

**REPORT OF  
THE NATIONAL DEFENSE UNIVERSITY  
BOARD OF VISITORS MEETING  
Held on December 6-7, 2018**



**A public meeting was held on December 6-7, 2018 by the National Defense University Board of Visitors in Marshall Hall, Room 155, Fort McNair, Washington DC, 20319**

**Date of this Report: January 7, 2019**

*Patrick Walsh*

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**Patrick Walsh, Admiral, USN (Ret.)  
Acting Chair**



**National Defense University  
Board of Visitors Meeting  
December 6-7, 2018  
MINUTES**



The National Defense University Board of Visitors (NDU/BOV) met at Fort Lesley J. McNair in Washington, DC on 6 and 7 December 2018. The attendance roster and the agenda are attached in Annex A and B, respectively.

**Thursday, 6 December 2018**

**1230: Call to Order, Dr. Brian Shaw, Designated Federal Officer**

**Dr. Shaw:** Good morning. I am Brian Shaw, Deputy Provost for Academic Affairs and the Designated Federal Officer (DFO) for the National Defense University Board of Visitors. I would like to welcome everyone to today's Board of Visitors meeting. This meeting is open to the public until 1700 this afternoon, 6<sup>th</sup> of December 2018. Tomorrow, the 7<sup>th</sup> December of 2018, the open portion of this session of the BOV is from 1000 to 1145. The University appreciates the time and diligent work of our Board members in preparing for this meeting and for their forthcoming deliberations. I and the Board also wish to thank my NDU colleagues for all their efforts and the support of the NDU Foundation in preparing for this meeting.

As the DFO, I serve as a liaison between the Board and the Agency. I am also responsible for insuring all provisions of the Federal Advisory Committee Act (FACA) are met regarding the operations of the BOV. Also, in my role as DFO for the Board, a critical responsibility is to work with appropriate Agency officials to insure that all appropriate ethics regulations are satisfied. In that capacity, Board members have been briefed on the provisions of the Federal Conflict of Interest Laws. In addition, each Board of Visitors participant has filed a standard government financial disclosure report. I, along with our Chief Counsel for NDU, have reviewed these reports to insure all ethics requirements are met. 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 present significant issues, answer questions or to clarify information as well as to listen to the board's recommendations.

We have a full agenda and as you will note, agenda times are approximate. So, be advised that we may not be able to keep to the exact times as noted, however, we strive to ensure adequate time for the University's presentations, public comments and the Board's thorough deliberations. Copies of all meeting materials and public comments are, or will be posted on our website and in the FACA database. Rather than schedule time for the Board to ask questions of clarification to NDU and/or the principal presenters, at the end of the session, questions are encouraged during the presentations. The Board will meet in closed session to ensure independent deliberations and recommendations.

According to FACA, we scheduled a public comment period from 1030-1130 on Friday morning, offering the public (including the NDU presenters) the opportunity to provide comments about the topic(s) being considered before the Board today. I currently see no public visitors or requests for comments. For any public commenters that have not preregistered, please notify either myself or another member of the NDU staff if you are interested in making a comment. In addition, public commenters, as available during the Board's discussion, may be asked to provide clarification of their comments to assist the Board in their review.

As per FACA, minutes of this meeting will be prepared. The minutes will include a description of the matters discussed and the conclusions reached by the Board. As DFO, I prepare the minutes and ensure they are certified by the meeting Chair within 90 calendar days of this meeting. The minutes of today's meeting will be available via the NDU website. In addition to the Minutes, there will be an NDU BOV Meeting Final Report. The Board will prepare this report as a response to questions posed by the Agency. This report will include their review and analysis of materials presented and the advice and recommendations of the BOV. The spring meeting is tentatively scheduled to be held at our Norfolk campus. A notice of the exact locations, dates and times will be issued in the Federal Register.

Again, I wish to thank the Board for your participation in today's meeting.

And with that, Mr. Chairman, The National Defense University Board of Visitors is hereby called to order in accordance with the provisions of Public Law 92-463.

**ADM Patrick Walsh (Retired):** My name is Pat Walsh, I am the acting chairman. I'd like to take a brief moment because I have not had a chance to say hello. But first, I would like for people to introduce themselves. Who you are, what you do, and how long you have been on the board.

**Mr. Ian Solomon:** Good to see you here. I run a consulting practice focused on negotiation and conflict management. I have a background in higher education, administration, and I graduated from Chicago and Yale.

**Dr. Suzanne Logan:** Hi, I'm Suzanne, Associate Deputy Director for Office of Personnel Management. I have worked through senior executive service in Charlottesville, for Denver Western Management, and in DC, Eastern Management Development. Ian and I have been on the board for the same time and we have higher education degrees. I have experience in public service and private industry and other work.

**Ms. Sue Fulton:** Hello, I work for the New Jersey Motor Vehicle Commission and serve on the Board for US Military Academy since 2011. I don't know when I joined exactly. [March 2017]

**VADM Jody Breckenridge (Retired):** I serve on a number of boards from non-profit to education to private companies. I don't know how long I have been on the board either. [July 2017]

**AMB Bismarck Myrick (Retired):** I spend most of my time at Old Dominion University, where I serve as Ambassador-in-Residence. I had a career in the US Diplomatic Service and served as ambassador to Liberia in its diplomatic missions. Prior to that, I had a career in the US Army. Joycelyn tells me I've been on the board for 2 years.

**Dr. Shaw:** I think everyone here knows me well enough.

**ADM Walsh (Retired):** I am Pat Walsh. I went into small business and recently joined Boeing engineering board, involved in issues associated with naval aviation. One of my big takeaways was the value of Professional Military Education (PME), and I sometimes get concerned at forums like this that we all believe in the same core principles. I will tell you from my own personal career that there is a misnomer and misunderstanding about PME and planning. There is a presumption that unless we fall back on the old plan, then that discipline that went into it sort of is a waste. This is not true. It's because you've invested yourself in PME and because you've invested your time to core set and mission oriented accomplishments trying to determine the best course for your team. For us there is no better example than that when we responded to the Japan earthquake and tsunami. I saw the benefit of having an investment made in PME in the aftermath of the catastrophe. They had to land on their feet and decide what they are going to do. No one had ever rehearsed this, and no one had ever seen toil like this, that actually changed the Earth's axis. In Fukushima, 50 guys tried to put out a reactor that was going off. That's the situation when our folks went in. They were all the beneficiaries of a US government investment in their PME and they acquired it across domains which is the most difficult aspect to bring it all into focus. The State of the Union matters. The infrastructure, the approach matters. If we take too big a step, it will be rebuffed. You make a degree correction and over time, you have displaced your track by thousands of miles. If you take too much of a course correction, it will be tough. We participate in helping to shape and influence the direction of the academy and all those who are so invested.

**VADM Roegge:** Thank you Walsh.

**12:45-13:15: State of the University Address, Vice Admiral Frederick J. Roegge, NDU President**

**VADM Roegge:**

[Text of the address included as Appendix C]

Questions?

**ADM Walsh (Retired):** Thank you for a very thorough and complete follow up. Should we continue if there are no questions? All right.

**13:15-13:45: Globally Integrated Operations (GIO), Major General Lewis G. Irwin, USAR, Commandant, Joint Forces Staff College (JFSC)**

**MG Irwin:** Good afternoon, I am the Commandant for the JFSC campus. I took command July 3rd. Before I dive in Globally Integrated Operations, I would like to thank all of you for everything you have done for NDU; thank you for your commitment to senior leadership. If I could get a sense, how many board members have seen the unclassified or classified strategy? If you haven't read this document yet, I recommend it. This is the assessment that came from the National Defense Strategy and I know this morning a couple of board members got to hear this which previews some of the things I will talk about.

GIO is not a theory of American warfare. This does not answer the question that air, land battle answer. How are we going to make up for shortcomings with respect to the conflict with the Soviet Union? More than 15 years in counterterrorism, reconstruction, and stability operations

after 9/11, the US was engaged in prosecuting those conflicts. We as a US military essentially did not develop in any robust way the high end kinetic capabilities to process conventional warfare. Our adversaries did develop those capabilities and capacities to thwart US capacity and military. The Joint Chiefs of Staff and the Secretary of Defense (SECDEF) are forced to deal with a problem: how do you adapt to a changing world? If we fail to adapt, we lose the ability to compete. As our Chairman testified before Congress, the Joint Staff fails to compete. These show different elements and the major change within the strategic environment where we will prosecute conflict. Anyone of them could serve as the basis for an hour long discussion. The point is with all those different changes in the operation and strategic environment, we are working through those processes in that soup of acronyms. As VADM Roegge talked about, we are about to receive a new military strategy. The defense strategy is the problem. The national military strategy is how we solve it. The way that Chairman Dunford describes it is instructive; he compares the national strategy of 1998 with and last year's, 2017. When he looked back at it, he found no mention of China. He found a regional focus to prosecute conflicts. We divided the world in areas of importance and we were ready to put all of our capacity into one region to start a war. We expected that it was a unipolar world, and since we were a dominant world power, no one would attack. In terms of cyber, space based weapons, and manipulation and operations in electromagnetic spectrum, none of that is in 1998, which was only 20 years ago. We talk about the nature of the document itself. When you don't have a lot of overt threats, you tend to develop capabilities in isolation, you build capabilities because there's evolution in a sense of changes to the weapons you have. We no longer have that license that we had in 1998, the way we approached the world. Our adversaries took notice of what we did in Desert Storm. The Russians looked at other operations to see how the US military works. The Chinese and Russians intended to undercut the exact capabilities that let us achieve those outcomes.

Where does Joint Professional Military Education (JPME) establish and fit in? These are four slides I have borrowed from the Chairman of the Joint Chiefs of Staff (CJCS) and the Joint Staff. What I want to show you is the framework for GIO. These consist of four components. Best military advice possible, at the speed of relevance. All of this is empirical assessment rather than hip shooting. There are three pillars of GIO, all of which serve in combination with the best recommendations and use of military power. The first is planning. We all grew up in a military that centers on planning. I am a fan of Eisenhower and he had a saying, "plans are worthless but planning is indispensable." We have contingency plans that are based on the expectation that all the allies will flow to the sound of a gun to help the US in a regional conflict. This is just not the way the world will work. If the Russians are willing to seize territory in the Ukraine where there is not a conflict going on, what will they do when there is a conflict? Instead of taking regionally focused plans, we have to plan globally. You will hear talk of global campaign plans. Some are finished, some are not. You can assume which plans are there and where they're going. The idea is if there is a conflict, the other geographic commands and global combatant commands will in fact bring their own areas of responsibility to put stress on the common enemy. Force management, you will hear dynamic force employment (DFE). DFE takes resources that we have and we will try to take thirty thousand soldiers but make it look like three hundred thousand soldiers. Force development and force design. Where does JPME fit in? Where is the specified role for JPME? One that is new to the JPME enterprise is in the third pillar of force development and design. JFSC is part of the conversation in think tank capabilities that will help to inform at the national level and are directly tied to the program goals. All of these tie into decision making. Secretary Mattis talks about how they have the finest staff in the world, they get top tier talent; it tends not to be as strategically grounded or have the ability to take complex multi-dimensional problems and

synthesize the problems into clear military operations. I provide this slide for your information; it came from the J5 as well. I want to point out the timeline for the force design. Force employment is fulfilling defense objectives around the globe; force development has a direct role for the NDU and JPME. This is taking the force we have and through training and education getting the optimal outcomes in innovative ways. Force design is taking what we have and making it the force we need. The timeline is 5-15 years. Some argue we don't have that much time. We love flow charts. This is how we get from the national strategy to the new capstone concept--all the ways we expect we will prosecute warfare in this new strategic environment. We start at the abstracts at the left and through acquisitions and force design and force development, we come out with actual capability and capacity. The problem with this chart is that the chart does not exist. This is not validating requirements. This is validating solutions. There are multiple initiatives throughout the Department of Defense (DOD) looking through hypersonics. These numbers are random. 15 initiatives across DOD in a unipolar world and with relatively unconstrained resources. What this meant was essentially 4 solutions to interpret what the tech should look like and how it should be applied. So, there is a need for think tank-like capabilities to model, simulate war games, and test potential solutions for some problems. The conversation underway with VADM Roegge and LtGen O'Donohue, J8, certainly with the Chairman, is how we build out that capability, which at its root is an academic capability. NDU is looking at ways to adapt the institution from where it is now to providing this capability. Any questions?

**Dr. Logan:** Are you suggesting something that would collaborate with, replace, or something along those lines the new concept for the army's futures command?

**MG Irwin:** No ma'am, that's a great question. The whole intent is to tap into all of the stakeholders throughout. There would be collaboration with future entities, the activities that would start up with different services. We connect to Silicon Valley, academia, and it's in the early stages. We just got approval this morning about how we are going to flesh out what this organization would look like. How you organize it is a problem. Do you have permanent expertise on staff? Do you change composition of the design center? Do you change it over time? Are you going to look at it routinely? Mission command might be a problem. The other thing about the Army future's command if you look from beginning to end, where they will fit, they have this much. It is intended to truncate the flashbang. Front end of technology and helping to fill army's gaps but again, left to right in terms of acquisitions. This will help at the joint level. This is all conceptual. The services have signed on. But this notion of connecting will take heavy lifting and it's not only internal to DOD.

**AMB Myrick (Retired):** Thank you for this. Two part question. Since the students here are doing graduate level education, have they been exposed to GIO as a concept? Second part, what is their response bearing in mind these are the people who will be in charge in the future?

**VADM Roegge:** I am going to jump in. You joined us last month. Relative time vs. dog years. The Chairman and the Joint Staff came here and spent 4 hours with us. 4 hours of their time is like 4 years of my bandwidth. A significant investment purely for the purpose of addressing the NDU faculty. It was a training session to make sure that GIO was understood by faculty so we could train our students. But the other thing was the fundamental principle of the visit, the imperative for change. The strategic environment has changed and the US competitive advantage has gone down. Our own capacity continues to lag and use of military force has gone down. The very nature of warfare is changing. As MG Irwin said, if we fail to adapt, we lose the ability to compete. This is what we are trying to reflect in our strategic plan.

**MG Irwin:** First off, you're spot on. Our generation is not the one who will solve this. This is a merging doctrine and merging practice. We make them write on these topics and chew on them. We have not had enough time and we are not getting direct feedback from the students. You are the ones who are figuring this out and we want you to figure this out. From the JFSC level, there are three levels of reforms going on. We have campaign plans and curricular reviews that each are getting after what each curriculum should look like through the lens of GIO. We have significant reforms in the strategic level at NDU and participation in shaping the outcomes that are happening at the Joint Staff level.

**Brig Gen Manske:** It's hard to determine what the students think, but the faculty knows. If you take GIO, we have restructured curriculum for 3 out of 5 courses. We changed the strategic course from Russia to China. Out of 7 topics, 5 were changed. In our 2nd course on Statecraft, 11 topics went through a new design. In Course 3 we are also marching to the new drumbeat. We will see what the students think about the changes through surveys.

**Brig Gen Robinson:** In the perspective of the Eisenhower School, General Dunford talked about the direct feedback. They heard it from him himself. We look at mobilization. That has meaning to how we will reinforce that. It goes with the rest of the curriculum which has been redesigned.

**Mr. Wingfield:** We have been looking at this closely at CIC. We realize we have to operate at the meta level. It's not just a topic to add on to the top of the list. We must think better and faster than the other side. We are redesigning the entire curriculum and changing all the formal elements and strategy and planning in a vertically integrated system so there's a coherence and because it's our expertise. Then we view as our capstone the ability to evaluate, integrate and apply in those five areas. At CIC, we are not complementing skills like service colleges. We are that capability for the Joint force.

**Dr. Cushman:** CISA is the place where DOD looks for thinking about the strategic level of warfare. In particular, we talked about how to incorporate this into a curriculum review because Congress has already put pressure on us. They are taking it on because of the Congressional direction. They still don't know what it means but US Special Operations Command is looking to change how they are doing their GIO. We are connected to those offices to see how our office is changing to prepare for the future.

**ADM Walsh (Retired):** Could we go back one slide? I want to underscore and applaud the work you are doing but want to focus on the feedback loop on the concepts and capability exercises of war games. There is another layer to this that you are describing. There is a tension between the Chairman's perspective and the political leadership player which is looking at the foundational milestones over the 4 and 8 year term. Wouldn't it be interesting if we take this sort of guidance and if we see how we can adapt and if we fail, we'd lose the ability to compete? What that feedback could mean. It would then allow you to see if you have adapted it effectively. Go back and see did we assure allies, did we dissuade China from doing something? It would allow us to look at the documents templated as milestones more along the lines of a continuum and ask the critical question to influence the amount of investment we make in people, and to anticipate where the investments need to be and where we need to be and not just react. And I think what you're suggesting is an outcome based system.

**MG Irwin:** Yes, sir. You're spot on. Policy capabilities. We're developing capabilities but also making policy actions. The purple layer at the bottom here. At the classified level, the

assessments have been more robust. Where we are, where we expect to be over the course of time, and after many, many assessment mechanisms, what you're suggesting is to take that one step forward. Look back and see if those choices worked.

**ADM Walsh (Retired):** What lessons we learned from them to be more predictive? Notion of speed and watching the threat environment change and trying to explain that to a process that has people who have ideas that compete with their own ideas and values.

**MG Irwin:** They are now practicing this and trying to do this. They call it the Hollywood Squares model. They are trying to make decisions to see where they were and where they are to try and predict the future.

**VADM Roegge:** The realization is the existing processes are inadequate to see the decision making process in order to allow the Chairman to provide recommendations.

**ADM Walsh (Retired):** So how do you look at the curriculum here? What impact does that make to the curriculum?

**VADM Roegge:** Sir we will answer that in our next brief about the strategic plan.

### **13:55-14:35: NDU Strategic Plan, Dr. John Yaeger, Provost**

**Dr. Yaeger:** What I will brief you on is completely different from what we had before. Those alone are reasons why we have had to move forward. Just a refresher, these are PME institutions. Each service has their institution. The Navy is looking at a way to mirror the Army University. They also have the National Intelligent University and there's NDU. What has happened, if you look at it from the programs, through what they offer, there are a lot of commonalities. Our Capstone is JPME 3. For all of JPME 1, 2, and 3 what must be taught is stipulated in law. We don't stand out like we used to. Other institutions are doing it now also. We need to have an exceptional learning experience. I will get to that. In the mission, one of the key uniquenesses is that we are trying to develop strategic leaders more than others and to have the opportunities we have in this area. We can take advantage and leverage things the other institutions cannot. The Chairman has not yet approved the new mission statement of NDU so it is a draft.

**VADM Roegge:** The Chairman was briefed on a revised statement but we were sent back to take another look based on the realization of changes in the environment.

**ADM Walsh (Retired):** Is that related to current GIO?

**Dr. Yaeger:** This piece has remained the same, but it said in order to serve the common defense. We talked a lot about critical thinking skills. What he meant was someone who takes a thorny problem and looks at the military's problems, assesses them, and chooses the correct solution. This language here is pretty much what he has said.

**VADM Roegge:** The Chairman, the J7, and I have had a meeting and we proposed how do we draft a mission similar to this. The draft we made he said everything was good but he asked to add the "in order to conduct war" part at the end, which is new. It is a little glued together, everything the Chairman had communicated to us.



**VADM Jody Breckenridge (Retired):** The Chairman said to look at the issues and extract the military missions, what assumptions are there about the whole of government? What I heard is someone else is addressing these other pieces?

**Dr. Yaeger:** For the JPME part, we are a whole of government. Yes you've got to understand all of the different dimensions. Wherever you are coming from, you should be able to offer the best advice to understand.

**VADM Roegge:** This is a defense University; his expectation is that they should be able to get all of the powers. He does not want us to be distracted with every Foreign Service office except through the lens of the application of the military.

**Dr. Yaeger:** Where we are, the green check mark is really half a check. We are still going with the lines of effort we want to develop our workforce. What really happened is we get to the future environment and just like the Commandant said, to what end is this transformative student experience? Sure we will put all this new stuff into the plan, but we have to put in new actions and new initiatives. I can't emphasize enough that there's a lot of goodness to JPME as designed. If you think back, it was designed regionally. We will have to look at transregional issues and domains. Information as a domain, space, and the human domain in our curriculum--in my opinion, we're not there yet. That's why we need to step back. Embracing new technology to beat out competitors, we really need to step up our game at NDU.

So this is where we are. What do we teach? How do we teach it? How are we organized and supporting them? If you don't, you get trapped in the organization. What do we teach? We are writing the roadmap. I'll take one. Joint Command and Control in Communications. We had one of the drivers for change. In Grenada, there was a scuffle. We had folks using a payphone to get information to Ft. Bragg. Lots of problems. Need to teach that at all levels of JPME. I was there at the time. I couldn't even communicate then with my own people. What does a War College graduate need to know about Joint Command Control? Operational Contract support? That's very different between CISA and Eisenhower. That's what we are doing across PME and we need this validation from the stakeholders. This is what the graduate from X College needs to know. There are other topics that have come up. They need to teach more on strategic deterrence, more of this, not in the 10 areas, I'm assuming if Capstone at JPME 3 needs it, we need to teach it at the JPME 2 level so they're not walking into it cold. What do you know about space? What do you know about trans-regional areas? Once you've done that, then you can address how do I teach it? Online? Auditorium? Residence? Case study? War gaming? Leadership, Ethics, and History can be taught individually or together in all courses. Once you've done those two things, then you can see how you're organized. If you don't, you'll be trapped by the organization, because it's different requirements for all colleges. That is the big picture. Not something we can do in the next couple of months but definitely for the class of 2020. I'll stop and see if you have questions.

**Mr. Solomon:** Just one question. I don't see this word. Adaptive? The "what to teach" part is what's changing? Adaptive critical thinking of what to teach? Can't get a final list of what to teach.

**Dr. Yaeger:** SECDEF said PME has stagnated. I think the system has stagnated and we have covered the 10 areas and we do need to be more adaptive, you are right.

**VADM Roegge:** There's also an aspect of that for learning outcomes: what the graduate will be able to do. Disruptive and emerging technology. Our ability to effectively forecast future challenges has been shown over 240 years to be negligibly small. Comparing 1998 versus today is difficult. Now, it has come to our ability to get the right amount of artificial intelligence or nano-technology but it would be about teaching appreciation about a disruptive technology that will emerge and the mental agility to adapt to those ideas or to mitigate the effect.

**Dr. Shaw:** We will be using the word anticipatory. Understanding the current ethical requirement. Develop anticipatory skills for changing the ethical environment. That's the key to disrupting technology. Anticipating change before predicting change. Adapting to change is when you know what the problem is. That's the key word, anticipatory as well as what is in the plan.

**Dr. Logan:** Could you go back to the mission statement? I think one of the things that bothers me is that I've seen a lot of old words I've seen for a long time. Those are ways we get there, pieces of what we're trying to do. I think it will be stronger if it said something like, "NDU develops strategic global leaders armed with an intellectual overmatch and who inform national strategy and globally integrated operations under the condition of adaptive, instrumental, and disruptive change in order to conduct war." Strategic global leaders, leaders from around the world and our country who work together. You have the opportunity here to seize on this new thinking. All of the rest is supportive but make it powerful.

**Dr. Yaeger:** Thank you. Yes we will be talking about the specific outcomes in university wide committees led by Dr. Brain Shaw. In the National Defense Strategy, they talked about multiple elements. Four instruments are Diplomacy, Military, Economics, and Information. We have heard different definitions. We need to figure out what we mean by that.

**Dr. Shaw:** In our discussions both internally and externally, led by Dr. McCollum and with Joint Staff J7 and the Office of the Secretary of Defense (OSD), we tend to get two buckets. One is the rhetorical bucket or critical thinking, the tools and tradecraft on how to think. When you look at them, there is something so intangible, there's a maturity piece on that. Those can be taught and learned. We have been engaged in war gaming for a long time. All of our seminars go through a lot of that. That's part of the experiential learning. In terms of what we put as learning outcomes that helps us find resolve.

**AMB Myrick (Retired):** When we talk about this, I'm assuming that all of this is an understanding of what the strategic consumer wants, and we're referring students to deliver that than to develop something we think will work in an academic environment.

**Dr. Yaeger:** We definitely understand that.

**VADM Roegge:** What you observed was one of the main goals from the Chairman. The Provost described it earlier. It lacked the awareness of interagency and political problems which the Chairman used. That's a specific outcome he has asked us to work on. On the other hand, the Chairman tasked separately Dr. Junor and CISA a study on four star commanders (not all four stars are created equally) and helped to identify what we can do on that spectrum.

**Dr. Junor:** It wasn't like a smoking gun. He's been a 4 star for a while. What he observed was more disparity and tout than he expected. He was trying to figure out what the secret sauce was. He went to the Hill and got investors, CEO Jeff Bezos included. One of the things we determined

is in every case, there was one thing: imperative. Jeff Bezos described it as what is key to a strategic leader in seeing around the corner is having a beginner's mind. You'll never nail instruction if you're focused on subjects. In a rapidly changing environment, it is imperative to teach people to be mentally agile, which is different from what we typically teach our officers. What he explained was that when he bought the Washington Post, he didn't know anything about print journalism. He developed a toolkit and now he knows a lot about print journalism. Every time you put yourself in the beginner's shoes, you learn faster. That means tolerating failure, allowing for public learning. Like that project we did last year. In fact, a lot of the broadening assignments go to those who don't know what to do with those things. Plus you see almost none of it after the O6 level. We treat our senior leadership like learning on the job is ok. It's not. We're fortunate enough to be on the writing end of that future. The future end of PME and not the reactive end. Briefing the Chairman's mission to him, no pressure there right? It'll be sometime in February.

**Dr. Yaeger:** Thanks. All these efforts are integrative and relative. All three of them are about leadership. I was talking to Dr. Shaw about how important ethics are for an effective leader. Two memos from SECDEF want us to emphasize it more. We need to teach ethics more. There are a couple of ways to look at ethics. It starts as a legal issue. Sometimes it's a gray area but it's usually black or white. Authority of the law, Judge Advocate General's Corp and Department of Justice. Look at ethics as a moral issue. What's good or bad, what's the social norm of government? How to anticipate changing ethical environments? More partners on our team. Leaders need to think about that. One person might see it differently and we need them to understand that that's fine. You may hold some deeply held beliefs that you were brought up believing, but you have to be able to look at the broader context and become more adaptive. This third area is the one we owe our students. If you're in charge of a large organization, a lot of times leadership gets into trouble for what they do or don't do after a mishap. There are plenty of case studies that our students can think about.

**Dr. Shaw:** That last one is very important. Our leaders should never be surprised by an ethical breach. The key is to be prepared and to not be surprised. To have the tools to understand and remediate issues. It shocks me when leaders are surprised. It happens. Part of anticipating it is thinking ahead of people and being prepared for these kinds of violations.

**Dr. Yaeger:** The next area is Strategic Emerging Disruptive Technology (SEDТ). Dr. Hurley is here actually. Our Board of Visitors have required us to look at it. We should enable our students to look at this and evolve. I am going to ask Dr. Shaw to further touch on this.

**Dr. Shaw:** The National Defense Strategy is crystal clear that the future will be shaped by technology. If that's the case, our students need to be in a safe position to be ready to go into the battlefield of the future to anticipate change and anticipate disruption. The real challenge we have is we will not be starting an engineering school, a chemistry department and physics dept. We don't need that. We have to understand what is in the SEDТ we will teach. The next slide will show you. We came out of World War II and the threat was bad. We had a huge competitor and we made most of our weapons in US Government labs. That changed rapidly after 9/11, and in the last 15 years, we've been fighting the war on terrorism and the challenge now is asymmetric capabilities. We are prepared for mass battlefields and instead we have urban warfare inside cities in ways we've never seen in the past. Technology has now been globalized throughout the world through globalization. Space is a war fighting domain and not our exclusive domain. This is a totally different environment. To look at the future, my guess would be CIC would be clapping, information is a fighting domain. The real struggle here is the denial

of capabilities. We can take away your banking function and shut down an entire military. The struggle we have is that none of it goes away. It is cumulative. As an institution, we must address all of them. Our last slide is a quote from a CAPSTONE review. Admiral Haney was just adamant. If our students don't understand the spectrum and why it matters for strategic leadership, then we have failed them. How we teach it, how we structure that, are long term strategic questions.

**Brig Gen Robinson:** In the spring at Eisenhower, these 18 students will have a huge advantage. You're specifically prepared for that. These requirements are for the entire school. How do you talk about space with 40 international fellows? What do they need to have so that they all have the right experience and knowledge when you have limited hours to teach?

**Dr. Yaeger:** It also goes to show what instruments we use and how. You're not going to be an expert on these things. It is part of what needs to be included. Not being an expert but knowing where you turn to.

**Brig Gen Robinson:** We need an artificial intelligence guru to share with our professors. To go look there, we go to JFSC. We are so close but we need to share what we have.

**Dr. Shaw:** It raises the word Classified. So many of the issues in science and technology by themselves are fine. But when we start talking about strategic military value, how do we teach our military and students, that's more than just the "How do we teach?" question.

**Dr. Yaeger:** Yeah, it creates a dilemma. We want to create all of these alliances and allies but you can't go to this lesson because of the classification level.

**Dr. Shaw:** He talked about hypersonic weapons, their existence. What does it mean because the classification gets high very quickly?

**ADM Walsh (Retired):** Go back one slide, what's interesting is what technology is doing to the commercial sector. Companies are realizing they are becoming tech companies. Before, only 4% of Fortune 500 had a technology sector. Now it's a lot more. You can have a robust discussion between these companies. When I was in uniform, I talked about why it's important to invest over there. It's an existential threat. The commercial score is at risk. If they don't figure it out, they don't survive. They are on a frontline that starts here, on your phone. All security spaces, we are experiencing barriers to entry. That turns our conceptualization of the strategies and security strategies, on its head. You're working and what you're proposing is great. But take the words we put aside and conceptualize. What you offered, Suzanne, is a really good example of what we are trying to prepare for.

**Dr. Yaeger:** This is one of the fundamental purposes of briefing this to you. If you think of something, let us know.

**Mr. Solomon:** I noticed ethical and diversity leadership but you covered ethics and not diversity.

**Dr. Yaeger:** We want to appreciate different perspectives and diversity, yes. It may come down to bringing in ethos into the classroom. Bringing in opinions from all around the classroom.

**Dr. Logan:** What Dr. Junor said is spot on. I loved it when you said you have to start over. You can't hold tight to the people who are most valuable to you. It might be more valuable if you let them go than to bring them back.

**Dr. Yaeger:** It is good to see. That is what we need the students to see and think about.

**VADM Roegge:** You have one more slide.

**Dr. Yaeger:** It's flexible. We do not have any predetermined outcomes. Why aren't we explicit? Because that would be a presumption. Something we need to look at. It's a big burden on the college leadership because we need to know what we teach and why? How do we teach it? We go to the faculty. And then, we are rewriting the policy for all JPME for an outcomes-based approach.

**ADM Walsh (Retired):** That would help you there with your plan for accreditation.

**Dr. Yaeger:** You've have with you who's assigned to what. That's in your binder. Who's doing what? Thank you very much.

**VADM Roegge:** Well, we finished a bit early. We can break until 15:00.

**14:35-15:00: Break**

**15:00-15:45: State of the NDU Budget, Major General Robert Kane, USAF (Retired), Chief Operating Officer**

**VADM Roegge:** We will turn the floor over to Gen. Kane.

**Maj Gen Kane (Retired):** I would like to thank you for your support. We will be talking about the budget portion. Board members have always been very supportive and interested in the resource situation. This is going to look a little different in how we got to where we are. The new Chief Financial Officer (CFO) needed to prove to herself how we got to where we are and how? She went through every budget exhibit and pulled out everything that happened from FY8 to the current 2019-2023. Here's what we learned over the years. Red is budget. Green is executed. Black dots are manpower. I may refer to these numbers later. One of the things we talked about is that if you split the chart here and go back, there were a lot of things happening to NDU, but the budget focus was always on operational execution and what the changes would do to us in the future. Our job is to deliver curriculum to students and that's what we're going to do. We just didn't think about it that way. Starting around here is where we decided to change our processes and structures to the long term. This is how we developed things like issue papers and facilities. It's helpful for us and for our relationship with stakeholders to show how we got where we are, why we are where we are, what we teach and how. We'd like to stay over here as much as possible. This is where we are in terms of FTE and Budget. The Climate Surveys will show significantly how facilities, IT and workload has changed. Faculty may forget what the devil was when we gave up staff. In some colleges, if you participated in multiple programs, you could be counted three times. If you were enrolled, you counted. When we think about that, there wasn't a staff demand, counting the inflated student numbers in a way we couldn't rationalize. The only thing that's sure is the 660 JPME and the 1000 JCWS students were consistent and was driven by requirements of 3.5 to 1 and 4 to 1 faculty ratios. The faculty had to be consistent. In the reduction area, the staff was reduced. You see that faculty goes from 140 to about 150. But the

staff went from 350 to 260. Stable faculty supporting programs but staff reduction was about 25% or so.

**VADM Roegge:** Feedback that we get from folks who have been here for 10 years or so, was that the budget was in the 3 millions of dollars digits and if I had an issue, my local IT rep would fix it and now that doesn't exist. That was the deal of the devil. In order to maintain student throughput, we maintained faculty and had to cut staff, and support functions. Those were all pulled up to the university level. Think about a gas station in the past, all the things they would do for you. Now, we do them all ourselves. Not a perfect analogy.

**Maj Gen Kane (Retired):** Another thing to point out- we talk about budget reductions a lot but in reality, we actually got help in terms of actual expenditures. Recognize this year, the bridge funding. They saw that it was unsustainable. We would have to do a hiring freeze and curtail student travel that was already embedded in the curriculum. They gave us the money there, the bridge money, which allowed us to stay at a calm place and think long term.

**ADM Walsh (Retired):** Is the customer the Combatant Commands and Joint Staff? Are they asking for more or less? Is that a number optimized for you?

**Maj Gen Kane (Retired):** We did have the decision making capabilities, to validate what we were doing with the customers. It was our decision to maintain student numbers. The Chairman said to the NDU President he wanted us to not reduce quality or quantity. That was the assumption we used. The fact is the quality was going down. The resources weren't there. We weren't doing IT. We were mortgaging facilities. We reduced all these things to deliver a year's education in time. You can see in the climate survey results. We should have gone to stakeholders, but we never did. This is what got us to the three step plan because we can't keep doing this.

**ADM Walsh (Retired):** So there's a fix you're looking for, for students, faculty, and staff?

**Maj Gen Kane (Retired):** Yes sir. This whole idea is part of how we got to the three stage plan. We can't keep doing this. We have to rationalize what an overall university academic program looks like. A coherent one. We didn't think much about coherence. We thought about student throughput.

**ADM Walsh (Retired):** Costs are masked when you add unknown factors. This is a significant point that we make to the Chairman.

**Maj Gen Kane (Retired):** One thing we found during the talent management process this year: everything you advised us about our compensation came true, in a negative way. We did everything we were admonished not to do. This is one example of what we saw. If you preserve higher paid faculty, but offload junior staff, eventually, your worker cost goes up significantly. Then, if you're not disciplined, and they all move to the top of the pay bands because they can, that gets expensive. We found that we're over executing civilian pay budget by 5 percent. This is what the final budget looks like from 2019-2023. They restored the 11 FTE reductions and 1.4 million from the Management Headquarters Activities (MHA) reductions. We got 11.4 million in IT investment from OSD and a 2.3 million mark from Congress. Before we move on, look at the ratio from green to blue. The reason was unjustified growth. Somewhere in the budget exhibits there was no explanation to say why the number went up.

**VADM Roegge:** We are working much closer now with the Chairman's staff to get out in front this cycle to get some more funding our way.

**Maj Gen Kane (Retired):** The other significant difference is that there's some really great work done by our IT budget analyst. When we went back, why did OSD give us more? A new budget analyst relooked at the RMD that went up 17 million which is FY20. The green line, which is the MHA, shrunk significantly. This represents a 40 person headquarters. All we would agree to was if we have people like that, we have a HQ like element. After two years, after the BOV meeting, we went to them and they fixed it, which is really good.

**VADM Roegge:** To that point, the Chairman continues to be frustrated that there was a MHA cut. He says we are a university. We are not a HQ. There are some HQ things here but we should never be given an MHA cut.

**Maj Gen Kane (Retired):** The last thing I will point out is this used to be our unfunded requirements. This represents the detailed planning in much greater detail. Not just what we need, but how we're going to execute it. Everyone agrees this is the requirement and much closer to reality, the playing factor widely used is about thirty percent of our overall budget. That's why we're approaching 30 million of the 100 million budget. A lot of work went in to figuring out this. Anything that can be seen as an enhancement will be given more scrutiny. A lot of this discussion comes to cybersecurity requirements and accreditations. This is just the budget quantity picture but there is a qualitative one. This is going to be a huge deal because to do this in a second year, it's kind of perplexing to everyone. We don't have confirmation of what is happening in that dialogue. From an execution standpoint, it's hard to make a plan that you can sustain. Figuring out how is going to be a challenge. Joint Staff may have to pick up. We may have to pick up.

**ADM Walsh (Retired):** The metrics are difficult. The traditional measure of success is how many seats you fill. Another way is analyzing from the customer perspective.

**Ms. Fulton:** We spent a lot of time in the last meeting with that.

**Maj Gen Kane (Retired):** We were trying last time to make a switch from focus from IT to education and programs. Answering these questions is a more deliberate way because otherwise we cannot evaluate quality if we haven't validated it.

**Dr. Yaeger:** An idea of a coherent program is critical. Our accreditation for the military has challenges. One is that we have different visiting faculty and agency faculty. Faculties are all counted the same. We need to know what type of faculty is it, military or agency faculty or maybe it's a contract faculty for a short course. The 3.5 to 1 can lead you down a bad path.

**Maj Gen Kane (Retired):** Especially if your requirement is the building can hold 200-300 students. That's the requirement, though that's not really the requirement. We know there will be questions.

**ADM Walsh (Retired):** If you start with Suzanne's mission statement, then take it to the IT budget, how you would prepare them for the new upcoming changes?

**Dr. Logan:** When you were talking about the short programs and contract faculty. I've done that with my own group. I have fixed full time faculty. I'm not even doing contract faculty. I'm doing intermittent faculty.

**Dr. Yaeger:** This is what we're working through. In the past, they teach a capstone course 4 times a year. You don't need full time faculty, but you need to keep that talent. What are other models that we can use?

**Dr. Logan:** I wanted to talk to you about that. That's working for us very nicely. I can keep faculty and schedule them further out. But they also have benefits.

**Maj Gen Kane (Retired):** The 402 FTE was becoming 402 spaces. Executing a civilian pay budget, I could have 1,000 faces--part time faces. We were being constrained by that except, hopefully, we might be able to expand on our ability. The second bullet is not just the budget was not executable, but that we weren't appropriately linking performance to compensation. As you can imagine, a faculty should consist of teaching, research, outreach, and service. If you should be doing all of those, to be able to get to the top of the pay scale, compared to someone who got tenure in a traditional university, there wouldn't be that many people around because when you add in relevance and coherence....The reality is there is no incentive to do anything but teach. Who's doing the other things? The younger guys? They don't have the capabilities. The performance model and compensation model weren't matching. We looked at core structure. Does everyone need to be a full professor? Here we are: 25 Assistant, 25 Associate, 50 Full Professors. Is that a good model? Does that give you a full diversity of thought? Especially because the people who have been here a while have not changed much. Structure that is affordable and makes sense.

**VADM Jody Breckenridge (Retired):** We've talked about the ability to anticipate and be adaptive. You need that in your faculty which would support as you go in and talk. They know that if you're dealing with things that are fixed, you need the ability to have faculty bring in new thought and new approaches. As Walsh said, with the mission, you have a solid business case, if they accept it, you have the business logic with where you want to go.

**Dr. Yaeger:** It was your predecessors on the board which got us to this moment. It was a case by case basis and each professor that we liked we did [retain], but now looking at the big picture, who's the right expert on space and where do we get the right people?

**Maj Gen Kane (Retired):** Each year we have gotten a bit better. We grouped them into component transactions. Now we're looking at them in comparison to NDU. Linkages to performance force structure and component. That was in some way delivered by our former NDU President who was leaving than with our old components. It is hard to make comparisons when you have so many different colleges. When we are doing renewals or extensions, some were in their last month. We would add them for three years. As we pushed it back, we were making that decision a year before their end; that would mean they have a four year appointment. In doing that, you begin to shift that pendulum, it's advantaging the faculty more than Title X, which is supposed to keep the University advantaged by switching out faculty. The normal extension now is 2 years. That gives everyone a 3 year term appointment, giving the institution flexibility.

**AMB Myrick (Retired):** Is the flexibility constrained in any way?



**Maj Gen Kane (Retired):** We wanted to look at the tenure model and the faculty would say we're not protected by tenure so we need to get an advantage another way. We dissected how many people actually get tenure. The idea that everyone needs to be protected is wrong. Some need to be protected or incentivized but not all need tenure.

**ADM Walsh (Retired):** Do you have a faculty Senate? Are you evaluating performance?

**Maj Gen Kane (Retired):** We have a Senior Advisory Council.

**Dr. Yaeger:** We leave that in the hands of the colleges now. They are looking in to what makes a good teacher, a good instructor, and good facilitator. Some colleges have done it really well. Deans have taken that responsibility.

**VADM Roegge:** There's no expectation from leadership that one size fits all. So every component has to identify what is the right mix of teaching, research, engagement, service. How do they get a top ranking or a medium ranking?

**Dr. Yaeger:** This gets to the heart of the climate survey. Somebody might think sponsoring a US student is more important while others think international students should be. So that debate is healthy and passionate.

**Dr. Shaw:** There's also a dimension of workload and it is important to understand that instead of having a 9 month teaching environment, you can require teaching and research. 10 month teaching with 1 month research to refresh syllabi. How we define it will matter a lot later.

**VADM Roegge:** Actually, for lunch tomorrow, we had coordinated that participants will talk about extension policy, compensation changes pending review.

**Maj Gen Kane (Retired):** Talent Management discussion kind of came out of this budget discussion. North Campus Facilities will be talked about more tomorrow. Next time, hopefully we're going to be at South Campus and do our BOV meeting there. In terms of our strategic plan, what's the POM process to execute? What does the strategy needs to look like? That's the budget picture for today.

**VADM Roegge:** The first slide had bullets and it says NDU now has a decision based model. How would you explain that difference?

**Maj Gen Kane (Retired):** The members who started the first POM, between 2014-15, we tried to do a POM, internal trade space, and that time, it was about improving coherence of the program. We got rid of researchers and war gamers, and the program was out of balance. We tried to resource IT. We tried to make the Learning Center. We tried to figure out the cost of doing business today. We actually didn't get it done in 2015, and it took us into 2016 to figure it out. That was a big event because we hadn't done it that way before. Now we do it all by function. What does it cost to deliver the Master's program? I can tell you what that costs. Based on that strategy, I can tell you how much things cost and the implications. From a maturity perspective, we can see how we're using it and what it's costing, and effectiveness versus efficiency and we can quantify some of it. Should be more transparent dialogue for leadership to talk about.

**ADM Walsh (Retired):** Do these represent US students only or international students too?

**Maj Gen Kane (Retired):** So this is our direct budget, but we get other agreements where we work with others like State Dept.

**ADM Walsh (Retired):** I assume those are parts of the other trade space?

**Maj Gen Kane (Retired):** Yes. Anything else?

**16:00-16:30: Information Technology Update, Rear Admiral Diane Webber (Retired), Chief Information Officer (CIO)**

**RDML Webber (Retired):** Most of the things I want to cover someone else has touched on. What I thought I'd do was to scoop it all up and give you an opportunity to gauge the impact and ask questions. We spent all of this fiscal year through August to fix risk management trade work and our authority to operate (ATO). It was an intensive effort and it took our NDU team and J7 and CIO team enormous quantities of time. Not only did we get the ATO, but the processes we put in place were the first. What we did was captured by the Joint Staff and shared with others. Security Life Cycle and now continuous monitoring, before we went through this, these activities weren't defined very well. What risk you have, what risk you will accept, knowing where it is, and being over the bar. We think we have broken the code between J6 and J7 perpetually. We are not done, but for the moment we are pleased with where we are.

I have briefed the BOV before about the cost of trading security. Do not think about the level of security. We have had to put in all security layers, Non-Classified Internet Protocol Router (NIPR) for a moderate low impact network. It might look like our backbone is NIPR and we're very close. A typical university does not do that. Four of five points for library tools just so we can continue to do business. We have points of access from the backbone. We have yet to address the security concerns. For the next 18 months, we will be looking for those boundaries. It costs money to secure networks; DOD chooses carefully where to apply security. Tradeoff as a university when we have tools by design to be open and for collaboration, and a mission like that, are pretty stark. This can reduce the openness of the network. As I look to increase support and technology and tools and war gaming, we might need some talks with the Joint Staff (JS) about tradeoffs.

This is a cartoonish slide but it's a general sense of our profile. Our gray line is our budget. It's about 10 million dollars. Our issue paper has given the requirement at 30 million dollars. What it takes to keep the lights on, life cycle replacement, modernization, is 30 million a year. Interesting, but if you look at NDU's budget, it's close to industry standard. Historically, we have only been funded a third of that, which is below industry standards. Yellow represents the plus up we got which was 9 million. And next year a 17 million plus up. As Kane has discussed, we have two years locked in. The rest is under discussion at budget time. So I have two burning issues. You have a preview. The fourth estate IT Optimization. Historically, we were driven by the Chairman and resources came from OSD. Then we came out and became part of the 4th Estate IT Optimization group. This consolidated procurement, resources, and in conflict with SECDEF's guidance. We reminded everyone that it was a big problem and if we consolidate, our accreditation will be at risk. We want to be exempt from 4th Estate Optimization. Working with JS again, we have goals in mind; the next step is DOD CIO acknowledges the exemption to help with the language. That group is marching along under different guidance. So we asked JS to set up an executive meeting to talk about what that consolidation would mean. The IT Issue paper is the 2nd issue. I consider it the best one yet. Once OSD reviewed it, not only is your requirement

11 million, it's now 16 million. They gave us more funding and asked JS to give us the rest. JS said they don't have discretionary funds.

**Dr. Logan:** What is it in these standards that requires autonomy?

**Dr. Yaeger:** 3 pillars of accreditation are mission, rigor, and independence. If you have someone else controlling the decision, you can come up with a rigorous program, but if someone else is making decisions, that's their biggest concern.

**Dr. Logan:** Can you ever have independence?

**Dr. Yaeger:** Let's take the Army War College. They never had that problem. If our Chairman was the top, we would be fine. That's the difference.

**Dr. Logan:** Ok, thank you.

**VADM Roegge:** If I could amplify this, the Provost can correct this if I'm wrong. In 2012 we were visited and predecessors said we're taking action and we'll fix it and nothing had been fixed. We were given warning that accreditation could be taken away. We addressed everything that was recommended. NDU worked for OSD, but the Chairman gave us direction. In January 2017 SECDEF gave him leadership of NDU. The risk for accreditation has to do with adequacy and instability of funding. We hired a new CIO, improved institutional processes, and what we're now lacking is the commitment of funding to actually execute what we identified. If we had an accreditation visit and our academic technology would be where it should be, autonomy wouldn't matter. But because we've demonstrated we're not there, there's scrutiny.

**ADM Walsh (Retired):** Is there one aspect of academic technology that stands out from the Board perspective that we need to talk about as a board?

**VADM Roegge:** Well it's kind of all of it.

**ADM Walsh (Retired):** Well if it's central to accreditation...

**Dr. Logan:** My suggestion would be...I remember those years when it was pathetic. If I'm hearing it correctly. It's not just one problem. The lack of stability and no guarantee for the future that it will not be cut. The way it's been going, we got this for AY19, and then 20.

**ADM Walsh (Retired):** Yeah I know stability but to call out academic technology, I want to understand what that is.

**RDML Webber (Retired):** All those things come into play. But two things are happening. As IT gets consolidated, there is a sense that if we get caught up in that consolidation, not only will we not be able to execute enhancements, we won't be able to sustain any level of modernization and agility, we won't be low man on the totem pole. We won't be on the totem pole. We want to not get caught up before the educational environment has been built. That's what we hope they meet and discuss. We also don't want others making that decision for us. We are keeping tabs on the med school in Bethesda. They are required to send everything to DOD CIO and they cut contracts and update training materials. It happens on a regular basis. That focuses on a different set of priorities. We don't want to fall last.

**Dr. Shaw:** If I could give an example, one is operational, all the registrar, student records, data, that's tied to acquisition, and the second part would be instructional, the war gaming, the classroom environment, which are tied to backbone. So when the accreditors look at us from a technological point of view, they look at the quality of technology the students have. They all tie back to the backbone Diane is talking about.

**ADM Walsh (Retired):** When we unpack this, the warfighter in the ecosystem, to gap these issues here, I can imagine from the DOD perspective as the budget examiner, trying to differentiate how your customer will be more impressed because of the investment you are making in the student experience. If you focus on infrastructure, it will help everything else. Where can you make your best impression out of all the IT issues?

**VADM Roegge:** In working with JS, we talked about bidding with what investments we should make and what enhancements we can make for the student experience. I'm not going to authorize that because it just sounds like something nice to have.

**ADM Walsh (Retired):** Wouldn't it be nice if the Combatant Commands said can I have someone adept at technology working in the digital age?

**VADM Roegge:** Specific 6 you have for us.

**RDML Webber (Retired):** Primary would be data cleanup, and data needs to be cleaned up. Records Management. We need to meet that requirement as well. We would be cutting labor contracts to get a labor force to work the data cleanup. What containers? What tools do we need to access those? Then we can cut contracts and we have other Student Information Systems options. Those are the primary options.

**ADM Walsh (Retired):** Describe the end state you want your student to have so the Chairman can buy into all the data cleanup you need to undergo.

**RDML Webber (Retired):** I'll let you scan this list. Update technology. Experiential Learning Capabilities. As strategy develops, implementation will happen next year. Let me go back to the IT Service Contract. It has been under protest for some time. Our last protest went to federal claims court that the judge denied. I'm from Missouri. I don't think there's anywhere else besides federal courts. We can then start a transition with inbound contractors. Absolutely key because that will help our workforce.

**VADM Roegge:** Bridge contracts are more expensive than base contracts.

**RDML Webber (Retired):** That costs us a little over 1 million.

**VADM Roegge:** The contractor is less invested that the work is the same caliber as before.

**RDML Webber (Retired):** We are documenting, it's a process. The bread and butter is experiential learning and warfighting that we want to do. We need to step back and not be such technicians.

**Mr. Solomon:** Back to Shaw's point, enhancements don't get us in the anticipatory, it gets us to where we should've been. My guess is this is the beginning of the process. Who are we talking to get to that anticipatory technology level?

**RDML Webber (Retired):** We are working with Carnegie Mellon to build something alongside them and then migrate to it. We have consciously not done some things in hopes of leapfrogging over incremental changes but would have cost us money.

**ADM Walsh (Retired):** OSD has relationships with other commercial spaces. Can you leverage those? Security officers from other places? How do you stay current? What they do is they invest heavily in intelligence. They achieve that product line in so many ways and then circulate that intelligence to make a decision. They don't have the finances to be everywhere but they need to apply resources. 19% of alerts they get they can look at. 4 % they can prosecute. They have to be right, otherwise they fail.

**RDML Webber (Retired):** I agree. They should look where to spend that money but DOD does not do that.

**ADM Walsh (Retired):** Biggest defense I see is mindset. Strategic opportunity there to exchange ideas.

**RDML Webber (Retired):** So much emotion behind what we have, what we don't, we have gone to the data itself. We have seen some new things going on with new employees here making slides to show what is actually going on. These are metrics we track because the top two, the scorecard and workforce report go to higher authority. Once we put all of that into a reporting tool it goes to DOD, OSD, and JS, and the Defense Information Systems Agency (DISA). The environment has changed significantly. Our numbers are 90% or better but we are still in the yellow because security has changed a lot.

#### **16:45-17:15: Faculty and Staff Command Climate Survey Results and Analysis, Dr. B.J. Miller, NDU Director of Institutional Research, Planning, and Assessment**

**Dr. Miller:** So, first I'm going to walk you through out climate survey and survey design. Show the findings from the 2018 Equal Opportunity/Equal Employment Opportunity (EO/EEO) Survey and the 2018 Climate Results. So, in your binder, you do have a copy of the Climate Survey and the rating factors and those are the 9 factors here. The annual climate survey is administered online in the spring. There was a significant change to it but we did add a section this year about the January EEO survey. We did have a good response rate to the climate survey: 60% response rate ( $\pm 3\%$  margin of error). The January EEO survey was done because there were concerns about discrimination and employee opportunity. I'll summarize the findings of that survey and then I'll show you the results of the climate survey.

Five key factors around EEO: Policy and Procedures, Training, Accountability, Diversity, Compensation. The original plan was to focus on policies and procedures and training and to address accountability. Students sign a pledge to signify understanding and agreement to these areas. However, it was decided later that we could use a system we already had in place to do that. We wanted to know how we did on developing our plan of actions and milestones (POA&M). We asked about the awareness and appropriateness of 4 actions that had already been implemented and 4 that were in the planning stage. Most of the survey respondents were aware of the implemented actions and thought they and the planned actions were appropriate for addressing the issues.

**VADM Roegge:** The significance of this is that I had found that communicating clearly up and down from Marshall Hall to Roosevelt Hall, and even to Joint Forces Staff College, is always less than perfect. I was gratified to see the respondents were happy with our choices.

**Dr. Miller:** We also saw a bunch of agreement in these climate survey areas. I will show you a dashboard that shows you the factors and summarize the open ended questions. We looked at the favorable responses on a 5 point scale and broke them into ranges (over 90%, between 70-89%, between 50-69% and under 50% favorable responses). Neutral responses are not reflected. We have two red areas of concerns: NDU leadership and Morale. The caution areas are Mission, Equality, Decision Making, and Component Leadership. The remaining factors are fine but the Sexual Harassment is trending down. 40% or more responded to the two open ended questions. Major themes cited on what NDU should sustain included commitment to continuous improvement, improved and open communication, excellent academics, library, President's Lecture Series, and strategic planning.

**Mr. Solomon:** Building off the fact that threes don't register, could this mean 50% think this is neutral? Or 50% is poor? Trending down? Or is it a problem?

**Dr. Miller:** So, to answer your first question about percentages in the middle, if you were to look at them, they are normal. It would not be a 50% negative response, except for the positive ones.

**VADM Roegge:** We do have that data but we didn't add it. There were some 1s and 2s.

**Dr. Logan:** The Federal Employment Survey is very similar to this. The percentages. Did you ask how poor performances are handled?

**Dr. Miller:** Interesting that you mentioned that. A lot of them are asked based on the Federal Employment Survey but there are questions about how performance is handled differently.

**Dr. Logan:** Should we worry about the downward trend? 4% difference is a bit more than the margin of error. 80% of the respondents think we have an environment free from Sexual Harassment.

**Ms. Fulton:** A wealth of info and data. For this board, I see this as one way to show this data. I don't know what exactly is the problem? From a strategic standpoint, where do you have a problem? Why do you have a problem?

**VADM Roegge:** We'll get to that discussion shortly.

**AMB Myrick (Retired):** Are these factors particular to you?

**Dr. Miller:** Some of them are particular to us and were carried over from prior NDU climate surveys like the federal one. What we should improve? A little bit over half answered. 35% said IT. 13% said Communication. 11 % said support of components (administrative, mission). Continued need for support in IT, communication, and hiring process, strategic planning process. This is a list of what we needed to focus on, these listed here. As I said, the survey was administered in May, the senior leaders were briefed and the results were given out to the people participating in the survey. We are working on the Plan of Action for the way forward.

**VADM Roegge:** What we have and what we're doing about it. In order to preserve the anonymity of responses, we had to break out at the component levels. Some of the smallest organizations were put together. Each of our organizations/components have their own plans of action but what we have here is what rolls up for all of the feedback. On the left hand side, it has to do with professionalization of the staff. We need to look at the individual's responsibilities of performance and identifying the university's ability to develop those. Less than a handful of years ago, a handful of processes had never been quantified and never gotten to the next step of what does good, and what does satisfactory look like? We are now at a point where each standard operating procedure has gotten it and we are at 2nd or 3rd revisions. Communication again has been surprising how imperfect it has been. It is something on which I need to do better. Each component is nearly complete. What I want to emphasize is a governance structure that has the expectation of facilitating and enabling conversations. Those representatives should understand their component and bring them up. When fully informed decisions are made, they need to communicate those results down. I know there's more I can do, but we need to do better as a whole as well. In collaboration, we mentioned our faculty advisory council has been in place but we've never had a staff advisory council; we have one now.

**Maj Gen Kane (Retired):** When I look at that, the Chief Operating Officer (COO) touches every single one of these every day, I feel responsible for the whole package. When I look at how we get it here, even in the professionalization, the way we did things, folks that have been here a long time, didn't understand how DOD works. Without checks and balances, it can cause damage in the long run. And an idea of the lack of understanding or accountability means because your business processes are not being quantified, it's hard to have that conversation. At that level, what we found, as the boss said, to the team, there was either a willful lack of understanding, or by omission. "I'm not going to do it." There was a lack of understanding about responsibility and accountability. Getting at that is a multipronged approach because it affects everyone. The boss kind of covered communication well. The part I found was the open ended comments. They very much showed to me that the problem was very personal. These were not helpful in this kind of exercise. Talking about what we do, not always who is doing it is. Communication is our number one issue. Collaboration of course by functional area. In the past, if I dispersed IT to components, then they're not responsive of their CIO. How do we know they're doing those things they're supposed to be doing. If they're not connected to the functional leader, there comes a problem from that. They have to be joined at the hip. Working through that has been a challenge. Causes a pervasiveness throughout the vertical spectrum. There's a lot of work to do to institutionalize.

**Dr. Shaw:** At this point in the agenda, we'll adjourn the public session. We'll take a break and do a photo for the board in the atrium. We'll meet in a closed executive session and meet back here after the photo is over.

**17:15: Meeting Ends for the Day**

**Friday, 7 December 2018**

**10:30: Call to Order, Dr. Brian Shaw, Designated Federal Officer**

**Dr. Shaw:** I would like to welcome everyone to today's NDU BOV meeting. This is open to the public from 1030 to 1145. I want to take two minutes to acknowledge some important people. First is Joycelyn Stevens from Academic Affairs. Joycelyn's done all the work. Two other people, our note takers; just yesterday they captured over 14,000 words. Both are taking notes.

Jim and Alladin. Then with that, Mr. Chairman, the NDU BOV is hereby called to order in accordance with public law.

**ADM Walsh (Retired):** Dr. Shaw, thank you everyone. I am very grateful for the team from the briefings we have seen. I will try and speak succinctly. Today, Dec 7<sup>th</sup>, we can't go another moment without mentioning that there are all kinds of lessons that are applicable from Pearl Harbor. If you go through Admiral Richardson's memoirs, one of the points he makes is from 1931—1940 we kept the same language because it worked for the Hill, centered around administrative efficiencies. Then we changed the language to the fleet. Where we are and where we project ourselves. Describe the ideal graduate, characteristics for the perfect graduate for this future. We will develop curriculum around that. Unless we're willing to step back, it is hard to scope the amount of change required whether it's the installation or aspects of the curricula. Start with the ideal candidate. I look forward to comments from my colleagues to capture themes. With that, Mr. President...

**VADM Roegge:** Thank you Mr. Chairman. Good morning. For the record, we spent this morning on a visual tour of our next topic which is NDU facilities and I'll turn it over to Dr. Karnowski.

### **10:35-11:00: Condition of NDU Facilities, Dr. Thomas Karnowski, Director of Support Services**

**Dr. Karnowski:** Thank you for bringing up Pearl Harbor. My father in law was on a small boat when the planes started hitting so God rest his soul. What you saw this morning -- the university has fallen in a state of disrepair in certain areas. My friends at Eisenhower Hall produce more mold than we produce students. We have to keep up with advancement and we must keep up with the proper learning environment. Class 3 learning environment. We are treated the same as an office building for the Directorate of Public Works on a standard basis. The Sustainment, Repair, and Modernization (SMR) issue has resulted in a degradation in the academic sphere. What will it do for accreditation? That said, we will get into the quick portion of the brief. With regard to budget we're funding out of SSV and what we do in facilities has a shortfall of \$4.5m/year and 250k for discretionary spending. Specialty items like carpet and paint, we have relied on unfunded requirements money. Our funding priorities, we supplement these, the Life Health and Safety issues. The one on the left has been out for some months now. We put out 275k that could've been put elsewhere but it went there. Mission critical and sensitive. Furniture, carpet and paint--we have not done a good job of POMing [including them in the Program Objective Memorandums in the budget process] for those items. We should put it in the budget. We have to go back to end of the books to find out our utilization. We're starting to seek Public and Private Partnerships, Terms of Conditions. We go according to the book. We look at the quality ratings. Eisenhower is in black. We actually self-report and then they verify. This particular case, they're reporting quickly. What you've seen, the leaking roof, etc, Eisenhower has many problems. I've asked that we start looking deliberately at the problems, we can't do bits and pieces. How do we take care of it? I don't know what you're going to do.

**VADM Roegge:** Explicit planning task for university leadership is to come up with courses of action for the Eisenhower School to be able to continue academic mission so that, optimistically, we can relocate and have the building set for renovation. If conditions degrade, we will need to relocate whether there is renovation or not.



**Dr. Karnowski:** Lincoln Hall is next door. We have a building automation issue there. That gets funded directly to offset costs of utilities. Normandy Hall in South Campus will have the same issues. Inadequate deferred maintenance has resulted in degradation. You can't just throw in three handling units. Pictorial of what you're looking at. For Eisenhower Hall, you saw a lot. Graphic pics, in a real world, I would have shut down a bunch of the building. One room is definitely shut down. Marshall Hall--I didn't take you into the boiler room. That boiler is working pretty well. The one next to it was down for 5 years. The other boiler has a part that is going out and giving us fluctuations. When you mix and blend air, the boiler is reheating air. Very important we have both online. I probably get 40-50 notices for HVAC issues. Sometimes, 500 notifications. What are the initiatives? Bring us up to a Class 2. It's just running in place. We are trying to use their system. We are treating it as a Tier 1 facility we need to be treated like an operational unit.

**VADM Roegge:** Minor point here. Training gets a higher point than education. I can make a point that education is training with a further benefit. Not today's warfighters but tomorrow's.

**Dr. Karnowski:** We don't want to be a high school. We paid 300k to United States Army Corps of Engineers for the facilities evaluation mostly at Eisenhower Hall. That's money that came out of the hide of the budget. We were at the end of the year and had to squeeze it out.

**VADM Roegge:** Army and Navy are not bad partners. Free and open exchange and there's just not enough money. A year ago, the base commander said he will do this study, the input that allows us to compete in the pond. The CFO scraped up money to get this done. This is an essential element.

**VADM Jody Breckenridge (Retired):** When is the assessment due?

**Dr. Karnowski:** January, early weeks in January and I hope to see the rest soon after that. Those guys are rolling through and doing inspections.

**ADM Walsh (Retired):** The mold was preventable. Those problems were preventable.

**VADM Roegge:** Yes, sir. That's how we see it.

**ADM Walsh (Retired):** Unless we address this quickly, this will cause health problems, that won't read well.

**Dr. Karnowski:** We already had folks come in and reports have come in as nontoxic, but we are not far from toxic. Contingency planning is in progress to continue mission if building is not available. Degrading but mostly HVAC issues. What are we doing? What are some non-traditional ways we can get funding? Our annual call for work, everyone deals with this. Yeah I got 36 million bucks. How much is going to get funded? 1 million. Line 2: Unfunded Requirements. How did we get the 300k? We had a project that we needed money for and it was put in very last minute. We're small potatoes--1-2 million. There's no money in there for the core. LOE 3: Program Objective Memorandum, we have not worked the POM cycle and what's the delta between Class 3 where we're funded and what it would take to be a Class 2. We should be able to make that if we make a good enough argument. Modernization funds for painting and carpet. LOE 4: It's interesting, we just started to look at working with Private Public Partnerships. Talk with local developers. Public Private Partnerships (PPP) work. JFSC is sending a representative down to a PPP seminar so they can talk to the JFSC. Our problem is we

aren't the land owner. We don't have skin in the game in terms of what happens. It would be better if we had control over the campus.

**VADM Jody Breckenridge (Retired):** I understand what you're saying, but there's not a thought process. If you look at water treatment plans, facilities are turning it over to counties. There is a tremendous body of work, there is an active openness to it that perhaps we could leverage.

**Dr. Karnowski:** Couldn't agree more. What happens if people do simple? In San Diego, the issue has been going on for 20 years. The entire Monterey facility has been turned over to the city and its costing DOD less money, 6-8 years.

**Dr. Logan:** Actually over 15 and they created a private trust to run it.

**Dr. Karnowski:** One option we are looking at. No matter what we do, we'll never see additional funding for these facilities.

**VADM Jody Breckenridge (Retired):** But Class 1 still doesn't get you to historical?

**Dr. Karnowski:** Yeah, it would be up to 5 % of the replacement value. No DOD building that I know is Class 1 or kept to that level. And we are not shy about asking for money. Are there any questions? Help you to help us.

**ADM Walsh (Retired):** If I were to look at the assumptions, it's the value of traditional brick and mortar education. You cannot take that for granted. New college campuses are not building new buildings, they are repurposing buildings. Dorms of the future are wireless. Value proposition of this institution. And the way it is delivered and that it gets refreshed and fleshed out. You'll lose that. You want to be essential, in terms of your contribution to the joint force. If we're not careful, we will be asked to shut down buildings.

**VADM Roegge:** Thank you for that. As we described yesterday, we owe due diligence on what to teach and how to teach it. We have no predisposed outcomes and if we were to determine the most efficient way to deliver outcomes was to close a building, I'm open to that.

**ADM Walsh (Retired):** So if you were in the lines of being innovative, where you can generate most student reaction with least overhead, you could take a look at the online opportunities through IMET support. How can I lower the barrier to entry for those who want to be partners? You have capacity limitations because of brick and mortar. You need a new approach to grow in the value of what you're offering here.

**Dr. Shaw:** If I could add one thing, brick and mortar world, there is one thing. It is possible to do online classified work throughout the community but instruction is a whole another level. The cost and challenge of doing online classified teaching. That's what is nice about a brick and mortar facility, to be able to teach classified material. That's another consideration for the facilities' argument.

**ADM Walsh (Retired):** Math brings you to that conclusion.

**11:15-12:00: Public Comment, BOV Member Feedback**

**ADM Walsh (Retired):** We are open for commentary from the public and the board.

**AMB Arnold Chacon:** I wanted to say what a privilege it has been working at NDU. I want to emphasize the strong State Department partnership with NDU. It is a priority for Secretary Pompeo to keep a strong bond and look for ways to strengthen the relationship. There's a strong commitment to staff CAPSTONE, and other NDU programs, and provide good connections with speakers. My goal while I was Director General of the Foreign Service, was to be sure we knew the importance of performance development. It is more essential than ever what we're doing with the military. VADM Roegge has attracted many ambassadors. The attention to the International Student Management Office, that engagement is our bread and butter. We also are really happy with the Scholars program, which the State Department is participating in. A select group of students attack problems and make it a part of the learning experience. In our office, we have stepped up outreach and engagement. We are engaging military attaches and embassies, and dozens of sister institutions. We have a new director, Dan Smith. We will have further contacts to see how we will provide better modules and courses. Collaborating with the Foreign Service Institute on this best practices playbook, based on our experience with the military in Afghanistan, Iraq, and Haiti. We are full partners around the world.

**ADM Walsh (Retired):** One of the questions that came up by the BOV was the various sources of money that come into the school. We talked about various groups that have their fingers in the discussion, whether it is program funds or agencies. So we can help reimagine where the opportunities are for solutions.

**Maj Gen Kane (Retired):** We can put that together.

**Dr. Logan:** I have one question. Budget question. We talked about 30% goes to IT. What percentage goes to faculty?

**Maj Gen Kane (Retired):** Civilian pay is about 60%. The ratio between faculty and staff is 65 staff and 35 faculty from a FTE perspective. I would have to break out the budget numbers though.

**AMB Myrick (Retired):** I was intrigued by the idea of the brick and mortar educational environment.

**VADM Roegge:** I think that being able to answer that objectively for the Board and Chairman is something I expect to resolve with the strategic plan.

**Dr. Yaeger:** People talk about values and relationships, about how you measure that and how you quantify that. That's a challenge. It has been all about the NDU experience. Some of those intangibles. Not that it can't be done. I left out one of the changes we have to look into. The capstone process is part of education's role in changing the culture, we need to understand the online environment and how it changes the mindset.

**ADM Walsh (Retired):** So I think the relationship is the gold standard. It's intuitively obvious for those that are here. But I would solicit the alumni to be a part of that conversation. What I found from regional conferences was it was only a matter of time before relationships went from conferences to close bonds. Who better than your former colleague? So the idea of having this much time invested in developing relationships, and it's times like this when there's pressure on the budget and there's evidence all around you, you have to refresh on it. So I think the argument

for what you're doing here, the argument is stronger now than ever before. But it will take a revisualization.

**Ms. Fulton:** I mean I actually suspect that there are quite a number of opportunities for virtual learning within DOD but I would say it's incumbent on you all to clearly articulate the value of the in person experience. That challenge will not go away. What is that value? You know it, you live it, you experience it. You need to have a strong, clear answer. There should be a consistent ability among all senior staff to say here is the value of in-person learning to the Chairman and the students so everyone is 100 aligned on that.

**Mr. Solomon:** Building on the last two comments, I'm trying to understand the balance between incremental adjustments and transformational change. I think the Draft Strategy has great language and has lots of transformations and words about transformation and unquestioned leadership but then also the standard stuff. Some curriculum in there seemed like more pedestrian concerns. I always want to urge you to lean into the transformation part more. There's a lot of great stuff about engaging more in industrial beds, but I don't see how that will play out. What are we to teach and how to teach? Maybe they are a bit small and we need to think of the skills and experience the students may need. It's in here, you talk about it, but it's not lined up with the transformation piece.

**ADM Walsh (Retired):** This is what I want to talk about in the executive session. Committee structure that follows those initiatives. We would have people working with your sectors to prepare for these proceedings. You have a board member represented in that initiative and then the member would see what is needed from the board.

**Dr. Yaeger:** So the plan is part of it, it is what to teach. Does it speak to the knowledge, skills and abilities people need? And then there are more things we need to do by this next academic year starting with innovation, critical thinking and strategic leadership skills. To answer these big three to get direct evidence that these things work. These are the skill sets we need. That's going to take longer. They're all related. Those three questions and then what about the class of 23? So we will start now and move forward.

**Mr. Solomon:** What is the scope of the strategy for the future? Tackling in 2019/20 but this is the plan for how these are building blocks for the future? Who's teaching what, is what we're worrying about? Are we teaching the right things? Are the people getting the right experience and engaging with industry? Thinking about the differences between 2019/20 and where we are now. I know it may not be very clear but I appreciate the answer.

**Dr. Yaeger:** I will say that it's really the future piece that pulled us together. We didn't have the three lines of effort, so many things changed. What you see isn't all the work that went in to deliver the strategic plan. With the Chairman, we talked about it and we got his feedback as well.

**VADM Roegge:** The tension is accurate and by design and what we need to do and must do. At the same time it was necessary but insufficient. What is happening now in the tactical is within the current organizational construct. They are looking at their areas, but the long term plan would be holistically across the university. Each component line of effort would be an attempt to disaggregate and then re-aggregate it for the student and the institution. I am open to consider whatever results from that, the university's 5 colleges. And if it turns out to be something different, we'd have to look at that.

**Dr. Logan:** Thank you for helping to clarify that thought in there. But if I understand, at this moment, your 3 strategic questions are what are we to teach, how do we teach it, and how do we meet the challenge of PME? If these are the big Q's, these questions are the ones you want to put up on the flags to march with. You want to march with what are we to teach? Strategic plan would be a statement. Dynamic environment, I find myself using hypo turbulent now. This is a hypo turbulent environment now. Because so many things are changing, we must be prepared to teach the curriculum of the future. We will determine the curriculum of the future. All of the things you know about it are pieces that led you to that point. We know what we are doing is good. We are seen as an industry standard, however, we know we will lose that if we stop. Every organization that isn't growing and learning is dying. Then how do we ensure effective learning outcomes? We will create the curriculum of the future for the global leaders we produce. We are going to ensure it transforms leaders when they're here. Then you can talk about how did I do? How do I measure that? How do I keep in touch with them over 5 years to make sure what we taught made them able to do their next 2-3 assignments? How do we meet the challenges? Are there ways in the future world of learning that make what we are doing today not as relevant as it has been for the last 100 years? Then people are going to sign up and play. If you give them "Let's change the world!" If you say, "I don't know what we're going to do, call me when you figure it out. I think you got it." I think there are some things you can do to put it in print to get people's attention. How do you know that on the performance scale, the lowest ranking 4 star will be a success?

**VADM Jody Breckenridge (Retired):** Continuing this, I was thinking to the comments that were made about 1998 and where we are today. But what you did was from a structural perspective. What if you did it from the senior leader? The person from 1998 and what they were expected to do. One example, which is a strength of our senior leader, is from a diversity perspective, our military leaders that are in this room and foreign service leaders have gone into situations and looked at them from the eyes of the culture and the countries they were engaged in. We had to invest a lot to make sure we are developing that. We don't value that today. If you're in big business, you have to do the same thing to be successful in business, to value that experience. What are those critical things we are developing so they start with a good foundation as 1-2 stars. What do they bring in? You force the system to look at it holistically, building on the research. Now let's look at the person, what are you trying to invest in them? Might give you some different insights.

**Maj Gen Kane (Retired):** If I could address Suzanne's statement, it's addressing everybody's concern on what's expressed in there. The simplest part of it is we haven't done this before. As an institution started in 1976, we decided 40 years later we wanted to be a university. The maturity is so low we are not capable of doing this, or haven't been. What you see is a recognition of that tension and the challenge we know we face in identifying the issues. Those are very simplistic questions and arriving at that idea comes with organizational maturity. Just think of our inability to resource our IT requirements, we have never talked about the academic programs ourselves. They have been static for a long time. There is a huge tension. We know it will have to be dealt with. To deal with tension of today's academic programs, the International Fellows are invited two years ahead of time. What this expectation looks like and the relationship building is already in motion for several academic years in the future. That's where the faculty lives. We don't have the institutional capacity to do what is necessary because it's consumed by goals and delivering curriculum 9 months out of the year. If we do it right, we need to think about resourcing. How many Dr. Juniors can you pull? This is where we are. We can spend another year but I think the point is we need the year to answer the questions. Do I need to build

on this plan or just answer the question? Who is going to help answer the question if we do not exhibit evidence that we don't have the capacity to do this? It is just my thought.

**Ms. Fulton:** Respectfully to the strategic plan, what I'm struggling with is there's been an incredible amount of information shared, but what's missing is what story you're telling. That must be the issue with the strategic plan. There might be different points of view that haven't been settled. We're putting most resources on other things and not starting a plan. If you are going to persuade the NDU Foundation and DOD in accomplishing the mission, what is the story you're telling? If we as a board don't know the story we are going to grasp for all of the pieces and can't help you. I don't know how to fix that gap. Help us understand your story. Then we can provide better advice.

**AMB Myrick (Retired):** My own take on this is that the whole thing sounds complicated. My understanding of concepts on delivering adult education have been there for some time. Now the difference is the ability to do it in the military environment. We've done this for a long time. I think you should put it in a way we all understand. I don't believe it is that complicated.

**Dr. Cushman:** I would like to attach a comment. At a recent meeting I was reminded what we came to: Deliver in our graduates intellectual overmatch.

**Ms. Fulton:** Intellectual overmatch. I love that phrasing. Don't embrace too many.

**VADM Roegge:** The comment is a response to your comment, I think that's our story.

**Mr. Solomon:** I'm not sure that's your story. I love having a sharp idea; I am not sure we've found the right language.

**Ms. Fulton:** I'm always in the minority on this. It's better to be sharp and not comprehensive than to include everything. I believe ethics and morality are in the forefront.

**ADM Walsh (Retired):** I'm curious about the timeline.

**VADM Roegge:** They are self-imposed ones. Internal suspense. The Chairman is aware of what is going on and I have painted him a picture. There is nothing that says when. Seek feedback, go back, and identify how to incorporate what we propose to the Chairman and the J7. But even while we finalize the presentation here, the work which the components are doing, with their stakeholders, that continues. We are not losing time in advancing our ultimate objective.

**Dr. Yaeger:** I think part of the timeline is the length of the NDU President's stay here. Honestly, if we want to change, if we determine we want to do things differently, we may not have a new NDU President that agrees with that. That may be what they say.

**VADM Roegge:** I appreciate my importance to this process. It does also go with the Chairman. A new Chairman might have his own views on that. I don't see anyone disputing the four fundamentals. The environment, the capacity, the roles and responsibilities, the competitions, and technology have changed. The Chairman described it to us, observances that there's no room or debate to it. There is an imperative to change.

**ADM Walsh (Retired):** The metrics would be the trick on how to evaluate graduates. What the Joint Force needs and when you can deliver it. If the argument is we're set for the future. If there

is a growing gap between what the environment calls for and what walks out of here, I'm looking at a department in a frenzy addressing a bathtub when it comes to the operational force. No money to address all the small issues immediately. It robs us of the ability to determine whether or not we fall in line.

**Dr. Shaw:** We want to have a coherent structured voice. We have to address these through this process, OSD Personnel and Readiness is putting together a DOD Instruction for PME. We have an imperative to have our voice clarified and heard and the Chairman's effort with senior leadership to look at these issues gives us that. We will lose our voice and external activities critical to our students.

**VADM Jody Breckenridge (Retired):** I think to your advantage one of the externals is the SECDEFs comments and his end state when he turns around and looks for advice. Some things you have done will give you pieces to control. Staff will react to the SECDEF and that might be a view not the view. You have an opportunity to have a two way conversation and not in a one way direction.

**Dr. Junor:** The group I'm coaching is to write his vision for PME. What are their attributes? The Chairman believes in the context of GIO. What is the end state? We have a draft! VADM Roegge met with the SECDEF and we have 5 really clear descriptors of the end state of what PME looks like. Manage change, stay relevant with emerging technology, etc. The challenge is to find out how to decompose them and translate that into objectives into various officers' timelines. What does it mean for JPME 1 through CAPSTONE? We are at the beginning so I don't want to predict outcomes. What we see is that what we're offering now, this gives us a heads-up on how to get ahead. If we stall too long, we will be told what to do. But where we're going is to set up a continuum if we just focus on PME and not talent management. That it requires sets and repetitions was the finding of the Chairman's last 4 star study. The more sets and repetitions you have reinforces your education. You come to learn a new skill, you have to exercise those skills, on top of internships, not only is this a vision but an implementation plan that suggests talent management issues. All of the services are looking at this. We have some momentum in that direction. Within that PME process, what are the clues we see to do this well? You don't just study Russia as a The U. S European Command problem. China is not just U.S. Indo-Pacific Command. So, we have the training aspects and the skill that go with that, and what we will see, a 10 month curriculum here or the lifetime of the officer, we will see those things here. If you ever did, you no longer have it. As we use technology here, more globally, we look at things more like case studies to start creating a colloquium. Pull in Artificial Intelligence, pull in Russia in a more complex discussion. Then your Capstone events look like war games and dynamic role play. This is where NDU has a unique advantage with interagency partners and international partners. That's where the in-person starts. That is where the common discussions are going.

**AMB Myrick (Retired):** It seems to me this process is the most important thing we've been talking about. Could we at least see a summary of those plans? It answers a lot of the questions we were talking about.

**ADM Walsh (Retired):** One aspect is who you're talking to. Your outreach effort is just as interesting as the original thought behind it. I'm thinking of all the talent that could really be interested in partnering and there's other ways to develop with those relationships. Their work is relevant and has real impact. There's synergy with them and other groups.

**AMB Myrick (Retired):** Will we see that?

**Dr. Junor:** We are on a tight leash. This is an operational planning team. Anyone in the PME world has been selected to be on this. Like herding cats. This group has to come up with a vision for the Chairman's review by the end of January. As soon as it's no longer privileged, after approved, it goes to a tank where all sorts of things can happen, before or after the tank.

**Dr. Yaeger:** It would be a privileged document and then it goes to a tank, all sorts of things can happen before or after the tank. We can get guidance from the Chairman about that, about when it goes in public domain.

**Dr. Shaw:** The board can see that in a preparatory work session of the Board but we need to be careful to make sure we are not sharing non-public things in the public domain.

**Dr. Junor:** We have another discussion on information sharing that is a bit different from the Mission statement. There is nothing classified. We are just necking this down.

**Dr. Logan:** What I'm hearing is a lot of big things coming: Chairman's vision, rewrite of the Officer Professional Military Education Policy (OPMEP), and other pieces informing what we are going to do; strategic questions need to be informed by these pieces. Maybe that informs what's immediate and what's not. What you're looking at right now is not strategic for the future but strategy for the future. What must I get done before end of this FY and start of next AY? If you put it in that phraseology to say we are not ignoring the future, in fact we have 3 big questions we are exploring right now. But it is premature to launch into those until we have those foundational documents in our hands to guide us. Would that help if you say it that way? Three things I need to get done this year and for planning for the future, these are the questions I'm working on and will be using for the strategic plan.

**Dr. Shaw:** Two ways to approach these muscle movements. One way is to react to them.

**Dr. Logan:** I'm not waiting I'm saying there are 3 clear questions we are following.

**Dr. Shaw:** As academics, we need to establish a curriculum that can accept, adopt, and respond to make something academically rigorous and a new document comes in and new leadership that pulls us somewhere else. We need a clear curriculum direction that enables us to navigate around those. Must have real direction.

**Dr. Logan:** I completely agree with you. But I'm hearing we may have a change coming and as we move out into this world, there are things we need to get started now. The questions need to be more strategic and more empowering. If you're comfortable putting those together in a timeline you can work with. But if the timeline is pushing you to get started now, that was what was suggested.

**ADM Walsh (Retired):** I think we are reaching the end of our public comment period.

**1200: Meeting Ends, Dr. Shaw**

**Dr. Shaw:** If so, I will adjourn the public meeting and then the Board will resume the executive discussion after lunch.



**VADM Roegge:** Closing comment: I would like to thank the Board for their time, which will help us to hone these products in their short term and we will be looking ahead at the long term. This is an exciting time to be part of the University because the Chairman has so many expectations of how we are developing. The Chairman and the SECDEF believe in us to do so.

**ADM Walsh (Retired):** You guys are well positioned to have a dramatic impact on a joint force in our future. Please share the gifts God has given you to improve the lives around the world.

**Dr. Shaw:** The meeting is formally closed at 1200.

**Appendix A: National Defense University  
Board of Visitors Attendance Roster  
December 6-7, 2018**

1. Vice Admiral Jody A. Breckenridge, USCG (Ret)
2. Ms. Brenda Sue Fulton
3. Dr. Suzanne Logan
4. Ambassador Bismarck Myrick (Ret)
5. General Lloyd W. Newton, USAF (Ret)
6. Mr. Ian H. Solomon



**National Defense University  
Board of Visitors Meeting  
December 6-7, 2018  
AGENDA**

Military: Class A Uniform  
Civilian: Business Suit

**Thursday, 6 December 2018**

**Room 155A/B, Marshall Hall**

<b>1230</b>	<b>Call to Order</b> <i>Room 155A/B Marshall Hall</i>	Dr. Brian Shaw, Designated Federal Officer
1230-1245	Administrative Notes <i>DFO comments/overview of agenda</i>	Dr. Shaw; Admiral Patrick Walsh, USN (Retired), BOV Chair (Nominated)
1245-1315	State of the University Address	Vice Admiral Frederick J. Roegge, NDU President
1315-1345	Globally Integrated Operations (GIO)	Major General Lewis G. Irwin, USAR, Commandant, Joint Forces Staff College
1345-1515	NDU Strategic Plan	Dr. John Yaeger, NDU Provost and Dr. Shaw, DFO and NDU Deputy Provost for Academic Affairs
<b>1515-1530</b>	<b>BREAK</b>	
1530-1615	State of the NDU Budget	Major General Robert Kane, USAF (Retired), Chief Operating Officer
1615-1645	Information Technology Update	Rear Admiral Diane Webber, USN (Retired), Chief Information Officer
1645-1715	Faculty and Staff Command Climate Survey Results and Analysis	Dr. B.J. Miller, NDU Director of Institutional Research, Planning and Assessment
<b>1715</b>	<b>MEETING ENDS FOR THE DAY</b>	<b>Dr. Shaw</b>

**Friday, 7 December 2018**

**Room 155A/B, Marshall Hall**

<b>1030</b>	<b>Call to Order</b>	<b>Dr. Shaw</b>
1030-1100	Condition of NDU Facilities	Dr. Thomas Karnowski, Director of Support Services
1100-1200	Public Comment, BOV Member Feedback	Board Members and Dr. Yaeger
1200-1215	Wrap-up and Closing Remarks	Admiral Walsh and Vice Admiral Roegge
<b>1215</b>	<b>Meeting Ends</b>	<b>Dr. Shaw</b>



**DEPARTMENT OF DEFENSE  
NATIONAL DEFENSE UNIVERSITY  
WASHINGTON DC 20319-5066**

Dear Board of Visitors,

Thank you for your continued support of the National Defense University (NDU). I deeply appreciate the counsel you provide to me and to the Chairman of the Joint Chiefs of Staff (CJCS) regarding his university. The following is a written copy of my State of the University Address for 6 December 2018:

I would like to begin by thanking the Board of Visitors (BoV). Your perspectives, ideas, and advice are invaluable to ensuring this University continues to make its critical contribution to our national security enterprise. I intend to take full advantage of your views as we work together toward the NDU of the next decade.

Since our last BoV meeting, the Secretary of Defense has published a new National Defense Strategy that highlights the changing character of the threats we face. We have returned to an era of great power competition in which the challenges to our national security interests transcend regional boundaries and cross multiple domains. This dynamic and uncertain security environment demands our due diligence to ensure we are providing relevant education that will provide our rising leaders with the intellectual advantages to compete and prevail against competitors.

Organizational Updates

Since our last meeting we have added several new members to the NDU team. Ambassador Arnold Chacon has replaced Ambassador Mike Hammer as the University's Senior Vice President. Ambassador Chacon previously served as the U.S. Ambassador to Guatemala before serving as Diplomat-in-Residence at Duke University and the University of North Carolina and as the Director General of the State Department. Ambassador Hammer has assumed the duties of the Ambassador to the Democratic Republic of the Congo. Brigadier General Kyle Robinson, US Air Force, relieved Major General John Jansen at the Eisenhower School. General Jansen was then promoted to Lieutenant General and was assigned as the Marine Corps Deputy Commandant for Programs and Resources. Major General Lew Irwin, US Army Reserve, relieved RDML Jeff Ruth as Commandant of the Joint Forces Staff College upon RDML Ruth's retirement from the US Navy. Dr. Chuck Cushman transitioned from Interim Chancellor of the College of International Security Affairs to the CISA Acting Chancellor. Mr. Ricardo Zuniga, a career Foreign Service Officer, became Director of the International Student Management Office (ISMO) upon the return to State Department of Ambassador Makila James. Mr. Tom Wingfield was hired as the Dean of Faculty and Academic Programs for the College of Information and Cyberspace (CIC) and appointed as Acting Chancellor upon the retirement of RADM (Ret.) Jan Hamby. Dr. Cynthia Watson was hired as the Dean of Faculty and Academic Programs at the National War College (NWC). Dr. Jim Lapse has been appointed as the Acting Dean of Faculty and Academic Programs at the Eisenhower School.

## Mission Updates

NDU's 2018-2019 academic year kicked off with 687 students in master's degree programs, including 110 International Fellows from 64 countries.

We have had robust discussions during the past several Board meetings regarding our need to improve our Information Technology. Our most significant effort for the past year has been to renew NDU's Authority to Operate (ATO) on DoD information networks. NDU was the first professional military education (PME) institution to seek an ATO under DoD's new process, the Risk Management Framework, and also the first to apply ".mil" standards to ".edu" capabilities. The positive result of this significant effort was approval by the Joint Staff in August of a three-year ATO. We now have a stable foundation upon which we can improve our IT infrastructure to deliver a better student experience and better academic outcomes. NDU continues to believe that it would be beneficial to have DoD enterprise-level Executive Agent to enable IT reforms across all ".edu" institutions. OSD is now beginning an effort to look across DOD's PME institutions, and NDU is ready to assist the DoD CIO in this endeavor.

The BoV was very influential in the decision to create a learning and writing center. I am pleased to report that on August 1<sup>st</sup>, the NDU Center for Excellence in Learning and Learning launched its full suite of services. The Center is designed to present enhanced, aggregated, whole-of-university support to faculty, staff, and students. In so doing, it fulfills DoD and JCS directives, PAJE and Middle States accreditation expectations, and NDU's own internal strategic planning needs while leveraging industry best practices required to be a cutting edge institution of higher learning. The collaborative synergy generated by co-locating Research Librarians, IT Technicians, Instructional Technologists and Designers, Writing Specialists, and Master Faculty Mentors under one roof results in a whole that is proving to be much greater than the sum of its parts.

Joint Forces Staff College (JFSC) completed its congressionally-directed program assessment of its Joint Professional Military Education II (JPME II) 10-week program delivered via satellite at combatant commanders' (COCOM) headquarters. The assessment concluded that the outcomes from the satellite course match those achieved at the in-residence course in Norfolk. There is high demand from COCOMs for this program and it will continue for the foreseeable future.

At our last BoV meeting I briefed you on several events that were then being planned that would improve our external engagement with stakeholders and highlight NDU's mission and value. I'm pleased to report that we successfully executed these:

- In April, NDU hosted a Diplomatic Reception for our partner nations' ambassadors and attaches. This provided a great opportunity for me to thank our international partners for their vital support, and for them to learn more about NDU's programs. We intend this to become a regular annual event, and are even now planning our 2019 Diplomatic Reception.

- NDU hosted its first-ever Foreign Affairs Day in May, which marked the birthday of the State Department with a celebration of our strong partnership with the Department of State and of the vital contributions of our State Department students, faculty, and leaders. We also used this as an opportunity to induct into the National Hall of Fame NDU alumni Ambassador Bill Brownfield and Ambassador Joyce Barr in recognition of their lifetime achievements. Deputy Secretary of State, John Sullivan, gave the keynote address. We also intend this to become a regular annual event, and are even now planning our 2019 Foreign Affairs Day.
- The nation's new strategic documents highlight a security environment with strategic competitors. A future conflict with a near-peer competitor could require mobilization of the nation's industrial base to an extent not seen in decades. In June, the Eisenhower School convened the first in a series of conferences with senior leaders of industry and government to better understand the challenges should industry be called upon to support mobilization in today's globalized economy. ES leadership is now working with Joint Staff and OSD counterparts on the next steps in this national dialogue.
- Also in June, NDU hosted the largest-ever gathering of international alumni away from NDU with the 2018 International Fellow Security Seminar and Reunion in Rabat, Morocco. Exceptional teamwork between CISA and ISMO, and a first-ever partnering with a COCOM – USAFRICOM – resulted in over 70 alumni joining NDU faculty and regional experts to discuss countering violent extremism and security challenges facing Africa. We also conducted an International Hall of Fame Induction ceremony for NDU alumnus General Griffin Phiri, Chief of the Malawian Defense Forces. Our 2019 Summit will be held at the Baltic Defense College in Estonia and will address gray-zone, hybrid competition below the level of armed conflict.

### Fiscal Environment

Thanks to your efforts and General Dunford's support, the University's financial picture continues to improve.

The Board has also been very supportive of our efforts to improve Joint Staff funding of our IT requirements. Last year, NDU submitted an Issue Paper in the 2019 Program Budget Review (PBR) requesting about \$11M each year across the FYDP for Information Technology investment. OSD approved \$11 million for FY19, but directed the Joint Staff to fund the out-years. A \$2.3 million Congressional mark reduced the increase in IT funding to just over \$9 million. Those dollars are now being executed on improvements to bring the University's IT program into compliance with security, accreditation, and mission requirements. Significant effort has gone into an FY20 Issue Paper that better defines our requirements. Our PBR-20 submission requests about \$16M each year across the FYDP. Just as in 2017, our NDU IT Issue Paper was ranked as the Chairman's #1 issue submitted to OSD. A draft Resource Management Directive (RMD) would approve \$17M for FY20, but again would direct the Joint Staff to fund the out-years. We will continue to work side-by-side with the Joint Staff Comptroller to develop a strategy to secure multiple-year funding of our critically needed IT infrastructure upgrades. Our Chief Information Officer, RDML Diane Webber, US Navy (Ret.), will update you on IT topics

later today, And Chief Operating Officer Major General (Ret.) Rob Kane will brief you on our budget.

### Operational Challenges

OSD has been pursuing consolidation of IT resources from designated Fourth Estate organizations, including NDU. In coordination with the Joint Staff, we appear to have successfully argued such consolidation would pose a risk to our accreditation, given the concerns in our last accreditation visit about the state of our academic technology, the lack of investment and funding stability, and the accreditation standard that expects institutional autonomy. Such consolidation would also reverse the autonomy that was only just achieved with the SECDEF delegation of NDU to CJCS as a Chairman Controlled Activity in January 2017. Realigning NDU's IT resources to OSD does not meet this standard. The new OSD initiative to consider DOD's PME institutions has the potential benefits I mentioned previously, but should this discussion turn again to a desire to harvest efficiencies through consolidation of IT resources, then these same risks to accreditation must be considered.

Aging infrastructure and facilities remain a challenge with the potential to negatively impact the student experience. You will see during our tour tomorrow morning that our facilities continue to degrade due to deferred maintenance and modernization. For major facility renovations, the Army is the executive agent for North Campus, and the Navy is the executive agent for South Campus. Thanks to the leadership of Chief Operating Officer Major General (Ret.) Rob Kane and our Support Services Director, Dr. Tom Karnowski, and their teams, our processes have matured along with our ability to articulate our requirements. They are actively engaging with our executive agents to find solutions to our most pressing needs, but although the dialogue and the partnership with our Army and Navy facilities counterparts is positive, the existing process for prioritizing NDU's requirements does not project to successful competition for scarce dollars. Dr. Karnowski will describe conditions and what we're doing about them in his time with you tomorrow morning.

### Special Initiatives

During our meeting, we would like to solicit your thoughts on our draft strategic plan. The approach in the plan is intended to meet the challenge issued by Secretary Mattis and General Dunford to review what we teach and how we teach it in order to ensure the relevance of an NDU education. The National Defense Strategy was explicit in warning that "PME has stagnated, focused more on the accomplishment of mandatory credit at the expense of lethality and ingenuity" and also in embracing that "PME is to be used as a strategic asset to build trust and interoperability across the Joint Forces and with allied and partner forces." Reflecting this guidance and also my many personal discussions with the Secretary and the Chairman, the plan before you resulted from a collaborative process that included perspectives from across the University, in order to deliver to the critical thinkers, joint warfighters, and strategic leaders our nation requires. Dr. Yaeger and Dr. Shaw will brief you today on our plan. NDU is also closely supporting the Joint Staff J7-led effort to develop a new Chairman's vision for PME.



General Dunford describes Globally Integrated Operations as the new American way of war in this era of trans-regional, multi-domain competition; and the Chairman's new authority and responsibility as the Department's Global Integrator has placed new demands upon the Joint Staff. As NDU's expert in the operational level of war, Joint Forces Staff College is a key member of the team charged with operationalizing the Chairman's vision in support of the Joint Staff J7 to examine the necessary doctrine and organization changes. Major General Irwin will brief you this afternoon on Globally Integrated Operations and its implications for the Joint Force and for NDU.

I have made it a priority to expand NDU's engagement with our strategic stakeholders. This past year, we have met with numerous DoD agencies, peer academic institutions and think-tanks, to share more about the value of NDU and look for potential partnerships. These efforts will continue to mature and bear fruit. The National Defense University Foundation is also a critical partner for NDU, and the foundation has been revitalizing its leadership and its productivity in support of NDU. Dr. Bill Parker recently joined the Foundation as its new President and has laid out a very exciting vision for what our partnership with the Foundation can achieve.

At the last BoV meeting we briefed the results of NDUs 2017 Command Climate Survey. I also shared my concern that our survey, though an important source of insight, might not be capturing some employees' concerns about workplace harassment, discrimination and equal opportunity. I directed a special, focused follow-up, and Dr. B. J. Miller will brief you on those results and on the resulting Plan of Actions and Milestones that we have just completed. Dr. Miller will also brief you on the results of the 2018 annual Command Climate Survey, which shows generally positive trends for the factors we monitor, and on our consequent efforts to improve.

### How the Board Can Help NDU

I would like to ask for your continued, strong support of the National Defense University and that you continue to serve as advocates for NDU during your engagements with our many stakeholders. I will greatly appreciate your insights on all aspects of University operations which we will discuss, and in particular on our draft strategic plan to ensure we are appropriately focused on the most important goals, and we are leveraging all available resources. That plan will set our strategic course for the next five years, and I ask for your help to ensure our approach will ensure that we meet our objectives.

The Board can assist the University by continuing to advocate for resources and resourcing stability so that NDU deliver upon our vitally important mission. While we have been successful in obtaining funds to improve our IT infrastructure over the past two years, we will need continued advocacy to ensure a stable funding profile over the FYDP. NDU also needs further investment in our facilities to ensure we are providing our students with an environment in which learning can thrive. Deferred investment in our infrastructure today only begets a greater bill in the future while simultaneously challenging our ability to accomplish our mission.

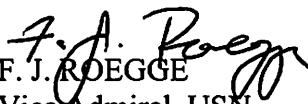
In conclusion, I want to thank you once again for your support; I know that you are all busy senior leaders with many competing demands for your time. The support you provide us is an

investment in our nation's future – and it matters! For example, your recommendations are now reflected in NDU's talent management process, in how we've organized, and in the design of our Center for Excellence I Leading and Learning; your advocacy is reflected in Joint Staff support for our IT infrastructure investment, in a favorable resolution of our Management Headquarters Activity element, and even in restoring the NDU President billet to the grade of O-9.

I look forward to working with you to face the challenges and seize the opportunities to advance the Chairman's vision for NDU. Your presence and efforts over the next two days are critically important to helping NDU achieve its mission. Thank you again for your time and for your partnership.

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

Very respectfully,

  
F. J. ROEGGE  
Vice Admiral, USN  
16th President