

**REPORT OF
THE NATIONAL DEFENSE UNIVERSITY
BOARD OF VISITORS MEETING
Held on January 28-29, 2016**



A public meeting was held on January 28-29, 2016 by the National Defense University Board of Visitors in Marshall Hall, Room 155, Fort McNair, Washington DC, 20319

Date of this Report: February 29, 2016

A handwritten signature in black ink, reading "Lloyd Fig Newton", is written over a horizontal line.

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

Chair

Minutes of the National Defense University Board of Visitors Meeting January 28 -29, 2016

Meeting Summary



The National Defense University Board of Visitors (NDU/BOV) met at National Defense University, Fort Lesley J. McNair in Washington, DC on 28 and 29 January, 2016. The attendance rosters and the agenda are attached in Appendix A and Appendix B, respectively. This meeting covered.

Thursday, January 28, 2016 (Day One)

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 Admiral Crea who will be leading the meeting this afternoon.

1200-1215

Administrative Notes

(DFO comments/overview of agenda)

Crea

Dr. Roth; Admiral Vivien
USCG (Retired), BOV Co-
Chair

VADM Crea: Good afternoon, everyone. We're missing a large number of Board members, unfortunately. Some are still coming, and some will join us tomorrow as well. I hope you all had a good New Year. I appreciate the attendance; thank you for allowing us to reschedule. We all have a lot of questions about what's going on, the impacts of the budget and so on. So if there are no further questions, let's go ahead and get started.

1215-1245

State of the University Address

MajGen Frederick M. Padilla, USMC
National Defense University President

MajGen Padilla: I will read the State of the University, which is under Tab B in your binder so you can refer to it later on. I'll provide a short assessment of the command climate and ask the Board's assistance.

(See text of speech at Appendix C)

VADM Crea: Thank you, General. We appreciate the update. Are there any questions?

Dr. Trachtenberg: I have a question. I'm not sure if this is the right place for it. I'll reserve my remarks if it is not. I heard two themes: the need for greater financial support and second, the Ph.D. program, which will cost a good deal.

MajGen Padilla: We'll have a chance to discuss these. There are opportunities to improve upon our operations despite financial constraints. The hazard is that we are being asked to do things without additional money. They are ideas with merit. But we have a \$4 million dollar deficit. Issue teams are looking at how to drive down the differences between our funding and what we are being asked to do. New requirements are adding to the deficit.

CAPT Fraser: Congratulations on the Joint Meritorious Unit award. Well done.

MajGen Padilla: Thank you, sir.

Ms. Leong-Hong: I have a comment. What I see since when I came on the Board and now is a steady decline in the budget – more than 25% if I remember correctly. Looking forward to 2018 – 2020, at some point there's just that much efficiency you can get out of the budget. The question remains: is the University going to be allowed to get more funding from other sources as before, or are we still constrained? There was some research funding, some funding from other OSD components to address specific needs. Absent those, are there any other resources we're looking at, or are we trying to get oil from a stone?

MajGen Padilla: Yes, we have some reimbursable funds. CTNSP is a good example of where we can find some reimbursable funding. We are getting some reimbursements for the JFSC satellite programs. We will ask for some reimbursement for the Ph.D. program, which will be a "do no harm" program.

CAPT Fraser: The Joint Staff has kicked in an additional \$6.8 million, but there's no guarantee for additional funds past 2017. How to deal with that?

MajGen Padilla: That's what keeps me up at night. A four million dollar deficit is difficult to get past. We're doing everything we can to keep costs down and live within our means.

Ms. Leong-Hong: As you do the IT infrastructure assessment, in years past I have had the impression that there will have to be some modernization. Is that going to come from the reimbursables? How are you going to fund operations from a continually reducing budget?

VADM Crea: To clarify is the \$6.8 million being provided one-time funding or is it being rolled

in to the base?

MajGen Padilla: What the \$6.8 million really is the Joint Staff recognizing that we need to buy some time to get down from our current deficit to the \$79 - \$80 million funding level? We can't do that right away without some drastic vertical and horizontal cuts.

Maj Gen Kane: Recall the chart we showed you in the spring. If you look at our budget, you will see a gradual decline in our funding. What that \$6.8 million from the Joint Staff does is help make up some of the difference. The \$3 million dollar plus-up for IT came from separate funds. The Joint Staff has provided us a stable funding profile. It's now up to us to figure out how to get the deficit down.

Dr.Trachtenberg: I don't want to over-argue, but I think study will discover that a Ph.D. is remarkably expensive. If you need doctors, you can buy them – there are plenty of doctors out there looking for jobs that we can hire, so I hope that you will really assess the cost of training them yourself versus the cost of hiring them. I expect the numbers will be so dramatic that I won't have to say a word.

VADM Crea: How do you envision the program? How will you select candidates?

Dr. Yaeger: I'll cover that.

Ms. Leong-Hong: I just wanted to add to my dear friend's comments of build vs. buy. Maybe there's a hybrid, some sort of joint program that leads to the doctorate.

VADM Crea: Are there any comments from the audience? Then let's move on.

1245-1345 **Education Initiatives and Discussion**
Chief, Joint
Military Education

Colonel Jeffrey Settle,
Professional

(JPME) Division, J-7, Joint
Staff

COL Settle: Good afternoon, everyone. I'm an Army strategist, probably one of the "un-educators." I look at things through a strategic lens. NDU is one of my remits. In a secondary function, I'm the lead on the profession of arms and profession of arms professionalism under General Dunford's direction, the Joint Staff has been looking at some of the reforms that may need to happen in the future. My goal here is to pass on what we are doing across the department and hopefully to be able to answer some of the questions and concerns you may have about the Force of the Future and other DOD initiatives.

This first slide shows you the questions we're using to frame a look at what JPME is doing for the force. The defense planning guidance asks if we are rigorous enough. We think we are. We're doing what we were told to do. It's a rigorous program; you can fail. We believe that what we are doing is rigorous and that NDU is successfully meeting our JPME II requirements.

We are now taking a look at the guiding legislation and policy to assess whether the legislative guidance given to us is producing the best output to meet our national security requirements. We recently held a roundtable with Congressman Steve Israel on the Hill, with officers from the Joint Staff as well as other members of Congress. A number of questions emerged: do we need to reassess our system of joint duty qualifications? Does PME curriculum stay relevant in a rapidly changing environment? How? Can our students take from the past and build new and clever solutions? Are we addressing soft power – and this is being hit hard – if there is not a military solution to every problem? How do our military officers integrate and synthesize for success in the operational environment?

We see over the course of the past year that we have gotten a sense from the Department that we've moved away from the question of "are you teaching this?" versus "is the outcome you are producing right for the security environment we're in?" In our review, we feel that yes, we are teaching what we are asked to teach and the course is rigorous. However, there are concerns over the faculty. A comment that came up a number of times was that "we don't want the B team to teach the A team," we would prefer to have a situation where you have the chess team teaching the football team. The people teaching are highly motivated. Currently we are working on plans to minimize bureaucratic obstacles for civilian faculty and to expand educational opportunities to give JPME schools a better chance to inform the DOD's strategic and operational thinking. Second point is how the services address strategic-level education, to answer the question of what it means to be strategically minded versus what it means to be a strategist. For example, the CENTCOM commander, for example, can map out a strategy on a cocktail napkin.

Concurrently with the planning guidance, we're looking at the Force of the Future; Secretary Carter has requested that we also look at what our manpower will look like in the future. Two parts of this initiative have an impact on NDU's JPME operations. First, we're looking at how we can expand experience in the commercial sector; second is establishing a doctorate-level degree in strategy or similar Ph.D. program at NDU and the service colleges and postgraduate schools. Air University has already started working on one. They have some support for it from the Air Force but most of it is coming out of their own hide. They're targeting 20 to a class in a 12-month course, tied right now to their SASS program.

So where do we stand today? As I mentioned before, we're reviewing DOD organization and responsibilities. Some have compared it to Goldwater-Nichols. Senator McCain and others on the Hill have been reviewing things, and they understand that there is a baby in the bathwater; so they are trying to keep the baby while improving in other areas, assessing a few things that may need to be changed. First, C2 – there is currently no organization that coordinates between the combatant commands below the level of the Secretary of Defense. Could the Joint Staff have a greater role in providing that high-level coordination? Second, we are looking at how we handle threats. Does Cyber need to be a combatant command? Third, is joint officer development; the heart of the development. This includes the joint qualification system. It's not enough to have an officer with a great deal of depth and some jointness and some strategy; we need officers with breadth across the joint force and even the whole of government.

Here are our initial findings. We realized that a lot of good things came out of Goldwater-Nichols and we don't want to break it. It was initially intended to get at joint officer qualification and the joint office development system was very helpful. Also, it breaks down service parochialism. PME is appropriately addressed with the formalized three-phase PME/JPME education system, but the services need to learn to be interdependent on one another. Goldwater-Nichols had good effects on how the services view themselves and the other services.

So what may need to change? Part of the effort is to plan means of bridging the gap between high operational level officers and strategic level officers. Most joint experience is at the field grade level – O4/O5 – and as a result, many of our junior officers are having joint experience before they receive joint education. We're trying to figure out how to recognize and credit that experience. We may need to create a more adaptable and flexible system for officer qualifications. For example, our current system actually punishes many high-achieving fast movers who may – because of the speed they progress through the ranks – not have had a chance to attend a JPME program and therefore lose out on future promotions.

We're also trying to address the disparity between the active and reserve components. Goldwater-Nichols is very specific about the active component, but reserve officers fill many of the same jobs as their active-duty counterparts and we want to make sure they get the same credit for similar job experience. The one-size-fits-all model may not be the best approach.

Overall, there is not enough stress on outcome. JPME is firmly tied to what has been legislated. We are keen on what kind of officers we are producing. We can say Yes, we are teaching what we have been legislated to teach, but we can't as easily answer if we are producing the right kind of officer. We can't assume the proper output from the proper inputs. Ultimately, how do we get to the strategist? How do we optimize faculty? How do we define and recognize talent? We are working to find a better way to produce officers who meet the needs of the force – producing both strategically-minded officers as well as strategists.

I want to go back to the strategist question, the hard one, to address the hybrid approach question that came up earlier. We recognize that there are individuals with doctorates in strategy from other institutions. Secretary Carter's idea was to get people in uniform at the NSC table with this level of experience so they can provide the best military advice, without having to insource or outsource it. Many get their degrees early on and then go off on the operational track. Senior leaders like Chairman Dempsey got their Ph.D. as Majors. That's about the level most officers obtain one if they do. Currently they are doing this mostly outside the system. We need to find a way to institutionalize this as part of the system rather than risk penalizing our officers for really trying to acquire that broader strategic-level outlook. This may ultimately be more effective than sending people out to get a doctorate as Colonels and then only getting seven years out of it.

And my last slide: I'm also responsible for accreditations. We have several coming up. I'm open for any questions you may have.

Ms. Leong-Hong: Going back to your Force of the Future initiative, what caught my attention was the enhancement of the current internship program. Is this for the civilian side?

COL Settle: Yes, ma'am. The DASD for Education and Training is handling that part of the initiative. This is something that I am not very clear on, if I'm honest. I know that there are Joint Staff fellows that come from the services, but there are not military interns exactly. The services manage their own education programs below Major, some of which include fellowships or internships for lower level officers.

CAPT Fraser: Can we go back to the Human Capital bullet point? What struck me, focusing on NDU specifically, is that this is an assessment-of-learning type question. When you assess learning, you look at four issues: did the students like it? Did they learn anything? Did their behavior change? Did it meet the organization's goals? What concerns me is that in the corporate world trainees stay, but in the military they go off to other commands, so are the University's organizational goals being met? Is there any system in place to check if we are meeting Level 4? How do we know if they meet it, and how do we get credit for it? How do we sell ourselves in budget battles?

COL Settle: That is absolutely the hardest nut to crack: how do we know we're doing it right? Did education help make the last war successful? Do these students have a seat at the table at the NSC? We ask the COCOMs, are our graduates doing for you what you need them to do? The feedback we get is mostly positive – that the JPME system is producing effective officers for the COCOMs. I absolutely agree that this is the hardest question to answer. All the senior level schools are producing effective officers that can operate at the high strategic level. The Department recognizes the quality of NDU. The human capital question was getting at whether or not our system is developing the best people in a fair and effective way that doesn't penalize people for pursuing further education and then not meeting their promotion timelines. If anything, the JPME universities are the most adaptable. If DOPMA changes, we can adapt. We don't want to get too far out front with our initiatives – if we get out ahead of DOPMA, we may get out of sync. That's why we're being cautious and careful in our planning. The feedback we're getting is that we have been meeting what the force is asking for, but how do we define success? Has Goldwater-Nichols sacrificed operational on the altar of strategy?

RADM Hamby: COL Settle is selling himself short. On assessments, the COCOMs and JS tend to go after us very aggressively to ensure we're meeting their needs. Some of these are heavily qualitative, but we are asking questions to ensure that not only are the COCOMs satisfied with the quality of officers they are getting but also to assess what they are not getting. For example, CYBERCOM needed people able to bridge between people and technology and cyber.

CAPT Fraser: It's gratifying that it's not just anecdotal. The more we can quantify the better.

Mr Doan: As someone with a very small-business focus, I think you're out of sync with the current environment. The best entrepreneurial energies are in things like Dropbox. In the small-business environment, degrees don't matter; they are for academics. We need the people who are dropping out, people who can produce the greatest effect at the end of the day. I would really urge you to think about the value of the degree – which is not the same thing as the value of knowledge. Performance is the key.

COL Settle: Well, it's not for everybody. What if Mark Zuckerberg wanted to join the military? He couldn't be an officer because he didn't finish college. We're trying to provide a variety of paths for officers. We need to be able to bring people in from outside and incentivize them, and we also need to incentivize people who've been here for a while, let them out into the corporate area and then come back, to achieve success as an enterprise.

Mr. Doan: You mentioned Rhodes Scholars. We have Marshall Scholars. They got bored by the slow pace. These are people who are compelled to do something. I think if you try to pursue this heavily academic approach people are going to leave after you provide them with the education. I would also be careful about the idea of trying to produce strategists. The best guys are the people others didn't like. Clausewitz was a lieutenant colonel because he couldn't get any further. Also look at Grant and Sherman. I think you just have to let the flowers bloom and then recognize them when you need them, rather than predesignating people who will be your strategists because of a degree/

COL Settle: I'll take that point back. We're trying to figure out how to do this without creating a General Staff.

VADM Crea: This has been a very good discussion. Thank you for your presentation. I would comment that I think there needs to be better integration with personnel management and operations management.

COL Settle: Each service has a vote.

VADM Crea: Are there any other comments?

1345-1415 Middle States Commission/Accreditation

Dr. John Yaeger, Provost

Dr. Yaeger: Thank you for that presentation, COL Settle. Doug made a really good point about knowledge. Can we have the Middle States slide, please? I want to provide some further comments on how we are meeting standards, specifically through accreditation, with their standards for context. Middle States revised their accreditation standards, from 14 to 7, but the mission and vision remain the context within which they are applied. They emphasize functions rather than specific structures, recognizing that there are many different models for educational and operational excellence.

Four principles guided the development of these standards. First, the mission-centric standards acknowledge the diversity of institutions. Second, the focus of the standards is on the student learning experience. Third, the standards emphasize institutional assessment and assessment of student learning. Fourth, the standards support innovation as an essential part of continuous institutional improvement.

Looking at the qualities of an accredited institution, for example "Lives with integrity" means do we have established processes and do we follow them? Do we have a clear demarcation of what

defines a professor, an associate professor, an assistant professor, so students and faculty know who and what they're dealing with. We found we could really improve on faculty promotion.

The standards become effective with the next academic year, but we are not waiting; we're trying to make all necessary changes right now. The cycle and process for accreditation has also changed. Site visits by peers will now happen every eight years, and there will be an annual report to be reviewed by our peers, one of which will be a military institution. This will make the annual report meaningful and keep the spirit of accreditation alive rather than something that is done only every ten years. We need to decide as a group what should go into that report. What would our peers want to know?

Why were the standards revised? The real feeling was that the focus was not on the students, who should be at the center. Instructors, technology support, costs, and changes in the regulatory environment, particularly regarding written procedures for withdrawal from the University and the amount of contractor support, also factored it. We may have to circle back and update the University mission statement; the vision is still pretty solid. We're focusing on assessment: how do we know our students have learned what we are trying to teach?

We're in a changing environment. Our students have grown up comfortable with technology. Compare that with our faculty. Students coming up in 2020 will be digital natives. They will no kidding ensure that we're relevant – we hear it if we're not up to date. They'll be very familiar with academic technology, comfortable with it and used to learning in that IT environment. Our military faculty is here only for 2 to 3 years, so we have to rely on our civilian faculty, 50% - 60% of whom are over 50 and more than half are borrowed from the military and interagency. Thanks to the military faculty churn, part of which is due to the Selective Retirement Boards – they want to look like they chose to retire rather than having been asked to – our civilian faculty is doing all the course development. We have to square getting faculty up to speed with technology and getting new faculty ready to teach.

Mr. Doan: I've never understood why active duty teaching at, say, West Point is career-enhancing whereas teaching at NDU is seen as end of career.

Dr. Yaeger: It's the rank at which you teach at each place – Captains and Majors at West Point, Lieutenant Colonels and Colonels here.

RADM Hamby: Also, within the services there is much greater focus on the value that LTCOLs and COLs are providing back to their services and they are being advised not to take themselves out of the operational track for such a long time. The tendency in promotion boards is to see time spent teaching here as years spent doing nothing. They are not the service leadership, who do value the education experience.

CAPT Fraser: Make sure the annual report is something you live with every day. Figure out how to meet what Middle States wants without doing anything to interfere with our mission.

VADM Crea: It would be interesting to see a pie chart of active duty faculty ages.

Dr Yaeger: Under 50 would be the predominant group.

VADM Crea: What proportion of those who come in as military faculty would then go to what available openings there are in the civilian world? How much carry-over is there?

Dr Yaeger: We look at the demographics in every way possible.

VADM Crea: Another question I would have is what confidence do we that the services are sending their best people to teach here?

Dr Yaeger: We asked all the Deans if they feel they are getting the right military faculty; by and large the answer is yes, they are. Just because you weren't a top performer in your field doesn't mean you can't be a quality instructor. A passion about instruction is more important for good teaching than how well you flew your plane.

MajGen Padilla: Definitely. We have to acknowledge that many instructors are coming here to enhance their careers, not because it is their last assignment but in spite of it. Lots of these people are passionate about education and we want to enable them to do more. One area where we are making waivers, for instance, is hiring active duty military right away upon retirement. Normally they would have to wait six months. That delay is really intended more for acquisitions folks, not for the academic environment. That change would allow us to pull better people and reward people for teaching here.

Mr. Doan: I still don't understand the difference between the prestige at the service academies and the situation here. *Forbes* rated the military academies in the top 15 due to active-duty instructors. Can we add more billets here to get more active-duty faculty? Can we get authorization to have permanent active-duty slots?

Dr. Yaeger: We just got that authorization back last year, and we had it in the past.

RADM Hamby: Another real anomaly is those faculties coming in as non-permanent have to compete to be selected to teach at the service academies. The experience just isn't valued by the Services. Many factors play into making them outstanding instructors. It just does not play into the DOPMA process for people here. The DOPMA process can be very frustrating. One of the wild ideas Jeff's group is looking at is how perhaps it could be done differently.

Dr Yaeger: I think this gets a bit to what COL Settle was discussing regarding flexibility, but I don't want to get off topic.

VADM Crea: Thank you for the discussion. Let's take a break.

1415-1430 **BREAK**

1430-1515 **Educational Technology Ecosystem**

**Rear Admiral Diane
Webber, USN (Retired),
Chief Information Officer**

RDML Webber: Good Afternoon, I'm Diane Webber, the CIO for NDU. I would like to talk a little bit today about the state of our networks, how they got there, and I will also talk a little about what we're doing to move to a different place and the possibilities down range. First though, a couple of comments about my role as CIO. I embrace all aspects of technology as CIO; you don't get the efficiencies if you don't embrace all the technology. When I first got here, I was a little shocked to learn that my predecessor did not embrace the academic side, but I think it is essential that I embrace both the academic and business side. I also understand there is some debate over the role of the CIO in the C-Suite. I do have a seat at the strategic table, both for preservation and for input.

Today our technology looks pretty primitive; we need to do better. Currently I believe our network is a lot like the picture on the left (old telephone) and we need to look a lot more like the picture on the right (soldier holding smartphone). At one point there was a Chinese incursion on the network that led to a massive overhaul that left us with less academic flexibility. It was the right thing to do at the time but it is no longer serving us well. We need to provide academic flexibility, not put security ahead of academics but do both together.

In the near term, we need to stabilize the network, provide core capabilities particularly a student information system. We have much of the information for a SIS in ad hoc spaces, none of which work very well. We need to develop NDU data architecture to capture our data so we can respond to data calls and can assess how we are doing.

In the midterm, 2 – 5 years, we've contracted a study on how we can best use academic technology. We are looking at our infrastructure, which is router-based with most hosted here but a few things elsewhere. We'd like to build two clouds, one military and one commercial, and then carefully bridge them. Right now, whenever something is patched, we have to check everything else. The second thing is looking at the range of services. There are currently two gaping holes in our systems, the SIS and our learning management system, Blackboard. We are not using near the capability Blackboard offers. We're looking at building it out beyond just distance learning. We are also looking at competitors and should have a decision by early spring. On the SIS, we're building a modified Noodle system that will work in the short term but not the long term. We need to create a new system that will allow us to integrate legacy data and information currently stored in ad-hoc databases. Quite a bit of data is currently managed through ad hoc systems of spreadsheets, for example, which are woefully inadequate for an institution such as this. The iCollege is stepping out to set an example as the premier cyber educator in DOD; we need to be able to support that. If I can't provide the security and services they require it will hamper their ability to take on that preeminent role.

Downrange, past 5 years, what investments in information technology will be strategic to position NDY for long-term success in fulfilling its mission? People, processes and technology have never been in sync. Looking at the Strategic Capability Map 2021, the basics are pretty straightforward. We want to be as paperless as possible. We're already doing some distance education. We need to do a variety of dashboards, with SharePoint as the tool. For the advanced stuff, we are discussing with other academic CIOs, military and civilian, how does NDU stand out from the crowd? Security is an issue for everyone. We're sharing ideas and resources so as

not to reinvent the wheel. We are not like civilian universities; we don't have their fundraising abilities and the success of our graduates is more difficult to measure and to get at. From an IT perspective, I would like to pursue a platform that allows us to tap in to better Data Analytics and Social media in order to better connect with and support NDU alumni networks. How can we help Capstone graduates "stay in touch with their shipmates?" How can we help CISA keep their international alumni in touch with one another? Email is all we have now. We need more than that, a system that pushes and pulls the information we need, the data for analytics, data such as is offered through services like Facebook and LinkedIn.

We've looked at MOOCs, but I think micro degrees make more sense to help keep our graduates' qualifications current. Our alumni may require different treatment from, say, Harvard's; I am getting demand signals from CISA, Capstone and the iCollege to rethink alumni.

VADM Crea: Thank you very much. That was very thought-provoking, particularly the end part.

Mr Doan: What happened to the goal of a database of international students as a strategic resource? Can we do that?

Dr. Bell: IRMC has some of that information, and CISA has a very rich database for our students. The issue goes back to a lot of that information is kept on spreadsheets.

Mr Doan: I take it Bell's answer is a "no," then. You really need to do that. You don't know when the nation will require that you go back and get those resources.

RDML Webber: We have that information. What is hard is how hard it is to get the information.

Dr. Bell: That is one of the attributes of the student information system you want to have.

Mr Doan: Ouch.

Dr. Trachtenberg: Are we doing anything so that the answer a year from now is different?

RDML Webber: Yes. We have the data. The issue is that it's scattered and not readily available. We have the data, we keep the data, and when we get a request we do the stubby-pencil work to answer the mail. We are working with the Space and Naval Warfare Center to create a centralized database to house information for data calls for our purposes as well as to help students connect efficiently and effectively. Our current architecture is insufficient for this purpose. SPAWAR will help with the discovery, will sit down with us to look at the architecture, map some processes on how to connect things – students to one another, faculty to research.

Dr. Trachtenberg: Lawyers are required to do continual education; accountants are required to keep their certification up-to-date. Law schools keep in touch with their alumni. How about a

built-in service so that alumni can keep in touch with you rather than you having to keep in touch with them?

RDML Webber: My son, who is a recent college graduate, makes huge use of social media to stay in touch with his fellow alumni. We need to make sure we can provide something similar.

VADM Crea: How much of the technology issues are permissions issues, especially with internationals and Intel people?

Dr. Bell: Those are great concerns, but we are not at that level yet. We have a lot of information about our alumni but we don't necessarily track all of the different jobs that they go on to. Our international alumni have a much greater affinity to NDU than American ones, they see the value of NDU and continuing education, and they respond better to our communications. We need something more advanced to ensure we can track where they work and what they are doing as they advance through their careers. Our current system is very much a scroll-and-papyrus system.

RDML Webber: Dr. Bell's students come from the dark spots on the Google map of the earth. We need to be ready for when they come from the bright spots.

CAPT Fraser: This seems to get to what do you want, security or function? This is a trick question, of course, because you want both.

RDML Webber: We want both. We have to set the tone for that. Civilians sometimes have security issues as well. We have to find the right way to get to the answer is both.

CAPT Fraser: There might be more out there in DOD that would help you address that question.

RDML Webber: We won't have to reinvent the wheel. I think the DoD CIO is looking at different means of providing a "yes" answer to both that will be different than even a few years ago.

CAPT Fraser: Looks like you're on the right track.

Ms. Leong-Hong: Looking at your strategic technology and your strategic capabilities maps, do you have a mapping of the two together? And second, do you have a priority of what you would like to do first? Do you have associated costs of updating the IT infrastructure and capabilities?

RDML Webber: I don't have a combined chart. We have been having some discussions within ITD about how to move forward that flowed into strategic discussions. We've got to redo the backbone and fix the SIS and Blackboard. Those are our priorities.

Ms Leong-Hong: I see a focus on the academic side that I don't see on the capability side. How do I connect the dots?

RDML Webber: These slides are not intended to connect the dots. These are generic industry

slides from Gartner that help us walk through the industry areas of educational technology.

Ms. Leong-Hong: My concern comes back to the cost. How will we do it?

RDML Webber: In phases. We have plus-up funds. An infrastructure rebuild with a more cost-effective backbone that will allow us to do the things we want to do is first. With regard to Blackboard, we are not using it as much as we could. After that, we want to focus on how we are using and integrating IT across the university and put together a comprehensive IT plan that supports the University's academic objectives. We have a technology steering committee that is scooping up all the requirements and a strategic level discussion based on the business plan.

Ms. Leong-Hong: So this is not a strategic map for NDU. As follow-on, are you in communication with the CIOs of the other military schools?

RDML Webber: Yes, we are, and there is a lot of sharing. In addition we are in communication with our colleagues at civilian institutions; for example we'll be meeting with our colleagues at American University very soon.

VADM Crea: You mentioned that you have a seat at the strategic table. Do you have a seat at the budget table too?

RDML Webber: I do, and it's working very well.

Dr. Bell: RDML Webber mentioned Petraeus as a high quality guy and a good example of a life-long learner. Two things: he went to a high quality school that fostered life-long learning; he had a mentor, he went to Leavenworth. We have to find ways to mentor people, take them out of their comfort zones early. Our current technology doesn't support this. These tools will help us maintain the necessary contact.

MajGen Padilla: I'll tee up the next brief. I asked for this to help guide NDU as we accomplish the new curriculum and evolve the University, building on the improvements we've made. That's no small challenge in an environment with greater demands and fewer resources.

1515-1615 Programming Guidance Update

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

Dr Yaeger: Thank you sir. Tomorrow we're going to receive the Joint Meritorious Unit citation – that's the result of the progress we're making with regard to the issues on the left side of the slide. Now we need to pivot to the other side and make sure we're serving the force of the future. The boss gave us some guiding concepts and initiatives that will help us think through how we set that up.

We have some unique qualities that others don't. We have a whole of government student body and faculty that no other institution has. Furthermore, location, location, location – we are in the heart of the national security environment and we have easy access to a massive amount of resources and are not available at Maxwell, Carlisle, or anywhere else. Secondly, each of our components contributes unique capabilities that bring value-added to their stakeholders. We need to capitalize on these; the issue we've been having since I've been here is how do we leverage those capabilities effectively? We want to optimize academic programs and course development and delivery exploring the use of available and innovative educational models. Course development is done within the colleges. Many of them hire research assistants to help with course development, and we also have the library helping with that. We're not leveraging our abilities to the best. We have lots of guidance on content but not as much on delivery – language telling us what to teach; now we have to figure out how to teach it. Finally, we need to foster change in our culture and attitudes. We buy technology with end-of-year funds, but with no training or consideration for the long tail. We need an integrated lifecycle management strategy for everything we do. Better lifecycle management is a key aspect of improving our strategy and coordination; overall, we need to have more rigorous planning and assessment processes and the culture in place to do it.

Any questions? Rob?

Maj Gen Kane: To get back to point D on the slides, embracing a philosophy of academic technology, we're focused on a long-term planning idea and there is a lot more we can do to improve our planning process. RDML Webber presented where we could go and how we might better integrate academic technology going forward. This is a perfect example of something we have been working on assessing. We brought in a contract vehicle to help us assess how to integrate academic IT going forward. We'll have one more senior leader offsite to look at budget. We haven't wrestled academic technology to the ground yet, and it can chew up a lot of our budget. If we're not going to embrace academic IT, why buy it?

Last year, we had very task-oriented planning guidance to get us going. This year we've collapsed those tasks into more specific guidance, scoped down a bit and focused primarily on trying to gain efficiencies where we think the payoffs are highest. Here are the tasks:

Task 1: Optimize Joint & Combined Warfighting School curriculum delivery. The statute that JPME II can be delivered only in a ten-week in-residence program has changed and the Chairman has authority to decide on how to deliver it. We're also going to pilot reserves wanting to go through the course.

Task 2: Address cyber education needs. NDU should develop a position paper on this issue for the Joint Chiefs. We'll offer online electives for students on the DC campus first.

Task 3: Develop optimal student class size and composition for all courses. We already have it for some of them.

Task 4: Address the University's direct funding subsidy of international students. It currently is not offsetting all the costs of educating international officers and NDU is eating a lot of the costs

for educating international officers that maybe we shouldn't be. We need to identify the costs, get to the basics and figure out how to offset.

Task 5: Overseas travel. We have done a really good job at justifying overseas travel in the last few years. We need to institutionalize an annual student practicum travel revalidation focused on overseas travel before the next budget crisis.

Task 6: Optimize faculty and academic staff support – research assistants, the library, the gaming center. This gets back to some of the issues I was talking about earlier. Could the library be utilized more? Or the gaming center – what do they contribute to student learning. Should they be valued more? Funded more?

Task 7: A Learning and Academic Technology Support Center. Are we ready for our students? Is there more we could be doing to help teach our instructors how to teach? Could we find efficiencies to help unify training for instructors across the colleges?

Task 8: Information technology strategic concept development. This is our “hairball diagram.” We have not got a level of standardization that is acceptable across the University; currently lifecycle management of systems is done at the component level in a process that creates inefficiencies.

Task 9: Implement improved NDU support cost model reimbursable process. We are developing a cost model for the true cost of operating the University and for how much NDU spending is reimbursable and we're comfortable that it is workable. This model will help provide more accurate cost assessments that will help us get more reimbursement. In the past we were undercharging, and thus subsidizing programs we should have been reimbursed for.

Task 10: Manpower and workload. The 2013 budget cuts were not consistent across the university. We're trying to get processes in place to improve on past plans.

Dr Yaeger: Task 11, develop options to implement a doctoral program at NDU is not an efficiency but a task given to us; we need the Board's help determining the cost. Right now, the services determine who attends, and they are looking to put more junior people – O3s, O4s, and O5s – through the program to ensure they get good return on the investment. They are defining success as a graduate who is in a position to successfully create or critique or assess strategy. The idea is the services would give us a student at O3, they'd go through a program – it has to start somewhere, so CISA is starting it – become an O4, and then after another year of masters-level education, they would go through a doctoral program. Second year would be the methodologies, advanced studies, the real Ph.D. work, and then in the third year they'd complete their dissertation. We would start out with a small set of students, maybe 2 students from each service.

Dr Trachtenberg: There are doctorates and there are doctorates. The Ph.D. is an academic degree; the purpose is to get an education and go on and teach. You could develop a scholarly teaching track and then a doctoral program, distinct from a Ph.D., a functional degree for practitioners rather than scholars such as a Doctor of Public Administration. That would cut your costs down and could probably be more responsive to what Secretary Carter wants.

Dr Bell: I believe our basic concept is broadly in line with what you are talking about. It clearly is not a standard Ph.D.

Dr Yaeger: Yes, the language clearly says “doctoral.” It doesn’t have to be a Ph.D.

Ms Leong-Hong: But this would still be a program that goes above and beyond the current funding levels. To meet the intent of Secretary Carter’s requirement, is this the time to put into the POM the necessary funding? If so, you need to get a realistic sense of what it takes to do that. You can’t do it out of hide – you have no more hide to eat!

Dr Trachtenberg: Officers’ salaries are different from academics’ salaries.

Dr Yaeger: Circling back to the demand signal, the Secretary wants this, but its success will be in whether the services want it. We’re not as sure the services will want to use these doctoral level programs.

Mr. Doan: Will the services be getting the return on investment they want to see for the very expensive taxpayer-funded education they’re going to be providing these students? Will these O4s have any place to go within the military or will they take it someplace else?

CAPT Fraser: The beauty of this plan is it provides several opportunities. One is that it puts the burden on the Secretary and the department to prove the need.

Dr Trachtenberg: You could develop a hybrid program jointly with other institutions, civilian institutions. A virtue of sending military to civilian institutions is that you educate the civilians as well as the military. I’m concerned that the space between military and civilians is growing wider. There’s a need for us to educate the country as well as ourselves.

Dr Yaeger: To bring this back to the doctoral program, what are our expectations for this program? What would its value be? If we give this doctorate degree to some individual, what is the skill set you expect him to have? Is there a different expectation that would appeal to, say, the State Department?

Mr Pat Shaw, J7: Consider this an option. This tasking was one small item within a large list of initiatives the SecDef wanted. It mentioned a pilot program for a doctorate in strategy, likely at NDU but it could be at one of the war colleges too. You could push back that the war colleges are a better option, that it’s not part of our mission. Say it’s not a good idea; we’re not equipped to do it, try it somewhere else. They can always say “do it anyway.”

Maj Gen Kane: Task 12 is utilization of our talent management program to allow for sustainable cost growth through compensation management. Thanks to the Board for helping us implement it. It’s a fantastic tool.

CAPT Fraser: Speaking for myself, I am so excited to see Dr Yaeger and General Kane standing together here as a symbol of One University. Strategic and Operational, working together. An excellent example of how to work that culture

Dr Yaeger, Maj Gen Kane: Thank you.

VADM Crea: Thank you, gentlemen.

1615-1630 Day One Wrap Up

Admiral Crea/MajGen Padilla

Dr Roth: Do we want to wrap up now?

MajGen Padilla: I think it might be better to do that tomorrow with General Newton and General Waldhauser present.

VADM Crea: Thank you. We'll wrap up tomorrow.

1630 Meeting Ends for the Day

Dr. Roth

Dr Roth: We're finished early. We'll take a short break and come back for the closed session.

Friday, 29 January 2016 (Day Two)

Room 155, Marshall Hall

0800

Call to Order

Dr. Roth

Dr Roth: Good morning, everyone. Move to your seats, please, so we can begin. This morning's session is an open session. From 8 – 10 will be a Board discussion led by General Newton. At 10, we expect General Waldhauser for an out brief of your discussion. The discussion will be focused on 2023. With that, I turn the meeting over to General Newton.

0800-1000

NDU 2023 Discussion

Board Members Only Discussion

General Newton: Thank you. It's great to be with you. Some of us regret that we couldn't be with you yesterday but we're getting caught up. We take these meetings very seriously and try to give you and the Chairman the best advice we possibly can. We want to begin this morning by asking ourselves what we can bring to the table to assist you and the leadership at NDU in developing the leaders of tomorrow. I'll ask my colleagues at the table to start off with a freewheeling discussion. Anyone who has a thought, I'd like to start a brainstorm and throw ideas on the table.

VADM Crea: I'd like to start by capturing the tone of yesterday's discussion which was much more constructive and phenomenally more confidence-building than some we've had in the past. Tremendous progress has been made, and kudos to General Padilla. We started with his synopsis, which is in our packets. It was a very good status report of where we are and the challenges ahead. And the Board had an opportunity to register our concerns in issues such as the budget as well.

General Newton: Let me offer some thoughts. I'd like us to hold what we think about the budget until a little later. Let's engage in what we want the budget to do for us, what it should pay for. I know IT is definitely an issue. When we have concluded where we think NDU should be going, and then we can discuss the budget that will get us there.

VADM Crea: One of the notions that were mentioned yesterday was the idea of unity of government versus unity of nations. I think this was a really phenomenal idea and one that really informs what the budget should be.

CAPT Fraser: If we're discussing 2023, we should be looking at mission and vision. I'm not suggesting the mission should change, but look at it one more time as we think about 2023 and ask if this is the mission statement we should be aiming for. My belief is that it is, but I'm an easy sell. But is there anything that should be expanded, especially in light of the discussions about the Ph.D. and the role of nations?

General Newton: Is this something that was given to us by the Chairman?

Dr. Yaeger: The mission statement has been in place since 2012. We can go back through the chain of command to change it if we need to.

General Newton: On the human capital issue, with regard to the resources that will be entering, faculty and more importantly students, have we put enough thought into that generation? Is the University equipped to develop the quality that is expected of the leaders coming up in 2023? Equipped in a lot of ways: faculty preparedness and development, IT that meets the needs of the people, and how they develop, and not how we developed when we came

CAPT Fraser: Students remember two things: the quality of the food and the quality of the faculty. Students keep in touch with faculty for years and years after they graduate. This gets back to faculty development, the technology center and the importance of standardization. It's easy to say you want to have One University, but harder to do when you have all the subcultures of the colleges competing. Students' first impressions are formed in milliseconds, and they're formed by the quality of the faculty. Hence the importance of faculty development. They've got to use high tech, not cave drawings.

VADM Crea: It's important to optimize the ratio of military to civilian faculty. Military faculty can really relate to the students and identify with the issues they have as military members, and the civilian faculty can provide long-term academic perspectives that are extremely valuable.

Ms. Leong-Hong: John, yesterday you briefed reframing the approach to be more student-centric. My question is, one, in doing that reframing are we equipped from the operational perspective, to include IT support, tools, technologies and processes, in terms of the environment and culture to support that, and what do we need to do in terms of setting standards to meet that goal and what is the price tag?

Dr. Yaeger: Well, I don't have a price tag, but I don't think we are prepared technologically or culturally. Most of our Title X faculty is in the older generation. One of the problems we have is that in the past, we made IT investments at the end of the year. Now we want to plan ahead for it. As CAPT Fraser has mentioned, if our methodologies are not current, and don't utilize technology, we risk losing relevance. Right now, for instance, we have numerous Learning Management Systems. We need to have one learning management system and we need to commit to it.

Ms. Leong-Hong: So we are talking about standardizing processes and systems under the rubric of modernization, and upgrading infrastructure to support this. We need to make sure we don't shortchange ourselves.

General Newton: Diane, have you been able thus far – and the difficulty is that the schools need different things – can we design a system and the tools needed that can satisfy all these requirements and still have an overarching architecture?

RDML Webber: It may be possible to modify the elements of the LMS for each school. Other schools using PeopleSoft have been able to do that. We've talked about it. We could get a common core of information that each school needs to collect, and what specialized information

they need. We'd need to assess how much those differences would cost and whether it's worth the cost.

Mr Doan: My basic question is, are you taking any risks? Brig Gen Gorry had a story of a Disney executive with a glimpse of the Futurama-type stuff that's possible with modern media and modern technology. It'd be fascinating to introduce this new world. Are you taking some shots down field? It seems like we're really plowing some ground here. I would like to see you take some risks, look at where the technology might be, instead of playing catch-up.

RDML Webber: There are some risks we can take but we're not at that point yet. I'm not sure how much of the school's money I want to spend on the Disney stuff. There is some possibility to take these types of risks downrange, partner with Jan on cyber and look at the social media option, but we will not do a lot of R&D efforts in technology.

Mr Doan: I'm not suggesting you invent things, just be one of the early implementers. The school should have its finger on some of the newest and most interesting technology that's out there so you can start bringing it in. One of our biggest wartime problems is social media; we need to get it in here. The government is always ten years behind. That is what I'm hearing from junior officers. They're frustrated dealing with old stuff.

RDML Webber: I don't think the students are the problem. The faculty is struggling with how to implement this stuff. We have a professor teaching a lot of her course through Google Hangout, though this is a rare example. This is the discussion I keep bringing to the table: how do we use technology to keep better records, keep better track of our graduates and help them connect better. We can't afford to just hand them the diploma and wave goodbye; ten years down range we have lost touch with them. We want to focus on social media, assess what our degrees do for our students. We should be able to plug our students in to social media, to track what they are doing and use that information to tailor the program.

CAPT Fraser: We discussed this yesterday as well, and the thought that occurred to me is this: Are these deficiencies new to us? Did we realize we have them? Or is this something that's occurred over time that you're only seeing now that you're coming on board? What were your feelings when you lifted the veil?

RDML Webber: We had had some problems; we had to change a lot of our architecture for security reasons before and when I arrived, and that took a lot of its focus for several years. When I got here, I realized there was some basic blocking and tackling that had to be done. My predecessor was a modeling and simulations guy who didn't have the experience of dealing with contractors. To do what we want to do, we need people with the kind of deep experience you get at the Pentagon with all its problems. It's a combination of how Stuart liked to do things and how I like to do things. My goal is to really open the faculty and staff to new possibilities. There have been some speed bumps with the level of service IT provides. I think it is sometimes a tough battle.

General Newton: There is clearly a lot more here that we can discuss, but I think we get some idea of the problems IT has. I agree with Mr. Doan; it would be wonderful if we could do some

the things he's suggesting, but it will take a long-term effort to get IT up to speed. You have to build the floor before you can put the ladder on it so you can start the climb. We're not the only one who is behind. Everyone is behind, whether in government or in private companies. We have work to do here. This is a major theme that will be on the table for some time. This is something I will continue to bring to the Chairman's attention, that resources need to be available for us to make these things happen.

Dr Trachtenberg: The discussion yesterday about the doctorate got me thinking about how you might do it without expending too many resources. The problem we have here is similar to an issue we have at civilian universities with tenure, too many people locked in place and around for a long time. Universities get around this with adjuncts, people we can bring in when we need them for specific courses. We don't have graduate students we can use to bulk out our faculty but we are a personnel-rich environment with lots of human resources in this city and we could develop a part-time cadre. I'm not sure how flexible we can be as a federal agency, but we might be able to bring in some Georgetown graduate students to teach courses. We are to some extent locked in to backward-looking personnel practices. I think you could build a doctoral program in which you have only one or two full-time faculty and the rest adjuncts.

Ms Leong-Hong: From a civilian personnel perspective, you have the option for IPAs, SMEs. These are excellent ways of bringing in people from the universities around town, from the think tanks, for specific purposes but who don't have to be permanent.

Mr Tanner: You're absolutely right about what you can do with IPAs. We could use a DARPA model, where you bring in people on three-year contracts. Something else we could do is use agency folks, reimbursables. It comes down to funding. Agencies lack the funding to send people over though they have qualified personnel. It'd need maybe \$150,000 for a fully-loaded GS15.

Dr Trachtenberg: There are all kinds of variations. Consider university professors on sabbatical, getting paid by their universities. Imagine someone from Wisconsin or something coming and teaching a class or two here.

Mr Tanner: And they are the best and the brightest, up to speed. But kick them back to their agency after two or three years and get somebody fresh.

CAPT Fraser: All the more reason to have a faculty center to make these University of Wisconsin people familiar with the lingo.

Mr Tanner: You could get roughly five people for a million dollars.

Ms Leong-Hong: Yes, but it's going to cost you more than a million. What I am worried about is you already have a low base. Don't take on additional responsibilities without additional funding.

Dr Yaeger: We have always had the capability for adjunct faculty, though there has been a bias against it. You could have two or three adjunct faculty for the price of one Title X.

General Newton: There are probably two or three different ways this could happen. First, the art of the possible, such as Doug has suggested and the “how” that Dr Trachtenberg is discussing; second, the resources needed to do it; and third, should we even be doing this? Now it seems you have a mandate from the outside to do this. It would be nice to be developing these young officers, but we have so many other fundamental things we should be doing without the resources to do them.

VADM Crea: We’re not going to get away from the managerial oversight. It may be useful to make this a turnkey operation, so if it turns out not to make a lot of sense you could turn it off without impacting your budget. You could contract for a finite period as opposed to adding permanent faculty.

MajGen Padilla: It’s not a bad idea to bring in faculty from other institutions whether we have a doctoral program or not, but there is always going to be push-back. The schools want to develop their own faculty and train them up over time. It’s a challenge that bleeds over to the learning center. There is some resistance to that, which we will overcome because we have to. We’re not going to be able to afford to do otherwise. There will have to be common foundations across the board. The Board’s recognition that we need a learning center to develop faculty is helpful. We are feeling pressure to meet faculty-student ratios; it will be helpful if we can bring some in from outside, whether we have a doctoral program or not.

General Newton: It’s not only about the resources; we have to update the thinking. The technology and manpower pieces are essential. This is a new way of doing business and the students will expect these things. We’re going to have to do it if we want to remain relevant. We can’t do it in house. Instead of hiring staff, bring in talent you need from outside; talent we try to grow here will be stale by the time it’s ready to go. For instance, with Cyber, things are changing so fast that it makes sense to pull people in from the industry.

Mr Tanner: What’s the throughput for the Ph.D.?

Dr Yaeger: We would start out with a handful. The services would have to select them. One plan is that they spend three years here. We’d start with a couple from each service, then assess whether this is something the services like and want to pursue. Our job is to build the plan.

General Newton: I think you would find that the services would jump at this opportunity. They’re going to develop these officers anyway; they would be very happy to develop a Captain or a Major this way.

Dr Trachtenberg: Think about this doctorate innovatively. We may be able to build a doctorate around an executive format, where students come to us maybe only one weekend a month. The University of Pennsylvania has a program like this that I believe is maybe the best in the country. It costs \$250,000 up front. Most of it is online, one weekend a month they come in person. There’s a cohort program and a dissertation, but people stay on their jobs. We wouldn’t have to pull people out of their careers. Another question is could we open it to civilians – other agencies? Random civilians? Do a jazz riff – if you really want to do this, you

can come up with something that is not a conventional Ph.D.

Ms Leong-Hong: I love it.

VADM Crea: I don't. I like parts of it, but the whole value of an NDU degree is being here. You can't get the full value of an institution and the connections you develop with an 8-hour day job.

Dr Trachtenberg: Bring them here for a year, and then send them back for a year online. There just isn't the time to have a traditional 5 or 6 year Ph.D. experience for our students.

General Newton: There are lots of ideas here as you develop the program.

Ms Leong-Hong: I like the idea of an executive doctoral program. The owning agency keeps the people and it opens it up to other organizations. The residency requirement is fine. Most institutions require it. It doesn't have to be for the whole time.

Dr Trachtenberg: I am constantly meeting with ambassadors getting ready to retire, who have had fascinating lives with incredible knowledge and outstanding life experiences, who would like to become professors. The small liberal arts colleges they interview at think they can't reference the literature you need in order to teach and don't want to hire them. They've been working for years and didn't have the time for the academics. One advantage of a program like this is that it would provide working professionals that type of academic experience, set up these ambassadors and generals for a career after they retire. It's a teaching-learning process. They leave with the doctorate, they can reference the contemporary literature, and schools can give them a ten-year contract after which they can retire again.

MajGen Padilla: You've given us a lot of interesting ideas. I recently participated in Representative Israel's Congressional roundtable on professional military education. There were a couple of other Representatives with military background; one was a Major and an instructor at West Point. They are the right guys to be pushing this. The issue is the target audience. We have been tasked to put together a program focused on junior officers so they can become senior leaders later on, service chiefs. What do we want them to walk away from the experience with? We need to keep coming back to the "for what?" what is the ultimate goal and utility of creating a doctoral program. We can develop a plan and we can come up with a couple of variations.

CAPT Fraser: Are we dealing with students or are we dealing with customers? When we talk about the Ph.D. program we make a lot of references to customers. I would suggest that we have both customers and students in those seats and that the faculty would do well to remember that these are not just students.

MajGen Padilla: You heard Pat Shaw from the J7 yesterday and what he had to say about resourcing implications. He said we are doing the planning, but there is nothing that says that NDU has to do this. NDU is doing the planning to answer the task though we may not be the right place for it. Perhaps the service universities are the right place instead. What does the Board think if all the services universities develop a doctoral program and NDU doesn't?

Dr Trachtenberg: Look at CUNY as a model. They draw faculty from all 30 campuses for their graduate center. They have a small full-time faculty but draw on the entire university family for the specializations. We don't know what the problem is so we can't come up with a solution.

VADM Crea: I think it sends a bad signal if the service universities have doctoral programs and NDU doesn't. It makes you look like a training institution, not an educational institution.

Mr Tanner: You also need to consider how you deal with civilians. Students will expect something to bind them to the university, and bind them to the government so we get a good return on the investment. We don't want to have the government fund people's educations just for them to go and become a contractor.

General Newton: I'm not so worried about the prestige issue. The only place you can go for that truly rich experience is right here. You can't do that at the service schools. Plus, the students want to come here. The environment and the resources are here, inside the Beltway. I'd like to move on to the learning center.

CAPT Fraser: We had a conversation about the learning center at the last meeting, where I thought this is a no-brainer. Why are we still discussing it? It's mandatory in my opinion.

VADM Crea: It's a fundamental tool. The information environment is part of war now. The faculty needs to feel comfortable in the environment where their students are.

Mr Doan: You also need a media advisor, whether it is part of the center or not. You are materially hurt without one. Your story is not getting out there, nor the achievements of your graduates including your international students. Use your faculty and your students. I'm not talking about public affairs; the challenge is to get more media. The complex world you're preparing students for will include a camera in their face. I think you need to kick your students into the pool and prepare them for how difficult the media angle is.

General Newton: That is a very valid point. Doug is absolutely right. This could really pay such big dividends.

CAPT Fraser: Every now and then I see someone giving a speech at NDU, and no one knows what that is.

MajGen Padilla: Sometimes that's not such a bad thing. It's something we have made some progress on, but we have more to make. We've changed it from Public Affairs to Strategic Communication. We have Mr Mark Phillips, who was STRATCOM's media advisor, on board. He's really taken on that role and evolved what we are doing in that area. You've hit some great points. We don't just need to highlight who's coming here to speak but what our students are doing while they're here and after they leave. We need to tell that story better and we need to maintain connections with our students so that we can.

General Newton: Let's move to the budget. When we talk about putting and keeping students at the center of what the university is about, that is fundamental. If we're not doing that, we've failed the mission. You really have to put a lot more emphasis on how you change the culture so it zeroes in on the student at NDU, not about one college vice another college. When you build this institution, it comes right back to the student. So let's talk about how we can help on the budget. We all agree it is right at the bone now. This is critical to keeping this university moving forward. We need to figure out how to make that point to the Department and then to define that in order to justify the funding.

CAPT Fraser: It gets back to the student versus the customer. We don't want the customer to be shortchanged. The customer is the combatant commands.

Ms Leong-Hong: We talked earlier about reframing the program initiatives for 2023 – if we're reframing to be student-centric, everything that's reprogrammed needs to revolve around what it takes to standardize processes, procedures and systems and prepare the environment for the challenge of being student-centric. What concerns me is that we are at an all-time low since I've been on the Board, with a 20 – 25 percent reduction. We're at something like \$78 million for 18 – 22 and essentially flat after that. That's not enough for operation and maintenance, let alone reimbursables. Please don't take on anything more. You can't get any more money out of this. I can't emphasize that enough. As we take on additional tasks, there needs to be a very deliberate and well-planned program in place with enough resources to implement it. The doctoral program is a prime example of that. Even with all the innovative ideas of how to do it cheaper, we can't do it at zero base.

General Newton: Help us define better what is it we are not doing now that is critical but we don't have the resources to do – all the faculty you need, for instance.

Dr Trachtenberg: Bel couldn't be righter. But if you had a gun to your head, something you could look at is the faculty to student ratio. If we doubled the students, with the faculty held constant? Who would we use as our North Star – Princeton? Other schools have a 10 – 1, 20 – 1 ratio. There are different aspects of the operation you could assess.

MajGen Padilla: The accreditation standards have a strict student-faculty ratio requirement. Something we've been looking at is how we count faculty. Can we count people in other departments who are serving in that capacity to some degree, such as the library or wargaming? We have to redefine faculty.

Dr Trachtenberg: So that is something you can look at, who is faculty?

MajGen Padilla: Yes, as a gun-to-the-head type of thing. Other things we are looking at are what we get reimbursed for international students versus what it actually costs us. JCWS is granting JPME II through the satellite program. Is there a demand among the active components for the 40-week blended program? We've got teams looking at how we can drive down costs. I think all the fat to cut is pretty much gone. We may be cutting in to some muscle, but still find that we can do something to maintain the quality of education.

Dr Yaeger: Let me get back to your question. We're a drop in the bucket of the national security education community. What we can't do now is we can't drive deeper or broader. We can't offer a senior capstone for internationals. We don't have the IT backbone to be ready for the next generation of students. One of the casualties of that is wargaming, which took a major cut. If you're looking at preparing people for a complex world, we don't have the gaming center to support it.

Mr Doan: You are not looking strategically at your budget. Every agency in the government is looking at their budget and saying we can't cut more, we've cut to the bone. But look at the overall environment – the nation is running a 20 trillion dollar deficit, we can't afford the government we have and you are part of it. I think the argument you need to make is that as we lose some of the operational art guys we absolutely need to maintain a reserve of strategists. Better to be educating and protecting the guys we will depend on when we have the next crisis. Your budget should be inverse to the downsizing of the DOD budget, or you are losing your combat capability. Understanding the strategic environment you're in, you have to make a different argument. Bel's argument will not be heard; you're one of fifty making the same complaint.

VADM Crea: You have to be able to capture the value of what you are doing now, and also capture the value of what you are not doing, for example developing future leaders.

CAPT Fraser: Another way of putting it is that if we don't provide the services to our customer, we will lose the war.

VADM Crea: Our customers are not just the COCOMs. It's the services, the Chairman, and the nation. There is no other institution like this. Other than Capstone, this is really the last education most of our leaders get.

CAPT Fraser: We need to take credit for what we provide to the country.

VADM Crea: And I think in one way, the services are their own worst enemy. They try to preserve the operational capacity at all costs. There has to be more than training and education, there has to be a strategic investment.

General Newton: I think that is something the Chairman understands, and those of us that came up through it understand it. The services are focused on their own mission – at the end of the day, the Air Force is going to create Air Force folks. NDU has a broader perspective.

CAPT Fraser: Training is the first thing to go, but that doesn't work anymore. War is so sophisticated now that you can't afford to cut training.

General Newton: It never worked. Historically, cutting training has always caused us to spend three times as much in a panic when the next conflict came around. Anyway, I hope this has been very useful for you. I think this has been a good conversation, and will give us a lot to present to the J7. Let's move to the other things on the schedule so we can form in our mind what we want to say to the J7. Can you speak just briefly on your interactions with the J7?

MajGen Padilla: I had an office call with him when he was here. The initial plan was that he would meet the faculty and staff, but he doesn't want to do that yet. We talked about the budget and some of the other challenges. It's very clear to me that he's aware that everyone is in the same boat. He agreed that the University will have to look at everything, travel included, as we do our reviews and our programming guidance. He will be more involved with NDU once he deals with his other challenges; he's had a lot of issues on his plate since he was sworn in. He will be here for the entire Pinnacle class, perhaps do a lecture or two, and we're hoping he'll be here for graduation and every Capstone.

Mr Doan: One thought just popped into my head, which is always dangerous, but I hope you have some students looking at this. It's a fascinating strategic problem. How do you maintain capability with a declining budget? 40 years ago, the Germans invented combined arms stuff, but they couldn't get out of their camp in Iraq. We want to make sure we don't lose the capability we have now, and it would be very exciting to see what solutions the students might offer.

General Newton: Let's take a break and prepare for the J7 visit.

BREAK (0940 -)

1000-1030

Board Outbrief

Board Members

General Newton: Good morning again, ladies and gentlemen. We're always pleased when the J7 can come over and visit with us. It gives us insight into what's going on over at the Pentagon, in the Department and at the General Staff level. General Waldhauser, thank you for the opportunities and the support you've given the University. Let me start by hitting on a couple of the themes we've been talking about here and then ask for your perspective on some of the important subjects being discussed at the Pentagon and your comments on where you see NDU and on how we can keep the Chairman's University headed in the right direction.

We've had some lengthy and rich discussions on key subjects. One of them is IT. It's certainly not a new subject for you and it's an ongoing issue for almost any organization. How do we keep up with our students? How do we keep the technology fresh? Particularly when we look at our students today, they are certainly different from the students of when I came through. They've already hired some new personnel and looking at building databases that will be useful to them. It's key to an institution like NDU. We've started to lay out some steps for NDU leadership to develop the plan.

Another topic was a discussion of establishing a doctoral program. It's not the first time this has been on the table, but there are some critical questions. Clearly, the University can develop a program, but a program will have to bring resources with it. We can develop an efficient

program – we have lots of information, Dr Trachtenberg has lots of ideas on how to develop a program – but we cannot take the resources needed out of hide. Another thing we found is that things have stabilized over the last year under General Padilla's leadership. You can see that in the expressions of the people here. This is a big plus for him and for your support of the University. We want to keep that moving forward.

We chatted about a learning center that can ensure standardization of faculty development and other opportunities, as something we can be better supportive of as the University moves forward with it.

The last thing I'll mention is the budget. We understand what's going on in the nation and the Department, and we can appreciate what the President has done here to find efficiencies. As we look at the planning cycle we see that NDU is right about the mid-70s in terms of the money we're getting, and we think that is right at the bottom. That doesn't leave much flexibility to meet new requirements that will pop up. You'll hear us continue to ask for help and we will provide our reasons for needing that help.

Would any of my colleagues like to share their thoughts?

CAPT Fraser: We discussed the students-versus-customers issue. We are clear that NDU recognizes that the COCOMs are the customer. If we're not doing that, we're not doing our job. NDU will not be operating in a vacuum; we need to be looking at what the COCOMs' will be in five or ten years. The nation may be the customer in five or ten years. NDU's role is to make the COCOMs mission-ready.

LtGen Waldhauser: Thank you, General Newton, and thank you to the rest of the Board for making the trip out to DC. I want to get right to it. I want to touch on the items you mentioned and then talk about Goldwater-Nichols as it relates to PME. I know that yesterday you had a brief on the Ph.D. program from the Joint Staff. As part of the overall review of PME, the Ph.D. has come up again. There are reasons why it's important to some and not important to others. How to create strategists is a big part of the discussion. Are we developing strategists, are we developing the people who can give the best advice. Some equate strategy with the Ph.D. Speaking for myself, over the past 30 years since Goldwater-Nichols, we have done an excellent job at the operational level, but when you look at the strategic level that discussion evolves. If a Ph.D. program were part of the criteria for selecting flag officers, how would that affect our ability to think at the strategic level? There are people who believe that if there is a Ph.D. requirement, it will help us get to this level. We asked NDU to put together some ideas and you have provided some really quality input. I'm not sure where this will go, but if we do go with it we know we can't do it on the cheap. That doesn't mean you can't do it efficiently. We recognize that if we do it, it has to be first class, and that costs. It needs to be a first-class program. It will need the services' commitment because it will mean a three-year commitment of personnel, and as manpower is reduced, pulling people into the training pipeline pulls them out of something else. There will need to be some kind of payback. This is part of a broader discussion about creating separate tracks, or some such structure, to ensure that the services get good return of investment.

About the stabilization at NDU, I will just say that that's great and I'm glad you have that report. I think you can see a significant change under General Padilla's leadership and that is not lost on anyone. Morale is good and that's a tribute to what you have done.

The budget: The budget is now finally aligned such that the NDU-P and the Chairman have a bigger say in what you get. That doesn't mean you'll have more money immediately, but you will have more say over what you do with what you do get, solving the administration of your money.

So, student or customer? I'm sure that was a big part of the discussion, and it's good to remember that the COCOMs are the customer. I'd like to use this to discuss the review of Goldwater-Nichols. Last fall, Senator McCain expressed to the Chairman his desire to take this on in the Senate Armed Forces Committee. It's been working pretty well for 30 years, but surely it could use some tweaking. I'm not sure what Senator McCain knows or what he wants to do with it, but Peter Levine and I have been asked to oversee the effort to review Goldwater-Nichols. We've set up four working groups to take a hard look at several areas: global command and control; the ability to look at strategic threats; CYBERCOM; and joint officer development, which is where I'll keep my remarks. One of the things that Secretary Carter wants to do with the Force of the Future is make some changes on how we develop leaders for the 21st century. The first version of the document was written on a very tight timeline last summer; it included some proposals about PME, one of which was the Ph.D. However, because of the timeline it wasn't quite as refined as it may be needed to be. Not everything in it was practical or feasible. It's been rewritten several times, and Secretary Carter has made some announcements on some parts, like maternity leave.

The education piece becomes a big part of this. What does it mean to develop a joint officer? Those of you with military experience have dealt with this. Currently JPME is an item you need to check off to proceed on to the flag officer level – “checking the block” is a misnomer, but that is what it is. Goldwater-Nichols did not happen overnight; the services fought it. In terms of PME, it's very prescriptive on where it is to be taught and what the subjects taught at different levels should be. These requirements haven't changed in 30 years. When the Joint Chiefs go to the Hill soon, they are going to be asked about Goldwater-Nichols.

The bottom line from the COCOMs and the service chiefs is that Goldwater-Nichols, with PME a large part of it, is a success. Officers have far more joint experience now than they did in the past. Whether or not we make changes to the promotion system, JPME is a fundamental part and is not something we want to break up. Cradle to grave JPME has served us well. What this means is the curriculum needs to adapt to meet the needs of the developing leaders for the 21st century.

The strategic piece is a key part of this and something we want to consider as we move forward. We do talk about it but we need to spend more time on it. Currently NDU does teach students about the strategic level of war, but we need to find that fine line in our JPME for developing both architects and carpenters. At the end of the day we're making people for the Joint Staff and the COCOMs and we need those people to be prepared for the tasks we face today. I'll just sum up by saying that senior DOD leadership sees JPME as a solid part of that success and there is no

way we'd do away with it. We need to continue to do well at the operational level and develop strategic leadership. One of the big successes is the pilot program at Norfolk. Students get a quality education without having to deploy for three months and it's achievable today with the technology we now have. It's been a win-win for us and the COCOMs and I congratulate you on that.

This institution has made some great strides and is on a great glide slope. You're now in the getting-better stage. Your job, General Padilla, is to keep it that way.

Ms. Leong-Hong: Thank you, sir. That provides some excellent framing for some questions we had yesterday and provides a good way as we plan for 2023 and for moving NDU forward to a more student-centric environment while meeting the needs of the Force of the Future. I'm delighted to hear that in planning for a doctoral program you want it to be world-class and not done on the cheap.

LTGen Waldhauser: Representative Israel has kind of picked up Congressman Skelton's mantle with regard to Goldwater-Nichols, which has given up a path to do a couple of things. The first is to energize OSD. Not to be Al Haig here, but we run this place. The OSD is now heading up an office inside P&R having to do with education. The J7 welcomes this but there's a need to add some value. When we went for a session with Representative Israel, it ended with him telling Secretary Carson to send him our legislative requirements so he can help. I view that as an open door, though not as rapid as we'd like. I believe we need to move forward with this opportunity before Representative Israel leaves and take advantage of his offer to legislation that he can possibly get into next year's NDAA. This is an opportunity we shouldn't miss. We're going to take advantage of this and of OSD's interest and try to get some headway.

General Newton: That is so key. I'm glad to get into a relationship with someone on the Hill as significant as Congressman Skelton was. I'd welcome your comments on how we can leverage that relationship now, rather than start to create it when we need the help.

LtGen Waldhauser: I'm glad you said that. We have a tendency to say we don't need help with JPME, but we do need some help. We need them to be with us and to carry some water for us. We have to establish and build the relationship.

CAPT Fraser: With respect, General, do we have any idea who our next advocate may be after Representative Israel?

LtGen Waldhauser: I don't, but it was interesting to see who he invited to the meeting, Congressmen with prior military experience who had served in Iraq and Afghanistan and had excellent joint experience. Some of the young guys see the Ph.D. as an advantage. They cited the example of Petraeus. We have one more meeting with Israel. It'll be interesting to see who he brings and who we can leverage. These are people with an interest in professional military education.

Ms Leong-Hong: Were these Congressmen primarily from appropriations, or ...?

LtGen Waldhauser: I don't know, but there are a number of them and they are interested. These people are very valuable.

Mr Doan: Really quick, one of the issues we constantly deal with is the relationship between NDU and the services, and also how are active-duty military faculty viewed by their services. Teaching at the service academies is viewed as a service-enhancer; at NDU it's seen as a service-ender. I hope one of the items you can bring forward in this review of Goldwater-Nichols is how we can attach prestige to military faculty here and help us bring some permanent military faculty here so we don't lose our strategic thinking.

LtGen Waldhauser: I feel your exasperation. One of the things in the initial Force of the Future document was that in order to be a flag officer you will have had to be an instructor at an institution like NDU. We'll talk to the working group doing the joint officer development piece. The point is getting the services to help ensure that we get and keep quality instructors. One of the reasons Goldwater-Nichols was written in the first place was because we couldn't help ourselves; they had to write a law to save us from ourselves. Maybe it would take a law to change this as well. So if we do go with a Ph.D., part of the program needs to be some kind of payback, such as an instructor at NDU.

General Newton: Well, as usual, there is never enough time. Thank you again for your comments. This has been an incredibly instructive session.

1030-1100

Joint Meritorious Unit Award

MajGen Padilla

Citation attached as Appendix

LtGen Waldhauser: If General Dempsey was here today, he would just want to say a big "thank you" to all of you, faculty and support staff, for all the hard work you've done at NDU to improve.

1100-1115

Wrap-up and Closing Remarks

**General Lloyd "Fig" Newton,
USAF (Retired), BOV Chair
/MajGen Padilla**

General Newton: We're coming to the end of this meeting. Once again, this has been a very stimulating discussion. We've dived into some meaty issues and we appreciate the progress we've seen at the university since our last meeting. Let me first go around the table for any final comments from my colleagues. I want to thank all of you board members for taking the time to attend and to participate. I appreciate what you all bring to the table. That's what makes us valuable to the NDU President, to the Chairman, and to the nation. Dr Bell?

Dr Bell: Thank you so much for your support. The Board really helps us to understand what we're doing and helps hold us accountable. This is a great opportunity for us, for some perspective and feedback on things we may otherwise miss.

RADM Hamby: What he said, sir.

RDML Williamson: Thank you, Board members. Drop in on us in Norfolk if you're down that way.

Ambassador Wohlers (for National War College): I've nothing new to add. Thank you; I found your comments very helpful.

Ambassador Jones (for the Eisenhower School): As a 1998 graduate of the National War College who found myself as Ambassador to Libya working with John Allen on fighting Da'esh, I can't underscore enough how important the value of the education students get here is, especially getting to know one another and knowing who you can call, and the perspective of the other services. I think there is no difference between providing the students with what they need and the combatant commands with what they need.

MajGen Kane: I have nothing to add, sir. I enjoyed the conversation yesterday.

Dr Godwin: We look forward to CAPT Fraser's participation in the field studies practicum in Chicago this spring.

General Newton: Is the Ambassador on the phone? Any additional comments?

AMB Nesbitt: Yes, I'm here. No comments. I appreciate the discussion.

MajGen Padilla: This has been an incredibly useful process. A lot has been accomplished. This has been eye-opening, a vector check on where we're going as we develop our vision for 2023. It's helped us with input on how we can do things better. I'm extremely proud of the NDU team. Collectively a lot of great things have been accomplished, and there's more to come. To the J7, thank you for being here. We couldn't accomplish what we've done without your help.

General Newton: Thank you. In closing, I'd like to say again to the college presidents, continue to think about how we meet the needs for the leaders of the future. You know as well as I do that they see things differently than we do.

Dr. Roth: We will close this open session.

Open Session ended at 1100

Appendices

DEPARTMENT OF
DEFENSE NATIONAL
DEFENSE UNIVERSITY
WASHINGTON DC 20319-
5066



REPLY TO
ATTENTION OF

Office of the President

Dear Board of Visitors,

Thank you for the support that you continue to give to NDU and me. I am very pleased with guidance you have given us and would like to provide you with a written copy of my State of the University Address as delivered 28 January 2016:

Introduction

Board of Visitors members, NDU colleagues, ladies and gentlemen, welcome to the NDU Board of Visitors meeting for January 2016. I will start by delivering an update on the State of the University by introducing senior leaders who have joined the team since the last meeting and providing you with curriculum updates for both campuses. I will then briefly review Force of the Future and Programming/Planning Guidance, topics on which you will receive more in depth briefs later in the meeting. This will be followed by highlighting our ongoing operational issues and special initiatives. Lastly, I will give a short assessment of the command climate and ask for the Board's assistance in developing a vision for NDU from now to 2023.

Personnel Updates

At the last meeting I mentioned five senior leader positions changing over: National War College, Joint Forces Staff College, International Student Management Office, Capstone, and the Chief Information Officer. Brigadier General Darren Hartford, Rear Admiral Brad Williamson, Dr. Jack Godwin, Mr. Drew Davis, MajGen, USMC retired, and Ms. Diane Webber, RDML, USN retired are all on-board. We have also welcomed Ambassadors Paul Wohlers at NWC, Deborah Jones at ES, and Greta Holtz at CISA.

General Joseph Dunford, USMC has become the Chairman of the Joint Chiefs of Staff, Rear Admiral Kevin Scott, USN (former Vice Director J-7) has been identified to replace Lieutenant General Tom Waldhauser as the Director J-7, and

Command Sergeant Major John Troxell, USA has become the Senior Enlisted Advisor to the CJCS.

Curriculum Updates

We are continuing with the core curriculum with only minor adjustments to the timing of our electives. One of our biggest changes has been the introduction of a Joint Professional Military Education (JPME) II Master's program in the Information Resource Management College (IRMC). This J7 approved pilot program will graduate six military and four DOD civilians this academic year. The J7 has also tasked NDU to explore new names for IRMC in order to more intuitively reflect their mission.

The College for International Security Affairs (CISA)'s International Counterterrorism Fellowship will be reviewed in May for JPME I accreditation by the Process for Accreditation of Joint Education (PAJE). This PME accreditation visit mirrors a civilian

Accreditation such as the Middle States Commission on Higher Education. CISA's will be the first in a series of PAJE visits that will assess all of NDU's colleges over the next 18 months. Also of note, CISA continues to enhance its program for special operators at Fort Bragg, NC by including State Department students and foreign officers. This also strengthens the alumni network.

The Joint Forces Staff College (JFSC) now offers a 10-week JPME II course at the Combatant Commands on a rotating basis. Previously, this satellite course was only offered in Tampa, FL to support Central Command and Special Operation Command. On 11 January, we began the course at Northern Command in Colorado Springs, CO. Pending CJCS approval; JFSC will also expand their 40-week blended-delivery JPME II course, previously restricted to the reserve component, to include active duty officers.

OSD Force of the Future" initiative

In 2015, Secretary of Defense Ash Carter launched an initiative to examine the Force of the Future. The Force of Today is widely acknowledged as the best in the world, reflecting the ideals of a high-quality, all-volunteer force; the thorough integration of active and reserve components and supporting government civilians; and the strength of seamless, multi-domain Joint operations. Accordingly, in this ever-changing environment, one of Secretary Carter's top priorities is to ensure the Force of the Future maintains our key competitive *edge-our people*. Education has a critical role in shaping the Force, which we will hear more about later from the Chief of JPME for the J7, Colonel Jeff Settle.

Budget and Programming/Planning Guidance

Secretary Carter designated the CJCS as NDU's Executive Agent in order to align our chain of command with our funding authority. By aligning resource authority with the chain of command, the J7 is in position to advocate for NDU's budget with the Joint Staff.

The NDU budget will continue to exist separately in the Joint Staff budget, allowing NDU continued management control over University resources.

In November, Our Chief Operating Officer (COO) organization executed a Management Control Review with the assistance of the Joint Staff and others. Based upon policy reviews and a strengthened relationship with the Director for Joint Force Development, NDU leadership received the authority to reassume responsibility and accountability for the assessment of the University's administrative and fiscal management control processes. This review returns management control responsibility to NDU following assumption of these responsibilities by the Joint Staff in 2012. The results of this review, which focused primarily on compliance and audit requirements, will be submitted to the Joint Staff in February.

Looking more specifically at the NDU budget, despite constrained funding throughout FY15 there was good news during the year-end close out. Our Information Technology, Facilities and Resource Management Directorates partnered to develop contracting strategies designed to capture year-end funding if available from the DOD. This

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Paid off when OSD issued \$3.5M of year end funding which allowed NDU to fund a \$2.6M renovation to classrooms in IRMC, a \$400K upgrade to the war-gaming classrooms at South Campus, and many other IT system investment requirements. This will greatly support NDU's long-term Academic Technology efforts.

Moving into FY16 and FY17, the NDU budget from Congress was only \$78M for FY16, which would not have been enough to sustain operations. Based on the results of our Program Review in July, the Joint Staff pledged an additional \$6.8M per year for FY16 and FY17 in order to maintain NDU operations in the short term. This included \$3.2M for IT investment to support our developing strategy to improve our academic and business technologies. Joint Staff did not provide additional funding throughout FY18-22 and challenged NDU to find efficiencies to meet these shortfalls.

With a sense of urgency about the need to balance our requirements and budget, NDU's FY18-22 future year planning and programming process is in high gear. I directed 12 task groups to develop options focused on changing the way NDU does business from a confederated component concept to implement more Whole of NDU processes. The task teams are developing options for new initiatives and efficiencies to resolve a \$4M yearly deficit from FY18 to FY22 and to set the University's overall program on a balanced and sustainable path moving forward.

The largest FY18-22 future year planning effort, which is central to our long-term strategy, is a more coherent effort to manage student, faculty, staff, and course and program lifecycles while fostering greater adoption of Academic Technology. Recent studies such as the Blackboard review indicate that the University is not effectively using academic technology or integrating it with other University business processes. As a result, NDU has contracted help in two ways: first, to build a future year road map for implementing a Whole of NDU Academic Technology strategy; and second, to recommend an NDU leadership and governance structure that manages the academic and business information technology Requirements necessary to support Academic Technology. The team has completed Senior Leader Focus groups with north campus schools and will assist JFSC in the near future.

Results will better inform the resource allocation and investment decisions NDU needs to make in the next few months as we prepare our FY18-22 planning and programming submissions.

We also completed the transition of our Chief Information Officer (CIO) to a civilian Title X position, onboard since July. The CIO has embarked on an end-to-end review of our Information Technology Directorate, its plans, programs, and organization. The results will be critical to the success of our FY18-22 planning and programming efforts and our goal of ensuring NDU has an integrated and affordable investment strategy for the modernization and sustainment of our future academic and business technology requirements. You will hear from Diane Webber later today on Educational Technology Ecosystem.

Operational Issues

A student information system is a struggle we share with many academic institutions and was a noted concern during previous accreditation visits. With hard work from NDU team members and the contractor, this concern is being addressed and is well on the way to being resolved. Despite early setbacks last AY, the deployment of the initial phase of the University Student Management System (USMS) has been successfully completed and was used to create transcripts in June. Current functionality includes the collection of student information, the creation of courses, student registration, grade collection and printing of transcripts. AY16 students are loaded in the system and the data is being used across the University. Phase two is in development and testing and will contain additional, essential functionality, which is being prioritized based on the efficiencies that can be gained by our team. Phase two will also allow additional access for authorized users to include administrators, faculty, and students.

Because NDU employees are essential and valued, we evolved our Talent Management (TM) process to better encourage and grow them in a fair, predictable and transparent way. Thanks to the Board for support and guidance as we developed and implemented our new system. The 2015 TM Review was more holistic than previous years, as we included military faculty and staff, Title 5 (GS) staff, and faculty from our interagency and industry partners in the talent pool. Across NDU, we made 107 renewal decisions, authorized hiring to fill over 50 vacancies, managed pay adjustments and promotions, developed plans for employees needing improvement, and recognized top performers. Looking at the workforce holistically at both the university and component levels was informative and helped decision makers at each level. We leveled the playing field by moving appointment end dates to a summer cycle versus individual hiring anniversaries, and started reviewing expiring appointments earlier to benefit both the employee and NDU. Under our revised TM process conducted from May-September 2015, most of those eligible were considered at least one year before their appointment end date, with some nearly two years before. The majority of appointments this year were approved with appointment dates through 31 July 2019.

Special Initiatives

The Book Project

Lessons Encountered: Learning from the Long War is a book directed by General Martin Dempsey who wanted to know what were the costs and benefits of the campaigns in Iraq and Afghanistan and what were the strategic lessons of these campaigns. The Institute of National Strategic Studies formed a team of scholars to answer these questions. The primary audience is senior officers, their senior staffs, and students in senior Joint Professional Military Education courses. Other military professionals should find it of great value. The book was published in the fall of 2015 and is being mailed to all active duty US general/flag officers, as well as being provided to all students in NDU war colleges and

other programs. Its success has been striking – in addition to requests for copies from across the interagency and national security spectrum, it is the most downloaded NDU publication ever.

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PhD Program

Part of the Force of the Future initiative, NDU was directed to develop a plan for an accredited doctoral program in national strategy. The Provost will cover details later this afternoon, but briefly, we are planning for the program to have initial enrollment in AY 17-18 and completion of the first cohort occurring not later than AY19-20. This program is pending CJCS approval.

Adaptive and Agile Leadership Initiative

The Adaptive and Agile Leadership Initiative is a partnership between Eisenhower School and the University of Berkeley Haas Business School in order to give students a broader perspective on adaptive leadership. Twenty-eight students from Haas partnered with 32 students from Eisenhower to participate in on-line forums, visit respective campuses, and contribute to each other's final papers and briefs at the end of the year.

CTNSP

NDU's Center for Technology and National Security Policy (CTNSP) has come a long way in the last year, from a reimbursable organization in the red without a stable funding source to finishing the fiscal year in the black and completing all commissioned research tasks to standard. To ensure that CTNSP is solidly positioned to support DOD Senior leaders' emphasis on technological innovation, the center has been restructured with new leadership and a new business model that enhances program management. This model also ensures a solid base of funding, to include \$4M in new support agreements and a \$5M Congressional plus-up to establish a National Security Technology Accelerator. The Accelerator focuses on education and research that enables DOD civilian and military leaders to take advantage of global commercial sources of technology and innovation relevant to DOD missions.

Command Climate

A positive Command Climate remains one of my top priorities. We continue with efforts to ensure all members of the NDU Team are treated fairly, that appropriate guidance and direction is given, and decisions are made in a transparent manner. This requires continuous action to maintain positive momentum and prevent problems from going unchecked that could cause them to fester. I am pleased with the progress we have collectively made but fully understand that continued emphasis is imperative.

How the BOV can help

We need to plan for our future and understand the constrained resources will be a constant. I firmly believe that if NDU looks the same in 2023 as it does today, we will have missed an opportunity and run the risk of losing relevance. We seek assistance of the board to shape the future of NDU in order to remain at the forefront of joint education, leader development, and scholarship. To assist you in thinking this through, we will help frame our

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State of affairs this afternoon and discuss the programming guidance that has been provided as a read-ahead. Tomorrow morning is designed to be a "Board only" discussion to allow for further deliberation on NDU 2023.

Among Congressional members, OSD, and the Joint Staff, there is an appetite to revisit the restrictions, definitions and limitations on joint professional military education. We ask that you consider potential legislative changes, educational program considerations, and ideas that will ensure NDU's preeminence now, next year, and in 2023.

Conclusion

We greatly appreciate the input and wisdom from all BOV members as we work together to strengthen NDU. We are thankful that you have made it here safely and look forward to General Newton joining us later today. Ambassador Wanda Nesbitt regrets not being here in person as she is recovering from a serious car accident. She sends her regards and will be dialing from home to attend at least some of the meeting.

As a final note, I'm happy to announce that in one of his last acts as Chairman, General Dempsey approved the Joint Meritorious Unit Award for NDU. I would like to thank the BOV for your assistance with this award that has had a positive impact on the climate at NDU. The award will be publically presented tomorrow during the Day 2 session.

Subject to your questions or comments we can continue the agenda.



F. . . PADILLA
Major General, USMC
15th President



Citation
to accompany the award of the
Joint Meritorious Unit Award
to
National Defense University

The National Defense University distinguished itself by exceptionally meritorious service from 6 February 2012 to 15 September 2015. During this period, the National Defense University graduated more than 14,000 mid- and senior-level professionals from diverse backgrounds, including United States Government civilians, International Fellows, and professionals from private industry, which nearly doubled the student body over previous years. The faculty also conducted a robust program of research, publication, and outreach that resulted in more than 200 scholarly publications, including books, monographs, and articles in peer-reviewed journals. Throughout this period, the National Defense University made tremendous advancements in education, international relations, infrastructure, and technology during an increasingly challenging fiscal environment. In so doing, the National Defense University set the standard for educational excellence in Joint Professional Military Education while maintaining the benchmark by which all professional military education schools worldwide are judged. By their exemplary performance of duty, the members of the National Defense University have brought great credit to themselves and to the Department of Defense.

Given under my hand this 24th day of September 2015

A handwritten signature in black ink, reading "Martin E. Dempsey". The signature is written in a cursive style with a large, stylized "D" at the end.

Chairman of the Joint Chiefs of Staff



**THE JOINT STAFF
WASHINGTON, DC**

Reply ZIP Code:
20318-1000

24 September 2015

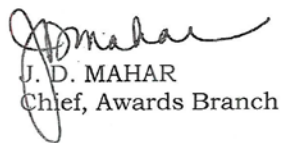
JOINT STAFF PERMANENT ORDER NUMBER J-1SO-0222-15

Subject: Announcement of the Award of the Joint Meritorious Unit Award

1. Under the provisions of DoD Manual 1348.33-V1, 23 November 2010, the Chairman of the Joint Chiefs of Staff has awarded the Joint Meritorious Unit Award to the **National Defense University (NDU), Fort McNair, Washington, DC**, for exceptionally meritorious service during the period **6 February 2012 to 15 September 2015**. The following subordinate joint units, not to include students, are included in this award: **Academic Affairs, CAPSTONE, the College of International Security Affairs, the Eisenhower School, the Information Resources Management College, the Institute of National Strategic Studies, the International Student Management Office, the Joint Forces Staff College, the National War College, and the NDU Staff**. Service units and individuals assigned to Service units in support of this organization are not eligible for this award.

2. The Unit Streamer (FSN 8345-01-169-5944), Service Ribbons (FSN 8455-01-170-5143 for Army) and (FSN 8455-01-170-5144 for USAF, USN, USMC), and civilian lapel buttons (FSN 8455-01-348-0488) may be obtained from normal supply channels.

FOR THE DIRECTOR FOR MANPOWER AND PERSONNEL:


J. D. MAHAR
Chief, Awards Branch

CF:
1 - ODUSD(MPP)/OEPM