AFCLC
UNITED STATES AIR FORCE CULTURE & LANGUAGE CENTER
Quarterly Bulletin

"Connecting Airmen with their Universal Human Experience"
Winter 2015

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Important Dates:

- Spring 2016 ITC Enrollment: 1-14 Mar 2016
- Spring 2016 Intro to CCC Enrollment: 5-18 Apr 2016

AFCLC Professor Puts AU on "Cutting Edge" with Anti-Corruption Elective

Dr. Patricia Fogarty, Assistant Professor of Cross-Cultural Relations at the Air Force Culture and Language Center, convenes "Contending with Corruption: Perspectives on Corruption and Anti-Corruption Initiatives," a new elective being taught this fall at the Air War College. The course includes United States Airmen, US Government civilians, and international officers. (Photo by Brandon M. Bridges)

by Brandon M. Bridges
Air Force Culture and Language Center

MAXWELL AIR FORCE BASE, Ala. – A new anti-corruption course being taught by the Air Force Culture and Language Center (AFCLC) at the Air War College (AWC) has potential to pave the way for other, similar courses across the Air Force's Professional Military Education (PME) system. The course, being taught by Dr. Patricia Fogarty, Assistant Professor of Cross-Cultural Relations at the AFCLC, follows high-level discussions which identified anti-corruption as a topic of interest at the Joint Chiefs of Staff J7.

Purpose & Scope

Education across the US military is governed by the Joint Chiefs of Staff J7, whose stated mission is "to support the Chairman Joint Chiefs of Staff and the joint warfighter through joint force development, in order to advance the operational effectiveness of the current future joint force." Its core functions include Joint Training & Exercising, Joint Education, Joint Doctrine, Joint Lessons Learned, and

See AWC, p.12

On the Cover

The members of the 2015 Selection Board for the Language Enabled Airman Program (LEAP) pose for a photo on the first day of scoring. The board convened from 17-18 September 2015 at Maxwell AFB, AL, and included officers from the Air Force and Navy, enlisted Airmen, and civilians from across the DoD. (AFCLC photo by Brandon M. Bridges)

About the AFCLC

AFCLC VISION

The Air Force Culture and Language Center, as the acknowledged experts, will lead the US Air Force in building a cross-culturally competent Total Force to meet the demands of the Service's dynamic global mission.

AFCLC MISSION

The Air Force Culture and Language Center creates and executes language, region and cultural learning programs for Total Force Airmen, and provides the Service with the subject matter expertise required to institutionalize these efforts.

The Air Force Culture and Language Center was founded at Air University in April 2006, embracing the Air Force Chief of Staff's intention to improve Airmen's cross-cultural competence.

In April 2007, the Air Force further demonstrated its commitment to culture learning by selecting cross-cultural competence as the centerpiece of Air University's re-accreditation efforts. In December 2007, the Center was made responsible for culture and language training, as well as education, across the entire Air Force. The Carl A. Spaatz Center for Officer Education at The Air University hosts the AFCLC.

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Public Web site:
http://culture.af.mil/

From the Director

Colleagues,

At the Air Force Culture and Language Center, we want to keep the main thing "the main thing."

Our vision statement describes what we're becoming, the acknowledged experts in intercultural competence. Our mission statement defines what we do, creating, executing, and institutionalizing LREC program. But our purpose statement tells us why we do what we do. At AFCLC, our purpose statement, keeps the main thing "the main thing."

Simply, AFCLC exists to create LREC learning opportunities that connect airmen with their universal human experience. We take this purpose to heart especially the latter words, "Connecting Airmen with their Universal Human Experience."

What does that actually mean? And how does it reflect what the AFCLC does?

Our newest mission brief pictures a land gap spanned by a bridge illustrating the separation between cultures. The bridge design starts on each side of the expanse and reflects the unique architecture of each people group. Then, the distinct but different bridges unite at the same point in the middle. The imagery represents human efforts to span that gap.

In our own life experiences, we want to connect with others in spite of our cultural differences. We do. We want this because we share a common human experience. We can connect through these common human experiences. A mother with a baby, the grief of a lost family member, the celebration of a marriage, or just the contentment of coming "home," all evoke the same human emotions whether in China, Argentina, Israel, Nepal or the United States. People all know that common experience.

So how does that relate to the mission of the AFCLC?

As Airmen relate interculturally, they also discover their human bridges. Airmen are mothers and fathers. They've grown up as big brothers to younger siblings. They've experienced sickness, feared failure, celebrated births and graduations. The bridges between US Airmen and people from other cultures already exist. The bridges are there! That's "the main thing." We only have to discover them as we focus on our universal human experience.

Our US Airmen want to connect to their partners from other nations and to discover this bridge. AFCLC helps Airmen identify the universal human points of connection that they share with others despite their regional or cultural affiliation. Think about some of the basic things that have meaning to you, things like love for your family, or a desire for a home.

When you read the words "family" and "home" just now, think about what came to mind. Perhaps you envisioned your own relatives, or your childhood home, or thought of where you live now.

Now picture what those same words might mean to someone with a different cultural background. The differences may surprise you—different regions around the world have very unique traditions when it comes to home design, symbolism, heritage, and materials. Where one culture might consider a picket fence, green grass, and large glass windows, another might prefer mud-brick walls to repel the sun's heat, a dirt yard to expose reptiles, and log fences to control the livestock. Regardless of the shape or form, "home" evokes the same human emotions and consequently builds an immediate human connection.

The same can be said for family. When you think of "family," you might think of your spouse and your children, or you might think of your parents and your siblings. Where one culture might associate the word "family" with "immediate family," other cultures might include their full extended family, all the aunts and uncles and nieces and nephews, and even relatives by marriage.

Yet, despite these different contexts, both cultures understand what family is. Both feel the same feelings. We both understand what home is. Establishing that commonality, and then building relationships based on those commonalities, is at the heart of everything we do here at the AFCLC, from our 3C courses, to our culture field guides, to our Language Enabled Airman Program.

We've done a lot of great things in support of that purpose in 2015. We've sent LEAP participants to over 55 different countries. We just sent 55,000 copies of our field guides to Japan, and other similar products to places around the world, backed by a brand-new mobile app.

I believe very strongly in what the AFCLC does, and in my final quarterly remarks before the dawn of 2016, I want to also say that I believe in the people here that are carrying out our mission. I appreciate and value the creativity, dedication, hard work, and professionalism that I see every day at our Center.

AFCLC is a team, and I know beyond any doubt that we'll continue to model our team as Center of Excellence as together we keep the main thing, "the main thing."

Respectfully,

Dr. David W. Ronan
Director, Air Force Culture and Language Center
People matter.

Emerging Partnership Between AFCLC, DIMO Promises Big Savings for USAF

Participants of the Air Force Culture and Language Center's (AFCLC) Language Enabled Airman Program (LEAP) work with members of the Defense Institute for Medical Operations (DIMO), in San Antonio, TX. For three weeks in September 2015, a group of seven LEAP participants translated medical training materials from English into French and Russian, for use in Africa and the Ukraine. (Courtesy photo)

by Brandon M. Bridges
Air Force Culture and Language Center

SAN ANTONIO, TX. – An emerging partnership between the Air Force Culture and Language Center's (AFCLC) Language Enabled Airman Program (LEAP) and the Defense Institute for Medical Operations (DIMO) has potential to transform the way Airmen learn languages while simultaneously supporting DoD medical training.

History

DIMO is a dual-service organization, jointly staffed by Air Force and Navy personnel, whose mission is to provide top-quality healthcare training and education to the global allies of the United States. To accomplish that mission, DIMO leverages subject matter experts from across the Department of Defense (DoD) to assist with curriculum development and delivery worldwide.

As an International Military Education and Training school, DIMO missions are driven mainly by Department of State policies. The Combatant Commands (CCMDs) also play a key role in setting priorities from which the CCMD Surgeon Generals derived their line of efforts.

Altogether, DIMO offers a total of 38 courses, three of which are resident and the remaining 35 of which are mobile, with topics ranging from disaster response, to lifesaving skills for first responders, to Chemical, Biological, Radiological, and Nuclear (CBRN) response management, and more. Mobile courses include training materials, equipment, and any other materiel needed to conduct a comprehensive instructional curriculum; DIMO maintains training materials in English only, sending them out in other languages only as requested by embassies in foreign nations.

When such requests are received, the course material must be translated into the local language.

"The training materials DIMO maintains are used to provide medical training to foreign partner militaries and civilian agencies," explained Mr. Christopher Chesser, Language Distance Learning Manager at the AFCLC.

Purpose & Scope

With multiple updates ongoing, ensuring courses are current and making sure that any updates are translated in a timely manner to meet the demands from the country team can sometimes be a challenge, said Col Rachelle Paul-Kagiri, DIMO Director.

"It is always difficult to translate materials into a different language," she said. "Translating medical training material which includes medical terminology and technical terms is even more challenging."

Fortunately, one DIMO instructor had the answer. Col Paul-Kagiri continues:

"The idea of bringing DIMO and LEAP

together actually came from a DIMO instructor who was a LEAP member. He approached one of DIMO mission specialists, who floated the idea to DIMO leadership. Communication between the two organizations ensued, and the first initiative suggested by DIMO as a proof-of-concept was the translation of course materials."

"Initially, when DIMO came to us for help, they had two of their largest courses that they needed translated," explained Mr. Chesser. "We were able to get them support immediately, thanks to volunteers from LEAP who took on the work in their spare time."

The initial proof-of-concept also included a second component: one of the members who helped translate the material would accompany the team going to teach the course in Congo. Combined, the two initiatives were so successful that it was felt that a Memorandum of Understanding between DIMO and AFCLC would benefit both parties as they continue to work together.

The result was a Language Intensive Training Event (LITE), involving a total of seven LEAP participants, four with specialties in French and three in Russian. The intent of the event was to provide LEAP participants a setting to expand their reading and writing skills and communicate using the target language in a collaborative setting.

A Better Solution

As with the surge support previously, the LEAP participants distinguished themselves well, accomplishing big things and impressing DIMO leadership in the bargain.

"They arrived here on a Tuesday," recalled Capt Faiz Taqi, who worked closely with the visiting LEAP members during their stay. "They were just getting situated when a four-day weekend came. So the first week, they weren't able to be as productive as they might've been."

"All of these courses are PowerPoints," added Capt Natalia Frolova, a Cyberspace Operations officer stationed at Maxwell AFB, AL. "One is a five-day course, and each day has maybe six or seven presentations, maybe 40 slides each. So it's a lot to translate."

Although one of three participants on the team who is fluent in Russian, Capt Frolova was the sole native speaker, which she said allowed her to spot things that the others missed.

"We'd translate one thing, and then do a quality check on each other," she said. "We helped each other with the nuances."

Ultimately, said Capt Taqi, the group had only two weeks to accomplish what they'd expected to do in three—and even with the compressed time scale, there were none of the stress factors that had been encountered before.

"My experience with the people from LEAP is that they're top-notch and the best of the best," he said. "Their drive and willingness to get in there and do what are sometimes difficult tasks is amazing to me. This group exemplified everything that's good about LEAP."

"When we sent the material to the embassies, we were told that it's the best they've seen," added Col Paul-Kagiri. "The work LEAP did was outstanding."

Benefits for All

The occasion proved to have benefits for all involved.

Of the six courses given to the French speakers, three were completely translated and quality-checked, along with components of a fourth. The Russian speakers, meanwhile, worked on two of DIMO's largest medical courses. The translated products will be used in the coming months in remote areas of Africa and the Ukraine.

The LEAP participants benefitted as well. Over the course of the LITE, they translated thousands of pages' worth of medical training information, affording them unique insights into their own training languages and expanding their vocabulary with military, medical, and technical terms.

"Professionally, none of us had heard of DIMO before," said Capt Frolova. "So it broadened our experience, meeting new people and learning about their mission."

Capt Frolova also described the LITE as a valuable opportunity—even as a native speaker—to develop her Russian language skills.

"When you do translations, like medical things," she said, "it's very specific terms. First you learn new words in English, and then you learn new words in your own language. Then you learn how to translate. I can read in English and understand it, and I can say it in Russian, but when you have it in writing it's a different thing."

Of utilizing those skills to translate the course material, she called the experience highly beneficial to her and the other LEAP participants. "Nothing can compare to actually doing the work," she said. "Plus you have satisfaction afterwards because you actually did something that's useable."

The greatest benefit, though, may be to the Air Force itself.

"Previously, DIMO had been paying literally by the word for translation work," explained Mr. Chesser. "The LEAP participants did it virtually for free—minus per diem, salaries for three weeks, and basic necessities. I don't have figures yet for estimated cost savings, but I'm sure those savings are going to be significant."

Chesser also hailed the joint work as a major step forward for LEAP. "This was the first effort of its kind, and a potentially groundbreaking effort," he said. "We're very pleased to have facilitated this language training while simultaneously providing a timely, cost-effective solution to a concrete Air Force need."

Most importantly, the cost savings realized from utilizing LEAP will continue to accumulate over time, as participants continue to play a role in supporting DIMO in its global training efforts.

"This burgeoning partnership gives every indication that it will be a highly successful and significantly beneficial endeavor to both DIMO and AFCLC," commented Col Paul-Kagiri. "Both stakeholders are working toward codifying the partnership through an MOU."

For more information on DIMO, including a complete course list, please visit their public Web site: http://www.dimo.af.mil/

Commentary

Greetings to my new AFCLC colleagues!

I'd like to first say a sincere thank you to everyone I've met for welcoming me into the AFCLC family. Transitioning into a new position and a new organization is always a much smoother, more enjoyable experience when your new colleagues offer the kind of support that you've all given me.

I want to introduce myself to those of you that I haven't met, and tell you a little about my background. I hold a BA in Speech Communication from The University of Southern Mississippi, graduating in 1991. From there I moved to The University of Florida, where in 1993 I earned my Master's degree in Communication Processes and Disorders. I studied abroad in Wales as an undergraduate student (yes – it changed my life!) and following the completion of my master's thesis served as a Rotary Foundation Goodwill Ambassador scholar in Canberra, Australia.

In 1994 I returned to The University of Southern Mississippi to begin my professional experience in international/intercultural education. I held a variety of positions throughout my tenure there, and in 2007 earned my doctorate in Communication Studies, focused on intercultural communication. My professional interests always fit very nicely with my teaching and research interests — I consistently found that my practical work experiences "fed" my scholarly work, and vice-versa.

My new colleagues will also be pleasantly surprised to discover a seasoned instructor joining their ranks, and that's experience I'm eager to put to good use. Just a few highlights include time spent as Director of International Programs; as Director, Center for International and Continuing Education; and Adjunct Instructor, Department of Communication Studies, all at the University of Southern Mississippi.

Immediately before joining the AFCLC, I served for nearly three years as Director and Assistant Provost for International Engagement at the University of Alabama at Huntsville and, although I held an administrative role there, I had the opportunity to do some teaching, as well.

Along the way, I've also picked up invaluable practical experience. The accomplishment of which I'm perhaps most proud came about during my time at The University of Alabama in Huntsville, where I was a staunch advocate for promoting cross-cultural competence among students and faculty. Working with the University leadership and a team of dedicated faculty and staff, I launched the new Office of International Engagement to serve as a focal point on campus for internationalization efforts. I've also served as a strategic planner, developed curricula, and created and led study-abroad and exchange programs. I've worked with international students, scholars, faculty and visiting researchers; and in my overseas travels as well as here in the U.S., I've delivered multiple presentations and workshops on topics related to cross-cultural competence.

Almost everything I've done deals with communication and with cross-cultural affairs in some capacity. In just the short time I've been here at the AFCLC, I've already had a multitude of opportunities to put those skillsets to use, and once I get more settled, I'm eager for more.

So what do I do here at the AFCLC? I've assumed the role of Assistant Professor of Cross-Cultural Communication. I'll design and develop curricula, teach, conduct research, help prepare training materials, perform academic advising, and – I hope – be actively involved in outcomes assessment activities, something I've always enjoyed doing.

As I continue to acclimate to the AFCLC and its mission, I'm looking forward to working with each of you to help us better serve The Air University and the Air Force as a whole. Please don't ever hesitate to let me know if there's anything I can do to help you!

Very Respectfully,

Dr. Susan L. Steen
Assistant Professor of Cross-Cultural Communication, AFCLC

In the Spotlight

AFCLC Announces New Faculty Hire

Dr. Susan L. Steen, incoming Assistant Professor of Cross-Cultural Communication, reviews briefing material at the conclusion of her first week at the AFCLC. Dr. Steen joined the AFCLC's Culture Division in September 2015, becoming the fourth member of the Center's teaching faculty. (AFCLC photo by Brandon M. Bridges)

by Brandon M. Bridges
Air Force Culture and Language Center

MAXWELL AIR FORCE BASE, Ala. – In September 2015, the Air Force Culture and Language Center (AFCLC) announced the hiring of a new member of its teaching faculty. Joining the Culture Division was Dr. Susan Lillian Steen, who would serve as the AFCLC's new Assistant Professor of Cross-Cultural Communication.

Dr. Steen was selected by a hiring committee made up of representatives from the Squadron Officer School (SOS), the Air Command and Staff College (ACSC), and the AFCLC.

Serving as chair of the committee was Dr. Patricia Fogarty, Assistant Professor of Cross-Cultural Relations at the AFCLC.

"We advertised a position that would be heavy on teaching and researching, as well as providing mentorship to Airmen to help develop their cross-cultural competence," she explained. "We made sure we had committee members in place who could evaluate those skills, including several in uniform."

Along with teaching duties, the new faculty member would also have responsibility for leading seminars, developing online programs, conducting faculty development, advising student research, and assessing student learning, all at a graduate level.

All of which, according to her resume, were skills and experiences Dr. Steen had in abundance.

"She made the short list," Dr. Fogarty recalled following Dr. Steen's hire. "Along with a very impressive background, her Ph.D. is in the field of Intercultural Communication, which made her stand out among the other applicants. Backing that degree was a broad range of experiences that fit exactly what we needed."

What made the most difference, according to Dr. Fogarty, was Dr. Steen's personal ability to communicate "clearly and effectively to an audience such as those we have at AU."

Dr. Steen's new duties include responsibility for the online Cross-Cultural Communication class for enlisted Airmen, offered through CCAF. She will also teach core and elective classes at both the Air War College and the ACSC. Most critically, she will serve as the AFCLC's expert on cross-cultural communication concepts and curricula for the entire Air Force.

"If you didn't know, Dr. Steen's resume is 11 pages long," said Lt Col Todd Butler, chief of the AFCLC Culture Division. "She brings an amazing repository of experience to the table, and we're all excited to have her with us."

"I'm always happy to see us growing our faculty," said Dr. David Ronan, Director of the AFCLC. "I'm delighted that we were able to find someone who can meet our needs so perfectly. I'm sure I speak for all of us in welcoming Dr. Steen to the AFCLC, and expressing how much we're looking forward to working with her.

"We've gained a professional and capable faculty member," added Dr. Fogarty.

AFCLC Professors Use Technology for Innovative Classroom Engagement

Dr. Susan Steen, Assistant Professor of Cross-Cultural Communication at the Air Force Culture and Language Center (AFCLC), speaks with Col John Paul (ret.), JROTC Director at Homewood High School in Birmingham, AL, from the AFCLC's facilities at Maxwell AFB via Google Hangouts. (AFCLC photo by Brandon M. Bridges)

by Brandon M. Bridges
Air Force Culture and Language Center

MAXWELL AIR FORCE BASE, Ala. – The Air Force Culture and Language Center (AFCLC) has long striven to build relationships with other educational institutions, both inside and outside the Air Force. In September 2015, those efforts took a new form and dimension, as two AFCLC professors used technology to interact with an audience that might otherwise have been difficult to reach.

History

In 2015, AFCLC has made a priority of reaching out to and partnering with local schools and universities to help promote cross-cultural competence as a desired skill. During the summer months, for instance, staff and faculty engaged several times with Auburn University, a partnership which continues to evolve.

Another opportunity arose more recently, this time to partner with a local high school, which afforded AFCLC a unique chance to demonstrate its versatility and technological capability.

That opportunity came about when retired Air Force Col John Paul, who now serves as Senior Aerospace Science Instructor and JROTC Director at Homewood High School, contacted the AFCLC for support.

"I'm a huge fan of bringing into the classroom outside experience," said Col Paul. "I was an in-residence instructor at the Air War College from 2008 to 2011, and am very familiar with the AFCLC and what it has to offer."

"Col Paul was interested in connecting the students more with real-world issues facing them as citizens, and as potential future Airmen," explained Dr. Fogarty, who serves as Assistant Professor of Cross-Cultural Relations at the AFCLC. "

Because the class to be given on 28 September was to focus on European culture, it seemed a natural fit for Dr. Fogarty, who has past experience living and working in Europe. Due to other commitments, however, her available time to prepare for the lecture was limited—which created an opportunity for another staff member.

"We'd just hired a new Assistant Professor of Cross-Cultural Communication, Dr. Susan Steen," said Dr. Fogarty. "This was only her second week, but when this came up, she didn't hesitate to volunteer. She lived in Europe for a while too, so it was a great opportunity to get her involved."

Purpose & Scope

Early on the morning of the 28th, a group of students gathered in a classroom at Homewood High School in Birmingham,

AL, and prepared to hear from two guest speakers from the AFCLC. Meanwhile, approximately 100 miles and two hours away, Dr. Fogarty and Dr. Steen prepared for their lecture.

Shortly before 0800 that morning, the two parties connected—but not in person. Rather, the forum for this particular guest appearance would be Google Hangouts. Since 2013, Hangouts has served as Google's principal communication platform, including features for instant messaging, video chat, Short Messaging Service (SMS), and Voice-Over-IP (VOIP).

"I was the Director of the Joint Continuing and Distance Education School at Joint Forces Staff College from 2011 to 2014, where we used online technology in our award-winning Advanced Joint Professional Military Education (AJPME) and Senior Enlisted Joint Professional Military Education (SEJPME) programs to bring students and experts together from across the globe," recalled Col Paul. "I believe technology affords a great avenue to improve the learning environment for all students, and Drs. Steen and Fogarty certainly helped improve our Cultural Studies JROTC curriculum."

"It makes perfect sense in that environment," said Dr. Fogarty. "The class we spoke to was made up of sophomores and juniors, 15 and 16-year-olds. This is the kind of thing they probably use regularly in their personal lives."

"Think about the advertisements you see for things like cellular phones or tablets," added Dr. Steen. "Even the most basic devices today are coming equipped with video cameras and support for high-speed wireless connections. Contemporary 'digital natives' grew up with things like Skype and FaceTime. What used to be a rare and complicated practice of video teleconferencing, is now just a standard capability on our childrens' smartphones."

Prior to the event, Dr. Fogarty and Dr. Steen prepared a PowerPoint slide deck, which Dr. Steen provided to Col Paul via e-mail. The primary method of presentation, however, would be to use the Google Hangouts interface itself to mirror the slides to the remote screen in Birmingham.

Dr. Patricia Fogarty (left) and Dr. Susan Steen (right) prepare to give a presentation to a class of JROTC students at Homewood High School in Birmingham, AL, via Google Hangouts. (AFCLC photo by Brandon M. Bridges)

"We covered various aspects of Europe and the European Union (EU)," said Dr. Steen. "A little history, some geography, cultural diversity, population density, and effects on nonverbal patterns of communication—things like use of space, ways of establishing territory, differing views of privacy, eye contact, and so on. We're leading into a discussion next week of the hot button issues, things you've probably read about in the news: immigration, especially the current issues facing the EU as it struggles to cope with an influx of refugees from Syria."

Afterwards, both Dr. Fogarty and Dr. Steen expressed optimism about the experience, particularly about the level of student interest in the lesson.

"We actually talked to two student groups," said Dr. Steen. "The first time, we didn't even get through all of the material we had planned to share. Not because the class wasn't long enough, but because the students were engaged and interested."

While Dr. Fogarty did acknowledge the challenges that would be involved in doing this with every JROTC group, she expressed hope afterward that this would not be the only time AFCLC conducted a guest appearance in this manner.

"Col Paul says that he's planning to have days where they do African, Asian, Latin American, and Middle Eastern cultures," she said, "and he may invite AFCLC back to talk about those, too."

Significance

Lending their expertise to the class at Homewood High afforded Dr. Steen and Dr. Fogarty a valuable opportunity to partner with a non-Air Force school. Closer to home, the experience carried even more significance, representing as it did multiple tenets of The Air University's transformation directives.

"Lieutenant General Kwast wants to put Air University at the forefront of doing things exactly like this," explained Lt Col Todd Butler, Chief of the AFCLC Culture Division. "Think about what just this one thing represents. We're using technology to partner with a non-AU school that's over 100 miles away, a unique form of outreach that's making our expertise available where it's needed, when it's needed."

The entire effort was made possible, added Dr. Fogarty, by the new wireless commercial Internet access being provided by The Air University.

"Up until just a few months ago," she explained, "we couldn't have done anything like this. Now, thanks to the commercial Internet access AU has given us, we have a lot more possibilities open to us."

At a glance

CLTR201: Introduction to Culture (ITC)

Online • Self-paced • SACS Accredited • CCAF Approved

ITC is a lower-level college course for enlisted Airmen, that presents students with basic concepts and skills to build cross-cultural competence. The course explores the many aspects of human life influenced by culture, including family relationships, religion and belief systems, sports, health practices, history and myth, and more.

Interested in ITC? To learn more, call (334) 953-9292 or e-mail afclc.enroll@us.af.mil

Since its inception in 2009, ITC has received 21,313 applications. Don't miss your chance—save these dates!

Next enrollment window:
1-14 Mar 2016

Next course date:
24 Mar - 29 Jun 2016

The AFCLC offers two distance learning courses, "Introduction to Culture" (ITC), and "Introduction to Cross-Cultural Communication" (CCC). Each course is offered twice per year, and worth three semester hours of either social science or program elective credit through the Community College of the Air Force (CCAF).

*All statistics on this page current as of 7 Oct 2015

At a glance

CLTR202: Introduction to Cross-Cultural Communication (CCC)

Online • Self-paced • SACS Accredited • CCAF Approved

CCC is the second course offered by the AFCLC. Like ITC, it helps develop cross-cultural competence among Airmen, by helping Airmen better understand the process of communicating across cultural boundaries. The course includes learning units devoted to nonverbal communication, paralanguage, cross-cultural conflict styles, active listening, interaction skills, and more.

Interested in CCC? To learn more, call (334) 953-9292 or e-mail afclc.enroll@us.af.mil

Since its inception in 2011, CCC has received 7,930 applications. Don't miss your chance—save these dates!

Next enrollment window:
5-18 Apr 2016

Next course date:
28 Apr - 3 Aug 2016

The AFCLC offers two distance learning courses, "Introduction to Culture" (ITC), and "Introduction to Cross-Cultural Communication" (CCC). Each course is offered twice per year, and worth three semester hours of either social science or program elective credit through the Community College of the Air Force (CCAF).

*All statistics on this page current as of 3 Nov 2015

AWC, continued from p.1

Joint Concepts.

Every four to five years, the J7 conducts a review of PME objectives at all levels, providing updates as needed, in order to ensure that all instruction being offered by the military is current. In addition, the office conducts more frequent annual reviews of its Special Areas of Emphasis (SAEs), which serve to highlight topics not in the PME program that the joint staff feels should receive some focus. The forum for those reviews is the Joint Faculty Education Conference, held at National Defense University.

The Road to an SAE

Each year, Air University (AU) is represented at the conference by Dr. Herbert Frandsen, Course Director of the Warfighting Course at the AWC. He is typically accompanied by the AWC Joint Chiefs of Staff Chair, to hear current guidance and cast votes for SAEs.

Out of the voting process, the J7 comes up with a recommended list of SAEs, six or fewer, for the Military Education Coordination Committee (MECC) working group. MECC typically involves the commandants of various colleges, including the AWC and the Air Command and Staff College (ACSC), and is regarded as the senior steering committee. During the MECC, decisions are made on SAEs as well as other aspects of JPME.

"The first day of the conference, we had a lot of presentations," recalled Dr. Frandsen. "Quite a few different entities in the Joint Planning and Execution Committee were proposing subjects as SAEs. That's how it works—you have presentations from the joint PME (JPME), then the SMEs make their proposals, and then the SAEs are approved by the Chairmen of the Joint Staff."

When all is said and done, Dr. Frandsen added, the SAEs drive the program at the AWC.

A Top-Level Interest

Among the SAE proposals vying for support was one focusing on anti-corruption. The proposal was made jointly by Lt Col Brian Anderson, from the J7 Office of Lessons Learned, and Dr. James Embrey, Professor for Stability Operations at the US Army Peacekeeping and Stability Operations Institute (PKSOI).

Dr. Herbert Frandsen, Course Director of the Warfighting Course at the AWC, and a member of the AWC electives committee, reviews briefing material from the 2015 Joint Education Faculty Conference. Dr. Frandsen played a key role in facilitating Dr. Fogarty's new anti-corruption elective. (AFCLC photo by Brandon M. Bridges)

Upon hearing the anti-corruption proposal, Dr. Frandsen's interest became more acute. He explains:

"I've known Dr. [Patricia] Fogarty for a long time, and I knew she was looking for an opportunity to teach at the AWC," he said. "I also knew about her prior interest in corruption. With the AU transformation that's underway, and being aware of the kind of work she does and that AFCLC does, I mentioned this to the AWC's new Dean of Research, Dr. Margaret Stankey."

A flurry of e-mail traffic followed, and in the days and weeks that followed, Dr. Fogarty worked quickly to turn around a syllabus that Dr. Stankey approved.

"Out of all this, we really wanted to do two things," said Dr. Frandsen. "One was to provide positive reinforcement to the Joint Staff J7, and to Dr. Embrey who gave this presentation, that AU is following up on their proposal, which was really quite passionate compared to many of the others I saw. And secondly, to make sure that Dr. Fogarty was able to exploit the expertise of the J7 Office of Lessons Learned, as well as that of Dr. Embrey, in putting together this anti-corruption course."

Contending with Corruption

Dr. Fogarty's course is called "Contending with Corruption: Perspectives on Corruption and Anti-Corruption Initiatives." The fall 2015 iteration marks the first time this course has been taught at AU in any form.

In developing the coursework, Dr. Fogarty worked with Lt Col Anderson, as he had previously taught a similar course at PKSOI.

"He had used mostly international development and State Dept sources for his class, so we have a similar approach," she said. "There isn't a lot out there on how the military has dealt with or needs to deal with corruption, so it's to our students' benefit if we use common sources."

Looking ahead to the practicalities of actually teaching the course, Dr. Fogarty expressed optimism at the outcome. "This class has a total of 15 students, eight of whom are international officers," she said. "It seems that they'd like to learn more about the issue of corruption, and how to combat it in their countries."

In Fall 2015, after successfully engaging with prospective students and peer faculty at a dedicated open house, teaching faculty from the AFCLC began conducting electives at the AWC. One elective, being taught by Dr. Patricia Fogarty, Assistant Professor of Cross-Cultural Relations at the AFCLC, is called "Contending with Corruption: Perspectives on Corruption and Anti-Corruption Initiatives." The course traces its origins to a summit held at National Defense University by the Joint Chiefs of Staff J7, which identified counter-corruption as a major topic of interest. Dr. Fogarty was able to work with AWC to prepare a syllabus for implementation within only a few months.

AFCLC Receives Request for Unprecedented Number of Culture Field Guides

Ms. Mary Newbern, Expeditionary Programs chief at the Air Force Culture and Language Center (AFCLC), reviews a hard copy proof for the culture field guide for India. Upon its publication, the culture guide for India became the AFCLC's 32nd guide book. (AFCLC photo by Brandon M. Bridges)

by Brandon M. Bridges
Air Force Culture and Language Center

MAXWELL AIR FORCE BASE, Ala. – In fall 2014, the Air Force Culture and Language Center (AFCLC) sent approximately 7,500 copies of its South Korea culture guide overseas in response to interest from Air Force units on the ground. This year, the Center seems poised to do even more—by a sizeable margin.

"I almost couldn't believe it when the request came in," said Ms. Mary Newbern, Expeditionary Programs chief at the AFCLC. "We were asked to provide a total of 20,000 copies of the Japan field guide."

The request came from 5th Air Force Command Chief James Laurent, Yokota AB, and was double the 10,000 copies whose availability had been advertised.

When AFCLC responded favorably to the request, Chief Laurent advised that the 10,000 would support US Air forces in Japan. "The Chief noted that, ideally, he'd like to issue the guides to members assigned to all service components throughout US Forces Japan, to the tune of 50,000," said Ms. Newbern. Even then, it still wouldn't be enough; in the end, AFCLC will be delivering close to 72,000 copies to the command.

The formal request came in August, after the AFCLC received its first shipment of the recently-completed *Pacific Culture Guide: Japan*. When AFCLC Outreach announced their availability via the Air Force portal, Air Force units around the world quickly began expressing interest. The request for 20,000—later 50,000, and then 72,000—was just one among many.

"It's the single largest amount we've ever been asked to provide," recalled Ms. Newbern. "It's a level of interest that's unprecedented."

Preparations began immediately upon receipt of the order, with the first of many expected shipments sent out in early October.

The AFCLC has long provided its culture field guides in hard copy form to those that request it; the collection also had been available for several years in PDF format. The request for 72,000, however, was just one of several important milestones realized for the field guides in 2015.

Earlier in the year, the AFCLC made history with the publication of Air University's first commercial mobile app. The app allows the guides to be downloaded either from the Apple Play Store for iOS devices, or Google Play for Android.

Not long afterward, AFCLC reached a critical milestone with the publication of its 30th culture guide, on Malaysia. Most recently, the 33rd culture guide—Colombia—became available via the AFCLC public and secure websites. Publishing Colombia demonstrates AFCLC's initiative to develop guides for the top priority countries across all the major commands.

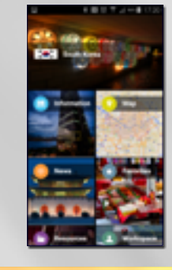
Getting Started with the AFCLC's Culture Guide App*

Download the app.
On an Apple or Android device, visit your app marketplace and search "culture guides." In the search results, look for the Air Force wings.

Select desired guides.
Using the interactive map, locate and tap the country whose guide you want. Countries with available guides are marked with location icons.

Download content.
Tap the cloud icon next to the country name to download that country's field guide. (Download speeds will vary by network and by device.)

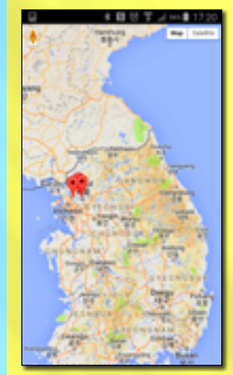
Open guide.
To open a downloaded guide, tap the country name under "Downloaded Countries." Tap a tile to access related content.



1. Information

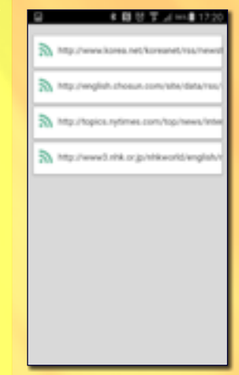
The complete culture field guide for the selected country, featuring content identical to the print versions available from the AFCLC. Tap a cultural domain to expand.

2. Map



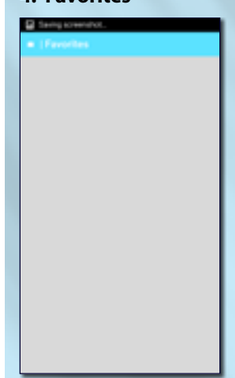
Complete maps of the selected country, provided by Google Maps (Android) or Apple Maps (iOS). Maps can be magnified using swipe gestures.

3. News



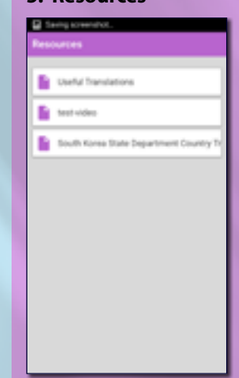
Provides current events, streaming radio stations, and another relevant content via dedicated RSS feeds.

4. Favorites



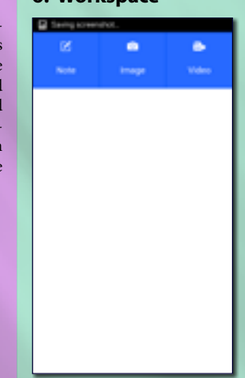
Allows for fast access to portions of the field guide selected by the user. Tap the star icons in each field guide section to add it to Favorites.

5. Resources



Provides supplemental documents and media. These assets are governed by a dedicated Content Management System (CMS) and will be updated regularly.

6. Workspace



Provides a convenient location for photos, videos, and notes related to the country.

*The visuals presented on this page depict the Android version only, and were generated from an early version of the app. Actual experience may vary depending upon your device and operating system.

AFCLC Leverages Self-Made Tools for Ninth LEAP Selection Board

by Brandon M. Bridges
Air Force Culture and Language Center

Members of the 2015 Selection Board for the Language Enabled Airman Program (LEAP) review application packages on the first day of scoring. The scoring process lasted for two days, and involved a review of over 4,000 documents by board members. (AFCLC photo by Brandon M. Bridges)

MAXWELL AIR FORCE BASE, Ala. – In 2015, the Air Force Culture and Language Center conducted its ninth selection board for the Language Enabled Airman Program (LEAP). While the process was familiar, this year, it was backed by a critical innovation: for the first time, the selection process was carried out entirely on software that the AFCLC designed expressly for the purpose.

"This was my first selection board," said Lt Col Eric Graham, Chief of the AFCLC Language Division. "Everything ran smoothly; I'm amazed that our small staff can pull off such a world-class event. We were able to leverage technology and fully automate the board scoring process. Job well done!"

Along with serving as a repository for the more than 4,000 documents submitted by applicants, the software also reflected important advancements in workflow. Unlike previous boards, the new software helped streamline the application process, to require less manual intervention and rely more on existing data sources. Now, basic information like rank, time in service, Air Force Specialty Code (AFSC), and Defense Language Proficiency Test (DLPT) scores could now all be retrieved manually.

Thanks to a new function for online endorsements, commanders were also able to provide their inputs immediately, rather than having to wait as they had in years past.

The software supported the work of a diverse group of eighteen specialized and experienced DoD professionals, who met for two days to decide on the next group of Airmen to join LEAP. Hailing from across the United States and from both inside and outside the Air Force, the group convened on the morning of Wednesday, 16 September, and commenced the 2015 LEAP Selection Board.

Up for consideration were a total of 551 application packages, including 279 officers and 272 enlisted Airmen, with proficiencies in 53 languages on the Strategic Language List (SLL). The objective: to identify a total of 404 "willing and able" volunteers for LEAP participation.

To achieve that objective, the eighteen board members divided themselves into six groups of three. As each panel scored applications, the software analyzed those scores, and in the event of a discrepancy beyond a certain tolerance, flagged those scores for manual review.

"Compliments to the staff for the way they set everything up," said Brig Gen (Ret.) Gunther Mueller, who acted as senior mentor for the 2015 board. "We know a lot of work goes into it."

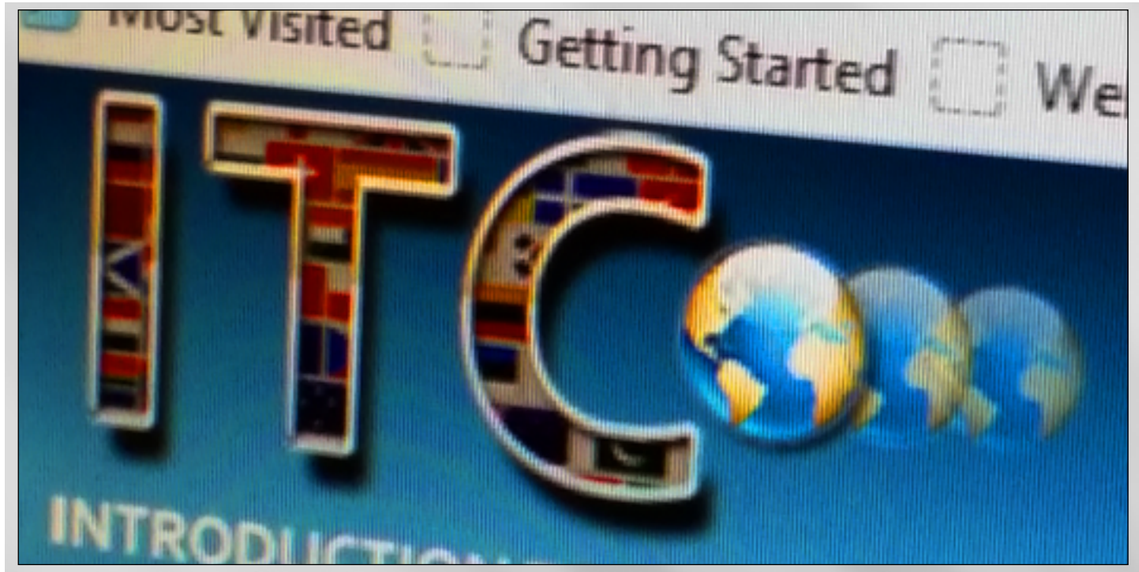
The 2015 board also expanded to fully integrate AFCLC teaching faculty in a support role. Dr. Patricia Fogarty, Assistant Professor of Cross-Cultural Relations at the AFCLC, was on hand for most of the first day to provide support as needed.

"I was asked to help inform the board members on what cross-cultural competence (3C) is and how it looks in application packages, to help them understand how to evaluate it," she explained. "The board seemed to work well together. They seemed to get the concept of 3C pretty readily."

While the selection board included some returning members, the majority of the participants were doing so for the first time. Along with Brig Gen (Ret.) Mueller, the board members returning from the previous board in September 2014 were Ms. Theresa Sanchez, Air Force Deputy Senior Language Authority (SLA), and Ms. Cara Aghajanian, Director of the Air Force Language, Regional Expertise, and Culture (LREC) Office.

Other board members included representatives from AETC, SOUTHCOM, USAFE, Secretary of the Air Force for Manpower and Reserve Affairs (SAF/MRR), Secretary of the Air Force International Affairs Specialist Branch (SAF/IAPA), Air Force Office of Special Investigation (AFOSI), Defense Language Institute Foreign Language Center (DLIFLC), Air Force Special Operations School (USAFSOS), International Health Specialists (IHS) and the Defense Institute for Medical Operations (DIMO), the Mobility Support Advisory Squadrons (MSAS), and representatives from the Intelligence Officer and the Cyberspace Support career fields.

AFCLC Online Culture Course Attracts Record Interest in Fall 2015



The logo for "Introduction to Culture" (ITC), as seen on that course's first page. ITC is one of two courses offered by the AFCLC via The Air University's Blackboard learning system. (AFCLC photo by Brandon M. Bridges)

by Brandon M. Bridges & Mr. Olin H. Goodhue
Air Force Culture and Language Center

MAXWELL AIR FORCE BASE, Ala. – The two online courses offered by the Air Force Culture and Language Center (AFCLC)—Introduction to Culture (ITC) and Introduction to Cross-Cultural Communication (CCC)—have long attracted high levels of interest. In Fall 2015, however, ITC experienced a new high water mark.

When the application window closed on 28 September, the AFCLC had received 3,447 applications for the course, nearly double the 1,784 received for the 2014 Fall Semester, and over 500 more than the previous record, set in spring 2013.

The first day alone, 974 applications were received. The following day, traffic dropped to 530; still, the figure of 974 represents a higher-than-normal level of interest for the course.

"The level of interest was so high this time that we actually had a hard time keeping up," said Mr. Olin Goodhue, Chief of the Education Support Division, which oversees the two online courses.

Twice each year, Mr. Goodhue's division delivers an iteration of ITC and CCC, once in the spring and again in the fall. The Fall Semester of ITC, 16AF, is the second offering of that course in 2015. The application period took place during 15-28 September, with the course itself began on 8 October.

Like CCC, ITC is delivered through the Air University's learning management system (currently Blackboard Learn.) The course is structured to allow students to set their own pace. They must work within fixed course start and end dates and must accomplish certain pre-course activities, easily accomplished in less than an hour, within the first week. Otherwise, students have the flexibility to the engage the course material at a stride which suits their learning style best.

For 16AF, students must complete all graded events by 13 January 2016.

"ITC includes graded events spaced over twelve lessons, a mid-term and a final exam," said Mr. Goodhue. "If you've used any popular learning management system before, the experience should be a familiar one."

ITC and CCC each deliver content designed to help enlisted Airmen develop cross-cultural competence, or 3C. Each focuses on different areas of 3C, and are accepted by the Community College of the Air Force to fulfill either three resident hours of social science or program elective credit requirements. ITC will open its next enrollment window on 1 March 2016, with the course scheduled to begin on the 24th.

"The one tip we give out routinely is if you're interested in taking one of these courses, set up your AU Portal account before the enrollment window, then apply and register as early as possible to improve your odds of getting a 'seat' before we reach capacity," said Mr. Goodhue.

Announcement

LEAP

LANGUAGE ENABLED AIRMAN PROGRAM

Are you in LEAP? These important changes could affect you!

1. Publication of AFI 36-4002

An AFI pertaining to Foreign Language Proficiency Bonus (FLPB) was released on 16 Jun 2015, and is the first of its kind to deal only with language pay. Look for AFI 36-4002, Air Force Foreign Language Proficiency Bonus Program. The new instruction provides information on obtaining FLPB, and applies to all LEAP participants.

2. USAF Strategic Language List (SLL)

The most recent Air Force Strategic Language List (SLL) is dated 1 July 2015. This document is FOUO, and is not available on the AFCLC public Web site, or on any public venue. Airmen interested in obtaining a copy should contact the Test Control Officer (TCO) at their installation.

Questions? E-mail: afclc.language@us.af.mil

Going abroad? Don't leave home without a guide!

AFCLC maintains a collection of culture field guides spanning a total of 33 countries, with more on the way! Each guide is a pocket-sized cultural sourcebook designed to help familiarize you with the culture, history, and geography of a specific country, with content broken down along the USAF's 12 cultural domains.

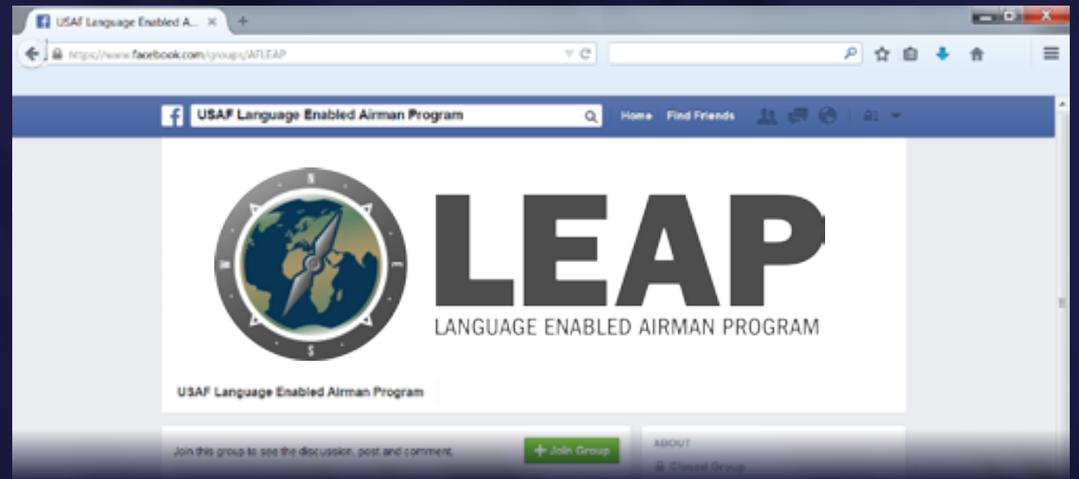
So before you travel, visit:

http://culture.af.mil/

and see if we have a guide for you!

**All of our culture guides are now also available via the AFCLC's new Culture Guides mobile app; search the iOS store or on Google Play and look for the Air Force wings for your copy!*

Are you in LEAP? Are you on Facebook?



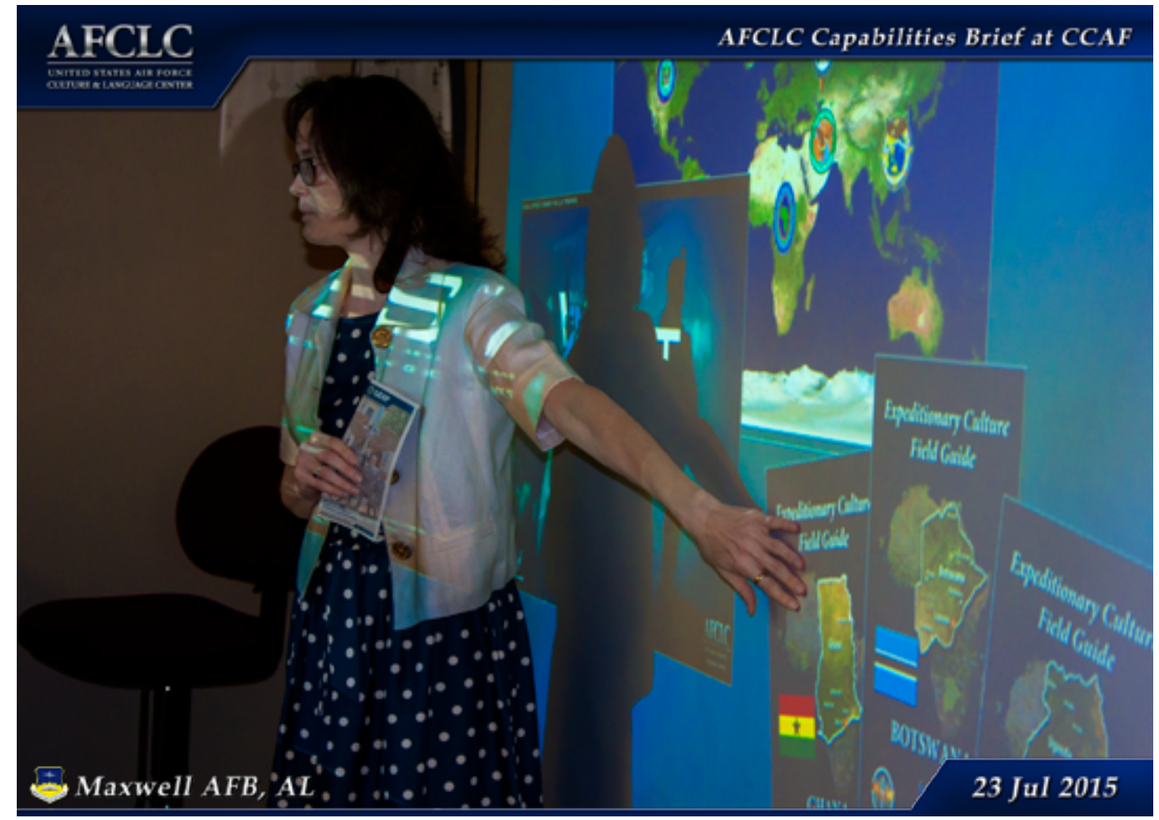
Be sure to join* our Facebook group! Learn about all things LEAP, share your experiences, connect with your fellow group members, ask questions and get answers.

http://www.facebook.com/groups/AFLEAP/

**Closed group; memberships are subject to verification by LEAP staff.*

On Wednesday, 12 August 2015, Dr. Patricia Fogarty, Assistant Professor for Cross-Cultural Relations at the AFCLC, visited the Ira C. Eaker Center for Professional Development, and spoke to a sizeable group of enlisted Airmen about the

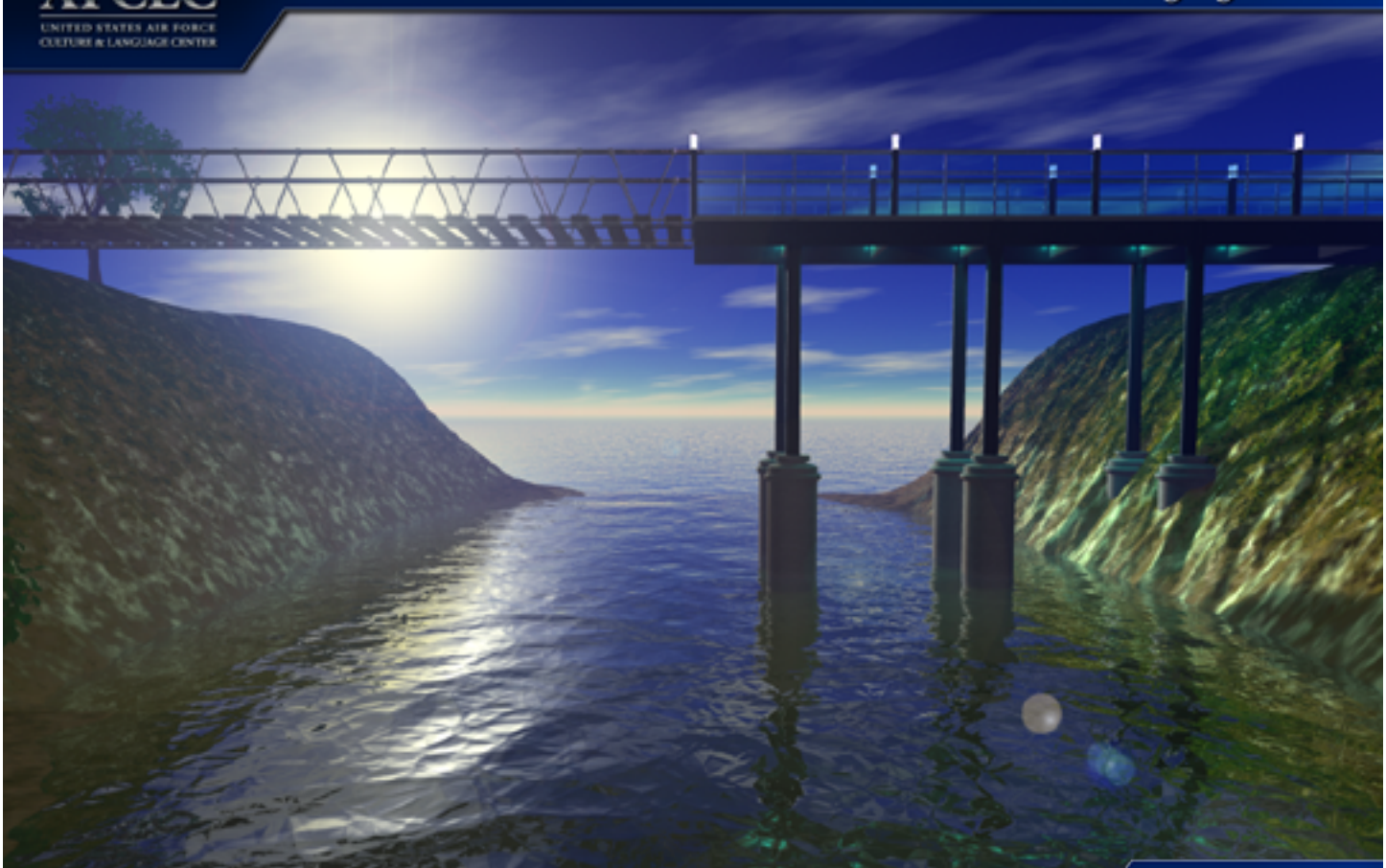
meaning and importance of culture in the Air Force. The lecture was the latest in a series of joint sessions between the AFCLC and the Eaker Center, and reflects the ongoing partnership between the Centers to integrate Cross-Cultural Competence (3C) into Professional Military Education (PME) curricula.



As part of its ongoing commitment to form lasting, meaningful relationships, staff and faculty from the AFCLC routinely partner with peer institutions at Maxwell AFB to promote Cross-

Cultural Competence (3C).

In support of those efforts, on 23 July 2015, Dr. Patricia Fogarty, Assistant Professor of Cross-Cultural Relations at the AFCLC, gave a briefing on the AFCLC's mission and capabilities to a group of Base Test Officers in training at Gunter Annex, Ala.



"Connecting Airmen with their Universal Human Experience"

How can AFCLC add value to your mission?