

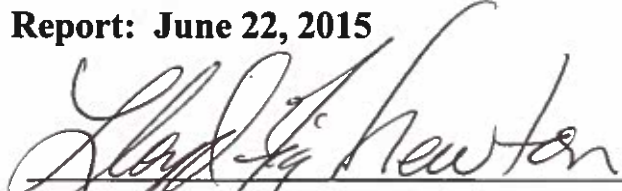
**REPORT OF  
THE NATIONAL DEFENSE UNIVERSITY  
BOARD OF VISITORS MEETING**

**Held on May 20-21, 2015**



**A public meeting was held on May 20-21, 2015 by the National Defense University Board of Visitors in Lincoln Hall, Room 1105, Fort McNair, Washington DC, 20319**

**Date of this Report: June 22, 2015**

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

# Minutes of the National Defense University Board of Visitors Meeting May 20-21, 2015

## Meeting Summary



The National Defense University Board of Visitors (NDU/BOV) met at National Defense University, Fort Lesley J. McNair in Washington, DC on 20 and 21 May 2015. The attendance rosters and the agenda are attached in Appendix A and Appendix B, respectively. This meeting covered curriculum, climate survey, new Middle States Standards, talent management, and program review, focusing on the top 10 Areas of Opportunity.

### Wednesday, May 20, 2015 (Day One)

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1200

Call to Order

**Dr. Brenda Roth,  
Designated Federal Officer**

**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 1630 this afternoon. Tomorrow the open portion of this session of the BOV is from 0800 to 1115.

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.

With that I turn the floor over to General Newton.

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1200-1215

**Administrative Notes  
(DFO Comments/Overview of Agenda)**

**Dr. Roth; General Lloyd "Fig"  
Newton, USAF (Retired),  
BOV Chair**

**General Newton:** Glad to see my colleagues around the table again for what will be an exciting afternoon. Sure is great to see the President again, the last time we saw him he was just getting started, as well as hearing and seeing what we have to do. It's a rather full agenda. There are times when I have to pretend to be the bad guy and we are going to take breaks more often than we normally do.

At this time I will turn to General Padilla and have him share some thoughts with us.

**MajGen Padilla:** I want to emphasize that Lieutenant General Waldhauser intended to be with us today, but he was called away on official business. He will try to be here tomorrow.

I audited the last BOV meeting and it was a pleasure for me to attend. The last six months have been dynamic and we will discuss that later today.

*(See text of speech at Appendix C)*

**General Newton:** We'll take any questions later; are there any comments now? General, you have not been standing still, this is great work. You're working hard to stay on the right track.

**Dr. Yaeger:** Welcome. I'll report on where we are now, as well as our assessment and changes for next year. We're doing some really exciting things. Last year, we established a Blackboard site for student access before they arrived. It was loaded with recommended readings. We don't know if they actually read any of them. This year there will be only one required reading: the *U.S. Constitution*. We're also getting a sense of where the students are with their writing so we know how much help they will need. This year we were too late with that assessment.

The DJ-7 recommended moving electives to Phase 2 next year. A review team from our peer institutions said that we are meeting the guidelines of the Chairman's intent, but they were worried about the pace for the students. That was well-founded advice as we went through the curriculum.

We assessed student product, held mid- and end-of-phase focus groups; the NDU President held open door sessions. Our own assessment noted the uneven pace. In AY 14-15, cramming the core into the first six weeks disrupted the tempo, removed time from the core curriculum, and disrupted flow. It distracted from the unique attributes of each college. Improvements to AY 15-16 curriculum look promising. Faculty can regain control of the curriculum. There will be enough time for the core; we won't have to pack the entire JPME II program into 6 weeks. This will allow the components to play to their strengths.

We had a university team that actually did the assessment and planning for the year. I'm going to put one of the team members on the spot. I have no idea what he is going to say here. Let me introduce Dr. Mark Clodfelder from the National War College.

**Dr. Clodfelder:** I'm Mark Clodfelder, the NDU Faculty Advisory Council Rep from National War College.

*(See text of remarks at Appendix D)*

**Dr. Yaeger:** In the core curriculum, we found we had bit off more than we could chew in six weeks, so we have extended it out. There will be time in the curriculum for students to start preparing for their research earlier. This year, the elective objective was to help career development with a focus on the students' follow-on assignment. Next year the electives will be arranged to help with the research project. We have a pilot program with PACOM focusing on their areas of interest. EUCOM and STRATCOM want one too, so next year's electives will play to that. We'll have courses on WMD, and European Command topics. The iCollege has a JPME, 2-credit, cyber pilot program. The intent is to help them with their capstone projects and have some exercises, same thing they have done in the past. During lunch times we have invited representatives from Combatant Commands, other agencies, etc. to help them know what to expect after NDU. Questions?

**General Newton:** Okay, questions?

**Ms. Leong-Hong:** I am very interested in the cyber piece. How is that integrated into the iCollege and JPME structure?

**RADM Hamby:** We're piloting it with one seminar this fall. We're keeping enrollment at 12-16 to maintain quality. We'll be leveraging many current courses and skills from other colleges. The JPME requirements will be an integrated piece. Students will be able to answer, "How do we do operationalize cyber for strategic impact?" This is directly meeting a request from Cyber Command. We've had good leeway from the J-7 for waivers for faculty composition, though we're unlikely to need them. The program meets the OPMEP requirements from the beginning. We plan on two seminars next year, a threshold we'll keep as long as our manpower is capped.

**Ms. Leong-Hong:** This is very exciting. Cyber is a pervasive element in warfare, I'm glad there is now a focus on it. Is it threaded through the other colleges?

**RADM Hamby:** The pilot students are not just from the tech world, they include combat people. We think it must be addressed holistically. IRMC is developing a 5-year plan on synchronizing cyber across not just NDU but all military education. We can't afford either redundancy or gaps. NDU will lay out the map of what is available but will synchronize it.

**Dr. Yaeger:** Cyber education is uneven across all military education. We want to share best practices, starting with a small number of military members this year, 8 or 9, and then expand from there.

**RADM Hamby:** Several services are looking at sending some civilians; we're also getting interagency interest and interest from the United Kingdom.

**Ms. Leong-Hong:** Is it cost-reimbursable?

**RADM Hamby:** Yes, for international and non-DoD participants.

**BG Cosentino:** At the War College, the cyber domain is part of the whole curriculum, a tool the

students have to use. I don't expect to see separate cyber courses popping up other than electives.

**Dr. Yaeger:** We're planning to stick to this curriculum framework for another two years; then we'll look at three years of data to make adjustments.

**General Newton:** Questions?

**CAPT Fraser:** Is there any way of testing students' writing before they enter the program? Any risk of losing talent if we screen out the somewhat-deficient?

**Dr. Yaeger:** We don't have that option. The students from the services are board-selected and/or their handlers decide who comes, so we get what we get. It's the same with the international students. Our emphasis is on developing future leaders, as compared to developing future writers. An example of where we can be selective is the Scholars program; they have to apply, and we can require a writing sample. By and large for NWC and ES and parts of CISA, we don't have that option.

**RADM Smith:** At JFSC we try to make the students successful, help them succeed. For our JAWS program we do a baseline assessment, so we know what has to be done.

**General Newton:** I think that's a great approach though. Others may be indifferent, but to me, writing is just one of them. So writing is just one part of that. If you eliminated them before they got here, you would eliminate people with key strengths.

**Dr. Bell:** At Ft Bragg, our international students may not have the same culture as we do on things like the use of evidence, logic and reasoning.

**VADM Crea:** John, when you said electives shifted from Phase 3 to Phase 2, did that show how electives are tied closely to the capstone project?

**Dr. Yaeger:** The capstone project isn't necessarily tied to their next tour. Ideally, instead of focusing only on Phase 3, it's the entire time. If someone is really interested in PACOM or EUCOM, they may very well be getting their superstar.

**MajGen Padilla:** We found that what we thought would work didn't; students really don't know what their follow-on assignment will be. Also, preparing for your immediate follow-on is not really what we're trying to do here; instead, it is to prepare strategic thinkers so they can brief the Director of the Joint Staff. We have a student in the PACOM program and they are going to be studying something anyway, why don't they study something of value to a PACOM commander? And that service has to send someone and that's between the service and the Combatant Command. That's the reason the electives were in the last stage to begin with, and that's the way the student prepares for not only their next assignment, but the one after that, and the one after that.

**Dr. Yaeger:** Let me clarify. They have the opportunity to take an elective that will help them

with their next assignment, but if this is the only time in their career that they can learn about cyber, etc., we want them to have that choice.

**BrigGen Gorry:** Other benefits of the electives are to give the students more exposure to other colleges within the university and include them in the ISP [Individualized Student Program]. It also enables us to link with the core course and allows that to happen. Several students have said this would have been helpful 3 months ago. I'm working very hard to look at where in the cycle we want our courses to line up.

**Dr. Yaeger:** I have to say our faculty has done a tremendous job to look at the electives and they really came through and did a great job. When you meet with the students tomorrow, you can see if there's proof of what I just said.

**VADM Crea:** Does it impact the capstone project as well? How would students select the capstone project and focus on it, instead of doing individual research.

**Dr. Yaeger:** How we come up with what we want the students to do their research project on. Early on in the September timeframe they will have individual student time set aside that they can work this project. When they come back from the holiday break in the January timeframe, there are university options available. I expect next year to see an increase in thesis projects across the university.

**General Newton:** When will you be sending information to the students for next year?

**Dr. Yaeger:** We're sending it out now, knowing that there are still going to be a couple of students that find out on Friday that they have to report to NDU on Monday. Some agencies won't identify their students into the June-July timeframe.

**General Newton:** Any questions or comments? Okay, should we move into the Climate Survey?

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**1330-1400**

**Climate Survey**

**Dr. Joel Farrell, Director  
Institutional Research**

**Dr. Farrell:** I'll give you a brief overview of the preliminary results. We just closed this year's survey. We had a much shorter survey this year. We had a 54% response rate this year compared to 36% last year. That is a significant difference over last year's response rate – tremendous increase. We hope to have the final results out by November. I'll address the key areas where we were hit hardest last year. First, morale. The trend is back up, after going down for several years. There is a shift in response pattern more toward the middle. Second, University leadership. It took a dip last year, but is back up this year to previous levels. We can discuss environmental factors for each year later. The profile shift here is the same as with morale. We're glad to see the trend, but there is work to do. Third, decision-making. It is still below the midpoint, but closer to it than before. The profile breakdown is similar to the others. We added a new question this year: is NDU headed in a positive direction? 60+% think it is. It

is the 25% in the middle that doesn't agree or disagree. That's my speech; any questions?

**Mr. Raymond:** I'm glad to hear that positive direction is increasing. Is there any data that supports faculty understanding of initiatives at NDU, because that can contribute to that change?

**Dr. Farrell:** There is faculty involvement in this whole assessment process, talent management reviews, curriculum planning, etc. Dr. Yaeger is there anything else you want to add?

**Dr. Yaeger:** No, we will go through that tomorrow.

**MajGen Padilla:** This is the first cut, we don't have the full report yet. There are some good indicators, reasons to feel encouraged, but you're right. There is going to be some update no matter what. To use a sports analogy, we've got to keep our foot on the gas, look across the university, and make sure everyone is informed about where we are going and what we are doing and make sure we are all going in the same direction. We are going to continue doing those things that got us here and keep reinforcing that.

**Dr. Farrell:** There is a lot of qualitative analysis yet to be done. There were over 300 comments on what NDU should do to improve. It will take a while to analyze all of them. There are also the environmental factors: We got our new mission statement in 2012, the NDU-P retired and we got our first budget hit. The next year was the furlough, and that's when the survey hit. In 2014, we had all the turmoil of the JET.

**BG Cosentino:** Not every decision is 100% popular, but there has been a real effort to make things transparent and work commonly across the university, and sit down and work toward the objective collaboratively, and some are still, -- but it's nice it's down where we are having a turn on the morale.

**General Newton:** Has any information gotten out to the broader population?

**Dr. Farrell:** No, not yet. We briefed the senior leaders earlier this week.

**VADM Crea:** What about the 50% who didn't respond? It would be nice to have them. Why was the 2012 participation so high, and is there any way to get it back to that rate?

**MajGen Padilla:** There is concern about tracing a response or a comment back to the individual. We're going to look at making sure there is no perception of tracking. The issue is how to get some demographics without compromising the individual. Options include using an outside entity to do the survey.

**RADM Smith:** We need to have a timely response to surveys or people will balk at taking the next one; at the same time, you lose your voice in the process if you don't fill it out. We are saturated with surveys, how do we balance that? Getting faster with our response, so they at least understand that their comments make a difference.

**RADM Hamby:** One of the first things we did when I came in to the iCollege, is to have an offsite to bring everyone together. They did not see the timeliness of the analysis and did not see the results. We launched 6 different surveys since last year, and had increased responses. It's important to not burn the source.

**Mr. Doan:** A word of caution: it's great to measure things, but when you shift measuring things, you need to know what these mean. The real nut to crack is, is everyone united in pursuit of a common goal? Some of the best corporations in the world would score almost zero on your metric. For example, Apple is a highly successful organization and would score zero on communication and transparency.

**Dr. Yaeger:** Yes, we need to be responsive, but we also need time to analyze results. 2012 was the first time we did this survey. We want to put out to the university that this is what we are going to do. We have a timeline to analyze and get it out there.

**Dr. Watson:** Do we know what it takes to achieve high morale, given the diversity of the University? What is the outcome benchmark? What work environment characteristics do people need in order to get a high score? With students, you're never going to make everyone happy.

**General Newton:** In other words, what you are asking is, what is success here?

**Dr. Watson:** What are truly the characteristics that people need in order to score high? If you are not having discussions to find that out, you are never going to get high marks. So you are not setting yourself up to the community.

**General Newton:** Thank you, good stuff. As we continue to move down the road, they will find the real path. OK, I said we were going to take more breaks, so let's take one of those. 10 minutes.

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**1400-1415      BREAK (actually 1330-1345)**

**General Newton:** Ok, let's go ahead and get started.

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**1415-1445      Middle States Commission      Dr. Roth/Dr. Yaeger**  
**(Progress Report/New Standards)**

**General Newton:** First a couple of comments. I want to do something a little bit different because we've been so good and gotten ahead. I want to open it up to the public comments. If you have a question you would like to ask, you'll have about 10 minutes toward the end. Also, Board members please speak into your mic so our guests in the back and our recorders can hear you.

**Dr. Yaeger:** Middle States agreed last fall on new standards. We have a few years to



implement these new standards, but there's no reason we can't implement them now. The process we followed: we reviewed the old standards, formed committees, held town halls for input – we had plenty of opportunity. Right now, it's all about the students. Comments at the town halls wanted to know where the faculty fit in. There is no standard for faculty; however, if students are meeting your learning outcomes, you probably have the right faculty. The mission and goals are pretty much the same. The old goal of integrity now includes ethics. We need to pay attention to evidence that we have a climate that fosters respect across varied backgrounds. We're working hard on hiring, on recruiting practices, and internal communications, staying faithful to our mission and honoring our contracts. We have an integrity issue if we don't follow our own policies. There is also a problem if we're doing things we're not resourced to do.

In the design and delivery of the learning experience, it's all about the student. Graduate education has to provide opportunity for research, scholarship and independent thinking, and it must be provided by properly credentialed people. For the new criteria we must have clearly documented planning processes; financial planning and budgeting processes must be clearly aligned with mission and goals.

The goal that concerns the Board of Visitors is the goal on governance. The Board must be legally chartered, which you are, must assure that the institution is meeting its goals, and must have independence. The Board must not interfere with the operation of the institution; it is to provide feedback to chief executives.

**General Newton:** Any questions at this point?

**Dr. Trachtenberg:** These fellows try very hard to make everybody fit in a size 42 suit. Effort is made to enroll students by over-promising accomplishments that you can go on to with their degrees. Such as law schools, you can get admitted to the bar and pay back your debts. It clearly doesn't apply to an institution like you.

**General Newton:** How does that fit with this body establishment?

**Dr. Yaeger:** No conflict, you are definitely independent.

**Dr. Roth:** The standards are for all institutions that belong to the body, not all are alike. For example, some academic boards hire the institution president, unlike here.

We have been on a journey here with Middle States. I want to make a comment about Middle States -- we pay dues, we go to meetings, and it's a relationship. It's not like they are some kind of IG. Standards are – should be – followed all the time, for university-wide continuing improvement. We are using the new standards going forward. They are not all that different. Here's the timeline for reference: the 2012 team accreditation visit dinged us on two standards. In 2013 we submitted a monitoring report on how we were mitigating the deficiencies. There was a small team visit to look at the evidence. Accreditation was reaffirmed in November 2013, and a progress report submitted April 2015. They will either approve the accreditation or ask for more information. We are hoping we will be totally off the hook by June. General Padilla will hopefully be getting a letter of good news. The next written report will be due in 2018, then a

site visit five years later. This means we know what we have to do and when. Their issues had to do with decision making, resources, and how we set priorities. There was an issue with how we were matching priorities with resources, or not, so that, for instance, IT was seriously underfunded. We needed to clarify the role of the CIO, clarify how we are using resources for institutional research and how we are using that data for institutional improvement. We created a role for an executive-level decision-maker, the COO, and hired one. We felt we needed an authority for resourcing for other than just IT; such as HR, Facilities, RMD, etc.

**Ms. Leong-Hong:** Standard 3 is about the CIO or the COO?

**Dr. Roth:** The distinction was our CIO didn't have the authority to make university-level decisions.

**General Newton:** This is the write-up that you received about Standard 3. So to cover all of Standard 3, they went out and hired a COO to help take care of all those problems.

**Dr. Roth:** It sounds confusing, but the Standard is the administration of resources. In the last few years, the visit was about how the CIO makes university-wide decisions. He has money, but not a seat at the table. So, is he really making decisions about university-wide decisions?

**Dr. Yaeger:** It's a good point about the CIO, it's also about our HRD and RMD offices. The colleges were represented, but we didn't have anyone at the operations level. It's broader than that.

**Ms. Leong-Hong:** So, the COO has the responsibility for the overall IT?

**Dr. Roth:** No. The CIO reports to the COO. I said that IT was an example of how Middle States saw how we were not effectively executing decision making. We had a budget and set priorities, but we didn't have a process to follow through with that. It's about decision making at the university level. We needed someone to come in and sit at the table with the other senior leaders. It's more a strategic level.

**Ms. Leong-Hong:** To ask the questions about CIO and answering with a COO is all I'm saying.

**Dr. Roth:** That would speak to the second piece. Historically the CIO has been an officer pulled from the ranks of the different services. We felt we needed to hire a civilian Title 10 who would have more continuity, and we had a bigger pool to choose from.

**AMB Nesbit:** Since this report came out we have a monthly meeting for the CIO with the NDU-P, but it's the understanding of the roles of the COO and the CIO that answers your question.

**Ms. Leong-Hong:** I understand the Chief roles. I'm confused by how hiring a COO resolved the issue with the CIO.

**Dr. Roth:** IT was an example to Middle States of how the university was not effective in its decision making. The issue was how the university was handling decision making. We needed

someone at the table with the rest of the decision makers.

**Maj Gen Kane:** My focus was on institutional resource allocation, or the lack thereof. We needed a process that was open, transparent and effective. The CIO was a symptom.

**Ms. Leong-Hong:** I understand about the decision making and having a seat at the table. The CIO needs to report directly to the head of the agency. If you go with the Clinger-Cohen Act of 1996, the position has to report directly to the NDU-P. Saying now that we have a COO that answers that role, it doesn't answer the question that was asked.

**Dr. Roth:** Middle States doesn't know about Clinger-Cohen Act, and they see things a little differently than we do. I believe that our CIO has direct access.

**General Newton:** There are two distinct different problems here: one is a law; the other is what Middle States is talking about. We should take out the law and look at that separately.

**RADM Hamby:** The Clinger-Cohen Act applied to DOD agencies, they can organize themselves about where that position should be. We are not in violation of these, and they would come with different skills and abilities than military. We also wanted long-term innovation. We have approved a position, and are in the process of hiring the civilian CIO. Between these two things we are compliant and working hard on decision making and working with the funding. We are making headway.

**Ms. Leong-Hong:** That still doesn't answer the CIO/COO issue.

**Dr. Roth:** One of the things Middle States looks at is continuity, continuity of service, skills and function. The University decided that turning the CIO position into a Title 10 civilian would help, would bring different skills than we were necessarily getting from the previous military CIOs. We are in compliance, working hard on the decision-making aspect.

**CAPT Fraser:** A reminder that we want the credible reputation that we are an academic institution that is following the rules. We need to meet their requirements at the same time we are running the institution in a way that meets our goals without having separate teams, one doing the work and one re-creating the paper trail they should have been keeping all along. What a ridiculous waste of time if we want to simultaneously run the organization and meet these requirements! Have an overlay of these Standards above what we're doing.

**Mr. Doan:** I'd like to see you completely rethink your relationship with Middle States. The tail is wagging the dog. It's far better for you to follow your own leadership. Take this as guidance and know what you have to do. When you go to Middle States, see what we can use. This is a waste of your resources and time. You've spent way too much time on these people who don't matter.

**Dr. Roth:** Our relationship with Middle States has been a relationship. We do get best practices. We are trying to be a world-class institution.

**General Newton:** Dr. Trachtenberg, from your experience, how does this work?

**Dr. Trachtenberg:** You're going to be accredited. You have to be really bad not to be accredited. We are a non-normative institution, and do not fit their model. We have been educating them about what distinguishes us, and they are coming around. Some of their standards do not mindlessly apply here. Keep an ongoing conversation with these people. Go down and see them every two years. I don't think it's going to be a problem.

**Mr. Doan:** So we are not staffing just to respond to their recommendation?

**Dr. Roth:** Not at all. This is an issue we have had for some time. Middle States usually puts someone from the government at the head of a team for a site visit. They were not the only ones telling us we needed to make some improvements here.

**Dr. Trachtenberg:** Accrediting agencies are political institutions. State institutions want the standards raised so they can get more money out of their legislature and governor; this hurts the private institutions that don't have a legislature they can turn to. State institutions are always trying to raise the standards to extract appropriations. It causes institutions like George Washington University to have to get more money. I was struggling with state institutions that raise the bar. You understand the dynamics of what's going on with accrediting agencies with what's going on [at state institutions].

**Dr. Watson:** This is quite simple. They just want to make sure it's clear who is making the decisions with regard to the CIO role.

**Dr. Roth:** We do understand, we knew money was being diverted from IT and we wanted some support. Decisions are being made around IT now that would not be made without this report. Moving on, the second part – institutional research – also has been a longstanding problem. We finally have an institutional research office, 100% staffed, and we also have a climate survey. Middle States want us to continue with this and be funded for it – institutional improvement. We are, and will continue to be, accredited.

**General Newton:** Let's get some comments.

**CAPT Fraser:** It's not an either-or situation, it can be done without redundancies. You can be true to yourself and Middle States Standards. You are doing that. That's my only concern -- jumping back and forth. You can do them simultaneously. Not just to meet Middle States, but to do it to meet your goals. Make them work together.

**BG Cosentino:** Bottom line is, students are not our customer; students are our products. Major difference in philosophy. Our customer is **not** our students. This place was an absolute financial free-for-all two years ago. We were in knife fights. Every time something got to the executive level, it was a crisis, it would collapse. We looked at how it affects me, immediacy and over time. I'm not happy with all the decisions, but at least I understand them. There was no logic before. It was the craziest I've ever seen. We're finally getting our arms around this and we're driving some collaboration.

**General Newton:** All right, thanks.

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**1445-1515      Talent Management**

**Mr. Tim Robertson, Director  
Human Resources**

**Mr. Robertson:** While we're waiting for the slides to come up, let me say I'm the luckiest guy in the room here.

**General Newton:** You might want to say that after the briefing. [Laughter]

**Mr. Raymond:** How are you doing with management and the budget process?

**Mr. Robertson:** So we did that in the April timeframe of last year. General Martin directed we run a Human Capital Council. With Ambassador Nesbitt's input, we looked at the number of individual decisions on people, some packages were the size of a notebook. It was hard to compare, to be equitable and fair across the university. We used the great power in this room, who met every week.

Talent management is a process, not an event. It's being done at the component level, looking at what's changing in their workplace; do they have the skill sets? As an example, the Eisenhower School gets a lot of faculty from outside agencies, with varying skills. We need to look at compensation holistically rather than one at a time. We're implementing an annual Talent Management Review. The real work is at the component level where they are building the rubric for what they need. We did an environmental scan and a workforce analysis, and briefed it out to the Provost and the President. Renewals done by the talent management process took a lot less time than individual package reviews. We were able to make salary adjustments to compensate for problems. The process has extensive benefits: faculty has plenty of notice, there is increased management awareness of the full faculty simultaneously, and there is improved transparency and consistency.

We also have a better process this year for the military, and a tighter timeframe to be synchronized with fiscal and performance management timelines. It will be a lot of work, but better for all. We built trust on the Phase 0 level and it will be greater this year. We moved slower than we would have liked; new hires need to come on board for July faculty orientations, but some will be delayed. This delay will impact on comraderie -- when you bring faculty together. Talent management is getting better, but we have a long way to go.

**General Newton:** Questions, comments?

**Dr. Tanner:** We'll have to validate in 6 or 7 months. What is your retention rate?

**Mr. Robertson:** It is good, better, less than 9%. We are going to see more retirements this year, and faculty take opportunities with places. People don't want to leave here. We don't get

retention problems. Deans have uncomfortable conversations when skill sets don't match what we need next year.

**CISA Dean of Academics, Charles Cushman:** This forces us, with the leadership, to think through all of that and gives us an opportunity to make sure we line up; and has helped everyone understand better what we hope to accomplish.

**James Churbuck, IRMC faculty:** We were fully included and a lot of protections for faculty are built in. It's a win-win situation for faculty. Building this kind of policy development is a good reason to stay around the place.

**Mr. Robertson:** We incorporated feedback from our town halls. We experimented with "stay interviews" (as compared to exit interviews). What would you change? Simple input from each component, each component has to develop their own rubric.

**BrigGen Gorry:** Comments were made about overall NDU, it gets down to the individual between the dean and the faculty members, and the commandant and the faculty. This allows us to hear about where faculty think we are going in the next few years, allows us to be more coherent for the President, and allows colleges to allocate development dollars.

**Mr. Doan:** How do you recruit your military faculty? What is the profile of your civilian faculty? Are they mostly practitioners of what they are teaching?

**BG Cosentino:** We shanghai them. It's who has the reputation, then a scrum with the services. We have no control. We have to fight for the talent. If there's a PhD out there, if they want to work at a higher level in strategic positions, we are beating the street. We have to do a by-name request. The military personnel system sees they have a hole and then they fill a hole -- if you're lucky. With regard to civilians, it's a pretty broad range. We have retired O-6 PhDs who have never worked in PME before they came here.

**Dr. David Tretler, NWC Dean of Faculty:** We're probably about 40% retired military officers and some are closer to 60%. If we look at the iCollege, we are probably less. I don't think you can put it in one packet.

**Dr. Bell:** We had an opportunity to review the process. Departments have individual faculty development plans. We don't have a process, but teaching opens up an interesting debate. We considered if we should have teaching awards. CISA has 3 retired military on faculty -- a really tiny percentage. Finding the experts out there; they tend to be pretty diverse -- Singapore, Colombia, Mexico -- and bring in a wide range of perspectives and challenges. Our agency folks and ambassadors bring in the practitioner perspectives -- policy in their agency. Department of Energy folks are really first-class. We augment with the best we can get. Each school is different.

**RADM Smith:** I acquiesce to Jan.

**RADM Hamby:** Talent management has given us a much better way to look at how faculty contributes to program wholeness. It also gets at the question of how many faculty do you want with military backgrounds? Where are we trying to go with our curriculum? What are the qualities we have in our faculty and what will we need?

**BG Cosentino:** It also lets you think in the context of the budget. We hired several faculty at one time and it was a big impact on our budget. We want to get them, but it can become unsustainable. Talent management gave us a spread from one young faculty member to those a little more senior, who can be here in 5 years.

**RADM Smith:** One of the things I looked at was the faculty skill set and progression prospects. I saw no room for growth. Along with my Dean we looked at the right angle of attack from the skill-set side of the house, and found a cohort with no room for growth, and we had a lot of young folks coming in as students. Talent management gives us a balance, not popping them in and popping them out.

**BrigGen Gorry:** If I may clarify, we have students who want to stay or return and become faculty. They are always good students, generalist and specialists. When we have by-name requests, we are able to work directly with Defense Acquisition University (DAU) and have stakeholders that help us get people, high-quality faculty; and a lot of faculty we do have like to stay. I don't want you to get the impression that we don't have good quality people. I couldn't be happier with them.

**Mr. Raymond:** How do you feel about the people coming in at various levels, and the budget they would expect?

**Mr. Robertson:** For a typical faculty position we get 100 applications, 7 are highly qualified who would work well right away. We just did recruitment for an economics professor. There's less of a pool, not the 100 we have for other faculty positions. We will usually offer a faculty position at assistant/associate/professor level since we don't know what we will get. We had 136 applicants for ISMO director, including former ambassadors and retired general officers. Less than 10 people applied for Cyber Law.

**RADM Hamby:** The 10 will be very strong. That doesn't worry me.

**Mr. Robertson:** Ambassadors, flag officers, think tanks -- impressive pool. I'm feeling good about that.

**RADM Hamby:** One of the things I really like is that components have a good amount of control over the level they can bring in depending on what they need. We have control over junior faculty who we can bring in at the lower level, and that gives me some options for pay raises or rewards. Someone else is on track to retire or move along in their career. It's not only about the faculty you have, but about room for growth and reward.

**CAPT Fraser:** You've captured many best practices. What percentage of faculty is military and how long can you keep them?

**Mr Robertson:** Usually three years, sometimes less. The percentage varies by college. At JFSC it is 60%, at others it's less. CAPT John Myers at Eisenhower School has been here for 6 years, but that's unusual.

**Ms. Leong-Hong:** Can you have an IPA?

**Mr. Robertson:** Yes. We use all instruments.

**Dr. Watson:** I commend you. The committee has done a wonderful job.

**General Newton:** It doesn't get better than that, does it?

**Mr. Robertson:** It's an amazing place. People want to come here.

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**BREAK (1511-1519)**

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**1515-1615      Program Review/Assessment**

**Major General Robert Kane,  
USAF (Retired), Chief Operating  
Officer (COO)/Dr. Yaeger**

**Dr. Yaeger:** One of the things that came up during the program review was knowing exactly where we were spending our resources. What do you say your priorities are and how are you spend your money? Sometimes your money was going to your number 3 priority, not your top priority. Knowing exactly where we were putting our resources, money, time, and talent was a huge challenge. This was a collaborative effort.

**Maj Gen Kane:** We found that explaining exactly what we all do was very constructive. We learned how little the components knew about one another, and about who is the functional manager for some of the functions. We also needed to answer a fiscal guidance letter from OMB in a short time.

We looked at three basic areas: Mission, which generates a product – this included about 20 of the 40+ programs on the academic side. Academic support: the library, wargaming, etc. Business support was the third area. What we did was offer each functional manager an opportunity to brief their program. We started with CISA. We worked with Dr. Cushman to develop what this looks like. How do you describe your value proposition? What are the statutory, regulatory propositions? We were going to collapse down to statutory, OPMEP, etc., but you guys illustrated why you didn't want to do that.

We looked at this over a 2-month period and the process was very productive. Jay Helming did a lot of work over the last 7 years to be able to allow us to capture the cost of doing business.



The budget process was completely out of control. Jay did a lot of things with cross models to tell how the money was being spent. He set it up for us.

The program review linked resources to mission requirements, and we ended up with over 200 comments that cataloged things about the organization. We distilled them to the ten items that showed up in the boss's guidance that form the opportunities. We are executing the program review tasks, so we don't have numbers yet.

We have had a 23% reduction in budget over the past several years. We got some temporary relief from the Joint Staff, but we know we are going to have to live with about \$80-some million. The issue is how to get rid of the white space between what we normally would spend (red line on the chart) with what we will have to spend. IT and new missions need funding. IT investment was outside the baseline, so we need to get it within the line. We believe we should be able to accomplish IT upgrades by FY 2019 so it will be within the baseline from there on out.

**Dr. Trachtenberg:** Why do you think it will always be absolute?

**Maj Gen Kane:** It will be there as part of the CIO discussion we had. You'll see how we can get it done. We have to get at least some IT inside the baseline.

**Ms. Leong-Hong:** The \$3.2 million is unfunded?

**Maj Gen Kane:** Yes.

**Dr. Yaeger:** Requirements are given, and then you have to look at the risk. With IT, it is a long-term risk. We have to shift, and we need some money to get us over the obstacle. You can get end-of-year funds, but you shouldn't be banking on it. The other high-risk area is maintaining the quality of the curriculum. The National Security environment is changing all the time and the less engagement you have, the more you're going to be quickly out of touch. We have ability now to go to conferences; we just had a discussion on security management. We'll have some large gaps until we figure this out. Eisenhower School is an example; you have only two Title 10 faculty doing all the curriculum development, and fewer staff. We have to get up to 6 or 7 Title 10 faculty to maintain relevance and currency of the program.

**Maj Gen Kane:** We completely integrated the student curriculum. The Joint Staff will transfer the money to us in 2016. They have agreed, but there is no mechanism to actually move the money. Adjusting the comptroller's fiscal guidance letters essentially gives us the profile and gives us some space to get our house in order before FY 19, when we're going to have to balance the budget.

Next slide: Any questions before we move on? The executive agent was, going back in time, basically Army for McNair and Navy for our Southern campus. Back then we had 3-star leadership with J-7 oversight, and they were not connected. In FY 04 we moved the executive agent to SecDef. Policy and executives were separated from the budget process, so there was no way to connect the funding. This was okay because the 3-star NDU Presidents had enough horsepower to work funding on their own. Then the J-7 became the oversight power, but nobody

owned us in terms of the budget. Things would drop on the cutting room floor. This year somebody needs to own the NDU budget; make ownership more defined, and put it under the Chairman.

**Ms. Leong-Hong:** So this program budget is?

**Maj Gen Kane:** That's the details that need to be worked out now. That link might still exist because of the separate budget link and the Congressional resources. I don't want to put Pat Shaw [Joint Education Advisor, J-7] on the spot, but....

**Mr. Pat Shaw:** We have a proposal for a separate line of funding. We're almost there.

**Maj Gen Kane:** Next slide: So this was what the Chairman has approved. Now we're back to full circle on the program review.

**General Newton:** Let me get back to your questions. You said the OSD Comptroller...

**Mr. Pat Shaw:** The OSD Comptroller was the executive agent; we want to move that from OSD to the Joint Staff.

**Maj Gen Kane:** The Comptroller didn't have any skin in the game.

**CAPT Fraser:** What's in it for them? How will we sell this to the Joint Chiefs?

**MajGen Padilla:** It links resources to our taskings. If they are both tasking us and resourcing us, they will have a better understanding. We had been doing what they asked of us, at the expense of other things.

**Mr. Raymond:** Would you go back a few slides please? Back to the bulleted risks – how do we get to stable funding? It's good that the Joint Staff is helping for a couple of years. Why is faculty funding a high risk, considering that we can basically hire faculty at all levels? And what about IT stability?

**Dr. Yaeger:** We have the billets but not the funding.

**Mr. Helming (NDU Financial Manager):** Saying that we would have to have a 100% hiring freeze if we don't get money was a sales pitch for why we needed the funding. We needed help in the short term to avoid that.

**RADM Hamby:** Our comments earlier on the advantages of the talent management program were based on knowledge that the NDU-P was able to get the funding.

**Mr. Raymond:** We assume the pay bands are set in stone at this time and we don't have the same ability for renewal?

**Maj Gen Kane:** If the cuts had been sustained we would have gone over the 3.5:1 student-faculty ratio because we couldn't hire. We're assuming \$5 million of other efficiencies that we can implement over the next few years. We need to do so fairly quickly. The environment has changed considerably, thanks to the Joint Staff and the Chairman, but we have work to do.

**Dr. Tanner:** Do you have a risk matrix, where are your cut lines? What are you going to cut out?

**Maj Gen Kane:** That's where we have the hard work to do.

**BG Cosentino:** At least there's a process. It was whoever got to the table and fought hardest. Nothing was done in a holistic manner. I didn't know what the benefit was to me. At least now we have a program that is forcing us to have this discussion. It's not always fun, but at the end of the day you have a process.

**Maj Gen Kane:** There is portfolio management.

**Dr. Tanner:** Portfolio, I'm thinking in terms at that. When you talked programs, I was confused a little bit. What's your timeframe?

**Maj Gen Kane:** There is a timeline in each portfolio to get to FY 21.

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**1615-1630 Day One Wrap-Up**

**General Newton/MajGen Padilla**

**General Newton:** You put yourselves in a normal POM cycle. Before, you were so special you didn't work in concert with anybody else in the DOD. John [Yaeger] you might stay there. What we're doing now is taking about 10 minutes for folks who may have a question that we didn't get today. Now is your time. I love you taking time to come and listen and I want to make sure you have an opportunity to get to ask a question you may have. [Pause] Going once, going twice. So, let me have an announcement then. We start at 8 o'clock tomorrow morning, love to have you back. We think this is very, very important; that's why we take time to do this. Thank you very, very much.

**Dr. Roth:** See you back tomorrow morning at 8:00.

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**1630**

**Meeting Ends for the Day**

**Dr. Roth**

**Thursday, 21 May 2015 (Day Two)**  
**Room 155, Marshall Hall**

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**0800**

**Call to Order**

**Dr. Roth**

**General Newton:** Good morning. We had a very productive day yesterday. Let me take the opportunity to welcome back everyone. General Waldhauser, we're very glad to see you here. If you have some words to share with us, we'd be glad to have them.

**LtGen Waldhauser:** I have the opportunity to say greetings from the Chairman. General Dempsey continues to be engaged with NDU. He wants some more control of the budget to give MajGen Padilla more flexibility. Even with all that's going on in the world, General Dempsey has a huge spot in his heart for NDU.

**General Newton:** When we were here last time, he [General Dempsey] shared some time with the Board and it was to share some of his philosophy. We very much appreciated that, and what we do and the folks who sit around the table here. Anything from the Board before we get started? (Pause)

Okay, you're on, thanks.

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**0800-0900**

**10 Areas of Opportunity**

**Dr. Yaeger**

**Dr. Yaeger:** Yesterday's presentation was the framing for today's discussion. These are the 10 areas we're going to be looking at. If there are any areas the Board members can help us with, it would be appreciated. Rob [Kane] and I have worked together on all of these. There has been a team effort and we hope to have a collaborative effort as we work through them.

This first area takes a little bit to explain what we're trying to do here. The JCWS is the Warfighting School – the only school a major can go through and get JPME II credit right now. So that's the restriction we've lived with and done a really good job. Dr. Watson and Dr. Trachtenberg led a review of JCWS to make sure the school was on the right track, and concluded that they were and that they had a great faculty. That's the course we're talking about. The law says it must be a 10-week residence program, but things have happened since that law was written.

Students come to the program with more joint experience and there is no way to take advantage of that. There is a legislative proposal in SASC language to adjust that; ideally it should be the Chairman of the Joint Chiefs, not Congress, who determines the length of the program. We have a 5-year pilot to provide the program at combatant commands. It's currently offered in Tampa, the exact same program, and has been so successful in Tampa that we reported it out to Congress early. The Senate authorized expanding the program to the National Capital Region. We want to optimize it – step back and ensure we are supporting the joint warfighter, make sure the program is the right length.

An advantage is that we can tailor programs and electives to each command. On the other hand, there is the risk that we could focus too much on one region at the expense of what else is out there, and discourage critical thinking. This year we will do the risk analysis on the alternate delivery methods. We need to decide if there should be a baseline requirement – e.g. if they have already had a joint tour, will they be bored? We're also considering an option where they can do some of the coursework ahead of time which would shorten the resident time required.

**Dr. Strait (JFSC Dean):** The challenge is how to educate the joint force when they are globally deployed, and squeezing it all into one program. At the satellite pilot in Tampa, much is identical to the Norfolk residential program, but there are challenges. We have not gotten international officers, and have had difficulty getting interagency students. We have kept the one-third/one-third/one-third service mix. Faculty were asked for ideas, and told to assume only cost consideration and that we want to keep the mix of services; also the objective is to educate to standard rather than length of time. They came up with different options. There isn't any option that doesn't have some drawbacks and we are looking at those.

**General Newton:** I don't have a question. Unless someone has a specific question, I think we'll come back to that. And for when we come back to that, I suggest you jot down your question.

**RADM Hamby:** At IRMC we are watching this with great interest: many communities keenly interested in our program are in the same situation with the challenge of sending people to in-residence programs.

**MajGen Padilla:** The only concern with the satellite program is to what degree are the students being tasked with extracurricular work by their command. So far, it hasn't been a problem

**LtGen Waldhauser:** This has been an area of interest for some time. The Chairman is trying to gain authority to be the one to determine the length of the course. He has no specific time length in mind. Secondly, we are huge fans of the correspondence/distance course; the student does not have to leave his command. There are three keys: Education is crucial and remains so; the Chairman wants the authority to determine program length, and we are huge proponents of distance learning.

**Dr. Yaeger:** The other discovery when we went through the program reviews is the unevenness of cyber education. We have a couple courses in cyber at JFSC, J-3 on the Joint Staff and the 10-week course that we are talking about. Some colleges have expertise on Cyber on their faculties and others don't. We have to plan for it to gain some synergy and some efficiencies. We've asked Jan Hamby to talk on that. That's not to say we will move those courses and have those skill sets across the university.

**RADM Hamby:** I would offer that it's been more than unevenness. We want to get a handle on the systemic view of the cyber operations level across the university, and also what's happening outside the university to assure we have the faculty and students getting the right education throughout their junior and senior levels. It's really about leveraging all the resources and synchronizing and sharing.

**Dr. Yaeger:** Every program plans for student body size and composition, some do it better than others and we really need to get a handle on this.

**General Newton:** How do we go about that now?

**RADM Hamby:** It's very demand driven. The problem with that is you can't plan. We are pushed in the direction that agencies are very willing to send us students, but not necessarily those who would best benefit from cyber education. We've been very imbalanced and unaware of what we've had available. We've seen the demand is there, but it's not being tapped.

**Dr. Bell:** The official size and composition comes from the Joint Staff. For the others, we have memoranda of agreement. We have to have some flexibility so that we can attract a variety of students.

**BG Cosentino:** An emerging challenge is a result of the service schools now being able to deliver JPME II, deflecting back to core competencies. The War College is going to have an imbalance in service composition. We need an understanding of what the character of the school should look like, for a senior service college to look like a national security college. The sky is not falling. We don't need a standard, our higher body recognizes that we are experimenting. The 50-plus-one requirement for military people is inaccurate. When all the services are getting JPME credit, they don't have to send them to the joint billet. That's something we have to fix pretty soon. Size and comp we work, we don't have to worry about filling seats.

**Dr. Yaeger:** Next slide. International Fellows have several purposes for attending NDU, and they are not always there to obtain a degree but rather to participate in joint education. We're also challenged by the directive that the international students participate in outside experiences. Hence, the field studies program and the curriculum. We want to optimize the experience for the students. This year has been particularly difficult – the offsite experience is good, but the students have missed several important days of the course. We have to start by looking at what's offered in the curriculum, and what is offered outside the curriculum, as well as the financial challenges.

**Maj Gen Kane:** Academics take the lead, but everything has a cost associated with it. We are dissecting the cost associated with programs and finding we didn't really understand how they worked. The input side got out of balance. You'll hear a lot about balance. Models are very important to balancing the overall program. It will impact all our stakeholders – the demand for cyber education, extracurricular activities and so on. We're going to have to balance the whole program, not any individual program. This is going to have impact on all our stakeholders and we're going to have to go back to our stakeholders and explain what this means.

**Dr. Yaeger:** So, I say institutionalize, and this happens every year. The assumption is the International Fellows travel at the FY 15-level. We have to assess ourselves within the university to demonstrate what comes out of the travel, and we find out whether or not they really have to experience it. Others will be able to fine-tune and optimize it. The courses have been doing this independently from their own perspective. We have a team to be a devil's advocate and take a look at this system.

Next slide: I want to thank Rich Hooker for some of his faculty to teach throughout the university. We have librarians that help teach, not in the core curriculum, they teach people how to fish. We have curriculum developers, CASL, and others throughout the university helping at one college, but could they help at others? It's not just those who teach, but those who help develop curriculum. We want to step back again and see that we are using all our resources throughout the university and giving ourselves credit where credit is due.

Next slide: Writing skills is an important piece, and I'm just using writing as an example. We're going to beef up writing instruction this summer. We are paying a lot of money to help folks with their writing skills so the faculty can focus on the content and not on the writing aspect of it. One works totally online. Another idea is to have a Learning Center and one part of that is to have writing skills. We have agency faculty involved in teaching and assessing writing. Another one is technology. We invest in learning management systems, technology systems, yet we don't give the faculty the training to use the system. Others struggle with it and we don't optimize these at all. At a MECC working group, Pat Shaw and I led a session on what are the inhibitors to faculty development and faculty quality. There was quite a discussion on learning centers. For more about this, I'd like Bill Eliason from Joint Force Quarterly to give you his perspective.

**Dr. Eliason:** [*introduced himself with some background*] All our students, faculty and staff are adult learners. There's a wide variety of experiences among our students. We have no control over who we get.

I also do something called *Joint Forces Quarterly*, every quarter without fail. In this [journal] is some of the best wisdom from the field. This is an impasse to that process. You don't get in here [holds up copy of JFQ] unless you can write well. When an institution changes, it's difficult for students to achieve what they want to achieve. Writing suffered this year at NDU; you'll only see one winner in the essay competition this year.

In my office, I have a couple of mementos. I learned that I like to write, to publish. These people know how to do that. Most of these students did not know how to write, and faced a 60-page paper when they walked in the door. Eventually this program went to the entire school. We've taken away virtually all the admin staff for the colleges; faculties are doing all that as well. How do you make sure you are giving them a world-class education? The bottom line is the constraint on the university.

Also, faculty development is an issue. If you are constrained on resources, you need to provide support at the university level so students don't think their time here was a waste. In the end, our students will be the guys who grade us. Provide support for things they have difficulty with, even if they won't admit they are having difficulty. We need to make sure the teachers are fully supported so they will earn the respect they need to teach. There are two big differences between Georgetown and NDU: they get to pick their students, their students can all write well, and they have a dedicated writing center. There is a model for this from about ten years ago when NDU consolidated research programs into the INSS – we need to do this now on the support side.

Faculty development is not something the individuals should have to do all by themselves. We have to get them to conferences, national-level papers, and presenting papers gives you valuable experience. Now we are fighting each other for the last few drops. We need a good skills girder under the entire faculty. Our students need to graduate at least as qualified as graduates of any other program. With these two things we will be able to knock down our pundits out there. There's far more good about the PME programs, what we are arguing about are small pieces. We need to get everyone on the same common ground, trade best practices; we need to break down silos, consolidate, and identify the experts.

**BG Cosentino:** No disrespect to you. I hear what you're saying and I find it somewhat interesting as a proposal. My understanding is these are areas to be looked at. LtGen Waldhauser is a graduate of the National War College; I don't think he needs to be an expert on brain trauma.

**Dr. Eliason:** The Chairman asked us to teach that 4 years ago and we looked around and we had no one to do that. This happens quite often. We are asked to teach what we don't have people to teach. So how, might I explain? We had someone retire from Eisenhower School, and they asked, can you teach acquisition for 3 months? In the end, if I had it I would go to some center and ask them to teach me about acquisition so I have some background.

**Dr. Bell:** I think this is healthy about how to we understand success. We lose the tailored aspect. How do we set both of those folks up for success? Our theses are too long for an essay contest. Other things we should submit. I would highlight, last week I was at Fort Bragg for the theses presentations down there. Alongside our special operators, although they came at it from a different perspective, they came at it quite well, set the benchmark and they continue to set high standards.

**Dr. Yaeger:** I asked Bill to speak because there is a lot of opposition to the learning/technology center. Now I'll turn the floor over to Rob Kane.

**Maj Gen Kane:** We talked a lot about IT yesterday. If the Board would like to see more on that, we can do that later, but we are trying to keep this at a higher level. Jay Helming, who is our CFO, spent a lot of time developing the tools for our budget analysis.

**Mr. Helming:** The best lead-in for this is what I meant yesterday. We've previously done our resource management on a year-to-year basis; we had no long-term process in existence. We initiated a project 9 months ago. A contractor developed a total costs analysis model, total cost and breakdown by products that we produce. The concept of this cost model is that it will be a tool to gather and communicate the cost as we build our POM process each year, and we're moving toward the point where the Chairman will be our executive agency. We're getting there.

We would take our unfunded requirements to the J-4. Last year we had a requirement, and because we came in at the end of the game, they could not support us. Now we will actually bring a POM submission to the Joint Staff, the same way as the services do to OSD. It integrates us into the system.



The next cost cycle will be 2018 through 2022; we'll start the process in the September-October timeframe for next year. We have a functional one now for 6 months that we are tweaking, making some adjustments. The model also generates support charges that we give to the reimbursable units, which are about 25% of the budget, so we want numbers to be right. When other agencies give us money, we want to make sure that all is right, and it has taken 6 months of effort. We are getting into other cost models and taking our data and putting it into new cost models, and learning about how that model is built. We're learning from other programs. We're making recommendations to DSCA and TRADOC for a more accurate model for our international students. You will be seeing more of the cost modeling, so we will be interested in your thoughts and guidance.

**Maj Gen Kane:** This is essential, as General Padilla mentioned yesterday, we took a lot of cuts in the staff. Where that manpower is going away, we never did anything about it. The first part of the balancing act is to get the academic program structured properly. This is the order of priority. Then we'll get the support in place - institutional research, academic support, operations, and administrative support. The squeeze will come on the COO organization. We're working at a rapid rate; I kind of know where the big rocks are. We touched on it in the climate survey. I know where the biggest headaches are, and I'm going to pull those under my supervision until I get it right. That sums up the areas.

**General Newton:** I want to go to the leadership and give them visibility, see more of the cost modeling program I know other universities use. We're interested in your thoughts, guidance. We'll take a 15-minute break and come back and see what discussion and comments we have. So let's take a break.

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**BREAK (0908 – 0918)**

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**0900-1100      Ensuring Institutional Quality, Relevancy and      Board Members**  
**Prestige; Observations/Comments from Members**

**General Newton:** We'll bring up each one of the slides on the ten areas of opportunities and what are asked of the Board are our thoughts on them.

**Ms. Leong-Hong:** I just want to comment on the professor [Bill Eliason] who spoke last. You had a lot of good ideas that resonated with me. And I'm going to paraphrase the idea of perhaps having a talent bank to tap into where the need may arrive that is not necessarily predicted. At all large corporations, we have skills databases that are used successfully and strategically.

**General Newton:** Any thoughts on the optimization of the JCWS?

**VADM Crea:** First of all, I thought all of them were excellent presentations. To optimize the efficiency you have to have the support. It's good at how you arrived at these, the driven approach so overall that there is one part. The satellite program is ending in September. I'm curious about what thoughts there are about that, in addition to Tampa.

**Dr. Strait:** We are looking at that in terms of student outcomes, we found there is no difference in the resident [program] and Tampa. Yes, it absolutely should be approved for next year. So we will continue to execute. The next phase will be to expand it to other commands: STRATCOM and then EUCOM.

**General Newton:** Could you go back just a little bit and give us more on, any more definition of what we're asking of you?

**Dr. Yaeger:** We've proposed striking the language requiring delivering ten weeks at JFSC – we can then deliver it at other sites for other time periods. That did not come out, so this may be a nonissue. So it may not be approved.

The question also was how did you come up with the 10 areas? We identified where our priorities were and how they are resourced, which gave us a detailed breakdown, which we briefed at different levels across the university, the library, etc. This is how we found out where we are spending our money. From there we narrowed it down, and we kept narrowing it down to the 10 areas where we can make some serious improvements.

**Dr. Bell:** I think we all think ours is the best program on earth and we should all be up there [in the top 10 areas]. The college next to me, they deliver the most graduates and it has the greatest impact on the warfighter out there. How does this prioritize, what about their needs? Not just a conglomeration of good ideas, but take the mission and support the tasks.

**General Newton:** This, to me, becomes extremely important because our whole mission and purpose here is to deliver leaders for the future. And if you cannot come together and do that; this is important, it's a major step in informing the process and getting the work done. It becomes critical in getting the job done. We think, you must determine, what is best for the warfighter and accomplishing your mission.

**CAPT Fraser:** I have a question about the face-to-face residency and the satellite program, is it face-to-face?

**Dr. Strait:** We've transplanted our faculty to another location and so it is face-to-face.

**CAPT Fraser:** What you lose versus face-to-face I think, eyeball to eyeball, is really important; and you can combine it with distance learning.

**General Newton:** There is another important issue here.

**Dr. Strait:** There is more than one thing happening with this program. There is the legislative proposal to determine what could be taught using other methodology.

**MajGen Padilla:** There is also the AJPME School, which is a blended program of distance and face to face, focused on reserves. So as we go forward, that is an option. We do have that, but we focused primarily on resources.

**LtGen Waldhauser:** Since Dr. Carter became SecDef his top two priorities are to: (1) give the President the best military advice he can give him and (2) take care of the health of the present and past force, and also the future force. He has two groups dedicated to doing this: the first is the President's military advisors, the second is civilian. How can technology support these two efforts? There's a very aggressive timeline to mid-August. What can we do to essentially revolutionize the personnel system within DOD? It's tied to the Title 10 laws within JPME, whose scope is not fully understood. These are things that surprise a lot of people involved. I think this group can make some recommendations to Dr. Carter about how we can change the antiquated system of personnel management.

Second, I just completed duty as President of a one-star board. The joint business is handled very well right now. They've had the joint tours, jointness is working very well. So when we go to Congress, they ask, why do you want to change something that's working? These rules started in 1986; they didn't happen overnight. Once we start tinkering with laws, there are some possibilities. We decided to take one small step at a time. For this go-around we simply want to get approval to get authority to make permanent the course we have down in Tampa. Dr. Carter is taking a look at personnel. So whatever changes are made as people are coming and going, and slide into reserve, affect the quality of the all-volunteer force of the future. This is being looked at.

**General Newton:** If we are going to make it through all 10, we need to move along. Does anyone have thoughts about cyber? What do we find in there that might be beneficial, given the resources we have today?

**RADM Hamby:** One is when we assess what is being taught throughout our curriculum. Where are there gaps in the programs? And where can we do some normalizing and make sure accessibility is there for all the components? The cyber is where we reach outside of NDU, out into the civilian world. In the end we should be able to provide visibility for our own purposes to what opportunities are out there to particular programs or individual students who need to be pumped up. It will take us some time to do this, but we are very confident.

**General Newton:** Thoughts from the Board? We can look outside just one section of our community.

**RADM Hamby:** Yes. As we continue in this area, we see more blurring of the lines between military and private sector.

**Dr. Bell:** This is really positive, it sounds like additional work in the short-term, but as we deal with cyber and we understand our portfolios that right now are in little stovepipes, we'll strengthen that.

**VADM Crea:** What interaction do you have with other service schools?

**RADM Hamby:** One of the action steps we have is an engagement plan with other service schools and at the graduate level, for example Annapolis. We're working on it.

**Ms. Leong-Hong:** I also have a couple questions. One is when you are looking outside, are you looking at the private sector, DHS, or where?

**RADM Hamby:** Absolutely, we'll continue this discussion.

**Ms. Leong-Hong:** As you are looking and assessing the cost of cyber courses taught at other colleges, how would you be synchronized with the activities that are going on at the war colleges?

**RADM Hamby:** The first is to serve as visibility at what level is being taught, and what perspective is being taught. What we expect to find is not moving resources, but combining opportunity to the subject matter experts in iCollege, INSS -- its spread around. We look down to the comment about the guy in the office next to you. The issue is one of access, of optimization efficiencies. How do we take the resources that we have already and use them in a smarter fashion?

**\*Dr. Bell:** The visibility is great.

**\*RADM Hamby:** Synchronization yes, control no.

**General Newton:** Now would be a good time to get to the IT, I think.

**COL Liles:** I can do something rather short. I'm ready; I have my tap dancing shoes on.

**General Newton:** Do we have what we need to get the job done?

**COL Liles:** Essentially, we rebuilt the university infrastructure over the past three years to DISA standards to meet requirements. Even things like the wireless network have an authority. We'll use the rules to get what we need, one of which is to separate some of the academic from the NIPR network. The academic mission requires a safe open environment, one that protects PII and intellectual property but is not as restrained as the business network. We're set up to be able to execute that now. IT's taken some outside assets to be able to do that. We're coordinating with the J-6 and Ft Belvoir.

**General Newton:** For the Board members, ask the specific questions you may have.

**CAPT Fraser:** Is the \$3.5 million a realistic number?

**COL Liles:** Since I've been here for 3 years; every year we say we need \$16 million and we get \$14 million. So what we did this year is Life Cycle Replacement. The other thing we get a big risk on is storage. IT is being budgeted so the transformation is taking the \$3.2 million and changing some ways you do things in the back office and making them more efficient. We're changing the backend to reduce the amount of resources we need. We're moving some things to the Cloud, and the cost per year will go down. Get the \$3.2 million and get it down inside the budget instead of the \$19 million that we actually spent. That's really what the goal is.

**Mr. Raymond:** Talk a little bit more about the student experience and also the faculty experience.

**COL Liles:** One of the challenges we're having, we were pivoting on the faculty. We were asking them to exist on the more secure network and also on the Cloud. That's less of a challenge at JFSC. Here on north campus, we're asking our faculty to do both. Part of the vision is the Big A [Academics]. Faculty and students will be on the same system, staff will be on the system as well. We can use one for most of operations of the university on the academic network, and communicate with Pentagon, and do DOD business process on the other. It gets us all on the same sheet of music. The Cloud-based system we piloted through the government. We're also looking at Office 365 on the academic side. Some of the challenge for the university is the IT argument is changing. It's not about "whether" now, but how are we going to do it.

We provided an infrastructure, solid and reliable. Overlay on that all of the applications. We've had challenges getting some systems back in. Less about more function: Cloud-based services, using BlackBoard, Student Management System, others hosted off system. Another part of the vision is finding efficiencies. When we go to the Cloud, how many printers do we need to buy, how much storage do we have to buy? It's all about finding efficiencies. What about the students' "bring your own device"? The satellite campuses don't connect to NDU, they connect to the Internet. Students have access to their faculty. For example, I can use Skype for business. It doesn't cost me \$7,000, it costs me 20 bucks. Actually, we all use the same technology and you can connect your Skype technology. We want to bring NDU to the point where the rest of the world is, overlay the Cloud services, give the students a seamless environment, and overlay more capabilities on top of that -- we add function.

**RADM Hamby:** One aspect of this is when we've done business, we pivot on faculty. As we have compressed our faculty, any point of friction they have is an opportunity. This strategy is one of pivoting on the staff, removing it from faculty, and making better their lives.

**General Newton:** I've sat on a couple boards in industry, and every single one of them every year is, how we can get better at IT and what will it cost. It's an ongoing issue everywhere.

**COL Liles:** We're working on the planning of all this. One is more emphasis on planning. It's tailored so we know what to buy. Now we know and we have a built-in requirement. Pull to the left. That \$2.3 million we got this year will go to improve the infrastructure, like replacing 20-year old cables, rewiring Eisenhower Hall and the main building. We rewired JFSC, just in order to pass the CCRI.

**General Newton:** Other questions from the Board?

**\*Mr. Raymond:** A follow-up: is the idea to migrate entirely to the Cloud?

**COL Liles:** Yes, that's where we're trying to go, and go as far as we can with that. To the point, most of the users will not be able to see any difference. My guys, I'm pressing them, and I want to clean out the NOC [Network Operations Center] to the extent possible.

**CAPT Fraser:** Does it matter what the other service schools are doing? Are you following them or are they following you?

**COL Liles:** We are catching up to them. The Naval Academy, the Naval War College, and Naval Postgraduate School all have some kind of Big A, little b. So, everybody is solving this problem in the same fashion. Everyone recognizes they need to be separate from the NIPR for their academic mission. We are a little ahead of some of them because we have the infrastructure, for instance with our BYOD. We spent a lot on documentation. We made it a requirement. It takes more people.

**General Newton:** Dr. Yaeger, is there a person assigned to each of the areas of opportunity, an office?

**Dr. Yaeger:** The button is the same on some; the Provost, COO, Cyber.

**General Newton:** Any other questions for IT? That was good. I want to skip around here a bit then. Let's go back to learning and technology. Bel commented some on this, any other ideas, that might be helpful?

**CAPT Fraser:** Other top universities have such centers. NDU needs one so folks can get up to speed quickly. It's a no-brainer.

**General Newton:** This is a question I had yesterday and we spoke some today, from a student standpoint. Here you have faculty into that, reference education and faculty development as they stay with you, both the military and Title 10. That's another place where a concept like this would be very, very helpful.

**Dr. Yaeger:** As they focus on faculty development and curriculum development, there are different ways to do it. Eisenhower School has a very good 2-week faculty preparation, and then they teach the very first semester. NWC has faculty development for about a year.

**General Cosentino:** Our new faculty orientation is very rigorous. They are started with a mentor, assigned to teach in a core course, and then shift the later part of the course to leading. They are not backseaters, they are co-teachers.

**General Newton:** What do you do for the folks who have been here for a while?

**General Cosentino:** For those who have been here a while, they are constantly writing, they go to conferences, etc. We send people to Seminar XXI, the Harvard program, and use sabbaticals for senior faculty who are here for an extended period of time; so they can gain expertise, so they can bring that back in 6 months. We want to get them into policy-oriented positions where they can bring that expertise back to the classroom.

**General Newton:** Is that consistent throughout your programs?

**Dr. Bell:** We have an advantage with our continuing education program. Deans of faculty administer their schools; the tendency is for new faculty orientation. They have sessions on adult learning, performance enhancement, etc. It doesn't matter who comes in to work with this very unique student population, the questions are the same: How do you mentor them? Teach religion specific topics? Islam can't be avoided if you are doing counterterrorism. How do you develop that -- the craft and also the experience?

**Dr. Yaeger:** There are different ways we have of developing faculty and new faculty, there's no one way. There's no sense of failure anywhere. The learning center would not be the source of all expertise; we all have to address it in our own area.

**General Newton:** Others?

**Dr. Watson:** I want to go back to one point made earlier. No one walks into it knowing how to teach at a specific level, or administrators who know how to lead. I'd like to keep the vision open, informing folks about the culture of the organization, have the resources to solve problems. As you talk about where you are going in talent management, it's clear you are going have faculty to do different things. It can be brought about in that way. If they walk in here and don't understand the students, that creates another problem.

**Mr. Raymond:** I don't understand the manpower, is this an administrative opportunity? I don't understand the mechanism needed to solve the problem.

**Dr. Yaeger:** A centralized coordinator; it would not reside in a particular place. It would be someplace where this all comes together. It's not fully designed, or even approved yet. We have to make the decisions.

**Mr. Raymond:** How does the learning center help develop expertise on teaching, say, brain trauma?

**Dr. Yaeger:** It will help us get smart. We'll put these requirements to the colleges and identify the resources needed to get that up to speed. A person is helping us to address that subject.

**BG Cosentino:** I have a counterview on this. I've been able to leverage faculty, and I've had no problem getting expertise from other colleges or outside agencies when I need it in a specific topic area. If we are going to add brain trauma, pretty soon what you have is a whole collection of nothing and you don't have a program. How is this going to fit in? That's down where the program is developed. I'm not in favor of a centralized location saying everyone teaches the same way.

**Dr. Yaeger:** I never said that. If I said everyone is the same way, strike that from the record.

**General Newton:** When a requirement comes to the university for a new mission, someone, some senior leader is trained to teach "what have you." How do we get to an ideal way of how we integrate that into the system? How does that work? I'm not sure that is happening.

**Dr. Yaeger:** You're right, that is what we do every year, but it's going to be up to that faculty as to how they get into their mission.

**RADM Hamby:** These 10 areas of optimization are things that came out of the program review and the President has tasked them out to people for development. I'm interested in the questions from the Board, but they are very immature. Trying to nail down specifics may be unworkable.

**General Newton:** Where do you want to go, how do you find the best solutions, that's how staff work works!

**Dr. Bell:** It sounds like we need to get the functions right, how do we do faculty development, faculty collaboration. Maybe this center doesn't do all this in the end, but us understanding the roles is at least a guideline.

**RADM Hamby:** Some of us struggling with this would have insufficient resources.

**General Newton:** How does that fit across all 5 of you sitting at the table? How does it fit across the body?

**AMB Nesbitt:** When we talk about each of these individual 10 points, despite the relief we've gotten from the Joint Staff, we don't have the funding to continue operating in the future. These are 10 areas where there is potential. The students and faculty, and doing a better job, are really what we have to keep in mind.

**General Newton:** Any other comments?

**Ms. Leong-Hong:** I think this one is the most promising area because it allows you to discover talent within the whole of NDU, especially where talent comes in and we can tap into resources without going outside, so you know what you have. My comment earlier about a talent bank, that's what we've been talking about. Not everybody has the knowledge of what everybody knows. If you have that kind of repository, it is a lot easier to get resources and I think this is a very positive development.

**General Newton:** Do you have another one to discuss?

**Mr. Doan:** Your international students – I think you're thinking way too small on this. This is the greatest potential value that has not been exploited. You just need to up your game. A few examples: your foreign military students are an unutilized asset. You need a database of your foreign students. They are waiting to be utilized. Have them host a study and do a presentation in their own country – they have an ambassador here, you have ambassadors here, use them. No other university can do this; these students can do this. Also, the Foundation can put some oomph behind it. The rest of your ideas are interesting, but they're small potatoes. If you don't do this, years from now you will regret it. This one really moves the needle for the nation.



**AMB Nesbitt:** We do have a database of all our international students. We don't have a database of all the PME schools, that's beyond our capabilities. Also, each college has its own alumni database.

**Dr. Bell:** How do we express the value of that? We've done a couple of studies on that. Our international alumni have a 90+% satisfaction rate, which I will never get from US students. How do we keep up the momentum after they graduate? We could reach out to alumni once a week with, "here's what's going on." We could do a lot better.

**Mr. Doan:** If you took one region every year and you took one of these reports, and NDU has an event in this guy's conference room and we're going to bring the NDU Foundation Board people there, and invited all those people, and all the former Dominican Republic students, and build this all over the world; you would animate your alumni and it will be there for you. Grow your alumni; this country is going to need that very soon.

**CAPT Fraser:** Along that line I think it would help the Foundation to better brand themselves with what they do internationally and getting more Board involvement and fundraising for you.

**Dr. Waddell:** I will be representing SOUTHCOM and NDU in Cartagena. There are elements of this that already exist. We sponsor a regional event for graduates of NDU, elements of the defense structure of the country; the Perry Center hosted three in SOUTHCOM. We are connected through the COCOMs and are there for the COCOMs to utilize, so there are elements that exist.

**AMB Nesbitt:** I will also be attending that. We have gotten great response from our international alumni.

**Dr. Yaeger:** This is very useful. About the points you made, they're going to help us. We haven't thought about involving the Foundation in this way as we go forward. One observation about utilizing the International Fellows: While they are on travel, our US students are missing their perspective in the classrooms. Any suggestions?

**General Newton:** Where do they travel?

**Dr. Yaeger:** All in the US, Hawaii, all over -- 14 trips is a lot.

**CAPT Fraser:** To a certain degree, you're on top of it. You have the same challenge as other universities, international students on campus -- there is isolation due to language, culture, and so on. Finding ways to integrate them, US universities mix them together in study groups. The international student may be the smartest, but because of language difficulties, it makes it seem to be just the opposite. The little I've travelled with International Fellows, I think you need to continue to capitalize.

**Dr. Strait:** Most of the comments addressed students. There is also an initiative for faculty. When these students go back to their countries, they become faculty. They want to replicate the way they have been taught, so we also have an impact there.

**Ms. Pearl:** We have been working closely to support the international advisor committee. Also we are helping to build the database. We can be the organization to combine the databases with the other services.

**AMB Stadler:** I've been the advisor for the Foundation since 1989. I've seen International Fellows from that period to the present. In 1989, we had 12 International Fellows. A year later, the Pentagon told us to increase to 16. We now have 10 times that number. We don't have that problem you have with civilian universities. There is someone keeping track of International Fellows, and sometimes they have family problems, there is someone looking after them. In these programs, we do not get students from China, South Africa, they generally send their students to the Royal College of Defence Studies (RCDS) in London. We can do more in that area, we have common problems. I proposed that our Foundation and RCDS do some joint work, but that never got started. This is an area where we can do more. This costs money. We have to be aware of the fact these are private sector contributions that the Foundation gets. For our one big fundraising event, we need more assistance. We need to get our Board members to contribute more. We're working on this. Any ideas you may have, or ideas you have for additional Board members are appreciated. Our International Fellows are 15 % of our student body. It has grown tremendously.

**General Newton:** Do we have anything else from the Board on these 10 opportunities? For the next few minutes here, what I'd like to do, similar to what we did yesterday, we will open up the floor to those sitting behind the leadership here. We will open up the floor for your comments or questions. Does anyone have a question? We are certainly going to be very keenly interested when we come back here. I can see where opportunities will grow into other opportunities.

**Dr. Eliason:** One thing I didn't mention, and Dr. Hooker and I have tried to work on that, affects the entire enterprise, how you tap into sources of revenue using funds from outside the university to publish. We're trying to find some private partner to publish with us, but there are restrictions that are preventing us from doing this. How can we find public-private opportunities?

**General Newton:** Don't concentrate on restrictions, find the space you can work in and work in that space. Don't waste time trying to fix the restriction. Focus on the opportunities, great opportunities. Other questions and comments, I want to make sure you have a voice along with the rest of us for this incredible institution we have.

**Mr. Phillips, Director of Strategic Communication:** From the Board's perspective, have we identified and are we adequately addressing the most critical areas of risk?

**General Newton:** I think you have.

**Dr. Tanner:** There is no priority here. Concentrate on setting priorities, linking them to the budget.

**Dr. Watson:** You all have something to contribute and you exist together and that has been a challenge every single time that discussion has been going on about vision and mission. Recognize that all have something to contribute, and that we need to work together so all thrive, not just survive. I don't know if that is a risk, but continue to think about what you are doing as a whole.

**CAPT Fraser:** Certainly not unique to NDU when you're looking at scarce resources. Do I focus on the college or the scarce resources of NDU? Not easy to do. We cut right to the bone. Now it's the responsibility of the college. You have a leader that recognizes this is a team. It's hard to do. We have met the enemy and they are us. We too need to change, we need to contribute and focus on the greater good of the enterprise. You all know this, but it's hard to execute. Semiannual goals, annual goals, play on the playground with one another. Your leadership will lead you through that. You have to play nicely.

**General Newton:** That was a great question to conclude with. You have to identify the greater risk and how you work through that. It doesn't matter if we have lots of resources or scarce resources. We should have been looking at these before. Same thing will happen because we're human, or when someone says, you are well on your way. Thanks for offering those thoughts. Coming back to the front table here, do you have remarks for them?

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**1100-1115**

**Wrap-Up and Closing Remarks**

**General Newton/MajGen Padilla**

**LtGen Waldhauser:** Obviously, the transition is taking place this fall when General Dempsey leaves. He is a leader in education, in DOD, and other areas as well. Sometime we'll have an opportunity to sit down and talk. I have a list that is very short -- 4 or 5 items to discuss with the new Chairman, and NDU is definitely on that list. I will make sure the new Chairman is aware of the responsibility he has toward NDU. He has a huge responsibility that he needs to be aware of. I'm very sympathetic. Thank you all very much.

**MajGen Padilla:** Again, I audited the last one. It is very clear to me why we have a BOV and what you have given us the last few days. You think about things we have or review some things we haven't. We will put these processes in place -- processes that are repeatable, transparent, and equitable. In these 10 areas we've identified, we can get efficiencies. We'll establish priorities. We have a lot of do-outs. We are in a time of constraints. The biggest problem in the budget is living within our means. We need to make sure we serve all our customers: students, ourselves, institutions that send students here, and serve all of our faculty and staff. We appreciate your leadership on the BOV.

We have a lot of staff involved. There's a lot of work that went into it. Dr. Roth, you've done a great job. I'd like to ask Mini Mercado to stand up. Mini, are you standing up? This is Mini's last BOV and we're going to miss her. She's done a phenomenal job. I ask that you take time to thank her. Thank you. [Applause]

**General Newton:** General Waldhauser, we know that when you are here your work doesn't stop, so having someone on the Joint Staff that takes this message to the Chairman, this has been

a very productive Board meeting. We still have some work to do in the next couple hours, delve into the critical. We are here because we care about the role this institution plays in the success of our nation and NDU plays a critical role in that success.

I also want to mention the staff; a lot of time you get zeroed. A lot of folks are working behind the scenes. Mini we will miss you! To my Board colleagues, I appreciate you coming. We know there are a lot of things you can be doing and thank you for coming. What is so fascinating is, you come from many, many different walks of life and we have the opportunity to talk. Let me have Dr. Roth officially close the open session. We will take a break after this.

**Dr. Roth:** We will close this open session. If you are not on the Board, you can depart. Do you want General Padilla to stay sir?

**General Newton:** Yes.

*Open Session ended at 1100*

## **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. Ms. Linda Robinson
8. Dr. George Tanner
9. Dr. Stephen J. Trachtenberg
10. Dr. Lemuel W. Watson

### **National Defense University Senior Leadership Attendance Roster**

1. Major General Frederick M. Padilla, USMC, NDU 15<sup>th</sup> President
2. Ambassador Wanda Nesbitt, NDU Senior Vice President
3. Dr. John W. Yaeger, Provost/Vice President Academic Affairs
4. Brigadier General Guy T. Cosentino, USA, Commandant, National War College
5. Brigadier General Thomas A. Gorry, Commandant, Eisenhower School (ES)
6. Dr. Shannon Brown, Dean of Faculty Eisenhower School (Day 2)
7. Rear Admiral John W. Smith, Jr., USN, Commandant, Joint Forces Staff College
8. Dr. Patricia Strait, Dean, Joint Forces Staff College (Day 2)
9. Dr. Michael S. Bell, Chancellor, College of International Security Affairs
10. Rear Admiral Janice M. Hamby, USN (Ret.), Chancellor, iCollege
11. Dr. Richard Hooker, Jr., Director of Research and Strategic Support/Director of Institute  
for National Strategic Studies
12. Dr. Rick L. Waddell, Senior Director, CAPSTONE
13. Major General Robert C. Kane, USAF (Ret.), Chief Operating Officer

14. Colonel Stewart Liles, U.S. Army, CIO (Day 2)

**National Defense University Foundation  
Attendance Roster**

1. Ms. Cathleen Pearl, President/Chief Executive Officer
2. Ambassador Walter Stadler, Special Advisor to the President/Chief Executive Officer

## Appendix B

### National Defense University Board of Visitors Meeting May 20-21, 2015 **AGENDA**



Military: Class A Uniform  
Civilian: Business Suit

### **Wednesday, 20 May 2015** **Room 155B, Marshall Hall**

<b>1200</b>	<b>Call to Order</b>	Dr. Brenda Roth, Designated Federal Officer
1200-1215	Administrative Notes (DFO comments/overview of agenda)	Dr. Roth/General Lloyd “Fig” Newton, USAF (Retired), BOV Chair
1215-1245	State of the University Address	Major General Frederick M. Padilla, NDU President
1245-1330	Assessment of AY 2014-15 Curriculum/ Overview of AY 2015-16 Curriculum	Dr. John W. Yaeger Provost
1330-1400	Climate Survey	Dr. Joel Farrell, Director Institutional Research
<b>1400-1415</b>	<b>BREAK</b>	
1415-1445	Middle States Commission (Progress Report/New Standards)	Dr. Roth/Dr. Yaeger
1445-1515	Talent Management	Mr. Tim Robertson, Director Human Resources
1515-1615	Program Review/Assessment	Major General Robert Kane, USAF (Retired), Chief Operating Officer (COO)/Dr. Yaeger

1615-1630 Day One Wrap-Up General Newton/MajGen Padilla

**1630 Meeting Ends for the Day** Dr. Roth

**Thursday, 21 May 2015**

**Room 155B, Marshall Hall**

**0800 Call to Order** Dr. Roth

0800-0900 10 Areas of Opportunity Dr. Yaeger

0900-1100 Ensuring Institutional Quality, Relevancy and Prestige; Observations/Comments from Members Board Members

1100-1115 Wrap-Up and Closing Remarks General Newton/MajGen Padilla



## Appendix C

### **State of the University Address** **MajGen Frederick M. Padilla, USMC, 15th President**

General Newton, Lieutenant General Waldhauser, members of the Board of Visitors, NDU colleagues, members of the public, ladies and gentlemen – welcome. The purpose of this address is to provide an update on the National Defense University from the last Board meeting in November 2014.

The last six months have been dynamic and we have made significant forward progress.

I'd like to begin by highlighting some key personnel actions:

- RADM John “Boomer” Smith pinned-on his second star since our last meeting and has received orders to United States European Command to serve as the Chief of Staff. He will be replaced by RDML Brad Williamson who commands NATO Maritime Group Two in the Mediterranean.
- BG Tom Cosentino will retire following graduation after three decades of outstanding service to our nation. He will be replaced as Commandant of National War College by Brig Gen Darren Hartford USAF who commands the 379<sup>th</sup> Air Expeditionary Wing at Al Udeid Air Base, Qatar.
- Dr. David Treter has assumed the duties as the NWC Dean of Faculty and has hit the ground running.
- BGen Thomas Gorry will remain the EISENHOWER SCHOOL Commandant for another year.
- Dr. Tim Russo, formerly an Economics professor at EISENHOWER SCHOOL, has been assigned as deputy Provost.
- We have recently completed the hiring process for the Director of the International Student Management Office and Dr. Jack Godwin will join us in early June.
- We have begun the process of hiring a new Director of Capstone since Dr. (MG) Rick Waddell has been slated for command.

#### Command Climate:

As briefed during the last BOV, the Command Climate survey conducted in June '14 reflected NDU core strengths as 1) academics and our educational mission; 2) students and the focus on students; and 3) highly qualified and dedicated faculty and staff. The weaknesses related to openness and transparency in decision making at multiple levels that revealed a lack of confidence in the fairness and integrity of many of our internal processes.

Armed with this feedback, we have placed increased emphasis on establishing standardized, repeatable, transparent, equitable and inclusive processes across the university. Our revised Talent Management Program is an excellent example of this. At the same time, “brown bag lunches,” an open door policy and increased “battlefield circulation” (including at least monthly trips to JFSC and meetings with the Faculty Advisory Committee)

have been implemented to assess issues first hand and solicit input directly. I have also sent 90 and 120 day assessments along with my Programming Guidance to faculty, staff and students. The focus of this engagement is to ensure a common understanding of the NDU direction. While hard calls remain, decisions will not be made in a vacuum.

We recently completed another Command Climate survey. Based on the quantitative analysis, there is a positive shift in the perception of the NDU Faculty and Staff. Our core strengths remain and the preliminary review of the data indicates improvements in areas of weakness. One key indicator of the shift in perception is the increased response rate--from 36% in 2014 to 54% for this year. Another key indicator is the change in the perception of the overall experience at NDU. This year, 82% of the respondents indicated that the overall experience at NDU has been positive. This is an increase from 68% on the same item last year. We will continue to evaluate this feedback to improve the climate at NDU.

#### Curriculum:

The CJCS approved our recommended modifications to the AY-15 curriculum on 9 April. The curriculum revisions are regarded as minor and are aligned with the CJCS guidance pertaining to transforming joint education. The main changes are adjustments to learning outcomes in the Foundational Phase, a more even distribution of academic rigor across the AY, an expansion of the Tailored Leader Development from Phase 3 to all phases, movement of electives from Phase 3 to Phase 2 and increasing their duration. The changes to the electives will also enhance our ability to support the PACOM and EUCOM Scholars Programs (and possibly others) and meet the objective of giving students more choices. Dr. Yaeger will give you a more detailed brief on this later today.

The Information Resources Management College (iCollege) will execute a pilot course on Cyber Strategy Leadership during AY16. This will be composed of one seminar (9-12 students) and will grant both a Master of Science degree in Government Information Leadership and JPME II credit. We regard this as vital as there is a gap in Cyber education across PME schools.

Shifting to the South Campus, JFSC is exploring alternate length and delivery of their JPME II program, Joint and Combined Warfighting School (JCWS). This will begin with the required learning outcomes (as defined by Combatant Commanders and the Joint Staff) to determine if the length of the program is right and includes delivery via a satellite version. The current Senate Armed Services Committee National Defense Authorization Act mark includes language that may provide this flexibility.

#### Budget:

When we looked at the University budget going into the future, it was clear we had a significant disconnect between available funding and requirements. As a result, we implemented a new way of looking at University resources, linking mission performance to funding through a comprehensive program review. This review culminated in Programming Guidance that I signed last month. This guidance defines 10 areas of opportunity and risk that provide a sustainable path forward for the University in a budget-constrained environment. We presented this programming guidance and plan to the Joint Staff. The Joint Staff J7 and Comptroller concurred with the plan and recommended to the CJCS to carve \$5M in Fiscal Year 16 and 17 out of the also-constrained Joint Staff budget to provide the University a stable funding "Bridge" while we implement cost avoidance measures for

Fiscal Year 18 and beyond. The CJCS approved our plan and this transfer of funding as well as a stable funding profile of \$85M across the Future Year Defense Program.

I want to thank Joint Staff Leadership for placing confidence in our plan. Gaining this support from the Joint Staff is not the end of a journey, it is really the beginning. Now the University needs to follow through on the areas of opportunity and risk in the programming guidance. I also ask for the BOV's guidance and counsel as we seek innovative new ways of meeting the mission within our existing resources.

#### Operational Issues:

Our Chief Information Officer (CIO) has been developing information technology solutions that will allow NDU to operate effectively in the Government (DoD) space, as well as the Academic community. We have embarked on a strategic initiative we call "*Big A, little b*" to deal with the challenge of operating effectively in both communities. The "Big A" refers to our Academic side, ensuring that the NDU network focuses on and enables the academic mission of the university and provides a safe, open environment for our students and faculty. The "little b" refers to the business side, that incorporates NDU networks with DoD networks, which will allow us to better integrate business processes primarily in the resource management and human resource domains. We have deliberately focused on Academic IT over business IT, enhancing our academic status at the expensive of achieving some economies of scale in DoD IT.

A separate but related challenge is the development of a functional Student Management System (SMS). This continues to be one of the University's top priorities. After a year of work with the Office of Personnel Management and the vendor, we have developed the basic functionality that will allow us to enroll students, manage them in the various courses, assign and post grades, and print transcripts. This is all being accomplished on a secure and stable network.

Although the current SMS only meets basic minimum requirements, we are still working to build the linkage between the SMS, our student assessment tool (TK-20) and our Learning Management System of Record, "Blackboard." There is still a great deal of work to be done, but the university leadership is fully engaged with all of the stakeholders to move us into a position where our SMS can perform the necessary functions that will satisfy the colleges and our accreditors.

#### Special Initiatives:

Dr. Rich Hooker and his team from INSS recently completed their number one priority research project for the year, a book project for the Joint Staff entitled "Lessons Encountered – Learning from the Long War." It has been sent to the Pentagon for staffing.

The Eisenhower School recently completed the first collaborative effort with UC Berkeley on "Adaptive Leadership." BGen Thomas Gorry and Ori Brafman (UC Berkeley) started the Adaptive Leadership program with a two-day session that introduced students to the Adaptive/Agile Leadership principles, as well as the complex problem formulation session that set the academic foundation for their follow-on sessions in April and May. There were 33 student participants accepted into the program and they pursued studies related to three broad strategic level issues: Veterans Reintegration; Humanitarian Assistance / Disaster Relief; Energy and Environment. The success of the program will be balanced with our budget to assess prospects for future support since this was funded by CJCS this year.

How the Board can support:

- Identify and recommend items for GEN Dempsey to pass on to Gen Dunford.
- Reinforce to the new SecDef, CJCS, VCJCS and other senior leaders the unique importance of NDU to U.S. national security.
- Help us develop opportunities to enhance the status of NDU as the premier venue for developing senior strategic security leaders and thinkers.
- Champion support against negative perceptions resulting from fiscal constraints, pay & grade reductions, friction from last year, etc.
- Continued support for a budget that will enable NDU to produce top quality strategic-level education and research.
- Advice on the 10 Areas of Opportunity outlined in the Programming Guidance

I thank you for your continued support and look forward to a productive meeting and collectively charting the right course for NDU.

## Appendix D

### FAC THOUGHTS TO BOV ON CURRICULUM CHANGES, PAST AND FUTURE

--I'm Mark Clodfelter, the NDU Faculty Advisory Council Rep from National War College, and I will be speaking on behalf of my colleagues from the Eisenhower School, CISA, the iCollege, Joint Forces Staff College, and INSS.

--Let me begin by saying that we are pleased to have the opportunity to interact with the Board of Visitors, which we view as a major step forward, and we hope that this interaction can become a permanent part of future BOV sessions. We appreciate John Yaeger giving us this time.

--We'd like to express our thanks to General Padilla as well, not only for endorsing this speaking occasion but also for his demonstrated openness and willingness to listen to the Faculty Advisory Committee (FAC), and frequently act on our suggestions. He's met with the FAC on four occasions this spring, and as a result of those sessions:

(1) He has begun regular meetings with component deans of faculty

(2) He has provided the FAC a seat on the weekly NDU Executive Council meetings, and

(3) He will begin regular meetings with the component experts on educational technology and institutional research, whose voices have not often been heard before. He is initially meeting with them on 5 June.

--Finally, we would like to express our thanks to NDU's HR Director, Tim Robertson, for the excellent work that he's done in creating a "Talent Management System" for managing civilian faculty hiring and renewals.

--What we would like to do for you this afternoon is briefly present our thoughts on the current curriculum that has been in place this academic year, and also provide our thoughts on what's projected for the year ahead.

I. Our concerns for this Academic Year 2014-2015, which saw the implementation of BOJET revisions, include the following:

-- First, having electives grouped together in a six-week span near the end of the academic year, rather than throughout the spring and fall semesters, caused us to lose six weeks from the core curriculum at component institutions, which produced significant cut-backs in core course instruction.

--The placement of electives also disrupted the beneficial synergy that had existed between core and elective classes occurring simultaneously.

--The six-week Phase I "strategic leadership course" that began the academic year for students in NWC, ES, and CISA further removed time from the core curriculum and disrupted its flow by requiring coverage of all JPME II topics during that span; the restrictive requirements detracted from the unique missions of the various colleges and led to a perception that "one size fits all."

--For several reasons, the course was disjointed: it was a fast-paced conglomeration of topics that were often out of sequence; students lacked the background in many subject areas analyzed; and many Phase I Lincoln Hall presentations were subpar.

--As a result of these changes, some students have advised colleagues who have been accepted to attend senior service college not to come to NDU.

II. For Academic Year 2015-2016, however, the improvements that General Padilla and John Yaeger have made to the current curriculum inspire hope for the future, and we see very positive trends that the faculty can once more gain curriculum ownership.

--Most significantly, having "Regional Specialized Studies/Functional Specialized Studies" in the fall, combined with electives in the spring, both in concert with core courses, will regain core and elective synergy and return six weeks to the core.

--In addition, the components will tailor their "Intro to Strategy/Strategic Leader Foundation" course in a way that highlights their respective missions, and there will be no requirement to accomplish all JPME II objectives during that span of time.

--The FAC is also encouraged by the attention that Gen Padilla is devoting to IT, as demonstrated by his forthcoming meeting in early June with ET and IR specialists. Frankly, IT has been an enduring problem at NDU for a number of years, but the FAC has confidence that Gen Padilla will ultimately slay that dragon.

--In sum, the FAC believes that year ahead will be a positive one for NDU and its component elements, which together make NDU the greatest JPME university in the nation. The forthcoming changes will give us the best chance to succeed in accomplishing our distinctive missions for our unique student populations and stakeholders.

And thus, we feel compelled to close with a quote from Clausewitz, who said: "Theory cannot equip the mind with formulas for solving problems, nor can it mark the narrow path on which the sole solution is supposed to lie by planting a hedge of principles on either side. But it can give the mind insight into the great mass of phenomena and of their relationships, then leave it free to rise into the higher realms of action."

With General Padilla's guidance, we feel confident that we can stretch our students' minds to "rise into those higher realms."