instance, Sailors’ access to off-post recreation was restored. Almost certainly, contributing to a decrease in general stress and anxiety reporting. Also, there have been other events within the resiliency such as dorm dash where we deliver food for Airmen, goody bags from USAA, virtual games etc. She discussed that another challenge that all services face is how we effectively get after physical training requirements. At the onset of pandemic, PT was on your own. Service Commanders re instituted fitness with reduced formations in order to mitigate the risk of the spread of COVID-19. Dr. Whobrey inquired if the new
students, who have started their language training during virtual environment, are getting any sort of advice or training before they get into actual classroom. LtCol Rucker expressed that from Airforce perspective we have a program which was revamped and it is called head start. This program lays the foundation and prepares students for the language training environment. Also, the conversation about the virtual environment prepares them mentally by letting them know that they are not alone and we are here to help. Dr. Daily was curious to know if there were events other than formations where service members could gather and develop comrade and team work. LtCol Rucker expressed that across all services we have been looking at ways to engage not just form good order and discipline, for example, our new initiative called Connect Time where military training leaders conduct face-to-face wellness check. LtCol Mayer discussed that interaction from the Commander level all the way down has increased which helps in getting more aware of how they are learning and living. He added that we have seen Marines studying together in the common area, looking out for each other and making sure they are engaged in learning the language. LtCol Rucker discussed that there have also been some great successes that have come out of this environment. Despite the restrictions put in place due to COVID-19 since March, service members have met the requirements academically with some pretty good scores. She added that Airforce has taken on the tutoring program that Marines had been using prior to pandemic and it has been a success. Also, classroom visits, continued participation in course reviews, unit rep meetings and engagement through Deans and Associate Deans in order to identify at risk service members early on has been the key to keep the pipeline going. Additionally, routine classroom visits by Cadre leadership to provide that positive presence has been beneficial in assisting the teaching teams and allowing the students to know that the units are engaged. Through virtual townhalls, our service Commanders are engaging in monthly meetings to relay information, provide guidance and answer questions. While discussing COVID impacts, LtCol Rucker expressed that isolation is one of our number one concerns. When asked how the students liked virtual classes, mixed responses were received. However, we asses that more students rather be in their classroom than in their room. She also expressed that virtual graduation ceremonies allow family members, who may not have been able to come out to the graduation, to be able to participate virtually. This could be something we could continue to have post-COVID. Dr. Daily inquired. LtCol Rucker expressed that disciplinary counseling has increased since the pandemic and part of it is adjustment to the new environment. For instance, some students not being fully engaged in the classroom, turning off their cameras etc. We were able to solve the problem by increasing our presence from military training leader to drill Sargent. Concerning students’ academic performance, we have started seeing a dip not necessarily in their GPA, but in their DLPT scores. In one of our classes the graduated recently, we had more failure than we expected. She added that we are assessing the issue to see if we have missed some key markers because of COVID or is it that the students aren’t as engaged because the screen is creating a barrier between the teaching team and the Airmen. LtCol Mayer discussed that disciplinary actions that we had to take against the Marines revolve around restrictions placed due to COVID. For instance, if they were to go out and meet someone out of their cohorts, then we need to adjudicate that disciplinary infraction. Other disciplinary actions that we had to deal with is student lack of effort which is not putting the amount of effort in their studies that they should. He added that with regards to test scores it is a little bit too early to tell. The feedback that we have got from our graduates, they thought it would have been too difficult to start learning the language in virtual environment. Thus, we might see a decrease in students’ speaking and listening comprehension skills in the upcoming months. Dr. Loeffke expressed that he is a teacher at Berry University and that they put the students in teams of 10 with a captain and a co-captain. They meet virtually as a team daily to prepare for their quizzes. This activity has increased their morale as they engage in interacting with members of their teams as well as other teams and compete against each other.

ALL DLIFLC OUTBRIEF
Mr. Kesten expressed his gratitude to the Board members for spending two days with the leadership to look at some processes here in DLI and how we can do things better. Dr. Whobrey expressed that it was his pleasure to kick of this Board of Visitors brief. The rest of the members will present the audience with
some of their observations. He stated that while we miss not being able to talk with faculty and students in our sensing sessions, we have had terrific past two days filled with lots of information, great discussion from the leadership team, from the Deans and from the faculty in the Teams virtual environment. The Board members introduced themselves briefly. Dr. Whobrey thanked the DLI leadership, all departments and schools for making this meeting happen in a very professional and organized manner. He discussed that the Board members have come up with six observation points the first three of which go together. One of our focus areas has been challenges and successes in terms of what DLI has been able to accomplish over the past five months, since mid-March 2020, while transitioning to virtual environment overnight. The six points are as follows:

- The board commends the tremendous agility and commitment that all members of DLIFLC team, faculty, staff, leadership have demonstrated throughout the COVID pandemic in order to deliver very best, highest quality distance language learning anywhere. Attrition rates have declined, performance continues to meet pre-COVID standards and morale remains high despite the many challenges this paradigm shift has presented. This mission driven achievement has earned our highest admiration.

- The Board endorses the steps that DLI has taken both in curriculum and methodology to maintain and grow success in the new virtual education environment. It encourages DLI to update its efforts in this regard as new lessons are learned, become available and be reasonably applied.

- At some point in the future students and faculty will be able to return to the classroom. And yet the board recognizes that much has been learned during this imposed distance learning and that it will be important to capture lessons learned in this environment to benefit teaching and learning in the future. A dedicated task force, for example, could focus on identifying and preserving the best parts of online learning that would allow faculty to make better use of in-class time, make scarce resources more widely available and encourage students to become lifelong autonomous learners.

Dr. Muller expressed that technology support to education is nothing new especially in the language learning community. He added that he has been utilizing technology to prepare cultural and authentic language teaching materials for the classroom.

- The environment we are in right now, there wouldn’t be any possibility to deliver education without it. Thus, we as a Board recognize the advantages that working with .edu compared to .mil domain provides to DLI. He expanded that .edu network infrastructure provides flexibility to students and faculty to deliver world class language instruction. Access to current learning materials, opportunities for mobile engagement, employing best practices for remote learning all require the capabilities of .edu system. Capabilities that would have been far more expensive if delivered on a .mil network even not possible in some cases. Those capabilities were critical in DLI’s ability to pivot almost overnight to 100% online learning in March to comply with COVID-19 restrictions. Thus, the Board strongly considers continued investment in .edu infrastructure to include appropriate security protections critical to DLI’s mission.

Dr. Keagle addressed the issue of tenure track and job security, rotation of leadership positions and minimal opportunity to upward mobility.

- The Board notes the importance of a core of long serving and experienced faculty that serves several critical DLI requirements. Curriculum development, continuity, academic freedom, stability, faculty mentoring and classroom.

- The Board also observes the job security anxieties and diminished tenure and upward mobility opportunities pose challenge for the DLI leadership.

- The Board strongly endorses DLI steps to create term limits for academic leadership positions.

Dr. Keagle also expressed that the Board really applauds to the Commandant and the steps he has taken.

- The Board also supports the ongoing efforts to increase the time before appointments are set to expire. To notify the individuals involved of the Command’s intent to renew or not.

Dr. Whobrey expressed that we are repeating and reemphasizing recommendations that have been made in 2018, our last meeting.
Stating that given that the Commander’s term is now three years, the Board repeats recommendation that the Assistant Commandant’s term be three years and that this recommendation be specifically made to the Commanding General of TRADOC. Care should be taken to ensure change of command for the Commandant and the Assistant Commandant is not simultaneous.

In his final remarks, COL Hausman expressed his gratitude to the Board members for participating in the graduation ceremony of DLI students on virtual Teams platform. He also stated how appreciative he and the faculty are of the Board’s engagement and interest in what faculty do here in DLI as well as their support. COL Hausman thanked the Board members on behalf of the leadership members and expressed that their insights and recommendations are highly appreciated. He also expressed that one of the greatest qualities of the Board members is the diversity of their experience and how they all come from different backgrounds which challenges and also helps DLI to think through things differently than we have in mind because of the way we are operating. COL Hausman thanked the Board for their guidance, offers of assistance, comments and emails that he gets personally based on the situational reports.

ADJOURMENT
Dr. Whobrey adjourned the meeting at 2:15pm

Guests or Observers present at the 26+27 August 2020 Meeting:

COL Gary M. Hausman, Commandant, DLIFLC
Mr. Steve Collins, Chief of Staff
Dr. Robert Savukinas, Provost
Mr. Detlev Kesten, Associate Provost for Academic Support & ADFO
Service Unit Commanders
One hundred and forty five Faculty & Staff members of DLIFLC