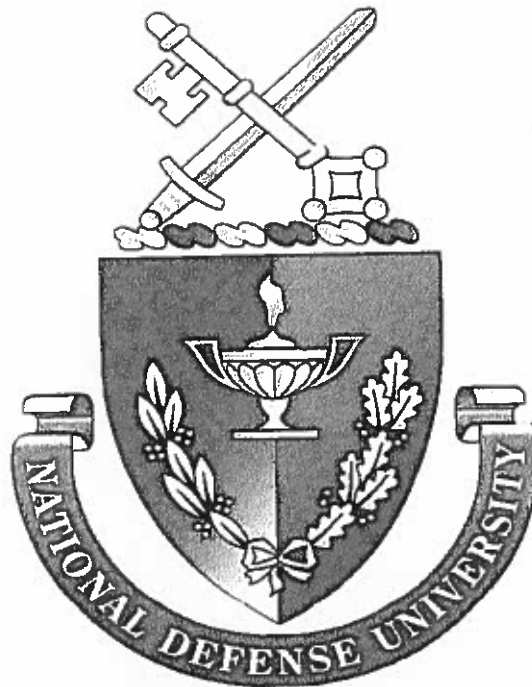


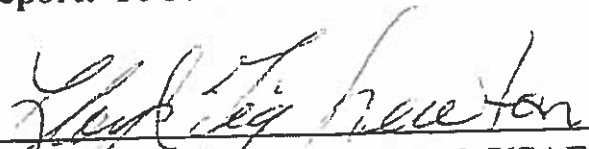
**REPORT OF
THE NATIONAL DEFENSE UNIVERSITY
BOARD OF VISITORS MEETING**

Held on May 20-21, 2014



A public meeting was held on May 20-21, 2014 by the National Defense University Board of Visitors in Lincoln Hall, Room 2315, Fort McNair, Washington DC, 20319

Date of this Report: 10 June 2014


Lloyd "Fig" Newton, General, USAF (Ret.)
Chair



**Minutes of the National Defense University
Board of Visitors Meeting
May 20-21, 2014**



Meeting Summary

The National Defense University Board of Visitors (NDU/BOV) met at Fort Lesley J. McNair in Washington, DC on 20 and 21 May 2014. The attendance rosters and the agenda are attached in Annex A and B, respectively.

Tuesday, May 20, 2014 (Day One)

1200 - Call to Order: Dr. Brenda Roth, Deputy Vice President for Academic Affairs, NDU

Administrative Notes: Dr. Brenda Roth and General Lloyd Newton, USAF (Retired), BOV Chair

Dr. Roth: Good afternoon. I am Brenda Roth and the Designated Federal Officer for the Board of Visitors for the National Defense University. The NDU BOV is hereby called to order in accordance with provisions of public law. This meeting is open to the public until 5:00 this afternoon. Tomorrow's meeting is approximately 8:00-11:15. The agenda of this BOV will include some update briefings including a little more detail on the NDU JET that we provided in March. No Board meeting would be complete without a budget and information technology update. Tomorrow we will start off with a strategic planning session and provide time for discussion. We will finish the meeting by discussing the JET and close the open session at 11:15. I want to extend my personal thanks to each Board member for all that you do for NDU.

General Newton: Thank you, Dr. Roth. Ladies and gentlemen, good afternoon. We're back again. It's been a while since the Board has come together. A few members are missing at the moment, but will be joining us later. We have some folks that are new since we last met in person, particularly Ambassador Nesbitt. Thank you, ma'am. We look forward to engaging with you and getting your ideas as well. I'll ask the Board members to introduce themselves quickly.

Dr. Lemuel Watson: I am the Dean of the College of Education at the University of South Carolina. This is my second term on the Board.

Dr. George Tanner: I am the Dean of the Department of Veteran Affairs Learning University. I've been on the board since 2007 or 2008.

Ms. Belkis Leong-Hong: I am President and CEO of Knowledge Advantage Inc. I've been on the Board since the same time as George.

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Mr. Douglas Doan: I come from the entrepreneurial side and lead an organization that invests in young military veterans.

Dr. Stephen Trachtenberg: I am a former president of GWU where I served for twenty years. I'm now a professor of leadership there and still figuring out what I'm teaching.

Ms. Linda Robinson: I am a Senior Policy Analyst at RAND and a book author.

Mr. Douglas Raymond: I have been an executive at a number of startup companies. I am currently an executive at Endgame Systems.

Captain John Fraser: I am a retired Navy Captain and retired from Raytheon and other organizations. I am now involved with strategic planning and organizational change management.

AMB Wanda Nesbitt: I am the Senior Vice President at NDU and came last November.

General Lloyd Newton: It's always exciting as NDU gets an ambassador, but then we get a new one and it's even better. There have been a lot of things going on since we were together last time. It's an important meeting for all of us. Let's get right into it.

State of the University Address: Major General Gregg F. Martin, Ph.D., 14th President, NDU

General Martin: It's great seeing everybody. Just a quick story that I thought of when Dr. Trachtenberg walked in. One of the incredible parts of this job is getting to know members of the Board. Thank you for giving up your energy, time and passion to make this university better. When he walked in, I thought about a wonderful weekend we had together with my son when he graduated. It was an unbelievably joyful experience. Maggie counseled me on controlling myself when I chest bumped my son, Connor. Connor came home yesterday and was down in the dumps. Maggie said all the kids at the school have been in mourning as they have been bought out by GWU. I said they should be celebrating. Connor said that big bad GWU is "the man". Maggie said that Connor said they fired the entire faculty. I was like, "Wow, I actually know President Steve." I sat down and reflected on it and talked to Connor and cheered him up. The kids were so excited that the class of 2014 was the last of the Corcoran School before being taken over by GWU. The graduation speech was all about change. There are a lot of parallels with NDU. I told Connor that it's going to be amazing and to work with the team. Get to know them and tell them how to make Corcoran even better as a member of GWU.

So welcome, congrats, and thank you to everybody who is here. I see some great folks here. Thanks to this Board for your continued support to NDU. We are all united in our purpose to mold and to shape our students to solve the most critical, complex security problems and the wicked problems facing our nation. We take great people and make them very great. We help teach and train the habits of mind, discipline, and inspiration to figure it out. How to think, how to frame the most complex problems for which there are no answers. We believe our graduates are commissioned to go lead at the most tough,

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challenging parts of their careers. We believe they can go teach innovation. Our warriors and our American tax payers expect it. I carry this around and it was given by a young Green Beret (*shows hat*). The young who are at the tip of the spear expect this of us. It's been a tough journey, but not as tough as being shot at. The American tax payers don't like hearing that it's tough for us because we lost millions of dollars. They expect us to figure it out. They know its complex and they expect us to fix this stuff. If not us, who? Get at it, Martin!

NDU is a really exciting place right now. We welcomed three new chancellors in the past year. We also have a new CAPSTONE Director, Rick Waddell. A new Director of Research, Strategy and Applied Learning, Dr. Rich Hooker. Finally, I'm so thankful to have Ambassador Nesbitt as our Senior Vice President. She's the biggest contributor and is stepping in and figuring it out and being the first acting Executive Vice President. She won't tell you that she's been an ambassador to three different countries in Africa. Harvey will take the baton as the Dean of National War College. There are some other folks I haven't hit on yet, but everybody, welcome.

When you look at the history of the JET, we've taken a lot of old ideas, dusted them off, and put them back into play. The big ideas are coming from Teddy Roosevelt Hall for the most part. In 1903, when Roosevelt Hall was built, the big idea was that it is a very, very complex world. In 1902, the US occupation of Cuba ended. America suddenly became a global empire. Deep in the Industrial Age, the world was changing. The idea of great minds that we needed a graduate school for strategy with the very best performers with a high potential to serve at the strategic level and give them applied real world research projects that the President on down needed, figured it out, solved problems and could actually contribute to strategy and security. This is one of the big ideas with the JET in Phase III. Right now, we are living the idea of mission command. What is mission command? It's one of the Chairman's tenets. All mission command is basically smart, commonsense leadership. A shared vision. A common understanding. People just need to understand what we are trying to do and what's the shared operating picture. Once you have that and people understand what the organization is trying to do, then you can trust people and delegate and power down. But there's a third piece; part three verifies. Ronald Reagan said it with Gorbachev. The business world calls it control. Need a process to continually get together and check if we are on track. We are way down the highway. The faculty owns the JET. It is theirs. You will get a presentation on it. Professor Lisa Bronson, under Dave Tretler and NWC, is eye watering.

Before I go much further, I also want to put a plug in on some personnel actions that are underway. We have advertised and are hiring an Executive Vice President and a Chancellor for the iCollege. I believe the iCollege is the epicenter for transformation at NDU. We are also advertising for the Dean of CISA, the Dean of the ES, the Director of Center for Technology and National Security Policy, and the Deputy Provost. I look to COL Cabrey to push out to the Board the link and a quick description of each of the jobs being advertised.

In February 2012, the Chairman personally rewrote the university's' mission statement. He penned it. He said NDU will support the joint warfighter in our JPME and select others. Military is about 60% of the

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student body. We do it in order to develop leaders. That means you go do something with your knowledge. They have the ability to operate and the ability to think in an unpredictable and complex world. We think all the way from POTUS all the way down to a cadet in ROTC. A few months later, General Dempsey came back to NDU and passed the flag and NDU colors to me. He had a great message to refocus the entire school on its core mission. To break out of the way of doing business in order to better support the joint warfighter. It's more important than ever for leaders and NDU to imagine and create a better system of JPME. Focus on the core mission. Students need to be at the center of everything you do and he charged us to break out and used the historical example of Allied forces coming to shore at Normandy. He chose that analogy on purpose and told us he needed us to break out. A plan to break out of that which constrains you and holds you back. He would ask whenever he saw me if we had broken out yet. I'm pleased to report that on 17 March we said that we had broken out and launched the JET. I happen to be Irish, good luck of the leprechaun. Budget cuts, hiring freezes, external reviews, the way to do better work. The Chairman defined what he meant by better work. What he wants and how he defines the meaning of such things in quality. He said to produce better students and graduates. He said that he knew it would be hard, but we figured out that we need to operate collaboratively as a whole of NDU.

Our NDU working group led by Dr. Bell was very open, very collaborative. Everybody had months to get engaged and they did. It was a tremendous process and a bottom up wellspring of great ideas. Where the tensions were and where the disagreements were. It's a fabulous piece of foundational work. Great work across the university. The NDU Strategic Plan was led and developed by the Provost with the Deans and the faculty. From the trials of this disruption, it's been a tough road, but again, no one shooting at us and we get to go home at night. From this emerged the JET. The purpose is to take NDU to the next level. To find new ways to create even better students. Both the Provost and all of NDU wholeheartedly embrace it. Dr. Trachtenberg does a great job mentoring me and asked me if faculty were mad at the change. I said, "Yeah." He said, "Good. I would be really disappointed if they weren't." We worked through it with town halls and sessions. I met more faculty through the breakout because people were mad. It's been fantastic. The Provost has been looking at NDU, studying NDU. Johns' PhD dissertation was on NDU's history. He knows more about JPME, NDU and adult education than anyone I know. He's doing an unbelievable job. So, a predictable and expected tough start, but now we are broken out with the help of our working groups. We made a strong, bold move with full understanding and support of the Joint Chiefs. It was move now or never. If you don't move when windows open, you lose your chance. The window would get passed. I did my dissertation on leading strategic change in large complex organizations. Tremendous work which you will hear all about. I'm very proud of the university and of the work that has happened and the work that will be done. I expect you to challenge them. This team has my and our leadership's full trust. The big questions the Ambassador and I ask at our meetings are, "what do you need? Money? People? IT support?" How do we help the great faculty move forward? Our Provost will expound on the specifics of the new plan. Basically, the curriculum serves to improve the university through communication.

Second, to capitalize on student assessment for tailored leader development. The students are the core and are all unique with backgrounds, strengths, weaknesses, etc. Do the assessments and help put

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together a plan for the year. Then launch into the strategic leader course as a good foundation. To start the year with a common understanding of what we talk about when we teach strategic leadership. That whole first piece is about five to six weeks long. Then each student will go to their main college. They will work with a faculty mentor to work on their individual project. The culminating events in Phase II will be that individual research project. That's huge. We want students to take something they are passionate about to make a difference. We will try to get it published and work with respective commands to get that student assigned there. Then there will be a CAPSTONE exercise that allows us to see how the students have done. Then before kicked out the door, the students will have an assessment with mentors to establish a lifelong learning plan. It's interesting: the biggest beneficiary will be the faculty member who now has a hook in these strategic practitioners. If they stay with the student, they will be on the cutting edge. The faculty member, through the experience on the edge, can then roll back into the teaching and curriculum. The great teachers at NDU do that. I get cards and emails talking about how teachers stay in touch with students. Think about the faculty member and how much more they can contribute to the student body.

The third element of JET is to creatively build on the new strategic leaders course. We will exercise resilience and character, ethics and the profession, frontload the Chairman's DLAs and a heavy focus on critical thinking and strategic analysis. Students are challenged to solve real world security dilemmas. All of this revised curriculum will better integrate into the student's leadership continuum. We put students at the center. The welcome letter we sent to every student announces the learning plan and the mentor plan to develop their education at NDU. With the inspiration of the Chairman and support of the Director of J-7, we have broken out and are moving forward to ensure NDU has a sustainable business model.

Our allied and industry partners are our greatest opportunity while our core is the Americas. We are unlocking the human spirit and unleashing innovation which is a powerful force. We've started a movement and are already getting requests from senior leaders and Combatant Commanders on how to partner as they want to advance their skills. Combatant Commanders have commissioned scholar programs. We are creating "NDU talks" modeling after "TED talks". I will introduce Captain Kelly *Keating (sp?)*, please stand up. She serves in the Old Guard, third US infantry. She's a Texas Aggie, MBA from the University of Texas. She is serving in the US Army. She, along with two others, is the first of three confirmed NDU scholars in our program. She will be put in a PhD program through our emerging PhD program. She's heard about the great GWU program and she will be in our PhD program and do research and work through me as NDU-P and her thesis will probably be on how to transform and adapt the personnel management system. If she chooses to accept, she will work on if we are getting the right students at NDU. We can make it better. Kelly will do a thesis, get published, and intern at highest levels. Work an internship up on the Hill. Steve Hadley has already said he wants scholars to do internships at Atlanta Counsel. We expect that Kelly will be a talent manager who will serve in the HR/Personnel field commanded by a two-star general in HR command. She is a young warrior with an unbelievable mind. Major *Cronin (sp?)* is the other and the third is Captain Liz *Lessari (sp?)*. She was invited to try out for the Olympics and one of the first women to fight with the female engagement teams embedded in Afghanistan. She was going to get out of the Army because she wanted to get a

Chairman Fellowship, but we don't give those to medical service officers. So we created this program pilot so that Liz can show up for duty in July. That's one of the innovations going on.

To the BOV, we need your help. We will throw our biggest problems and we really need your help. Help us move the JET forward. You are our biggest supporters and we need you to be our toughest critics. I'm asking each of you to apply all of your experience, wisdom, and critical thinking to everything we present. You all know the history. You've been with us through good and bad times. Assess everything, help us to imagine, create, and commit to ways to best move NDU forward. Give your toughest and most critical advice to the Chairman. Keep in mind those young warriors at the tip of the spear and the American taxpayers who are trusting us to figure it out. I will pass around a picture of a Special Forces team with all the enablers. Check out the dog. There's a whole bunch of dudes here embedded with an Afghan commander unit. They learned the language, grew beards. But at the very end, with just weeks to go, someone in the chain of command said that they had to shave their beards off. On the last mission on the last day, Jeremy was shot. The bad guys just know how to time it. As soon as Apaches flew off, they unleashed hell and Jeremy got shot. You can imagine the confusion and chaos in that close combat. Staff Sergeant John Schmidt in the effort to get to Jeremy Border was shot through the neck and died. With that, if anybody has any hard times, just keep it in perspective with what our young warriors are doing. Any questions?

General Newton: Questions at this point? The pilot program is fascinating, but my first question is what's wrong with the other services? They didn't want to play?

General Martin: The first one was medical, my neighbor. Then my other neighbor introduced me to another. I'm trying to get a Navy guy. I've reached out to General Amos for three Marines. National Guard has promised air national guardsmen. We would love an Air Force.

General Newton: It's important for it to be joint. Let's think along those lines. Any other questions? Thank you very much. Let me do a couple of things before moving forward. Couple of comments for the Board: remember our responsibilities here and our responsibilities for this massive movement at the university is to do the assessment that was mentioned. Do we have a model from our perspective or experiences that will sustain itself as we move on years from now? What are the course corrections that we need to make? Think along those lines as we go through the next day here. Must be very critical about what we are doing with that. The next is administrative stuff. We have the meeting minutes from last meeting. Any changes?

Dr. Watson: Please add me to attendance. I was on the conference call.

General Newton: With that change, I'd like to have a motion and a second. So moved. Second. Any questions or comments? All in favor please say aye. Dissenters? Good, let's go.

General Martin: Turn the lights down and roll the film.

(Video of General Dempsey speaking at NDU)

General Martin: Ladies and gentlemen, my esteemed colleague and friend, Dr. Yaeger.

NDU's Joint Education Transformation Initiative Review and Update: Dr. John Yaeger, Provost, NDU; Dr. Dave Tretler, Acting Dean of Faculty and Academic Programs, NWC; and Ms. Lisa Bronson, Esq., Faculty, NWC

Dr. John Yaeger: This is a great set up for what I want to talk about. The very first part of our mission statement is to support the joint warfighter. It sets the stage for why we needed to come up with the new curriculum that we did. With our new mission statement, we created a new strategic plan. Going forward, with less money and a need to improve, we started with collaboration. The other thing that was going on was a year-long review of JPME. We were looking at how we will develop leaders to support joint forces in 2020? One thing that came out of that was the DLAs you can find in your book. There is a heavy emphasis on critical thinking skills. When the Chairman forwarded this to Congress, he also said that leader development is not just the education piece, but about training and life experiences that help develop a leader. We shouldn't look at education in isolation.

Another requirement that came out was the new Lessons Learned from a Decade of War. Those lessons learned needed to be incorporated into the curriculum for 2015. In addition, resiliency has come up over and over again. We need to address this. These are new topics we need to put into the curriculum. There were gaps. For example, in ethics; yes, there was ethics in the curriculum, but not as the DLAs addressed. When you bring new things into the curriculum, you must develop a foundation course in the beginning. This must be done collaboratively. Let's go with what the strategic plan says to go for and go forward collaboratively. The third is the assessment piece. Those were the three big reasons why we wanted to start with a university foundation course in the beginning. In my mind, there are four fundamentals: students at the center, protect the core, core must build upon foundation course, and it must be owned and developed by the faculty. There were a couple of other things that came out of this. We developed a couple of spaces for faculty to collaborate. One is a physical space in the AA office and they also developed a virtual space on the Blackboard site. Those things have never happened before.

Class of 2015. We have identified the students and the military have already received their welcome letters. They have the website link, readings to look at, and questions about themselves. They will be taking a look at what they've done in the past and how to leverage that at the university. We've already engaged the students much more than any prior arrival. We've chosen Blackboard so we can monitor and assess. The students will start building their plans prior to getting here. We will get into the phase details in a minute. We have more clarity on Phase III. We've also added a week to Phase II. We looked at Phase II and the time was just not there. We will constantly assess as we go through. Before they leave at the end, we want to see how we did and it's important to have one-on-one faculty assigned to each student to assist with career-long learning goals. That demonstrates the level of commitment that senior leaders have to the program with what we're doing. One benefit to us is if we stay engaged with

graduates, we can see what issues are important to them. It's the first time we've done this, so I don't know how much interest there will be in there or the long-term resources that will be needed. I think assigning someone to be here after the student leaves to mentor that student is beneficial.

General Newton: I invite colleagues to ask questions as we go through this. What happens if the faculty leaves their positions?

Dr. Yaeger: We would have a turnover and have a discussion with the student. We want the graduate's input on that.

Ms. Leong-Hong: Looking at the three phases, in Phase II I'm delighted to see that cyber is going to be a focus in the curriculum, but I have a question. In the past, the iCollege focus has been on the information resources management policies and directions. One outcome of that is the IRM certificate or a CIO certificate. Is the fact that the college core curriculum is moving to cyber mean that it deemphasizes the CIO focus?

Dr. McCully: The quick answer is that we have a CIO program, cyber leader program, and Cyber security program.

Ms. Leong-Hong: I know that civilian agencies are dependent on that and this is one of the few institutions that actually grant some certification on the CIO.

Dr. Yaeger: We want to improve and strengthen the core.

Ms. Leong-Hong: I'm delighted that there is a move toward cyber. I'm very happy to see that, but just wanted to know about the CIO program.

General Newton: I personally see a weakness there and would ask that you rethink that and make sure that linkage can remain. How can we sustain this over some twenty-year career by being tied to a single individual? Think about it.

Captain Fraser: I echo that. I think this is a good concept and I wouldn't want to think that you will have a variable quality of mentorship among the mentoring faculty. Want long-term quality.

General Gorry: One of the things that we've done with the common academic calendar is to leverage the expertise of each of our colleges. At the Eisenhower School, for example, cyber is not our niche capability but is for the iCollege. It's brought the university closer together as we incorporate more cyber into the curriculum.

Ms. Leong-Hong: I'm very happy to hear that. As another aspect of cyber focus, is that we don't want to be totally technology focused as technology is the enabler, but there are other parts. If we see that thread throughout the other colleges, that's very positive.

Dr. Watson: It seems to me that at some point we outgrow our reaches. Some of our alumni, particularly those who have become outstanding, could come back and be advisors themselves. The kinds of advice my old professors are giving me are about retirement, not my career. I think General Newton's point is well taken.

Dr. Yaeger: I want to frame some of the boundaries we have. What is in law? We still need to teach these ten areas in legislation. We've added the new DLAs. You'll get a better sense of this framework when you hear from Lisa Bronson. The other thing that has happened since we last met was more clarity in the third phase. We have an elective program. This way it's much more compressed with a morning and afternoon elective. There are some real advantages to that. In the middle of the day we have an opportunity for professional development to bring in folks from places people may be assigned to in order to get a sense for leader development to help prepare them for their next assignment. They chose their second semester electives in October this year, but now they can choose an elective in their field. They have the opportunity they didn't have in the past. They will be doing their Capstone projects and will present their individual research projects. They choose a research project to work on throughout the year. We really feel that we can help contribute to the body of knowledge. For those that are of publishable quality, we will work to get them published. During this timeframe, before graduation, we will have one-on-one meetings to plan for assessment and the future. I don't know if this time is right. We've had several meetings on how long this will take. Assessment is a big part of the program in order to get a sense of what is a better way to do business.

Start of PowerPoint presentation

Ms. Lisa Bronson: Good afternoon. It's a tough slot right after lunch. I've been here for approximately ten years. I came from OSD policy at the Pentagon where I spent approximately eighteen years. I'm a product of a four-year Army ROTC scholarship at Cornell and a law degree. I will walk through Phase I of the implementation program. We have essentially done what normally takes three to six months to develop a course and did it in eight weeks. We are starting our first faculty workshop tomorrow afternoon. Faculty are invited to participate to review the plan for students that begins in August.

General Newton: This goes back to the letter, my question. We have a letter for different colleges. Share with us a little background how that all came back together.

General Martin: Great question. This whole concept that John described has been years in the making. The decision to move took place before Christmas based on accelerated and refined guidance from the Chairman. He said he wanted to move on this stuff. We took that aboard and the new director came over just before Christmas and we showed him all around. We talked about big ideas. Over the Christmas holidays, we thought about where we're going and what the Chairman wanted. We looked at a study that confirmed our worst fears that with all the pain of budget cuts, Middle States, sequestration, government shutdown, that after all that progress we were falling back in our silos. We

came up with a bold new plan working with a whole of university approach. We get the new J-7 to come here and do an assessment. We came up with a plan. If not now, when? And the answer was never. So we said, "Ok, hey guys. It's a big decision. Are we in or not?" And everybody came around the table and said let's do it. So we did it. I laid out the plan in my office and showed them the tape in the conference room. It was tough. A lot of people were not happy. Dr. Greg Foster came forward and said to meet with the faculty advisory committee. I sat down and met with them. Multiple iterations with ambassadors, deans, etc. and went on a listening tour. At the end of the day, we were doing what we believed was the best interest of NDU and the Chairman's intent. He told us to do this so we did it. A lot of people said they understand, but disagree. I accepted that and tried to persuade them a little further. It's not my idea; it's what the Chairman wants. A lot of faculty said that they "hate to burst my bubble, but presidents come and go. We see Chairman come and go. Honestly, we are the ones who hold the lamp and torch of knowledge. We think he's wrong. His opinion is interesting but not compelling." It was a wonderful debate. At the end of the day, we moved out. We get to refresh, recreate and innovate. The old way was good, but we think we can be better.

Captain Fraser: I got so excited during your presentation that I forgot how excited I got when I received letters from the faculty. They didn't get it. I still have a feeling that this body can help you the most by helping you develop processes to sway the rest of the naysayers. I calculate from the time the letter was written to March 17 was twenty days. I can't believe you sold all ninety-six people who signed that letter that we are on the right road. We may not be here as an organization if we don't follow through with the breakout. The greatest challenge is how to get the whole team onboard. You've got the champions, leaders, and an edict. I'm not sure you have a team that's totally bought in. We're moving ahead and anything we can do to help you sway the rest of the team, I'm certainly willing to raise my hand and assist.

General Newton: I don't want it to be perceived that what the faculty offer here is not valuable. It's a matter of how we balance what we get and how we, as leaders, make that happen in a way that we get the desired results. I want us to keep all of that in mind.

Dr. Watson: In five years, when all of this has been done, if somebody would propose restoring the old model, somebody else would say no. It's always hard to get through change, but once it's changed it's hard to go back. This is a classic case study out of leadership literature.

Ms. Bronson: It's interesting to be in the room being talked about as a member of faculty. Whenever you do something this ambitious this quickly, we must manage risk. We have a robust risk mitigation plan. We have doubled the number of faculty workshops. We are starting the faculty workshops in May as opposed to the end of July. How are we going to win over the faculty? One faculty member at a time! I've been meeting one-on-one with faculty. I went to one faculty member with a stack of books and answered questions.

General Newton: You may not get some and that's ok.

Ms. Bronson: All we need is critical mass. Having said that, we must be careful to distinguish two kinds of resisters to change: hardcore and concerned employee resisters. Concerned employees are value added and can be brought along. You've looked at the big purple chart that has all the initiatives and breakdown. First of all, there are nine common learning outcomes. We realized that there were certain key themes embedded in the learning outcomes that we see in the Chairman's DLAs and Decade of War lessons learned. The DLAs. We are not teaching them what to think, we are teaching them how to think. We are giving them tools to go ahead and anticipate strategic surprise. The 9/11 Commission commented that one of the problems is a failure of imagination. Lessons from a Decade of War. Do you see how the themes are starting to repeat each other?

Ms. Leong-Hong: Ethical decisions have been in the news over the last several months. Can you tell me more about that focus and what is involved in teaching that?

Ms. Bronson: Once a week on Mondays, students will be in Lincoln Hall and listen to experts in the field about profession of arms and ethics. They will have readings to go through. So that when they go into seminar once a week, they will work through the process of making ethical decisions. They will be graded on a paper they will write on an analysis of an ethical problem and do group analysis. It's an interwoven focus of the course. We had an interesting discussion on how to do the course. We wanted to interweave and integrate the consideration of ethics throughout the whole course. The smart people have been guiding us based on their experience and materials.

Dr. Yaeger: During Phase I, we will have the rock star speakers. The Chairman on August 11. Then the students will go off in individual seminars to talk about the Chairman's speech. This leads into the rest of the year. Every Wednesday we will focus on character, ethics and the profession of arms. When you go into the classroom to talk about ethics, there will be different focuses in the different schools.

Ms. Leong-Hong: I think I'll quit work and come here instead.

Ms. Bronson: The second component is Lessons from a Decade of War. You'll notice a continuation of themes. JPME emphasis. At NWC, we have particular interest in National Security Strategy. In each of these three pieces, you see an area where there are intersections. Let's build an integrated course where these things intersect. Emphasis is on depth, not breadth. How did we design it? We started with the end in mind. What are the learning outcomes we are trying to accomplish? We reverse engineered the course to make sure that before students are tested and assessed, they will have two to three opportunities to test and practice topics. We are talking about how to think as opposed to what to think. Our approach is to give them a tool box filled with different frameworks and approaches. Those frameworks are coming from a range of disciplines: business, joint pubs and other places. It's important for us to go ahead and begin with Lessons from A Decade of War, but we would not be true to DLA 2 if we just stopped with examining Lessons from A Decade of War. The last two weeks will use the tools for scenario planning to get their arms around surprise and complexity. What is the future role of the US in the world in 2030? They will be exposed to a wide range of views so that they can appreciate

how people think about the world is colored by their world view. We want to be sure that learning outcomes are tracked with DLAs that are tracked with lessons from Decade of War. For each of these areas, I can show you the cross walking. This is our green eye shade accounting tool. This makes sure that we are doing what we said we would do. What's important is the number of hours we were told to cover compared to the actual hours. Actual hours meet or exceed what we are required to do. Flow of the course. The question on ethics, as you can see, ethics shows up in a number of places. Let's talk a little bit about cyber. All colleges will go ahead and watch the same eight minute video that presents students with a strategic cyber problem. They will meet in rooms and ask to work together to come up with solutions. This is unique. We want to highlight that cyber is important and you don't know that much but there is opportunity for you to learn. The concept is that this will be a surprise exercise. We want to assess how they respond to a crisis. Are they collaborative? Withdrawn to themselves? They will have a survey to fill out. We are setting them up for a before and after view. We've also found one of the best ways to get a group of students to know one another is to throw them into a problem.

At the War College, we will start just before the exercise with a Thomas-Kilmann instrument to assess how people deal with conflict. I've learned that people who think they are collaborative and cooperate are actually not. There is a great Harvard Business Review article from a few years ago that talks about the most important skill of listening. It recommends that a CEO spends 70% of time listening. To give you a sense of how we checked to make sure we were following what we need to follow, we are doing a prisoner's dilemma exercise. Faculty will play the exercise as part of the train the trainer mode. It's well tested and has good teaching notes. DLAs. The cyber exercise sets them up with surprise and uncertainty. The route was designed by thinking of what the final exercise would be from the start. My experience is that students do best if you have a real scenario as opposed to a fictitious scenario. We will use whatever is going on in Syria that day. There will be some ethical considerations. If you help a rebel group that intends to commit genocide against another rebel group, what are your implications? The President has asked for a humanitarian mission. In summary, working through this process has given us an opportunity to do a couple of things that have been identified as shortfalls. I can remember General Dempsey two years ago in his graduation speech mentioning "relationships" forty-two times in ten minutes. Questions?

Mr. Doan: How can you go faster? How can you speed this up? You already have the ingredients you need. It struck me odd that much through the course you talk about the need to figure out how we adapted to a decade of war, a slide on women and peace and security. You introduced this young Captain here. That is the answer to most questions. The faster you get young people into these courses, the faster it will align. Your challenge will be how faculty back away and let students take charge.

Ms. Bronson: I have mixed feelings about the notion of speeding things up. My experience has been in education a concept of latency. You can't do a march through the material without time for reflection. Our faculty are not allowed to lecture during the seminar. There is an interesting discussion on what is the right age group. The course we have here is a senior service course designed for people with fifteen to seventeen years of experience to move from the operational to the strategic. This is a

very hard transition. We have students who have been wired for following orders and working in a box. They need to not ask the General Officer for the vision, but to create it. The program for Captains and Majors and the program for Colonels and senior GS-15s are different problems sets.

General Newton: We do have many other schools that have programs that are doing what you are speaking of. But trying to do that here is a different population.

Mr. Doan: You have a young Captain here and are talking about women, security and a decade of war. They are it. We don't know what they know. They are the experts. That's what's unique about NDU. The faster you can create a learning environment, the faster you will go.

Dr. Yaeger: It is a challenge as a task force to make this education available more early. We are beginning to explore how to make content available to future students. This is a pilot program. Part of what may come out of it may be that there are some people who can be let into the program.

General Newton: You have to be careful about what this institution is designed to do.

Captain Fraser: I think your presentation and the model is elegant. Middle States will be a cake since you already laid out all the learning outcomes. Congratulations and nicely done.

Ms. Bronson: Thank you, Sir.

Ms. Leong- Hong: I agree with you in what you've laid out in the building blocks to build a senior leader at the strategic level. At the same time, I sympathize with Mr. Doan in the urgency and encouraging the brilliance of the young Captains. It seems to me that NDU is now doing this special pilot with the fellows program and it could be exposed to joint services so that we get the blend of young leaders coming in and senior leaders at the strategic level. I'm excited to see a much more thoughtful blending of the leadership training.

Dr. Watson: I think it's a very comprehensive plan but two things: it's clear that you all sat down and thought about the pedagogy and methodology that goes with this. Even though people come to you with years of experience, people must be retooled on how to think. I applaud you with that reflection. That is one of the benefits of what I've seen today. You will slam dunk your accreditation, but I can tell that the pedagogy was certainly put there for learning outcomes to develop. The faculty will become a stronger faculty because of the time they spent on this. The faculty will be stronger with what you are doing with the learning outcomes. You've created a clinical experience while they are going through this ends up being an outstanding program. I know that when you get people coming in, they are stuck in their ways and it takes time to think out of the box.

Ms. Bronson: Tomorrow at the workshop, I will use a diagram on adult learning cycle. The first step is disorientation. We talk about pushing people out of the comfort zones, but we must expect it. We shared with them that they will be disoriented; they will make their own meaning out of their own

experience. The best way adults come out of the disorientation is together. A standard technique we use in the course is breaking into groups of three to four. Why do we do that? You can't hide in a group of four. It's amazing to see how different personalities come out when given the chance to talk to one another. For the last eight years, I've been teaching a graduate course at night. I've used them as guinea pigs. Some things translate, but some things do not. The forty-two year olds are not as open as the twenty-four year olds. The younger students do not have the discipline or maturity to play nice with others. I'm hearing a lot about speed. I'm a firm believer in concept development, but you have to give me some time to figure out what's working. There is a huge amount of potential risk. But one of things classic experts in change talk about is time for small wins. If you put too much out there, you won't have ability for small wins.

General Gorry: Thank you to Lisa for a comprehensive presentation. She walked through very nicely how all the learning objectives go with the themes. My faculty has done the same. We've worked side-by-side and collaborated. This is not a one element for the university. The magnitude and degree of fidelity is not only at National, but all the other colleges have done the same. You must understand that in conjunction with this work, we are still in the middle of teaching the current class of students who will soon be graduates.

Dr. Tanner: Couple quick questions on the process involved. You did something over a nine week period that involved one hundred and forty contact hours. Did you leverage consistent work? Can you address a little bit of the process?

Ms. Bronson: It has taken me ten years to make mistakes and practice things. There are a lot of best practices that reflect trial and error from the past. My general rule of thumb is no more than 60% new material. I need a 40% anchor. We are very sensitive to how we pace our contact hours. If I have a lecture in the morning, that afternoon session will be an exercise, something active with moving around and interacting. As for blended, we are going to use YouTube videos of speakers, TED talks of speakers. Some of the online stuff is wonderful when you want to teach substance. But when you want to teach how to rethink and how to collaborate, there is no substitute for face-to-face. People are losing the art of the face-to-face presentation. Now, all bring in electronic readers which are Wi-Fi connected. I am going to run an experiment where we will try to use the clicker technology where questions are asked and responses are graphed on a chart. It's an active way to go ahead and do interesting things with two hundred people in the room.

General Martin: Fabulous dialogue. The NDU Scholar Program Pilot. We will give you a one pager that lays it all out. It's modeled after the Chairman's Fellowship Program that provides both broadening and deepening experiences for junior O-3 and O-4 officers. We are doing it because those opportunities are saturated. We can't absorb all the talent who wants to do it. We have more and more phenomenal officers where the number one thing they want is education. The Chairman wants to include junior officers and NCOs. This is something that Dr. Yaeger has been thinking about for a number of years. We want it to be joint. We will build a bonded cohort of junior officers using the Admiral McRaven model. They will be an innovative force from below. The few that we have this year

will go in as iCollege students and will be sprinkled into the NWC strategic leader course. Our young pilots will then go into a rigorous graduate program designed for them. In Phase III, we expect the scholars to be in electives together. It will be some mixing. Over time, Admiral McRaven describes the bonded cohort that he sees as a way to breakthrough and create innovation. If we graduate a dozen a year, that will be a powerful change. Medical, human, infantry, pilots, submarine drivers, an awesome force.

Break

Joint Education Transformation Initiative Discussion Continuation

Dr. Roth: This is a very productive conversation. We have a follow on with Dr. Tretler.

Dr. Tretler: This is an overview of how we put the three phases together. This is going to be fast and furious. What we have done is trying to springboard of the strategic leadership foundation course into the rest of our core curriculum. Given our Chairman directed mission to educate leaders, we understand the goal of our program to produce graduates who can assess a national strategic problem and apply strategic logic to contemporary problems. This very first course tries to deepen how they think strategically. The second course focuses on the utility of a military instrument today. Moving to the third course, we ask that same questions about the non-military instruments of power. The fourth course focuses on what are the domestic factors that shape policy. The last course requires students to pull all of this together and apply strategic logic, assess problems, and create plans. Scenario planning is about how factors might evolve and combine to produce different kinds of futures and develop strategies to deal with that.

After they have an introduction to scenario planning and methodology and the introduction to strategy course, they will focus on one region and go through an analysis of factors that shape the security environment. They will then travel overseas to that region and do research. When they return from that travel, they will develop strategies for scenarios and contemporary strategies that accommodate any of those futures. They are focused on the fundamental goal even when doing individualized learning in electives. The individual research project involves the students meeting with faculty advisors at the beginning of the year to select a contemporary security problem. They will then work with advisors across a structured program to research that problem, analyze it, and develop strategy for dealing with it. Their staff study will be presented to a team of two to three faculty and they will defend it in oral examination. From there, they will move into the career long learning piece.

In addition to that, one of the real challenges we thought of in the curriculum across the year is the seam between Phase I and Phase II. We made Professor Bronson the Course Director for both intro courses and using the same faculty for the courses. The students will stay in the same seminars. On the handout, you can see on the front side the way we've identified the learning outcomes. On the flipside, you can see the crosswalk of the learning objectives to the three big – DLAs, legislation learning

requirements, and Lessons from the Decade of War. This keeps the whole year connected to the three great subject areas the Chairman has indicated. We emphasize Socratic seminars, problem solving exercises, simulations. etc. That's the year as we've laid it out moving forward.

General Newton: With reference in what's in legislation, what have we done and who have we talked to on the Hill in reference to the change we are going through?

General Martin: We are in the nascent stages of developing a legislative campaign. Rep Turner from Ohio has come here and in a meeting on the Hill said that he wants to be the champion of all things JPME and NDU. He wants to pick up the ball and run with it. There's a point in June where he said he wants to bring a lot of his colleagues from the Hill and key staffers in late June to NDU. General Dempsey and I walked through the strategy to protect and advance JPME in the breakout. He immediately said he wanted to work with Senator Jack Reid from Rhode Island. That's the short version. Ambassador Nesbitt has the portfolio and I will turn it over to her.

AMB Nesbitt: I would emphasize that we have been working with the Chairman's legislative folks on the strategy. The Chairman's office requires us to coordinate through them with any contact on the Hill. Hill staffers have asked that we wait until mid to late June before getting involved with staff and members. There is utility in getting staff members briefed before bringing them over.

General Newton: That's an important part of this. We've lost Ike Skelton and that's a key position we need on the Hill. We can do that with what you have here. I would offer that that day in June let us know and we can come over.

General Martin: The Hill staffers miss the summer course and we will do a pilot for the summer course this year. We will figure out what is the cost and build it into the business model.

Human Resources Talent Management: Major General Martin; AMB Wanda L. Nesbitt, Senior Vice President for International Programs and Outreach; and Mr. Tim Robertson, Director Human Resources

AMB Nesbitt: We will transition now to a talent management update. I have a few comments before turning it over to Tim Robertson. I've heard General Martin say that talent management is the single most important thing he will do with his time here at NDU. Continuing to get top-notch people is what will sustain this institution over time. One thing that is new is that we are adding a COO position here at NDU. One of the things that I saw quickly is that as we reshaped and centralized and brought services together, we have created a need for a senior level position to oversee those resources. We developed a position description and had over seventy qualified people apply. We hope to have someone on board by the first of July. It will give us someone who will be able to focus on the issues that affect all of the colleges. Someone to focus and work solely with people at the Pentagon on these issues. We welcome your thoughts in integrating this person into the university.

General Newton: Do other academic institutions have COOs?

AMB Nesbitt: Some do and some do not. There doesn't seem to be a consistent model throughout the US. We decided that we really need someone to focus on the operational side of the house and make sure resources are being used to support the academics.

Dr. Watson: Every organization has a COO, it just changes what you call them. Organizations make them up to suit themselves, but the function is always present.

General Newton: I'm just thinking "why COO?" as it takes it out of military context.

General Martin: We really wrestled with this for a number of months. It's analogous to a Chief of Staff in a military organization. It's probably closest to a Joint Task Force Duty Commanding General. A DCG of a complex joint operation. They will not get any extra people and still get it done. We know the intent and we cannot afford to not be more quick, lean, and agile.

General Newton: I'm not talking about the position. I understand the responsibility. I'm hung up on the title. Let's continue on.

Ms. Leong-Hong: What's the difference between the Provost and COO position?

General Martin: If you look at NDU, six colleges deliver education to students, including CAPSTONE. Everybody else supports that effort. The Provost is the COO for the entire portfolio of education leader development. The Ambassador is responsible for the international portfolio. The third vice president is the VP for research, Dr. Hooker. Then you have the staff with those three. We do day-to-day tactical operations phenomenally well. The challenge is the integrator between the tactical and the strategic. So this person has to be a great operator and make quick, fast decisions. Money decisions, IT decisions, building decisions. Our military has been fighting like this for twelve years. This is the way our military operates. This person will be a key leader in moving us forward.

AMB Nesbitt: We looked at a couple of different models when we were putting this together. We need somebody at the same level as Provost, but whose job is focused on resourcing and making sure it supports the academic side of the house.

Ms. Leong-Hong: It may not be an issue, but it seems to me that some of the issues we heard about concerning the dilution of functions. Because at one point, it seemed to me, Dr. Yaeger was the Academic Dean, but when it came to resourcing, there were some contentions. So I'm wondering if putting in one more layer, we are going back to the same model we were at before.

General Martin: I'd love to do a deeper drill down into this. It doesn't add any bureaucracy. We made a decision over a year ago to make the Provost truly a Provost. The position is the Chief Academic Officer. He is the voice above all others in Academic Affairs. We have been challenged due to

stovepipes in the schools coming from independent tribes to the post-Dempsey era, Middle States failure, to pull together. This creation, this COO, is the next building step on the phenomenal work to merge ourselves. This is the missing piece that will be the synchronizer so that Dr. Yaeger can focus on his core mission. That COO will be reporting constantly and deliver the enablers and support. It's worthy of a lot more follow up. If we pick the right person, this university will improve its management functions significantly.

Dr. Watson: What is the skillset you are looking for? You had 70 applicants. What is your criteria?

AMB Nesbitt: It's a long, complicated process. We are looking for someone with ten to fifteen years of experience in business or government. We are not limited to those in the military. We have a process in HR and identify the key criteria we are looking for and identified a whole series of qualities and skills. We have a team of people who look through every application and make a determination on how much experience they have. They help us rank order the applicants.

General Martin: We need an executive leader who can think strategically, horizontally, vertically; can figure out in a fast moving environment with quick touches and decisions. They have to be a great people person and understand what's going on in the classroom as well as leadership. I envision a razor sharp manager, with enough IT knowledge to advise, a people person, can talk to high level flag officers, understands how the Hill does business, and can deal with heavyweights and get it done.

Captain Fraser: And the reporting line is direct to you?

General Martin: Matrixed to everybody. The entire organization. Think JSOC with a common picture and understanding with constant feedback and mechanism.

Ms. Leong-Hong: Will you show an organizational chart? Maybe that will help visualize it a little better.

General Martin: I will draw it out tomorrow.

Start of PowerPoint presentation on Human Resources Talent Management

Mr. Tim Robertson: I'm excited to be here today. It's a special day for me today as I was commissioned and married thirty-six years ago on this day. Thrilled to be back here. I was on the staff twice teaching at Eisenhower School. I left NDU to join private industry. I helped the Army on their program for transitioning soldiers and marines. Decided to come back here as this is where the magic really does happen. Transcending your ideas from the operational to the strategic level happens in these classrooms.

I'm here to brief you on the job right now. It relates to a study that was done. Jay along with Lynn Simpson and some BOV and faculty members did a study on how we can make human capital and talent management better. I'd like to provide a little background on that. Jay was the COR on the study and can talk on it in a few minutes. Are we paying people about right? Can we defend our position? What is the university all about? Talent. Making sure the student is at the center of everything we do. We had four major findings. We are working on all four of these aspects. We have standing orders from the NDU President to move forward. A transparent process. Anyone can find exactly where an action is. It is a transparent system and conveyed that way to faculty. Improved linkage between renewals and performance. During a renewal package, every three to five years, there are a lot of reports in there. But there is not a yearly team review. Recruiting and retention of top talent is critical to our business. Do we have the right policies in place? Our first meeting was held recently and now we have a working group. We have military cuts coming down and we have Services issuing their own downsizing through selective early retirement. We are at 50% turnover for military faculty. Those Title 10 faculty are so important in training. We have to make sure our recruiting and retention are top notch. We will be meeting with our working group in the near term as we don't have a single performance management system for even our Title 10 employees. On North campus, we are using the traditional Army system. We need the same performance management system. In addition to BO-JET things that are happening, I'm pulling people away from that terrific work to build up the performance management system. It makes sure that our Joint Education Transformation efforts are successful.

Dr. Tanner: How many Title 10 faculty? What is the retention rate of Title 10?

Mr. Robertson: In terms of your second question, a normal renewal is three years and the renewal rate is better than 95%. Maybe a little less so now as people are a little more on the gray haired side and people are retiring. We are bringing in some younger folks with the right skills sets to perform JET. Our retention rate is quite good as people love this place. If you don't love it, then please go away as there are others who are eminently qualified to bring in.

General Newton: How do you balance the joint aspect of this? Is there a certain metric by service?

Mr. Robertson: One-third is the typical ratio in the classroom – one-third sea, one-third land, one-third air. On the faculty side, we try to get a diverse faculty from backgrounds needed for the different institutions. For the Eisenhower School, I may want people with economics and logistics backgrounds.

Mr. Doan: How many of them have combat experience?

Mr. Robertson: That's a great thing and why I want to get this tool for competency. The competency based tool will help answer those questions with a single click of the button.

General Newton: All of those dynamics forming together would be extraordinary.

Mr. Robertson: Must be DOD compatible and for an academic environment.

General Martin: Number one, Tim is, in fact, innovation. Our biggest challenge was our HR program for a number of years. Can we legally convert the HR director to a Title 10 position? Yes, as long as you build into the position a requirement to be in the academic program. Once you get the HR program squared away, you are expected to teach and write and make NDU the best HR talent management in the world. He walked away from a huge amount of money so that he could come here and do this because he really wants to get in the classroom. The other thing we are seeing is we have people who are world-class business people whose biggest financial problem is how to give it all away. We are hiring the Michael Jordans. It is unbelievable. As we go through a rigorous talent management process, we are learning from each other and figuring out how to build an end-to-end workforce management program. Ambassador Nesbitt is working with Tim and has responsibility over this portfolio. It's a whole new model and I'm confident Tim will do a fabulous job. If he doesn't work out, we can let him go. But he's doing a great job.

Mr. Robertson: Thank you to the BOV members who sat on our Boards. General Gorry is hiring an Eisenhower School Dean. Director of Strategic Communications. There are a lot of Boards we can use help on.

Budget Update: Mr. Jay Helming, Director, Resources

Mr. Helming: I want to talk about where we are with our resources. I'm former Air Force with twenty-two years in financial management in the Air Force. NDU has evolved more in the last two years than I saw in my twenty-two years in the Air Force. We've installed an entirely new accounting system. DOD as a whole has become a serious business with all the budget reductions and the visibility of our resources are critical. First, right now our budget is standing at about \$80.1 million. We got about \$7 million back for this fiscal year so we are using this money to implement these changes and adjustments going on with JET. Next fiscal year we go back down to \$81 million. The \$80 million represents a 20% budget reduction. We've lost people over time and there are a lot of decisions where we must squeeze everything we can out of that \$80 million. We must be able to see the total cost of operations at the university. We have now developed a model with that ability. We weren't planning more than nine months ahead of time, but we are now planning for FY16. It's within a month of being done. We are getting ahead of the headlights. Civilian pay budget is by far the biggest piece of our cost (\$52 million). \$24 million on operations and \$4 million on travel. Because we have one foot in the civilian world and one foot in Title 10, our hiring decisions and processes are based on hiring slots and not faculty hiring as in the academic world. We got feedback from other folks at universities and learned there is an annual cycle where decisions are made about what expertise you have and what you need. It gives you a chance to do a recruiting cycle so you can meet that academic cycle. We plan on having a review cycle this summer. The second thing is the concept of linking compensation to performance. Many schools gave us this feedback. Important to use compensation and pay raises to focus limited resources on the

highest performing faculty members. Last piece is to set up an enterprise oversight function. This will help us squeeze every ounce that we can out of the budget.

General Newton: Are you planning to extend the outlook? I'm surprised you are not on a five year system like the rest of the military.

Mr. Helming: We are doing the 2016-2020 cycle so we plan out the whole five years. It's new to the university. I'm sure in certain cases that they worked things in the out years but this process is new.

Dr. Yaeger: One of the things we did is look at Joint Force 2020 and look at what skill sets we would need. Some of the colleges decided to let people go and came up with different skill sets.

Mr. Helming: I'm an old budget person and to have to shut that brain off and be a POM person is radically different. We are not that big of an organization, but must think through planning process of best enabling the JET. The second thing is we have a new accounting system that is far more granular. We've done a costing model this last year with contract support to where we can now calculate all the per-credit hour costs for each school. For example, each of the organizations we have total resources in cost model. We have almost \$45M dollars in military pay and it's important for us to see how much they support.

Ms. Leong- Hong: Should I be reading this chart as additive? (*referring to chart on presentation slide*)

Mr. Helming: We put it in as separate to show that we control the budget on the left. The budget on the right is not paid by us, but is a critical part of the resource process we go through. It's about \$181 million in resources related to operating the university annually. It's important when making these trade-off decisions to see it as a whole. We are hoping that in the future it can be a model for each of the JPME schools use to do comparative analysis.

Mr. Raymond: The reimbursable budget strikes me as our mission has been more clearly defined of having a lot of things we consider part of our core mission sitting in reimbursable. In the out years, are we making sure that the reimbursable shouldn't be in direct?

Mr. Helming: We had two programs that were to be transferred from reimbursable to direct. We have a transfer this year of the Defense Senior Leader Program that we are asking to transfer from reimbursable to direct. The fear is that the reimbursables will go away as budgets tighten, such as research.

Mr. Raymond: Do you feel that we are going to a future of alignment between mission sources and funds? Our mission has changed, but we still have a rainbow wall of funds from different sources.

Mr. Helming: Military man power is a normal part of our operations. Almost half of our military are down at JFSC. Military members are very expensive so it's important to understand where those costs are and the tradeoffs. This is our FY16-20 planning process. We are in the process of finalizing our issue papers. We are in the last pieces of building that process. This is a huge new concept. As we implement JET, much of our FY16 POM will be in building the structures and capabilities of the JET to give us the flexibility to do future changes. The last part is to ask feedback from BOV members. One of the things we'd like to ask is as far as attracting the talent, we know there is a review process and would like advice on how to attract talent.

Dr. Watson: The most important thing is building a network. The national conferences are great places to go to network. We use several of the online newspapers that are standard for education. Always best to get ads out in August or September to get those who are coming out or ready to move jobs. The cycle for general higher education is getting the ad out in August so they come in the spring. We get the best and brightest through networks. We call them and steal them.

Mr. Doan: I love the West Point model. You tell the best students that we are looking for them to come back.

General Martin: One of our main things is a side benefit of the NDU scholar program. We can't wait for the military to give O-6 qualified faculty. End-to-end account management. It starts with the students.

General Gorry: We are taking a look at some folks who left and want to come back. We are bringing those folks back on. The advantage is they are familiar with the curriculum. We need that talent now as there will be a learning curve for the new faculty coming on. The faculty will help develop courses, assessments, and Phase I. We are looking at all options.

Dr. Watson: A number of universities are working with military bases. I don't know if you've entertained something like a postdoc. That would be one way to get talent in here to train them with your culture.

Mr. Robertson: I will get with you on that, sir.

Ms. Leong-Hong: Can you get IPAs as well?

Mr. Robertson: We've had IPAs in the past.

General Newton: Let's make a transition.

Staff Enablers: Information Technology: Colonel Stewart Liles, CIO

Colonel Liles: We've had so much to do to be compliant. IT is about trying to become safer on the network. We've been on an endeavor to get to great. The picture on the top is a petrified piece of gum. The middle is a piece of gum. The picture on the right is what you want to do with that piece of gum. We have a lot of IT resources in the university. I'd like to point out the non-compliant network—the worst of the worst. We weren't doing the stuff we needed to be safe on a modern network. We had the highest CCRI score among others last month – 83.6. We're good now. We need to get our academic job done. The JET wouldn't be possible in the previous network. We are now in a position to do the things we were designed to do. In the past, the two previous inspections were all red. Now, the CIO from DISA was surprised in the out brief that the academic institution passed. We've been able to do a lot of stuff and reduce cost. We had one hundred and fifty servers twenty months ago. We have fifty servers now so there has been two-thirds reduction in what we have to manage. We switched to Defense Media Agency for our websites to reduce cost. We now have a foundation on which to build.

From the network side, we are taking it from one network to three networks that are specialized. DOD regulation kills us in information insurance arena as many don't apply in an academic environment. We are building an operational network. Many colleges do this. They have a network that manages business, a network students use, and a network for strategic level business. We are going to do something similar here: an operational network, an academic network, and experimental learning. Part of the Strategic Plan has measurements at the end. The measurements in the Strategic Plan have been met with the exception of the new functionality we have been producing for the last twenty months. We are compliant, have dug ourselves out of the hole, and are ready to move again. We were getting by just trying to make things work day to day. We have moved and accomplished all tasks and pass three CCRIs. We have done the move from petrified piece of gum to the good level. We have a piece of gum that will shape to enable JET. We now can decide where we want to go. I would do a backflip for you if I knew how. I welcome questions that you may have.

Mr. Raymond: Where are we going on the student perspective? What does a classroom environment look like?

Colonel Liles: We have a wireless network designed for commercial bring-your-own device. That gives students and faculty access to whatever research avenues they need. The other piece is we've disconnected from DOD mail services so now students use Google Apps for Government. We needed more controls than Google Apps for Education could provide. That gives students and faculty a wide open space to operate in.

Ms. Robinson: What is the net and when do you accomplish your entire to-do list?

Colonel Liles: We are ahead of schedule. Everything that has a check mark to it we've accomplished or are close to accomplishing. As you see here, we are on schedule to have most integrated by 2016: the student information system, student evaluation site, Blackboard as info management system and survey system. We had four student info systems that had old data we need to get a handle on. Every year I spend about \$20 million. Half of that is support contract. One-third of

the remaining half is all the contracts we need just to run the network. The last remaining bit is where we are going to go. As we free up resources, I'm able to stay inside that bubble and do more for the functionality of the university. The more I free up going with cloud and connected solutions, we now have resources where we can buy trainers and SharePoint developers.

Ms. Robinson: You are planning to finance all these upgrades with a constant budget line?

Colonel Liles: We are planning to do that. We are trying to do that.

Ms. Robinson: I think we need to have additional understanding of the overall budget picture. What is the outlook in the out years? Are there efficiencies to be gained? So many of these questions depend on what kind of resources you plan to have.

Colonel Liles: I would offer one nuance. From my experience, whenever our higher headquarters sees that a budget is lowering in an area, they want to take the whole budget down. It's sometimes difficult to take it and reinvest it elsewhere. I have to be careful. It's a challenge to get that reinvestment and use it somewhere else in your own organization. We could use your help with this.

Ms. Robinson: I think we need some more budget data.

General Newton: We need to move on.

Communications and Outreach: AMB Nesbitt and Brigadier General Thomas Gorry, Commandant, Eisenhower School

AMB Nesbitt: Let me start by pointing out that we have not had a Director of Communications in more than a year. We have done a spectacular job despite that, not to say we don't need a Director of Communications. A young man of twenty-three years old, Daniel Magalotti, has done a spectacular job. The first slide gives a feel for the fact the last six months, 90% of our focus has been on the JET. We needed to overcome misconceptions and misunderstandings both internally and externally. Please make use of those materials. I'm happy to address any questions you have on that. My purpose is simply to highlight how much we have put into communicating to our stakeholders. General Martin has already explained the NDU Scholars Program, so I won't go over that. The atmosphere we have created as a result of the JET has taken us to places we didn't expect – the NDU Short Talks and NDU Scholars Program. Some current initiatives underway are alumni networking. We have a lot of alumni organizations associated with NDU. Although they've all gone to the same university, we have stovepipe organizations. We want to link those organizations up. Russ Thacker has done a lot of work on this. A lot of alumni see NDU as a potential intellectual home base. That is one of our primary focuses as alumni are interested in this and will get them involved in an alumni website. We are talking with alumni associations and the Foundation about possibilities. We are at the early stages of looking at what we can do and looking at costs of building databases.

Hill engagement we've already talked about so I won't repeat things we've already said. We are getting good guidance and suggestions from the Chairman's legislative people. Our goal is to establish connections and keep them going in the future. It is standard procedure that organizations invite staff people from the Hill to conferences. Other ongoing initiatives that I want you to be aware of is the International Affairs & Outreach Council. Our initial focus was on international delegations and we felt that we could do a better job. The NDU branding may seem like a simple thing, but for the first time in a long time we have a standard template for PowerPoint presentations. We are on the verge of a single integrated NDU website that will be coming online in the next two weeks. We have a new coin that General Martin is very proud of and it's very beautiful. We have fact sheets we've developed on NDU. They may seem like small things, but collectively we are developing a NDU brand. In relation to the media, we can make some progress and will be looking to a Director of Communication for guidance. We've used a contact at NPR, offering briefings to the media. But this is an area that there is quite a bit of room for progress.

General Newton: If you have it and can't tell anyone about it, what good is it? You must have great communication.

General Martin: Daniel Magalotti, could you please stand up? Really smart guy; speaks a few languages. He has done amazing work. And there are literally dozens of young people like him roaming around here. John Charlton can bring in legions of unbelievable talent. We have interns who don't get a penny who are doing amazing work. If anyone knows anyone at the State Department, please put a bug to leave Ambassador Nesbitt here for five years. She has done amazing work. She is moving the ball down the field. Thank you.

General Gorry: We have a unique dynamic in our curriculum focusing on economics and industry. This gives us an excellent opportunity to do outreach. Communication and outreach go hand-in-hand. One of the tasks I've looked at in my school is how to further innovation in terms of how it lays out with the new initiative. I've listed by phase some of the initiatives that we do have. We are partnering with Humana. We are partnering with Humana to make our physical fitness clinic into a wellness clinic. Character and ethics all go hand-in-hand with wellness. We are partnering with the Defense Acquisition University. Maybe there are some new electives we can partner. We are looking at possibility exchanging faculty. With DLA and supply chain management, we are looking at new initiatives and how to improve upon that. We are working with the Uniformed Services University of Health Services. That dovetails with the NDU mission and medical chair and allows us to take that health services industry study and partner with USU. We are going to have a VA chair and two VA students this upcoming year for the first time. One of our biggest initiatives we have is with the Hass Business School at UC Berkeley and partnering to look at adaptable leadership. Right now, we've gone out to Berkeley and we are sending a team of ten faculty the last week of June to participate in a three day seminar with the Hass Business School. If that proves successful, then we will have a student pilot in August involving fifteen to twenty students for a week long course in Berkeley. We are very proud of that. We are exploring an elective course partnering with industry students.

How can we capitalize on the new layout of the curriculum? With the electives at the end of the year, maybe an executive can participate in the electives in Phase III, if not for the whole year. How do we capitalize on what is unique with Eisenhower School? How do military and interagency students do strategy? Maybe there's an angle there where we can work with industry partners.

Ms. Leong-Hong: Your work with the Defense Acquisition University – is that to develop a certification?

General Gorry: We already have that. We teach an acquisition course with the DAU. Students would get another level of acquisition certification. They get the well rounded leadership perspective.

Ms. Leong- Hong: Along the lines of your last comment about more industry participation, one of the things you will find useful is the Program Management Certification. A lot of folks would pay to get that.

General Newton: Let's do some off-line chatting about the industry products.

General Martin: Our greatest potential growth area is to partner with industry. We are the only JPME College that can do this. We haven't adapted our business model for this. The question is from industry: how can we get more of our people in there? They are seeing how they can get direct return from their investment. They love the Phase III requirement. We have been asked to do a one day course. We do a three to four hour staff ride that captures strategic leadership past, present and future. Industry is willing to pay for that course. A number came and asked for a one week version of the National War College or Eisenhower School curriculum as they believe we could do better than other schools. We already have the architecture, credit transfers, all the different tools is the iCollege. They are poised for a time like this to do amazing things across NDU.

iCollege Update: Dr. May McCully, Acting Chancellor, iCollege

Dr. McCully: Thank you for having a late afternoon with me. We are working with Chase bank as we speak on courses on cyber leader. I was asked to talk about the iCollege and what we are doing. We are developing leaders who create creatively and our niche is in the IT, cyber, and financial management world. We have programs in each one of those. iCollege is not a technical school or just for "geeks". We prepare students using the same DLAs: how to shape and respond to tomorrow, to lead and respond to change, to recognize and manage the risk in the IT world. You can't pick up a newspaper without seeing something that was hacked or stolen. One key challenge with our more technical students is being able to communicate with leaders in a vernacular that they understand. At the college, we have career-long learning. Students come because they want to learn. Students are not assigned to us; they come because they want the knowledge. The Department of Education has given us credit for a master's degree. They can come for certificates in CIO and IA. Or they can come for professional development. Many students come and take courses over the years. We have about forty-five courses in our repertoire. The CIO course is our oldest course. The role of CIO has changed significantly since the

1990s and our course has changed with it. The Cyber-L and Cyber-S programs are the frick and frack of the cyber world. It's more than cyber security. What about the governance? The leadership? What about the offensive side? We have two more focused certificates in Enterprise Architecture and IT Program Management.

Some of our creativity that the General was talking about is delivered. Back in the early 2000s, we made a curriculum available to the students. We have a full-time fourteen week program and a full-time ten month program. They can complete their whole master's degree in ten months in the field they want. This is open to all students. We have five-week courses and the first week of the course is virtual. The second week is on-campus. The third week is online and they work with their fellow students. The last two weeks are their projects. We have twelve-week online courses for students who cannot come on campus for resources or other reasons. This is the same learning, syllabus and faculty, just a different way of doing it. We go out to the stakeholders and identify their needs, and we tailor our programs toward those needs. We do emerging leaders programs a couple times a year. We teach at CYBERCOM and make sure what they are teaching is in-line with what we are teaching. Air Force Cyber Command came to us and we now teach a course for them. Army CYBERCOM heard about the course and may want the same thing. It may be a joint course. And of course, we are out in conferences, doing papers and those sort of things. We have a spectrum of students of about two thousand active students. An active student is a student who has taken a course in the last twelve months. They have up to seven years to complete their master's degree. We've had four thousand graduates to date. Our faculty has private sector partnerships. The other partnerships are with the different universities renowned in the area. They know the quality of our students and the quality of our courses.

Mr. Raymond: We were doing an exercise to align the iCollege with JPME. How many of your courses have been blessed as JPME aligned?

Dr. McCully: We are looking taking our cyber leader program and further develop it into JPME. We are not quite there yet – 80% there. We are on the right path. Hopefully, our learning outcomes will be blessed by the summer. So our idealistic goal is for August 2015 students to come into a JPME program.

Dr. Yaeger: iCollege has been terrific in developing our new curriculum. They are coming up with how to build upon things in the foundation course. They will have students attending the National War College for the course. The iCollege is one of the most misunderstood colleges in the university. They contribute good ideas and are a big benefit to the JET. The other college on the verge of JPME accreditation is CISA.

Ms. Leong-Hong: I see that you have a Cyber Leader Program and a Cybersecurity Program, but I'm surprised to not see a Cyber Warrior Program. Especially because Lisa earlier on introduced the Phase I and the scenario.

Dr. McCully: That will be covered in the Cyber Leader Program.

Ms. Leong-Hong: Is there an opportunity for the iCollege to do interdisciplinary degrees with NWC or ES because the cyber programs intersect? It cuts across a lot of the other disciplines. It seems this might be something for an interdisciplinary degree.

Dr. McCully: I've been talking to Dr. Bell in CISA with the Irregular Warfare Program. We will likely trade some faculty and combine students. We are working those details out.

General Martin: This is an exciting thing. CYBERCOM is growing. Others have come to us to partner to do a Cyber Leader Warrior course. They want to send a few ILE level students here who would homeroom in the iCollege and tailor build a program. We can do this. It takes time, but is doable and underway. An exciting breakthrough is Admiral Rogers and others who want to establish a Cyber Chair at NDU.

General Newton: This is exciting. I have to caution all of you that you can get too energetic and fall right back to where you were before. You can't be everything for everybody. Stay in the lane with what the Chairman gave us.

General Martin: Absolutely on the focus. The two big programs that are the main programs are NWC and ES. But there is a lot else we can do. JSFC and iCollege are best wired for future education. JSFC is a remarkable resource very similar to the iCollege. Right looks like SOCOM. SOCOM comes in with an edgy idea, we do a pilot, and they pay. We have held them up and showed the model to CYBERCOM and others. It doesn't detract, but we will keep an eye on it. We have to be resource neutral. Must pay the bills and pay for faculty development. One of the things that Dr. McCully is doing that is amazing – are any of the other colleges have credits so honored that thirty-nine other colleges will take them? Speaking of business, you will meet a guy at the social, Harry Wingo, and I'll introduce him. He's a potential conduit game changer. Quick point on Dr. McCully's program: I didn't understand how innovative the iCollege is and the expertise on change leadership. They are way ahead of anyone at NDU. They are way out in front. I didn't know that so I bet most people do not.

Dr. Watson: If you have a bio on Wingo, you ought to tell everyone because he is an incredible guy.

General Martin: I met him about three weeks ago at St. Elizabeth's new Safe Zone for Innovation. Wingo came and presented to us and he's an amazing guy. He grew up in poor, tough Southeast DC with a great mom and dad. Growing up, his dad told him about West Point Naval Academy. He excelled there and graduated high in his class. He picked Navy Seals and his first two commanders were Oslo and McRaven. He was a fabulous officer and made a life decision and went to Yale Law School and graduated with distinction. Got in early with Google and the rest is history. His mission is to transform DC from the bottom up. He is all about human development and leadership. He wants to partner with NDU. He's an unbelievable guy who is going to change DC.

Dr. Watson: I went to Yale Law School and stumbled on his resume and said this is the guy for us. We've been very fortunate in the Chamber.

Day One Wrap-up: General Newton

General Martin: Just some announcements: if you are staying around town tomorrow night, we have set up a block to witness the Army Twilight Tattoo. Friday we have a fantastic event – we are putting together a roundtable of experts on Ukraine/Russia. Students, faculty, Special Forces trainees, college kids, etc. It will go from 9:00-10:25 with an expert panel then bring in a media panel. We will stop at 12:00 then have a lunch and then do a tour of Fort McNair, then a social at my quarters. Then will go to Twilight Tattoo USMC that Friday.

General Newton: A great day. Action packed and full of information. My hearty thanks to all of you. I need the Board to think about two tasks for tomorrow – some ideas of what to include to say back to the Chairman and the task of J-7 coming over tomorrow and your introduction to him. You can do whatever you need to do in three to four minutes because I want to have time to have good dialogue with him. He's engaged in the whole bit. Any questions?

Mr. Doan – I just want to let you know that when I first came on the Board as a visitor, they had just flunked Middle States, General Martin was coming aboard and to see it now is something you should really be proud of.

General Martin – It's the leaders at NDU who deserve all the credit. The people you don't see here and the people along the walls.

The public BOV meeting adjourned at 1700, 20 March 2014.

Wednesday, May 21, 2014 (Day Two)

0800 - Call to Order: Dr. Brenda Roth, Deputy Vice President for Academic Affairs, NDU

Strategic Planning Session: Board Members' Ideas for University Improvement (NDU Strategic Goal 4)

General Newton: Good morning. I hope that everybody got a little bit of rest last night. General Martin, thank you for a great dinner. Some of you went and pulled the baseball team right to victory. Thanks, Doug, for getting the folks in there. We had a very positive day yesterday so I want to say thanks to all of you for your engagement. I think we are moving in the right direction with providing the direction the Board needs. It will be another busy morning this morning. I like busy. We are very fortunate to have the J-7 with us this morning. Thank you for taking time out of what is obviously a very busy schedule. Let me turn it over to General Martin for a few words, then over to John.

General Martin: Good morning. Teammates, thanks so much for sharing a wonderful evening with us last night. That view, that setting, that venue. I want to recognize General Cosentino who was not with us yesterday. He received a huge honor being inducted into the OCS Hall of Fame.

General Newton: Only in America.

General Martin: Tom has some incredible stories about some of the warriors that were inducted in. Also, Dr. Yaeger, at some point in the flow, I would love to give Admiral Boomer Smith three to five minutes to give a quick update on the JAWS program. That is a unique one of a kind program. Every graduate of the JAWS program goes to a coded position for the Combatant Commander. They have end-to-end account management and have identified well ahead of the criteria to be admitted into the JAWS program. Very rigorous program. Magnificent program. If we can tweak it a little bit to the left, they can spend the whole year working on their master's. If we give Boomer five minutes, he'll be done in two. Admiral Crea, welcome, Ma'am. Thanks so much for being here. She learns a lot about what's going on at NDU by being in the selection panel. If at all possible, she will sit on our next big panel. I would also like to recognize Ms. Sheila Ronis from the NDU Foundation. She represents the very best of our fantastic foundation. And Cathleen Pearl, our President. Sheila represents a legion of loyal, smart, committed NDU supporters. On behalf of you and all the Foundation, a round of applause. Sir, with that, the round is complete.

RDML John "Boomer" Smith: Thank you, again. NDU-P basically described the JAWS program. I'm unique in the sense that I'm the only component not located on the campus here. I have four schools, but I'll talk especially to two. The JAWS program is an eleven month master's degree program requiring a thesis that is specially tied to the Combatant Commanders. We talked a little about my joint professional military JPME2 program. That's a ten week program that I work throughout the JFSC. Right now there is an initiative being authorized by Congress to establish a satellite program. We are testing that program right now in Tampa at SOCOM. I've already went up to AFRICOM, EUCOM, and SOUTHCOM. It saves on TD costs and improves on the quality of life. It is a mirror image of the brick

and mortar course. If you have any questions or concerns, we'd be happy to answer. My JAWS cohort group is roughly forty students.

General Martin: Boomer and his team are doing amazing work. The culture and environment at Norfolk feels different as the fleet is all around you. You've got the Combatant Command at Langley. The Army Training and Doctrine right up the road. The Navy Special Warfare School. You really go to that low strategy operational art. They are also close to J-7 South in Suffolk. Part of what the break out and JET is designed to do is span boundaries, get people to work with each other. Everybody knows the two big schools really well – NWC and ES. You've heard from Mary McCully who is poised to be the info age connector and accelerator. You've heard from Boomer who ties in the warfighting operational. They are right there adjacent to General Waldhauser's world-class Joint Operation Center in Suffolk. Boomer is also with iCollege. They can network; put tailorable, scalable courses together. The other piece that everybody needs to understand, Rich Waddell is in charge of the senior leader executive education portfolio: CAPSTONE, PINNACLE, KEYSTONE. I share that with you because what he is learning real time is infused in whatever we are doing. It's a cycle of learning. Rick is a real-time teacher of the strategic art.

Final point, you know about CISA. Mike Bell will talk later about the innovations going on. Mike is the leader of the school that has taken off and developed a new adaptive business model for this age. SOCOM came and said we want a world-class rigorous leader development program for strategic studies. The system is not getting our best merging leaders. The service schools are not matching up with what we want. So they created one for forty of the best emerging leaders. They looked everywhere and chose CISA. They did a pilot; SOCOM came and built a sustainable business model under us. If people want what NDU has to offer, and the Command of CYBERCOM is really engaging with us to adapt and tailor that business model to do what SOCOM has done through the iCollege principle. It's about communication, spanning boundaries, connect networks, connect dots to be better value on scare taxpayers' dollars.

University Improvement Discussion

Dr. Yaeger: Were going to shift the dynamic this morning. The focus is still the same - the university mission. I know quite a bit about the Board members, but the rest of the university programs don't. The Board of Visitors came up with the idea of CAPSTONE and establishing what we now call INSS. Until that time, research was not embedded in the colleges. So the pressure is on. I'd like to understand that our resources have gone down so we need the good ideas but we have constraints. We need to develop Goal 4. How do we improve? We need a different business model. Need to reform the process, practices, structures, organization, and culture to foster institutional collaboration and integration. That's a big reason we developed the foundational course. I'm asking each Board member to tell a little about yourself and your expertise so we as a university can learn how to improve.

Dr. Watson: Good morning. I'm Dean of College Education at the University of South Carolina. It's my third deanship. I have numerous experiences in higher education. I'm also a researcher that

studies systems on higher education and policies. This is my second term on the Board. I've been with the Board now for five years. I must say this is one Board where you are engaged and feel a part of the university. I've seen tremendous changes since being on the Board. From the university being many colleges to thinking of itself as one university. I bring the notion of systemically looking at university processes; at the same time helping units to be unique. These challenges aren't like challenges we face in public institutions that are non-military. The other thing is to bring in outside perspectives. Most universities are facing the challenge of fewer resources, efficiency, prioritizing to make sure your experiences remain in high quality experience.

The biggest challenge NDU has to face is how to do what you are supposed to do and honor that in a way with the resources you have and cutting away those things that are not central to the mission. That means changing the culture. When you begin to strategically plan, looking at your resources and people become uncomfortable. It creates a strong institution with people know more about their roles and responsibilities. How do you redesign a university for the future without predicting what it's supposed to be? We are trying to plan for the future without knowing what it really is. You are looking not only at structure, but a financial model to be responsive. How do you create the units to bring in additional funding for sustainability? We have the ability at our institution to have a conference office that looks at expertise of faculty and how to leverage them, not only to the university, but a broader audience. As I look at your faculty and expertise, not only do you benefit from the military, but there are so many services here that could leverage funding to benefit the public and could be self-sustaining if you put a business model to it. This Board work has been some of the most important board work I've done in the past couple of years. I continue to feel honored.

Dr. Tanner: Good morning. My name is George Tanner. I've been on the Board for two terms. I bring an interagency perspective to the Board. I'm retired out of the Army. I served at the DHS for ten years and the last nine months I've been at the Department of Veterans Affairs. One of the things that I think NDU could do, building off of what is put in place with the phases, is to work with the Office of Personnel Management and serve as a hub of leadership programs for senior grade leaders in the civilian agencies. Most agencies want to grow our own SES's. SES candidate programs are required for training. Most agencies will house the Office of Personnel Management. I think that by combining with NDU, you would be very competitive in the development of leaders in federal agencies and departments. My past agency, DHS, has a hiring goal for military. Interestingly, the culture is hesitant to go to military colleges in fear of becoming too militaristic. I think that would be a good place for leadership development. We bring in SES's with little to no experience with the federal government. We have development programs for executives at the Department of Veterans Affairs, but they could be better. I'm working on developing a continuum of leadership development. That is an area that I could assist here with. I'm looking forward to expanding the footprint that we have over here as we don't have much of a footprint at all.

Ms. Leong-Hong: My name is Belkis Leong-Hong. I am a business owner and started my business after retiring from the DOD. I was talking with General Waldhauser in why I'm so interested in cybersecurity. I spent most of my career in the IT field, but I spent time with resource management as

well. I bring an eclectic background to this Board. I bring passion for the DOD and the military and civilian members of the DOD. I want to echo what George was saying. Growing up in the DOD as a civilian, one of the things we lack is good leadership education. For the military members, this is something that is expected. For the civilian members, leadership development is not something that is prescribed or managed. I did not get my first leadership training until I was a GS-15. It wasn't until I went to that leadership training that a new world opened to me. NDU brings an understanding of the DOD culture as well as something for the civilian side. The CAPSTONE course for example. The civilian side of the DOD has an SES counterpart that is called APEX. APEX is being run by contractors. There is no reason why they shouldn't come to NDU. It would be highly beneficial since at DOD you want a single force. It makes sense to have a joint program.

Leadership development of the civilian workforce in the DOD is a hot button for me. I am particularly heartened and excited about the evolution of the iCollege and the movement of the cybersecurity program in addition to the CIO programs you have retained. This is an area that I think cuts across the technology side, as well as policy and strategy level. I would love to see the development of a Cyber Warrior Program that cuts across all the disciplines. Lisa Bronson with the War College program said that in the first exercise that an incoming student goes through is a cybersecurity exercise. I was encouraged to see that put upfront. To have people think about it in terms of war planning, strategies, and doctrine. I would love to be able to support that and advance that cause. I would also like to help with the civilian education part if that becomes a reality.

Mr. Doan: I have been on the Board for eighteen months. I come from an entrepreneurial background and run an angel investment fund that invests in young military. My excitement about what is happening at NDU is the entrepreneurial spirit. I fully understand that entrepreneurs are a little bit crazy and impossible to manage, but vital to the organization. I'd highlight the student research that will be the jewel in the crown of NDU. You will see some entrepreneurial ideas. The pilot program is wonderful. The Special Forces enlisted guys are reaching out and saying knowledge is all over the place. Kathleen Pearl from the NDU Foundation ran a program that connects veterans with the investment world. Again, using NDU as an entrepreneur incubator of great ideas. This morning, I got a message from one of those companies. Two West Point guys with a PowerPoint and an idea. Today they have twenty-six employees and those two guys are millionaires. I'm a fanatic believer that our young officers are so gifted and incredible. The entrepreneurial aid is really starting here. Pat them on the head, tell them well done, keep them going and ask if they can move it faster. Let the Joint Staff know that there are some amazing things happening. We are seeing it with companies that were launched, at the enlisted level, at every level. A whole variety of military strategies will come out of NDU.

Mr. Rittenmeyer: *(on speakerphone)* The yellow cab and I had a very bad experience together. He won and I lost. My background is in industry and I worked for PepsiCo for many years. I ended up as their Head of Operations. I spent a lot of years in Middle Eastern countries. I've been a CEO of many companies. I bring perhaps a different perspective; more of a nonmilitary perspective, more leadership focus. I spent six years on the Board of the Army War College where I met General Martin. I'm happy and proud to be part of NDU from a Board standpoint. When I look at the things the school is doing,

leadership is something that is spoken of frequently. I look at leadership at more of business perspective. I think you begin spending money on leadership at a very young level. There is a constant of leadership that is built around certain pillars. However, I think it also continues to evolve. It's evolutionary based on technology, culture and how missions change. While fundamental business starts early, it has to be linked and the question must be answered: how does it trail all the way back? The stuff General Martin is doing sets the standard that should be viewed on a longer continuum. That would be evolutionary, perhaps revolutionary. It would really help build a much more effective organizational structure. Secondly, consistency of measurement to ensure that the quality of what is being built is not compromised. How do you ensure that people don't become part of the frozen middle? There's always a frozen middle that prefers that nothing gets changed. How do you sharpen the focus so those types of things are very visible? I'm excited about the change in terms of technology being looked at. There are always many steps behind technology and must be viewed as a recoding tool and an input. How do we use technology as a tool for action as compared to a tool for reporting? I'm excited to help in that area and support that.

General Newton: Thanks, Ron. Get well soon.

Captain Fraser: Good morning, General. My name is John Fraser. I'm recently involved in three different consulting organizations: one on expense reduction, one on strategy, and one of organizational change management. Previously to my unsuccessful retirement, I directed the Executive MBA program at the University of Iowa. Those classes remind me a lot of the classes at NDU. Prior to that year, I spent twenty-three years at Raytheon and supported search and rescue from 1967 to 1968 and ended up as a helicopter support squadron Commander. I have some comfort level with military, industry and academia. With that said, I was asked to come up with new ideas. I don't have any, but I think that our leader General Martin has put forth great ideas in the JET. My emphasis would be in the implementation of those ideas and strategies with a focus on speed and sustainability. NDU is unique and NDU is not unique. It's like any organization when it comes to change. There is resistance. Members of the organization are human and it's a natural response. The greatest thing that a Board member can do is be a resource to NDU relative to SMEs, those who are really good at facilitating organizational change, helping people as referees throughout the resistance to change. There are programs that are excellent at implementing with speed and maintain flexibility.

One of the battles organizations fight when implementing new strategies is that in many cases that implementation never totally occurs because people want to wait to see the results. But the time has passed to capitalize on those initiatives and strategies. The key is adapting on the fly. There are wonderful models out there for organizations to do that. General Martin is here for a period of time and when he leaves, my concern is that the culture of change can continue after he leaves and we don't lose that momentum. I'm concerned about NDU. We have great people at those organizations and the sustainably is really important. The cultural change will maintain and be continuous. This Board is here to supply knowledge, skills and most important, who we know as a collective board. What those knowledge, skillsets, and SMEs can bring to the sustaining ability of this wonderful institution.

Mr. Raymond: Good morning. My name is Douglas Raymond. I'm most interested in the part of the mission statement that talks about an unpredictable and complex world. My background is starting out in the Army and for the last fifteen years or so I've been in a series of technology companies in different parts of the world. Google early on, ended up in the chain for four years. Left Google and started a company in China. I was at Amazon for a while. I just joined a cybersecurity company based in Arlington. I've been on the Board for about five years and as previous Board members have said, it has changed dramatically in that time. The thing I can help with is trying to bring the perspective of new technologies and new shifts in the world. My experience in China opened my eyes to how much the world is changing. The scale of change is dramatic. My first experience at NDU was to speak at the Distinguished Leader Lecture Program. I talked about how we tend to overestimate the impact of change in the short term and underestimate the long term. We see this in technology a lot. The cycle of change is very rapid. To the extent that I've experienced that in my life, I hope I can offer that to the Board. We are in the middle of big change and we need to think about how we don't undershoot the mark. How do we hit the target that is two to three years out?

Ms. Robinson: I'm a Senior Analyst at the RAND Corporation. I've been on the Board for a couple of years and am currently the Chair at the Army War College. My career has been spent largely writing about wars. I've also worked in concept development. I'm very immersed in this experience of the longest period of warfare in this country's history. I have specific recommendations that I'd like to table. My biggest concern serving as a member of this Board is that the resources be protected to enable this institution to fulfill its mission. I'm extremely concerned that those with the responsibility to do so protect the core mission of leader development and education. The senior service colleges have overlapping missions, but the location and mandate of this university is unique. I would like to see it appear more frequently in more public statements of the relevant senior officials. Efficiencies have to be found and this whole of NDU concept will help gain those efficiencies and with the branding problem. There is a need for NDU to be seen as the sum of these valuable parts. I think that most of the think tanks around town all tend to have an annual conference that focuses attention on what they see as the key issues of the day. I know there is a lot going on here at any one time and it's a frequent venue for important speeches. Having one key event every year will help people appreciate what is here and help inform the direction of where this country should be going. I mention the Decade of War study. It's titled "Volume 1" and was intended to be the first in an ongoing study. We should mine this incredible experience our country has been through and apply it to the future. We should be in the process of producing senior leaders and producing the thought of what is the big picture and where our country should be going.

Dr. Trachtenberg: I started my career as a lawyer with the Atomic Energy Commission. I went on to be an assistant to a member of the US House of Representatives. I went on to become a Dean at Boston University, which led to a President seat at GWU where I stayed for twenty years. I stepped down seven years ago and started becoming an academic rather than a university administrator. I do a lot of consulting and my most recent consulting gig was to do a 360 evaluation of the Chancellor of New York. One of the products of my work was Henry Wingo, who appeared at the General's party last night. An idea that occurs to me: we talk about leadership, but there is an inadequate study on followership.

As contemporary American college students don't want to be followers. A lot of the leaders were made at schools in this neighborhood and most of those young people have little or no knowledge of the military. That said, I think we could do with a greater emphasis in the relation of NDU and the regional colleges. I think it would be a beautiful thing if we found ways to have undergraduates come to NDU, visit the facility, meet some of the faculty, and conceivably take a course. These are young people who are going to graduate and spread out across the nation. It's imperative that they rise up in their communities and have more familiarity with the services. If I had an opportunity, I would find ways to create interaction with the undergraduates and NDU in the coming years.

Dr. Yaeger: We might want to talk about the 360 as we are working on a couple of projects.

Vice Admiral Crea: I can claim credit for all the great ideas out there as I was going to say them first. I was retired in 2009 as a Vice Commander to the Coast Guard. It was a very energetic and interesting administration. I learned a lot about change in the time of the incredible shrinking budget. I'm fascinated to see this all over again. I hope that I can help in any way. The Coast Guard isn't the epitome of jointness. It has titles of the services that runs hand to mouth and tries to leverage the best of the many partnerships that we can. Everybody loves the Coast Guard, but no one wants to pay for it. I would echo the protection of the resources is essential. One of my first questions would be I am assuming that you are thinking what would you do if the fairy godmother plopped \$30 million in your lap. It's really helpful sometimes in understanding that some of the stuff you hang onto isn't as important as stuff you wish you could be doing. New and emerging concerns with cyber and those types of challenges, but it seems clear in the near future that the prospective student body at NDU will change significantly. You will start losing the operational warfighter experience there. How do you transition, taking your officers going into senior leadership positions? As for the ideas I see out there, I heartedly subscribe to, but am conflicted, on how you fit that into the narrow envelope of JPME. How do you argue that without sacrificing the use of resources? I would look carefully at the lack of connectivity with the other services. It's important that J-7 and the Joint Staff do a heroic effort of protecting the resources that go to NDU, but the other services must have more ownership. Perhaps through some entity, the other services could have more direct ownership.

General Newton: Thank you. As you can see, there is no lack of ideas around here. I'm retired Air Force. I came in the Air Force and went through fights almost all of my career. In that time, I had experience in Vietnam and that makes life pretty interesting. You go through rapid change with those types of things happening to you. I had a terrific career as an officer and learned so much about the kinds of things we are talking about today. You are reigniting and reengaging with those things right now. I'm pleased to hear about the human side of this and that's where my passion lies. I offer to what is happening to us is the fact that you've moved very rapidly and have done an extraordinary job at doing that. But we must look at both the positive and the negative. Positive is terrific, but I always try just to stop for a moment and caution that in the speed of getting it done, is the downside of "did we make a mistake along the way and how can we recover from it?" There's nothing wrong with risk from change, but it's how we manage it. In a military side, when something happens it's magnetized more

than it would be in a traditional setting. We have to be careful and check ourselves. Go back to fundamentals one more time and make sure we've done the right things.

The other thing that I try to bring to the table is that there are always new ideas and exciting things that come along. We got to be true to the core values of the institution. I've seen in my experience that it moves away from the core values. If you are not careful when you start doing that, you lose everything. I think you are still doing good right now, but must ask yourself if you being true to the core values. This institution is about solving difficult problems that are global in nature. If we don't stay true to those types of principles, we will lose NDU. It's terrific to have an extraordinary Board with people from different backgrounds and skillsets. That's my thinking of the American dream – how do we come together and come up with a solution set to drive us forward? We have a purpose of trying to achieve something and we go about and do something. They've been able to cut through bureaucracies and get stuff done. I'm very pleased with that and they seem to have taken the university to a detailed level that no one has seen before.

Dr. Yaeger: At this point, let's build upon a couple of themes I've heard about.

General Waldhauser: You should be careful and never offer a Marine a microphone. You may not get it back until lunchtime. Thank you for all your efforts and contributions to make this a better place. When I took over the job at J-7, General Dempsey told me that I need to protect military education. NDU is a big part of that. Dempsey and I talked and laughed about that we were classmates here at NDU. You've got two people who have a soft spot in their hearts for this institution. We want it to remain the premier institution for our military education. Many great points were made around the table today. I can assure you that we watch this institution among others on a daily basis. We are very much aware of the ongoing efforts with the student population. One thing that has changed since I was a student is that the students today know about interagency. When I came, it was my first introduction to interagency. It's all they know. I would finally say that the concern we have at the moment is that now that these changes are going to be in place in short order, we need to focus on the students as we should and the output. But we must remember that the faculty is part of this and without quality faculty, the product may not be as good as it could possibly be.

Finally, I think where we are at the moment is just what you indicated in your remarks. General Martin and his team have worked very hard to put these changes into place. Assessment is a big part of what we will do in the future. Need to really focus on the students that we will have in the future; those who have fought side-by-side and wrote the book on the Lessons of Ten Years of War. We have to focus on our assessments and be very honest in how we assess what we've done. If we made a mistake, we need to fix that. I think in the next few months as the students we have now leave these halls and we gain new students, watch very closely and try to assess the impact of what we've done. General Dempsey is a big supporter of this and of education. If he had it his way, he would spend a lot more time but he doesn't have the ability to focus. He has a soft spot for education and NDU. Thank you for what you are doing here and your contributions to NDU.

Dr. Yaeger: The assessment piece is extremely important and we are building into it. For example, at the end of the foundation course, when we measure those learning objectives, we must have flexibility in Phase II to meet the objectives. The assessment plan would take just as long as yesterday, but I'd love to share it with the Board in writing as it is such a key piece. On the faculty, we have the Title 10 faculty and we really invest in them long term. They are the SME and PhD types. Then we have the agency faculty members and military faculty members. When putting together the curriculum, you have the practical application and the theory. They all must be quality faculty members. So the idea that we have elaborate student to faculty ratios is necessary, but the truth is the faculty and curriculum development is on the backs of the Title 10 faculty. Military help with curriculum development, but you can't rely on that if they are only going to be here a year or two. I've heard a couple of themes here. One is the concern for sustaining the change and making it enduring. Another piece of that is protecting the resources. It has come to light who are our students: cyber warriors, more interagency, more from the consortium. I want your ideas with that mission in mind. I want to come back to that on who should our students be? How would we expand on this with understanding that it is a resource restricted environment? Are there any other thoughts on who our students should be or how we should progress along those lines in including our education to a broader audience?

Ms. Leong-Hong: Going back to my experience as a DOD civilian, I think that when we go to war it isn't only the military members that go. Civilian members also go. If we fight as one force, we need to train as one force. I would submit that DOD civilians ought to participate in the education and training that is offered at NDU. I'm concerned about the fact that even in the APEX course, which is supposed to mimic the CAPSTONE course here, it's not receiving the same kind of exposure through the Combatant Commands. From that perspective, we need to include the civilian side of the DOD.

General Cosentino: At the War College level, I think we are green. The biggest single element in the War College is forty-seven interagency and DOD students. They are bigger than any of my military services. We are picking up two Joint Staff civilians for the upcoming year. I have seen that every one of my military students has had a mid-career course. That isn't the case for my civilians. They have very advanced civilian degrees, but from a sense of leadership, they're grasping with concepts with their classmates. It would be a big help as we look at the satellite JPME program. That program up here would serve the military population and the interagency civilians at an earlier point in their careers. It would be good for military students in JPME. The first time they are exposed in an educational environment to their interagency partners is at the War College. If there were interagency civilians in a JPME satellite class, it would benefit them and the military students by getting that perspective.

General Gorry: The framework we are working under, that is one of the advantages to having the electives in Phase III. We could possibly offer those electives to interagency. That's a target audience we could capture.

RDML Smith: The satellite program is coming to the capital region pending Congressional authorization. The challenge we have is getting the interagency student in the class. It's probably a sales pitch we will continue to do. It is tentatively scheduled for this region in FY16.

Mr. Doan: I really liked General Gorry's discussion on the last two weeks. I think it opens up the civilian agencies and the real civilian guys who have no knowledge of what you are doing. Many of the best minds in cybersecurity are in the civilian sector. They are all baffled with you as you are with them. You are missing their world: sanctions and trade sanctions and complicated transactions. That two weeks will give you a chance to get those people in. It will be mind boggling to get those two cultures together and you will reap some great lessons from that.

General Newton: As the war draws down, your student population will change. It may go back to what we saw earlier on. You will start finding those who couldn't come because they were engaged in conflicts. We aren't going to run out of war, but it will be on a different scale. Talking about the communication part of this, to me, that will be key at many different levels. You often deal with those A1s and the ones on all military service staffs. We got to get to them and have them understand we are sending the right people to the school. They've got to know we are reenergized on who needs to be here and why they need to be here. There's no doubt in my mind that each Service Chief wants the best and brightest here. But you've got to put that on the front burner for them.

Dr. Yaeger: As we develop the curriculum, we have to keep in mind that a lot of military students have had joint assignments and this is no news to them for the foundational course. The purpose of the foundational course is getting everyone immersed at the right level.

Vice Admiral Crea: The shape of the services is changing. There's a balance between the services and the discussion on the Hill of changing retirement systems, so people are staying to twenty years. Need to look at your investment. That alone would say to me that we should be reaching to a young student. That younger student in a few years won't be the one who was in Afghanistan, which begs the question that as the services are looking for day-to-day expertise, our willingness to engage in conflicts with feet on the ground is not there. We had a potential student body in the Cold War, a potential student body in these past ten years, and now we look at the potential student body for the next ten years.

Dr. Yaeger: I would like to pause and invite reactions to this idea: we have a small percentage of the student body go through an application and acceptance process at one of the senior level colleges we have here. Just see how that goes. It would be an exception to policy as you must be an O-5, but right now we are assuming that they won't get it. But we've seen that some young individuals who think at the strategic level and gets it. What a return on an investment if you can get them earlier! You don't look at their age, but at their content. What do you think about that idea?

General Cosentino: I'm not in favor of it, but there are other options at NDU. The mission at the War College is to prepare people to go immediately into strategic positions. So I think we have a customer base. This is not just about experimentation with students, but a customer base we are supporting. There are colleges that have options that are short of turning the War College into a totally mixed environment. There are models out there. We must remember who our customers are.

Dr. Bell: I have a slightly different perspective. We have a range of individuals of strategic significance in our programs. Some of the most impressive students we've had in the program are the Majors and Master Sergeants. It's an incredible opportunity, but they also have a culture where they don't think it's a year off. A lot of folks see it that way, but the younger students see it as a once in a lifetime opportunity. They have an incredible focus. It's not a year off, but a focus piece because they know where they are going. So they use this opportunity in an incredible way and we have an opportunity to do that. They quickly transcend the rank and their competence; hard work and tenacity trumps all the rest. But you have to be conscious of it and set everybody up for success.

General Gorry: There are a tremendous amount of education facilities and programs for those Majors. I was at the Marine Corps Staff College and there is quality education with interagency and international students. It's not that they aren't getting it. But here you have to remember we have a limited number of school seats. It's a capacity and a resource. If we start diverting too many other students, we will detract from the population that needs this education.

General Cosentino: Thomas and I think that the War College is the War College, but we think that classroom interaction is a benefit between the colleges.

Dr. Yaeger: We are looking closely at the demographics of the incoming students.

Dr. Bell: We have six international officers in CISA. We are not all young students; we run the gambit. I think because they share the focus on strategic and policies, they can have collaboration. They have a different mission than us. It's not all young guys, but the shared focus is the mission rather than the rank.

AMB Nesbitt: This is an issue that has merits and we need to take time to think it through. Every organization has superstars and you want to find ways to propel people to the next level. At the State Department, we have the ability to send superstars to the War College. We know that some services are not filling their quotas. We need to encourage them to think about if they have a superstar to fill one of those slots.

Captain Fraser: In the Executive MBA world over the years, the average age has been forty and forty-two. Companies recognize that they have a superstar who they think they may lose because they won't sponsor them due to young age. And that superstar will leave to another company. We as an industry of having younger students come in who didn't have to prove themselves and everyone forgot that they were five to six years younger than the cohort and they benefited the class.

General Newton: Want to think about what is the problem you are trying to solve. I align with my colleagues on the far wall. Fundamentally, you have to worry about what are your core principles that you are asked to meet. I would be very careful about it.

Dr. Yaeger: Let me clarify. General Waldhauser asked if we are getting the right students. The philosophy is to stimulate intellectual debate through multiple perspectives. Do you want a chaplain or someone younger who is a superstar? That's something we are looking at.

General Newton: What's driving the issue you are trying to get at? Are the services not delivering the right people you want? I would work on that first.

Ms. Robinson: I think we need to ask why the services are not sending the people they should be sending.

Dr. Yaeger: The theory is that the superstars are sent to service colleges and you have control where they go afterwards.

General Cosentino: I'm not seeing this problem. Almost everybody is on the command track or on the way to a strategic level job. Maybe it's just me, but I'm getting two hundred and eight superstars including the international fellows.

General Gorry: I can echo the same thing. I have promotion lists, command selection lists from the services.

Dr. Tanner: I understand JPME and am suggesting leadership development for civilians at the mid-level. Leverage the leadership programs that you are rolling out and tailoring them for the interagency. Not taking seats from the colleges. Create seminars a few weeks in length. There are resources that can be used to augment the budget here by bringing faculty members who can teach the leadership piece, but as a side go out and teach these seminars. We could also pay for sessions. I pay \$19,850 to send an executive to training. Why not leverage the funding? Create a continuum leadership development at Veterans Affairs. Perhaps I could better use funding and others like me in the interagency.

Ms. Leong-Hong: Multiply what he's talking about. We are not talking about taking seats at the schools. These seminars are ideal places to offer these short courses. If you have room for a civilian DOD, then perhaps include that into the regular curriculum. These short courses pay a lot of money. Agencies pay a lot of money to train their mid-level to senior managers. Why not NDU? It's an additional source of income.

Vice Admiral Crea: There needs to be better connectivity between HR and the services. Now that you are getting more at an individual basis with the students, it would be incredibly helpful if they knew where they were going. The only additional training the students will get if selected for flag is CAPSTONE. We need to work closer with the HR systems.

General Waldhauser: On the civilian interagency students coming to various seminars: we could take a look with Boomer and his team at the satellite courses at COCOM. At those organizations, they

all have interagency personnel who work on those staffs. You don't have to come to Washington to have those courses. Take a look at inviting interagency personnel who serve on COCOM staffs and there may be an opportunity to incorporate them into the class. The second point is the phenomena of are we sending the right students the NDU? We have commissioned a study at the J-7 to look into this. What is the student body? Are we sending the right personnel? The study will be done in about ninety days. There was a time during the surge a few years ago that the operation tempo was so high that individuals said they didn't want to go to school as they were going back to Iraq. Junior officers saw their senior leaders taking a pass at school to fight the war. Those individuals got promoted without going to school. That's the wrong example we want to send. Now we have those junior officers who took a pass at school and still got promoted in the system. Service vehicles need to understand it and need to try to turn that shop back in the direction. That school is important and they need to find ways to go. This is an important topic and we need to get the right people here. We are looking at the phenomena. As far as trying to get one step ahead and let them know where they are going once they are leaving, we're not there yet. We are trying to get step one and get the right people in school.

Ms. Robinson: Will your study look at both the joint and service colleges? The services have a stake in the joint school.

General Waldhauser: You bring up a point of competition and prioritization of resources. The services source the military faculty here at the same time they source faculty at their own service colleges. At the O-6 level, there is no slack in the rope having enough to go around. An instructor at the joint school versus the instructor at the service school is a tension. That phenomenon has come to the surface. We are working with the services on this topic. They understand why it's important to send people there and are understanding that they have to source here as well. We are working on it but it's not an easy answer.

General Newton: If it's appropriate once the study is concluded, the Board could gain some insight from it.

General Waldhauser: If it's a myth or reality, we need to put it out there. If it's a problem, we need to make sure the services get it. We have ways of doing that. Yes, absolutely.

Break

Strengthening, Advancing and Embedding NDU's Joint Educational Transformation: Dr. Rich Hooker, Director of Research and Strategic Support

Dr. Hooker: Good morning. My presentation is based on a short paper that has been provided to you in advance on the subject of strengthening, advancing, and embedding the JET at NDU. NDU is making a major effort to transform its education programs in a time of severely constrained resources. Continued emphasis of improving JPME is a clear strategic priority. JPME represents a tiny fraction of the department's overall budget, yet its potential contribution is enormous. Some examples include

laying the foundation of strategic bombing during WWII. Even at the time we didn't have the funds to spend on the programs, we had a great set of JPME institutions. In the same way, NDU's JET is focused on delivering better JPME by enhancing individual learning outcomes. NDU's change strategy is designed to deliver improved joint education at less cost to the nation through six key elements. You all know that major organizational change like the kind we are engaged upon now is difficult. Most experts agree that the magnitude of change endeavored here at NDU will fail 70% of time. They fail due to a lack of urgency, insufficiently powerful and committed coalitions to lead effort, absence of inspiring vision and compelling strategy, ability to prevent vested organizations from stifling the change, and prematurely success. It's helpful to think of change as more of a marathon than a sprint. Resources must be shifted from old to new priorities. High volume, sustained communication is required from the beginning of the effort until success has been institutionalized. NDU is working to fulfill these imperatives to safeguard the JET. The conceptual framework for the JET is sound and well-articulated. This communication effort requires a steady drumbeat over time.

The BOV can help here by lending its voice and support to OSD leadership, Combatant Commanders, and of course, the public. The NDU-P and his top management team have clearly expressed the urgent need for change at NDU. For some time, the focus was on absorbing cuts and not on improving performance. It came as a shock to some in the NDU family when the changes were started. Change needs champions. The level of commitment to change among NDU leaders varies. Some favor change and others strongly oppose. Others remain uncommitted to see if it will prevail. The BOV can help by continuing to champion the JET and recognize the efforts of the NDU faculty who have embraced the change to make it a reality. There will be some resistance to change. Some tactical concessions can be made. If too many compromises are made, then the strategy could be undercut. To combat this problem, NDU has conducted an aggressive communication plan to discuss the change and why the change will improve our overall performance. It also created the mechanism to track progress and report to senior leaders. One specific recommendation we forwarded over to your superiors at the Pentagon is a Blue Ribbon Panel to help make recommendations to secure NDU's future. We see it as a mid-term initiative.

General Newton: How much do the other service schools know about the change?

Dr. Hooker: It is fairly well known in the Washington area, so I would say they are aware of it. The JFQ article was published a few months ago.

Dr. Yaeger: I briefed it at the Military Education Coordination Council. That consists of the college leaderships and academic deans.

General Newton: You might consider doing that again, but more on a one-on-one basis. Let them know about what you are doing. There is a direct connection between their schools and your school.

Vice Admiral Crea: Is the Blue Ribbon Panel a formality or to help continue forming the evolutions?

Dr. Hooker: It can only help NDU. Part of the point of the Panel is to educate that community. It is an expansion of what we are doing in this room this morning.

AMB Nesbitt: At one point we had discussions about whether it may be necessary to change existing legislation or have new legislation. This is something the Blue Ribbon Panel could help us determine.

Mr. Doan: What is the data that drives the validation?

Dr. Hooker: We care a lot about what the students, faculty, and customers think about the program. This is an opportunity to take our products back out, assess them, and provide us feedback.

Mr. Doan: It's a poll.

Dr. Hooker: It's not as scientific as a poll. We do a lot of asking students and faculty here about what we are doing.

Mr. Doan: I would urge you to get some quantitative metrics. Retention rates, success of ideas that come out of here. Polling people is not it. It's not sufficient.

General Newton: When you do a Blue Ribbon Panel, be prepared to accept the results that they give you. The worst thing is to have a study, they present to you, and you don't do what they suggest. If it's done correctly, you get ground truth. But you have to be ready for ground truth.

Dr. Hooker: Budget and personnel reductions played an important role in driving NDU to obtain greater efficiencies. Outside churn which can be caused by yearly budget cuts, could distract and change the effort. The danger is that senior leaders will be forced to take their eyes off the ball. The Board can help by supporting policy guidance and enabling legislation, stabilizing the NDU budget at the current rate of \$80 million a year, requesting service board guidance, and working with service pieces to ensure military faculty are awarded joint credit for their time at NDU. You may not be aware that in the coming few months, NDU will experience about a 50% turnover of its faculty due to retirement and service actions. Finally, the sustained tenure of senior leadership is critical for successful organizational change. Opponents in organizational change will wait out change agents to stifle the change. The normal term of office for civilian institutions can be eight to ten years. This term is not realistic for active duty general or flag officers. The Skelton Panel in 2010 recommended a minimum three year post in PME settings. All warn that short terms may have an adverse effect on PME institutions. Senior leaders and PMEs should have a longer tenure in addition to an education background. The NDU JET holds promise for briefing about better and more relevant JPME in times of resource scarcity and strategic uncertainty, not only at NDU but across the JPME enterprise. This concludes my presentation and I'll be glad to take your questions.

Vice Admiral Crea: I'm a little concerned with talking about lengthening tour lengths at the senior level as it almost ensures it's a twilight tour. Understand what that means and how you compensate for that.

Dr. Hooker: The NDU-P is a terminal position.

General Waldhauser: The Chairman is aware of the recommendations for a five year term. I think two to three years is where he is and he's not a huge fan of a five year tour.

General Newton: Any other questions or comments?

Ms. Robinson: I think in this specific instance, continuity to ensure immediate reforms and at least one iteration of adaption. Everyone expects there will be a 2.0 to get it right.

General Newton: Thanks very much. That gives us a closing look at what we have on our plate. Is there any input from behind me? Anyone from the audience have something to say?

Dr. Luis Kun: I was a faculty member at iCollege. I've been for the last three years at the Center for Hemispheric Defense Studies. I teach critical infrastructure protections. Related to something that Dr. Yaeger is presenting on Item 4 regarding strategic plan, the discussion was if we are getting the right students. I want to remind the students that when we talk about critical infrastructures, 85% belong to the private sector. If we are forming leaders here, we need to students to know what they are protecting. That mixture of students brings what needs to be protected to our leaders so they better understanding. The DOD tends to focus on networks. I propose that the sectors are more important than networks. Hospitals, those controlling the gates of dams. If you don't understand how to use it, how can you protect it?

Wrap Up and Closing Remarks: Major General Martin, General Newton and Board Members

General Newton: Very good points. Anyone else? Thanks very much. This brings us to the close of two and ½ days of what I consider very good discussions and we laid a lot on the table; a lot of things to think about as we move forward into the future. Before we close, let me start with General Waldhauser, if you have any final comments for us.

General Waldhauser: I don't have any significant final comments. Thank you all for your support. We are in this together. We look forward to the changes and implementation and the assessment to continue to make the institution better.

General Martin: Thank you very much everybody. I really appreciate all the thoughts. At some point, we refined one of the objectives of this is lining up the requirements for the big, complex, wicked problems we are dealing with at NDU. We asked the Board members which big problems they are willing to take on and support the team. John Yaeger, feel free to jump in at any point. Point one: we

feel we've really worked very hard on the plan that Dr. Hooker just presented. There is a paper that is our very best strategic work on organizational change and JPME. I would ask that everybody understand that plan and look hard at it. What chunks of the plan do you feel you could grab hold of help us with? Rich Hooker is applying the best minds we have here to make sure NDU succeeds and goes forward. We will work closely with our teammates, J-7 and Joint Staff. Our fusion with the Joint Staff is through General Waldhauser. We have shared ownership of the plan and work together on driving it forward. Point two: a stable budget, stable people. A major subcomponent of that is to enhance and grow the quality and stability of our military faculty. One of the subcomponents of our strategy is that we really need a cradle-to-grave strategy to identify, build and grow world-class military faculty for NDU. The examples are all out there; service colleges from their undergraduates to come back for graduates. That is something we will work on and present to the Joint Staff. Next point, and we had great dialogue, do we have the right students? That is a major effort that will take us a little while to figure out.

Next one, when I have this talk with my aunt on the front porch, people in this age are amazed that you can't push a button and know all the international fellows who went to this school. We need a network of networks with real-time that is adaptive. Push a button and know not only who went to NDU, but all JPME schools. If the Chairman is visiting Ukraine, he can push that button. In this day and age, we ought to have that. It needs focus and we've to got do it. I know there are IT wizards in this room, please help us.

Next one. We all agree there is a huge demand signal all around the world and connect some dots and channel some money. Examples of millions of dollars being spent on programs. We need real expertise, we have experts here on all the different domains, but we are not good at it and don't know how to engage and develop and grow these programs in a way that never loses sight of the core mission. How can we do this in a way that is smart, wise, and sustainable and doesn't take our eye off the core mission? That uses this magnificent capability if we could only expand and connect some dots. It would enrich our core mission by being better integrated. By doing this, we could get better at our core mission. We are not good at business development. We are military people. If we just got out the white board and some markers, we could do this. Communications and engagement: we are a lot better now than we have been in the past. Magalotti has done more in less than a year than a bunch of people who make a whole bunch more money than him. Frankly, we are very weak. Every place I've been has been better at communication than this magnificent treasure.

You all know right now more about our programs than anybody about what's going on with our programs. We need to communicate better with Service Chiefs, Combatant Commanders, most of the COCOMs – we need to do better. We talked about our Hill engagement strategy. The good news is that the Chairman supports it. The Ambassador and a lot of people who are smart are here. We have no virtual engagement. We have virtually no organized, coherent engagements with media. The fact is the American public needs to know what's going on in their military. We can have round tables. This has been vetted and approved. They totally support this. Our scholars would love to do it. Two weeks ago, on NPR they talked about the rebalance to Asia. Rachel said, "To talk about Marines in Australia, I have NDU professor of strategy X." He cranked out 500 home runs. We could do that for every subject of key

strategic interest. I think we can serve the American people and the US military with a more coherent and articulate approach to the media.

We can do much better in keeping in touch with our alumni. We need to craf through the alumni network, friends of NDU that are focused on NDU. An area that I would love to get help: we have a magnificent Foundation with an unbelievable leader, Cathleen Pearl. If you think about who we are and what we do, with the right type of help from experts in this room, we could see explosive good growth in our Foundation. We could use your help. You know about NDU. You are passionate. You are champions. We are on the verge of really moving. We can't sit and wait for big government to take care of us. We have to be entrepreneurial within the law to figure it out. All places are doing it very well. There's no reason why NDU couldn't do that exponentially more and better. That's probably enough. We will write these up and get them to the members.

General Newton: Any last minute quickies from the Board? We will go have lunch then come back in a closed session, and then we will be finished.

Ms. Leong- Hong: Congrats to General Martin and the staff on the changes that was described during this BOV session.

General Newton: Thank you to the support staff for having food in the right places. Folks, thanks for taking notes for us. Once again, General Waldhauser, thank you again for coming. Thank you.

The public BOV meeting adjourned at 1115, 21 March 2014.

Appendix A

National Defense University Board of Visitors Attendance Roster

1. Vice Admiral Vivien Crea, USCG (Retired)
2. Mr. Douglas C. Doan
3. Captain John H. Fraser, USN (Retired)
4. Ms. Belkis Leong-Hong
5. General Lloyd W. Newton, USAF (Retired)
6. Mr. Douglas Raymond
7. Mr. Ronald A. Rittenmeyer
8. Ms. Linda Robinson
9. Dr. George L. Tanner
10. Dr. Stephen J. Trachtenberg
11. Dr. Lemuel W. Watson

National Defense University Leadership Attendance Roster

1. MG Gregg Martin, USA, NDU-P
2. AMB Wanda L. Nesbitt, NDU-SVP
3. Dr. John Yaeger, NDU Provost
4. BG Guy T. Cosentino, USA, Commandant, NWC
5. BG Thomas A. Gorry, USMC, Commandant, ES
6. RDML John Smith, USN, Commandant, JFSC
7. Dr. Michael S. Bell, Chancellor, CISA
8. Dr. Mary McCully, Interim Chancellor, iCollege
9. Dr. Richard Hooker, Jr., Director, INSS
10. Mr. Michael Cannon, COSA
11. Mr. John Charlton, Senior Director, ISMO
12. Dr. Brenda Roth, DFO
13. Dr. Ricky Waddell, Senior Director, CAPSTONE
14. Ms. Maggie Martin, NDU-P Spouse
15. Mrs. Cathleen Pearl, President and CEO, NDU-F

Other National Defense University Guests

1. Lieutenant General Thomas D. Waldhauser, Director for Operations, Plans, and Joint Force Development, J-7
2. Ms. Lisa Bronson, Esq., Faculty, National War College
3. Dr. Dave Tretler, Acting Dean of Faculty and Academic Programs, National War College
4. Mr. Tim Robertson, Director Human Resources, NDU
5. Colonel Stewart Liles, Chief Information Officer (CIO), NDU
6. Mr. Jay Helming, Director, Resources, NDU

Appendix B
National Defense University
Board of Visitors Agenda, May 20-21, 2014

Tuesday, May 20, 2014**BOV Meeting, Room 1105, Lincoln Hall**

Starting at 1100, a buffet lunch will be provided to the members and senior leaders to eat before and/or during the meeting

1200	Call to Order	Dr. Brenda Roth, Designated Federal Officer (DFO) and Deputy Vice President for Academic Affairs
1200-1205	Administrative Notes (DFO comments/overview of agenda)	Dr. Brenda Roth and General Lloyd Newton, USAF (Retired), BOV Chair
1205-1305	State of the University Address	Major General Gregg F. Martin, Ph.D. 14 th President, NDU
1305-1405	Joint Education Transformation Initiative Review and Progress Update	Dr. John Yaeger, Provost; Dr. Dave Tretler, Acting Dean of Faculty and Academic Programs, National War College; and Ms. Lisa Bronson, Esq., Faculty, National War College
1405-1435	Human Resources Talent Management	General Martin; Ambassador Wanda L. Nesbitt, Senior Vice President for International Programs and Outreach; and Mr. Tim Robertson, Director Human Resources
1435-1450	BREAK	
1450-1520	Budget Update	Mr. Jay Helming, Director, Resources
1520-1550	Communications and Outreach	Ambassador Nesbitt and Brigadier General Thomas A. Gorry, Commandant, The Dwight D. Eisenhower School for National Security and Resource Strategy
1550-1620	Staff Enablers: Information Technology	Colonel Stewart Liles, Chief Information Officer (CIO)
1620-1650	iCollege Update	Dr. Mary McCully, Acting Chancellor, iCollege

UNCLASSIFIED

1650-1700	Day One Wrap-up	Dr. Roth
1700-1715	Group Photo (In front of Globe, Center Court, Lincoln Hall)	Board Members and Senior Leaders
1730-2000	Cocktails and Dinner Hosted by NDU-P (1730 Cocktails, MG Martin's Quarters) (1830 Dinner, West Wing, Roosevelt Hall)	Board Members, NDU-P, SVP, Provost & Select Senior Leaders

Wednesday, May 21, 2014

BOV Meeting, Room 1105, Lincoln Hall

0700-0750	Continental Breakfast	Board Members and NDU Senior Leaders
0800	Call to Order	Dr. Roth
0800-0900	Strategic Planning Session: Board Members' Ideas for University Improvement (NDU Strategic Goal 4)	Board Members
0900-0945	University Improvement Discussion	Board Members and NDU Senior Leaders
0945-1000	BREAK	
1000-1100	Strengthening, Advancing and Embedding NDU's Joint Educational Transformation	Dr. Rich Hooker, Director of Research and Strategic Support
1100-1115	Wrap-up and Closing Remarks	Major General Martin, General Newton and Board Members
1115	Meeting Adjourns	Dr. Roth