

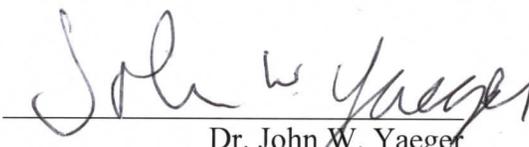
# NATIONAL DEFENSE UNIVERSITY



*KNOWLEDGE AND SERVICE*

**COMMITMENT TO ACADEMIC EXCELLENCE**

## *ACADEMIC PLAN* *2011/12 TO 2015/16*

  
Dr. John W. Yaeger  
Vice President for Academic Affairs

Effective Date: 3 October 2011

**TABLE OF CONTENTS:**

**Purpose, Scope and Applicability..... 3**

**Priorities..... 4**

**Oversight and Governance..... 5**

**Relation to Other NDU Plans..... 5**

**Family of Plans.....6**

**Roles and Responsibilities..... 7**

**Faculty (Annex 1).....8**

**Students (Annex 2)..... 10**

**Curricula (Annex 3)..... 12**

**Academic Community (Annex 4)..... 14**

**Technology (Annex 5)..... 16**

**Research (Annex 6)..... 19**

**Resources (Annex 7)..... 22**

**Work Groups Table.....25**

## **Academic Plan: Purpose, Scope and Applicability**

**Purpose:** The NDU Academic Plan defines a unified University-wide approach to strengthen the framework for achieving the NDU mission of providing excellence in strategic level national security leadership and joint professional military education, ensuring a process for continuous improvement and renewal, and ensuring the alignment of resources with academic priorities.

**Scope:** The NDU Academic Plan addresses the goals, objectives, strategies, initiatives, milestones and measures needed to achieve and maintain:

- Excellence in joint professional military education
- Excellence in defense, interagency and international security professional leadership education
- Excellence in enhancing the capacity of our students for strategic leadership and decision making in national and international security

**Applicability:** The NDU Academic Plan is applicable to the entire NDU community including: all colleges, research centers and institutes, faculty, students, administrators and staff.

## **Academic Plan: Priorities**

### **Faculty (Annex 1)**

Create and sustain a high-quality faculty of well-respected individuals of national stature.

### **Curricula (Annex 2)**

Develop and deliver challenging, high-quality programs that enhance the vitality of our academic community and promote life-long learning.

### **Students (Annex 3)**

Ensure we have high-quality students to meet U.S. national security needs.

### **Academic Community (Annex 4)**

Create and sustain an administrative structure and processes that ensure institutional integrity, support the mission of the University, and clarify leadership and governance relations.

### **Technology (Annex 5)**

Leverage state-of-the-art information technology for academic and organizational excellence.

### **Research (Annex 6)**

Enhance and better align NDU research programs to address complex challenges faced by national security stakeholders and national security professional educators and increase the pace at which this research enters the national security arena.

### **Resources (Annex 7)**

Ensure that all available resources are appropriately aligned with the academic priorities and mission of the University.

## Oversight and Governance

A steering committee, led by the NDU President, will provide oversight and make final decisions regarding the Academic Plan. Steering committee members are: The Provost, Commandants and Senior Directors, and others as designated by the NDU President. The steering committee will review the status of the Academic Plan at a minimum of twice annually: once prior to commencing the academic year and once prior to NDU’s DoD budget submission.

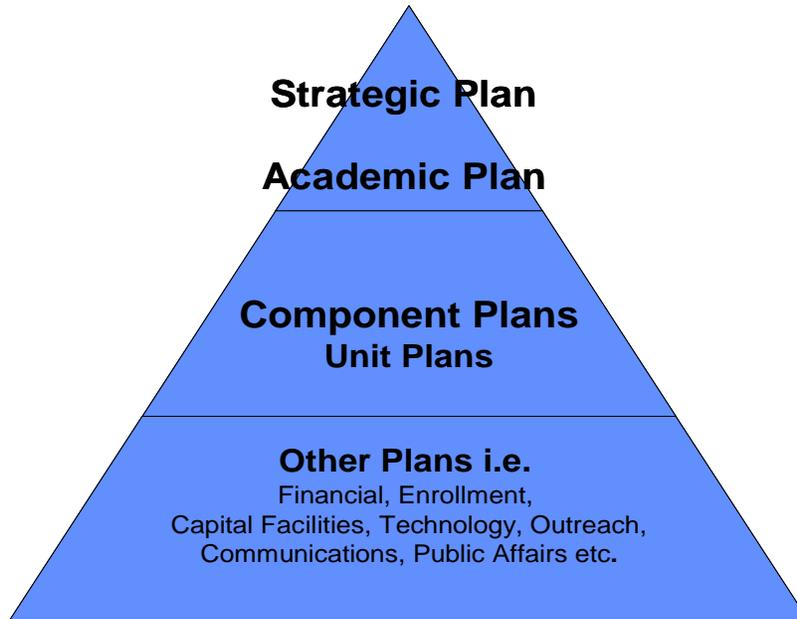
## Relation to Other NDU Plans

### A Family of Interrelated Plans

<b>Strategic Plan</b>	<b>Academic Plan</b>	<b>Component Plans (Unit Plans)</b>	<b>Other Plans</b>
<b>The Foundation: Our Vision, Mission, Values and Strategic Goals</b>	<b>The Operational Framework to support the Strategic Plan and the Unifying Framework for other Plans</b>	<b>Align to Strategic Plan and Academic Plan</b>	<b>Align to Strategic Plan and Academic Plan</b>
<b>Promotes a Culture of Planning and Assessment</b>	<b>Supports the Strategic Plan with detailed Goals, Objectives, Strategies, and Metrics</b>	<b>Provide greater detail regarding Strategies, Initiatives, and Approaches that support the Strategic Plan and Academic Plan</b>	<b>Identify Initiatives and Actions that lead to the achievement of the overarching Goals in the Strategic Plan and Academic Plan</b>
<b>Long range 5-10 years</b>	<b>Mid-range 3-5 years</b>	<b>Preserve integrity and unique character of each NDU component</b>	<b>Financial, Enrollment, Facilities, Technology, Communications, Outreach, Public Affairs, and other NDU operational plans</b>

The following diagram presents the relationship of the strategic plan and individual department plans.

## Family of Plans



## Roles and Responsibilities

NDU Leadership and Component Heads, as well as administrators, faculty, students, and employees each have key responsibilities to ensure the Academic Plan and goals are realized. NDU Leadership and Component Heads are accountable for performance, and should lead by example. The table below further describes these roles and responsibilities.

<u>Role</u>	<u>Responsibilities</u>
<b>NDU Leadership &amp; Component Heads</b>	<ul style="list-style-type: none"><li>• Promote and communicate the NDU vision, plan and its benefits to the University community.</li><li>• Understand how implementing the plan can help NDU address the changing national security environment.</li><li>• Ensure members of the Academic Community support and communicate the Academic Plan and its benefits to employees and students.</li><li>• Provide sufficient resources to achieve the plan's goals.</li></ul>
<b>Administrators</b>	<ul style="list-style-type: none"><li>• Advise and assist the President, NDU Leadership and other officials in carrying out responsibilities for all Academic Plan activities.</li><li>• Design, in collaboration with the Academic Community the optimum structure, programs, policies, processes and systems to support the University's mission and goals (including those of the Components) to achieve Academic Excellence.</li><li>• Supported by the Office of Academic Affairs, set the strategic direction and policy for learning and development at NDU.</li><li>• Design, develop and implement professional development programs in support of NDU efforts.</li><li>• Approve and submit budget requests in support of Academic Plan goals, objectives, and actions.</li><li>• Ensure program evaluation and accountability by monitoring progress of plans, outcomes, and effectiveness metrics.</li><li>• Sponsor updates to the plan and subsequent Implementation Plan, as needed.</li><li>• Advocate for resources to support Academic Plan and Component needs.</li></ul>
<b>Faculty</b>	<ul style="list-style-type: none"><li>• Participate in the development of University-wide initiatives and policies.</li><li>• Implement University-wide policies and programs within Components.</li><li>• Advise the NDU Leadership concerning the mission and business needs of the Components.</li><li>• Promote a shared vision of Academic Excellence to NDU students and employees.</li><li>• Support and participate in the implementation of the Academic Plan.</li><li>• Foster a culture of planning, assessment and performance.</li><li>• DHS Employees: Support the implementation of the plan.</li></ul>
<b>Students</b>	<ul style="list-style-type: none"><li>• Actively participate in NDU activities.</li><li>• Provide feedback for improvements and, upon request, participate in surveys, focus groups, etc.</li></ul>
<b>Employees</b>	<ul style="list-style-type: none"><li>• Work effectively with NDU on Academic Plan initiatives</li></ul>

## Faculty Annex 1

The NDU faculty comprises an impressive blend of academic expertise, operational experience, and practical understanding to support the NDU mission. To fulfill NDU's mission while maintaining its JPME focus, NDU employs faculty members under the following classifications: civilian Title X, civilian interagency, and active duty military. Each category responds to specific curricular needs and their diversity creates a synergy that results in a unique asset for NDU by affording students substantial educational opportunities. The civilian academic Title X faculty provides academic depth, methodological rigor, pedagogical expertise, and continuity in disciplines such as military strategy, political science, and international relations. The civilian faculty from non-DOD agencies (e.g., Department of State, CIA, DHS, etc.) provides current interagency perspectives and expertise that is crucial to military operations and interagency cooperation. The active duty military faculty from each of the military departments provides strategic and operational currency in joint, coalition, and interagency operations, maintaining the relevance and credibility of the curriculum. With respect to "Faculty", the University priority is to "Create and sustain a high-quality faculty of well respected individuals of national stature." The University's commitment to this priority is reflected in the drive to recruit high quality faculty, create a consensus in the expectations of high quality faculty, and create opportunities for faculty collaborations across the University.

### **Goal 1: Recruit and sustain a high quality, diverse faculty.**

#### Strategies:

1. Create and implement a faculty recruitment and retention plan based on projected University growth and needs over the next 5 years, to include a recruitment plan tailored specifically to the nominating processes of the military services and agencies.
2. Define desired faculty diversity and qualifications, in addition to OPMEP requirements, by faculty category (military, Title V and X and agency).
3. Track the pool of highly qualified and qualified candidates referred to the hiring/selection official.
4. Track the length of time involved in the job announcement process.

#### Metrics:

1. Report of data trends on selected faculty demographic and qualification variables for candidate pools, recent hires, and departures.
2. The number of candidates by levels of qualification referred to the hiring/selection official.
3. The length of time for each major milestone between the initiation of the hiring process by the college/component and the date the position is advertised to the public.

**Goal 2: Create spaces and incentives for the academic community to collaborate within and across components.**

Strategies:

1. Conduct a faculty survey that includes a response item that identifies incentives for faculty to collaborate within and across components.

Metrics:

1. Increase in the number of faculty collaboration incentive options available to academic administrators.

## Curricula Annex 2

Comprised of many diverse components and several distinct programs, NDU is committed to teaching curricula that meets the needs of our students in the national security arena. This commitment is reflected in the drive to create an environment that supports curricular development and assessment, leverage NDU research in the classroom, and provide lifelong learning opportunities to the NDU community. With respect to “Curricula”, the University priority is to “Develop and deliver challenging, high-quality programs that enhance the vitality of our academic community and promote life-long learning”.

**Goal 1: To foster an environment for curricular innovation, creation, and execution that is appropriate to each component’s distinct and autonomous mission and is focused on student outcomes.**

### Strategies:

1. Implement a focus group assessment designed to identify descriptive factors of NDU products by NDU stakeholders on a three-year cycle.
2. Implement a longitudinal survey of NDU alumni to determine the perceived relevance and efficacy of curriculum to the “NDU product”.
3. Create a centralized repository of syllabi and curriculum development and review documentation at the central administration level.
4. Create standards for syllabi including required elements.
5. Develop curricular assessment tools for special component academic/training offerings at NDU comparing program/training objectives with required curriculum.
6. Develop proposed Doctoral Degree curriculum for accreditation by the Department of Education and regional accrediting bodies.

### Metrics:

1. Descriptive statistics and qualitative feedback assessing the value-added to students of NDU products. Proportion of alumni responses that show a positive association of program participation with career and/or personal advancement
2. Number of programs with accessible syllabi and curriculum development and review documentation i.e., curriculum briefs, schedules of program/course review.
3. Number of programs with syllabi meeting standards and containing the required elements.
4. Proportion of curriculum assessment tools implemented from total University special component academic/training programs.
5. Doctoral degree development plan proposal, including established committee members to define the educational objectives, appropriate course structure, and research requirements.

**Goal 2: To leverage NDU faculty research (scholarship) to inform teaching throughout the University.**

Strategies:

1. Identify component faculty perceptions of the interaction between stakeholder sponsored research, professional scholarship, and ability apply research to the educational objectives and curriculum requirements for NDU programs.

Metrics:

1. Descriptive statistics of faculty responses describing perceptions of interaction between stakeholders (or research sponsors) and faculty who participate in research. This data is to be collected by a faculty survey annually.

**Goal 3: To create programs and processes for lifelong learning.**

Strategies:

1. Create a career tracking mechanism that would identify and prepare graduates for future selection as NDU faculty.
2. Conduct a needs assessment of NDU alumni to determine what types of lifelong learning activities and programs NDU should offer.
3. Select the appropriate lifelong learning tools to support the lifelong learning goals of the NDU community.

Metrics:

1. Number of alumni identified as NDU faculty.
2. Number of lifelong learning activities and programs offered at NDU and participant satisfaction feedback..

## Students Annex 3

With respect to “Students”, the University priority is to “Ensure we have high-quality students to meet U.S. national security needs.” Thus, the first goal is to ensure that the University develops graduates who are highly qualified to support national security. Derived from the first goal, the second goal requires the development of a diverse student body to create an optimal cognitive and affective learning environment, provide a “whole of government” perspective, and generate international interaction and partnership. The second goal was generated from discussions on what communities the students represent and how important getting the right mix was to the education provided. As a result, the second goal which refers to the development of an appropriate spread of diversity between military and civilian, U. S. and international, to either complement the existing student population, or to increase representation from other entities not represented. However, achieving this goal will require oversight and cooperation amongst a very broad spectrum of national and international agencies, organizations, and industry.

**Goal 1: Ensure that the University develops graduates who are highly qualified to support national security.**

### Strategies:

1. Identify characteristics of strategic leaders and the competencies that allow NDU graduates to operate within the national and international arena.
2. Identify the demographic characteristics and student population parameters which define the “right student at the right time” based on guidance from the Chairman.
3. Identify programs that are assisting the development of international students and implement across the University by conducting surveys of international students and their perceptions of their educational experience.

### Metrics:

1. Descriptive statistics of the NDU student population based on the parameters defining strategic leaders.
2. Student population demographic characteristics based on identified parameters of the “right student at the right time”.
3. Responses from international students support surveys on access to development programs that assist their success at NDU.

**Goal 2: Develop a diverse student body to create an optimal cognitive and affective learning environment, provide a “whole of government” perspective, and generate international interaction and partnership.**

Strategies:

1. Optimize student diversity by seeking opportunities to present information on University programs to Combatant Commands and other USG agencies, industry, and the international community.

Metrics:

1. Enrollment sustained from those agencies and partners already historically represented at the University.
2. Enrollment growth from those agencies and partners not historically represented as having students attending the University.

## Academic Community Annex 4

The National Defense University has a dual identity: it is an accredited educational institution of higher learning, and it is a part of the U.S. Department of Defense. These two identities reflect two quite different cultures -- those of academia and of the military. Traditionally, the academic culture is one with a high degree of collegiality and participatory decision-making, in which much but not all power flows from the bottom up. In contrast, the military culture is bureaucratic, hierarchical, command-driven, and top-down. Both identities are central to an understanding of our University, and they exist in creative and constructive tension with each other, perhaps most directly in matters of community, leadership, and governance. With respect to “Academic Community”, the University priority is to “Create and sustain an administrative structure and processes that ensure institutional integrity, support the mission of the University, and clarify leadership and governance relations”.

**Goal 1: Develop or review/revise (as appropriate), and then publish (including on the NDU Intranet site), NDU policies in areas that affect the academic enterprise at NDU, and establish formal, transparent mechanisms, processes, and procedures for periodic review and revision of those policies.**

### Strategies:

1. Identify current University processes for policy review and renewal and ensure every University policy is assigned an office of responsibility (e.g., AA, ITD, HRD, etc.) which will ensure the policy is posted to the NDU intranet.
2. Where there are University policies that are not formally reviewed or updated, create ad hoc working groups from members of the responsible office who will be charged with developing a “policy review plan.”
3. Develop a policy library that is easily accessible to the academic community.

### Metrics:

1. The number and status of policies identified for review during a 5-year period.
2. Survey responses that assess the transparency of the policy process and the usefulness of the policy library.

**Goal 2: To maintain a world-class academic institution of higher learning, NDU must recruit and retain high-quality senior leadership.**

### Strategies:

1. Develop and define leadership characteristics, experiences, and qualifications that should constitute “highly qualifying selection criteria” for the University’s senior positions.

### Metrics:

1. University report “Leadership Tenure” that provides the historical trend line of “time in service” for the following positions the NDU-P, NDU-VP, NDU-VPAA, NWC-C, ICAF-C, JFSC-C, NWC-AD, ICAF-AD, JFSC-AD.

2. Survey responses that aim to define the leadership and characteristics of leadership at the university.

**Goal 3: Develop an NDU policy on fora for faculty views.**

Strategies:

1. Conduct focus group analysis of faculty at the University to identify the purpose, scope, and specific operating procedures for which a University Faculty Senate could be implemented.
2. Conduct individual interviews with Senior Leaders at the University to determine the parameters of effectiveness of a University Faculty Senate and its perceived impact on the University.

Metrics:

1. Demographic characteristics of faculty and coded responses identifying the faculty's reasons for a University Faculty Senate.
2. Coded responses identifying the Senior Leadership's reasons for implementing a Faculty Senate

**Goal 4: Ensure that NDU leaders, at all levels, continue to protect and defend academic freedom while promoting an ethos of professional responsibility.**

Strategies:

1. Define Academic Freedom at NDU in the NDU faculty/Staff Handbook and revise/re-issue the policy for enforcing academic freedom
2. Implement a survey of faculty at NDU pertaining to their perceived knowledge of academic freedom at NDU.

Metrics:

1. Survey responses to items indicating level of knowledge about NDU's policy on academic freedom, and perceived satisfaction on the University's enforcement of said policy.

**Goal 5: Establish NDU formal policies and procedures that establish and ensure that in each college/component "faculty status and related matters are primarily a faculty responsibility."**

Strategies:

1. Revise the policies and procedures for the employment and compensation of Title X employees, with provisions for increased component level authority over personnel actions.

Metrics:

1. Established policy that defines the process and procedure for hiring a faculty member under the authority of Title X.

## Technology Annex 5

With respect to “Technology”, the University priority is to “Leverage state-of-the-art information technology for academic and organizational excellence”. The following goals, strategies, and metrics are based on a 3 year window that is designed to meet the IT priority established by the University. The university will strive to build an IT infrastructure, create an environment that supports the use of educational technologies, provide sufficient IT training for the NDU community, and facilitate knowledge-sharing through the use of educational technologies. Attainment of these goals will further demonstrate NDU’s commitment to remaining a leader in JPME and education in the national security arena.

### **Goal 1: Build a robust, flexible and secure IT infrastructure.**

#### Strategies:

1. Develop an IT Strategic Plan, which includes the CIO mission, vision, and goals. This plan will include a description of the NDU IT Enterprise Architecture as well as a process for NDU IT Capital Planning.
2. Charter a committee whose purpose is to facilitate communications between the CIO and individual organizations.
3. Develop detailed resource and budget projections to meet IT academic plan goals outlined for a 3-year period.
4. Implement an integrated SIS for all NDU components.

#### Metrics:

1. An established Information Technology Steering Committee Roster and established project schedule derived from meeting minutes.
2. Track actual spending compared to projected budget annually.
3. Percentage of components transitioned to the integrated SIS.

### **Goal 2: Create an environment and culture that facilitates the innovative use of education and information technology.**

#### Strategies:

1. Develop student, faculty, and staff expertise in technology applications to improve productivity, teaching, and research quality by creating an IT training program plan for students, faculty, and staff.

#### Metrics:

1. Number of IT training programs delivered to NDU faculty, staff, and students, as well as the number of participants for each program collected annually.

**Goal 3: Ensure adequate training in the use and integration of information technology.**

Strategies:

1. Evaluate faculty and staff use of available instructional technology support services.
2. Create an authorized position for an NDU Director for Educational Technology, as identified by the manpower study.

Metrics:

1. Faculty and staff survey responses detailing the frequency of their use of educational technologies, satisfaction with usage, and the impact on educational services.

**Goal 4: Pursue global collaboration and knowledge-sharing through IT tools.**

Strategies:

1. Acquire and implement functional requirements for an NDU Knowledge Management tool by convening an investigative committee comprised of members from multiple components.
2. Create a committee for the establishment of policies for the organizational use of social media (i.e., web 2.0) technologies.
3. Create physical and digital knowledge sharing and collaboration fora, internal as well as global (e.g., university generated conferences, courses, research).

Metrics:

1. A detailed implementation plan consisting of a proposed system functionalities, budget, timeline for implementation, and benefits to NDU.
2. Number of NDU components participating in social networks or using social media for educational and/or marketing purposes. Descriptive statistics on internet traffic on social media sites.

Research programs at the National Defense University (NDU) are a key ingredient of the core mission (“prepare military and civilian leaders from the United States and other countries to evaluate national and international security challenges”) of this institution. Whether the focus is teaching, research or outreach, the discovery of new or advancement of established knowledge in the field of security affairs is critical to maintaining our competitive advantage as the pinnacle of Joint Professional Military Education (JPME) and the Center of Excellence for strategy and policy options for national security interests. In this time of global challenge, research program activities must meet the needs of interagency policy makers, military commanders, and national security professional educators. We must also accelerate the pace at which this research is incorporated into all aspects of the JPME curricula. With respect to “Research”, the University priority is to “Enhance and better align its research programs to address complex challenges faced by national security stakeholders and national security professional educators and increase the frequency at which this research enters the national security arena.” By attracting world-class research faculty, maintaining an environment of open discourse and academic freedom, and promoting the research projects within the NDU community and greater national security community, NDU will demonstrate its commitment to this priority.

**Goal 1: Recruit and sustain world-class national security civilian and military research professionals.**

Strategies:

1. Define “high quality” research professionals based on parameters identified by senior administrative needs, including guidance from the Chairman, NPU-P, and VP of Research, and College commandants. Define the appropriate mix of identified characteristics for the research professional population at NDU.
2. Catalog professional experience of research and teaching faculties to determine level of professional experience. Utilize the SIS faculty and staff biographical data for identifying research subject matter experts.

Metrics:

1. Proportion of faculty with demographic qualities reflective of high quality reported annually.

**Goal 2: Create and maintain an intellectual environment in which inquiry and discourse are valued and supported culturally and technically.**

Strategies:

1. Conduct a study consisting of a questionnaire to identify faculty and student perceptions on the academic climate and openness of public discourse at NDU on a regular reporting schedule.
2. Conduct a study consisting of a questionnaire to identify trends in participation of teaching faculty, students, and outreach participants, in research activities at NDU.

3. Establish a University Research council to implement policies that increase exposure of NDU research to both NDU and external communities, facilitate collaborative research across NDU components, and make recommendations to senior leadership regarding NDU research mission.

Metrics:

1. Faculty and student levels of perceived attributes of academic freedom at NDU.
2. Number of participants in research activities and relevant demographic characteristics of participant population.
3. Annual investment in research activities.
4. Official charter of the University Research Council and roster of members and documented meeting minutes.

**Goal 3: Promote awareness of NDU research projects and insure archiving of and access to project products across all components.**

Strategies:

1. Recognize published research of university faculty by identifying research products published in professional journals and cited as source reference for policy decisions on an annual basis. Present finding in NDU Annual Report to the Chairman.
2. Conduct a study consisting of a questionnaire to identify what research activities are of interest to non-program participants from NDU and desired participants from outside institutions. Develop new research activities and/or update current activities to meet the interests of potential new program participants.
3. Inventory current library capabilities and holdings with intent of establishing a more robust process and management of research products (student, teaching and research faculties).

Metrics:

1. Number of research products published in professional journals annually.
2. Headcount of participants in research programs/activities from NDU components.
3. Percentage of the total of NDU Press products that emanate from organic NDU teaching faculties.
4. Percentage of electives offered (and taught) by faculty members from NDU research components.

## Resources Annex 7

With respect to “Resources”, the University priority is to “Ensure that all available resources are appropriately aligned with the academic priorities and mission of the University.” The NDU leadership vision and support for the implementation of the four goals listed in this section clearly identifies a paradigm shift for the University’s planning and resource allocation process. The new model combines the strengths of current budgetary and allocation process with a rigorous and deliberate planning process to create a more robust resource allocation framework that is considerably more responsive to the University’s academic priorities. The intended result is an enhanced ability to assess the strategic resource implications of proposed adjustments to mission, or conversely, the requisite adjustments to mission that may be required in an environment of severely constrained resources. To achieve this desired end, NDU must continually assess its progress in meeting critical milestones identified in its strategic planning and resource allocation process. These reassessments provide an opportunity to measure the manner in which the University plans, attracts, prioritizes and allocates resources. Critical to these efforts will be the resource goals of: transparency and collaborations; engagement of process owners with stakeholders; a supportive organizational structure; and effective internal and external communications models.

**Goal 1: Create an open, inclusive, and transparent resource allocation environment that promotes enterprise-wide collaboration on how to best support the mission and academic priorities of the University.**

### Strategies:

1. Develop a repository for the purpose of reporting the University Resources Board activities in the form of minutes, decisions, and other appropriate information that identifies the relationship between resource allocation and academic priorities.
2. Establish FAQs on the NDU intranet that address the strategic focus for how the University plans, attracts, prioritizes and allocates its resources.

### Metrics:

1. The increase in current and new University initiatives (e.g., Content Management System Business Case) that demonstrate the initiative’s financial costs compared to projected benefits – and how those benefits support the University mission.
2. The change in budget allocations by NDU component over time.
3. Improvement on climate study survey items that address the transparency of enterprise-wide resource allocation.

**Goal 2: Promote collaboration and unity of effort among process owners such that the assigned resource allocation priorities are responsive to internal and external stakeholder interests.**

Strategies:

1. Create and publish resource allocation policies/procedures that identify process owners and their respective responsibilities and accountabilities for ensuring the effective and efficient use of University resources.
2. Establish a deliberate planning and decision-making process that ensures that the approval of each resource opportunity is contingent on its alignment with the University's strategic goals.
3. Establish a systematic process for using survey instruments to solicit and analyze feedback from process owners, stakeholders, faculty and staff.

Metrics:

1. Increased use in standardized feedback instruments and positive feedback from internal and external stakeholders.

**Goal 3: Establish a structure and organization that empowers planning and resource allocation process owners to make informed recommendations and decisions that support the University's academic priorities.**

Strategies:

1. Establish a resource advisory council that validates strategic resource proposals and requirements through review and deliberation and provides overall recommendations to a senior governance board.
2. Publish a document that provides an approved organization chart that identifies functions, responsibilities, and relationships, for all components, offices and boards and committees.

Metrics:

1. A library of resource advisory council's meetings, proposal reviews, and recommendations.
2. Revision and reissuance of the NDU Regulation 10-1: Organization and Functions

**Goal 4: Create efficient channels of communication that promote clear and effective resources information sharing University-wide.**

Strategies:

1. Establish and implement processes that ensure current information is shared at the appropriate time to achieve the desired strategic effect.
2. Harness technology as a tool to make resource information transparent and accessible.
3. Develop the “collaborative team and draft resource allocation” policy for the university.

Metrics:

1. Climate study survey items that address the transparency of enterprise-wide resource allocation.

## Academic Plan - Work Groups

	Faculty	Curricula	Students	Academic Community	Technology	Resources	Research
CISA	Dr. Querine Hanlon	Dr. Thomas Marks	Dr. Sebastian Gorka	Dr. Thomas Blau	Mr. Robert Sharp	Ms. Celina Realuyo	Dr. Alejandra Bolanos
ICAF	Dr. Christina Lafferty	Dr. James Currie	Dr. Alan Gropman	Dr. Barbara Corvette	Dr. Lynne Thompson	Dr. Faye Davis	Dr. Sid A'Hearn
IRMC	Dr. Elizabeth McDaniel	Dr. Brenda Roth	Ms. Jennifer Raabe	Dr. Gerry Gingrich	Dr. Paulette Robinson	Mr. Russell Quirici	Dr. Charles Tompkins
JFSC	Mr. Dan Goodman	Dr. Robert Antis	Mr. Lawrence Brady	Dr. Keith Dickson	Dr. Kenneth Pisel	Ms. Josie Bermudez-Hemby	Dr. Gail Nicula
(alternate)	Dr. David Winterford	Dr. Dennis Ridley	Mr. Mark McGivern	Dr. Gail Nicula	LTC Curtis Fox	Ms. Shirley Wallace	
NWC	Dr. Cynthia Watson	Ms. Lisa Bronson	Mr. John Page	Ms. Susan Sherwood	Dr. Colton Campbell	Mr. Mark Pizzo	Dr. Marvin Ott
(alternate)	COL Tom Barth	Dr. David Sherman	CAPT James Shoaf	Mr. Harvey Rishikof	Mr. Anthony Muschelli	COL Nelson Cabot	
CSWMD		Dr. David Cooper			Mr. Forrest Waller		Dr. David Cooper
CIO					Ms. Michelle Roberson	Mr. Roy Mustelier	
Outreach				Ms. Katherine Wood			
CTNSP	COL Paul Bartone	Mr. Michael Baranick	Ms. Debra Cagan	Mr. Terry Pudas	Mr. Charles Barry	Dr. Stephania Brown-VanHoozer	
Library					Ms. Meg Tulloch	Ms. Meg Tulloch	
(alternate)					Ms. Julie Arrighetti	Ms. Wynne Tysdal	
INSS	Mr. Lee Blank	Mr. Erik Kjonnerod	Mr. Gerald Faber	Mr. Donald Mosser	Ms. Kimberley Berlin	Mr. Donald Mosser	Mr. Erik Kjonnerod
RMD						Ms. Patricia McInnis	
AA	Dr. John Yaeger				Dr. John Yaeger		Dr. John Yaeger
INSEL				Dr. Albert Pierce			
ISMO			CAPT Douglas Bellows				
CHDS				Dr. Thomaz Costa			
E-mail Group:	APWG-Faculty	APWG-Curricula	APWG-Students	APWG-Community	APWG-Technology	APWG-Resources	APWG-Research
	Work Group Coordinators indicated in:				Yellow		
	Institutional Research Specialists indicated in:				Blue		