LIST OF READ AHEADS FOR THE BOARD OF VISITORS MEETING
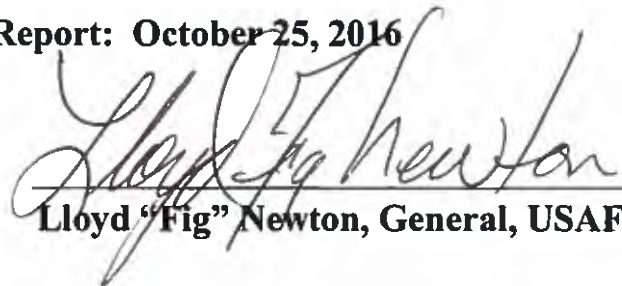## 11-12 July 2017

1. **Certified Minutes of 29-30 September 2016 Meeting**

2. **NDU 18-22 POM Decision Letter**

3. **The Eisenhower School Industry Fellows Program Brochure**

4. **NDU Strategic Plan 2012-2013 to 2017-2018**

REPORT OF

THE NATIONAL DEFENSE UNIVERSITY

BOARD OF VISITORS MEETING

Held on September 29-30, 2016

A public meeting was held on September 29-30, 2016 by the National Defense University Board of Visitors in Marshall Hall, Room 155, Fort McNair, Washington DC, 20319

Date of this Report: October 25, 2016

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

Chair

Minutes of the National Defense University Board of Visitors Meeting
September 29-30, 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 September 29-30, 2016. The attendance rosters and the agenda are attached in Appendix A and Appendix B, respectively. This meeting covered the command climate survey, curriculum, Process for Accreditation of Joint Education, new Middles States Standards, Program Objective Memorandum and the Department of Defense resource environment.

Thursday, 29 September 2016

1200	Call to Order	Dr. Brenda Roth, Designated Federal Officer

Dr Roth: Good afternoon, everyone. I am Brenda Roth, the Designated Federal Officer 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 1530 this afternoon, 29 September 2016, which is different from your agenda, so we can get over to the ceremony at the War College. Tomorrow, 30 September 2016, the open portion of this session of the BoV is from 0830 to noon.

NDU's Board of Visitors is chartered under the authority of the Secretary of Defense to provide "independent advice and recommendations on the overall management and governance of NDU in achieving its mission." NDU's senior leaders are present to answer questions or to clarify information as well as to listen to the Board's recommendations.

With that I turn the floor over to General Newton.

1200-1215	Administrative Notes	Dr. Roth; General Lloyd "Fig" Newton, USAF (Retired), BOV Chair

General Newton: That leaves it wide open. It's great to be back here and I'm looking forward to a stimulating discussion. We'll make our time as productive as possible.

1215-1230	Recognition of Departing BOV Members	Major General Frederick M. Padilla NDU President

Dr Roth: At this time I'd like to ask Major General Padilla and General Newton to the front to present appreciations to our departing Board members. Mr Tanner has already left the Board. George, please come to the front to receive your appreciation. It's a small token, but we have a letter from General Waldhauser and a certificate of appreciation signed by General Padilla. We have four members departing in November, and since this is their last meeting we're awarding them now. Admiral Crea is here today. Bel, come forward, please.

General Newton: We are not going to let these folks leave. We're just going to present these.

Dr Roth: Doug Raymond, please. They're in alphabetical order, so Dr Watson is last, but not least.

I want to explain why so many people are leaving. Since the 2011 Board restructuring, there are term limitations for Board members. We would love to keep you all but we can't, so we are going to let you go, but you will always be part of the NDU family. We do have people coming on, including one new member who will be introduced later. Ambassador Bismarck Myrick is with us today.

General Padilla, the floor is yours.

1230-1300	State of the University Address	MajGen Padilla

MajGen Padilla: I guess that was the spoiler alert. Thank you all for your service to NDU. We can't adequately convey what you have done for NDU. I'd like to welcome Ambassador Bismarck Myrick to the Board of Visitors. The State Department is a major stakeholder in NDU so it's important to have someone of his caliber on the Board. Also, he is no stranger to NDU from his time as Capstone director.

I'll now read the state of the University address.

(See text of speech at Appendix C)

General Newton: Thank you for a terrific overview. Are there any questions? If not, up next is the climate survey.

1300-1330	Faculty and Staff Command Climate Survey Results and Analysis	Dr. B.J. Miller, NDU Director of Institutional Research, Planning and Assessment

Dr Miller: Thank you, and good afternoon. I'm here to present the results of the staff climate survey. First I'll discuss some administrative details, then the demographic breakdown and the trend data, and finally our action plan. There will be plenty of time for your questions and discussion.

In the early spring we asked for feedback and input from leadership and Institutional Research for ideas to revise the survey. Changes included reducing the number of demographic questions to ensure better anonymity. We reorganized the question groups to improve the user experience and added sections on employment engagement and sexual climate to be more in line with DoD requirements. The survey was done online and anonymous. We had a pretty good response rate – 56%, with a 4% margin of error.

Here's the breakdown by component, by affiliation, and finally by function. As I mentioned before, the longitudinal analysis covers the past three years. Due to the survey revisions, we only looked at the items common to the past three years. 33 items were common across all three years. There is a reference in your binders. For those without a binder, it is an appendix to the survey report.

Here's a look at the response rate trend. Here are the average scores on the climate factors, left to right and low to high. One is the most negative response, five is the most positive. I think you'll see a familiar pattern: the 2015-2016 scores are higher, in some cases much higher, than 2014. If we turn our attention to the two leadership factors, there is much less discrepancy between NDU and

component leadership ratings in '15 and '16 than in '14. Here is a summary of the structure of the 2016 survey: 47 agree/disagree rating items summarized by 7 factors, 14 high-low ratings. Although some of the factors are the same as the longitudinal survey, the 2016 survey should be considered as the climate survey baseline.

For the faculty-only survey, the questions concern four items: are we meeting objectives; the ISRP; is the curriculum aligned; and academic freedom; All the ratings are above the midline, though there is room for improvement. Moving on to the average climate factor ratings, in order form lowest to highest ratings, we can note that the lowest-rated factor is above the midpoint. Some of the open-ended responses can explain some of this. There is an expressed desire for further improvement in communication and transparency and a desire for more input into decision-making processes. There is a lack of professional-development and advancement opportunities. Other areas for improvement are collaboration, academic technology, and the effectiveness of the central administration. Morale had been improving. Positive comments include affirmation for the excellence of education, the lecture series, and town hall events. Results on follow-up survey showed 17% of respondents reported personal experience with discriminatory/adverse event incidents or pay inequality.

MajGen Padilla: In the previous slide, a positive sexual climate was a high-rated area, but personal experience of 17% adversely affected is rather alarming. We had much discussion of how it can look so good on the one hand but on the other look so bad, and how are we going to address this in future.

Dr Miller: We issued a follow-up survey with the same questions, worded slightly differently to clarify whether the initial responses were based on hearsay or on direct experience. Previously it had asked "Did you personally experience this;" we changed it to "Did this happen to you?" We believe some of this is about employees knowing about an incident or hearing about it. This is a high grade that we don't think is representative.

VADM Crea: It would be helpful to know how an individual handled an experience. That may be why you have a high score.

General Newton: It may also call into question which one of those areas this occurred in. I don't know how you develop an instrument that gets to that, but would make it much easier to zero in on.

Dr Miller: The follow-up survey asked about satisfaction with incident resolution, but you can see that only 20% reported it up the chain of command, so that may not be resolved. We included questions about more frequently reported incidents so that we can understand how to address these issues.

VADM Crea: It would also be helpful to know why they didn't report it.

Dr Miller: That was also a question on the follow-up. We also did a predictive analysis about what predicted high or low morale. Those who rated their own morale high reported high marks on leadership. We can agree that these items are ones we can take action on.

So as you see, the results were disseminated to leadership over the summer and briefs were done at the individual colleges and components to break out the results for those groups. Based on these results, we want to develop initiatives around communication, decision making, pride and belonging.

General Newton: I'll just offer that this is good work. You will never get ahead of this, you'll always have to stay on it. This is not just DoD. It's just that you have to keep working on it.

MajGen Padilla: Sir, you're right. This is ongoing. We will always give you a status on the climate survey. It's like painting a ship – when you get to the end, you start over. BJ has been phenomenal in

developing the metrics for this, and her road show has been very helpful. We went form 2014 which was low, made significant progress, plateaued, identified issues to focus on, and hopefully her initiative will help us gain air speed and altitude.

AMB Myrick: Are the colleges and components going through a similar review?

Dr Miller: It's a university wide survey. We have results by component but we did not do specific component surveys.

RADM Hamby: I'd add that after Dr Miller came to our component and met with us at an all-hands, we were able to take the information she shared to drive forward on some issues that needed working on. I'll also take this opportunity to say that some of my faculty had interpreted the questions about discrimination to mean had you heard about something. It made the information actionable, which in the past had not been so easy.

VADM Crea: 56% is a good return, but you always want to know who didn't respond. Is there anything you can do to find out?

MajGen Padilla: One of our concerns was the ability in years past to identify who it was, that is now less of a possibility. Due to the anonymity, that is hard to do. At any academic institution, there is a degree of survey fatigue. There are a lot of surveys going on out there. The increase in participation is a good sign. Part of it too is when we conduct the survey; we get better responses at certain times that at others.

General Newton: 4:00 on a Friday evening is not a good time.

Mr Raymond: I want to follow up on why 80% of incidents were not reported up the chain of command. Did they not know how to follow up?

MajGen Padilla: All the services are wrestling with that problem. Is it no confidence that the chain of command can handle it; or if it didn't happen to you there's no reason to report it? We are going to peel this back to make sure there's not more we can be doing.

CAPT Fraser: I commend you for doing this survey and for following up. In addition to survey fatigue, the biggest way to reduce future participation is to indicate that once the survey is done, nothing else will happen. You've done a beautiful job of that.

Dr Watson: This is a good survey and result. If you compare responses of faculty versus administration, are they similar whether they are newer or more seasoned? You don't know how many people that percentage actually is.

Dr Miller: There were about 400 responses. We disaggregated by component but we did not want to do crosstabs because the cells get smaller and the data become less meaningful.

General Newton: Thanks again, great work. Dr Yaeger, you have the chop now.

1330-1400   Curriculum Evolution from Academic Year   Dr. John Yaeger, NDU Provost
**   2014-2015 to 2016-2017**

Dr Yaeger: Dr Miller is a great asset to have at the University. Her work has moved us forward by leaps and bounds. The irony of decreasing the demographic questions to get better survey results is good, but on the other hand there is a tradeoff.

I'd like to talk about the curriculum changes at the University. The top three bullets are our reason to evolve: we are in a changing national security environment; we have decreasing budgets; and we always need academic rigor in all our educational programs. In 2012 there was an across-the-board review of joint education that involved all the JPME institutions. Out of that review, General Dempsey came up with the six desired leader attributes that are applicable across all the colleges. That was new information that had to be incorporated into the curriculum, and that alone was a challenge. We already had a full curriculum. To optimize the fact that we are a university, we wanted to create a common academic calendar, so that if we have a high level speaker, a Senator, a head of state, in the past it wasn't possible for the Norfolk campus to participate because they were on a different academic calendar. If we wanted to have a health/fitness day for the entire University, without a common academic calendar we couldn't do that. We had to coordinate across all the colleges' academic calendars – now Monday through Thursday are college days, Friday is a University day – but everyone could participate because of common calendars. We wanted to enhance relevance, focus on critical thinking, add research; we wanted to give everyone a foundational understanding.

We started out with a few things. With the new desired leader attributes, there is a term "mission command." We wanted to give everyone a common understanding of that. Some military folks will understand that term differently. What does ethical decision making mean? We want everyone to have a foundation on that. The result is the strategic leader foundational core, with lessons and readings individualized to each college but with a common outcome. We started with seven learning outcomes for that period. Additionally, we had piloted the Combatant Command Scholars program. The PACOM commander listed a number of topics of interest and selected students did research on those topics and briefed the commander. Here is an opportunity to support the combatant commands. Also a lot of those scholars got assigned to the command. We also had agency folks participating. This has been a resounding success.

Then we have the Colleges' core curricula, and finally the tailored leader development and electives. A problem with the electives is that, say, a strategic acquisition course at the Eisenhower School that everyone there takes is treated as a minor elsewhere. During the first year with the new curriculum we had an uneven pace – it would be really busy, then slack, then really busy, then slack again. Our goal for the following year was to even out the pace. These changes were relatively minor but it was a hard sell for General Padilla to get the CJCS to approve the changes for the next year. The tailored leader development is now all year long. You have the foundational course in the fall and in the spring you have courses to build on.

There's been a big increase in the Combatant Command Scholars program, which has been a resounding success. It's very selective. The commands provide the research questions and some funding for travel. For some of them, like EUCOM, we've built special courses. We have more applicants than we have spaces to offer. That was the biggest change last year.

This academic year, another big change was tailoring the strategic leader course to three desired outcomes from seven. We had packed that program with way too much stuff, which is normal for a first-time program. We learned from that. It's an evolving curriculum. We have it down right. The only other change this year: we moved the electives up and made sure – this is the beauty of being a university – that a student at one college can take electives offered by another college. The common academic schedule was adjusted to make that happen. We are continuing to plan and assess as we look at the ISRP, which is where we want to reconnect scholarly work with JPME, so that every college has the equivalent of a thesis where every student has a research project. This is a change from the past. The colleges may not have been manned to support the skill set that requires, like writing skills. We need writing specialists. Our faculty found they are spending a lot of time on basic writing skills. Interviews with each college at the end of the year showed this, and it surprised them how much. You'll see later on we are moving to rectify this. The students are stepping up. The challenge now is

how we disseminate that knowledge. What about the people who need to use it? I don't anticipate any major changes for the next academic year – there will be some tweaks, in how we register students, for instance. The Deans will have a chance to address this. I'll invite Dr Tretler, my fiercest critic, to comment.

Dr David Tretler: You described exactly what needed to happen. We took a swing, missed some of it, made the necessary changes. We are moving in the right direction. The provost's office has been receptive to the colleges' different needs. Targeting the research program has been a positive for us.

Dr Yaeger: The Board members who are retiring remember the churn to make this happen. Are there any questions?

General Newton: You're right about that.

AMB Myrick: Am I to assume that Phase II will be heavily geared to irregular warfare?

Dr Yaeger: I apologize for the acronyms on the slide. This is the College of International Security Affairs, their focus is on irregular warfare. The IRMC focus is cyber. The emphasis is on aspects of their core for each college.

RADM Hamby: If I might, perhaps a better word than focus would be lens. We use cyberspace as the lens through which we reach the desired learning objective, but still with the common thread of JPME.

Dr Bell: We continue to have the common thread that you would expect, but our focus is on contemporary security challenges. This is our major field.

Ms Leong-Hong: I might have missed the introductory remarks on the Combatant Command Scholars, so I have a couple of questions. Is it open to all colleges and students? How are they selected? Can you give us a couple of examples of the projects?

Dr Yaeger: We have a couple of JFSC students participating. EUCOM came up with the questions, and we had a bit of back-and-forth to make sure the questions were correct. While other students are pursuing their electives, the scholars will be focusing on this project. There is an MOU with EUCOM that spells out the timeline and how the product will be reviewed and assessed. The director runs the program. Students provide a writing sample and why they want to participate in the program. The director reviews the students' writing sample and makes the selections, contacts the POC at EUCOM and sets up occasional telecoms with the command and the student to make sure we are on track. There is a delivered product received at at least a three-star level.

Ms Leong-Hong: It's an exciting program and congratulations on its success, especially since it sounds replicable in future years.

 Dr Yaeger: It is.

Ms Leong-Hong: I'll pick your brain during the break about how it works. We don't want to have to draft students who thought they'd be studying something else.

Ms Robinson: About the foundation course. There was discussion about the length and content of that. What do the colleges think? Are you still working on it or are you satisfied?

Dr Yaeger: This was a consensus team effort to change to what can be accomplished in that six weeks.

Dr Tretler: NWC probably pushed harder on the core than any other college. We needed to have a lot of that core at the front end to set up the rest of the course. The Provost was receptive to allowing us to shape our version to shape the outcome and what we think we need to accomplish. Our course is two weeks longer than the others because we need that extra time. We've pushed that core, and the university has been flexible.

Dr Bell: We have the common outcomes, and we also have course directors who shape our curriculum to our needs. We had to expand our aperture for example with cyber. In terms of the outcomes, we are building on the common things we want to achieve

CAPT Fraser: Have we seen a positive return on effort this early in the scheme? Define synergies and efficiencies, reduce pressures on the budget?

Dr Yaeger: Yes, we have. We have seen a lot more collaboration across the University. Decreasing budgets are not going away and we still have a way to go on that. That's a discussion I will have.

CAPT Fraser: But what you have so far has been positive?

Dr Yaeger: Yes.

Mr Doan: I'd like to get back to the scholars program. Small business struggles with differences between what you think the market is and what you find, but when you find it, you push. I think the market is telling you something here, you have a relevance here to solve this problem. You should be going all in on this. You have something really golden here, but be careful not to get it hung up in your bureaucracy. It could be the most important thing you have going.

BG Hartford: I agree it's something we have to invest in. Part of its success is the process we have to make sure we have the right subject backgrounds and expertise, as well as the scholarly expertise. Last year for PACOM, we had someone who was a remote pilot with experience in RPA. He briefed his program to OSD and PACOM. He had the background to do the work. Not every student has the right skill set to do this.

Dr Yaeger: Our interest is ensuring that all our graduates have the qualifications to go forward and do that. General Padilla got some guidance from the Chairman not to let this take over your primary mission. I've seen this before where some students will miss their core courses. Our job is not to let that happen.

Mr Doan: I stand corrected. I understand perfectly.

[Discussion about being responsive to requests from on high without letting them interfere with core of educating national security professionals]

Dr Yaeger: We need to manage expectation, especially if they have a project that's really thorny.

General Newton: Let me circle back. Now that we've made these changes, what kind of feedback are we getting from the students?

Dr Yaeger: I sat through some of the thesis presentations at CISA. Many of the students in their thesis defenses referred back to the foundation courses as important to prepare for the thesis.

Dr Bell: Just to comment, we have a very diverse student body. We took General Dempsey's mandate to pursue deeper and wider, with more international fellows and more interagency. The foundation course puts everyone on a common framework and understanding, so that you don't

suddenly find come February that the policeman from Cameroon doesn't understand something that everyone else does. The second thing it did was it gave all the students the opportunity to get back in the classroom and develop their study skills. The faculty are delighted at how much further along the students are this year, how the initial preparation bought them to a level where they are more comfortable conversing with each other and have the common language of strategy and cases they can refer back to. And I don't think it's because we got better students this year.

Dr Yaeger: To answer CAPT Fraser's question about collaboration, it's really the JFSC faculty who helped with the Revolutionary War piece. The JFSC faculty have the expertise in the joint function, the Yorktown battlefield. We don't need to grow our own, we can collaborate and help each other.

General Newton: Excellent, it's good to get that balance. I remember how being here broadened my perspective. We'll take a break before the next presentation.

1320-1335	**BREAK and group photo**

General Newton: If we can find our seats, we'll get started again. Dr Yaeger, you're on again.

1335-1515	**Process for Accreditation of Joint Education Review**	**Dr. Yaeger; Dr. Charles Cushman, Dean of Academics, College of International Security Affairs; Mr. Harry Dorsey, Dean of Faculty and Academic Programs, the Eisenhower School; Dr. Mary McCully, Dean of Faculty and Academic Programs, Information Resources Management College; Col Peter Yeager, Acting Dean of Faculty and Academic Programs, Joint Forces Staff College; Dr. Dave Tretler, Dean of Faculty and Academics, National War College**

Dr Yaeger: Thank you. I'm going to have each of the colleges tell us where they are in the process of accreditation. This process is modeled on the civilian, where you have standards to meet, you do a self-study, and then your peers come in and evaluate how you measured up to those standards. The differences are that the civilian process accredits the university's graduate programs; this accredits not just each college but some of the courses within the colleges.

Some background on the standards: they apply to every program that wants to grant joint professional military education credit. For your first you have a staff assist visit. You think you're ready to be reviewed, you have a group of peers come in to see if you're on the right track. Then you have the actual review.

You want the graduates to be able to operate in a joint service environment. You have a total student population that is joint, multinational, and interagency. You also need to employ predominantly active and highly effective learning. This is one we're working on to have active dialogue in the classroom.

So you need joint perspective from the faculty, and you need agency faculty contributing and having input on the curriculum, not just representing their agency.

Assessing student achievement applies not just to NDU but across the PME spectrum. This required a lot of effort to pass. To get people to define grades in a way that is meaningful to students, we needed to go from "I know an A when I see an A" to a better set of rubrics. This is a healthy, sometimes fierce, subject for debate. For assessing program effectiveness, the key area of responsibility comes down to the chancellors and commandants assessing for relevancy, for completeness, and working their contacts to make sure the program is effective.

Quality faculty recruitment, selection and assessment – we're really working on this one. Each of the components shows us how they judge the quality of their faculty input. The faculty development piece was an issue across JPME, though it's not so much now that we can send faculty to professional development opportunities again. One area we are looking at now is faculty development plans to we can plan and budget for them.

To wrap up, the whole purpose of accreditation is getting better. Just because we're green in an area is no reason to stop working on it.

Standard 7: provide institutional resources to support education; you must have a library and physical resources support students. A side benefit of PAJEs is for us to be visiting members of other institutions' reviews and the ideas we come back with for how we can improve, like the library.

The learning areas are common to all JPME programs: strategic and critical logic and creative thinking' strategic leadership; strategic response. I've asked each college to provide a snapshot of where they are. Dr Tretler, will you brief the War College.

Dr David Tretler, NWC: Good afternoon. I'm Dr Dave Tretler. We go through our PAJE evaluation in about two weeks, and I'm looking forward to it. I think we are in great shape. There are a few areas where we might be judged not quite up to par. They use a stoplight chart; ours shows where we were at our last PAJE in 2010. We were all green in our last PAJE. There's been some churn since then that has created some room for possible non-compliance. We are definitely out of compliance with Standard 1, joint awareness. Our 118 military students and 124 faculty are supposed to come a third each from each service. The Navy has been unable to fill all their billets at our school. The Navy has been struggling for a number of reasons. This may give the team a reason to give us a yellow, though they also might be able to overlook the deficiency as it is not our fault but the Navy's.

MajGen Padilla: That's JPME-wide, not just NDU; it includes the Naval War College. This is due to Navy personnel problems.

Dr Tretler: With regard to Standard 4, we could be on the borderline with assessing program effectiveness, because we don't have the paper trail. While we conduct rigorous assessment and we use feedback in ongoing curriculum and coursed design, we don't document it well. It won't affect our overall rating.

On Standard 7, where the team judges IT support to the academic programs, the university is reshaping overall how it provides IT support across the university. Given that all our business and academic processes rely on IT, these growing pains affect everyone. Leadership sees that it is working, but the faculty and students just see the pain. The teams will meet with students and with faculty and these

discussions may tip their rating to yellow to highlight the IT problems. I think we're solidly in the green on all the other standards. We're open to constructive suggestions on changes.

General Newton: Going back to assignment of personnel, as well as with IT, can we forecast when we are likely to be well; in which year are we likely to have it fixed? Can you go back to the Navy to find out when they can get that fixed? Pat Shaw from the J7 may be able to address this.

Pat Shaw: It's a confusing morass with regard to the Navy. For this academic year, they had forecast that they would have a full complement of students but their plan changed at the last minute and they pulled back 25%. Navy has a full complement in their plans for next year but we don't know how it will play out.

General Newton: We were anticipating this as an issue a few months ago.

Mr Shaw: It's true that when the sea service dropped their numbers the schools went looking for other students to fill the seats rather than let them go empty. The Army Reserves sent students beyond their normal numbers. The joint mix is off but it's better to have more students than fewer.

Dr Tretler: On the IT side, we can see that our wrestling with these issues is going to succeed and we are going to smooth this out, but we aren't at the point where we have a fast enough response time for the hiccups, and the faculty and students are frustrated.

Dr Chuck Cushman, CISA: My slide is much more complicated: we are one of the colleges that has all kinds or programs. We have three concentrations, which is why three reports.

First, our JPME II programs. Our Counterterrorism program has three-year accreditation and will have six-year accreditation when we correct the two deficiencies. Our joint awareness imbalance is the same issues with the Navy; the balance can get thrown off if just one officer doesn't show up. We do want more students next year. General Padilla and the J7 got us smart on adjusting the mix next year with each of the services, so we will be green and fully accredited for six years after that. On the joint learning areas, we had a little trouble with the joint learning areas – we did not do a good job of capturing the data. We think we have that corrected; if the J7 approves we will have full accreditation. A staff assist visit for JPME I South and Central Asia Program will be coming up; the level 2 accreditation we got in May gave us an idea of what we will be up against and we'll be ready for the real thing in the spring.

Our Special Ops Master's program at Ft Bragg is not in the JPME program. We and the sponsor don't anticipate it will be. For one thing the service mix is wildly out of balance and the clients have no interest in getting involved in JPME; they want to leave it to the services. The stoplight is white because it was never put into the JPME system. On the student/faculty mix, it's red because we have zero military faculty there. We'll have to have a conversation with the services, the Special Operations Command, and NDU if we want to have accreditation. They had some questions on the resources support, where we thought we are green because of the tremendous progress the university has made. We asked the university and General Kane for a lot of support. These are university-level questions, not CISA questions, and were not equipped to answer them. We got the support from NDU we needed to get the questions answered. That's my brief.

Mr Harry Dorsey, Eisenhower School: It's a privilege to be here. I never expected to be here but it's great to be back. In the interest of time, I won't plow the ground the others have. I will talk about our yellow and potential yellows and answer any questions. Our PAJE is in January, the self-study is due

in December. We do appreciate the opportunity to do a self –study; it's a lot of work but extraordinarily useful.

Standard 1 is green. Our situation is similar to the War College in the balance.

On program assessment, we've developed rubrics for overall program assessment and are working with students to refine it. This is the first time we've don't that, so we can't demonstrate a long history of full-up program assessment so that's why it's yellow-green.

Within the bounds of student-faculty ratio, we have had some difficulty with recruiting. In regard to assessment, we have challenges in tying performance to overall objectives. We're in the first year of the new DoD personnel performance system, which will focus and improve our ability to demonstrate faculty performance. The difficulty will be showing how we did this in the past. We have similar challenges on institutional support. The network is substantially more reliable, though there are some content issues which is where the students have problems – they see one thing and get something different. If you talk to the students, they are frustrated with the mechanics at what they are asked to read or submit a paper. The same with the faculty. The other issue is that since our last PAJE, we've had a 20 – 25% reduction in Title X faculty. That is not a good trend. It will likely continue, but not at a steep slope. We'll have to figure out how to address that, since they are about 40 % of the faculty. The rest are rotational. I depend on my Title X faculty for course development and to mentor new faculty. With all that, we may well be yellow. Looking at the last PAJE, we're ion a better place from the IT perspective, but I don't know how heavily team will weight feedback from students and faculty. I expect yellow.

Ms Leong-Hong: I was under the impression that we had addressed the issue of the rotational faculty. You said that 40% of your faculty are Title X and 60% rotational?

Mr Dorsey: That is military 30% or civilian agency 20% on rotation. All the military are late career

Ms Leong-Hong: How many vacancies do you have?

Mr Dorsey: Three out of thirty-one.

Ms Leong-Hong: How often do they rotate out?

Mr Dorsey: Military are three years, agency two years, sometimes three. Sometimes the needs of the agency reduces that.

AMB Myrick: This is very interesting. It seems to me that most of the colleges show some weakness in standards of resources and support of the education process. If this is so common throughout the university, what is the university doing about it?

Mr Dorsey: The best we can do is prioritize and work it. We continue to work collaboratively to manage the program and plan for future reduction.

General Newton: You're depending on the services, right?

Mr Dorsey: For students and faculty. Right. They provide the requirements. They are the stakeholder.

Dr Yaeger: A couple of things from the University perspective. We have hired a chief information officer who had considerable CIO experience and who got us moving in the right direction. The big part is to have a resource and prioritization plan, especially for the POM. The military CIO was rotating every three years. As some of the deans have said, the teams randomly choose faculty and students to interview and they may get some who have no idea what the university has been doing to mitigate the problems.

Mr Dorsey: I'm encouraged that CISA demonstrated the support that the IT team provided and the PAJE team listened. We are basing this assessment on where we were five years ago and the feedback from the last PAJE. It seems close enough that I have some concerns that we may not be green. Better to say that it is yellow now but the team may come in and say it's green.

Mr Doan: I'm intrigued with the Eisenhower School reaching out to industry and industry fellows. How many industry students do you have?

Dorsey: One. It is a challenge. We talk to all our host company industry partners. The defense industry has taken a big hit, companies can't afford to send their middle managers. We're innovating a split program with IBM. That person took two years to complete the program, and it's too soon to see if IBM values it enough to send more. We had one or two inquiries for last year. It's a tough sell to them to take a good upwardly mobile manager and tell him "you're going to be gone for a year."

Mr Doan: The market is telling you something. You need to flag this. You need to think creatively and get more industry folks.

Mr Dorsey: It's a great idea to look at ways to restructure.

CAPT Fraser: For Dr Yaeger, we've been so immersed in Middle States, but it looks like in all the areas where there's synergy we're doing well in both. Where we're yellow is in areas Middle States doesn't care about, like service mix. For accreditation, are we rushing to meet standards and then forgetting about them for six years? The key is to run our operations so we're meeting our mission goals and then focusing on what our customers need, and meeting standards. How do we avoid yellow areas by meeting our mission needs, forgetting about standards?
To the question of which is more important, Middle States or this accreditation, the answer is Yes. But we have competition from the other service schools and we can't allow them to eat our lunch. How can we through normal mission accomplishment avoid long term the yellow areas without restarting every six years? Can we do this on an ongoing basis so we are not surprised?

Dr Yaeger: This is in line with our goal to create a culture of planning and assessment. There's a tie with this and with Middle States. We had a problem with Middle States because we didn't have a good planning and assessment process. IT was the evidence of that, we were funding it with end-of-year funds, and that's what Middle States flagged. We're not there yet. It's a big challenge because we have to meet security standards as well. We need systems that are secure enough so we can't always just buy something off the shelf, like a student management system. It was obvious in 2011 that the instruction were out of date.

MajGen Padilla: As we look at these accreditation metrics, they are tied to our mission – what is unique about NDU is that we do have that joint, combined, and interagency that surpasses the service school competition. The diversity of our student and faculty body is huge and really enhances the mission of developing leaders who can operate in a complex environment. It's a PAJE standard that really contributes to our ability to accomplish our mission. As for the IT, when the students can't get

access to what they need it does take away from the student experience. This year's students don't have the experience of the past three years, they just see what's now. The bottom fell out three years ago with the student management system, but we have made progress. We have a way to go but it's gotten a lot better. In the future we'll probably have something different from what we have now. We want to make sure that as we transition to something else it will be smooth and get us to something better.

CAPT Fraser: I commend NDU for what you're doing. Companies can spend six months on a strategic plan and then shelve it and go back to work. If you can keep doing what you're doing, doing what you need to do and still meet the standards, that's good. In my opinion you're far ahead of where we were in the Middle States day.

Mr Dorsey: I agree that the goal is to do what you have to do and also meet the standards, but the standards have changed. There was a new OPMEP in May and we are making the changes we need to meet those new standards, especially 3 and 4. We want to be able to pull stuff off the shelf and say this is what we've been doing. One of the things on the green/yellow is that there are new things in the standards and we don't know how they will play out.

Mr Raymond: Back to the Title X faculty. Does Eisenhower or NDU have a defensible position of what the right mix should be?

Mr Dorsey: The right answer is we should. We're tasked to come up with it. I don't have it now, but we're working on it, at least within my school.

Mr Raymond: We need to be able to say why we have what we have.

Dr Yaeger: When Harry was Dean in the past, he was good at justifying why he needed a certain number of Title Xs. They do curriculum development, they mentor new faculty, there's a lot more that they need to do. If Eisenhower has an economics department, they probably needs more Title Xs than military strategy faculty, maybe not one for one but we need to look at that again.

Mr Dorsey: It's important to know what else a faculty member needs to do other than be in the classroom. Student advising, grading papers, are sometimes invisible and can't be quantified. You can't come up with a number on how many hours it takes to develop a good two-hour class.

Dr Watson: Where your systems need cross-references, how is that set up across colleges so that you can make sure that when something changes you can be sure you're meeting the requirements? In regard to the importance of talent management, is there a process in place? If not, why not?

Mr Dorsey: We have a very robust and vigorous talent management program, which directly addresses the Title X issue. The military and agency faculty, which run on completely different cycles, have to manage each cycle to make sure the right person shows up at the right time. There's an awful lot of art and not a lot of science to get them. The University's talent management program has made it much easier from a Dean's chair to see where you are.

MajGen Padilla: The talent management process has to be defensible, aligned and linked to what we are tasked to do. The talent management review board and program reviews have made that much easier, but we need that level-six type of detail to justify why we need this many Title X faculty versus this many military.

Dr Yaeger: We'll address a couple of these tomorrow, but the size and composition of our student body is one of our requirements. We have to figure out what is the demand for our short and long programs and how do we resource for them. We have more work to do.

Dr McCully, IRMC: Thank you. In March 2015 the J7 tasked Chancellor Hamby to begin a JPME II pilot course in August 2015. We've been working recommendations from staff assist visits and are looking for another staff assist visit in March 2017, and a PAJE after that. We had a pretty diverse class for our pilot and we have one seminar of 16 students for our second pilot. The military faculty are not all joint qualified officers. On instructional methods we score well. On assessments, we have an annual curriculum review process, and the student papers also provide data. We'll start surveying JPME graduates after one more program. Faculty recruitment is transparent and rigorous, and we've been very successful getting quality faculty. Faculty development focuses on the art of teaching, and we have faculty brown bags to share information. Faculty individual development plans are part of the faculty development process in line with NDU and college missions. We are leveraging NDU's institutional resources to the hilt. Are there any questions?

RADM Hamby: One comment: Mary gave you the background on the program, but when we started the pilot in the fall of '15 we had targeted a 2016 start, but General Waldhauser told us to fast forward it because it was a big gap. When you see this slide there is a yellow in our SAV, which was expected due to accelerating the program start by twelve months. I'm very proud of how the faculty have risen to the challenge. The feedback from commands that have received our students is anecdotal but phenomenal.

MajGen Padilla: I want to commend IRMC. Jan's brief to the MECC was so good that they said how about doing it a year earlier. A lot of the graduates have gone on to either their service component for cyber or to Cyber Command without prior experience. They were set up for success.

RADM Hamby: The best compliment we got was that the receiving offices asked how they could get the graduates from the next class.

Ms Leong-Hong: I want to commend the Admiral for putting together the program. Several years ago we were discussing how we can make sure cyber security is not only a part of the JPME education but a coherent program. That is good.

RADM Hamby: It's been my faculty who did this.

Ms Robinson: It's important to establish this cutting edge educational capability. This really does set NDU apart. How does JWICS access affect not just this college but the overall educational program? What is the timeline for getting adequate access?

RADM Hamby: Right now it's an embellishment, but it would allow us to pull more of the Top Secret material in. It's not just a nice-to-have; we already do teach at the TS/SCI level. It's getting materials in from the guest speakers, so right now we're doing hard copies. It will take us to the next level.

MajGen Padilla: It is a challenge. It's not just JWICS, we have only a handful of SIPR. We're on a dot-edu domain. We do need to be able to operate more in a top secret realm. That's the alligator closest to the sled to be able to do what we do now and then expand. There are security issues, information assurance issues; a lot of people who don't have the clearances. There are some classes at

the Secret level but not open to everyone. We are going to need to have that capability at the university. In that regard we are a little antiquated and we need to up our game.

Dr Trachtenberg: Accreditation was a form of war, in which deans used the outside accrediting agencies to extract resources from the president or the president used it to the same end with the trustees. I'm struck that there's none of that here. In the grander case of accreditation there is tension between the state public and the private universities. Big public universities are driving higher standards because they can use them to extract resources from their legislatures. Smaller places have to run harder to extract funding from their alumni. Does anyone wants to address how this sort of issue is addressed in an enterprise like this?

Dr Yaeger: I see it as all about getting better but it comes down to resources. The PAJE 3.5:1 student-faculty ratio doesn't scare the budget folks too much. We need to find different ways to justify the ratio so we can demonstrate that without it our students aren't going to learn thus and such. We are a unique institution but we are also to an extent part of the DoD-wide manpower scrutiny, and they are looking for cuts in the headquarters. But the folks in the library, are they headquarters? If we get cut too much, our accreditation is in jeopardy because we can't meet our mission. I'll let Pat Shaw from the J7 speak to the accreditation question.

Pat Shaw: My other hat is organizing all the PAJE teams. These standards were written for the big schools. We're seeing a lot of smaller programs which these don't fit at all; their programs are great but they don't fit the standards. The bit about the student-faculty ration as a cudgel – my advice to the schools is don't try to squeeze your way into the ratios, like saying we meet the faculty requirement because our commandant teaches. Take it back to the services for leverage. It doesn't work that way at NDU.

Dr Trachtenberg: Before I came to George Washington University I was the president of a small college with a good business program that just could not get its program accredited. My frustration with this sort of thing led me to convene a group of smaller schools and we developed our own standards for accreditation for our programs. The upshot was that we established a kind of "weight class" accreditation requirements.

Ms Leong-Hong: So the JPME schools should form their own accreditation program?

MajGen Padilla: The JPME requirements came out of the Goldwater-Nichols reforms; it was forced on us in the wake of Grenada. We are still not fully satisfying the requirement for JPME, even with our satellite programs. A lot of the officers attending the JCWS are already in their joint rotations – kind of like sending someone to medical school after he has done surgery. We are at the mercy of the services. They can make adjustments for their schools. Middle States accredits NDU, not all the individual components. Maybe the PAJE can be conducted in the same manner.

Dr Trachtenberg: Our universities may be among the most regulated industries in the US. People discover the value of accreditation, associations come in and accredit units of the university, down to the campus police department. Everyone who can figure out how to use accreditation to leverage resources is going to do it. I'm cynical, I don't know how to do away with this, but I'm not smart enough to figure out how to get around it.

Dr Yaeger: We have one more presentation.

Col Peter Yeager, JFSC: The JCDES, our hybrid program, was historically for reserve component students and faculty. It's about to change in 2017, so we'll get a sense of how it is working and any unintended consequences. It's the same curriculum as the ten-week in-residence program, over forty weeks with a resident week in the front and two at the end. There were some challenges with respect to program assessment at our last PAJE, with insufficient detail to assess which we've remediated. There is some fear in the reserve community that introducing active duty may take places away from the reserve component. There is some possibility of that; the faculty don't require JQO because it's hard for the reserve component to come by. We're beginning to evaluate the potential implications and we'll have a sense in the next few weeks and months of the active component demand signal and of how different delivery methods will satisfy the requirements of the different components. Resource issues are yellow due to wargaming capabilities; we do not meet that requirement today. The system we had was obsolete and failed information assurance. We're working with CASL on a replacement.

The JCWS program is the anchor of JFSC. We'll teach about 950 students in 2017. It produces about 52% of JPME II graduates across the military. It is predominately resident. We're slightly out of the norm of student/faculty ratio at 4.2:1 which is not the 4:1 norm. We will lose some US Army military. There have been some delays in hiring which we're working with HRD to fully resolve. JCWS was PAJEd in 2014 and passed, the IT capabilities were functional in the resident domain but there were some issues with the satellite programs; this is a temporary issue.

JAWS is in its 13th year. It's the smallest program, with 36 students this year. It's as tightly focused on JPME II as any program, and the only one whose graduates assume a follow-on duty designed for them. It's a little out of standard for faculty/student ration but the faculty gaps are being corrected. It was granted provisional accreditation in 2014 due to military manpower gaps and the struggle to hire civilian faculty, which were resolved in midyear. In 2017 we will have a few temporary gaps but we're actively recruiting now. The IT and network issues are due to security; modeling and simulation had to be taken off the network for information assurance. We're funded for classroom renovations, reconnected to a secure network, which is functioning quite well.

General Newton: Your timing is perfect. It's time for us to head over to the War College for the ceremony honoring General Powell. We'll do a wrap-up tomorrow.

| **1530** | **Meeting Ends for the Day** | **Dr. Roth** |

Friday, 30 September 2016

| **0830** | **Call to order** | **Dr. Roth** |

General Newton: Welcome back everybody. And welcome aboard for those who are here for the first time. Thank you so much for last evening; it was just a terrific event. There's probably some way it could have been better, but I certainly can't think of one. Thank you for 70 years of creating great leaders. Now we'll try to press forward with this morning's work. You're on, John.

| **0830-0845** | **Middle States Commission on Higher Education Standards** | **Dr. Yaeger** |

Dr Yaeger: We recently went through a revision to the Middle States standards. We went from 14 standards down to seven by combining several things. First of all, with the mission and goals, it requires a periodic assessment to see if they are achievable. It's possible that the Chairman will give us a new mission statement and we may need to revisit our strategic plan, but even if he doesn't it's time for us to take a look at it. We would want the Board's help. This would not be continuous; periodically we'd assign a Board member to give us a sanity check.

The second standard focuses on student learning, the third and fourth standards support continuous institutional improvement. With the standards on ethics and integrity, there's little change there. It requires a climate of respect among students and faculty. This is an area where the annual climate survey helps by giving us the data to stay on track.

Promotion in academic ranks – this requires fair policies for hiring and promotion. It is very clear now what the process is to evaluate and be recommended for promotion and we now have clearly established criteria on how someone advances in academic rank. We are in pretty good shape here.

The other standards are very similar to what we see in the process for accreditation for joint education. Components need to establish their own strategic plan. We have a financial planning and budgeting process that is aligned with the University mission, goals and strategic plan. On governance and leadership, the Board of Visitors has to be legally constituted, has to have sufficient independence and expertise, to assure that the governing body doesn't interfere with the operation of the institution. Being a federal advisory committee helps make it aligned with the military standards.

Some of the recent things we've done in support of standards improvements: we've revised the mission statement, developed a formal student code, and hired a Chief Information Officer. The Chief Operating Officer and Chief Information Officer has really helped move this forward.

The MSCHE accreditation process has been revised. It used to be ten years, with the self-study in the middle of it. It's been moved to eight years; so our peer visit will be in Academic Year 22-23. The big difference is that we now have to have an annual institution update, and that's what we've been working on. What is the content of that? It is reviewed by our peers, not Middle States. We are mandated to have an annual report, which goes by calendar year, so it's a little out of cycle. Everything in the annual report goes into Middle States. The one new thing they want, we've got to show evidence of the success of our graduates. Some of our programs like the Joint Advanced Warfighting School, with 36 students this year, are on track, but for the broader number of students, how do we know we are preparing them? We've got to come up with that ourselves. We have surveys. One of the biggest challenges here is that our graduates move around and will go someplace else within a few years. As a university, how will we know if we're preparing them for success? There are pockets where we do this well, for instance with our international students.

VADM Crea: How do you define success?

Dr Yaeger: We have to define it for ourselves. With some colleges, "our graduates are all employed" is definition enough, but we've got to do better.

CAPT Fraser: This could be a burden, but I can see where you could use this with the COCOMs to send their folks to us. We can do lots of marketing. There is a great opportunity for this.

General Newton: How do they do this in other institutions?

Dr Watson: The yearly cycle is important at other institutions. They go through their own annual review; some call it a blueprint. It's tied to successes and challenges, as well as budgetary constraints, so this goes right in line with most colleges.

Dr Yaeger: How do you know your graduates have been prepared well?

Dr Watson: We have one, three, and five year surveys that go out. The trouble is there isn't a longitudinal database that predicts outcomes. I imagine that the military might be more tightly coupled, given that you know where people are and where they might be going. Your problem is developing the right tool.

Dr Yaeger: We do one and three year surveys that are pretty good.

RADM Hamby: One challenge for us is our students are prescreened before they get here, so, like the Harvard Business School you know they are going to succeed. We're trying to work with Dr Miller to see if there may be some proxy measures that are better measures to see what impact we have had, but we aren't sure how to collect them. Like, are students able to have publications in peer reviewed journals? There's anecdotal evidence from others, such as the General I sat next to last night who reported that the graduate working for her is doing phenomenally. We need to be able to capture when the success can be attributed to our program.

Dr Bell: We have some survey mechanisms. 54% of our international alumni say that what they learned here directly impacts their work and has contributed to policy development in their countries.

BG Hartford: It's hard to use peer-reviewed publications as a measure. I think my charge is to develop practitioners, people trying to make a difference. Our graduates can help shape policy but they are not making it yet. At the ten-year point the will have a larger impact on policy.

General Newton: I'm not so sure that's the definition. I would offer that if we think our way through this, we can go to the various A-1s. They have a way of knowing where the people they sent to us are. They would be interested in the information as well, to tell them if they are sending the right people to this institution. We need to determine what that measure of success is, especially at the one, three, and five year marks.

CAPT Fraser: We've discussed models of success of learning: did they like it, did they learn. These, you can measure. For the fourth one – have the goals of the mission been better attained as a result of what you learned – you've got to go out to the COCOMs. Sometimes we would survey Rockwell and get measurements like how is the retention; one answer could be that the retention is food and the leader is a much more charming individual. You need to isolate the individual factors that are qualitative and measureable. Some of this you can do scientifically, some you can twist a little and take credit for their success. How much of General Powell's success can be attributed to his time at NDU?

Ms Robinson: It seems to me that the OER is a good place for the question since the officers are being evaluated anyway. Recommend to personnel that they do this. Every educational institution has an interest in knowing this. Can you tie their success to their academic assignments?

Dr Watson: Also just remember why we do assessments, for the value added. We tie it to what the program says it does and look at those outcomes. The closer you can tie it to what your program says

it does, the better. Is it reasonable to expect a program is continuously changing a person's life three to five years out? You have to design your survey to be realistic. Stay close to the program outcomes as you measure.

Dr Yaeger: I agree. Another thing I'd like to know is what are we giving you that you're not using?

Ambassador Yamamoto: We looked at promotion rates. Preselection is important. In the Foreign Service, 40-50 % of promotions to senior ranks went to NDU.   On promotion boards we do see a lot of NDU graduates. When I was in Ethiopia there were many more military on the Embassy staff. We needed more interconnection with the military; you can't succeed as an ambassador without some experience of the military. NDU is definitely our number one training program for the Department of State.

Dr Yaeger: That's a great metric. I appreciate all the input. We'll get down to the colleges and think this through. This is a great opportunity to use this requirement to make these changes.

Dr Watson: One more suggestion. I'm not sure if you have the personnel to do the comparison, but is there a difference in performance in critical thinking and strategic initiatives?

General Newton: Is that it on this one? I think I speak for all my colleagues that this Middle States is critical to us. We want you to keep this one on the front burner.

Dr Yaeger: I agree.

0845-0945	Program Objective Memorandum (POM) Decision Update	Dr. Yaeger Major General Robert Kane, USAF (Retired), Chief Operating Officer

Dr Yaeger: Rob and I want to talk about how we got to the POM, which is in your read-ahead, to give you a little background on how we got to it. It really began in 2014, when I developed some initial guidance for 17 – 21. We began initial discussions and went ahead and reviewed every single academic and support program across the board, looking at the breakdowns for opportunities for collaboration, redundancies, and gaps and to see where we are. It was well worth the effort. We identified a couple of requirements that were new or unfunded that we thought were at risk, so we went to the Joint Staff for bridge money. We identified ten areas for further investigation and assigned task teams. In April 2015 the University President issued guidance, and we had a senior leader offsite to review options. In January 2016 the NDU-P issued planning and program guidance for 17 – 21, and we worked on a budget bill from January to March. We want to discuss the decisions with you, as they are important.

One area we want to focus on is student experience, to include health/fitness and research support – how are we supporting it across the university. A big area is the size and composition of the student body. The talent management review showed that the Coast Guard had cut back Coast Guard faculty. We have one, with 7-10 CG students where there are usually three students for one faculty. There had been only a handshake, no memorandum of understanding. So they have been getting a free ride; they need to either pay for these additional students or give us more faculty. The composition is okay for our yearlong programs but we have a lot of short programs. And what about our staff taking classes – is that the right mix of students we want in our classes? We are way down on numbers with the Navy. Another thing we need to look at is what if all the 13 Army officers we have, have the same specialties

like artillery, or all the Marines are helicopter pilots? That's not the spirit of what we're trying to do here, and we need to adjust this.

Ambassador Myrick: How much of the education and training is required, either legislatively or from demands of the COCOMs?

Dr Yaeger: For the military ten-month programs, we do a size and composition that goes to the Joint Staff who go to the COCOMs. That one is pretty stable but other areas are not codified. Then the law has mandated a couple of things, like you have to have this certification to be promoted to general officer. Where we have work to do is with the civilian agencies and DoD civilians.

Maj Gen Kane: On information technology, we are lucky to have Diane as our new CIO. She is doing a fantastic job getting heads and arms around what we need to do with our IT. She has reoriented her workforce around the notion that the CIO has to embrace academic technology. She spent a lot of time looking at what needs to be going on in the future. We got some additional resources for IT, and the budget for IT modernization is now in the baseline budget so they can resource what they need to get done in a more disciplined way. She's using two lines of effort, foundational and transformational lenses. She found that there were issues with adequate power when we were trying to get a SIPR terminal in the boss's office; there were problems with the HVAC, with basic switches, with backup power units. We have to address these. Because she is embracing academic technology, she's seeing how for instance the NDU Blackboard LMS could be better optimized with some standardization. The AV technology in the classrooms is at the end of its useful life and needs replacing, which will affect how we structure manpower and train faculty. We have challenges with increasing requirements to link our systems with DoD SIPR and business systems. Weaknesses with how the Sharepoint system was deployed limit its usefulness and need to be corrected. For the learning center, she's somewhat uniquely qualified to blend the IT CIO role with the academic side.

Phase 2 is more transformational. We'll need a new student information system, which will be a two-year project and much more deliberate. The systems are still weak and need to be made more effective. We are reframing the risk management framework to orient our thinking to secure what need to be secured and the appropriate mitigation for the things that don't need to be secured to that extent. We're talking with other institutions such as the Naval Postgraduate School. Then there are other things like wargaming and experimental labs that need to be improved; the cloud and how that can work for alumni outreach; and expanding and evolving the academic programs in a way that will make them more interesting. And we're looking at how we do outreach to alumni and to our industry partners.

General Newton: That's terrific to have this position filled, I'm very pleased with that. I would hope that we would make it a very key part of the strategic plan, which we refresh as we go so we don't find ourselves in the future with everything aging at the same time. That brings me to the next questions: what kind of money are we talking about?

RDML Webber: We don't know the answer to that. At the last BOV meeting it came up that we don't have the resources for what I need to do. I will set priorities and we'll spend everything in the budget, and we'll go back to the Joint Staff if we need more funding.

General Newton: It would be a good idea to have a notion of what we need, so the Board can see where we are short, so we can get to a point of real success and are healthy on the IT side

RDML Webber: We'll get to the heart of that plan in the January - February timeframe. The student management system will be the heart of that. We all know that records management is coming. What are we going to do with our data – upgrade SharePoint, or use Google or the cloud? Right now the SharePoint portal has a big chunk of our records. Do we keep that system, or do we find another system? I just launched an effort to do data and process discovery to see where our data is to pick two or three programs. We'll make an effort to identify several systems that can work together. We're looking at getting most of this done in 17, like cut contracts. By December we'll have an idea of the costs, we'll then do a costing plan.

General Newton: This is not unique to NDU. IT is a major subject, and somehow we are always behind. The plan you are putting together and the one I think we should have will be very helpful to help us help you and put the emphasis on getting what you need.

Ms Leong-Hong: We are talking five years out with the POM decisions, right? Some of the things you're talking about are now decisions, so as you were answering the General's questions you would be spending the money you'd get. My question is, as we look into the future, how are you strategically positioning IT with the academic and operational strategic objectives?

RDML Webber: The longer term piece to support a strategic shift would be two places: on the learning center and decisions on how we would use the cloud to support our students. For example our alumni, we don't have them in the traditional sense. We have started talking about how we keep track of them, and we're having discussions on how to keep things refreshed and current.

Ms Leong-Hong: Back to the IT piece, how much of the foundational requirements are in place to get to that learning center? If the learning center is five years out, what do you have to get to that place? You brought up records management, which to me is a foundational piece. If that is not there, do you put that in your POM? We are talking POM decisions now. I am trying to listen for, do we have the foundational pieces that will allow us to get to that five-year plan?

RDML Webber: We have the foundational pieces to get to the learning center in six months but have not packaged them yet. We offer assistance and help desk support but we need to scoop up all the pieces and work with the colleges. Teaching and learning excellence is the second part. We teach, but have no way to know if this is the best way to teach. We need a conversation on applied learning, on a space for new faculty and faculty who want to learn new things. It's also a space for collaboration and to bring people together from across the University; things are not shared across the University currently.   The last place is the research and development space. I'm a "try before you buy" person. We should be doing some R&D so that we can bring some things to the table, and play with them before moving them to the classroom.

Ms Leong-Hong: I understand the planning needed. Have you translated what you just described into the requirements to monetize this?

General Newton: Let me have you take that offline with General Kane and the CIO.

Mr Doan: It's clear that after three years you've made a lot of progress. My concern remains the same that you have to be orders of magnitude bigger and faster. The one thing you didn't talk about, which is my primary worry, is that you have students who are going to face an enemy who is nimble with technology and with social media. Your number one goal is to prepare your students to face the primary threat.

Dr Yaeger: That's a good lead-in to the learning center. Part of our mission is to prepare students to operate effectively, but what does that mean? They need to be able to write well, to make a presentation well, and to read well. On the writing side, the concept is you support each of the colleges, you have writing specialists. On the technology side, we have fallen short, not in investment but in the training piece, in how do you use it. We need a coherent plan to teach faculty how to use these technologies; many still do not know how to use Blackboard. One of the best ways I've seen at other institutions, including other PME schools, is a cadre of faculty who teach others how to teach. We don't need just to buy the technology, we need to teach people how to use it.

General Newton: I think this subject is very, very key. If we are not doing this, then Doan is absolutely right, we are doing a real disservice to leaders out there who are going to face an enemy, and we need to bring to the attention of the leadership at the Pentagon that we need the ability to deal with this. Bel is right too, you need to have it in the planning process.

Ms Leong-Hong: I want to make sure it's in there, not "we'll ask for it later," it needs to be there right now. We need to emphasize that we're fighting this war right now.

Ms Robinson: We always have a deficient understanding, insufficient granularity on the budget, going in to these meetings.

CAPT Fraser: The last thing we want is students coming to us from units that have more sophisticated IT than we. We should be showing them the future technologies. That's not very good advertising.

General Newton: A couple of other thoughts. We can develop partnerships with industries that are developing these areas. We can play together, they depend on government funding. Let's put some thought into this.

Dr Yaeger: Let's move on to the delivery of cyber education. That's a deficit across the university. We have expertise on the land, air and sea domains across the faculty, but not cyber. No matter the mission of the college, they all need to have that understanding of the cyber domain. Chancellor Hamby is leading that

RADM Hamby: If the provost won't mind, I'd like to qualify that what he meant is we don't have a structured and deliberate plan to make sure cyber is delivered across the curriculum. We do have excellent faculty and have had some tremendous success filling gaps in cyber that are going to up our game. We're taking it on from a communities of practice view. It's in its infancy now but we are making great strides. The NATO Cooperative Defense Cyber CIO approached us to cooperate with them, though we're still in the discussion phase. I hope to have a more substantive plan two BOV meetings from now.

AMB Myrick: Focusing on the slice that's applicable to NDU, how do we figure out the part of cyber that is useful to us, rather than just everything cyber?

RADM Hamby: An excellent point. We are focusing on our mission. We stay true to our students as leaders, focusing on no more than they need. We're not trying to make them cyber experts.

Dr Bell: We also add how our adversaries are using cyber. That's an essential part of our program.

Mr Raymond: This is very encouraging. It makes me wonder how much of this has risen to the strategic level. Am I prepared to understand how ISIS uses social media, and to combat that?

BG Hartford: We do have experts within the electives program. At NWC – Dr Tretler, correct me – we try to get people to solve strategic problems. A ten-month program has only so much time. They have the skill set to solve problems. My graduates solve big problems using all the instruments of national power, but I don't focus on, say, what ISIS is doing in the IT domain. Dave?

Dr Tretler: The key for them in the information realm is to have a better idea of the fundamental capabilities available to you to get to your strategic goals. Today some of that is in the cyber domain, some of it is outside. They do need to understand that folks we are contesting with are going use information, the capabilities available to them, and how to use those capabilities.

Mr Raymond: Good. But as a senior officer you may be confronted with some sort of incident that you may not have all the instruments you need to counter it.

Dr Tretler: Absolutely. What is the best mix of actors and capabilities you need to counter the threat. That is all part of the equation.

Mr Raymond: I applaud that.

VADM Crea: This is much more than the DoD. Do you have other counterparts you could work with?

RADM Hamby: Because it's in the early stages we have not solidly established links outside the military education system. We have established links with the Department of Homeland Security and we have ties to the Army Cyber Institute, but we're focusing now on the MECC – Annapolis and the Naval Postgraduate School want to collaborate with us. One of the common themes with our partners is that of any domain, this is the one that is born whole of government, is multinational – the ubiquity of information forces you to embrace the entirety. You have to balance your capacities.

General Newton: Let's move on.

Maj Gen Kane: I want to mention the importance of our human capital. You're familiar with the talent management program, thanks to Tim Robertson. We want to sustain our civilian pay at 65% of budget. One of the things we did was to give ourselves the challenge to constrain our budget and only use 1.1% inflation increase as a planning factor. That will create a talent management challenge for us to hire new folks at lower pay levels. We'll do this for three years, '17, '18, 1nd '19, very deliberately, to make sure we effect the right changes.

General Newton: There's a lot of great discussion here. Let me just leave with all the commandants the caution to be careful not to stay in yesteryear as you're developing that strategic standpoint in the lesson you're developing. This is moving so fast that we have to be careful that we are not left behind. I go to China immediately when I think cyber. The students have to be prepared so they can get out in front of all those folks who are trying to take us down.

0945-1015	Defense Decisions: Current Resource Conundrum	Dr. Laura Junor, Director, Center for Strategic Research

Dr Junor: I have been supporting the department for more than 20 years. I have done readiness analysis. I am a Ph.D. economist, and I ask "how did this happen?" The sole reason the Department of Defense exists is to produce ready military elements. What I want to talk about today is my last voyage through the Pentagon, in CAPE, who try to keep the entire department on budget. The current federal debt is somewhere around 19 trillion, a phenomenal math problem. If we think this will be fixed by an election; that is a naïve thought. The money coming in is not enough to cover the amount going out. Marginal changes are not enough to make things better. Sequester is not going away with a new administration. Horrible as sequester is, it has countered the growth of the debt. As the baby boom generation retires, as Social Security and Medicare increases, it will compound the problem. Over the next ten years we have some tough changes. The DoD sticks out as the largest part of discretionary spending, which means it will be under increasing scrutiny. The Department is funded for base operations, and gets funded up for contingencies. It is how the budget comes down that matters. It takes years to create the skill sets and technologies for an effective operational unit. The DoD is the only department that plans its budgets over five years. OMB gets to sit in on its deliberations for that reason. Secretary Gates could see that things were going to start going down, he wanted to find a way to reduce the budget without sacrificing military readiness, and he was worried about China. Turns out he was right about that. He wanted to be able to redirect the spending. In August 2010 he released an efficiencies initiative memo – he wanted to lead by example, cut out the fat, and redirect the spending to either readiness or technology. The Department wasn't ready for the psychological shift from growing budgets to dealing with less. To lead by example, he wanted to get rid of a COCOM and one of his own direct report undersecretaries. He effected a civilian hiring freeze for two years. He also wanted to reduce contract support and reduce the number of general and flag officers. Those same type of cuts have been recurring almost every year. In 2010, he managed to find $100 billion to reprogram among the services for their own use. By April 2011, the President and Congress were starting to catch up to the debt and at this point the President wanted to reduce the defense budget by $400 billion. Gates told the President, "I wish you would let me scope out a strategy to be fiscally responsible." Congress was also working on a budget control act four months later. His 2012 defense strategic guidance started his comprehensive review, and his PB13 reflected it, roughly over $400 billion less, but unfortunately that is not exactly how things panned out. It did not factor in the sequester cuts, because they could not imagine it would happen. No one saw it coming – it was too stupid to happen, until it did. The height of uncertainty was 2014. Sequester was supposed to kick off in January of that year. They had made cursory preparations because they did not think it would happen. They got a mini-budget year that delayed it till March. Cutting $30 billion halfway through a fiscal year is silly, we were halfway through the year and we are at war. The only areas to cut were readiness and personnel, which is why they had the furloughs. At that point any sense that it would fix itself soon was dashed. Gates' focus on ensuring that readiness would not suffer ensured that the services got good at articulating their readiness; they could trace the effects from the sequester to gaps. This reproducible, defendable cause and effect wrung back the money for readiness. The problem is they gave it back in Overseas Contingency Operations (OCO) special war money. Congress loves it because it is off the books. The services had got in the habit of putting some of their ingoing expenses in that account. After a war ends, that account evaporates. Congress puts more money into this one-year account. This provokes fiscally irresponsible investments because they are one-year timelines. Budgets have been hard ever since, in different ways. We are not talking about a healthy baseline. The current threat environment is critical, force readiness is not good because it has been focused on Counter Insurgency (COIN) in Iraq and Afghanistan for 15 years. That was a necessary opportunity cost of the wars we were in which sequester made it hard to get out of. There are very real reasons to be concerned about Russia. Our nuclear triad is not only ineffective but downright dangerous. This is not a healthy baseline also because of modernization. This will force a reduction in force size as equipment atrophies. Then add conventional recapitalization, and you are at $19 billion above what we thought we would need. It is a must-pay bill that does not fit in the current

budget. Also, personnel costs are rising dramatically – health care, compensation, retirement.
Compensation always been about a third of the budget. This is mandatory spending. Health care is
extremely expensive. We have to be careful about reducing these costs. As an all-volunteer force, we
have to be mindful that we compete for labor. The academic quality of the potential pool matters. We
are chasing a falling population of folks to enter military service, something like 465,000 out of a
potential pool of 20,975,000 in the age bracket. Analysis of House voting patterns shows almost no
overlap between the parties. This environment is going to force big changes. It's caused a rethink of
the retirement system.

What does it mean for NDU? That's why I came here. There are no easy choices left, if there ever
were. It is a negative-sum game, you have to earn every choice. At best our partner security agencies
have 10% of our budget, and it's all personnel. This is an opportunity for us to start training the people
going back to these agencies to make responsible decisions.

VADM Crea: I compliment you on an extraordinary brief.

General Newton: That was outstanding. Thank you for this, you've given us a lot to think about. It
puts the whole picture before us, where we fit into this and how difficult it will be to find the resources
for IT and the other things we were talking about.

AMB Myrick: Can you give us an idea of how this impacts NDU?

Dr Junor: NDU's budget has been reduced before, and we're under pressure now. I think it's naïve
to assume that NDU will escape. The Joint Staff, OSD, the COCOMs have to reduce their footprints.
There's no joy anywhere. You have to do it responsibly, know what you have to protect and what is
non-negotiable, and plan accordingly. Gates thought he could change the mental model quickly and
found it didn't work. NDU doesn't have that kind of time. Know what you want and build a sound
plan for getting there. Two, this is a perfect environment for making changes. Use it as an opportunity
to further hone what we're doing here and how we're doing it.

COL Fredenburgh: Our focus at the Eisenhower School is to develop future leaders. Our master's
degree focuses on just this – strategic national security policy and the resources needed for it. We are
working very closely to incorporate this component. Two hundred-plus of our students will be
prepared with the toolset to address this issue.

Dr Junor: I have a lineup of people who want to speak on this topic, such as the brief given here.
The building is there to help us.

Dr Bell: One of the things I think is missing is a clear understanding of education and leadership
development. There's an imbalance between ends, ways and means. General Dempsey said we have
to invest in leadership development and education to solve the problem. The question is where do we
place the value on education, or is this a fair-share cut and we get it along with everyone else?
Historically, we have had these troughs, and previous investment in education have come after a major
war. It required senior leaders to have the vision of why education is important. We can push this, but
how relevant are we? The other piece is that for the cost of a few educated people, maybe we would
have fewer of these challenges. Look at the mis-assumptions of the Iraq war about health care costs –
they anticipated very few casualties, and that the war would pay for itself. If we can help educate the
right leaders to get these ideas right, maybe we can put a dent.

RADM Maurer: Dr Junor is right. The COCOM commanders are now seeing why they can't get the assets they want – there's no money. The briefer uses NDU/ES to bounce ideas off

CAPT Fraser: We were concerned five or six years ago that NDU was not as exempt from this as we had thought previously. I notice that the people who were in denial then aren't here now. We are not exempt from this, and we have to be as creative as we are asking our students to be.

Mr Doan: I'd like to add two thoughts. The next time you give this brief don't sugar coat it. Explain how zero interest rates affect what you can borrow. I think you should take action now, get ahead of the curve and start working with your personnel management, grab your warfighters who are going to lose their knowledge from the long war. It would be shameful as a nation to let their hard-earned experience filter away. NDU is one of the few places to retain that knowledge.

Ms Robinson: To bring this back to NDU, is the $4 million in cuts what you are planning for to cope with sequestration? Are there other scenarios that will require you to do more? We may want to have further discussion about the tradeoffs.

Dr Yaeger: I can say we are expecting budget cuts, we have an idea of the magnitude. We are internally coming up with what does "right" look like. We are considering options but we're not ready to bring it to the BOV. We are planning on that.

Maj Gen Kane: This is a high level summary. We have figured out ways to mitigate this and we are able to live in the current outline budget from today. We have basically balanced the budget over the five year period. Additional cuts that would be another challenge. That planning is beginning.

Ms Robinson: As John just said, this is the story of our life. I would ask that we include a more robust discussion of this so that we understand the ideas. I don't know when or where we're planning to have this discussion.

General Newton: Thanks again. I want to ask one more question. You've presented this serious problem. In your travels, have you encountered anyone who is trying to come up with a solution? How do we get the nation out of this problem? You have two minutes.

Dr Junor: It's going to take the whole of government, a President and a Congress working together. Incremental won't do it. Tax income will not be enough to cover entitlements. It is going to go bad fast. In the department, the cold reality is becoming more apparent. We always thought it will get better with a new administration; it won't. There will be some very difficult discussions. It will require a massive change in how the nation and the department think about their requirements.

General Newton: Thanks very much. We're on a break

1045-1100   Break

1030-1145   BOV Member Feedback   Board Members

General Newton: Okay, please return to your seats. Thanks very much, after that exhilarating discussion we had on funding and budgets. We have the J7 here with us, Admiral Scott. We recognize it's very busy for all of us. As part of the side discussions we just had, obviously budget and funding is on all our minds. What I would say is that as we plan for future meetings for the Board, I think it a

good idea to put a briefing like that at the front of the meeting. In this session, I'd like to have ADM Scott to share some of his thoughts as well. We'll offer some thoughts to the leadership. Who would like to be first?

AMB Myrick: I would add to it stressing the relevance of a briefing to NDU that is important.

General Newton: Absolutely, and that goes back to your question how does that relate to NDU.

Ms Leong-Hong: This is my last meeting. As I step down I'd like to share that in the eight years I've been serving on the Board, I've seen NDU move from an individual schools environment to one university, That's still a work in progress. One of things most exciting to me is that cyber is now recognized as a JPME topic. A concern I have is, in order to put a stake in the ground that NDU is not only a national but an international treasure, we need the resources to make that happen. As we develop POMs and budgets, we must give priority to educating our future leaders. Do not fall victim to the notion that education is a luxury. It is not. It is in the strategic interest of our nation to ensure we have the leadership we need. I fear, from my past DoD experience, it is very easy for the resource allocators to say okay, that's important, and then forget it. We will fall short of our aspirations if we don't.

General Newton: Let me add a couple of thoughts I'd like your comments on. It's very clear we will be cut, more than we already are. How do we frame a voice that convinces the decision-makers that that cut should be as small as it can be? How do we help the leadership here frame that conversation so it is convincing; that when it comes to this institution the cuts should come at a very minimum; to determine what is truly important to keep if we have to give up something.

Mr Doan: We need to remind NDU what you do. You are strategic planners. You have to pull yourselves together. I want to highlight a couple of things. I'm worried that we're not preparing our warfighters for the nimble enemy they are confronting. That is a shame to me. You need to work with your industry a lot more. It is painful to me that that there is only one industry figure at NDU. I think you need to ask your folks to get with it. Put the pressure on them. Have it filter through everything they do

VADM Crea: I agree with both of you. One way to deal with it is to imagine a world without NDU, and think about what we wouldn't have. That could be a pretty convincing argument. It's also cyber, IT, the relationships and other inherent values.

CAPT Fraser: I have to remind people, and myself, that one of your primary missions is world peace. Suppose people come here, prior to coming here there was a water-rights issue and leaders are about to go to war, suppose those people had attended NDU and remember what they learned about the history of the borders, the economics of the issue, negotiating skills, and avoid going to war, and if they do go to war they have the warfighting skills. World peace as one of our products differentiates us from our competition. That is really critical.

MS Robinson: I'm interested in hearing from the Admiral what value the Chairman thinks NDU has. Can we come up with a graphic of the value the nation is getting from NDU for its $80 - $85 million? I've not been on the board as long as Bel but I've seen a lot of improvement. There may be ways to involve industry more, to ensure the civilian and international students pay their fair share. We shouldn't just be looking at hiring cheaper faculty. At the end of the day, there is a limit to what can be cut. Every four-star should understand that there is an investment that must be protected.

AMB Myrick: We need to have solid partnerships with senior leaders who use our product so it becomes intuitive that this is important.

Dr Watson: I'm not sure I can add to what has been said. This is my last term on the Board and I have seen tremendous changes. I want to encourage folks to continue to work on the structure that is needed for maximum impact and efficiency, to maintain the quality of what you do here. Technology is important, relevant not just to the students but for the systems you use here for assessment, scheduling, talent management. Continue to think about how to develop them to retain your agility. Lastly, the pedagogy is important, not only the content but how you teach so it is meaningful and timely. There's a variety of ways to do that. At the University of South Carolina we get only 8.9% of our budget from the state so we have to be creative. What exceptions can be made for the faculty, how to get faculty who are creative and entrepreneurial

Mr Raymond: It's hard to add to that. It's also my last meeting –

General Newton: [to ADM Scott] It looks like we're all leaving.

Mr Raymond: - I hope we continue to focus on our uniqueness, how we differ from the other military schools, to survive current budget pressures and come out on top.

General Newton: Are there any comments from the audience? I can't think of a more critical role than the one we have now. How do we best frame this story so it convinces people they should invest here? How do we as a team put our arms around this and make it happen? It will have an impact on all of us.

VADM Scott: Thank you. I appreciate the service and sacrifice you have all made, especially those wrapping up their service. It is never lost on me what makes this country special. Reflecting on my journey, as a product of inner-city New York, you all epitomize what I dreamed about as a child, an understanding of the power of opportunity, the energy and power within yourself. It has had a significant impact on all of us in the force, and we appreciate it. We recognize there are other things you could be doing. So as you were talking, I made a few notes. It's hard for me to remain seated because I wanted to shake a few people.

You all hit on some key core things. How do we value our future? How do we articulate that value in an environment where that is more challenging? I am coming to you fresh from discussions about funding and resources. I'd love to tell you that all is well, in terms of the budget and in terms of the perceived value of this institution. There is a lot of work to get that discussion to the forefront. Some of the comments you have made are right on with my focus. We have to get this dialog out on the table, we have to articulate the value. I would grade us, as an enterprise, as a low C – we are not fully approaching this as an enterprise, making great points but not collectively coming together in a way that is powerful. General Padilla has laid out a great plan. I want to take a comprehensive campaign plan that incorporates the whole of government approach you have. There are some barriers we'll have to surmount, some legal, some policy. In this week alone, a ton of it is just cultural. Strategy has to be a key foundation for our future, whether you're talking about national strategy or military strategy. I want to infuse this institution into the conversation. No one serves forever. So we definitely have influence outside DoD, but we need to embed this in the strategy. We have always tied all of our arguments to the strategy documents. As the documents roll out, we are going to try to influence a theme that goes after these things you raise.

What I'm trying to press now is the science of learning, a higher level of cognizant thinking, how we learn and how we adapt to be transregional and multifunctional. As a flip side of some of the cold facts you heard earlier, we are having active dialog with the Chairman and service chiefs on exactly that. You can anticipate more engagements for partnerships and more engagements with Congress, and more flexibility. The political climate right now is fairly supportive, looking for ways to evolve. We are putting people into a context created in 1946 that hasn't changed much. In this campaign plan we have to address all those assets in a comprehensive way. We hope to be up and running with by the spring of 2017; the Chairman wants us to be at irreversible momentum by summer. We are at the red line, any further cuts will go beyond what we're capable of doing. The Chairman understands the value of this institution beyond the country, but that is hard to defend. As a Navy guy who's traveled around the world, I've found myself in situations where the conversation is going south, but then I notice that the senior official has a picture of NDU on the wall, and pretty soon they've got the photo album open on the table. We need to tighten our network.

Right now our biggest challenge is getting the dialog on the table in a way that contributes getting to the end state. I encourage all of you to remain engaged with us and we will do what we can to articulate to you where you can contribute as you move forward. .

General Newton: Thank you very much. You are our first line of contact in the building and we appreciate it.

VADM Scott: I'm a touch guy, it bothers me if I don't see people in a while. I'll try to create something that ensures contact at least once a quarter.

General Newton: And if there's a role we can play in the big picture.

1145-1200	**Wrap-up and Closing Remarks**	General Newton/MajGen Padilla

General Newton: We're a little ahead of schedule so I'd like to move to the wrap-up. To me, this has been very productive. We need to have a discussion again on some of the tradeoffs you were talking about, where it's going to play in the POM. I want to convey my thanks to the departing board members. Words are not adequate to say how much I appreciate your words. We've covered a lot of ground and it has been very valuable. General, we don't do this very often, but your support personnel always take good care of us. Ambassador, welcome aboard. Over to you for some wrap-up

MajGen Padilla: We want to echo how much we appreciate your passionate commitment to the University. It means an awful lot to this institution. We have gone down a difficult fiscal road but we are relevant, thanks to the advice we have gotten from the board. This meeting was particularly insightful. You keep us honest. We need to be reminded to have a more strategic long range vision, and that it's important to have the way points on the way to the end state. You help us look at how we can do things differently and be more agile.

Dr Yaeger: I have one more piece of business: we want to thank Brenda Roth for so successfully organizing the board meetings.

Dr Roth: we are going to move on to lunch. Thank you all, it's been my pleasure.

Appendix A

National Defense University Board of Visitors
Attendance Roster

1. Vice Admiral Vivien Crea, USCG (Ret)
2. Mr. Douglas C. Doan
3. Captain John H. Fraser, USN, (Ret)
4. Ms. Belkis Leong-Hong
5. Ambassador Bismarck Myrick (Ret)
6. General Lloyd W. Newton, USAF (Ret)
7. Mr. Douglas Raymond
8. Ms. Linda Robinson
9. Dr. Stephen J. Trachtenberg
10. Dr. Lemuel W. Watson

National Defense University Senior Leadership
Attendance Roster

1. MajGen Frederick M. Padilla, USMC, NDU 15th President
2. AMB Donald Yamamoto, NDU Senior Vice President
3. Dr. John Yaeger, NDU Provost
4. Brig Gen Darren E. Hartford, USAF, Commandant, National War College
5. COL Paul H. Fredenburgh III, USA, Commandant, Eisenhower School
6. Jeffrey Ruth, USN, Commandant, Joint Forces Staff College
7. Dr. Michael S. Bell, Chancellor, College of International Security Affairs
8. RADM Janice "Jan" Hamby, USN (Ret) Chancellor, iCollege
9. Dr. Richard Hooker, Jr., Director, Director of Research and Strategic Support/Director of Institute for National Strategic Studies
10. Mr. Robert "Rob" C. Kane, Chief Operating Officer
11. Dr. Jack Godwin, Senior Director, International Student Management Office
12. Mr. Gerard Mauer, Senior Director, CAPSTONE

National Defense University Foundation
Attendance Roster

1. Mr. Lawrence M. Rzepka, President and CEO

Appendix B

National Defense University
Board of Visitors Meeting
September 29-30, 2016
AGENDA

Military: Class A Uniform
Civilian: Business Suit

Thursday, 29 September 2016
Room 155A/B, Marshall Hall

1200	**Call to Order**	Dr. Brenda Roth, Designated Federal Officer
1200-1215	Administrative Notes (DFO comments/overview of agenda)	Dr. Roth; General Lloyd "Fig" Newton, USAF (Retired), BOV Chair
1215-1230	Recognition of Departing BOV Members	Major General Frederick M. Padilla NDU President
1230-1300	State of the University Address	MajGen Padilla
1300-1330	Faculty and Staff Command Climate Survey Results and Analysis	Dr. B.J. Miller, NDU Director of Institutional Research, Planning and Assessment
1330-1400	Curriculum Evolution from Academic Year 2014-2015 to 2016-2017	Dr. John Yaeger, NDU Provost
1400-1430	**BREAK and Group Photo** (Stairs in front of Marshall Hall)	
1430-1545	Process for Accreditation of Joint Education Review	Dr. Yaeger; Dr. Charles Cushman, Dean of Academics, College of International Security Affairs; Mr. Harry Dorsey, Dean of Faculty and Academic Programs, the Eisenhower School; Dr. Mary McCully, Dean of Faculty and Academic Programs, Information Resources Management College; Col Peter Yeager, Acting Dean of Faculty and Academic Programs, Joint Forces Staff College; Dr. Dave Tretler, Dean of Faculty and Academics, National War College

1545-1600	Day One Wrap Up	General Newton/MajGen Padilla
1600	**Meeting Ends for the Day**	**Dr. Roth**

Friday, 30 September 2016
Room 155A/B, Marshall Hall

0830	**Call to Order**	Dr. Roth
0830-0845	Middle States Commission on Higher Education Standards	Dr. Yaeger
0845-0945	Program Objective Memorandum (POM) Decision Update	Dr. Yaeger, Major General Robert Kane, USAF (Retired), Chief Operating Officer
0945-1015	Defense Decisions: Current Resource Conundrum	Dr. Laura Junor, Director, Center for Strategic Research
1015-1030	**Break**	
1030-1145	BOV Member Feedback	Board Members
1145-1200	Wrap-up and Closing Remarks	General Newton/MajGen Padilla

Office of the President

Dear Board of Visitors,

Thank you for the support that you continue 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 29 September 2016:

Introduction

Board of Visitors members, NDU colleagues, ladies and gentlemen, welcome to the NDU Board of Visitors meeting for September 2016. I would like to welcome Ambassador Bismarck Myrick to the Board of Visitors. The Department of State is a key stakeholder of this University and it is important to have a member with your background on the Board. Ambassador Myrick is no stranger to NDU as he is a CAPSTONE Senior Fellow and frequently speaks at Joint Forces Staff College.

I will start by delivering an update on the State of the University. NDU continues to be the preeminent institution for national defense leaders, and we continue to transform in order to provide the best possible student experience. We have had new senior leaders join our team since our last meeting, we have updated our curriculum, and we have started a new academic year. I would like to provide you with a picture of what we have recently accomplished and what lies ahead for the University.

Personnel Updates

Since the last meeting we have six new leaders at NDU: Ambassador Don Yamamoto as Senior Vice President, Rear Admiral Jeff Ruth as Commandant Joint Forces Staff College, Colonel Paul Fredenburgh as Commandant Eisenhower School, Mr. Gerry Mauer as Director Capstone, Dr. Harry Dorsey as Eisenhower Dean of Faculty and Academic Programs, and Colonel Pete Yeager as JFSC's acting Dean of Faculty and Academic Programs. We have also welcomed Mr. Larry Rzepka as the new President and CEO of the NDU Foundation.

Vice Admiral Kevin Scott assumed the Director J-7 position and was our Convocation speaker in August. General Tom Waldhauser, his predecessor, received his 4th star and assumed command of US Africa Command.

Class Demographics

We began a new academic year in August and we currently have an overall student population of over 1400 between North Campus, South Campus, and virtually. Joint Professional Military Education (JPME) II programs awarding master degrees currently have 699 students in residence and almost 500 students are enrolled in our

JPME II program in either resident, satellite, or 40-week blended versions as we meet. We have 122 International Fellows/students from over 68 countries represented at our campuses as well.

Academic Year Updates

As reported at the last BOV, we are continuing our core curriculum with only minor adjustments to the timing of our electives. The Information Resources Management College (IRMC) is conducting the second iteration of its Joint Professional Military Education (JPME) II Master's program, with 15 students in the current class. The draft National Defense Authorization Act (NDAA) language incorporates a name change for IRMC, which will become the College of Information and Cyberspace (CIC). We are hopeful this language will be approved when the NDAA is passed. The Provost, Dr. John Yaeger, will provide a more in-depth look into our curriculum later today.

The College for International Security Affairs (CISA)'s International Counterterrorism Fellowship passed its Process for Accreditation of Joint Education (PAJE) in May. This JPME accreditation evaluation mirrors a civilian educational accreditation process. We are very proud of CISA's accomplishments and their rigorous efforts continue to develop high-caliber, strategic leaders in counterterrorism. The Provost and the college deans will provide updates on their PAJE efforts later today as well.

The Joint Forces Staff College (JFSC) has offered a 10-week JPME II course at the Combatant Commands on a rotating basis, starting with Northern Command in Colorado Springs, CO, then Transportation Command in Scott AFB, IL, followed by Strategic Command in Omaha, NE. We are currently offering this course at Africa Command & European Command in Stuttgart, Germany. This initiative has been important to meet the high demand signal we receive from the operating forces for our graduates. AFRICOM and EUCOM have already asked for another iteration of the satellite program. Previously, this satellite course was only offered in Tampa, FL to support Central Command and Special Operation Command. We have received approval to conduct a pilot program of the 40-week blended-delivery JPME II course for active duty personnel. This program was previously restricted to the reserve and National Guard components only. This course will be open to active duty in the near future and will provide flexibility for our officer corps in the digital age.

JFSC celebrated their 70th Anniversary in August, dedicating its Commandant's Lecture Series to General Anthony Zinni USMC (ret.). General Lori Robinson (USAF), Commander of US Northern Command, and Lieutenant General H. R. McMaster (USA) Deputy Commanding General of US Army Training & Doctrine Command were also added to the college Hall of Fame. General (Ret) Manuel Bautista, former Chief of Staff, Armed Forces of the Philippines and currently Executive Director Cabinet Cluster

on Security, Justice, and Peace, was inducted into both the NDU International Hall of Fame and the JFSC Hall of Fame during the ceremony.

The International Student Management Office (ISMO) has improved upon its American Studies elective, including its field practicum, for our National War College and Eisenhower School International Fellows. A pilot elective with four US students, two per semester, is currently offered to add diversity into the program. The IF program exposes students to unique perspectives on American culture and proves to be a tremendous bonding experience that reinforces ISMO's mission to cultivate future international security assistance cooperation.

NDU also inducted Lieutenant General (ret.) William Hotchkiss, former Chief of Staff, Philippine Air Force, into the International Hall of Fame this week during the IF Fall Welcome Reception.

Operational Challenges

At our last meeting, I addressed the implementation University Student Management System (USMS). We have made significant advances to implementing this University-wide tool and have met major milestones that we have set for ourselves. While we have not achieved everything that we set out to do, we have made progress and will continue to assess and improve our student management practices.

We have recently completed our second Talent Management Review Board process which has been well received by our employees. While this is a challenging process, it improves strategic planning for our most important resource and is a valuable tool for Senior Leaders. Our system provides Senior Leaders with a more a holistic review of all their employees and allows them to evaluate our people by their individual performances, comparison amongst peers, and future potential, while balancing our human resources with fiscal constraints. We have added a fourth phase to the process, which involves sharing the results of the TMRB across the senior leadership of NDU. This involves each component sharing opportunities, challenges, and best practices so we can grow stronger as a university.

Special Initiatives

We are continuing to evaluate a Learning Center concept for NDU, how it will support students, faculty, and staff and will look to evolve the concept in the future. We have made changes to the University structure, co-locating the Information Technology Help Desk across from the Information Help Desk in the North Campus Library, to realize efficiencies on our way to developing this center. We are looking at hiring actions now to help shape the start-up of the Learning Center, backfilling vacancies with personnel possessing additional skill sets or refocusing their positions to look at university support versus single component support.

Since our last Board meeting, pressure for NDU to create a PhD program has subsided and we are focusing fully on our core programs.

Command Climate

I have talked with you about our Command Climate before and it remains one of my top priorities. We have made great progress to improving the command climate here at NDU. While there have been challenges, we continue to make this a place where students want to learn and people want to work. We have improved transparency in how the University operates and have embraced the concept of shared governance, where all of our internal stakeholders are allowed and encouraged to provide inputs into decision-making. As Senior Leaders, we can improve the way that we communicate our decisions, and I will continue to make this a focus. Dr. B.J. Miller, our Director of Institutional Research, will provide a more detailed update on our Command Climate Survey after my address.

Fiscal Environment

We continue to operate in a fiscally constrained environment. While this poses challenges, it forces NDU to improve the way we operate and develop new and creative ways to accomplish our mission. What we do is vital to our national interests, and we have a dedicated staff who is open to making this university better. The present environment will continue to pose challenges for NDU. Former Principal Deputy Under Secretary of Defense for Personnel and Readiness, Dr. Laura Junor, is a member of our faculty and she will address the BOV tomorrow with a strategic look at the DoD Budget. We are currently reviewing courses of action to develop a mitigation plan if we are subjected to additional fiscal constraints. I ask for your thoughts on how we can use this as an opportunity to improve the way we currently operate.

How the BOV can help

I stand by my previous statement 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. Under the new fiscal environment there is an opportunity to transform into a better, more relevant NDU in 2023 if we can harness the power of our stakeholders, which includes the BOV, to assist in our efforts. We seek your insights and creative thoughts for ways to improve this institution. To help you in thinking this through, we will frame our state of affairs over the next 24 hours in order to give you a more complete picture of our accomplishments and of the challenges that we face.

We greatly appreciate the input and wisdom from all BOV members as we work together to strengthen the University. We are thankful that you have taken time out of your busy schedules to support NDU and to provide advice to the Chairman of the Joint

Chiefs of Staff. Your diverse expertise and perspectives are needed now more than ever as we continue our important work.

One last note, all the BOV members are invited to the dedication of the Colin Powell Wing of Roosevelt Hall, after the conclusion of the open session today. We are very proud of one of our most famous graduates. The dedication is a great way to celebrate the 70th Anniversary of the National War College. General Powell has added more items to his generous collection, a number of them will be on display from NDU Special Collections over in Roosevelt Hall.

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

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

NDU-P

2 0 JUL 2016

MEMORANDUM

Subject: Major Program/Budget Decisions for Fiscal Years 2018-2022

1. National Defense University (NDU) has reached a crossroads in defining our future as an educational institution. Today the University provides excellent academic programs and student experiences through the commitment and dedication of our tremendous faculty and staff. However, as we have discussed throughout our planning and programming deliberations, and have seen in the results of our academic technology assessment, the digital native students we will see in five years are going to come with different and greater expectations for their student experiences and will learn and engage in fundamentally different ways. To remain the security community's leading educational institution and posture ourselves to increase our relevance, NDU's advance into the future needs to go far beyond just using new hardware and software to support a dated educational approach. We should identify and leverage new techniques and technologies to enhance the entire educational experience. These capabilities could include project collaboration, simulations, wargaming and virtual education, among others. To guide our efforts, educational outcomes must always be the driving force. Technology is a tool which will enhance our educational programs. Our mandate is to select the right technologies for NDU based on a rigorous needs assessment of academic requirements and use these tools in the most effective and efficient way. Our faculty and staff must be able to keep pace with our digital native students, while maximizing the effectiveness of these new systems and techniques in delivering the world's best education and professional development for senior security leaders. The FY18-22 POM is the result of a strategy and decisions that recognize the priority need for transformation (including academic technology), despite austere budget conditions. This transformation will include the following areas:

a. Focus on the Student Experience: The Provost will refine the relationship between NDU's academic programs, research, academic support, and classroom instruction to maximize the value of our students' experiences across NDU. To offset and adapt to the challenges of educating digital native students as well as other anticipated NDU faculty and staff demographic shifts, we should further embrace the expertise of instructional designers, librarians and wargamers to bolster portfolios. This will help focus faculty on their most important contributions to the student experience: course content, curriculum development, and delivery. Therefore utilizing a "Whole of NDU" operating concept and expanding on our "Whole of Nations" educational framework and perspective, we will develop the learning and technology center concept/model, research activities, simulation/wargaming, and academic support staff to play a greater role in curriculum design, development, and execution. Beyond creating efficiencies, we should also continuously improve program effectiveness by fostering greater interdependence between programs, while bringing innovative ideas and cutting edge research from across the University to our students, faculty, and staff. Finally, the Provost will ensure all academic programs and their associated academic support and enabling business processes are relevant, effective, and efficient by developing more rigorous planning and assessment processes.

b. Manage Course/Student Size and Composition: During this POM cycle, it became evident that the University did not have an effective planning and assessment mechanism to perform holistic Course/Student Size and Composition Management. In the past, course offerings and size and

composition decisions where handled through disparate processes and simply aggregated. As we studied this issue, we made a start by collecting and developing a student throughput baseline for all University courses. To move forward with this initiative, the Provost will develop a "Whole of NDU" annual management cycle for reviewing all NDU courses and student throughput. The goal is to ensure we focus scarce resources on the highest priority student education opportunities, informed by in-depth stakeholder engagement by leaders across NDU and formal customer input.

c. Deliver Academic and Information Technology Architectures, Strategy, and Programs: Under the overall direction of the Chief Operating Officer and in close coordination with the Provost, the CIO will build and manage the functional expertise required to support NDU's academic and information technology requirements. This includes developing and executing the architectures, strategy, and programs that bridge the Provost's academic vision with the reality of fielding effective systems in a Department of Defense environment.

d. Create a Learning and Technology Center: The Provost will create a Learning and Technology Center concept/model to fully support the NDU student, faculty, and staff lifecycle. This includes activities such as orientation and on-boarding, training and professional development, and collaborative planning and assessment. Beyond investing in systems, we must foster an environment that supports development of our faculty, staff, and students in order to promote new ways of enhancing the student experience. This improved student experience will include dedicated research and writing assistance, orientation and refresher training, and assistance with all academic technology systems. The center should also include an expanded instructional design capability to integrate new tools and concepts into curriculum across the University. As an initial planning assumption, the learning and technology center should be founded on an updated concept for our NDU Libraries.

e. Develop and Deliver Cyber Education Requirements: Our students five years from now will live every day in the cyberspace terrain. As NDU's functional manager for cyber-related education and the leader of the cyber education community of practice, the IRMC Chancellor will clarify and develop cyber education requirements and optimize their delivery across the University. This will be done in conjunction with internal and external stakeholders. This also will include improved simulation and wargaming, along with expanded access for all students to the expert faculty resident within the Information Resources Management College.

f. Safeguarding Our #1 Resource – Human Capital: With 65% of the University budget allocated to civilian pay, our disciplined use of strategic talent management, organizational design, professional development, workforce engineering, and shaping techniques and tools will be critical to the success of our overall transformation and resource allocation strategy. The University fielded an effective talent management process two years ago. Under the overall direction of the Chief Operating Officer, the Human Resources Director will continue to develop and expand NDU's Human Capital Management programs. In addition, the Human Resources Director and Chief Financial Officer will develop plans with component leaders to subdue the growth of the average work-year cost of University employees over the next five years without compromising talent, retention, or employee job satisfaction.

2. Our journey of discovery during this year's planning and programming process has been difficult but extremely valuable. It has enabled us to develop a shared understanding of our programs, what it costs to execute and support them, and why and how our resources have been allocated. With this knowledge, we explored some alternative futures, and for the first time, established a resource allocation strategy and plan that balances our vision, requirements, and programs across a five-year

period. Most importantly, we recognized a need to pursue initiatives to transform the way we do business, not just for efficiency, but also for effectiveness. We also realized that it is time to take a hard look at the student experience that results from our current academic and academic support programs, as well as our enabling business processes. As a result, this POM represents the beginning of a transformational effort that will take a lot of hard work over multiple years, and it is only a start. The state of our technology and its impact on our academic programs kept the focus of this planning cycle on catching up in that area. As we work to define our future and transform, our focus will shift to what the future national security leaders need from us. We have some of the best and brightest thinkers with deep operational and educational experience throughout our university. We need to tap into that expertise to inform our discussions about what's next for NDU. These discussions should consider the future of national security and the profession of arms, along with questions about how NDU can best meet the educational needs of those future leaders.

3. There is no doubt that this endeavor will be difficult, but if we believe that what we produce is important to our nation's security, then it is imperative that we take on this challenge. I know that we can do it if we work collaboratively and use all tools available. I am very proud of what we have accomplished this year and look forward to continuing to explore and define the future of NDU and joint education with our team of outstanding professionals.

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

DISTRIBUTION:
    SENIOR VICE PRESIDENT
    PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS
    CHIEF OPERATING OFFICER
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    COMMANDANT, EISENHOWER SCHOOL
    CHANCELLOR, INFORMATION RESOURCES MANAGEMENT COLLEGE
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    COMMANDANT, NATIONAL WAR COLLEGE
    DIRECTOR, RESEARCH AND STRATEGIC SUPPORT, INSTITUTE FOR NATIONAL STRATEGIC STUDIES
    DIRECTOR, CAPSTONE
    DIRECTOR, INTERNATIONAL STUDENT MANAGEMENT OFFICE

The Industry Fellows Program at the
Dwight D. Eisenhower School for National Security and Resource Strategy

National Defense University

"It is my conviction that the educational programs conducted by the [Industrial] College are of the greatest importance in developing the kind of enlightened military and civilian leadership our Nation must have if its purposes and security are to endure."
- Dwight D. Eisenhower

Founded in 1924
Formerly: Industrial College of the Armed Forces (ICAF)

Typical 16 Student Seminar:

9 Military Officers (Air, Ground, Sea)
1 International Officer
2 Non DoD US Gov't Employees
3 DoD Civilian Employees
1 Industry Fellows

Students represent more than 30 different government organizations and 33 different countries

Average 20+ years experience and 85% start the program with a Masters or PhD

Faculty to Student Ratio 1:3.5 Active Adult Experiential learning over the 10-Month Curriculum

Earns Master of Science in National Resource Strategy

Alumni Association connected through Facebook, Twitter and LinkedIn

Global reach to more than 800 organizations in 30 countries on 6 continents across government, industry and academia

Premier senior executive leadership education for the development and integration of National Security Strategy and Resources.

Provides graduate level education to select rising senior executives to develop critical, innovative and ethical decision makers:

1) Skilled at maintaining the **strategic readiness of the defense enterprise** in the changing and complex global environment by planning, evaluating, marshalling, and integrating national strategy and resources in support of integrated common defense.

2) Capable of **developing long term security strategy** and **leading change required to harness innovation**, technology, force generation, acquisition, logistics and sustainment to maintain a competitive advantage in a budget constrained environment.

3) Comfortable **leading in the government-private sector interface**, understanding global strategies, practices, perspectives, capabilities and limitations.

4) Informed and adept at **managing the resource component of strategy**, and capable of assessing the management of resources across the spectrum of the national security enterprise, including Joint, Interagency, International, Multinational, and Private Sector activities.

5) **Connected to the global trends** and current operating environment.
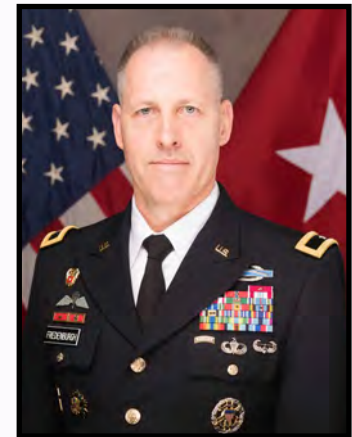
Commandant
Brigadier General Paul H. Fredenburgh III, USA

The Industry Fellows Program is a unique DoD program, which allows a limited number of private sector civilians who work in organizations relevant to national security to receive an education at the Eisenhower School. The purpose is to create strategic leaders with an in depth understanding of the defense industrial base and its underlying globalized industrial base so that they can more effectively incorporate its potential contribution to national security. Our goal is to promote the public-private sector interaction and understanding as well as develop the relationships necessary for the collective defense of our nation.

The Eisenhower School's Value Proposition:

- *Tailored Executive Assessment and Development Program specifically for rising leaders advancing to strategic level executive leadership.*
- *Unique study of public-private sector interaction from a resource perspective.*
- *Emphasis on defense strategy that seeks opportunities and innovative approaches to solving problems and providing strategic advantages*
- *Experiential learning environment and a diverse student and faculty population making for a remarkably rich education experience.*
- *Enduring relationships with future global National Security leaders.*

Rigorous and Accredited:

Process for accreditation of Joint Education

CHE
MSA

MIDDLE STATES COMMISSION ON HIGHER EDUCATION

Past and Present Participants:

BAE Systems
Battelle
Bell Helicopter
Boeing Company
Booz Allen Hamilton
GTE Corp
Colt Defense LLC
CSC
Daimler AG
EADS
General Dynamics
General Motors
Georgia Tech Research Institute
Harris Corp
Hughes
Humana
IBM
KPMG
L-3 Communications
LMI
Lockheed Martin
MAN Truck & Bus AG
Menlo Logistics
Mitsubishi Corp
Northrop Grumman
Raytheon
SAIC
United Launch Alliance
Rockwell Collins
United Technologies

The Eisenhower School program of studies immerses students and faculty in a joint interagency, private-government, and international environment.

Core Curriculum: Intense emphasis on Strategic Leadership, National Security Studies, Economics, Defense Strategy, Logistics, Acquisition, and capstone Industry Studies program.

Industry Studies: 20 focus areas evaluate essential defense related business sectors in order to provide a better understanding of both the international and domestic challenges of the industrial base; including economic and political impacts.

Electives: More than 150 courses offered. Programs include concentrations such as Senior Acquisition, Supply Chain Management, and Long-term Strategy. Students have the option for dedicated, in-depth research and writing on topics of relevance to their area of study.

Classes consist of small seminars of students with diverse backgrounds; government and industry, military and civilian, international and domestic.

The Industry Studies program allows an experiential learning opportunity by providing students the opportunity to interact with senior leaders in government and private industry .

Tracks: Participating organizations can decide to have their Industry Fellows follow one of two tracks at the Eisenhower School. In each case the student will receive the same academic curriculum. The differences is the length of time required to complete the program:

Track 1: Students attend in a full-time capacity from early August through mid-June. Students complete all requirements for their Masters degree during this time frame. This is the most common track.
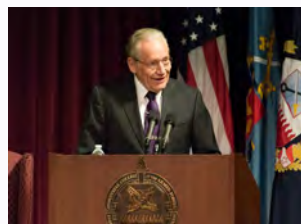
Track 2: Students complete the entire program during a two-year period while attending in a part-time status. A customized program of study will be developed to define course requirements for each of the two years. A Masters degree will be awarded once all requirements have been completed at the end of the two years.

Vice President Joseph Biden, Mr. Bob Woodward, journalist, Justice Stephen Breyer, Associate Justice of the Supreme Court, and the Honorable Deborah Lee James, Secretary of the Air Force: National Defense University attracts the most influential leaders in government, who freely discuss real problems in a non-attribution environment.

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Fort McNair, located in downtown Southwest Washington, D.C., at the corner of 4th and P Streets, five miles from Washington's Reagan National Airport, four miles from the Pentagon, and three miles from Capitol Hill.

National Defense University

Strategic Plan
AY 2012-2013 to AY 2017-18

22 January 2013

Contents

President's Vision and Intent

The true source of strength and power of this nation comes not from our aircraft carriers, our high-tech weapons, or our military might, but rather from the vision and capacity of our leaders. It is our *minds,* not our arms, that will overcome the threats and challenges we face in the years ahead. The surest way to maintain our edge and safeguard our security is through education and leader development: continuous, career-and life-long learning, engaging the best and brightest minds the Department of Defense and this Nation have to offer.

National Defense University was founded in 1976 "to ensure excellence in professional military education in the essential elements of national security" for leaders in policy, command, strategy, and resources for national security. Fulfilling this purpose is not only still relevant, but absolutely vital to our Nation in a complex and constantly evolving national and global security terrain.

Capitalizing on the convergence of the dynamic and uncertain strategic environment and the result of our own disciplined internal assessment, we are seizing the potential and building a bridge to the future, emphasizing the uniqueness of our existence: integrating military and civilian, foreign and domestic, public and private sectors, all taking place with a proximity to national and international power centers that is unmatched anywhere else in the world. Our vision is to become the premier national security institution focused on advanced joint education, leader development and scholarship. Our commitment to this vision requires a combination of excellent faculty and subject matter experts, rigorous curricula and programs, and quality fiscal and physical resources to serve a highly selective student body of military and civilian national security professionals.

NDU educates, develops, and inspires national security leaders of wisdom, character, and strength through a comprehensive and collaborative academic experience to anticipate and confront national and global security challenges. We understand that sustaining and continually striving to improve world-class programs and services will be a challenging balance of fiscal responsibility and national security demands; thus, we must find ways to do so more effectively and efficiently. This will require innovative, creative, and even disruptive thinking at times to find non-traditional approaches that enhance the strategic skill sets of future joint warfighters and the national security team.

At the colleges, components and centers that comprise NDU, faculty and staff are actively engaged in the discovery of new ways to leverage and synchronize the wisdom, knowledge and experience present in the disparate parts of our national security structure, forging new partnerships and strengthening existing ones. Cultivating these relationships will improve knowledge-sharing, facilitate whole-of-government and whole-of-society interdependence, enhance the capabilities of the international community, and expand the confederation of educational institutions supporting critical thinking and strategic decision-making. Fostering a "spirit of university" enriched by our unity and diversity, NDU will provide a model of institutional change and integration for higher education and governmental organizations, building lifelong learning communities that sustain and renew the capabilities of graduates over the course of their professional careers.

This Strategic Plan identifies the goals and initiatives to attain our vision and fulfill our essential national security mission. We must realize that the strength of this Strategic Plan is the evolution of NDU into an integrated institution and the preparation of NDU's continued transition and improvement for 2020 and beyond. We will become a center of excellence for joint, combined, interagency and international education, a vital tool for public diplomacy and cross-cultural understanding through interaction and cooperation with partner nations and educational institutions, and a cornerstone in the foundation of strategic thought, leader development, and national security.

It now falls to us to put action to these words—and we shall!

Gregg F. Martin, Ph.D.
Major General, U.S. Army
14th President, National Defense University

Mission, Vision, and Core Values/Guiding Principles

Mission

> *National Defense University supports the joint warfighter by providing rigorous Joint Professional Military Education to members of the U.S. Armed Forces and select others in order to develop leaders who have the ability to operate and creatively think in an unpredictable and complex world.*

Vision

> *National Defense University will be the premier national security institution focused on advanced joint education, leader development, and scholarship.*

This aspiration reflects NDU's stature as an institution of higher education and its unique role and capability to forge the connection of knowledge, skills, and dispositions to the realm of practice and application. This unifying aspiration is also central to NDU's purpose of educating, developing, and inspiring national security leaders of wisdom, character, and strength. NDU seeks to be the prime source for:

- Education and professional development of national security leaders.
- Scholarship for national security leaders.
- Outreach and collaboration for national security leaders.

NDU Core Values and Guiding Principles

Academic Excellence

National Defense University shall always foster and promote scholarly distinction.

Academic Freedom

National Defense University shall always foster and protect free expression, rigorous analysis, and open intellectual exchange based on professionalism and respect for others.

Collaboration

National Defense University shall always foster transparent, inclusive, and complementary processes and decision-making activities.

Diversity

National Defense University shall always embrace a mixture of people, culture, and ideas.

Holistic Development

National Defense University shall always foster and promote an environment that nurtures intellectual development and total well-being and resilience, and encourages life-long learning.

Integrity

National Defense University shall always foster and promote a culture of trust, openness, honesty, and ethical conduct.

National Defense University Strategic Plan

This document contains the strategic direction for National Defense University (NDU) over the next five years. This Strategic Plan provides the map for the planning, prioritization, and resourcing process to keep NDU at the forefront of national security education, leader development and scholarship. It facilitates NDU's current focus of transition to "One University" and supports NDU's imperatives.

One University Guidance, Priorities, and Responsibilities

On 25 September 2012, the NDU President issued a directive, *One University Guidance, Priorities, and Responsibilities,* providing a definition for guiding the "One University" transition.

> *"NDU will henceforth define "One University" as a national institution of higher learning under the Chairman of the Joint Chiefs of Staff capable of creating, developing, and disseminating knowledge, focused on advanced joint education, leader development, and scholarship. The characteristics and attributes of "One University" will guide our near-term planning and resourcing efforts and provide a foundation for building the NDU of the future."*

Imperatives

National Defense University:

- Is a graduate institution focused on joint education and supporting programs.
- Has a joint student body comprised of national security professionals pursuing graduate studies.
- Expects students to meet graduate education performance standards.
- Has a joint faculty comprised of scholars with expertise in teaching, learning, and research.
- Expects faculty to engage in knowledge sharing, creation, expansion and dissemination.

For the purposes of this strategic plan, *Joint* as referenced at NDU is defined as inclusive of Military Services and *Select Others* which includes Government Agencies, Foreign Partner Nations, and Industry.

NDU's Strategic Intent for AY 2012-2013 to AY 2017-2018

The development of our future leaders cannot be viewed as a "cost of doing business" but rather as a "critical investment" in our nation's future—it may be the most critical national security investment of all. NDU's future demands a strategic vision that emphasizes and maintains our shared focus on producing ethical strategic leaders who think creatively, critically, and collaboratively to anticipate, identify, and resolve problems and challenges—some which can be seen, some which can be predicted, and others which are currently unknown. NDU's greatest strategic value to our nation is the education, development and inspiration of national security strategic leaders with wisdom, character, and strength. NDU must take the lead to develop and support strategic leaders who are inquisitive and open minded, and who create synergy to deal with the most complex challenges to our national security.

To attain our vision, NDU must (a) enhance our focus on quality and rigorous education and sustain its academic excellence and (b) integrate our goals and best practices. Therefore, our strategic focus and intent for AY 2012-2013 to AY 2017-18 is:

> *NDU will evolve into One University marked by preeminence and collegiality in education and professional development, scholarship, outreach and collaboration, and institutional support to support the University's mission and academic priorities. NDU will leverage and integrate the strengths and best practices from each college, school, program, and component to produce synergy, unity of effort and purpose, continued forward movement, alignment, and excellence across the University.*

This Strategic Plan should enable the University to:

- Define a strategic direction and guide for the near term (next five years), while not limiting future opportunities;
- Embed strategic thinking in the decision-making process of the University at all levels;
- Enable the University to align strategic goals, objectives, and priorities in resource allocation and management in a dynamic environment;
- Achieve the transition of "One University" integration on its path to NDU 2020 and beyond;
- Embed principles of continual institutional renewal and improvement;
- Ensure excellence in education and leader development, scholarship, and support.

This Strategic Plan will directly support the University's transformation to "One University" with the following characteristics (following excerpted from NDU-P Memorandum *"One University Guidance, Priorities, and Responsibilities"*):

- Delivers the highest standard in JPME and joint education programs;
- Provides enhanced student experiences due to increased collaboration, resource use (people and tools), and integration across the University with:
  - Centralized functions where appropriate (e.g., libraries, gaming and simulations, registrars, human resources, faculty development, distance learning, international and U.S. student services);
  - Consistent policies and standards among functions that remain de-centralized;
- Values and maintains a workforce that, in addition to their component affiliations, possesses a University-wide identity;
- Strives to be efficient, effective, and resilient with:
  - Streamlined and proficient administrative and support functions;

- o Reduced duplication (across components and campuses).
- Conducts University-level assessment activities, strategic planning, resource allocation, and institutional renewal processes;
- Operates efficiently, capable of developing, executing, and refining University-level operational plans to address significant long-term technology, infrastructure, and staffing;
- Achieves consistency across colleges with respect to course loads, credits, and grading requirements and with compatible academic schedules and standards.

Strategic Goals for AY 2012-2013 to AY 2017-2018

One: Education and Leader Development

National Defense University educates, develops, and inspires national security leaders of wisdom, character, and strength who are ready to meet the needs of the nation.

Two: Scholarship

National Defense University creates, preserves, and disseminates knowledge intrinsic to advanced joint education and leader development.

Three: Institutional Enablers

National Defense University creates integrated solutions and services that support advanced joint education and focus on customer service, collaboration, effectiveness, efficiency, innovation, and fiscal responsibility.

Four: University Improvement

National Defense University evolves and reforms the processes, practices, structures, organization, and culture to foster institutional collaboration and integration.

Strategic Priorities for AY 2012-2013 to AY 2017-2018

National Defense University will align leadership, resources, and management to support the:

- Implementation of the University Strategic Plan;
- Implementation of the University strategic priorities based on the Strategic Plan;
- Implementation of the allocation of resources based on the strategic priorities;
- Implementation of the University assessment plan based on the Strategic Plan.

National Defense University will prioritize efforts supporting the NDU mission and academic goals, and focus on supporting advanced joint education, leader development, and scholarship. NDU has two core "perpetual" priorities targeting the institution's focus on academic excellence: Education and Leader Development; and Scholarship.

Core Priorities: Perpetual

Education and Leader Development

National Defense University will align leadership, resources, and management to support quality and rigorous education and their direct enablers.

Scholarship

National Defense University will align its leadership, resources, and management to support excellence in scholarship.

Immediate Priorities:

Critical Priorities for AY 2012-2013

One University Transition

National Defense University will align leadership, resources, and management to support the implementation of organizational, structural, and fiscal changes to align with actions specified for One University transition.

Middle States Commission on Higher Education (MSCHE) Response

National Defense University will align leadership, resources, and management to support the implementation of planning (prioritizing, resourcing, assessing, and evaluating), organizational, structural, and fiscal changes to align with actions specified by MSCHE.

Immediate to Mid-Range Priorities: AY 2012-2013 to AY 2017-2018

One University Evolution

National Defense University will align leadership, resources, and management to leverage the best from each college, school, program, component, and individual to produce synergy, enhancements, alignment, and excellence for the whole and the colleges.

Long Range

Task Force 2020: University Improvement

National Defense University will align leadership, resources, and management to support the development of long-range vision, goals, and strategies for the transformation of advanced joint education, leadership development, and scholarship.

Execution of the Strategic Plan

The successful execution of the plan is based on the attainment of the identified strategic goals. To support the advancement toward each goal, we have identified subordinate goals, objectives, and strategies. We have also identified specific outcomes and metrics for assessment and evaluation of progress toward our strategic goals, subordinate goals, objectives, and strategies. The Office of Institutional Research, Planning and Assessment (OIRPA), under the direction of the Provost, will monitor, track, and report the University's progress in execution of the plan. We have assigned an office of responsibility for the subordinate goals, objectives, and strategies that will operationally execute the plan and report progress to the OIRPA. The OIRPA will, in turn, support the assigned office of responsibility in assessment and evaluation of progress. This will enable the University to continuously monitor, assess, prioritize, focus, or redirect efforts to attain our goals. In this respect, our Strategic Plan will be a living document with achievable goals.

Strategic Goal One: Education and Leader Development

National Defense University educates, develops, and inspires national security leaders of wisdom, character and strength who are ready to meet the needs of the nation.

> *NDU provides rigorous academic programs to support the development of the knowledge, skills, and dispositions for national security leaders and professionals. NDU's programs focus on the development of innovative, critical, and collaborative thinking skills for strategic problem-solving, decision-making, and leadership. NDU's programs focus on the development of wisdom, character, and strength for leadership in a complex environment. NDU's programs leverage creative learning methodologies, cutting-edge research, and dynamic curricula for attaining critical student learning outcomes. NDU's programs foster a broad whole-of-government perspective through a selective student body of military, interagency, public and private sector, and international security professionals. NDU's education and leader development programs are the reason for the University's existence; the quality of these programs is a vital part of our Nation's security advantage.*

Sub-Goal

1.1   NDU's academic programs enable graduates to lead effectively in a rapidly changing global security environment.

Objective

1.1.1   Academic programs and curricula meet current and future requirements of stakeholders.

Strategies

1.1.1.1 Determine the needs of tomorrow's leaders.

1.1.1.2 Work with stakeholders on the forecasted changes and the updated curriculum to meet the changes.

1.1.1.3 Participate actively in the Military Education Coordination Council (MECC), Chiefs of Technology (CT), Chief Information Officers (CIO) and other stakeholder councils to meet stakeholder requirements (content and pedagogy).

Objective

1.1.2   Academic programs maintain institutional and specialized accreditation.

Strategies

1.1.2.1 Comply with accrediting body requirements.

1.1.2.2 Continually assess programs and processes and use the assessment data to govern and revitalize the University.

1.1.2.3 Allocate resources consistent with the Strategic Plan.

1.1.2.4 Establish and use an effective, efficient and transparent governance structure and process.

Objective

1.1.3   Academic programs are relevant and provide the knowledge, skills, and dispositions for understanding and leading in the rapidly changing global security environment.

Strategies

1.1.3.1 Base academic programs on active learning principles.

        1.1.3.2 Root academic programs in active, seminar style, experiential learning to include gaming, simulation, and field studies as appropriate.

        1.1.3.3 Faculty regularly participate in internal and external professional development programs.

Sub-Goal

1.2   NDU graduates employ innovative, critical, open, and systems thinking.

Objective

1.2.1   Students engage in academic programs which are diverse in design and delivery.

Strategies

    1.2.1.1 Curriculum, student body, and faculty incorporate diverse professional and personal perspectives.

    1.2.1.2 Conduct assessments that require students to demonstrate critical, open, and systems thinking.

    1.2.1.3 Document alignment of programs to mission through regular curriculum review processes.

Objective

1.2.2   Academic programs are appropriately designed and delivered to protect and promote open intellectual discourse and academic freedom.

Strategies

    1.2.2.1 Ensure NDU has a policy on academic freedom consistent with the American Association of University Professors (AAUP) 1940 Statement of Principles on Academic Freedom and Tenure, and the Uniform Code of Military Justice (UCMJ).

    1.2.2.2 Conduct an annual survey of students and faculty to measure the perceived freedom to express thoughts within the protective bounds of non-attribution and academic freedom.

    1.2.2.3 Faculty promotes academic freedom and non-attribution.

    1.2.2.4 Publish and use academic freedom and non-attribution policies in all academic programs.

Objective

1.2.3   Innovative programs and services develop the whole person and enable graduates to achieve career-long success.

Strategy

    1.2.3.1 Deliver a comprehensive total fitness, well-being, and resiliency program.

Strategic Goal Two: Scholarship

National Defense University creates, preserves, and disseminates knowledge intrinsic to advanced joint education and leader development.

> *NDU defines scholarship as the faculty engagement in discovery, creation, integration, application, sharing, and dissemination of knowledge, and other professional activities which contribute to the education, professional development, and career-long growth of national security leaders. To accomplish this, faculty are producers, resources, and active participants in teaching, research and strategic support, outreach, service, and professional development, coordinating and managing this multi-dimensional and complex effort across the University to leverage the extant intellectual capacity in the teaching and research faculties.*

Sub-Goal

2.1 The University culture values and promotes scholarship to drive leader development for national and international security.

Objective

2.1.1   Increase faculty's ability to develop and update curriculum to reflect significant and relevant changes in security studies.

Strategy

2.1.1.1 Prioritize resource allocation to focus on curriculum development and enhancement.

Sub-Goal

2.2 The University fosters a reputation for excellence in scholarship that attracts and retains a highly effective faculty and staff of national and international prominence.

Objective

2.2.1   Increase faculty's access to opportunities to improve scholarship skills and practices.

Strategies

2.2.1.1 Prioritize resource allocation to promote and reward excellence in scholarship to reflect a balance between teaching, research, service, and outreach.

2.2.1.2 Develop and maintain competitive compensation, professional development, and retention policies.

Objective

2.2.2   Increase ability to capture knowledge and meaning from the contemporary security environment.

Strategies

2.2.2.1 Ensure faculty, students, and staff have an integrated, robust, and accessible enterprise-wide library and information resources system.

2.2.2.2 Leverage the breadth and diversity of background and experience of NDU faculty in order to develop and drive future discourse on security education.

Sub-Goal

2.3 The University develops and maintains an open, inclusive, and transparent educational environment of enterprise-wide collaboration, academic freedom, and diversity that supports the pursuit of excellence in scholarship.

Objective

2.3.1   Increase faculty governance, participation, collaboration, and involvement in decision making related to creation and dissemination of knowledge.

Strategy

2.3.1.1 Establish and maintain clear parameters for a representative faculty group with consistent advisory access to the University president, Executive Council, and Council of Deans.

Sub-Goal

2.4 National Defense University promotes awareness of, and access to, NDU scholarship and expertise across the institution and key stakeholders.

Objective

2.4.1   NDU scholarship is relevant, shared, and disseminated to the institution, students, alumni, the joint warfighter, national security professionals and other key stakeholders.

Strategy

2.4.1.1 Utilize resources and tools to share, disseminate, archive, and preserve NDU scholarship.

Strategic Goal Three: Institutional Enablers

National Defense University creates integrated solutions and services that support advanced joint education and focuses on customer service, collaboration, effectiveness, efficiency, innovation, and fiscal responsibility.

NDU provides solutions and services to support education, leader development, scholarship, and the University as a whole. NDU's solutions and services focus on anticipating and supporting the needs of students, faculty, and staff by leveraging innovative methodologies, tools, processes, procedures, and resources. NDU's solutions and services incorporate the best practices of higher education and the University.

Sub-Goal

3.1   National Defense University's workforce is recognized for excellence in thought leadership and their profession.

Objective

3.1.1   NDU recruits, employs, develops, and retains a workforce of professionals and respected practitioners to support the academic priorities and mission of NDU.

Strategy

3.1.1.1 Develop a systematic approach to talent recruitment, selection, acquisition, development, and retention for the National Defense University enterprise.

Objective

3.1.2   NDU has the right workforce mix (civilian, military, contractor) required to accomplish its mission and sustain superior performance.

Strategy

3.1.2.1 Develop a systematic approach to talent management for University that ensures currency, relevance, and appropriateness of fit between faculty and subject matter.

Objective

3.1.3   NDU recruits, selects, hires, and renews personnel effectively and efficiently.

Strategy

3.1.3.1 Establish clear procedures for recruitment, selection, hiring, and renewals.

Objective

3.1.4   NDU rewards, recognizes, and compensates the workforce effectively and transparently while exercising fiscal stewardship.

Strategy

3.1.4.1 Establish and maintain competitive compensation, professional development, and retention policies. Establish a faculty compensation scale. Compensate appropriately, inspire, and reward. Establish a mechanism to identify, develop, compensate, and reward faculty who already are, or are likely to become, exceptional scholars or leaders in their discipline or field.

Sub-Goal

3.2   National Defense University allocates and manages resources effectively, efficiently, and transparently to achieve excellence in mission success.

Objective

3.2.1   NDU manages fiscal resources (planning, budget programming, budget execution, acquisition management, auditing, and accounting) based on and tied to the University Strategic Plan and Priorities.

Strategy

3.2.1.1 Prioritize and allocate fiscal resources based on the Strategic Plan utilizing best practices.

Objective

3.2.2   NDU manages administrative and operational resources effectively and efficiently based on and tied to the University Strategic Plan and Priorities.

Strategy

3.2.2.1 Prioritize and allocate administrative and operational resources based on the Strategic Plan utilizing best practices.

Objective

3.2.3   NDU manages physical resources (maintenance, budget programming, acquisition management, life cycle replacement) effectively and efficiently based on and tied to the University Strategic Plan and Priorities.

Strategy

3.2.3.1 Prioritize and allocate physical resources based on the Strategic Plan utilizing best practices.

Sub-Goal

3.3   National Defense University's information and educational technology resources systems are integrated, robust, accessible, and enterprise-wide.

Objective

3.3.1   NDU will establish and maintain a robust, scalable, flexible, and secure information and technology infrastructure.

Strategy

3.3.1.1 Develop and implement an enterprise IT resources plan with priorities.

Objective

3.3.2   NDU will create and maintain innovative, dynamic, robust, scalable, and flexible education technologies.

Strategy

3.3.2.1 Develop an enterprise educational technology resources plan inclusive of the academic computing environment leveraging faculty and student engagement.

Sub-Goal

3.4   National Defense University's library and information resources are integrated, robust, accessible, and enterprise-wide.

Objective

3.4.1   NDU will create and maintain an innovative and dynamic virtual library and information resources system.

Strategy

3.4.1.1 Develop a plan for an enterprise virtual library and information resources system.

Objective

3.4.2 NDU will create and maintain an innovative and dynamic information literacy program that supports faculty, staff, students, and alumni.

Strategy

3.4.2.1 Develop an information literacy program and ensure periodic assessments and reviews.

Strategic Goal Four: University Improvement

National Defense University evolves and reforms the processes, practices, structures, organization, and culture to foster institutional collaboration and integration.

> *NDU will henceforth define "One University" as a national institution of higher learning under the Chairman of the Joint Chiefs of Staff capable of creating, developing, and disseminating knowledge focused on advanced joint education, leader development, and scholarship. The characteristics and attributes of "One University" will guide our near-term planning and resourcing efforts and provide a foundation for building the NDU of the future.*

Sub-Goal

4.1 National Defense University leads in the transformation/evolution of joint professional military education for 2020 and beyond.

Objective

4.1.1 NDU leads innovation in joint professional military education.

Strategies

4.1.1.1 Develop and promote a vision for the future of joint professional military education.

4.1.1.2 Develop and promote a recommended structure for joint professional military education.

4.1.1.3 Develop a plan for a terminal degree in joint professional military education and/or national security education.

Sub-Goal

4.2 National Defense University values and promotes an institutional environment and culture of trust and openness.

Objective

4.2.1 NDU develops and utilizes effective, efficient, and sustainable governance structures, practices, and processes.

Strategies

4.2.1.1 Develop and recommend improved governance structures, practices, and processes to ensure that NDU accomplishes its mission effectively, efficiently, and sustainably.

4.2.1.2 Develop a comprehensive costing model for the University (including cost per student, cost to the USG and DOD, and other data).

4.2.1.3 Develop a "One University Campaign for NDU 2020" by integrating the goals and objectives of the next Strategic Plan.

4.2.1.4 Develop, approve, and commence a campaign plan for NDU 2020 to ensure NDU's continued evolution and improvement beyond "One University."

Objective

4.2.2 NDU integrates across the enterprise through a culture of open collaboration, cooperation, and communication.

Strategy

4.2.2.1 Develop and implement mechanisms to incentivize open and transparent collaboration, cooperation, and communication across NDU, institutionalizing its commitment to "One University," its mission, and its students.

Sub-Goal

4.3 National Defense University continually pursues institutional and academic excellence via improvement and renewal.

Objective

4.3.1 NDU will create a Campaign Plan for NDU 2020 and beyond.

Strategies

4.3.1.1 Refine as necessary the mission and strategic vision for NDU 2020 to ensure NDU's continued evolution and improvement beyond "One University."

4.3.1.2 Refine as necessary the values and imperatives to formulate the strategic intent and goals as part of the next Strategic Plan for NDU (2017-18 to 2022-23).

Objective

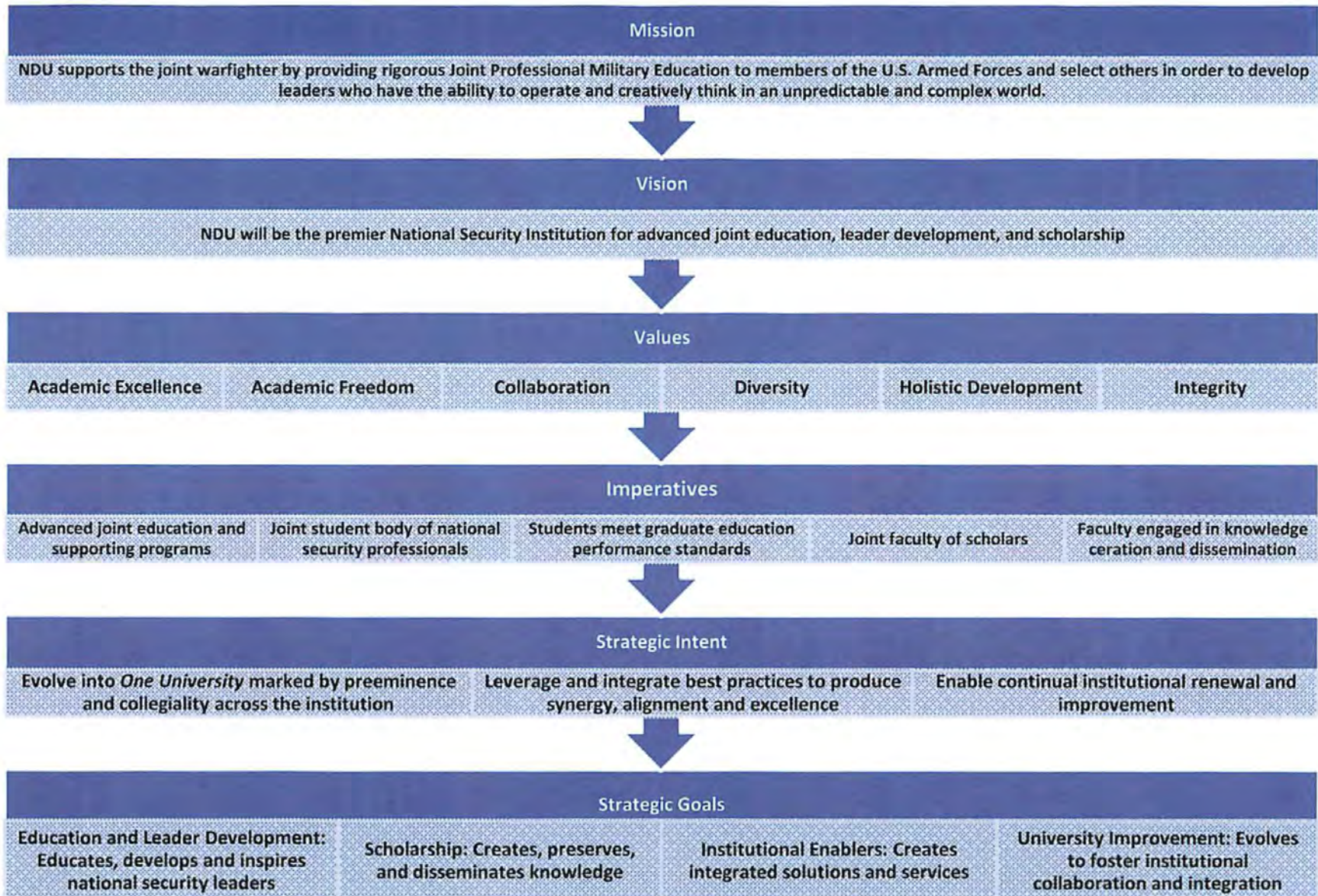4.3.2 NDU uses best practices for institutional planning, research, assessment, evaluation, and effectiveness.

Strategy

4.3.2.1 Develop and implement an institutional planning, research, assessment, evaluation, and effectiveness system. Assess and recommend changes to structures, practices, and processes involving University-wide assessment, strategic planning, resource allocation, education innovation, and communications.

Strategic Plan Framework

Mission

NDU supports the joint warfighter by providing rigorous Joint Professional Military Education to members of the U.S. Armed Forces and select others in order to develop leaders who have the ability to operate and creatively think in an unpredictable and complex world.

Vision

NDU will be the premier National Security Institution for advanced joint education, leader development, and scholarship

Values

Academic Excellence	Academic Freedom	Collaboration	Diversity	Holistic Development	Integrity

Imperatives

Advanced joint education and supporting programs	Joint student body of national security professionals	Students meet graduate education performance standards	Joint faculty of scholars	Faculty engaged in knowledge ceration and dissemination

Strategic Intent

Evolve into *One University* marked by preeminence and collegiality across the institution	Leverage and integrate best practices to produce synergy, alignment and excellence	Enable continual institutional renewal and improvement

Strategic Goals

Education and Leader Development: Educates, develops and inspires national security leaders	Scholarship: Creates, preserves, and disseminates knowledge	Institutional Enablers: Creates integrated solutions and services	University Improvement: Evolves to foster institutional collaboration and integration

Strategic Plan Framework

Goal	Goal	Goal	Goal
Education and Leader Development: Educates, develops, and inspires national security leaders	**Scholarship:** Creates, preserves, and disseminates knowledge	**Institutional Enablers:** Creates integrated solutions and services	**University Improvement:** Evolves/ Reforms to foster institutional collaboration and integration

Education and Leader Development:

Academic programs enable graduates to lead effectively in a rapidly changing global security environment.

Graduates employ innovative, critical, open, and systems thinking.

Scholarship:

Values and promotes scholarship to drive leader development for national and international security.

Fosters a reputation for excellence in scholarship that attracts and retains a highly effective faculty and staff of national and international prominence.

Develops and maintains an open, inclusive, and transparent educational environment of enterprise-wide collaboration, academic freedom, and diversity that supports the pursuit of excellence in scholarship.

Promotes awareness of, and access to, NDU scholarship and expertise across the institution and key stakeholders.

Institutional Enablers:

Workforce is recognized for excellence in thought leadership and their profession.

Allocates and manages resources effectively, efficiently, and transparently to achieve excellence in mission success.

Information and educational technology resources systems are integrated, robust, accessible, and enterprise-wide.

Library and information resources are integrated, robust, accessible, and enterprise-wide.

University Improvement:

Leads in the transformation/evolution of joint professional military education for 2020 and beyond.

Values and promotes an institutional environment and culture of trust and openness.

Continually pursues institutional and academic excellence via institutional improvement and renewal.

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