The overall classification of this briefing is UNCLASSIFIED.
For additional information about the JBLM LCC or this briefing please contact Yvonne Pawelek at yvonne.m.pawelek.civ@mail.mil or (253) 966-3812
AGENDA

• **JBLM Language & Culture Center Overview**
  - **Main Features and Processes**
  - **History of JBLM LREC**

• **7th Infantry Division’s Pivot to Pacific Command**

• **Integrating Culture**

• **JBLM LCC Best Practices**

• **Way Ahead**
“...in the 21st century, military strength will be measured not by the weapons our troops carry, but by the languages they speak and cultures they understand.” (President Obama 2009)

“....We need a building block capability to respond to a broad range of missions.....Another goal is to educate soldiers on region-specific culture and language, so they are better prepared for conflict in any part of the world.” (GEN Odierno 2012)

“...we will continue to focus on the Asia-Pacific, where we support our allies, shape a future of greater security and prosperity and extend a hand to those devastated by disaster...” (President Obama 2014)
Our Mission Statement

The JBLM Language and Culture Center develops, presents & supports Global/Mission Language and Cultural Capabilities training for Army (Active and Reserve) Soldiers. Our ability to sustain Commander and Soldiers’ satisfaction is based on our continuing effort to exceed their expectations through state-of-the-art teaching methods, integration of technology, and flexibility to meet Commanders’ training and readiness requirements.
THE CLARK HOUSE, BLDG 4292

Computer Lab

Classrooms
**Our National Customer Base**

7th Infantry Division, I Corps, Joint Base Lewis-McChord
- Foreign Language/Culture Training for:
  - General Purpose Forces
  - Defense Language Institute Foreign Language Center Language Training Detachment
  - Military Intelligence Linguists
  - Military Intelligence Interrogators
  - Civil Affairs Personnel
  - Interpreter/Translators
  - Deploying Personnel
  - Translation Support to:
    - Unit Staff Sections
    - Judge Advocate General
    - Military Police
    - Madigan Army Medical Center

Annual Training for National Guard Bureau & Military Intelligence Readiness Command
- Foreign Language/Culture Training for:
  - General Purpose Forces
  - Military Intelligence Linguists
  - Military Intelligence Interrogators
  - Civil Affairs Personnel
  - Interpreter/Translators
  - Deploying Personnel

US Army Alaska
- Distance Learning or @ JBLM
- Foreign Language/Culture Training for:
  - General Purpose Forces
  - Military Intelligence Linguists
  - Military Intelligence Interrogators

7th Infantry Division, I Corps, Joint Base Lewis-McChord

Defense Language Institute Foreign Language Center
- 75% Learning Object development for the Global Language Online Support System (GLOSS)
- Support for North Korean Project 51st TICO & 11th ACR, Fort Irwin, CA
- Distance Learning or @ JBLM
- ESL courses for Translator/Interpreter Company
- Foreign Language/Culture Training for:
  - Military Intelligence Linguists
  - Military Intelligence Interrogators

Fort Carson, CO
- 1x Arabic Instructor
- Foreign Language/Culture Training for:
  - Military Intelligence Linguists
  - Military Intelligence Interrogators

7th Infantry Division, I Corps, Joint Base Lewis-McChord
- Foreign Language/Culture Training for:
  - General Purpose Forces
  - Military Intelligence Linguists
  - Military Intelligence Interrogators
  - Civil Affairs Personnel
  - Interpreter/Translators
  - Deploying Personnel
# Our Language Capability

## Instruction/Curricula

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of Instructors / Developers</th>
<th>Language</th>
<th>Number of Instructors / Developers</th>
<th>Language</th>
<th>Number of Instructors / Developers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Azeri</td>
<td>2</td>
<td>Italian</td>
<td>1</td>
<td>Serbo-Croatian</td>
<td>2</td>
</tr>
<tr>
<td>Arabic</td>
<td>31</td>
<td>Japanese</td>
<td>6</td>
<td>Shahmukhi</td>
<td>2</td>
</tr>
<tr>
<td>Balochi</td>
<td>2</td>
<td>Korean</td>
<td>6</td>
<td>Somali</td>
<td>4</td>
</tr>
<tr>
<td>Chinese</td>
<td>9</td>
<td>Kurdish</td>
<td>2</td>
<td>Spanish</td>
<td>6</td>
</tr>
<tr>
<td>Dari</td>
<td>9</td>
<td>Malaysian</td>
<td>2</td>
<td>Sudanese</td>
<td>2</td>
</tr>
<tr>
<td>French</td>
<td>5</td>
<td>North Korean</td>
<td>2</td>
<td>Tagalog</td>
<td>5</td>
</tr>
<tr>
<td>German</td>
<td>3</td>
<td>Pashto</td>
<td>9</td>
<td>Thai</td>
<td>3</td>
</tr>
<tr>
<td>Hausa</td>
<td>2</td>
<td>Portuguese</td>
<td>4</td>
<td>Urdu</td>
<td>4</td>
</tr>
<tr>
<td>Hebrew</td>
<td>3</td>
<td>Persian Farsi</td>
<td>5</td>
<td>Uzbek</td>
<td>2</td>
</tr>
<tr>
<td>Hindi</td>
<td>2</td>
<td>Punjabi</td>
<td>2</td>
<td>Vietnamese</td>
<td>1</td>
</tr>
<tr>
<td>Indonesian</td>
<td>4</td>
<td>Russian</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 146
4-2 Stryker Brigade Commander requires additional LREC capability for operations in Iraq prior to 2nd deployment
- Provides 10 months!!! to build GPF LREC capability
- Cultural Centric Warfare considered the paradigm for fighting insurgency operations (i.e. mission focused)
- Understanding and communicating in a wide variety of significantly diverse cultures

JBLM LCC creates “Language Enabled Soldier” (LES) program using Overseas Contingency Operations funding to meet Commander’s requirements
- Language maintenance required for soldiers upon conclusion of training (6 hours/week – scenario training, and/or 2-week immersion-type training)
- Soldiers receive dedicated Culture Specific training

Department of Defense begins socializing Regionally Aligned Forces concept
- JBLM LCC begins work on RAF LREC training model and serendipitously receives request for Korean GPF training to use as initial pilot
- 7 Infantry Division is reactivated on JBLM and solicits guidance from JBLM LCC to establish LREC program
- Designs 3-pillar approach
- Requests cross-regional “transferable skills”

HQDA G-3/5/7 adapts LES model and releases Execution Order 191-10 to mandate pre-deployment LREC training requirements as “Campaign Continuity”:
- RAPPORT for all deploying soldiers
- 16-week Arabic, Pashto, or Dari course for 1 Soldier per Platoon

4-2 Stryker Commander requests Campaign Continuity course with different approach to cultural awareness to mitigate green-on-blue attacks
- JBLM LCC reaches out to CASL, DLNSEO, TCC, and DIA for help with culture piece, which leads to collaboration with Dr. Robert Greene Sands via DIA

6x iterations of LES training:
- 4 in support of Operation Iraqi Freedom
- 2 in support of Operation Enduring Freedom

JBLM LCC develops and pilots a series of RAF GPF courses and materials in support of 7 ID LREC program

Headquarters Dept. of the Army (HQDA G-3/5/7) begins collaborating with JBLM LCC for information on its LES model
Our Departure from AFPAK

- Difficulties w/applying the Campaign Continuity Model:
  - 0+ too low; 1 was the lowest "useful" level for CDRs
  - # of languages for AFPAK very low compared to PACOM AOR
  - Culture-specific information not aligned w/mission realities
  - Developed for an ongoing OCO (with combatives focus), as opposed to myriad potential OCOs, the majority of which are likely to be "left of bang"
  - Developed using available DLIFLC Basic Course materials, designed for Military Intelligence linguists (Reading/Listening focused), as opposed to the GPF focus on Speaking
7th ID Program to Increase PACOM Language Capacity

“Once MSCs receive a sub region of focus, I expect commitment to fully hone language skills and embrace an appreciation for cultural nuances of the Armies and citizens of the locations where you will train and engage...Bottom Line – I want to see the same energy a unit focused on Kunar or Paktika province in Afghanistan applied to their new regional focus of Java in Indonesia for example.” – LTG Francis J. Wiercinski, USARPAC Commander, ‘USARPAC’s Regional Partnership Program,’ 10 January 2013
Why Build Capacity Now?

PACOM Languages on Defense
Strategic Language List:
1. Bengali [2]
2. Hindi [26]
4. Javanese [0]
5. Languages of the Philippines (Cebuano [9], Maguindanao [0], Maranao [0], Tausug [0], Yakan [0])

USARPAC Recommended Focus Languages:
2. Thai [7]
3. Tagalog [195]
4. Chinese (Mandarin) [40]
5. Japanese [10]
6. Korean [106]

*Numbers in [] reflect current 7ID Soldiers with some proficiency per ERB

High Likelihood of Deployments Across the Pacific Theater:
1. Exercises: Currently, there are 5 exercises scheduled in PACOM for FY13 and 9 for FY14.
2. Humanitarian Assistance / Disaster Relief (HADR): Of the top 10 deadliest natural disasters since 1900, 8 occurred in PACOM. Over the decade ending in 2011, four of five countries most frequently hit by natural disasters were in PACOM (China, Philippines, India, and Indonesia). And according to UN estimates, of the 15 countries most at-risk of natural disasters, 10 are in PACOM.

Diverse Range of Language Requirements:
1. PACOM includes 3.6 Billion People, 36 Nations, Speaking over 3,000 languages: Unlike the Afghanistan pre-deployment training strategy, PACOM language requirements are too broad to focus on any one country or region. According to a 2007 estimate, PACOM is home to 12 of the 20 most widely-spoken languages.
2. Shorter Response Times: HADR missions to PACOM or other short-notice contingency operations demand a more robust organic capability.
A Three-Pillared Approach to Building & Maintaining Language Capacity

**BLUF:** The 7ID Language Program creates a three-pillared construct, providing: maintenance and enhancement training to the professional linguist force; initial language acquisition and refresher training for LES; and a ‘menu of options’ (COLT) for commanders to train all Soldiers on language and cultural basics prior to deployment.
EXAMPLES OF JBLM LCC

SUPPORT FOR 7TH ID THREE PILLARS

• Pillar I: Professional MI Linguists
  – The Army Language Program (TALP) Funding
  – Refresher and Enhancement Classes

• Pillar II: Language Enabled Soldiers (LES)
  – 10-Week POIs: Korean, Tagalog, Indonesian, Japanese
  – 6 Weeks +: Focus on Heritage Speakers

• Pillar III: Cultural Orientation and Language Training (COLT) – Commanders’ Menu of Options
EXAMPLES OF LES OPTIONS

• 10-week Plan of Instruction (POI)
  • Intensive Language Familiarization
  • Culture (general & specific)
  • Cross-cultural Communication (3C)
  – Goal is 0+ to 1, with heavy lean towards 1
  – Operational Focus and Scenario Driven:
    • Rapport Building; Logistics; Security; Medical
  – Blended Learning
    • In-class instructions
    • Distance Learning via our Learning Management System
EXAMPLES OF COLT OPTIONS

• AOR and Culture Briefs
• Language Familiarization (various lengths)
• How to Use an Interpreter
• Cross Cultural Competence
  – Culture General/Specific Knowledge
  – Cross Cultural Communication
• Key Leader Engagement Training
• Tailored Materials:
  – Medics, Engineers, MPs, Logisticians, etc.
• Self Paced Materials:
  – DLIFLC’s Headstart & Language Survival Kits
  – Locally developed 200-hr. Courses
• Distance Learning/Websites
  – Joint Knowledge Online, Joint Language University, etc.
Refining Unit Requests

“We need Tagalog training for an upcoming exercise?”

Who do you want to train? What will they be doing with the language?

What components of the exercise are likely to involve intercultural interaction?

Using the exercise as the backdrop for the course, briefing, or other materials
**Building an LES Course**

- Self-paced modules via LMS
- Discussions
- Homework, Quizzes, & Essays

**Military Operation as Course “Plot”**
- Exercises
- Contingency Operations

**Overarching Culture General Backdrop & Introduction to Cross-cultural Communication**
- Rapport Building
- Logistical
- Security
- Medical

**Linguistic Order of Acquisition along Military Functional Domains**
### LREC Course Grade Breakdown

#### Course Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

#### Component Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>30%</td>
</tr>
<tr>
<td>Listening</td>
<td>30%</td>
</tr>
<tr>
<td>Culture General &amp; Cross-cultural Communication</td>
<td>18%</td>
</tr>
<tr>
<td>Culture Specific</td>
<td>12%</td>
</tr>
<tr>
<td>Reading</td>
<td>10%</td>
</tr>
</tbody>
</table>
ABOUT THE EXERCISE

Multinational Partnership Building

Key Leader Engagements

Mil-to-Mil Training
INTEGRATING CULTURE

Getting Culture-General & Cross-cultural Communication Competencies into Our Foreign Language Curricula
WHAT?

CULTURE
CROSS CULTURAL COMPETENCE (3C)

3C is the ability to navigate in complex interpersonal and cross-cultural situations, interpret or express ideas/concepts across worldviews and cultural divides, and make sense of foreign behavior.

Baseline SKILL-BASED COMPETENCIES:
- Cultural Learning
- Cultural Self Awareness
- Perspective Taking
- Sense Making
- Self-regulation
- Intercultural Interaction
"Cultural Knowledge"

Understanding “universal” domains and systems of culture can help Soldiers identify and contextualize what they encounter during deployments and joint exercises, etc.

- **Culture-General Knowledge:**
  - Ideology
  - Social Networks,
  - Identity, etc.

- **Culture-Specific Knowledge:**
  - Operationally relevant
  - Standardized but tailored

Reduce the distractions or stoppages caused by culture shock/clash, resulting in continued mission focus and collaboration w/ foreign partners
Lack of cultural understanding not only limits operational success but jeopardizes it, as well as our Soldiers’ safety.

- COMMAND EMPHASIS:
  
  • **AFPAK pre-deployment training for 4-2 Stryker BDE:** Focus shifted to learning appropriate intercultural interaction as a means of reducing green-on-blue incidents in Afghanistan

  • **Transition to RAF:** Command emphasis on transferable skills across the Pacific Command / US Army Pacific Command Areas of Operation, regardless of specific target language/culture training
HOW? (HUMBLE BEGINNINGS)

Collaboration: DLI, CASL, DLNSEO, TCC, and DIA
Pilot I: 12-week AFPAK course for 4-2

- **Blended learning:** Residential instruction + online LMS (limited scope)
- **Three-hour residential introduction on 3C/CG**
- **Six CG modules on selected domains** with embedded knowledge checks, videos, assigned readings, and discussion prompts
  - What is culture?
  - American culture
  - Social/cultural boundaries
  - Religion
  - Family
  - Cross-cultural communication

**Noteworthy:**
- Primary focus still language
  - CG/3C components as add-ons
- Mixed results: mostly 0+ on OPI
- Difficult to assess utility of CG/3C integration due to pre-deployment scheduling conflicts and additional variables and distractors
  - Simultaneous focus on development and implementation of Female Engagement Team training
  - Working Memory
  - Underdeveloped LMS

- **Family**
- **Cross-cultural communication**
**HOW? (STARTING TO ASSESS & Refine the course)**

Collaboration: DLI, TCC, and DIA

Pilot II: 8-week Korean Familiarization for relocating unit

- **Blended learning:** Residential instruction + online LMS (full usage, though still somewhat underdeveloped)

- **Three-hour residential introduction on 3C/CG**

- **Six CG modules on selected domains with embedded knowledge checks, videos, assigned readings and discussion prompts**

- **Weekly capstone two-hour facilitated classroom discussion on modules and exploration of 3C; brief blog assignment following each**

- **Opportunistic but limited reinforcement of 3C/CG concepts through daily language instruction featuring culture-specific examples**

**Noteworthy:**
- Pre- and post-course test to measure knowledge gain of 3C/CG
- Primary focus still language; CG/3C components as add-ons
- Mixed results: 90% 0+ on OPI; 25% average CG/3C knowledge gain

Collaboration: DLI, TCC, and DIA

Pilot II: 8-week Korean Familiarization for relocating unit
Collaboration: DLI, TCC, and DIA

Pilot III: 10-week 3C & Intensive Language Familiarization
3x Indonesian; 2x Tagalog; 2x Japanese (8-9 students per class)

- **Blended learning: Residential instruction + LMS (full usage)**
  - Residential
    - Two-day residential introduction with classrooms and activities on 3C/CG during Week 1
  - Distance Learning
    - At the beginning of the course, seven CG modules on selected domains/systems by close of Week 2
    - Embedded knowledge checks, videos, assigned readings and discussion prompts; completed mornings of Week 2
  - Residential
    - 1-hr student-led discussion facilitated by Skype/on-site faculty/student discussion leaders

**Noteworthy:**
- More equitable coverage across all LREC components
- Slightly Revamped Culture-General Modules
  1. Cross-cultural Competence
  2. Worldview & Belief
  3. Exploring American Culture/Culture Shock
  4. Alliances/Networks
  5. Identity/Affiliations
  6. Ideology
  7. Social Institutions
FOLDING CULTURE IN

Culture Homework

Noteworthy:

- Results to date:
  - Indonesian:
    - Average gain in Culture-general conceptual knowledge 25-30%
    - 17x ILR 1 (speaking); 2x ILR 1+ (speaking)
    - Conclusion: Validated POI
  - Tagalog:
    - Average gain in Culture-general conceptual knowledge 25-30%
    - 14x ILR 1 (speaking); 1x ILR 0+ (speaking)
    - Conclusion: Validated POI
  - Japanese:
    - Average gain in Culture-general conceptual knowledge 25-30%
    - 9x ILR 0+ (speaking); 7x ILR 0 (speaking)
    - Conclusion: 10-wk linguistic POI insufficient
  - CG seems to be driving linguistic performance higher by providing context for CS and language specific learning points
CULTURE TESTS & ASSESSMENTS

• Pre-course CG/3C knowledge test
• Knowledge Checks in each CG module
• CS & CG questions in each HW assignment and quiz
• Six 3C/CG essays (500 words or more) – three series of 2 essays each, the second essay customized to the initial response
• Post-course CG/3C knowledge test

Noteworthy:
• Language in Action (LIA) scenarios
  • 2-3 times throughout course (now a weekly capstone)
  • 09L cadre observe and rate interactions (go/no-go checklist)
  • Instructor interacts and rates linguistic interaction along both linguistics and cultural lines
CONTINUOUS UPDATE

• Adding 13x 8-10 min video segments on assorted culture and language topics to culture-general modules

• Added (just completed) Japanese/Indonesian) 3C “assessment” based on the series of 6 essays
  – Cohort based on perspective-taking and cultural self-awareness
  – results pending
  – Exploring the potential of being a pilot population for ongoing ARI 3C assessment study

• Knowledge check assessment

Video Topics:
1. 3C
2. Thinking Fast and Slow
3. Sport and culture
4. Religion
5. Gender
6. Law and conflict resolution
7. Globalization
8. Family and alliance
9. The Tale of Rwanda
10. Worldview and beliefs
11. Tribes
12. Cultural Identity
13. Languaculture
“...Religion is a dominant trait in most cultures across the world. However, each culture’s religions also vary, making their integration into the society and cultural norms different. In the case of Japan, their religion is prevalent throughout the country but with the fundamental differences in how they view their religion it has different effects upon their culture than religion in the United States. Understanding just one religion cannot be enough to understand how a different religion affects another culture or even how the same religion that you follow would embed itself within a different culture. Having a good awareness of cultural beliefs and religions is a major part of cross cultural competence and it is important to keep that in mind during every aspect of communication.”
“The Japanese have a tradition of age hierarchy that pervades throughout their culture, especially within their families. Japanese siblings do not merely refer to each other as brother or sister, as in the United States. The Japanese word for brother depends upon the age of the person in relation to the speaker. If the speaker is taking about their older brother, the word is one (oh-nay), but when speaking of their younger brother the word they use is otooto (oh-toto). The same is done when the speaker is referencing sisters, ane and imooto (ah-nay/eemoto). The Japanese place such an emphasis on age that they need different words to refer to members of their kin that are the same all except, for their age. The Japanese reverence for age is an integral part of their belief system and remains somewhat intact through their ever evolving culture including their family relations.”
“Japanese and American society share many similarities, which extend in some ways to practices which would be considered “wrong” or taboo. At the beginning of the class we explored some of these extreme practices, and as my understanding of Japanese culture has evolved and grown, I can better understand what actions or beliefs might upset them, and what would be more likely to be acceptable. I have also reflected further on American society and how we view other cultures and practices. Although in some ways my views of American and Japanese culture are biased, as I continue to work on my cross cultural competency skill set, I will improve my ability to look these biases in order to better comprehend how not only my own, but how other cultures think, act, and interact with one another.”


JBLM Best Practices

• LREC concept
  – 3C and Culture-General
  – Culture-specific/region
  – Language familiarity

• Process for refining unit requests
  – Assistance for requirement articulation
  – Tailored POIs to meet specific mission needs

• Language In Action
  – Intercultural interaction/communication

• LMS usage and technology leveraging
  – Efficiencies to reduce contract instructor hours
  – Improved pedagogy & distance learning options
    • Speaking HW as Listening practice
    • Essays/feedback to elicit CG/3C
    • Complete modular curriculum and Knowledge checks

• Three-pillar approach to LREC
  – developed by 7 ID and adopted by I Corps
WAY AHEAD

• Exploring additional 3C assessment mechanisms

• Identifying/training CG/3C SMEs for facilitation of those course components

• Further refinement of LIA grading rubrics

• Cross-organizational collaboration and resource sharing for LREC R&D
  – JBLM offers a platform for experimentation but lacks R&D expertise and resourcing

• Modification of 3C/CG curriculum to meet instructional need for revision and to capture change in DoD direction
**Training Programs & Services:**
- MI Refresher/Enhancement
- NGB ISO-immersions
- MIRC Annual Training Events
- Language Enabled Soldier Program
- DLI Language Training Detachment
- How to Use an Interpreter
- Exercise Support
- Translations
- G.L.O.S.S. Development
- Cross-cultural Competency Training
- Distance Learning/LMS Options

**Capabilities/Resources:**
- FORSCOM Master Language Contract
- Curriculum Development in 36 Languages
- Active Instruction in 25 Languages
- Defense Language Institute LNO & LTD
- 15 primary classrooms + 10 overflow
- Language Lab w/ 14 PC stations
- Extensive Materials Library
- Broadcast Monitoring System
- Cross-cultural Competency Training
- Distance Learning/LMS Options

**Support to PACOM:**
- RAF Proof of Concept
  - Cultural Orientation & Language Training (COLT) Program for GPF
  - Language Enabled Unit Model
  - PACOM Partner Languages (KP, TA, JN, TH)
  - Curriculum Development
  - Instruction
  - Commanders’ menu of options
  - Mission-focus
  - Function-focus
- Cross-cultural Competency Training
- Distance Learning/LMS Options
# Points of Contact

<table>
<thead>
<tr>
<th><strong>Yvonne M. Pawelek</strong></th>
<th><strong>Robert R. Greene Sands, Ph.D.</strong></th>
<th><strong>Pieter R. DeVisser</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>MSE G2, I CORPS</td>
<td>Director &amp; Senior Research Fellow</td>
<td>DLIFLC Liaison to JBLM</td>
</tr>
<tr>
<td>JBLM Language &amp; Culture Center</td>
<td>Institute for the Study of Culture and Language at Norwich University</td>
<td>JBLM Language &amp; Culture Center</td>
</tr>
<tr>
<td>The Clark House, BLDG 4292, 9th Division Drive</td>
<td>&amp; Editor of The Journal of Culture, Language and International Security</td>
<td>The Clark House, BLDG 4292, 9th Division Drive</td>
</tr>
<tr>
<td>Joint Base Lewis-McChord, WA</td>
<td>805-320-2967</td>
<td>Joint Base Lewis-McChord, WA</td>
</tr>
<tr>
<td>98433-9500</td>
<td><a href="mailto:rsands@norwich.edu">rsands@norwich.edu</a></td>
<td>98433-9500</td>
</tr>
<tr>
<td>(253) 966-3812</td>
<td><a href="http://iscl.norwich.edu">http://iscl.norwich.edu</a></td>
<td>(253) 967-7479</td>
</tr>
<tr>
<td><a href="mailto:Yvonne.M.Pawelek.Civ@Mail.Mil">Yvonne.M.Pawelek.Civ@Mail.Mil</a></td>
<td></td>
<td><a href="mailto:pieter.devisser@dliflc.edu">pieter.devisser@dliflc.edu</a></td>
</tr>
</tbody>
</table>