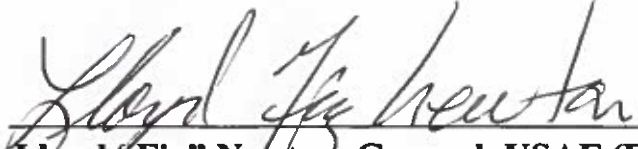


**REPORT OF
THE NATIONAL DEFENSE UNIVERSITY
BOARD OF VISITORS MEETING
Held on November 17-18, 2014**



A public meeting was held on November 17-18, 2014 by the National Defense University Board of Visitors in Lincoln Hall, Room 1105, Fort McNair, Washington DC, 20319

Date of this Report: 20 December 2014


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

Chair

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**Minutes of the National Defense University
Board of Visitors Meeting
November 17 and 18, 2014**



Meeting Summary

The National Defense University Board of Visitors (NDU/BOV) met at Fort Lesley J. McNair in Washington, DC on 17 and 18 November 2014. The attendance rosters and the agenda are attached in Annex A and B, respectively.

Monday, November 17, 2014 (Day One)

1200 - Call to Order: Dr. Brenda Roth Designated Federal Official (DFO), National Defense University, Board of Visitors.

Dr. Roth: Good Afternoon. I am Brenda Roth, the Designated Federal Official for the Board of Visitors of National Defense University. The National Defense University Board of Visitors is hereby called to order in accordance with the provisions of Public Law 92-463. This meeting is open to the public until 1700 this afternoon. Tomorrow, the open portion of this session of the BOV is from 0800-0945.

NDU's Board of Visitors is chartered under the authority of the Secretary of Defense to provide "independent advice and recommendations on the overall management and governance of NDU in achieving its mission." NDU's Senior Leaders are present to answer questions or to clarify information as well as to listen to the Board's recommendations. Please wait to be recognized by the Board Chair, General Newton, or the Co-Chair, Admiral Crea, before engaging with the Board.

The theme of this Board meeting is Setting Strategic Direction for the next year and beyond. We will develop the theme through a series of discussions centered on NDU's four strategic goals. After the interim NDU President's State of the University address, Dr. Yaeger will present an overview of the strategic plan to provide context. Following that briefing, faculty from four of our five colleges will discuss the new curriculum and give their assessment. For the rest of the afternoon, we will continue to develop the theme of setting strategic direction by reviewing various topics connected to each strategic goal. Tomorrow morning, we will pull it all together by getting the Board's feedback on setting NDU's strategic direction.

Before we move to our agenda, I need to draw the Board Members' attention to a memorandum dated November 6, 2014, from the Under Secretary of Defense for Acquisition, Technology, and Logistics, Mr. Frank Kendall (see attachment 1). Each Board Member has a copy of the memo. For the record, Mr. Kendall addressed his concern that any changes to the Eisenhower School curriculum would maintain the integrity of the core acquisition curriculum and the Senior Acquisition Course currently taught at the Eisenhower School. To ensure the continued quality of the acquisition curriculum, he stresses the continued close dialogue between his office, The Defense Acquisition University, and National Defense

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University and he will conduct an annual review of all acquisition content, consistent with the responsibilities as outlined in DOD Directive 5000.57.

General Lloyd W. Newton (Ret), USAF, Chair, NDU Board of Visitors: Welcome to our new President. We are looking forward to working with you as we move the University forward in the direction we've been moving. Gen Gorry, please brief us on your meeting with the Undersecretary, Mr. Kendall.

Brigadier General Thomas A. Gorry, Commandant, The Eisenhower School (ES) : The relationship between Eisenhower School and ATL is one in which we Jointly teach the senior acquisition course, targeted to senior specialists and comprises 1/3 of our student population – 60 – 65 students. Teach acquisition specifically to entire student population. Students targeted for SAC course receive more specific instruction, electives, etc. The course is not just the acquisition piece. It is taught at ES because it also provides strategic leadership. The engagement with other students and strategic thinkers is good for the acquisition community. \$3.3M is provided to cover students and curriculum. The relationship is important for both the defense and acquisition communities.

Gen Newton: You briefed him personally?

BG Gorry: Yes. We worked with him and his faculty to make sure they had right credit hours and courses for the program. We briefed Deputy Katrina McFarland, and then set up a session to brief Mr. Kendall. We worked with Katrina to set up initiatives to make sure they stay together and work on the relationship which was built over two decades.

Gen Newton: I wanted the BOV to be aware of this memorandum. One other administrative detail we need to take care of: approve the minutes of our last meeting in May 2014. Any corrections? Additions? Motion to approve the minutes was made and seconded and unanimously approved by Board members. Please take the opportunity to meet the incoming president.

State of the University Address (1215-1245)

Ambassador Wanda Nesbitt, Interim NDU President: State of University address. (See Appendix C).

Gen Newton: Any questions?

Dr. Trachtenberg: Can we get a few more sentences about the goal of the PhD? Is the point to create scholars...practitioners?

AMB Nesbitt: The goal is to offer a PhD program that is more focused on national security than is available at other universities. The program, if offered, will primarily target military officers. We need to figure out how much demand there is for a program like this. Brenda Roth is putting together the steps needed to develop a program like this.

Dr. Trachtenberg: I'd be willing to work with Brenda. I know something about this.

Dr. John Yeager, NDU Provost: So far, we're trying to determine what skill sets may be needed. Part of it may be earned here, part through the consortium. We don't know yet and we welcome assistance.

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Ms. Leong-Hong: I just want to say that I've been blown away by the changes at NDU since our last meeting. I have a couple of questions about the PhD Program also. Is the university just looking at this from an organizational perspective within the National Defense University family or are other options and models going to be explored, for example in collaboration with other local universities that have national security interests?

AMB Nesbitt: It may be most viable to develop a program in collaboration with other universities. Not just teaching but also advising. However, we're not settled on a specific format.

Gen Newton: I also wanted to give my thanks to Ambassador Nesbitt for her work over the last couple months. Her work is demonstrated in all the accomplishments just mentioned. Thank you Ambassador.

Applause from Audience and Board of Visitors

Gen Newton: Now let us move to Dr. Yeager.

Strategic Plan Review (1245-1315)

Dr. Yeager: During this session I'd like to have a high-level discussion of the strategic plan and where we are with the goals. This introduction includes four strategic initiatives that are not in the plan. These slides will set the stage for discussion and be used to get thoughts on strategic priorities. Listed under goals are NDU values and some are worthy of pointing out. These are collaboration, holistic development, and integrity, which include integrity of the university. We need a well-defined process to give us that. We need to leverage and integrate best practices. We have overall goals, but here are some of the sub-goals. Promote scholarship and awareness of that scholarship, value and promote institutional environment of openness. Our values are important.

We have a goal at top of each slide. Where I see us today and where we're trending. As Amb Nesbitt mentioned we have a challenge in resources. Any more cuts and we will have to cut programs. Another trend hurting us is the selective early retirement boards. Services are downsizing and have a list of people they consider for early retirement. Many of our service members would rather retire if they might be on the list than wait for the list to come out and then retire. The track record is not so good for those in educational environments compared to operations. We don't want to tell people they're considered for early retirement. This summer at Eisenhower School, 20 out of our 30 faculty are leaving largely because of this. Most of our personnel take a year to get up to speed regardless of their job at the University. This turnover means we don't get the payoff of getting people up to speed. These are the two biggest challenges.

BG Gorry: The timing of when notifications are made by the Selective Early Retirement Board doesn't jive with the academic schedule. It is disruptive. These cuts have a multiyear impact on programs in all services. Right now the Army is meeting to determine cuts and we expect results to come out soon. Some would rather retire than get selected. They don't want to be notified of having to retire. This is a challenging situation affecting all of the colleges.

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Dr. Yaeger: Our individual strategic research projects do support scholarship and this is a huge improvement. Now we have three types of faculty. They are Title 10 PhDs, military, and Practitioners. We have less staff due to budget cuts. Our Title 10 faculty is here to do curriculum development, faculty development etc. They now have less time for scholarship because of admin duties and getting faculty up to speed with a lot of turnover. What we'd like to do in the scholarship goal is to disseminate the knowledge. Now let's look at our institutional enablers. We are trending positive. We are now accredited to run our own network. This had been an issue in the past. We had a lack of a transparent coherent process. This threatened our institutional integrity. Our Chief Operating Officer and I will go into plans and programs and processes to help fix this. Specifically, we will highlight our talent management review process.

Gen Newton: Questions from the Board?

Dr. Trachtenberg: How is this distinguishable from what we talked about a year ago?

Dr. Yaeger: Our issues have been the same for the last three years. The trend has been more negative, but the issues are the same. A lot of concern was about government shutdown and furloughs last year.

Mr. Doan: I don't get it. Can you provide us an example?

Dr. Yaeger: Regarding our institutional enablers – library, Information Technology, gaming. We're down to bare bones here. We've taken massive cuts over the past couple years and it affects learning in the classroom.

Gen Newton: Do you have any thoughts you'd offer on how to do this differently so it doesn't impact the university as severely as you see it now?

Dr. Yaeger: Military members assigned to educational billets shouldn't take any more of a hit than those going to an operational billet. We have to live with downsizing, but it appears that educational institutions are unfairly impacted.

Brigadier General Guy Cosentino, Commandant, National War College: We need to go into the tank with the Chairman and Chiefs to see if they want to collectively put in language to that affect. JPME should not be disadvantaged in either promotions or reductions in force. We can't exclude them by law for SERBs but the Services could make the decisions to put the language in.

Gen Newton: How would we make thoughtful recommendations for the Chairman? Do we have data that demonstrates that there's a drastic difference between academic institutions and others? We're not the only one complaining, other career fields are also.

Dr. Yaeger: Some of our audience members did the analysis. Our academic institutions, mainly at senior level, took a 25% higher hit among faculty than the Services at large.

RADM Janice Hamby, Chancellor, Information Resources Management College: It would be helpful for our Chairman to put language in that service at senior level is value added.

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Gen Newton: Tell me about the timing. When do you drop the list?

BG Gorry: It's statutory by law.

Gen Newton: When does the faculty get the letter?

BG Gorry: Each service has a different schedule.

Dr. Yaeger: The services have control. We can't influence that directly.

Gen Newton: Can we influence the timing of the letter? For example, if we know Fig Newton is at an academic institution and if we drop this at the wrong time it will influence the academic year, we don't drop it at that time.

RADM John Smith, Commandant, Joint Forces Staff College: Each service has a different timeline. We don't want to have two different standards. Each of the services has a specific end state. They have a bunch of criteria to refocus. Difficult road ahead to get them aligned to same time frame.

Mr. Rittenmeyer: Are there two issues? One is a pure number – doesn't stop. The function of the decision is at a higher level. Second question is balance. What you're trying to do is get an even balance of academic vs operational. When you run a business, you have the same concerns regarding resources, for example where to cut. This seems like a difficult battle to win arguing that they should be treated equitably. We are not sure how to solve that. The big number is out there. We're not sure how to make that split. There is some movement that we should consider, but the first issue isn't one we should discuss.

Dr. Michael S. Bell, Chancellor, College for International Security Affairs: I have two observations. Delay the boards to later in academic year to not impact schedule, but if you do this there's no back up. Have to do before spring assignment schedule to make sure we can backfill.

RADM Hamby: The business decision about how to keep operations running when you're short of resources. We also need to think of a strategic plan to keep running. Whether the investments made are students attending these schools or officers coming to teach. If they are seen as an investment, it might help them back away from eating our seed corn.

Dr. Bell: Our military faculties help us maintain required student to faculty ratio. Need them to do this.

Gen Newton: This has been a good discussion. It gives us a lot to think about.

Dr. Yaeger: We need to focus on collaboration. Our foundational course was a huge positive for across the University collaboration. We never see so much discussion and sharing of information. Trust issues still persist. We need to work on those. Our planning and assessments are still strong, but not strong longer term. On the five year horizon, it's not true in all parts of the University. We need some help as we go out; it needs to become part of the culture of the University.

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Dr. Watson: As you work on trust and a culture of trust and openness, how have you done that in the past and thinking about the future... have you thought about trust and openness? That's a real challenge with how personnel come and go. What are your thoughts for an institution such as NDU?

Dr. Yaeger: Depends on who's in the room and which policies and procedures can help us. We have basic guidance for faculty promotions. It's not clear to faculty how they go from Assistant Professor to Associate Professor. We need to think about and discuss that and get faculty input. We need to be able to tell them what to work on and who makes decisions. This will help establish trust and confidence. We have a member of the faculty advisory committee and a faculty panel who will be discussing this later.

Dr. Trachtenberg: Culture is different institutionally. There is extensive literature on this and best practices. We can achieve much on this reading on a computer, with a lot of articles and materials. We can get representatives from local organizations to talk about this and to give us manuals on this.

Dr. Yaeger: We've hired Mark Phillips, Director of Strategic Communication, who is helping with this and his background lends itself to this work.

Gen Newton: This problem is not unique to this university. That said, I think it comes back to the point that you have to have the entire leadership focused on processes. You have to have processes in place so people can feel comfortable in their work environment. There's a sense of urgency that needs to be at work now to continue work you've begun. It's terrific that you recognize that and are beginning to move it forward. Folks in town can help, but not a single one has a corner on the market. Things change often when dealing with human beings.

CAPT Fraser: literature supports that after all the work put into strategic planning, if it's not implemented, it isn't worth much. The organization doesn't really reward participants to implement. It rewards planning; this leads to silos fighting for scarce resources and goes back to collaboration. It takes effort to create collaboration and its first definition is working together and that's pretty cool. Its second definition is working with the enemy. Sometimes because we suffer from being human we hoard scarce resource to make our unit look good, we don't collaborate. It takes leadership effort at every level to make sure we're working together and reward the organization for working together. Regarding Retirement Boards, every organization probably has a timing issue, not just us.

Dr. Yaeger: These are the strategic initiatives that are not in the strategic plan as written. 1. Learning center. Going through strategic leader course, students had writing assessment up front to see who needed help. We have different ways at different colleges and we need a center to assist that. Look at, plan, and identify resources. The other part of the center is educational technologies. We have tools, but people don't know how to use them well. We help students who need help with the English language. Another thing, we do have a requirement for ethics education. The program started at General and Flag officer level. We go to combatant commands to hold sessions. The program will not go away and we received rave reviews. We visit combatant commands and the Pentagon. We take the issues they've identified and bring them back into the curriculum. The next two are tied together: access and delivery. We've spent time determining what to teach, but we haven't looked at access and the delivery aspect. We need to explore and expand current models such as blended education. We should not threaten our

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existing programs but ask how to expand education to more national security professionals with limited resources and instill career-long learning. One component of leader development is how to proceed according to future students? Each student meeting one-on-one with faculty member to plan is not sustainable. It's good to gather data and see what's useful to determine needs.

Gen. Newton: Do you have any comments or questions?

Mr. Raymond: Question about goals? We talked about lack of resources in Goal three and Goal four was trust and openness. Is it more about resources or about trust and openness?

Dr. Yaeger: Its related but more about processes. When we had money it wasn't a problem. Now that we lack resources, we need better processes.

Mr. Raymond: Are we talking about the promotions system? If we white boarded this, can we identify problems?

Dr. Yaeger: Collaboration is improving but the biggest issue is with our decision making process. We need to have a plan to alleviate some of that.

Gen Newton: Now let's transition next to faculty panel.

Dr. Yaeger: Would you like the faculty to come up?

AMB Nesbitt: As budgets get tighter and as there's a competition for resources, if you don't know if money is being spend on "a or b" there is mistrust and that's how the two come together.

Vice Admiral Crea: We need linkage to the strategic plan, Return on Investment helps people understand why their project didn't get support. This transparency can be built in.

Gen Newton: There are times when I have to be the bad guy and other times when I make decisions that are not on the agenda at all. Now let's take a three to five minute break.

RETURN AFTER BREAK

Education and Leader Development (1314-1430)

Gen Newton: We'll get started here again. John, do you want to introduce everyone.

Dr. Yaeger: It's all about goal one, it's about education, specifically about the strategic leaders' course. We wanted all four colleges represented. The individuals on this panel helped put the curriculum together.

Dr. Yaeger introduced the individuals on panel: Dr. Kirkland Bateman (CISA); Carey Gordon, USAID Chair (ES); LTC C.J. Horn, USA (iCollege); and CAPT Dave Mayo, USN (NWC)

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Gen Newton: Before you get started, there was some thought that went into putting this agenda together and with some discussion with leadership, I said I want the boots on the ground to tell us a bit and out of that discussion came this panel. Now, please go ahead.

Kirkland Bateman, CISA: Thank you, I'm a retired army officer and this is my 4th year at CISA, two years in uniform, two years out. This is my eighth year teaching PME and JPME. I've also spent 14 years as a strategist. I also earned my MA and PhD in history from GMU and thank you for allowing me to share my experience with CISA. We're a little different from other colleges. When wars in Iraq and Afghanistan started, most of our military were Jr mid-grade O3s and most civilians had just graduated from college. They have a different perspective than many of us. We have a diverse group of students and the foundational course was critical to get them to a level playing field. Needed to understand key doctrinal concepts, terms, shared vision, how to attain. Taught at three years at CISA before executing this curriculum and saw in 5 weeks student at higher level than even in spring semester in years past. Only one data point but what we experienced in strategic leadership course is largely responsible. There is room for improvement. Courses had 9 learning objectives in 5 weeks. We need to trim some and focus on others or delay others to other parts of the curriculum. The Second thing for CISA, executed with model of three member faculty teams for each seminar. We had title 10, military and interagency faculty member each time. It was Important for success in this model. We brought three perspectives from faculty, allowed to surge and pull back when necessary to take care of other business. It was overall a fantastic experience for CISA.

Dave Mayo, National War College: My distinct pleasure to be at Nat'l War College to instruct people who will go on and make important decisions for the nation. My last job was as Chief of Staff for 6th fleet. I understand the importance of operating at the right level of understanding and preparing students to take on those levels of responsibility. Our core curriculum was implemented on a short timeline. We didn't realize consequences of developing curriculum and became too compressed, and students lost time to reflect on readings and to achieve outcomes. Most of the students at NWC have had some JPME. To require them to read at a lower level of learning is not appropriate for NWC. We need to reshape for our students. We developed a case study to gain a larger perspective and asked services how to plan an operational case study. We developed multimedia presentations on how to deal with humanitarian crises. We need higher levels of objectives for students at NWC. Our planners and Working group did the best they could, but it was not a good fit for the war college. Doing morning and afternoon sessions to compress timeline lost reflection time where concepts can integrate. Student had a hard time keeping up and integrating material with who they are.

Carey Gordon, The Eisenhower School: I'm with the Foreign Service with USAID, teaching at Eisenhower School. I began my career as an attorney for 7 years before joining USAID. I received my MA in Chinese studies. I am Interested in foreign affairs and spent most of my career with USAID overseas. I'm here to share some of what I've learned being overseas and working in various embassies and the value foreign services bring to the school and colleges. We have our own perspective which is useful. In terms of Phase one course (I led one with co-faculty) I think it went very well. We had a great group of students and it was well mixed. It also provided a good introduction to issues that they will confront in the course of the year. This is similar to the comments we've heard, that it was a lot of material in five weeks. A lot

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of topics, rigorous class schedule, rigorous reading schedule. If I were a student, I would have been hard pressed to get through it all. It was challenging for our students and they're accomplished officers both civilian and military. One of the things it did well was introduce a lot of topics. It will be a challenge to see what we do with these topics during the rest of the year. It wasn't expected that we would close the loop on these topics but it's a challenge to see what we'll do with that. How do we connect without being duplicative what students learning in phase one with later phases? Design folks worked hard on fitting pieces together but it was a challenge. I think the students like the program, and they got a lot out of it. There was some concern that the program was too military oriented, but in the end it didn't work out that way. The class discussion was such that civilians were not neglected. It wasn't bad for them to be exposed to and understand this, the whole of government solution, etc., it wasn't a real issue. Lessons learned: impacts of taking six weeks of the year was we used some valuable bandwidth for the intro sessions, while useful for what it meant for those of us at Eisenhower School, it impacted the other courses. It wasn't a surprise, we thought about this while designing. So we had to cut out a lot of classes and cut out national security studies. It was a successful class. Combining two classes and extending the length of phase one left less time for this. There were fewer hours to talk about NSS, economics, military strategy. Accordingly, many of us at Eisenhower School wonder if some of the topics should be moved out of phase one and integrated into the core curriculum. Some of the others like ethics are very important but should that be part of the strategic leadership course? By having phases this way, it required reshuffling of students from phase one to phase two. Students are resilient and it worked out in the end, but our students haven't been students for a while, so they're trying to get student feel back. They are trying to get used to being students again. Takes time and then we reassessed them again according to industries. Because of the way the calendar was redesigned to accommodate phase one we had to reshuffle all of the schedules. At the end of the day we will have a successful year. Not a failure. Matter of emphasis and what some of us feel would be better. In sum, it was a successful program, the students got a lot out of it, but there was room for improvement and the faculty will be able to work to tweak it to make it better.

CJ Horn, Information Resources Management College: I'm a Lt Colonel in the Army, and an Army Strategist. I've spent time in Germany, Korea, Iraq, Afghanistan and serve at the iCollege. I'm fortunate that this came about and being part from the ground. It was an enlightening experience. The iCollege doesn't have a set student body and our experiences were fantastic across the board. We saw differences between programs, and saw where things are done well and what needs improvement. The implications of this are significant and couldn't be explored in the timeframe we had to do it. The Faculty was resilient and tackled it with enthusiasm to get the mission done. We should congratulate the faculty. They worked their tails off teaching and developing new curriculum. A particular complaint about JPME is we spend a lot of time working on process and less time on thinking and understanding. The curriculum NWC developed for phase one was outstanding. It emphasized understanding the environment, different perspectives before developing solutions. We need to understand problem first. What we did well was to take 9 learning outcomes and establish a common base throughout all the schools. It allowed College to determine if they wanted a higher level of learning. Each College provides a different product and has different needs. Going forward should reduce learning outcomes and make some adjustments. Hopefully on an earlier timeframe so we don't have to adjust so quickly. Weakness

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tried to do too much. Scaling back and having flexibility will allow us to produce most valuable learning outcomes and students will be able to succeed. We don't have a lot of feedback yet. Have some data points, but won't see results until yearlong curriculum is over. Some electives when you have students from multiple institutions they don't have a common baseline. This Phase One will hopefully prevent this. When students go to Phase Three electives, they will hopefully have baseline. We will try to tweak based on what we know, but this won't be perfect.

Dr. Yaeger: Timelines put these into perspective. We will have Phase One finalized no later than December 15 for next year. Building on what went well and what did not.

Gen Newton: Does the board have any questions, thoughts, or ideas?

Mr. Raymond: How much compression? Has there been enough data to determine if this has impacted learning objectives?

Kirkland Bateman: CISA compression was only about two weeks, different program so compression was less. We went from a 12-week semester to a 10-week semester. So far, we've seen that students continuing to process and synthesize concepts and courses at a greater rate of understanding than in the past. We would attribute this to Phase 1.

Dr. Yaeger: Last year we said this is the length you had to develop Phase 1. This year we're looking at objectives and then determining length of time.

Gen Newton: Let me ask a few questions. Share that with me one more time. Will you determine outcomes and say it takes this many weeks to make it happen?

Dr. Yaeger: Yes that's what I mean.

Dave Mayo: Monday through Friday mornings with readings for those days. Now we have a research project that they're working on at the same time. They're also preparing their travel which happens at the end of March. We're going to China to analyze the country and this builds level of compression.

BG Cosentino: It's compressed on both sides, front and back end. Don't know if we can give a full sense of the impact. We've had to triage the core curriculum. We had to make decisions on assessment to not have research papers. We felt like we can do that to mitigate time because they're writing. Certifying them as being able to write is being done during their individual strategic research project. They need that time to read and reflect and the pace is heavy in core curriculum. Six weeks off from the front and eight weeks off the back. Haven't lost that many contact hours but we're rushing through curriculum. We have Thucydides on Monday, Clausewitz on Tuesday, and Sun Tzu on Wednesday. My fear is that we now have a program of instruction that yields a practitioner of national security strategy. We don't want to turn it into a survey course, they can get that at Georgetown, and it's more efficient for taxpayer. We want to produce National Security Practitioners. We'll make it work, but we're most concerned about the compression the core and are we trading off a program of instruction for a survey on instruction?

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Gen Newton: Let me explore this a little bit. You would have to set up a requirement. What do you think it would develop these officers/students to the strategic level you want them to be? We can look at these requirements and develop the lessons and programs around these requirements that will give you this in that amount of time. The time will not change. How will I make these individuals become who I want them to be in this amount of time? Either you can or you won't do that. Do we really know and understand the requirements? Can we come to agreement on what it takes to satisfy these from a curriculum standpoint?

Dr. Yaeger: Some colleges don't have the hectic pace of the NWC. Even if a couple weeks matter, we can extend graduation a couple weeks. How much time to devote to Phase 3? We don't know. Will go through that this year and come up with alternatives for the best fit. Make tradeoffs from Phase One to Two to Three.

CAPT Fraser: Congratulations on working together and reminding us why we did this in the first place. We wanted efficiencies, wanted to cut costs, keep everyone employed, give officers the training they need. I think you're well on your way. We can take one view that this failed and we can go back to the way it was. We can't go back. You'll have to tweak what you're doing. I come out of academia and it's a little different. I like the idea that there's compression at the beginning. They're thrown into the deep end of the pool immediately. Have to temper that to make sure they're learning. Have to congratulate you on what you've done. We're getting there and we can't go back. You can get there. Moderation in all things. We don't want to overdo the first five weeks, but that's better than letting everyone think they're on vacation for five weeks. Post Enron we had some struggles at University of Iowa on ethics. We need an ethics class and one class won't make the change. We introduce ethical components in each and every class. Ethics should be all the time in the right degree. It's like salt and pepper. You implement it right away, you don't wait. Congratulations, you've done a marvelous job in a short amount of time.

Ms. Linda Robinson: Is there sufficient flexibility in the initial course to raise the level of it and tailor it like you're tailoring the planning piece? Building on that foundation to get the students up to the level that you say the NWC is all about.

CAPT Fraser: We've done the best that we could. That's what the team is focused on now, making sure we bring it up and that it's not so regimented at the university level that each college can flow into the core curriculum as it needs to. Which elements being on Phase 1, which can go back to the schools to be put into the core? Team is working in the right direction. I am much less concerned about the introductory course than about phase 3. The challenge I see right now is the pace in the core curriculum and not the transition from Phase Two to Phase Three. We did a good job and we'll tweak as mentioned. I do think that Phase three is having some unintended consequences and we won't know that for a while.

Dave Mayo: You're getting it. We should understand the learning outcomes at each college given that we're teaching at different levels from operational to strategic. Each college can tailor and integrate with core curriculum.

Gen Newton: How do we measure success across all the schools.

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Dave Mayo: We only have a dataset of one.

Gen Newton: How do we measure it? How do we ensure that we approach it? All schools are different. How do we know when we've done it?

BG Gorry: Do that at different levels. Papers are internalized in school and shared with Pentagon, EUCOM, and PACOM. We'll get outside feedback from stakeholders. Industry studies will also get feedback from corporations. If they can tie everything together in the strategic level critical thinking, we'll get feedback and can assess students compared with prior years to see what level they're at.

BG Cosentino: We have specific metrics and three levels. One: all interim evaluations, writing or testing. Two: Rigorous oral defense periods halfway through. Three: At end of the year, in conjunction with individual strategic research projects, will take an international strategic problem, address and defend it. Pretty extensive staff paper also with oral defense. Each school probably does similar thing.

Dr. Yaeger: Happens at multiple levels, but we won't see until after they graduate how they operate at a complex environment. We'll see how they're performing survey at one and three years after they graduated. We have multiple indicators and Dr. Farrell will address that in his presentation.

RADM Hamby: The students are our credentials and the proof will shine through whether we're successful. Institutional measures in my program reveal if I addressed everything I'm supposed to address in the learning objectives to a level we deem is a level of sufficiency. Those cobbled together a coherent strategic view for the national pillars of power. For me, I want to leverage existing courses and develop courses with the other colleges. I want to continue that to get students into foundation courses so I can use my faculty to develop our strategic education. I want to address these things up front and minimize redundancy to only that is necessary not that is wasteful.

Gen Newton: Looking very carefully at how you make change because we won't see outcomes until the end of the year. We're at a better place because we have too much than we would be if it were the other way around. If everyone was comfortable then the change wasn't big enough. Yes, we need to make more changes, but do we know what to change to make it right? Final comments? We wanted to hear from ground level and I'm pleased with what you've given us.

Dr. Yaeger: For a different point of view, I want to introduce Jim Churbuck, a member of the faculty advisory committee. Jim.

Jim Churbuck: I am an Associate Professor from the iCollege. I've been at NDU as a student and a professor. I've been here 9 years. The Faculty Advisory Committee plays a role in faculty governance. We want to expand our role in shared governance because of good and less good experiences in the past two years. There have been overwhelmingly positive comments about NDU improving shared governance over time. The trend is good and we hope it continues. In the context of BOJET (the new curriculum), some of the processes were not conducive to shared governance, in part due to compressed timelines. This makes trust/transparency difficult. The Faculty took extraordinary steps in drafting a letter to the NDU President, signed by 96 faculty members. Many were Title 10 and some

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military. They were very concerned about the direction that the BOJET was taking us. We did get a response from the President but our recommendations to include a phased -in two semester pilot, were not taken. One question raised was who owns the curriculum? Other questions were what role does shared governance play? What can we learn? We hoped there could be a full discussion of strengths and weaknesses. Such a discussion would be a step forward with full faculty involvement. This is a best practice and gives us the opportunity to give the best product to our students. Having said that, progress in shared governance has been made. Each College provided a faculty member to sit on the Faculty Advisory Committee to build trust. The talent management process was cited earlier as being open and transparent and the Faculty Advisory Committee was involved from the beginning though it's not over yet. This process is very important to title 10 faculty and they bring different viewpoints to the table. We were involved end-to end-and came up with a very good product. It was win-win. It owes an awful lot of success to the leadership in HR and RMD. The leadership was instrumental to keeping everyone on task and socializing the product. It was a great example of how policy making can be done and how shared governance can work well for the university. Our view for a way forward for the University and to reward us working together is to complete the charter for the Faculty Advisory Committee and to have the Committee members represent the faculty at appropriate committees to give their viewpoint. We should also be included to report regularly to the BOV to discuss shared governance. The reason this is an incentive is that not only does Middle States like this, but it goes back to goals of building trust and maintaining transparency. Faculty has a lot to offer the university to improve products and processes that students and the nation expect.

Gen Newton: Questions? Comments? Thanks.

Institutional Improvement (1445-1515)

Dr. Joel Farrell, Director, Institutional Research, Planning, and Assessment: Metrics for institutional improvement includes multiple measures of what we're trying to assess and evaluate. We have quantitative and qualitative measures we collected and put to use. We have different data collection tools. We take the assessment results and feed them into the plans. Our recommendations are given to the planning group who are developing the course for next year. This University team led by the Provost will develop recommendations for what's next which in turn gets translated into dollar signs and resources. We use a variety of internal and external measures. There are standardized measures that are uniform across the board such as hot washes and focus groups with faculty. For the curriculum changes we also collected data from the senior leaders and the discussions they were having with the faculty in the colleges that weren't captured using other assessment tools. We're trying to capture the student learning outcomes from the programs. We're developing a matrix that shows how the desired leader attributes are covered in the curriculum, etc. Broad ideas about the core things the university teaches such as strategic leadership, leadership development, ethics, etc. In other words, what the student comes out with at the end of the year. The data is collected at three levels; the student level data on student performance (How do they perform in the classroom, strengths and weaknesses?), the leader development aspect (How to improve), and the College level. Items such as student performance, our own performance, curriculum delivery, faculty performance are measured. At the University level we measure the big picture. For example, the Climate survey.

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Gen Newton. How far is it rolled up?

Dr. Farrell: We look at how students across the board perform overall. We don't look at a particular course but rather at the objectives of the institution. The Climate survey starts at the top level and filters down to the bottom level. Phase one is a better example of how we roll things up from college to the top to come up with recommendations. The Climate survey has been done every year for three years now. The results are pretty consistent. The areas routinely hit for improvement are decision making and decisions. On a couple of items we had 60 – 70 respondents provide a narrative response. The paragraphs are long and detailed. We start at that level and go up to the university level. We briefed the executive council and the NDU President and then we will meet with Colleges and Components. The idea behind this is to take the challenges and create plans to address and resolve them. The next one is the 2014-2015 curriculums. One of the things we highlighted in the previous discussions was that some of the results will not be known until the end of the year. The hard decisions must be made to plan things now based on data that is, at best, an educated guess based on what we think will be there. The purpose of phase one assessment is to evaluate changes in curriculum. Did they support student learning? When creating next year's curriculum we need to have results for data driven planning instead of flying by the seat of our pants. We looked at in processing, orientation, and week 0. To evaluate the Strategic Leader Foundation Course – next 5 weeks we used multiple sources of data: student surveys, observations from classrooms to see how curriculum was implemented (exercises, techniques to get students to think about conflict management) how is faculty incorporating in their program, feedback from students , hot wash sessions with students, faculty, course directors and senior leaders. The data was rolled up to Dr Yaeger so he could create a document with summary and results and recommendations for next year.

Gen Newton: What kind of questions did you ask students.

Dr. Farrell: One of the first questions was how well we did at delivering the 9 learning outcomes. Also asked them if the readings, lectures, discussions were integrated and connected. Did those lectures tie to the classroom? There were a lot of typical questions for an end-of-course survey – balance of time, etc. Students felt like it was intellectually challenging and very demanding. One of the things was that students overwhelmingly thought faculty did a great job in delivering curriculum.

Dr. Trachtenberg. Did you look at the literature? Every university claims to create leaders. Did you ask that?

Dr. Farrell: We didn't ask that specifically, but we can ask that. Everyone can't be a leader.

Dr. Trachtenberg: Everyone can't be Moses.

Dr. Farrell. We'll have the team look at it for sure.

BG Cosentino: One of the pieces of our curriculum is to develop the skills to support a strategic leader. Most will be in a position to support or advise a strategic leader. If they go on from there, it will be

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because they succeeded or failed at that job. Can they act as a strategic advisor? A lot of curriculum is based on that. It will be a decade before they're strategic leaders if they make it that far.

Dr. Trachtenberg: You can have a modest rank and still be a leader in some capacity. There's overlap. There's not enough mention of the other role that we have.

Mr. Rittenmeyer: Advise up and lead down. This happens daily and we don't realize it.

Gen Gorry: We have two ways to develop leaders. Year long process, assessment tools, counseling and mentoring: In the seminar room and in different teams. Those are the skills we're after when we all say we're producing strategic leaders that can think and make complex ethical decisions. That's the goal of all of us at NDU.

Dr. Watson: Program data and college and university data need to go together with overlay in those rubrics. One concern for you to ponder is it acceptable to Middle States for you to continue to talk about outcomes after they have left the university vs. the outcomes from that course? That's something to be mindful of and doesn't substitute for what they're getting from the courses.

Dr. Farrell: That's the job of assessments in the courses. Last spring we worked with J7 to develop a questionnaire survey form to assess some of the core things we expected to carry over to this year to ask how competent they think they are. We are asking incoming students the same thing and will see if there is a change in their perception at the end of the year.

BG Cosentino: We have three certifying bodies. MSCHE worries about whether we're delivering what we said we'll deliver. We are also responsible about delivering OPMEP. Are we delivering practitioners? Ask practitioners and also surveying senior leaders who are out there to see if they're able to meet their requirements. Mission is to meet the OPMEP. The Provost's mission is to make sure we don't screw up and not meet the middle states requirements.

Dr. Yaeger: The Military tells us what is to be in the curriculum and Middle States wants to make sure we meet that objective.

Dr. Farrell: We purchased a product to match rubrics. We've been doing across the board and now putting them into a system to match results. Senior leaders can see this. We are also evolving so Middle States can see this. The next example is strategic goal 1: Education and Leader Development. How do our academic programs effectively prepare graduates? Outside accreditors say we're meeting this. Next step is to survey each graduate's supervisor. When they go back to their jobs or new assignments, are they the product supervisors want? We also ask graduates: Did we provide what you need for your job? Do you have the knowledge and skills for next couple assignments? Then we survey Stakeholders using formal and informal processes. Some will call us while others provide more detailed and deliberate feedback. Stakeholders let us know how we're doing. We also have BOV check in to see if we're on track with where we should be. Next one to highlight is review of phase 1. Three tools deliberately incorporated: student course performance, (written exam, paper, and presentation), end of course survey, and hot washes. Over 75% students had favorable responses and reported good experiences.

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86% responded that the course was intellectually challenging, and 93% responded favorably about instructors. Hot washes met with small groups of students from each college, Marshall Scholars, faculty. Course director meetings followed to discuss themes from other two. Gave input based on what they thought of course. These were semi to unstructured interviews. We prepared a narrative summary from that feedback alone. The Surveys provided hard data, hot wash provided dialog and narrative. Interesting to watch faculty or students discuss course and staff took notes and observed. Questions?

Gen Newton: Share a little more about the faculty discussions.

Dr. Farrell: We provided prompt questions and they would discuss how it went and feed off each other. The volume of learning outcomes was one where faculty would discuss what should be kept. From the dialog we were able to identify particular changes.

Gen Newton: What would you say about the quality of the students selected to attend the Colleges?

Dr. Farrell: That's a hard question.

Gen Newton: That's why I asked it.

Dr. Farrell: the students, particularly the CISA students, are performing better than they have. Is it the course or is it a better group of students?

BG Cosentino: The level of students is comparable to previous years, but what we did see at the end of Phase One was feedback that the level of student questions and discussion was what we'd normally see in February. The other piece we've seen is that as students are developing their theses topics, we're easily four or five weeks ahead of where we were in previous years. We're at a level of strategy and policy and how it relates to campaigns and operations. Is this a year off or is this an opportunity to dive into your profession and understand it better. It's not a year off, but a year to be intellectually on.

BG Gorry: Will comment on military students and others. From the military perspective, the army promotion list came out and everyone eligible was selected for O6, which hasn't happened before. From the interagency perspective, there is no decrease in demand for coming to the Eisenhower School. We're getting more and more requests. We have VA students this year. From agencies the competition to get into the ES is raised. From all indications, we're getting top quality students.

BG Cosentino: I agree about the equality. I'm a little concerned about the diversity from the military students. I've seen it in one year as DOD draws down. On the student side, all Navy students are all out of the same community, which is a concern. I don't know how that happens, and I've seen a lower amount of combat arms in some of the other services. I don't think it's a quality issue, but not the diversity across the services and skillsets we used to have.

Dr. Yaeger: I didn't see anything alarming jump out in the student data.

BG Cosentino: I'm just concerned about the diversity, not performance.

Gen Newton: Any questions from Board Members?

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Mr. Rittenmeyer: It's a question of best practices. How do you as an institution embody that so you get around not reinventing from each of the Colleges? I don't want to pick that because it's not ours. If you don't have a base to measure, don't know what you're measuring.

Dr. Yaeger: Take a professor that has taught in the core. Observed foundation course at other colleges and he would know if this case study or that speaker would really work. We have some of that so not everything was invented here.

Mr. Rittenmeyer: Have to start somewhere.

VADM Crea: I am curious about the statement about how different schools assess students in different ways. Each of the three colleges took the course and adapted it for their mission curriculum. It looks different how it's constructed and delivered based on college. There may be slight variations. We have an end of course capstone experience, but each was different because it was tailored to the college. Nine outcomes are the same, but how we get there is different.

Dr. Yaeger: The Foundation Course had to set students up for success in their own core. It looks different for those studying COIN, resources, strategy. Assessments put together by faculty who developed curriculum.

Ms. Leong Hong – Am I correct in assuming that the parent organization are the ones who select the students. Does the university play any role in the final selection?

BG Gorry: We have a selection process and the university works with the dean and committee. It's mostly a very cooperative arrangement. We have very few issues.

Ms. Leong-Hong: I wanted to make sure this process hasn't changed.

Institutional Enablers (1515-1615)

Dr. Yaeger & Mr. Robert C. Kane, Chief Operating Officer (COO)

Mr. Kane: I'm the new COO. I've been here about 7 weeks and loving every minute of it. As Dr. Yaeger teed up, when I showed up you can see exactly what Middle States was talking about and you can see it in the management reviews that were done by J7. The team was trying to build a foundation in IT and resource management. They are attempting to build processes and systems also fitting with DOD requirements. Some of the impacts you see in the student information system, such as not being maintained as well as it should've been. That caused a lot of problems within the academic technology area. We need to develop a process, plan and vision for where the university is going in a sustainable long-term fashion. We need to be able to govern ourselves. You can find many parts of the university that have poor governance and we can improve on that. Over the next couple of years we are going to find ourselves operating within resource constraints. We have issues at all levels: strategic, operational, and tactical. Our processes are not repeatable and transparent. We don't quite marry up with the guidance of J7. At every level we are attacking problems and making progress. One of the most important is strategic planning and programming process. We can't change the budget through 2016.

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The next time to influence the budget is 2017 or we won't be able to move the university to a place that the provost and president want to take it. (See slides for process here) Let's look at the review and assessment cycle. It was weak because we didn't have a process. We were trying to do it in as rapid a way as possible but we need to have a dialog. We are issuing planning guides. We're a little late. It's not in the strategic plan. We can't find much actionable information in there so we didn't know what to plan and budget for. With input I built a set of planning guides to operationalize the strategic plan over the next five years. Ideally for the Board, I'd like to have that guidance in its draft form for your next meeting. We're a little bit late, clearly. It's important because of how we're lashed up with J7 and the Pentagon. We have to get buy in early. We need to know what the President's vision is and how it lines up with everyone else. It's going to take a certain amount of resources. If we don't have it, all stakeholders must support. We need to go advocate for it. We need to look at the central requirement of what we're supposed to be doing – not what we'd like to do. The Budget profile is going to be pretty flat. It's not changing much from what you've seen before. Key piece is \$80M, at least until 2017. Until we can put together a program and advocate it, we won't see a change. Effective purchasing power is \$75 million.

VADM Crea: I have a question on the chart. If you look at the top line, can you share a little about where the differential is? Why is ¼ gone from money from other sources?

Mr. Kane: The differential is from the significant change in our mission, where we focused in on JPME.

RADM Hamby: I can tell you that within the iCollege, we took a loss because the agencies couldn't afford to send their students to us.

Mr. Kane: You can see how this grew from the 2004 time frame. There was a lot of money for academic work. This changed how the university operated.

AMB Nesbitt: A significant percentage of reimbursable money went to the research side of the house. They took a hit in staffing and we couldn't absorb the funds.

Dr. Rich Hooker, Director, Institute for National Security Studies: We did not take the expected hit in reimbursable funding and ended up in a better position than we thought but in the last 12 months we took in \$1M less of reimbursable funding than the previous year. It could have been worse.

VADM Crea: A comment has been made that we've succeeded in updating the IT infrastructure. What's the cost and is that a target for earmarks? Might we be more vulnerable?

Col Stewart Lyles, Chief Information Officer: Twenty-five percent of the budget is going for IT. There is a lot of potential to find some savings. The DOD doesn't help us with operations requirements so we've updated our IT infrastructure within the budget provided to the university. Twelve million dollars minus personnel costs. We operated inside the budget and didn't have to ask for extra. We didn't increase the budget to make changes and we are looking for ways to increase efficiency and return money to the university.

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Dr. Yaeger: In the past we had funded all of IT upgrades from end-of-year money. It makes us less vulnerable by planning for it.

Mr. Kane: in FY 2012 we had 35% available to potentially look at future investments. It's shrinking each year, and now we are down to 28%. Several things I would consider institutional risks that are not funded. We have to trade off things we've been doing for the health of the institutional infrastructure.

VADM Crea: What are some of those things?

Mr. Kane: IT, professional development of faculty, need to know we're spending the money where the priorities are.

Gen Newton: What would be a reasonable point between two numbers for budget?

Jay Helming, Director, Resources Directorate. The normal operating budget was \$85 – \$90M and there was a spike in the budget process in 2009. We're now at \$75M. The University was growing in 2009 and 2010. If you look at it over time that \$85/86M looks to be the stable amount. We've never operated the university at a resource level as low as \$75M.

Gen Newton: I think it will be a long period of time before we see \$103M again. When I hear us talking about adding new things, I'm confused about how we can add new things when we can't pay for what we have. It goes back to what is core, what should we be doing. Illustrate that and what it really costs. IT is critical to us and that requires a certain level of funding. Educating folks to a certain level also takes a certain level of cost. We've squeezed as much as we can get out of it. I'm not sure we're not hanging on to some things we need to give up. We need to say we can't do more with less any more. We can do less with less. We've gotten the efficiencies out.

Mr. Rittenmeyer: There are a lot of programs and systems that can be shut down as you change and update. There's a lot of money in that and people don't go after that as aggressively as they should because people don't like change. There's the squeeze part and the reengineering part and we need to look at that.

Gen Newton: We have to be able to see that we've done certain thing to take out the extras and made this as reasonable as we can to get the job done. We still need this amount from the Chairman and Joint Staff to get the same product.

Dr. Bell: From our earlier conversation, we may also need an increment to plus up from our loss of military faculty to deliver the programs. Or we say we can't meet the chairman's guidance with regard to student/faculty ratio. I would add that the university has done some reorganizing and consolidating over the last couple years. There used to be 24 staff at the war college, now there are 5. Colleges have primarily faculty and very little staff. It's a challenge for the COO because the university hasn't operated this way in the past.

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Ms. Leong-Hong: I understand we've changed some missions and the environment. We're all reducing but it's the 25% reduction we're talking about. I don't know whether that tax is shown as part of the purple or green but the university needs it to continue operations.

Dr. Bell: The perception is that faculty is not overworked, but there's no unused capacity here. Not a luxurious retirement job. A vast majority of faculty is fully engaged. We can't keep cutting and get the same output.

CAPT Fraser: Looks like we're a big target, but I don't know what the number is.

Mr. Helming: We're at 192 military and so if you consider that military pay costs are high, it's all embedded in service budgets.

Gen Newton: That depends on job to be done. Military or someone else? It might be a big number but that's the cost of doing business.

RADM Smith: You need to go back to the big money issues, what's the requirement? If the education requirement still exists, I can look at the budget and say if I can make it or not. If I don't know what I'm looking at I don't know if I can take the hit. If I don't know how many I have to educate I don't know if I can do so with the existing budget. I can't balance the equation unless I know the requirement. We have to base decision on the best information we have at the time. Best guess is that it stays static, and it's a challenge to meet it with the current budget. You talked about the ability to ask the right questions. Everyone is afraid to say no I can't do something.

Gen Newton: recent history demonstrates that sometimes you have to do what you have to do. You have to sit fighter squadrons down. Guess what Mr. Chairman, we can't do that. We might get shot down, but teaching half of what we have to teach is worse than that. What we're searching for is bits of information to determine we strongly recommend this or here's the risk. This is the risk we see.

Ms. Robinson: Two million dollars is more of a rough estimate, but it helps to find options to make things work. Can you solve the problem if you go up to a four to one ratio? What are the silver-bullet fixes to not cut to the bone and still deliver the same level of quality.

Mr. Kane: In IT we are rapidly losing servers, going cloud based. Partner with larger organization and take advantage of their economies of scale especially when running security networks. 25% has been questioned. How can we take the 25% reduction and continue operations. I can't tell you where the cost is today. We're going to try to get to that next year. What can I stop doing? What sort of efficiencies is embedded in the new academic technologies? Do I need the 3.5 to 1 ratio if I can do it more efficiently? You'd think if we're investing in tech we can change the ratio that was put in place in the 1990s.

BG Cosentino: The stress has become greater on faculty. Faculty does now what everything staff would have done. Not just data management, but curriculum development, mentoring students on research projects, mentoring professional development. In civilian Universities there are an army of PhD candidates that are doing work that staff would do. It's free labor but not built into our business model.

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With our faculty roll over, we have to get people up to speed quickly. We're already stretching 3.5:1. I would hate to see numbers change any.

Gen Newton: You're correct but we have to define that in a way that others can see. Everyone is working very hard. Difficult part is to get others to understand.

BG Cosentino: Our customers are all policy/strategy customers but our executive agent is totally disconnected with our missions, OSD Comptroller.

Gen Newton: That's the same everywhere.

CAPT Fraser: There is an anecdote about Vietnam era Walter Cronkite interviews. We're so self-satisfied that we don't think anyone will ever whack us.

Gen Newton: Some think that way, others are making hard decisions. Some think they can cut us for one more year, not forever.

BG Gorry: In my last job as base commander, we made same decisions. Can only do it for so long or the infrastructure will crumble beneath us. We need caution before we go way too low in education. We can't build expertise back quickly.

Gen Newton: Agree with you.

Mr. Kane: We are attempting to nest human capital processes within the strategic cycle. We used talent management. We also need a title 5 management process.

Dr. Yaeger: Let's talk about talent management. The ultimate goal is to get the right people teaching the right subject or the right assets directed to the right things and we don't want redundancies. One of the positive outcomes is not just the timing to get a packet through the system but also that we can hire at the right time so the timing can be right. Someone will come on board at the beginning of the academic year. We need to look at the skillsets we have and see what faculty need to teach what courses, what military we have available. We need to get out there and recruit for talent now with the big upcoming turnover in Eisenhower School. My personal opinion is we need to think of a different way to define faculty requirements. Title 10 is not the same as military or agency faculty. This has come out during the process. One of the other benefits is the discussions in the colleges through curriculum changes and faculty transitions. We need to look at it holistically and put it into the equation for talent management. We also need to consider stakeholder perspectives. For example, at the University level if we don't have enough Russia expertise, we need to rehire. Or our China expertise is walking out the door. Shortfalls in where we might not have the right military as faculty. We need to balance and diversify among faculty too. We need policies on promotions. We need to know what earns promotions. We need to discuss this and that's a real benefit. It should reflect university goals and objectives and those of each college. We need a policy in writing. How do we make decisions at the College Level? Each college will have a unique promotion and award policy. We have an opportunity to get faculty input, identifying areas where we need improvement. Who is/isn't pulling weight? How can we fix this? At the faculty Level, they are worried about when they're going to get renewed, where is the package, when will I find out?

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The President has the authority to appoint someone for up to 6 years. It's a tool we have available. Some won't be using it, but we're trying to codify it so faculties know what to do to be considered for a longer term appointment. Questions?

Gen Newton. Comments from the Board? You mentioned each of colleges have role to play. Earlier you said we have to look across enterprise to make sure it's fair. How is that developing?

Dr. Yaeger: It's another big part. Looking at line items, how much should we spend on faculty development? One college spends more than the others. Disparity has come up since Rob has been here. We are trying to look at that and balance. There may be a good reason for someone to go to a lot of conferences – like curriculum development.

BG Gorry: That gets to the different missions of the different colleges. ES sent some faculty to Harvard Business School for training and they bring that back and it gets to the core mission for industrial training. Everyone should have fair and equitable means to get from associate professor to full professor.

BG Cosentino: I'll see faculty development dollars go up soon because I have a lot of people retiring. Senior people don't want to travel anymore or they're travelling on someone else's dime to go to conferences and participate. As they come down and I get younger faculty, we'll probably spend more on that.

Dr. Yaeger: That's a good point. When we hire younger faculty, we'll need money to develop them.

Gen Newton: That's when you had \$103 M.

ADM Hamby: If you're dealing with each component on their talent management piece, how is that holistic? I had faith that the group was looking at everyone else and knew what was going on in the rest of the university.

Ms. Robinson: What's the right mix of civilian and non-civilian faculty and does it differ by college?

Dr. Yaeger: It depends on the course. In economics you need more title 10. The 3.5:1 faculty/student ratio doesn't make sense across the board.

BG Cosentino: That's not unique to NDU. All universities have ratios.

Dr. Yaeger: That ratio was supposed to give time for scholarship and research, but that's not happening.

Dr. Bell: New force. Broader mission set with new actors. Hedge against uncertainty in mission is education across the force. You're talking \$5-\$6M within entire enterprise. This is a small number.

Gen Newton: I understand and it's some of this data that we can refer back to when we're making statements. People see this university as the experts in all of this. If you don't have processes set up that are fundamental and basic. Am I chastising you? Yes. This should have been done. That takes time

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and energy from other things you should be focused on. We have to put our heads together and move forward with what needs to be done.

Strategic Communications (1615-1645)

Mark Phillips, Director, Strategic Communications: I am new to NDU. Two priorities: internal communications, external relationships and reputation building. Strategic communications is about creating conditions under which the university can survive and thrive. It is about increasing understanding and engagement with our stakeholders and building and managing important relationships. Understanding what we do, value we create. Investing in NDU is not a cost, it's an investment. This investment benefits the nation and increases stakeholder trust. When I talk about strategic stakeholders I'm talking about people we depend on for students, faculty, and budget. They also depend on us. This position at NDU is new. It was a public affairs position, which focused on providing information. The University expanded this role beyond public affairs to include key relationships like Congress. Some of the assumptions about building a program are listed on the slide. The leadership function is inculcated throughout organization; culture of communication, trust, service; no one feels disenfranchised while here. Stakeholders are important to NDU: faculty, staff, students, other organizations, Services, BOV, Congress, Industry, Joint Staff, etc. Our first priority is internal communications: consistency, transparency, openness, inclusiveness. The Faculty and staff are enabled to deliver best education. Students are our ambassadors. What we're doing now is going to the heart of issues in the command climate survey. Aim is to fix these issues. Get rid of silos, leverage resources. We need to be able to clearly communicate to stakeholders the unique value that comes out of NDU. Our 2nd Priority is to build and focus our external reputation. We can provide a consistent message through scholarship, carried by faculty, staff and students. The message is built on the experience they have at NDU. Engage the media – take advantage of media requests for faculty expertise. We need to proactively present the level of expertise, quality of research, insight to policymakers to all our strategic stakeholders. Reengage with Congress and their organizational staffs. There are many other things we can be doing. I don't have all the answers. I would love to have your input.

Gen Newton: Ok.

Mr. Doan: communication between students. If I'm an NDU graduate on the joint staff and I need to talk to an NDU graduate from Liberia, can I get ahold of that guy?

Mr. Phillips: Yes. That's one of our strong suits. There is a concerted effort to keep them up to speed and connected to one another. The value of NDU's education is not just the instruction but also the networks they become part of. If you have a network of peers who have been through a similar educational experience, they provide a resource and a sounding board that goes beyond the curriculum. That's enabled by making sure they can connect with one another. We don't do as great a job with our US graduates as we do with international graduates. That's something we can work on.

Gen Newton: Other comments?

CAPT Fraser: I'm pleased to see speakers from NDU on CNN and other outlets.

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Gen Newton: We've certainly talked about a lot today, but none is more important than what you've just said. Communication is our weak spot in the military. Dig in and find the best ways we can communicate. It's tricky to reach out to Congress, but important. Thanks very much.

Mr. Phillips: We are working with the Chairman's legislative affairs office to make sure we don't get ahead of them.

AMB Nesbitt: We've had a great meeting today. Good and serious discussions. Insights on budget, and I would stress that we're at a critical time in terms of budget. If we have any hope of doing better we have to devise a narrative compelling to those outside.

Gen Newton: They're dealing with their own problems of how do I slice this? We have to keep working.

Major General Padilla, Incoming NDU President: Great opportunity to be here and get a mulligan to experience this and everything going on before I take the position. I appreciate the gentle poke in the eye on the things we need to be working on and those are messages I will take to heart and the institutional processes that are efficient, effective and transparent.

Gen Newton: We're looking forward to tomorrow and your assumption of command.

Ms Leong-Hong: This last briefing on strategic communication is very important. The relationship with Congress needs to be added there. Another part I would suggest is we need to emphasize as we defend the budget and the programs, it is communication that sells the programs and the message we want. I speak from experience. My last position was on defending programs in the C3I area. How we communicated was very clearly a deciding factor on what we got or what we didn't get. Let's make sure we add that part to the strategic communication plate.

Gen Newton: It's been a terrific day. Great information presented. To see where you are and engage in dialog. More tomorrow to cover and I'm looking forward to that. Board members should note a couple more things on the agenda.

Dr. Roth: Before we adjourn, we'll do pictures right after this. Senior leaders are included. We'll make our way down to the library and do it on the stairs. We'll gaggle down there if you don't know where to go. We're adjourned (1653).

Tuesday, November 18, 2014 (Day Two)

Dr. Roth: 8:00 AM Call to Order

Board Feedback on NDU Strategic Direction (0800-0930)

Gen Newton: I've asked John to moderate this one. He knows some of the questions from the Board. Be thinking about this. We had a great session yesterday and John will respond to some of these issues. Welcome Mr. Lynes who is representing the General [MAJGEN Waldhauser, DJ7] this morning.

AMB Nesbitt: We went over a lot yesterday and this is a great opportunity to get your thoughts.

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Dr. Yaeger: We covered a lot of ground yesterday and we want your opinions on the year and beyond. We outlined the planning process. I introduced four strategic initiatives: Ethics Education for General and Flag Officers, Learning Center, Learning Models, Career Long Learning. Ethics education will stay. It's a small investment and we can come up with funds for that. We may not get more resources for the other three and we will have to identify offsets in the University unless things change and I think they won't.

VADM Crea: I endorse ethics training for 05s and 06s too. They'll keep the flags out of trouble. They need the courage to set their flags straight when needed.

Dr. Yaeger: When they have non-attribution sessions we find out what issues they're dealing with and can bring them into the classroom for 05s and 06s. It's about the ethical dilemmas you're dealing with, when something is done wrong.

Mr. Doan: Do we have a feel for what ethics courses are provided by the Service Colleges and I'm trying to figure out the base? I know what's driving the subject.

Dr. Yaeger: The Chairman identified ethical education in the profession of arms. Lots of colleges have ethics but not in the profession of arms.

Mr. Lynes: The unlucky 13. We've not found that ignorance of ethical values is a problem, its forgetting what we are. It's a reminder that senior leaders must set the model and force ethical values. I agree with ADM Crea on the 05 and 06 because they're the next generation of flag officers. Finding a way to get the boss what they want is part of the problem: How to say no to the boss if you just can't cross the line. We must link ethical values to the profession of arms.

VADM Crea: It's not just keeping them from making the wrong decision but also the irrational exuberance of wanting to get their bosses what they need. The Governor of VA made transgressions when he had ethical training. It is also important when they leave the military.

Gen Newton: Reference that subject – throwing out to the board now. Based on our conversations yesterday we as a board see this is important. This needs to be resourced and put into the curriculum so this will happen. We should say something to the Chairman when we send our response.

Ms. Leong-Hong: This needs to be enforced at every step, not just a course, but throughout the training.

Mr. Rittenmeyer: I come at this from the business world and I can't imagine that this is not fundamental everywhere. People are rewarded for saying no, not penalized. It's common sense in most cases. It should be reinforced at every level. There are no excuses for not doing something right. No saying, "I couldn't do it because I was afraid to".

Mr. Doan. I think we're not giving the students enough credit and I think another lecture will not do them any good. If you want to be bold, bring people in and do case studies. Bring in Ollie North; let students ask him what he was thinking. Get students someone they can relate to. Another academic lecture insults their intelligence.

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Dr. Yaeger: Agree. What does a leader do when something bad happens in your command? What a leader doesn't do sometimes gets them in trouble and further exacerbates the problem. I agree with you they want the practical points of the problem

Ms. Robinson: What is the writing deficit you've encountered and is this something to be dealt with in the courses or do you need something separate? I am concerned about proliferating an initiative rather than focusing on the core.

Dr. Bell: We have three part-time folks in our writing center. They start in summer with the international fellows and they work with them to help write a thesis. They get the basics about academic writing. At Ft Bragg, students who've never been in a classroom, they did work online. Also there are students who are engineers, etc. Do they have tools to succeed? It's been useful because it gives them someone other than faculty advisor to go to for assistance. Give coaching on writing and editing, etc.

Ms. Robinson: Should we augment the existing program or what is the initiative on the table?

Dr. Yaeger: We purposefully put in a writing assessment up front in the curriculum. The level of need does vary. Some need a little coaching and others need more extensive help. We have 6 approaches. One college contracts to ODU and we need to find an optimum way to do it. This is the first time we've looked at it. Probably been a problem every year.

Gen Newton: We identified a lack here and we need to find a way to close that gap. With that, from what I heard you say, how do we go about doing it? I was a little bit off when I was first talking about it. This could be across the entire student body, not just our international folks.

Dr Yaeger: The other factor in the equation is the stress on the title 10 faculty. The military faculty can do it also, but it takes time to get up to speed.

Gen. Newton. I take it that we should be expecting to hear back from you about the approach and how to resource it.

Dr Yaeger: Yes. What to do for next academic year and how to resource it. From everything you've heard, where should the leadership focus efforts on strategic direction?

CAPT Fraser: Collaboration and playing nicely with one another. What are the goals for the institution? Avoid focus on one's own area of expertise under the NDU umbrella. Everyone has the right motivation and its human nature to protect your own turf. Get away from this and work to end goal. It is about effectiveness, efficiency, and scarce resources. Not about doing more with less. It's doing what you have to do and doing less with less and prioritizing to achieve the mission. It is easy to say but hard to accomplish.

Gen Newton: Dr. Watson. Any thoughts? This is a military institution and an academic environment. Have you thought about how to get our arms around this? Think back to a couple meetings ago and the need to ensure the university is the umbrella with schools under that.

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Dr. Watson: The University has come a long way trying to see itself as one university from branding down to policies and procedures. Caution to the University. We all struggle with this. How we're one and how we're unique. It makes you strong and gives expertise. Continue to think about overall policies. What is the minimum requirement to be a good citizen at NDU? The War College: there are programs within that. You come to a more realistic position with policies instead of trying to make it all fit within a square peg. Faculty representative wants individuals on committees that administration has. This only works if there is communication between the faculty. We need to create seamless discussions. Representative doesn't mean things are translated back and forth. We must hold people accountable. Clarify roles between administration and faculty and among faculty. This must be discussed from loads up to policies, procedures, and assessments. If faculty are already maxed out because of less staff, have to prioritize in flat budget. Then there is technology. We have to be intentional in working together and team is intentional in making NDU successful and maintaining what sets you apart.

Mr. Rittenmeyer: You have to get to the miracle in the middle of where you are. This is the hardest thing to do. If everyone believes in this, a couple of things are fundamental. We must find a solution to the faculty coming in and being retired or forced out or whatever. We can't work where team falls off after you get it. Seems like a big issue that has to be surfaced. Get people in who have a longer tenure before that happens. This assignment at NDU has to be seen as an important duty station not pre-retirement. Trying to change the system is the miracle in the middle. Not without difficulty. We can't operate effectively while losing staff. Need to close the gap. We can't replace faculty with all nonmilitary. Second thing is funding. If you can't price, you can't fund. Have to look internally. Cost cutting is a definite end game and you begin to damage the brand, damage the business. Have no basis of operating at some point. I think about reengineering, repurposing, and reinventing. It goes back to collaboration. What is turf and what isn't turf? This is an internal conversation about why it has to be this way. Institutions have a hard time with that in some respects. Need to ask questions without being afraid of fallout because we asked the questions. No reason to do things because we've always done it that way. Cost per student isn't accurate because you're following the same process. Not cost cutting. Look at why we do things. What happens if we don't have X. Does it really matter? This might be an interesting exercise.

AMB Nesbitt: Something we're struggling with now. Do we at NDU have to administer the TOEFEL test to every international student or can this be done differently? We spend a lot of time and money. Having worked abroad I know students can take the test before they come here and it would save us time and money.

Mr. Rittenmeyer: Don't want to just make an effort where everyone shifts costs onto someone else. Is it necessary to even do? If so, what's the best and most efficient way to do it? Will it add costs or do they already have the resources.

Gen Newton: Referencing costs, it's not just dollars and cents. It's also time. If you had free time, how could you solve another problem you have? May be more efficient to spend dollars in another location.

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Mr. Rittenmeyer: Also costs of stuff like computers, rooms, square footage, and buildings. It's the total package.

Gen Newton: Excellent discussion. Compelled to go back and ensure there is no misunderstanding. That is with reference to each of the colleges, you are unique and you are who you are and NDU is what it is because of your uniqueness. Not suggesting you need to be alike. What we're suggesting is that you're different but working to solve identical problems for us. It's about what's happening to the nation, not NDU. Are you preparing resources to go out and protect the nation? Don't all need to wear the same uniform?

CAPT Fraser: I've done some Independent consulting working with law firms. Typically lawyers have win/ lose mentality and we teach them to collaborate. Going back to the TOEFL question, that's an either or decision to be made. If they want to come, they'll get it done. Polarity thinking: dealing with paradoxes. The polarities and tensions are always there. TOEFL decision is either or. Organizations get tangled up thinking it's an either or instead of both. For example: States' rights vs. federal rights. It is a difficult balance. Focus on NDU or the college? Answer is yes. Commandants of the colleges fear focus only on NDU. There are upsides to both and downsides to both. Too much focus on one area gives downsides to the others. Leverage upside and minimize downsides. You can lay out some beautiful strategic plans and live in the upsides of both and not wallow in the downsides. Can be implemented, modeled and quantified with models out there these days. Can lay out emphasis, early warning. It's a simple yet complex model. Hard to implement in my experience.

Ms. Robinson: Go forward to take an evolutionary approach and build in what John was saying about factors that are unique to each college to make sure these attributes are recognized. Refining overall objective and make sure unique requirements are met. Having a COO is tremendously important to getting policies and procedures codified and to working on cost benefit analysis. Where are efficiencies? Get a rank for how you prioritize. Resources – faculty is major cost center. You might not have ability to change anything about SERB process but you have some opportunity to stabilize with 6-year appointments. Because we're part of the general education capacity, if we had monthly or bi-monthly email updates on key events, that would help us perform that function.

Gen Newton: Time to discuss funding and resources. How to go about this? It's hard. We know why we are where we are. Some things are out of the institution and DOD's control. How to make a better environment? [Talking to Board Members].

Dr. Yaeger: We started with the main point of how to utilize resources better. We still have a long way to go even though we've improved a lot. The South Campus has a lot of talent and resources and we don't leverage them as much as we could. Should look into that.

VADM Crea: A lot of this land in COO's lap. Sounds like you have an exceptional person who knows the processes and people and this will be valuable. Sounds like you've embarked on the right road with processes that are transparent and enabled difficult choices that will help and can be defended. Go back to first two columns in strategic plan framework. We did a lot on the last two (IT, Improvement). What is

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unique differential advantage that you maintain that you can keep pulling towards? Fun work, but can go by the wayside. First two issues will help enable the budget success.

CAPT Fraser: When you're dealing with polarity models, reps from NDU and colleges need to talk and agree on the greater good. Survivability of NDU being seen as the ultimate in JPME training, leadership training. Need to agree on a deeper fear that you could be out of business. We can work toward greater good regardless of your position but we can't collaborate unless you agree on goal. Everyone needs to be in the room. Squeaky wheels need to be in the room.

Ms. Leong-Hong: Not much left to say except I want to add that as I listened to the presentations, a couple things struck me. We've come very far since the last meeting. A lot of changes have been made in process and structuring of some of the initiatives. I like the idea that you presented about the three initiatives. I like the idea of all the processes put in place. A lot of things need to be done to accomplish changes. One thing I would caution is that we manage expectations. Understand what our goals are and what we want to achieve and how to achieve it. Understand upside and downside. Understand the impact of the polarity decisions John referred to. Discussion yesterday of budget shouldn't be a rude awakening, but the visual impact was great. Managing expectations of what we can achieve with available resources. What in fact can we achieve? Be able to define uniqueness and strengths of the colleges. What makes collectively NDU unique? What are our differentiators we can use when we communicate to external work? Have to go to joint staff, etc. Communication is critical. Need to understand expectations and manage these.

Mr. Doan: Trying to find new value from entrepreneurial world. Difficult in a structured environment but I think it's the right process. Whether you recognize them or not, you have some and you need to put resources behind them. Breaking up core so you can have more people is vital to you. Breaking it up so industry people can come for 2-3 weeks at a time is great. You can have people from Congress and others who can't afford huge tuition. Monetize classes while making them better. Reengineering things you're doing are hard, but if you look for the one thing that guides your thinking about what you do. Support the warfighter. If you always bring it back to that, everything follows from that one mission. You have that uniqueness. Your students are unique from any other place. Have responsibility for problems. Unlike students at universities that will go out into the world. There's a sense of urgency to gain knowledge to deal with problems you're already facing in the world.

Dr. Yaeger: We are looking at different delivery models: breaking it up, night courses, other ways to deliver programs to people who need them.

Mr. Doan: counterintuitive. A lot of people don't care about degrees. Entrepreneurs for example. Want them to have knowledge, not degrees. It's about what you can do, not the degree. A lot of students and users of knowledge don't care about the degree.

Gen Newton: Extremely high note to say, we're going to take a break. I'm going to come back to funding again. I want you to think about gaining efficiencies by doing some things internally What can we do from an external point of view?

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Gen Newton: Why is it that 10 minutes always goes to 15 or so when you take a break? We'll chat about these subjects more. I want people at these tables (NDU leadership) to add any thoughts. John, how do you approach it from an outside view, how we get more money?

Dr. Yaeger: We need to figure out more specifically where our money is going. We haven't had the visibility, guidance and analysis to do this. Before asking for money, we need to be assured that Gen Padilla knows where every cent is going and how to justify it and anticipate questions.

Mr. Kane: We need to figure out exactly what it costs to do the various programs. With that we'll be able to have some of those polarity discussions about the value these make for the university. This forces you to ask questions about everything; faculty, travel, what's in each program, infrastructure. A lot of things in the program we haven't actually looked at before. By teeing those things up in an open and collaborative way we can come up with the program that meets the Chairman's guidance and maps requirements. We haven't been able to do that with rigor needed to convince someone we need money.

Dr. Trachtenberg: We threw out the discussion of TOEFL because it was symbolic, not about money. Got to go where money is, which is in human resources. Need to recognize you have a unique institution, but take a look and see what the best practices are. Pick other institutions and take a look at their budgets, how they're spending their money. How can you replicate what they're doing? Secondly, all of us advocate for ourselves. Not persuasive. Perceived as self-interest. Need advocates from the outside that believe NDU serves a special mission that should be not only preserved but enhanced. Doug and I were talking earlier. Speak about the unspeakable. Faculty student ratio is unique in my experience. Very good institutions have a 10:1 ratio. May not be true in every course/program. On average though. We need to take a look at justification for being distinguishable. The last thing is this. This will pass. But if the institution is dead it will never be revived. If you survive when good times come you'll be there to enjoy them. Don't die. You have to stay in business. If you have to go through short rations for some time you suck it in and get through. I was running University of Hartford during the Carter years and interest rates were 14, 15, 16 % and I was carrying debt for buildings my predecessors built. We survived. Can the individual schools survive if NDU does not? Does their persistence depend on having a university? If people believe that their future depends on NDU's survival, they'll be more motivated to make sacrifices.

Dr. Yaeger: Line item visibility is responsible for creating University. Congress wanted to know why so many colleges, and so they consolidated.

Dr. Trachtenberg: If you go ahead with plan to do a PhD, I'll quit the board. It's the craziest thing I've ever heard.

Dr. Watson: Any time an institution begins to focus on funding, my biggest question is what to do to keep the integrity of the academic programs and academic mission. I agree with Dr. T that personnel are important and a major part of the budget. One of the things you find is that you lose institutional history and people who know the institution. Don't have knowledge of why people do a., b., c., or d. Some people want job security and ensure that by creating programs and procedures. Ask questions about

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where people spend their time and why. Have to go to dept. to get at efficiency when it comes to personnel. Asking who's better than we are with regard to services. Outsourcing becomes an option for some services. Administrative structure is always up for reevaluation. Can it be structured in a more efficient way? I haven't heard much conversation about that. Why isn't that up for reevaluation as well? People are interested in competencies, and how to create a model to provide that. External partnerships to get external revenue are a task you need to explore. Research centers to partner with and resources to share.

Gen Newton: Let's go around to the other tables. One thing on you mind we haven't touched on that we need to spend time on.

ADM Hamby: How do we view JPME? I'm concerned we take too narrow of a view and look at what satisfies credentialing and forget the university serves broader mission. We need to reach into private industry to develop revenue streams. We don't grant JPME 2 [iCollege], but think that's where we're headed. Applying the principles of war within cyberspace is essential as we move forward. Take a larger view of JPME. We are delivering now, but not accredited.

Dr. Bell: Benchmarking and military faculties that stay on until retirement might be a way to protect against cuts. Will still have them but will have a cadre that stays on longer to ameliorate.

ADM Smith: Your voice is important going forward with regard to the budget. Everything else is internal and need to have internal discussions to move institution forward.

BG Cosentino: Thanks. Support has been great from board. Provost has done a good job in balancing input. John has been a collaborative and open leader for us. I'd go to Dr. T's question. What is the purpose of the university? Industrial-age solution to efficiency problem to deal with situation that was relevant in the 70s and 80s. Now it's a self-licking ice cream cone that is trying to justify itself in the information age. We are trying to unshackle everywhere else and eliminate inefficiencies. Here it seems to me like we're trying to justify something in the middle that isn't relevant. I don't have the answer. I see the business end of what we deliver and I'm questioning the intermediate level. If we're trying to justify intermediate level, we need to answer the hard questions.

BG Gorry. Coming to terms with our value. What we offer and defining our own value. We tend to focus on the military things. Being in DC, diversity, academic credentials. JPME is a yearlong process of having discussions with people from disparate backgrounds and experiences. Getting input and taking it on board. That's the academic success. Look at it from CBA, both tangible and intangible costs. That will justify budget.

Mr. Kane: If I could work myself out of a job I would do it. If we can find a better way to do it, I'm all for that.

Mr. John Charlton: International student enrollment. 15% of the student body bring in 5 – 8 million dollars. They are self-supporting. When you go overseas, the NDU brand is better known than in the states. It's a sought after brand overseas and it's in demand. Capstone course – international that's

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different than capstone here because it's classified. Hunger for general officer education overseas that's not being met; also interest in PhD program overseas. There's potential to leverage brand internationally.

Gen Newton: Recognize a few people.

AMB Nesbitt: Thanks to board, appreciate comments made about what and how to move forward. I am particularly interested in polarity. Thank you. One of the challenges is getting a clear idea from DOD what student throughput is going to be. We might be budgeting for something that may or may not be the true requirement.

Mr. Lynes: The Chairman thinks he's the chief advocate for this place. We've adjusted policy to make budget questions go through the Chairman so he can put weight behind it. Looking at what budget pressure does to institution. We are actively studying that. We hear what you're saying and are working on some of them.

MAJGEN Padilla: Thanks. I just want to echo what everyone has said about the importance of the BOV and what you bring. We have to look at things differently, be innovative. What do we do? Once we identify, we gain efficiencies where we can and have processes to make sure we're not wasteful. Have best practices. Find low hanging fruit to be more frugal while fulfilling mandate. From that we can determine resource shortfalls and make a strong case for those. We can go forward. That's my job. Main focus to articulate shortfalls, requirements, risks. Mitigate risk or obtain more resources.

Gen Newton: On behalf of the board, we want to say thanks for the input from everyone. Clearly we've seen tremendous movement in a positive direction since our last meeting. Our thanks to AMB Nesbitt for your leadership in that role to get us down this road. Much easier to think about it and see the direction the university is going. To the faculty and staff and Commandants of various colleges. I would not have guessed you would have been so successful. Thanks to faculty and staff for success. Thanks to BOV. We are now going to the ceremony [NDU Change of Presidency], then lunch, and then back here. Try to use time efficiently. Thanks.

Dr. Roth: The public BOV meeting adjourned at 9:49 am, 18 November 2014.

**Appendix A: National Defense University
Board of Visitors Attendance Roster**

1. Vice Admiral Vivien S. Crea, USCG (Ret.)
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 A. Raymond
7. Mr. Ronald A. Rittenmeyer
8. Ms. Linda Robinson
9. Dr. Stephen J. Trachtenberg
10. Dr. Lemuel W. Watson

**Appendix B: National Defense University
Board of Visitors Agenda, November 17-18, 2014**

Monday, 17 November 2014

Room 1105, Lincoln Hall

1200	Call to Order	Dr. Brenda Roth, Designated Federal Official
1200-1215	Administrative Notes (DFO comments/overview of agenda)	Dr. Roth; General Lloyd Newton, USAF (Retired), BOV Chair
1215-1245	State of the University Address	AMB Wanda L. Nesbitt, NDU Interim President
1245-1315	Strategic Plan Review (Four strategic goals/Immediate and long-range priorities.)	Dr. John Yaeger, Provost
1315-1430	Education and Leader Development (Faculty Discussion on New Curriculum/Assessment; Faculty Advisory Committee (FAC) Perspective)	Faculty Panel: Dr. Kirkland Bateman (CISA); Carey Gordon, USAID Chair (ES); LTC C.J. Horn, USA (iCollege); and CAPT Dave Mayo, USN (NWC) FAC: Mr. Jim Churbuck (iCollege)
1430-1445	BREAK	
1445-1515	Institutional Improvement (Focus on Metrics for Improvement)	Dr. Joel Farrell, Director, Institutional Research
1515-1615	Institutional Enablers (Focus on Budget and Human Resources)	Dr. Yaeger and Mr. Robert Kane, Chief Operating Officer
1615-1645	Scholarship & Strategic Communication (Focus on Dissemination of Knowledge & Internal Strategic Communications)	Mr. Mark Phillips, Director, Strategic Communications
1645-1700	Day One Wrap Up	General Newton/AMB Nesbitt
1700	Meeting Ends for the Day	Dr. Roth

Tuesday, 18 November 2014

Room 1105, Lincoln Hall

0800	Call to Order	Dr. Roth
0800-0930	Board Feedback on NDU Strategic Direction	Board Members
0930-0945	Wrap-up and Closing Remarks	General Newton/AMB Nesbitt
0945	Meeting Adjourns	Dr. Roth