

**REPORT OF
THE NATIONAL DEFENSE UNIVERSITY
BOARD OF VISITORS MEETING
Held on May 11-12, 2020**



**A virtual public meeting was held on May 11-12, 2020 by the National Defense
University Board of Visitors**

Date of this Report: August 6, 2020

Patrick Walsh

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



**National Defense
University Board of
Visitors Meeting
May 11-12, 2020
MINUTES**



The National Defense University Board of Visitors (BOV) met virtually on May 11 and 12, 2020. The attendance roster and agenda are attached in Appendix A and B.

Monday, May 11, 2020

1000 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 for the National Defense University Board of Visitors under the provisions of Public Law 92-463. I would like to welcome everyone to today's virtual electronic Board meeting. This meeting is open to the public until 1315 (1:15 pm) this afternoon, 11 May 2020. Tomorrow, 12 May 2020, the open portion of this session of the BOV is from 1000 to 1145, public comment period is from 1030 to 1100.

The University appreciates the time and responsiveness of our Board members in arranging their schedules to attend and preparing for this meeting and for their forthcoming deliberations. I and the Board also wish to thank my NDU colleagues for their extensive efforts in preparing for this meeting, and the support of the NDU Foundation in planning this meeting.

As the Designated Federal Officer, I serve as a liaison between the Board and the Agency. I am also responsible for ensuring all provisions of the Federal Advisory Committee Act are met regarding the operations of the BOV. Also, in my role as DFO for the Board, a critical responsibility is to ensure 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 BOV participant has filed a standard government financial disclosure report. I, along with our NDU Counsel, have reviewed these reports to ensure 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.

Regarding today's meeting operations, public participation in the NDU BOV meeting will be through Livestream. This is a simultaneous broadcast of the board meeting that is occurring via BlackBoard. Please bear with us, as there are a number of rules to observe. Keep your microphones muted unless speaking and use the Raise Hand icon to indicate you wish to speak. We have a large number of participants in the room.

Participants in Livestream will be able to pose questions or post comments by emailing bov@msc.ndu.edu. Please feel free to send your comments and questions at any point before or

during the meeting. All those received before or during the public comment period will be presented.

Please start the subject line of your email with Question/Comment. Questions and comments may also be submitted via fax. Please fax them to Joycelyn Stevens. On the subject line, Question/Comment attn. BOV. Fax number: (202) 685-3920

If anyone would like to personally state their comments or questions, again, please email bov@msc.ndu.edu to receive instructions on how to participate in the Blackboard meeting during the public comment period only. Please start the subject line of this meeting with the heading Blackboard Request. All questions and comments will be preserved as part of the official record of this meeting.

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.

There will be a public record for this meeting.

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 regulations.gov and the NDU web site. In addition to the minutes, there will be a Board of Visitors final report.

The Board will prepare this report as a response to questions posed by the University. This report will include their review and analysis of materials presented and any advice or recommendations of the BOV.

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.

1000-1005 Administrative Notes

Dr. Shaw; Admiral Patrick Walsh, USN (Retired), BOV Chair

ADM (Ret) Walsh: Thank you Dr. Shaw, and thank you to the NDU leadership team for putting together a response to the pandemic that allows us to continue with the important business before the Board and, at the same time, be mindful of the provisions required to maintain and sustain our posture during the global pandemic.

I'm joined today by the members of the Board of Visitors. Ms. Sue Fulton will join us later in the proceedings this afternoon. Dr. Wolf and Dr. Howard, it's a real pleasure to join you today for your first BOV meeting. Dr. Howard, it's great to have a fellow veteran, airman, with an accomplished resume. Thank you for joining us, sir. Dr. Wolf, great to have you on board from Oregon State University with a very long list of accomplishments. Thank you for your service as well.

VADM Roegge, we are ready to go. Thank you for having us today. At this point, I'll turn the board proceedings over to you for your presentation.

1005-1030 State of the University

Vice Admiral Frederick J. Roegge, NDU President

[Written Comments:]

Welcome to the first virtual meeting of the National Defense University Board of Visitors. I appreciate your flexibility in adapting along with us, to the unique challenges of COVID-19.

In particular, I thank you for your steadfast support of NDU. Your insight, perspective, and advice are vital 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 future. I sincerely appreciate the counsel you provide to me and to the Chairman of the Joint Chiefs of Staff (CJCS) regarding his university.

Participating last week in the orientation for our new Board members, I was reminded of the Board's accountability for the academic quality and planning of the National Defense University, to ensure that we are fulfilling our mission and goals with relevant and rigorous programs. Therefore, your experience and insights are invaluable in helping us understand how our plans to modernize our academic programs can be further improved upon in support of the priorities of the National Defense Strategy (NDS) and the needs of the Joint Force. These demand that we prepare our students to prevail in an environment that presents challenges that are global and which appear across all domains and across the spectrum of competition and conflict. For our nation to successfully compete in this environment requires critical thinking and strategically minded leaders who understand the employment of all instruments of national power in crafting whole-of-government and whole-of-nations solutions to 21st century security challenges. NDU is proud of its role in educating these future leaders and we are proud of our partnership with the Board in ensuring we do it in the best possible way. Your guidance helps to ensure that NDU continues to educate and prepare such leaders to deliver the intellectual overmatch that will be required for the US to compete and prevail. The focus of our agenda for this meeting is therefore NDU's Transformation initiatives, and I look forward to showing you how we are implementing strategic guidance.

Hails and Farewells

Before moving on toward that agenda, I would like to extend a special welcome to our newest board members: Dr. Christopher Howard and Dr. Aaron Wolf. We are fortunate to have you on our team and pleased to have you as part of our family. I would also like to highlight some of the upcoming leadership changes across the University. This summer we will bid "Farewell" to Ambassador Erica Bark-Ruggles, Brigadier General Kyle Robinson, and Major General Lew Irwin. These leaders have done superb jobs in these challenging circumstances; our following discussions will highlight some of their many significant contributions – and I want to publicly thank them for their service. BG Joy Curriera, US Army was selected by CJCS to relieve as Commandant of ES in June, and BGen Bill Seely, USMC as Commandant of JFSC in August. I understand they're observing our proceedings today, so again I want to congratulate them on their selection and welcome them aboard. This is also likely the last BOV meeting for our Senior Vice President, Ambassador Arnold Chacon, and I want to also publicly acknowledge his leadership and his significant contributions to NDU's mission, and in particular to our public diplomacy with international partners, with the USG interagency, and of course with the Department of State. Tomorrow I'll discuss these and other senior leader moves in the context of NDU's succession plan, and seek the Board's advice on how to best ensure successful transitions that will keep our forward momentum on NDU Transformation.

Operating Environment

Response to COVID-19:

The time since our last meeting has been marked by significant changes in our operating

environment, most evident through COVID-19 and through the Secretary of Defense (SecDef) Defense Wide Review (DWR). A very visible element of this new environment is our effort to effectively and efficiently deliver our academic programs amidst the national response to COVID-19. As I shared with you in my letter of 01 April, I have been impressed with the ability of our team to quickly transition to virtual delivery of our joint professional military education (JPME) programs. For nearly two months we have delivered all JPME II programs online: the 10-month programs and also the 10-week programs taught from the Joint Forces Staff College (JFSC). In line with guidance from higher headquarters, we cancelled courses, conferences, workshops, and symposia; restricted official travel and personal travel; and cancelled delegations, visits and speakers from outside organizations. We also implemented social distancing, increased personal hygiene protocols, and reduced our on-campus footprint for faculty and staff to an absolute minimum.

These actions have apparently been successful thus far in mitigating the risk of community transmission on our campuses - protecting our students, staff, and faculty from the effects of COVID-19, while continuing to accomplish our academic mission and our support to the Joint Force. In this regard I want to highlight the work of our faculty who are researching and publishing on COVID implications for national security. Their expertise is also being leveraged by the Joint Staff in campaign planning for the COVID environment. And Eisenhower School leadership and faculty have leveraged their expertise in the industrial base, the Defense Production Act, and supply chain management in direct support to the White House Task Force. And I should point out that this connection to the Task Force was made through RADM John Polowczyk who now heads FEMA's Supply Chain Stabilization efforts – and who is himself an Eisenhower graduate. Go Tigers! Our component leaders will be pleased to share some of their COVID response contributions and lessons learned in the following sessions.

Balancing risk-to-mission with risk-to-force is a continuing task. In fact, we've shifted our thinking: instead of thinking of COVID as a disruption to our normal routine, we're now realizing that COVID is defining a new normal. So we have decided to complete this academic year virtually and to conduct a virtual graduation ceremony on 11 June. Additionally, we are planning for a virtual convocation in August to begin the next academic year, while also remaining ready to return to our preferred model of face-to-face on-campus delivery when conditions allow. At the same time, we're planning for a resumption this summer of some of our shorter and smaller programs, such as the next CAPSTONE and KEYSTONE, with similar mitigations to reduce the risk of community transmission.

Finally, I again want to highlight the agility and dedication of our faculty, who have done a great job to quickly and successfully adapt curriculum delivery to a virtual environment. I also want to credit the efforts of our Human Resources Directorate for implementing maximum workforce flexibilities. But all these efforts are enabled by the work of our Information Technology Directorate to enable our workforce to shift their work online. Here I want to emphasize that the effort to transition to the virtual environment didn't just start in March; this foundation was built beginning several years ago with the Board's advocacy and support for funding of our IT strategy and modernization and sustainment plans. We are now seeing the results of your support, which now also enables us to more clearly envision further, future improvements in the design and delivery of NDU's academic programs – about which we'll have more discussion later in the agenda.

Joint Chiefs of Staff Vision and Guidance for JPME & Talent Management:

But while COVID response has been a primary focus, it's not our only focus. Our operating environment is also shaped by broader JPME guidance and trends. For example, over the past

year and a half, NDU leaders contributed significantly to the development of a new document: a "Joint Chiefs of Staff Vision and Guidance for JPME & Talent Management." This document is ground-breaking in being a JCS, not CJCS document, and in its explicit connection of military education to Service personnel systems. It challenges Services and PME institutions to evolve talent management policies, to increase academic rigor and accountability, to create a true continuum of career-long learning, and to link PME to the process of developing and designing the future Joint Force. I want to recognize the many NDU leaders who were instrumental in drafting and maturing this JCS Vision. In particular, I want to credit MG Irwin. Long-time BOV members will recall that for most of his tour Lew has been dual-hatted as JFSC Commandant and also as the inaugural Director of Joint Force Design and Development reporting to the Joint Staff J7. More than any other individual, he is responsible for having delivered the Vision; he briefed it to the Chairman and Service Chiefs at a Tank 10 days ago, and saw it signed last Friday. Importantly, our NDU Transformation initiatives are aligned with this new guidance.

NDU Policy:

For NDU, this connection of PME to Joint Force Design and Development is now codified in a revision to the Chairman's "NDU Policy" instruction. Among other things, this creates new opportunities to leverage NDU's student and faculty talent across the joint force. These prospective contributions include aligning student and faculty research with the emerging demands of the National Defense Strategy (NDS), National Military Strategy (NMS), and Capstone Concept for Joint Operations (CCJO) guidance; evolving curricula to embrace Global Integration and Globally Integrated Operations (GI/GIO); and connecting NDU programs and curricula to the reinvigorated war gaming, experimentation, and exercise activities now underway across the Joint Staff, based on the highly successful experience of the Naval War College in the 1920's and 30's. The revised NDU Policy also codifies and formally promulgates the new NDU mission statement approved by the Chairman, so it's clear that our NDU Transformation initiatives must align with this strategic guidance and this new mission, and I acknowledge the Board's responsibility to ensure that NDU fulfills its mission.

AGENDA

Let me now give you a prelude of our agenda.

DWR and NDU Transformation:

Our operating environment is also shaped by the Defense Wide Review. The BOV last convened on 05 August at my request to discuss a specific proposal to realign NDU's component leadership to provide more effective and efficient integration across the university and between its programs. That specific proposal was – quite literally – overtaken by events, because shortly after our meeting, SecDef Esper initiated the Defense Wide Review (DWR). In DWR, the department conducted a comprehensive review of all Fourth Estate functions and activities to ensure they are aligned to the NDS and focused on each organization's core mission competencies in order to identify resources that can be invested in the Department of Defense's (DOD) highest priorities.

Following several weeks of tasks and briefs, questions and answers, among the Secretary of Defense and his staff, the Joint Staff, and NDU, we were tasked to propose a plan to eliminate the College of International Security Affairs (CISA) and the College of Information and Cyberspace (CIC), and to focus on the core mission of JPME for U.S. military officers. In this context, we were asked to consider everything other than the Eisenhower School (ES) and National War College (NWC) for what could be eliminated, consolidated and divested. I'll describe this process more fully in the first brief, along with our resulting recommendations. I've also followed-up on the Board's August recommendations and will discuss the extensive stakeholder engagements

we've now completed with services, combatant commands, OSD, interagency partners, and the Congress, culminating last week when I briefed the Chairman and the Service Chiefs in the Tank. I will appreciate your observations on our implementation of this guidance and our planning to deliver the new coherent academic program that results, and I trust you'll find that NDU Transformation initiatives are well-aligned with strategic guidance and our new mission statement. More importantly, we're going to describe how we now believe that these initiatives are more than mere compliance with tasks and alignment with guidance, but can provide improved academic programs, meet the needs of the joint force, and deliver a better student experience more effectively and more efficiently. Moreover, we will be able to maintain the student throughput directed by the Joint Staff and meet all NDU's statutory and CJCS education requirements - and at less cost.

Curriculum Redesign:

Our stakeholder engagements have helped to inform the work led by the Provost and our Deans to revise our curriculum and the framework within which that curriculum is delivered. This work is answering the questions we postulated in our Strategy, "What do we teach;" or in other words, "What does every NDU graduate need to know." Your read-ahead material included the Provost's curriculum guidance that is integral to the design and development of our new coherent academic program, and he'll describe this curriculum redesign effort. This work has also developed, for the first time, Institutional Learning Outcomes which connect the strategic guidance of the Goldwater-Nichols Act and from the Chairman, with the program-level required learning outcomes. As always, we will appreciate the BOV's recommendations to ensure that throughout this transformation we maintain coherent, rigorous curriculum that will meet accreditation requirements and which will fulfill our mission. Dr. Yaeger will also highlight where we will need your involvement and assistance to prepare for our affirmation of accreditation.

Supporting the Academic Mission:

We have previously discussed our strategy for the future, which is built on three key questions: "What we teach," "how we teach," and "how we resource and support that teaching." The focus this afternoon will be on resourcing and support for the academic mission, led by our Chief Operating Officer and guided by the read-ahead slides on "Supporting the Academic Mission." Although we have made significant progress, we still have much work to do. As I mentioned earlier, our rapid shift to a virtual environment in response to the emerging COVID-19 situation was enabled by the investments in our IT modernization and sustainment, enabled by the resources for which the Board advocated. We will be pleased to brief you on our IT modernization roadmap designed to help ensure that NDU's IT infrastructure continues to improve. Our COVID-19 response also was empowered by significant work by our Human Resources, Security, and Operations teams; we will be pleased to share more information on this during today's presentations.

I'm pleased to report that BOV advocacy for NDU's facilities requirements has also had a positive impact. One of General Dunford's last acts as Chairman was to personally express his concerns in a letter to the Secretary of the Army that NDU's degrading and under-resourced facilities were adversely affecting our mission, citing as one example the need for us to evacuate Eisenhower Hall last summer. In response, Secretary McCarthy committed to some near- and long-term initiatives, including FY20 funding to develop a comprehensive renovation plan. I was briefed last week by the Joint Base leadership and Army Corps of Engineers, and it seems that we're making progress.

Although the pandemic has presented significant challenges, it has also created an opportunity to make some key investments. For example, the NDU resource management team identified some

FY20 funding which can now be applied to long-standing issues in facility maintenance and Physical Security and Systems. Although we still need the Army (at Fort McNair) and Navy (at Norfolk) to help us with bigger and more expensive facilities projects, we can help them to help us by funding some project design work. With design work complete, these projects can better compete for funding priority within Army and Navy, and posture us to take advantage of any end-of-year funding opportunities.

Another challenge we'll discuss is recurring, not new. NDU's funding in the President's Budget reflects not only the lower costs we identified through the Defense Wide Review, but further reductions below that level. Budget reductions that are not aligned with our mission tasks threaten our ability to offer rigorous coherent programs.

Infrastructure and systems are important, but our faculty and staff are the lifeblood of the university. We have continued to mature all of NDU's Talent Management processes, moving from a short-term workforce management model to a more future-focused human capital strategy. We look forward to updating you on these efforts and our goals and priorities for our FY20 Talent Management Review Board cycle.

As we update you on the transformation process, which includes incorporating guidance from the Secretary of Defense and Chairman, your unique perspective and understanding of "what we teach" and "how we teach" can inform your input on our prioritization and allocation of precious mission support resources. We believe the BOV can be most helpful by working with us to ensure coherence across our academic and support programs, so that faculty and staff can provide students with learning experiences that are characterized by sustainable rigor and coherence. At the same time, continued BOV advocacy can help ensure NDU's overall resource requirements are appropriately understood and supported.

NDU Leader Succession Plan:

The final topic that we will introduce for your consideration is to share the succession plan for NDU's senior leaders. The plan reflects the requirements of external stakeholders (such as the rotations of military and interagency personnel) and the personal and professional plans of individuals. Within those constraints, the plan is designed to set up our successors to continue leading this NDU Transformation and deliver next year's academic program while also preparing for our next accreditation cycle. I will appreciate the BOV's views on the best practices of the private sector, the academic community, the military and the government to facilitate a successful transition.

In conclusion, I'll point out that leadership transitions aren't limited to NDU; last fall General Dunford – who had been a strong supporter of NDU and of PME - was relieved by General Mark Milley as chairman of the Joint Chiefs of Staff. Some of the activities I've already cited bear witness to the value our new Chairman places on PME. And in his first posture hearing to the Congress as Chairman, he testified with words that would seem to have come right from NDU's mission statement. "The increased speed, complexity, and ambiguity of today's strategic environment require that we develop strategically-thinking joint warfighters who can critically and creatively apply military power to inform national strategy, conduct globally integrated operations, and fight under conditions of disruptive change. Through rigorous, specialized military education combined with enhanced talent management approaches, we will provide the Joint Force intellectual overmatch and competitive advantage in all domains.

The NDU leadership team and I want to thank you in advance for your help and guidance in ensuring that our academic quality and planning through this transformation will serve the

public interest and fulfill this important mission. Subject to your questions or your comments, we can continue with the agenda.

ADM (Ret) Walsh: As a point of order, we should consider the minutes of the 5 August meeting and vote to approve.

Do I have a second?

VADM (Ret) Jody Breckenridge: Second.

ADM (Ret) Walsh: All in favor?

All: Aye.

Vote to approve passed.

ADM (Ret) Walsh: Thank you. We are ready for first presentation subject to questions on state of the university.

1030-1130 Transforming NDU Vice Admiral Roegge

VADM Roegge: I would like to go more in detail about NDU transformation initiatives. As you saw in the read-ahead slides, a lot of this process focuses on what is being eliminated. But now that we have gone through this process, we can see that we have much to gain as an institution, and our stakeholders in the joint force have much to gain from improvements in our academic program. Rather than the glass half-empty, we've shifted our thinking to the glass half-full.

These initiatives are aligned with guidance in strategic documents from the Secretary of Defense and from the Chairman. We can meet all of our required learning objectives and the needs of the joint force more effectively and at lower cost.

Defense-wide review is obviously a focal point, but I want to remind everybody it is not the starting point. In thinking about how to make NDU most effective as an institution, I presented a brief back in August on improving integration of our programs. There have been many similar discussions over the last decade. The same week I received Admiral Walsh's letter with the Board of Visitors' advice and recommendations from the August meeting, the Defense-wide review was announced. We received guidance that the focus should be on the right organizations doing the right things, in order for the Secretary to consider reallocating resources from lower-priority to higher-priority programs.

My initial request was to ask that NDU be considered one of those highest priorities. If savings could be harvested elsewhere, they should be applied to some longstanding under-resourced needs at NDU. Needless to say, that proposal was not accepted, so we went back to work.

One of the original proposals was to eliminate NDU. At one time or another, almost every aspect of our academic programs was proposed as something we could eliminate. Eventually, the guidance we received was to eliminate the College of International Security Affairs (CISA) and College of Information and Cyberspace (CIC), and to focus on delivery of JPME. I was never in the room for these discussions, but the Joint Staff highlighted that, in our CIC and CISA

programs, the majority of effort in terms of resources, faculty, and staff does not go to JPME of military officers. This academic year, each of those programs will deliver only nine active duty graduates. Additionally, the focus on globally integrated operations in strategic documents and in our mission statement has emphasized the need for every NDU graduate to be a joint warfighter across all domains. That guidance was effective in informing and constraining what the Secretary wanted to consider.

NDU's decision making processes must be inclusive, transparent, and collaborative. I'm sensitive to the feedback I received from Admiral Walsh's August letter that challenged us to do more in involving our components when considering change. Our senior leaders prize above all else the ability to preserve their decision space. We shared every task and update we received across our component leadership and encouraged component leaders to bring in whomever they needed to inform recommendations.

I want to take a moment to shift focus. The NDU transformation initiatives aren't really about the Defense-wide review. I'd like to take a moment now to invite Lieutenant General Dan O'Donohue [Director for Joint Force Development, J7] to comment.

LtGen Dan O'Donohue: Thank you. What a great time to be on the board of the flagship joint enterprise educational establishment during a period of profound change. We share the same guidance and policies that have come down from the Secretary of Defense and the Chairman, which has been consistent since Secretary of Defense Mattis published the National Defense Strategy. It is re-affirmed by Secretary of Defense Esper, with a focus on education. Education has to lead us in this time of change. Our competitive advantage is that our warfighters and educational establishments allow us to think through any threats we face. I recognize and acknowledge the independence of the board and academic independent standards of NDU that don't come from those stakeholders.

We share the imperative that the risk of staying the same is higher than the risk of change. Naturally many of us invest in the present but few invest in the future. It's a tough position to lead NDU, and a tough position for the board, to factor in both legacy and the need to drive change as demanded by the Secretary of Defense. We are really looking forward to the independent board's leadership and input to that end.

The National Defense Strategy made the strong statement that we are stagnant in terms of JPME. With that, NDU and the community of service colleges have been moving toward the method of instruction and case studies. We have real operational problems and significant change across the Department of Defense regarding education, competitive advantage, and people. Not people by service or by domain, but people integrated into all domains, built on a competitive advantage of combined arms. Service cultures are helpful to a degree, but in domains that aren't service-focused, like cyber, space, electromagnetic, even cognitive—there has to be an understanding of the opponents that we face in a very complex security environment.

The premise of education is that it can inform the way we go forward. Following the National Defense Strategy, we had a response from the Joint Chiefs in two parts: the National Military Strategy, which established global integration. The domains are global and the problem is global, and we have the advantage of operating at a global scale linked by combatant commanders. The second piece is the Capstone concept on joint operations as threat-informed capability development. We need to conceptualize this future, we need it focused on the threat, and we need to test it rigorously.

A direct response in terms of education was one VADM Roegge had talked about, the Joint Chiefs' JPME and Talent Management Vision and Strategy to be followed by an implementation plan led by MG Irwin at the Joint Forces Staff College. I know that JFSC is running exercises to conceptualize the future. The combatant commanders are asking what the joint force will look like in 2030. The educational establishment takes it further by asking, what's the next game changer? What's the next disruptive influence? NDU's central purpose is to think through strategy and produce students who can do all-domain and all-integrated.

There will be critics. There are stakeholders. Congress is one, DOD is another. I'll use space as an example. Gen. Raymond grew United States Space Command (SPACECOM) into Space Force as an integrated component that supports other domains. It's not enough to be a space expert, in fact that misses the point. Cyber is also a lesson in transformation. Our stakeholders look at cyber independently, and there are inefficiencies in this approach. Ten years ago it might have been sufficient to nurture a cyber capability that didn't exist in the military, but it's shooting behind the target now. What we need to do is mainstream cyber like we did with air. Air power had its own period of independent growth followed by integration. Cyber had its independent growth and now we need integration. Everybody needs to know how to fight in a cyber environment in combination with the other elements of military power. We can't afford to stovepipe.

There are other things that colleges can teach you in terms of technical expertise. Only at NDU do we get that joint all-domain integration. VADM Roegge has taken quite a few for the team trying to explain that, even in Congress, to those who don't understand how we're going to fight in the future and how necessary it is to have that integration of these domains in the curriculum, for efficiency and effectiveness.

I've spoken quite enough, thank you to the Board for your mission and what you do.

VADM Rogge: Thanks, General. I appreciate you giving us your time and perspective. With that, let me walk you through the rest of the elements of our recommendation. We've been tasked to provide a plan to eliminate those colleges and unique degrees. We have identified how we can do that in a way that maintains our student throughput from all the same partners and continue to provide a specialized education in cyber or Counterterrorism/Irregular Warfare (CT/IW), although it will be delivered differently. It is our intention to preserve, leverage, and even grow our capability in CT/IW and cyber in order to support all of our programs.

First we will improve the integration of CT/IW and cyber content into the core curricula for National War College and Eisenhower. Faculty in CIC and CISA are working with Eisenhower and National War College leadership to build the core program. There are opportunities to improve peer learning in the classroom and enhance professional networks. Two years from now, a student who today would be assigned to CIC or CISA will instead be assigned to the National War College or Eisenhower, as well as into the elective concentration associated with CT/IW education or cyber info education, as selected by their agency or sponsor.

By redesigning the curriculum framework, we see paths for other students outside the CT or cyber curriculum to access those programs more readily. In time, we see the ability to flexibly adjust our capacity to address those requirements. We may end up with more graduates with a cyber info concentration than we can currently support through CIC.

This whole concept is not new. This is what we've been successfully doing for the last 20 years on behalf of another stakeholder in the Senior Acquisitions Course (SAC). The SAC was designed to

place DOD acquisition professionals in the Eisenhower core curriculum. Working with the stakeholders, we designed a concentration of electives that specifically meets the workforce development requirements of acquisition professionals. And those acquisition professionals benefited from sharing a classroom with the joint warfighter. Peer learning is one of the most powerful parts of our curriculum, as are the professional relationships that result. By eliminating CIC and CISA's unique degree programs, National and Eisenhower have to re-design their core curricula with better integration.

We have identified some non-JPME programs that are low-cost and provide valuable opportunities for students and faculty, which we recommended keeping. Other non-JPME programs we recommended divesting. At this point, we're not making any recommendations to change any programs at south campus. There is a particular interest from the House Armed Services Committee that has to be answered with a study. Pending completion of that study, Joint Forces Staff College has the same intent to integrate cyber and CT into their core curriculum.

The Director for Joint Force Development, J7, (DJ7) mentioned I had the chance to brief the chiefs last week. The way ahead is to take elements of this recommendation, put them into a memo for the Chairman, coordinate with the service chiefs, and get it to the Secretary. All of my discussions, internal and external, began with a focus on the organization. The expertise we have on our faculty in cyber and CT/IW needs to be leveraged in support of the National Security Strategy program delivered at National and the National Security resource program delivered at Eisenhower. The Senior Acquisitions Course is the model. We're probably only a signature away from concluding a similar agreement with the Office of the Secretary of Defense (OSD) comptroller to deliver a financial management education to fulfill their workforce requirements. Let me pause there and take questions.

ADM (Ret) Walsh: Admiral Roegge, can you describe the nature of the study going on at south campus?

VADM Roegge: I can sir, but I'll defer to MG Irwin if he's online and available. Fundamentally, it has to do with the broader qualitative requirements of joint professional military education. There is a study commissioned by the Joint Staff for RAND to conduct. MG Irwin, anything to add?

MG Lew Irwin: Admiral Roegge hit the key points. This is not a study of the Joint Forces Staff College, but a much broader study on professional military education. Its focus is on how we will implement the Joint Staff guidance through JPME. There are four objectives of the study. First is assessment of different modalities for delivering joint professional military education. Second is engaging with the joint force stakeholders on what they need from joint professional military education. Third is defining measures of effectiveness of JPME delivery. And finally is an Officer Professional Military Education Policy (OPMEP) revision to an outcomes-based education, shifting from a concept model to a competency model.

ADM (Ret) Walsh: Thank you. What is the due date for the completion of that study?

MG Irwin: The contract calls for a delivery of initial findings within eight months. Of course, this is a pre-COVID contract that we signed, some accommodations may have to be made for current circumstances. The delivery of the culminating findings will come in 15 months.

ADM (Ret) Walsh: Thank you, I think the outcomes you described would be of interest of the board.

Dr. Christopher Howard: I have some comments or questions based on elimination of schools, as my university went from five colleges to four. The relationship you have with alumni is important. For alumni who are not joint warfighters, how are you going to communicate and engage with them? Second, have you talked to the groups that historically take these graduates? And third, how do you ensure you have not diluted what you're offering?

VADM Roegge: Thank you, Dr. Howard. Relations with alumni are obviously a very important point. We still have quite a lot of work to do in this regard. One of the things we'll talk about tomorrow in our Chief Information Officer (CIO) update will be some updates in moving toward common information systems, which could enable better access to alumni networks. Fundamentally, our alumni networks are managed through each of our components, not at the university level. We need to do a better job of bringing them together.

Let me move on to your second point, the response of convening organizations. Fundamentally, JPME exists to educate active military officers who require JPME as a condition for promotion to a joint duty assignment list billet. There are no special requirements for a degree from CIC or CISA. Any JPME graduate can fill any billet, which highlights the opportunity here to teach these skills and domains in a better integrated fashion.

In terms of dilution, I'll let the Provost talk through mapping the current curriculum to the new curriculum. We will meet all of our objectives.

AMB (Ret) Bismarck Myrick: I want to thank you for your briefing and also the briefing of the DJ7. It was very useful and informative. As we know, a significant part of transformation is divesting and eliminating separate enterprises. My hope is that the university is taking note of the challenges and the lessons learned from this process, in case we have to deploy this process again.

ADM Roegge: Thank you, Ambassador. You're absolutely right. As I look back over this process, I'm very satisfied with what has resulted. I want to emphasize again that within the constraints we were given, we've had very robust discussions both internal to the university and with stakeholders, which have focused our thinking, sharpened our pencils, and resulted in a pretty good product.

Dr. Aaron Wolf: I appreciate you bringing all of us up to speed. First is a question about the existing model and future model. I've read the documents on what's coming, but I'm not quite sure I understand the status quo. But my big question is the \$56 million in savings. Where exactly does that come from? Like Dr. Howard, we went through a big reorganization at our university which promised to save a lot of money, but in the end it didn't. If we're still teaching the same amount of students in a different way, I'm curious about where those savings are coming from.

ADM Roegge: Certainly. I'll leave it to the Chief Operating Officer (COO) and Chief Financial Officer (CFO) tomorrow in their discussion to expand on what I'm going to share right now. It's the leadership billets that are no longer required, the overhead, and the programs that we would divest. The DWR recommendations are about \$32 million. We are still in discussions with the Joint Staff and OSD about what final billable result will go beyond that.

The board was very clear in their recommendation to contact stakeholders and get their feedback. Last fall, feedback showed I was not communicating clearly. There was concern that NDU's student capacity would be limited, or the ability to increase international students would be

jeopardized, and that is incorrect. There was concern that eliminating a college meant eliminating our ability to educate in that domain. That reflected a focus on structure and institutions rather than outcomes and capabilities. The best way I can describe this is mission command and global force management. Mission command is a principle that military organizations have prided themselves on forever. It's "tell me the mission, give me the resources, and I'll figure out how to deliver the mission." In this context, it's "give me the learning objectives, and we'll organize our organization and design our curriculum to meet those objectives." The other paradigm is in global force management. When combatant commanders have needs, they go to the Secretary of Defense and the services to articulate those needs. Many young staff officers get their first scars and bruises by presuming to ask for a F-16 or an SSN submarine, or a platoon of recon marines, as opposed to asking for the ability to move 10 short-tons in two days from A to B, or the ability to conduct underwater surveillance. Requests need to be in terms of capabilities, not specifics. When I explain these things, then everybody understands. The focus needs to be on what we deliver, not how we organize to deliver it. We've come a long way since then. Everybody on this list acknowledges that our transformation initiatives do reflect the guidance that we were given.

CIC and CISA deliver two discrete and severable components. The first is the JPME II program, and the second is all the non-JPME II programs. There was strong consensus that integrating JPME programs into all-domain education is appropriate and valuable. The few concerns expressed have to do with these non-JPME programs that NDU would divest. In particular, the CIO programs that we do for OSD's CIO, and the Joint Special Operations Master of Arts (JSOMA) program we have been delivering for Special Operations Command. Those concerns have been primarily that there would be fewer graduates. It's not about a specific requirement that would go unmet. I had presumed that when we submitted our DWR recommendations there would be some decision-making process that resulted in adjudication of each element, but that never happened. That is work that now needs to be done. While all stakeholders are willing to endorse our plan, there are still continuing concerns about what will be divested. Certainly, from an NDU perspective, if the Secretary were to give me the task and give me back the money, I'd be pleased and proud to continue to deliver any or all of these programs. But if somebody were to reach into their pockets and give me the money, without the task from the Secretary, I would thank them for their money and apply it to a higher priority, because the Secretary has indicated that those non-JPME things are not my priority.

We've sat down with the deputy CIO and OSD several times. Now that we have moved forward with our own curriculum re-design, we can have discussions about whether a model like the SAC would allow us to help the CIO meet her workforce development requirements.

For most of the professional staff members we've briefed, their main concern has been that the statute does name constituent components of NDU. Congress would need to approve a change in statute for us to execute all these transformation initiatives. The Joint Chiefs have replied officially to a request for information (RFI) from staffers affirming that we would coordinate with Congress on any action requiring a change in statute.

You should have also seen in your read-ahead material a letter signed by two senators and two representatives expressing their concern about the potential elimination of CIC. I don't know yet if a reply to that letter has been signed, but I would presume some response that indicates we will coordinate with Congress on anything that requires congressional approval. I know that we owe another round of engagement with staffers as our proposal moves forward. With that, I'll take any questions.

Dr. Shaw: ADM (Ret) Walsh, do you have any closing comments for this first session?

ADM (Ret) Walsh: No thank you. I think you've set the stage well and we have a better understanding of where the process is going and how it will move forward. I look forward to Dr. Yaeger's comments on the curriculum redesign.

Dr. Shaw: Without objection, I will dismiss the meeting for a lunch break until 1200.

ADM (Ret) Walsh: Thank you, so ordered.

1200-1300 Transforming NDU: Curriculum Redesign

Dr. John Yaeger, NDU Provost

Dr. Yaeger: It's a real pleasure to be here with you this afternoon. Before I get into the curriculum, I'd like to ask the component heads to talk about how they've adapted to COVID-19.

MG Irwin: Good afternoon, thank you Provost, and welcome to the new board members. I wanted to share the good news and less good news about educational delivery in these challenging circumstances and place it in context. The key point is that educational delivery is challenging in an era of strained resources. That climate is undoubtedly going to get worse going forward. Based on legislative and budgetary changes seen in stimulation packages, and assumptions about the level of revenue the government is going to receive going forward, things are probably going to get worse. The projection from the Committee for a Responsible Federal Budget says that the current fiscal year deficit will approach 20% of GDP. We haven't seen levels of debt that high since WWII years. Under current projections we would see a 10% of GDP deficit in fiscal 2021, assuming a quick turnaround, no additional stimulus or recovery response, and steady revenues. We know none of those assumptions are going to hold.

The best analogy I can think of is going back to the inter-war years, between WWI and WWII, where you had Great Depression levels of contraction and limited fiscal income. I really see an opportunity for the Board of Visitors to engage with senior-most stakeholders to make the case that significant investments in education during that period clearly paid off when we fought in WWII.

In terms of the COVID-19 situation, we really have to give credit to our faculty. They were remarkable and dedicated in their agile pivot to online delivery within the space of a week. We've been able to line up phenomenal speakers as well. There are some challenges, however. Faculty workload has magnified in terms of preparation and delivery. Everything that took two days before now probably takes seven days.

Online education hinders comprehension and frustrates students and faculty. Not because they don't want to engage in the learning experience, but slight delays in transmission and moving back and forth really disrupts the flow of the learning process. And this isn't anecdotal, social scientific research supports that. The delivery of content takes longer than face-to-face delivery, and cooperation suffers. Forging relationships among students is sacrificed almost in its entirety when we go to online delivery.

Going online has certainly impacted the quality of the educational experience. Our students and faculty have children at home, daycare requirements, homeschooling, or sick relatives. There are competing demands on their time. This is even further made difficult for international fellows,

who have an added layer of challenge, operating in a second language. There are challenges in gaining access to our online resources, even things as simple as getting access to For Official Use Only (FOUO) documents. Most students don't have a Joint Worldwide Intelligence Communications System (JWICS) account, and they can't participate.

I put this together because comptrollers will be looking across DOD to harvest resources in a shrinking defense budget. We've established a precedent that we can deliver education online, even though we know there are significant qualitative degradations to that education, including removal of the joint cooperation that is at the heart of what we do. Our concern is that there's going to be a harvesting of resources. We want to address any questions the Board of Visitors may have so that we may reinforce the case that this investment in education is necessary.

Dr. Howard: It's been a while since I did PME. Does NDU do correspondence courses and ship out materials?

MG Irwin: I'll defer to my colleagues at north campus to talk about their programs. At the Joint Forces Staff College, we do routinely deliver our education and training in different modalities. For example, the Joint Combined Warfighting School is a 10-week resident course. We also send our faculty out in three-person teams to provide the same program of instruction at the combatant command headquarters. We also have a 37-week course called the Joint Combined Warfighting School Hybrid, which combines two face-to-face resident sessions, one at the beginning of the course and one culminating capstone at the end of the course. We do try to cater to the requirements of the stakeholders by providing different modalities. There are advantages and disadvantages that correspond to each of those.

Dr. Yaeger: The north campus is predominately in-residence. But this crisis has got us to a place where we can really start re-thinking things. One exception is the College of Information and Cyberspace, which already has a lot of online courses. But the JPME courses at north campus have all been in residence.

AMB (Ret) Myrick: The points that MG Irwin made highlighting the challenges of online education are interesting and are applicable to other learning institutions around the country and around the world. But I think it'd be useful for us if you can send us a summary of the points that you made and we can draw on it as we support NDU in our efforts.

Dr. Yaeger: OK sir, I'll take that up. Let me get to the curriculum and then we can get back to COVID responses if there's time.

The NDU vision is about forging relationships. The university is very good at establishing relationships among graduates, but not between graduates and the university. Global integration, from the capstone concept of joint operations, is defined as "the arrangement of cohesive military actions in time, space, and purpose, executed as a whole to address transregional all-domains and multifunctional challenges." For the past 44 years, we have taught integrated operations by combining in the classroom people from the sea service, land warfare, and air force officers. But now the domains have expanded. One idea behind the transformation is that we need to have cyber experts in every cohort, every seminar, and on the faculty. It's not treated as a separate domain, but an integrated domain.

There are several indicators of why now. First of all, in the National Defense Strategy the DJ7 mentioned, it was stated that we have stagnated. Secondly, there is an annex that says all JPME graduates need to know about irregular warfare and counter-terrorism. The Secretary of Defense

recently gave us some curriculum guidance which I quoted verbatim in the documents you received on our policy for curriculum guidance for next year. I also mentioned the capstone concept for joint operations, which has a big emphasis on globally integrated operations and PME. The new Chairman just approved the vision for PME. That document originally said our graduates would be familiar with multi-domains, and the chairman changed it to all domains. The revision to the Chairman's professional military educational policy is a real game-changer. This is the first time it will be outcomes-based. The Congressional language requires that we cover ten areas in our curriculum, but it doesn't tell us what we need to know. This is a mindset change for the faculty and honestly we're not quite there yet. We tend to think in terms of how many hours we need to teach something, rather than what students need to know.

This slide represents a couple years' worth of work. We started with what every NDU graduate needs to know, and then a list of what we teach. For example, every NDU graduate needs to be able to "analyze the effective use of information and cyber power in strategic competition across all warfighting domains." None of our stakeholders have disagreed with these learning outcomes. We're re-examining our emphasis on producing a thesis, because what the Chairman really needs is someone who can take a complex problem, identify the critical elements, and in a couple pages at the most, write the best military advice.

One of the fundamental principles when the College of International Security Affairs was founded was to develop a network of counter-terrorists. We need to insure that this new model continues to do that by working with Special Operations/Low Intensity Conflict (SO/LIC).

This is the first time the university has had institutional learning outcomes, and the timing is right for our accreditation with Middle States. We just finished our mid-term review and one of the key things in there is establishing institutional outcomes. This fall, we're going to start with a self-study and focus on establishing institution priorities. The Board of Visitors will be actively involved.

What we need to do is look at the NDU institutional learning outcomes, all of which are measurable, and come up with a way of assessing ourselves. If we're falling short in one, there has to be a reason. Maybe the faculty's not qualified, there's not enough library resources, or maybe the speaker's readings have been poorly chosen, but it comes down to putting together a coherent program.

We've got to be able to demonstrate, with evidence, how we're improving. We may fall short, but the point is that we're assessing ourselves against these outcomes. The program learning outcomes for the masters' degrees have to tie into these. What we're doing now with the curriculum guidance is to pilot as much as possible.

We have adjusted the opportunities for elective programs, so now someone can take up to 12 credits in a specialized program. That's 180 hours, which is an awful lot of time for specialization. Up to a third of their time here could be spent in one of these concentration programs. We're working with the stakeholders to make sure we're teaching what they want.

The electives really need to build off what we do in the core. That's why, with the institutional learning outcomes we've established, we have a foundation of what's going into the core. The individual student research project can be focused on the student's concentration. In the spring, students could enroll in relevant industry studies. This idea was very appealing to stakeholders. We've also adjusted the framework of electives, to dedicate all day Monday and Tuesday as elective periods. This allows for longer wargames or field studies.

Let me stop right there and see if you have any questions.

AMB (Ret) Myrick: Yes, Dr. Yaeger, just a quick observation for the NDU curriculum. Are you considering reserves, National Guard, and the whole of government in scenarios such as our current environment?

Dr. Yaeger: That's a great question. This situation has really brought out the fact that the threat is not necessarily a military threat. We have had wargames on pandemics in the past, but what we are learning now will help us rewrite the curriculum and make it more relevant in the future.

I'll move on here to a slide that shows our review process. On the left and right, you have examples of all the classes taught at the Eisenhower School. Not surprisingly, since we're all JPME institutions, there was quite a bit of overlap, but the emphasis was different. There was far more theory in the CIC program than in Eisenhower, where the emphasis was on practical examples. Through this analysis, we've decided what stays in the core and what can be taught in the concentrations. We really want to offer these concentrations this coming academic year in CISA and CIC. Students at Eisenhower and National can take these concentrations as well, and what we learn can be used to improve the experience for the class of 2022.

There is an effort from the Secretary of Defense to increase the number of international students by 10% per year for the next five years. This is wonderful, but we really need to keep in mind to what end. That is where the verbiage by the board may be of great help. We need to ensure that we continue to get the right students, by which I mean we want future leaders. We want graduates who contribute to the network and maintain relationships, people who have some upward mobility in the countries that send them here. And finally we want people who share our interests. If you look at the Eisenhower School, which has a huge emphasis on the industrial base and industrial security, does it make sense to send a student from a country that really doesn't have an industrial base? I don't think it makes any more sense than sending a student to the Naval War College from a country that doesn't have a navy. We want to make sure that they can contribute and offer perspective in the classroom.

That, in a very short period of time, is the curriculum transformation.

VADM (Ret) Breckenridge: Dr. Yaeger, two questions. The first is looking at PME. The slide doesn't speak to the importance of the whole of government approach and our other agency students. How is that incorporated? The second question is, I haven't heard anything about students from industry. Can you speak to that in the context of where we're headed?

Dr. Yaeger: Great questions. The vision statement, which is longer-term and has been with us for 10 years, emphasizes whole-of-nation, whole-of-government programs. The mission statement was recently rewritten and really gets us down to globally integrated operations. You have to be able to understand the instruments of power. It's not just having army, navy, sea service, cyber and space in the seminar, but other perspectives, as well as having an agency chair on the faculty.

Students from industry is something we need to continue to look at. We're down to just one or two this year, but we can take thirty or so. Maybe this is one of the things that the pandemic lessons have taught us—we might be able to open ourselves to other ways to involve people in the program besides sending them here for a 10-month masters' program. It's gotten too expensive and difficult for industry to send people here.

VADM (Ret) Breckenridge: Thank you, Dr. Yaeger. That is a point that the Board has offered previously. I would also offer that as Space Force is looking at its relationship with the private sector and there are new opportunities that NDU may be able to build on. I recommend you explore that a little bit. It might be a mutually beneficial situation.

Dr. Yaeger: Great suggestions, and we will. Space Force has identified an officer to fill the role as the chair of the Space Force here. We have service chairs from all the others that will help us forge a way ahead. I will see if Brig Gen Robinson wants to comment on students from industry.

Brig Gen Kyle Robinson: Yes, we are engaging with industry and we've had some success with a few more students for next year. Right now we have a certificate program, where someone can come in for just the fall or just the spring semester, which has worked out well. As we learn a lot of things from COVID, there may be other ways we can bring them in via distance learning.

Dr. Yaeger: Thanks, General. Any other questions on the curriculum transformation?

Dr. Howard: Did you have to do a specific communication to Middle States when you announced that you were going to consolidate these colleges?

Dr. Yaeger: We've let them know. We're not going to leave people hanging, which is their biggest concern.

Dr. Howard: Thank you for that. The other thing was the learning outcomes approach, which is right in line with civilian education, as you know. Harvard Business School, which prides itself on being a residential experience, did a real transformation in deciding to deliver their pedagogy using technology in asynchronous ways. If you and your team are interested in speaking with the Dean that did that, I'd be happy to make an introduction.

Dr. Yaeger: Thank you very much, I appreciate that and intend to take you up on that.

Mr. Ian Solomon: I assume one of the things Middle States is interested in is efforts to continue the excellence of the faculty in delivering the curriculum. What efforts are you making to attract, develop, and retain top faculty to maintain a high level of excellence?

Dr. Yaeger: That's a great question. I may take away the COO's thunder, but we are right now going through a talent management review process to look at what we have holistically across the board. We'll be using these institutional learning outcomes as the measure to determine how our faculty stand up.

VADM Roegge: Let me just add the Teaching, Research/Scholarship, Engagement, Service, and Accountability (TRESA) model. Under the Provost's leadership, we have recently adopted the academic standard of performance expectations and assessments to define the mutual obligations of the faculty and the university. If there are areas of professional development that are required to help the faculty member achieve full success, that's an obligation of the university that we can now better define and offer program resources to get after.

Dr. Yaeger: Yes, it was a major shift to require faculty to do research. Many of you have heard my views on this in the past. I know there's been pushback. Hopefully, after I leave this position we'll continue to follow this model, where faculty are assessed on performance across these areas.

VADM (Ret) Breckenridge: When we look at the global environment and how we interact in it,

there is a lot of discussion about COVID-19 as a seminal point in time where the world's never going to come back to the way it was before. I'm curious if NDU is connected into any of those venues. If you're not already engaged, you should seek an opportunity to see what you can learn.

Dr. Yaeger: I do know that Eisenhower has been engaged in that, but I don't know about the other colleges. I agree, COVID is a seminal event and we will need to look at a lot of things differently. That's a great suggestion and we'll take you up on it.

VADM (Ret) Breckenridge: That may be another area where the Board can also help. I'm sure many of the Board members are engaged in these forums, and we could offer some suggestions.

Dr. Yaeger: Thank you again. I see I'm out of time so I'm going to turn it over to VADM Roegge and see if you want to return to COVID or get back to the agenda.

Dr. Shaw: ADM (Ret) Walsh had to leave for a while and AMB (Ret) Myrick is now chairing this session, as vice chair of the board. At this stage we are about half an hour over the planned schedule. We can shift to the next agenda item now, which would be supporting the academic mission or, AMB (Ret) Myrick, if you want to extend us for a bit longer we can do a COVID-19 session as well.

AMB (Ret) Myrick: Thank you, I think we should go ahead and hear Maj Gen (Ret) Kane's presentation on supporting the academic mission.

1300-1400 Supporting the Academic Mission

Major General Robert Kane, USAF (Retired), Chief Operating Officer

Maj Gen (Ret) Kane: Thank you, Dr. Shaw. Good afternoon, members of the board. The COO team is looking forward to discussing where we are in regards to supporting the academic mission. MG Irwin did a good job this morning and I'm not going to repeat his insights into future budget reductions or the importance of investing in education during this fiscally constrained environment, except to say that we need to understand that if we are going to be successful in advocating for education in that way, our responsibility is to prove we are delivering our programs in the most effective and efficient way possible.

Over the past several years, with the support of the Board, we've made a lot of progress in improving in our business enterprise capabilities. We still have a ways to go in regard to sustainment and restoration by maintenance and facilities, but we are on the right path.

Moving forward, the NDU transformation efforts described by the President and Provost are not just going to determine what we do and how we do it, but resolution of that planning and execution of those changes will allow the rest of the university to understand the support required to design and resource a sustainable and coherent overall university program for the long term. While the primary focus of today's BOV discussion is not about the supportive capabilities, the COO team will provide some brief insights into what we are doing in support of the NDU community. I'll start by looking at how we shifted operations to the virtual environment, and then look at the budget situation and initiatives within the functional areas. We'll start with the CIO and information technology, which underpins all of our efforts to transition into that virtual environment. Directors, if you could please jump in with your points.

Mr. Neil Rahaman, Chief Information Officer: Good afternoon. The Information Technology Directorate (ITD) transitioned services with minimal changes to existing processes. We set up a drop-off system for the team at the help desk while we shifted to social distancing requirements. We also expanded the back-end aperture to handle IT volume without changing known methods to get services. We created a virtual room within our Learning Management System (LMS) to maintain connectivity with our partners who are operating in a Blackboard environment. When it comes to network capability, we had to adapt our normal operations to how faculty and staff are operating in the virtual environment, so we shifted our Virtual Private Network (VPN) connection time from eight hours to ten and our maintenance window to much later in the evening to accommodate those who were staying online longer. When it came to internal monitoring, we set up an internal tool to track things like the number of VPN connections, the amount of bandwidth, and oversaturation of the VPN. With all those pieces in place, we're operating as if we're still on campus. We're able to maintain this connectivity without sacrificing availability of services.

Ms. Jessica Bensel, Chief Human Capital Officer: For Human Resources, being predominately a customer service function, it's been a bit of a challenge to ensure everyone's needs are met. The preponderance of our work is done in the virtual environment. As you can imagine most of our processes are built into online systems and automated, so it was a matter of getting everyone into those systems and making sure everyone could access them at home. We did have some issues with our benefits system as that can only be accessed from a .mil computer, which most of our employees don't have at home. The lack of face-to-face customer interaction just reinforced how we could accommodate things through Skype, Blackboard, and emails. We made sure we were over-communicating, with weekly emails of productivity and monthly strategic emails, just to make sure everyone is well aware of what's going on in our directorate at this time.

Ms. Debbie Scavone, Head of Security: The transition of security into the virtual environment was seamless for our existing contract security team that's onsite 24/7. Our physical security footprint was in place and never had any issues. Security administration report requirements transitioned easily as they operate routinely in a virtual environment. Those requiring in-person support we did by appointment. Things like fingerprinting, Common Access Cards (CACs), secure Video Teleconferences (VTCs), and badging, we would have a team come onsite with proper Personal Protective Equipment (PPE). The challenges that we saw were really the time it takes to coordinate. Overall, management had to be ready to think outside the box to accomplish the mission in a pandemic environment. Stability, mission, team support was the key to success in the environment for us.

Mr. Sean Stewart, NDU Director, Facilities & Engineering Directorate: The transition wasn't as difficult as I originally envisioned. As you can imagine it's difficult to perform maintenance and sustainment of facilities remotely. The biggest hurdle for us was how to continue day to day maintenance and operations with reduced manpower and still comply with COVID guidance for social distancing, proper hygiene and use of personal protective equipment and standards. While we wouldn't normally work from home, we were set up to work remotely and I'd like to thank Neil Rahaman and his team for making that happen for us. It's very unique for us to have to work in that environment.

We've reduced our workforce to minimum levels to focus on the daily requirements and used the telework capability. We continue coordination with base operations and installation operations for both campuses for COVID protocols, safety, and health and hygiene. We're redirecting traffic flow in the buildings and reducing use of common areas to a minimum. We continue to operate our Building Automation System (BAS) and mechanical operations at reduced occupancy. We

were able to make those mechanical changes to set points and save on our energy costs and consumption. We were able to continue working our contract avenues and oversight of service contracts and continue ongoing construction projects. We were able to track the progress and work through the contracting office to address any contract problems related to a stop order or suspension of work. As far as the lessons learned, as much as you think you're prepared, there's always things you can do to plan better and prepare better. We worked on the university action plan and destructive weather plans before, but you know, we never had anything like a pandemic situation. We will be creating a new Standard Operating Procedure (SOP) moving forward and planning to have additional resources and supplies available.

CAPT Rob Higgins, Director of Operations: Good afternoon, Board members. Over the past several years, the majority of twelve functional areas within business operations management have been automated through efforts by the business transformation working group at the direction of our Chief Operating Officer. These efforts have not only streamlined and standardized the business operation services, but more importantly they have built in the necessary checks and balances and oversights to ensure these programs are in compliance with government directives.

In response to COVID-19 and tangentially due to our process automation efforts, business operations was quickly able to shift our workforce to telework while still providing the same level of customer support. Of our twelve functional areas, security, warehousing, mailroom, graphics and Audio/Visual (A/V) are still required to have a physical presence on campus, usually on a scheduled or ad-hoc basis for customer support. Security, already briefed by Deb Scavone, maintains a full-time physical presence on campus. Shifting our business operations off campus has highlighted the need for process automation, with the most critical being the electronic routing and tracking of administrative packages across the university vs. the face-to-face hand carry that we're used to. Our initial efforts in the first few weeks were focused on canceling services in support of curriculum delivery, mainly student travel and a myriad of events, lectures and functions that take place on a daily basis at the university. In the past few weeks, planning has been extensive for executing a virtual graduation, virtual convocation, and virtualizing/automating the majority of our student out-processing requirements for our current class and in-processing requirements for the next academic year's class. In recent weeks, our graphics and A/V department have been increasingly tasked with assisting the colleges with the possibility of starting the next academic year in an online delivery environment.

Maj Gen (Ret) Kane: For the board, just in summary, March 16 is the date when we basically decided we were going to send the student and faculty home within a week. And then we had about another week to close down all the enterprise business activities. You can estimate that by the time the boss sent you the COVID update on April 1st, we had gone down to 97% or greater of NDU employees in the virtual environment and off-premise. I believe we did a really good job. What I'd like to do now is transition to our CFO for a brief look at the budget situation.

Ms. Ellen Romines, Chief Financial Officer: Thank you Mr. Kane and thank you board members. Before we talk about the budget, I would like to highlight that for the Resource Management Directorate (RMD), as we transitioned to the virtual environment, we had some unique needs. The financial system is in the .mil account. Our CIO did a very good job and within a week we were able to telework with an NDU and a Non-classified Internet Protocol Router (NIPR) laptop. We still had to do close-out and still have contract timelines, as well as risk management internal control. No deadlines have changed. Since not all unit managers have laptops, we converted the form we use and put it in our SharePoint so we are able to get ready for a statement of assurance. I am very thankful for all the collaboration, and that my RMD team has stepped up and really

communicated their requirements. Kudos to them for working remotely.

Going to the NDU budget, on the left hand side of the briefing, this is our President's budget. This is a good year for NDU. We received for FY20-24 \$78 million for IT funding. Thank you for all your help, board members, this was a big win for NDU, and we are now seeing a lot of the benefits.

Looking to the right-hand side, this is the FY21 program objective memorandum (POM). The NDU President (NDU-P) and everybody else did a very good job talking about the NDU transformation. The funding for the transformation amounts to \$7.8 million in FY22 and \$32.6 million over the POM. I would like to highlight that for FY21, the reduction would have been \$7.2 million, but we were able to communicate it was too soon to make the switch. In April 21, we will do an adjustment for \$1.4 million, and the remaining reduction will be after FY21. We also had a lot of help from the Joint Force Development (J7) and Jerry Lynes, who was helpful in communicating the challenges of implementing the transformation in FY21.

If you add the \$32.6 million to the \$12.5 million, between the FY21 president's budget and FY22 program objective memorandum, we're talking about a \$45.1 million reduction. I'll pause there and take any questions.

VADM (Ret) Breckenridge: I'm wondering if you have any insight into the POM reductions?

VADM Roegge: Regrettably, we would be speculating. There's lots of discussion about what analysis or lack thereof they use. The \$32.6 million was informed by the hard work that Ellen is referring to here that went into the recommendations we sent forward.

VADM (Ret) Breckenridge: Thank you for that. If we look at the budget, as the General pointed out in his comments, a tough budgetary environment just got a lot tougher. There are going to be very difficult choices and it's important to have a conversation, if there's opportunity for input, to push hard on the point of the budget and on the investments in people needed to face these challenges, on both sides, faculty and students.

VADM Roegge: Thanks for that, Admiral. The last thing I'll say, which I mentioned in the State of the University as well, is that the COO says the FY20 President's budget is the most balanced, most coherent, and does the best service of balancing delivery of the mission and support to the mission, short-term and long-term, of any that the university has had in at least 10 years, maybe longer. As he co-identified, the one thing that still requires help is the sustainment, restoration, and modernization (SRM) accounts, both within the Joint Staff and coming from Army or Navy for our facilities.

When there are resourcing decisions made that are potentially disconnected from the official tasks that we get, that's where the university has struggled in the past to try to make ends meet, and gotten ourselves off-balance. Going forward, as we work with all of our stakeholders on how we will accommodate whatever results in further reductions, my priority guidance is going to be that we have a balanced approach. All those operations and maintenance costs, what we've done historically is just take it out of staff and mission support, and expect faculty to figure it out, and then make the request.

Maj Gen (Ret) Kane: It's also important to highlight that when we talk about reductions, the mission that the money was funding has also been divested from the NDU's portfolio. While somebody may need to re-fund that, or pick it up at some other entity, NDU is not doing more

with less. We're literally doing less with less, because it's not part of our core mission. Moving on, CFO, can you briefly talk about facility and security investments?

Ms. Romines: Yes sir. We still have to send our requirements to our contracting officer by 1 June. We still have to obligate our funds. OSD is requesting our obligation reporting for March and April, I think we were required to have a 53% obligation rate. We are still tracking to 30 September and the expectation is for us to spend all our money for what we planned for. The direction to cease travel means there were travel savings. Civilian pay under execution was also a savings. We already know we have about \$2 million in reimbursement. We also have \$2.5 million in travel savings and about \$2.5 million savings in civilian pay. We are reading, from a big look at our budget, at \$5 to \$7 million in excess or savings.

We also know that we have a long list of facility and security issues. When the university resource council and the facility management board did our virtual briefing, we looked at our unfunded requirements and saw what we could support in terms of money and execution. We are going to fund \$4.3 million of facility maintenance projects. I will give it to our facility engineering director, Sean Stewart, for a quick summary.

Mr. Stewart: Our recent facilities management board identified 20+ infrastructure projects that would help us reduce our backlog of deferred maintenance, as well as design work to help us move forward. I want to speak to three specific projects. First is Eisenhower Hall, a \$5-\$6 million effort. \$1.4 million of that is fully funded. That addresses our interior and exterior moisture intrusion, roof repair, crawlspace encapsulation and renovation. There was an extensive amount of mold around the facility. That has all been completely remediated and mechanical systems are being replaced. NDU facility personnel, in coordination with NDU leadership, are working on a more detailed scope of work for the Army Corps of Engineers to produce a design which may come as quickly as August or September. We look forward to this happening sooner rather than later so we can re-occupy.

At South campus, we have a major project ongoing. The Okinawa Hall power upgrade is a \$900k effort to upgrade old and degraded electrical systems: updating electrical panels and circuit breakers, redistribution of electrical power throughout the building, adding new generators and backup systems for critical backups that handle existing requirements for backup of critical IT, access control, security monitoring, and reducing the electrical load from one building to the other. This project has been going on for about three weeks.

The last is a project that's going to help move NDU facilities in the future: an NDU capital investment strategy. It's a \$750k planning effort to identify future requirements and long-range planning for facilities at both campuses. It reduces requirements for documentation, adds designs for lifecycle replacement and mission capabilities for both facilities on all of our dynamic equipment, and builds in sustainment, restoration, and modernization for readiness. This planning effort will allow facilities to focus on a backlog of years of deferred maintenance by leveraging our executive agency support in Army and Navy. It will update our facilities to current building codes and provide a way ahead for the proposed expansion of the NDU mission. We are working closely with RMD staff to execute all facility funding requirements. The appropriation of funds needed to make these updates pushes NDU into a higher state of readiness and moves NDU into a better position moving forward.

Ms. Romines: Moving forward, we are looking at requirements for a more modern security system. I am glad we were able to use some of the savings to look at security. The money and the funding document for this project already went to the Army Corps of Engineers.

Ms. Scavone: This is really a good news story during this time of crisis. The upgrade will integrate both campuses into one system, which includes badging, surveillance, and remote access via a web-based application. A new visitor control system will also correct network accreditation requirements. The current system is end-of-life. The majority of the work needs to be done at North campus, with some things needing to be upgraded down at South. The icing on the cake is that the Army Corps of Engineers agreed to become the program manager for this project. That is huge. It's very difficult to find someone to manage the program.

Dr. Shaw: What about classroom facilities and the need to have physical space that's classified?

Ms. Scavone: What we're looking at is an integrated alarm system that will make it less expensive to expand our security footprint. Once we get the system in place, we'll be able to determine which spaces could be turned into permanent classified classrooms. I'll make my recommendations, work with the different components, find out what everyone's footprint needs are, and then we'll move forward.

Dr. Howard: Thank you to all for your hard work. Is any of the work on security or facilities going to be slow because of COVID-19? Different places have ordinances on allowing construction work to go on, do you need to slow down?

Ms. Scavone: On the security side of the house, I can tell you that the Army Corps is standing by. We're going to do everything virtually as far as meetings go. Their plan is to get this project off the ground and awarded before September. They're already currently working on a project at Joint Base Myers that is very similar to ours. My hope is that we won't see a lag on time.

Mr. Stewart: As far as facilities are concerned at McNair, they're only processing emergency work orders right now, but we are moving forward with all of our other construction projects. As far as JFSC is concerned, the Navy is continuing on with its projects, and we have full support.

Ms. Romines: Our NDU budget officer and contracting officer are engaged to make sure that our projects are executable. So far they are having weekly meetings with Sean and the FLC officer to make sure we are meeting all requirements. Any other questions on facilities?

Mr. Rahaman: Now that we have funding, we've insured that our lifecycle refreshes at critical points. There are two areas where we wanted to transition from running the business to growing and transforming the business. Those are data management and operations. The team felt that if we focus on data security and compliance, we'll be able to improve our lesson learned cycle to capitalize on the lessons learned sooner. That helps us reduce our learning curve, increase expertise, and re-focus those resource on other areas like the privacy program. Going forward, everything will be in the cloud. That model gives us the abilities we need at a lesser cost, and it also helps with our business continuity and flexibility. I'll pause for questions.

Dr. Shaw: Can you give us an update on the status of finally getting a student information system (SIS) to manage all of our programs at the academic level?

Mr. Rahaman: When it comes to the cloud services, we're moving most of our email services to Office 365. In this last month, we've put out official guidance to start that migration. This helps us move our programs to off-premise infrastructure and to cloud-based services. Hopefully the email migration will be finished by July. The next project, as Dr. Shaw asked, is the SIS. We did hit a slight delay, but last month we sent our requirement document to Fleet Logistics Center

(FLC) as a request for information (RFI). FLC recommended we change that RFI to a RFQ, request for quote. We're still on track to meet our Quarter 4 award deadline for this particular program. When it comes to technology modernization, 50% of the work listed is either in the acquisition process or being awarded. The remaining 50% is documented to a point. To ensure that we have a good lifecycle in the future, I want to investigate the leasing option. Leasing spreads the cost over a period of time but extends end-of-life service longer and allows us to stay current with technology. This slide is a project management view. It helps us understand with projects are running the business, growing the business, or transforming business. We use this to make changes or resource trade-offs.

Ms. Bensel: I'm going to be talking about talent management from the Human Resource Directorate (HRD). Discussion and pre-work regarding the Talent Management Review Board (TMRB) for FY20 has begun. Before we fully move forward with FY20, we are completing our FY19 actions, which are to stabilize and institutionalize academic and fiscal support structures, performance management programs, and compensation model changes. The HRD continues to partner with the Provost and Academic Affairs as we prioritize our support to the NDU Strategy for the Future and NDU Transformation in academic year 21/22 academic programs as we support institutional learning outcomes while also limiting AY20/21 risk using short-term mitigation strategies. We are partnering with ITD and CIO to assist with an online faculty skill survey, which will be an entryway to the skills and talent inventory management that will evolve and grow over the next three to five years. For FY20, the goals and priorities of this TMRB will turn from the current short-term workforce management model to a true future-focused and strategic human capital strategy and talent management model. HRD, in partnership with RMD and the CFO plan to balance academic and business requirements against future reduction and budgetary constraints to ensure an overall coherent NDU. We will continue to ensure strategic-level pay [...connectivity issues...] the FY19 TMRB, for the 2019/2020 performance management cycle. Finally, we will continue to offer our support for the office of the Provost and Academic Affairs as we work together to refine and develop the academic promotion process.

AMB (Ret) Myrick: I want to thank you, Maj Gen (Ret) Kane, and your team for this excellent presentation. If there are no other comments from the board, I also want to thank VADM Roegge and the entire team for the presentations today. According to our schedule, this ends the public meeting, if that is correct, Dr. Shaw.

Dr. Shaw: It does, for the afternoon. The board members will reconvene in ten minutes on the separate Blackboard site for our administrative session. Thank you.

[Tuesday, May 12, 2020](#)

1000 Call to Order

Dr. Brian Shaw, Designated Federal Officer

Dr. Shaw: As the Designated Federal Officer for the NDU Board of Visitors, I'd like to reconvene our meeting under Public Law 92-463. We've had a couple changes to our agenda today, none of which involve changing time allotted, but we have modified the order in which some material is being presented. We will address some remaining questions that the Board raised yesterday in our opening session. We will go to public Q&A as scheduled at 10:30. We will have a discussion on succession planning at 11:00. At 11:30, there have been a number of questions about our unit and component responses to COVID and lessons learned. The Board will do its deliberations and provide feedback at 12:15, and we will adjourn the meeting for this session at 12:30.

If there are questions, as always, please send an email to the address provided, and we will address those during the public comment period as well. With that, I'll turn the meeting over to our Chairman.

1000-1030 Follow Up Questions from the Board

ADM (Ret) Walsh: Dr. Shaw, thank you. VADM Roegge, I'd like to start the session with a review and summary of the recent correspondence from congressional delegations to the university. We're aware of two areas of specific interest. One is in regards to south campus and its status. The other, I believe there's a letter from the Senate Armed Services Committee on another matter. Is it possible for you or your team to summarize, just so we have a clear understanding of the level of congressional interest and the university's proposed way ahead? Thank you.

VADM Roegge: Yes sir, of course. Let me refer first to the issue of a letter dated April of last year, from Adam Smith, Chairman of the House Armed Services Committee. Part of our meeting a year ago was a brief to the board on a decision made by the Joint Staff in winter of 2019. In trying to resource requirements that support the Chairman, and in particular to support what was then a nascent effort to create a joint force design and development capability in Suffolk, there was a decision made by the Chairman to direct a reduction of student throughput at the Joint Forces Staff College. Fewer students would mean fewer faculty, and that would free up some faculty intellectual capacity and expertise to contribute to the emerging joint force development and design enterprise. Chairman Smith wrote to Gen Dunford expressing concern and asked Gen Dunford to withhold execution of that direction pending a detailed analysis. Gen Dunford responded that we look forward to partnering with the Congress, and then he rescinded the direction. There is now a RAND study, just commissioned, which is not specifically about Joint Forces Staff College, but about JPME II more broadly. Certainly, our input is that study ought to deliver more than just requirements. Any focus on requirements tends to, in my view, adopt a minimalist perspective—what is the minimum requirement for JMPE II across DOD professional and military institutions? Whereas the more strategic question is, what is the role of education in the development of future leaders of the joint force? In his letter, Chairman Smith opined that in this dynamic and changing security environment, his view is that the need for professional military education is increasing, not decreasing. I'll turn it over to DJ7, if there's more he'd like to say about the study commissioned with RAND.

Col (Ret) Jerry Lynes: On behalf of LtGen O'Donohue, thanks very much. I think you characterized that 100 percent. When Gen Dunford wrote back to Chairman Smith last summer

in August 2019, he pledged to work very closely with the Congress. We have commissioned a study with RAND, which will run over the course of the next eight months and is designed to be a qualitative look at JPME. As VADM Roegge characterized, it is not a bespoke study of any particular venue or delivery platform, but it asks the larger question, as we switch to outcome-based education, have we selected the right outcomes? Do we have the right modality to present those outcomes, and, very critically, do we have the ability to assess those outcomes, both their achievement in the classroom and their manifestation out in the operating forces? We're very interested in talking to the combatant commanders about what they see in their graduates and their staff. Will that study tell us what to do at the Joint Forces Staff College writ large? No. But will it provide insights and frame what we need out of the JPME enterprise going forward? Absolutely. We are turning to the bigger institutional questions first, before we drive down into the facet of the wider JPME enterprise. I think we certified 30 of the JMPE programs, resident and non-resident, as part of this study. Let me pause right there to see if there are questions or follow-ups.

ADM (Ret) Walsh: VADM Roegge, as a response to Chairman Smith's letter, did you revert back to previous student throughput at the Joint Forces Staff College?

ADM Roegge: Yes, sir. All this discussion occurred before any actual reduction in student throughput was put in place. We have executed the same student throughput that is assigned to us through the J7 in their annual student allocation plan and that capacity remains unchanged. There were no reductions that resulted from that interim change in direction. As I briefed yesterday, all elements of NDU transformation, far-reaching though they are, none affect the capacity or capability of the JPME II programs at the Joint Forces Staff College, other than the commander's intent, and my expectation of MG Irwin and his Deans, to ensure the same better integration of cyber, information, and CT/IW in their curriculum.

ADM (Ret) Walsh: I presume that, as far as Chairman Smith is concerned, the way ahead that you have described is satisfactory and that you will continue to work with his committee. Is there a separate matter involving the Senate Armed Services Committee?

VADM Roegge: There was a separate correspondence from 2 members of the House of Representatives and 2 members of the Senate. A letter that I have a copy of, addressed to Secretary Esper and Secretary Norquist. My understanding is that senior leaders decide who is going to respond. In this case, my understanding is the responsibility was delegated to the Chairman of the Joint Staff. I'm not aware that a response has actually been signed and sent back. For that, I'll refer again to the J7.

Col (Ret) Jerry Lynes: That is correct. Composing a response has been tasked to the Vice Chairman and is awaiting his signature. It's just been running slowly under COVID circumstances. We anticipate this being cleaned up in a week or so.

Dr. Shaw: Just as a point of information, the Senate Armed Services Committee directed that letter to our Board of Visitors for consideration.

VADM Roegge: ADM (Ret) Walsh, I'll add that the J7 team and NDU are scheduled to meet with Senate Armed Services Committee professional staff a week from today, as our next engagement and follow-up.

ADM (Ret) Walsh: Thank you. Would other members of the board like to ask questions, as a result of yesterday or any other matter?

Dr. Shaw: During our administrative session there were some questions raised about the timeline post-convocation this coming fall, and you had some questions about re-establishing our campus activities.

ADM (Ret) Walsh: Thank you. VADM Roegge, would you speak to what life looks like now?

VADM Roegge: Yes sir, I could, but the Provost is far more qualified for that. Dr. Yaeger, would you share your thoughts and the excellent work of the teams so far?

Dr. Yaeger: I'd like to take a conservative approach, so we are planning on restrictions not being lifted, although the services are working on exceptions to policy so that they can move students going to JPME institutions in June or July. Right now, I anticipate us starting virtually. I don't envision, for a good while, 600 students in an auditorium. Virtual presentations have been very successful. What could happen is that we allow colleges to come back in residence, for specific reasons, no more than one college at a time. If they meet, they'll have to meet in larger rooms where they can maintain social distancing. Once a cure is out, this all changes, but right now this is what life looks like. We'll have to work with the COO to figure out the staffing. I don't envision that, when a college comes on board for an in-resident session, we have all staff on board.

International fellows are coming in the second week in July. They will each self-quarantine and we have a plan to fully use their time in that quarantine. One of the first things they'll work on is assessing their writing skills and developing a path ahead for those that fall a little short. We will be engaging them virtually and in-person as soon as possible.

Dr. Suzanne Logan: Thank you very much. When you were talking about one school in operation on campus, would you go through an entire school cycle with that one school, or would it be alternating weeks? I'm just curious as to what that might look like.

Dr. Yaeger: If a college comes up with a reason to meet in person it would go up the chain of command, and they'd be spread out across the university. Some of the rooms we have are larger rooms, but the National War College seminar rooms are on the smaller side, so they'd have to meet in other places. That's what I envision.

Dr. Logan: That makes perfect sense, I appreciate it. But the majority of their work would still be virtual. They would come in to meet for in-person sessions.

Dr. Yaeger: That's correct.

VADM (Ret) Breckenridge: I wanted to ask if you have a timeline for when you need a decision from the services so proper notification can go to students and their families?

Dr. Yaeger: The services are working hard, but they're at different points right now. The timeline is out of my hands. But we still plan to hold convocation and launch the academic year at the same time as scheduled, just virtually.

Col (Ret) Jerry Lynes: A stop movement policy for all non-essential travel extends through the end of June. The services have the ability to designate whatever they want as exceptions to policy. The J7 is working on a blanket exception to policy for school movements. That has yet to be granted.

VADM (Ret) Breckenridge: I appreciate Jerry's comment, it's important for the rest of the Board, if they're not aware of it, the backlog and extreme pressure on the services to get permanent change of station (PCS) executed. There's going to be extreme pressure on Transportation Command (TRANSCOM) and movers to actually get people from one location to another. All of that will fold into what the Provost's just raised, which is where the student is actually located on the first day of school and beyond convocation. Thank you for that context, it's important for us to understand that.

VADM Roegge: To further amplify, at the moment, these are service-specific directions and policies. From our perspective, it's a little inefficient. The Air Force already has a policy in place, and just last night I signed a memorandum with the Marine Corps. The Navy continues to deal with students on an individual basis. The more elegant solution is the one that our friends in the J7 are attempting to deliver for us, which is a universal exception to policy.

Just a couple things to add to the Provost discussion. I think there's an element of balancing risk to mission and risk to force, with not only what might turn out to be the seasonality or variability of the COVID environment, but also our academic year. The shift to virtual, though a valiant effort, was facilitated by the fact that the first seven or eight months of the academic year were conducted face-to-face. As all our speakers have identified, we have great academics, but the value of relationships is just as important as learning, as graduates become part of the broader national security enterprise. Starting an academic year virtually, it's going to be much more difficult to develop those relationships. There will be a greater value in trying to bring people together face-to-face earlier in the year as opposed to later.

The Provost talked about the value in maintaining physical distancing and staggering the use of our facilities. Another option is a hybrid approach where various colleges stagger their days, or an individual seminar or committee rotates, or individual students rotate between physical and virtual. These are all things that still need to be worked out.

As an example, we are making plans now to execute our CAPSTONE program. In balancing risk to mission and risk to force, one of the big considerations is that there is a statutory requirement for our CAPSTONE. CAPSTONE is our senior executive education required by law for newly-selected admirals and generals of the active duty military.

CAPSTONE has come up with a plan that will allow us to meet physically. But instruction occurs in a Sensitive Compartmented Information Facility (SCIF), so we can't have our normal student throughput in that space while maintaining distance. We can reduce the number of students, meet our physical distancing requirements, and meet the requirements of law. This is all part of the calculus.

ADM (Ret) Walsh: Thank you, Admiral. You remind us all that you'll have a chance to operationalize the national security paradigm you've been trying to write. I don't think we're going to have a binary approach here. We have to adapt to the environment.

AMB (Ret) Myrick: Thank you, a thought just occurred to me. I believe the global force is still doing training and I wonder if there are lessons from that training that are adaptable to the educational environment we are involved in.

ADM (Ret) Walsh: Thank you. Dr. Howard?

Dr. Howard: There's a lot of lessons learned out there that may be useful. On the civilian side, I've

incorporated some lessons learned already. There's an interesting thing you can do with your HVAC that's very effective against the virus. Our military has been at the forefront, and I suggest facilities look at that and ask some questions. We on the civilian side are leaning a lot from the military already.

ADM (Ret) Walsh: Thank you. Dr. Shaw, I think it's time to transition to public comment.

1030-1100 Public Comment

Dr. Shaw: Thank you. Several of these threads of discussion we can continue because we've set aside a session for individual components on COVID-19 lessons learned.

The public comment session is going to be difficult because we're doing it through email, we don't have direct response capabilities. We've had several submissions come in. The first is a series of emails that I will read and then open up to the Board for response. And then I have a written comment delivered by the Staff Advisory Committee. We'll start with the email comments that have come in. The first question that we received:

In the transformation plan, the JSOMA program is treated as a separate entity from CISA, but it is actually a part of CISA and CISA's portfolio.

VADM Roegge has repeatedly said in this meeting that NDU is "maintaining the same student throughput" and has stressed the importance of "integrating for all-domain education" by expanding the student network within the classroom. Yet NDU is divesting the Joint Special Operations Master of Arts program, removing from the NDU student population 40-45 students from the Joint Special Operations enterprise even though SOF routinely executes All-Domain operations at all levels of conflict and cooperation.

How do we square "same student throughput" and eliminating 40-45 students from that throughput?

VADM Roegge: I'll be happy to respond that. I'm probably guilty of not being precise. Since the task we have from the Secretary is to focus on JPME II programs, I should have said we are maintaining the same student throughput in our JPME II programs. By divesting JSOMA and our CIO programs, the CIO or Special Operations Command (SOCOM) will have to determine if there's a continuing requirement for education that needs to be met elsewhere. We are maintaining JPME II student throughput because that is the focus.

Dr. Yaeger: I just wanted to clarify for the board that the JSOMA program at Ft. Bragg is not JPME II. It is the same curriculum we offer at the north campus, but there's not a 1/3 split across the student population, it's definitely one service. I wanted to make that clarification.

Dr. Shaw: Thank you very much. The second question raised was a request to read aloud the Congressional letter. Rather than read aloud the letter, it will be posted as part of our minutes, unless someone wants to hear a two-page letter out loud.

The third request was the input from Staff Advisory Council, which I will take a few minutes to read, and see if there are any comments. It's a fairly brief letter:

The National Defense University (NDU) Staff Advisory Council (SAC) remains

grateful to the NDU President for the opportunity to provide feedback on affairs affecting NDU and its mission critical staff enablers. Since the last Board of Visitors (BOV) meeting, we have continued to lean forward in our engagement with both NDU leadership and staff. This relationship enables us to provide critical staff insight concerning the state of NDU.

The below items represent the general sense of the SAC as a representative body.

COVID-19. Overall, the staff is pleased with the NDU response to the pandemic. In particular, the decisive pivot to continue the educational mission of NDU by remote means has significantly reduced the risk of (potentially deadly) exposure by the NDU workforce (and subsequently their families).

Manning. As identified in our input to the summer 2019 BOV meeting, manning remains an issue. In a recent quarterly meeting with the NDU-P (April 13) we emphasized the risk of mission critical vacancies going unfilled.

Transformation. The staff is encouraged by the opportunity to assist NDU in accomplishing its mission through the period of transformation. The recent inclusion of the SAC in NDU Transformation meetings is an important and appreciated step in the way ahead and the SAC looks forward to serving as a voice for the staff throughout the process.

VADM Roegge: I would like to give a shout-out to the Staff Advisory Council. Long-time board members know that that organization did not exist two years ago. But obviously we saw that there was both need and opportunity to ensure that, just as there is a Faculty Advisory Council, a body that can represent staff perspectives has been invaluable. The current SAC leadership has embraced that opportunity and has been very active. I applaud that.

ADM (Ret) Walsh: Thanks, Admiral Roegge. Dr. Shaw, in regards to the request to read the congressional letter, can we summarize it in terms of what level of interest is expressed?

Dr. Shaw: I don't know how I can summarize it, but I can read it.

ADM (Ret) Walsh: It was a request from a member of the audience.

Dr. Shaw: Then it's your call, I'll read it if you like.

ADM (Ret) Walsh: Let's read it, we have time.

Dr. Shaw: This was addressed to Secretary of Defense Mark Esper and Deputy Secretary of Defense, David Norquist.

[See Letter at Appendix C]

ADM: Walsh: Thank you, Dr. Shaw.

Dr. Shaw: This remains open. I know we addressed this yesterday at some length. Admiral Roegge, would you like to reiterate the current status of our response in working with the Pentagon?

ADM Roegge: Certainly. The Joint Staff was delegated the authority and responsibility to respond. We have provided input into that process. There is not a signed letter that has gone back yet so I can't speculate as to what the final content will be. In all of our staff work to date, there is broad agreement that partnership with the Congress would be required and that if elimination of the college is pursued, changes in statute would likely be required, and it falls to the Secretary and his staff on how to approach that.

Dr. Shaw: I will add that there is procedure in that same code for the dis-establishment of degree programs.

VADM Roegge: We have drafted the required legislative changes proposal which is also working its way through the Pentagon.

Dr. Shaw: To this point, that remains the last of the questions that have been submitted. I would encourage all of our guests looking in on Livestream that we have not shut down the email and you can follow up at bov@msc.ndu.edu. If further questions occur, you may still do that throughout the remainder of the meeting.

1100-1130 NDU Succession Plan Vice Admiral Roegge

VADM Roegge: You should all have received an update to the read-ahead packet, which summarizes senior leader positions and elements of the transition plan. The broad overview is that, for personnel who are assigned by partner stakeholders, such as military departments, services, and interagency partners, those rotations of personnel are driven by service demands and are beyond our ability to control. In a perfect world we might want to suggest staggering departures, but it's not an option. Similarly, we have a Title 10 workforce that serves under appointments, and within the "not to exceed" dates of their current appointments; the employees get a vote as well.

One of the things we are factoring into our workforce management, decision planning, and hiring actions is the professional and personal desires of individuals in our leadership. Out of all the positions that are on here, about the only real decision that we had to make had to do with the Provost. You'll notice that on that line, Dr. Yaeger's appointment, and my desire to avail myself of his expertise, runs through July of 21. Superficially, if a replacement is found within this seven-month period, we'd be changing out the President, Senior Vice President (SVP), and Chief Operating Officer, as well as two out of three commands, wouldn't it make sense to not change out the Provost at this point? But given all the external drivers that we briefed yesterday, with accreditation being the most imminent and significant, my decision was to begin the hiring action to identify a new Provost. We are still in the middle of our hiring process, considering candidates. We have yet to make an offer, but we were blessed with a slate of truly exceptionally talented and qualified professionals who applied for the position. We are still on a path and in a timeline where optimally, between our academic years, we can bring on board a new Provost.

That enables us to do two things. My intention for Dr. Yaeger is to move him into a new position as a direct report to the NDU-P to lead our accreditation efforts, in particular the self-study we discussed yesterday. That will also make Dr. Yaeger the most important voice of continuity and institutional memory to advise the new NDU-P, the new Provost, and the new COO. It looks like I am creating more turbulence by hiring a new Provost, but in fact my motives are to reduce turbulence by introducing a senior leader to accreditation while the new Provost spins up on the

academic mission.

With respect to my position, I have been informed that the Chairman has selected my relief. That officer has not yet been named, pending Senate confirmation. I do not have a timeline for that confirmation, but I have been told that the Navy's intention is to rotate me in November. AMB Chacon is being called back to the State Department in May, at least for a short-term responsibility. We are in the process of identifying his replacement. Interviews are in progress with some capable and qualified candidates. Until we make our recommendation and Deputy of the Secretary of State Egan approves that through the Director General, I can't put a timeline on here for when the new SVP arrives. AMB Chacon has indicated he may be available after about six weeks to come back and transition through the summer. We don't yet have his replacement on board. AMB Chacon, anything you'd like to add?

AMB Arnold Chacon: No, you've covered it perfectly. I am in touch with the Director General of the Foreign Service to ensure we have the appropriate candidates. As you said, I am more than willing to come back to ensure a smooth transition.

VADM Roegge: As for the Chief Operating Officer, he has expressed his intention to transition at the end of his current appointment. We have begun a hiring action to identify a new COO. Depending on this process, it would enable a contact transition as early as this summer or as late as this fall. To Maj Gen (Ret) Kane's credit, he is keenly invested in making sure some seminal milestones within his direct reports are concluded and completed on his watch, such as the talent management review board cycle.

For Eisenhower School, Brig Gen Robinson has done a fabulous job of carrying on the work he inherited from BrigGen Jansen, in particular to build our relationships across industry and our contributions across the joint force. When we get to the COVID discussion I'll ask him to highlight some significant contributions to the national COVID response. Army BG Joy Curriera has been selected by the Chairman as Brig Gen Robinson's relief. We're expecting her to come on board in about 30 days. BG Curriera is currently serving in the Army G9 Assistant Chief of Staff for Installation Management (ACSIM) office, where she has responsibility for Army facilities, of which Ft. McNair is one. She is also an alumnus of our Ft. McNair program [National War College Class of 2013], so we look forward to welcoming her back.

Within CISA, AMB Barks-Ruggles has been for the last year serving as our Acting Chancellor. She is returning to State at the end of this July. I cannot thank her enough for leading the CISA team through these challenging discussions of alternative futures and the execution of designing and delivering a new curriculum and new curriculum framework. I'll point out that our initial FY21 bill to be paid to the Defense-wide review, the \$1.3 million dollars the CFO identified yesterday, refers to the leadership billets within CISA and CIC. We were successful at getting the Joint Staff to fund our faculty's delivery to enrolled students through next academic year, but they chose to take the money associated with those eight leadership positions—four each in each of the colleges. Going forward, while we're still delivering those programs, we will internally resource the filling of a dean of faculty position to manage those programs through the next academic year.

At Joint Forces Staff College, MG Irwin's relief has been identified as Marine Corps BG Bill Seely, who is currently on an unaccompanied tour in Iraq. He is due to return in July. A contact relief with MG Irwin is scheduled for the first week of August. MG Irwin is due to return to his faculty responsibilities at Duquesne. He's done a tremendous job in a dynamic period of time and I want to thank all three of those leaders.

At the College of Information and Cyberspace, Dean Lewis who is also Acting Chancellor. That billet goes away on 1 October but Dr. Lewis will continue as our Dean of Faculty to manage CIC's programs for next year.

Although this is a lot of change, the reason I have confidence in our ability to continue to meet our responsibilities to the joint force effectively and efficiently is because everything below this level has no change. RDML Pringle at the National War College has been in place for seven or eight months, and will continue on for the next academic year. There are no changes among those direct reports, no changes among the Deans of Faculty, no changes among the Chiefs of Operations in finance and information reporting to the COO, and the Deans of Administration are all the same people, although you'll notice in September and October we intend a realignment of responsibilities. Deans associated with CIC and CISA are among those billets harvested by OSD, and so we are having to re-allocate and re-assign responsibilities in CIC and CISA as well as our continuing programs. That concludes my summary, and as I mentioned in my read-ahead letter, I am keenly interested in benefitting from the Board's best practices, lessons, and personal experience to set ourselves up for success and carry forward on transformation initiatives and continue to deliver to the joint force.

Dr. Howard: Thank you very much, Admiral. I wanted to commend you and your team for trying to fit a square into a circle. It's always difficult with changeovers, especially during uncertain times, and I think your plan is solid. I was listening with great trepidation about the Provost, and I was very fearful when you were talking about how he would not be here. But you said he would be involved as a special advisor on accreditation for Middle States; I was very pleased. The whole idea of having to deal with accreditation is that, if for some reason you don't get it, or you go into probationary status, it really has ramifications. I wonder though, how he will be resourced. How will you operationalize that role?

VADM Roegge: That's a great point. Part of that operational alignment of Deans of Administration involves creating a Dean of Administration within Academic Affairs. That is to provide capacity for whoever is the Provost and to assist in these accreditation matters.

Ms. Sue Fulton: I'm sorry I wasn't able to speak yesterday, I was able to join for half the session. I wasn't able to address directly the discussion about transformation, but obviously that leads into everything including this succession plan. Thank you for being so detailed about the plans. I do have several questions. I apologize it may take me a little bit longer. I had some tech struggles yesterday.

What we heard about transformation in our past discussions is that it's more important to give all of our warfighters some limited knowledge of cyber warfare and counter-insurgency strategy, rather than developing the expert leaders inside and outside the armed forces. That is the concern I raise, the focus on general still bothers me a little. It doesn't seem to match the mindset that we need to prepare for the battlefield of the future. I struggle with not having the ability to develop experts at a higher level.

I did hear today that you've been asked to focus on JPME II education and throughput. Well, what is the competitive advantage? It seems like a tick box. We've come to expect this innovative and strategic view that distinguishes NDU, but if you're focused on throughput for JPME II, why don't we just use the service colleges? I'm also concerned that in racing to hire, it seems like NDU has minimized the activities for CIC and CISA by focusing on full time students only, saying this is really all we're doing, but that's pretty misleading. Now you've pivoted to this as the guidance

from the Joint Staff, but it's from the plan you put in place long before you briefed the Joint Staff. Look. At the end of the day, given the talent drain over the past year and pending the incredible loss of intellectual capital, and the marginalizing of civilians with depth of knowledge and expertise, and I have to include the Provost in that, maybe the ship has already sailed. But I need to raise objection that voices of staff and faculty have not been heard and I'm really concerned. The letter you read from our Congress members suggests this transformation could disadvantage our military and our national security status.

Let me restate my questions. One, why do you think that educating generalists will best prepare us for the battlefield of the future? Two, going forward, what is NDU going to offer that is not offered by other JPME II institutions—I imagine you're going to talk about great networking—but we could just send those folks to the service colleges. And three, how are you addressing your massive talent drain? Your delay in filling positions started at least two years ago, when you had the ability to fill positions. How are you going to replace the civilian expertise and knowledge in the specialized areas that used to distinguish NDU? I look forward to your response.

VADM Roegge: Thank you for that. First off, I would point out that NDU's position in the constellation of JPME II institutions is unique and special, and it is part of our competitive advantage. To your point about generalists versus specialists, it becomes a service responsibility under Title 10 to develop specialists. Why not just send students to service colleges? I am a proud graduate of programs at Naval War College and the Air College. I know that at the Air War College, JPME learning objectives are taught and met, but through the lens of the air domain. As a proud Air College graduate, I know that airpower has been singularly responsible for every United States military victory, even preceding manned flight. I don't mean that to sound glib, but it is to emphasize the point that those are service and domain-specific orientations while delivering JPME. The fact that makes NDU so special is that we are the most inherently joint, and all-domain, and interagency, and international. Our student populations are the most ecumenical in that regard, 50% of our students being service, the other 50% not. Certainly we benefit from our location here in Washington. That makes it attractive and easy for interagency to send us students. That really is the fundamental driver here. Our responsibility is not to deliver specialists, there are other institutions that can do that. There are Masters and even PhD programs in cyber that exist at service schools. Although I appreciate that if we divest of some things, then that capacity will need to be re-created in some other venue, that requirement is not actually well-defined. That is part of the discussion I've committed to having with the DoD Deputy CIO, to go back and confirm what they really need in cyber workforce development, and do they need it from NDU or other sources?

Again, I think in summary, developing expertise is a service Title 10 responsibility. There are other places where cyber education can be delivered. Our task, our responsibility, is to make sure that all of our graduates have the education that allows them to appreciate threats and opportunities across all domains, rather than try and narrowly develop some expertise in any type of warfare like CT/IW or in cyber. And frankly, that's very consistent with the findings coming out of the cyber solarium commission. It talks about the value of cyber education, but not in terms of the need to develop specialized programs, but the need to ensure that all government and DOD programs have an appreciation of cyber in the context of all domains, all instruments of national power, and across the spectrum of conflict.

Ms. Fulton: I appreciate it. And in terms of addressing the talent drain?

VADM Roegge: Yes, thank you. This is something I hear almost any time we are discussing some significant challenge facing the university. I'll turn it to our Chief Human Capital Officer in the

moment, but when I saw that in the Senators' and Congressmen's letter, I asked her, and I think the data shows that we are not having a talent drain. Typically every year at this time, we have a turnover of four, five, or six faculty members, and that's where we're at. Jessica, do you have anything to add?

Ms. Bensel: Sir, that's exactly right. We did do a deep dive into the data for the last five years with our HR specialists. What we are seeing as far as those that are leaving, it's no different than historically what we've seen, and the reasoning is no different. We have not experienced a talent drain to speak of.

Ms. Fulton: So you're replacing them one-to-one, and there's no talent drain?

VADM Roegge: We do have vacancies, and we do have a process to address those vacancies. Part of the work going on right now is, given this new curriculum design, making sure that we are inventorying all of our faculty talents and figuring out how best to use them within the new curriculum, and then identify where we still have gaps that need to be filled. I will credit Ms. Bensel for having just led a review of our hiring processes, a Lean Six Sigma that provides some recommendations and insights into how we can do even better. I recognize that hiring processes are one of those things that is never good enough, never fast enough, and that's a fair criticism. We want it to be faster and more effective.

ADM (Ret) Walsh: Admiral Roegge, as a follow-up to Ms. Fulton's question, could you describe, just briefly, the number of students that matriculate from the CIC program today and where they typically go for follow-on assignments?

VADM Roegge: Dr. Lewis, what is the composition of the JPME program in CIC this year?

Dr. Cassandra Lewis: Sir, we have thirty students enrolled in our JPME program for this academic year. But let me take a step back and provide some context. As you know, CIC has two mission sets. I believe the question is asking for some explanation about how the CIC student body is comprised overall, and for that I'll say that our cyber workforce education, our non-JPME program, is offered on behalf of the DOD CIO. Over the 40 years that CIC has been in existence, we've educated over 7,000 students under both our Masters of Science as well as our graduate certificate program. Those students come from across the DOD and US government, they represent civilian, military, interagency, and international, full time and part time students. Right now we have roughly 250 students enrolled in that program. They are taking a Master's of Science in Government Information Leadership, as well as graduate certificates. That's what's happening with our cyber workforce. Our JPME students, as I've described, that is the program that was just recently accredited by the Process for the Accreditation of Joint Education (PAJE) in April 2019. Hopefully that gives you a sense of CIC's student composition as well as how we educate both for JPME as well as the cyber workforce.

ADM (Ret) Walsh: Great answer, thank you. Is there another source of graduates to feed the DOD CIO requirements?

Dr Lewis: Can you expound on what you mean by source?

ADM (Ret) Walsh: You're providing graduates to DOD CIO. In lieu of this decision, where does DOD CIO then turn to find that sort of number and quality of people that fulfill his requirements?

Dr. Lewis: That is part of the mission that's being divested, and I don't know what will happen to

that responsibility. It is codified in DOD instruction. The responsibility of the DOD CIO is to provide education for the DOD, both military and civilian, specifically for the workforce in information, cyberspace, cybersecurity, and all those types of career fields. DOD CIO has that responsibility in conjunction with the Chairman. The DOD instruction locates that at NDU. That is the part of the mission being divested, and at this point, we have not gone into details about what happens next.

ADM (Ret) Walsh: We're back to this point about generalists vs specialists, and I follow the argument. What I think Ms. Fulton is looking for is how to incorporate material that comes out of CIC into the core curriculum. Are we importing more work into the curriculum, or is this a zero-sum proposition? If we add more CIC material into the curriculum, what are we reducing if we are taking the approach of generalists? The idea is that an NDU graduate is a differentiated graduate who has incorporated all of the benefits as well as networking. It seems to me you have to overhaul the core curriculum to make this a cyber-savvy generalist.

VADM Roegge: Thank you for that sir, and we tried to allude to that yesterday. Through this process, this isn't just about stopping what CIC or CISA are doing and injecting it elsewhere. It's actually involved going to National and Eisenhower to review and disaggregate their curriculum in order to re-aggregate with the right mix of cyber and info and CT/IW.

I want to add that it's not just about the course material in the core, it's also about leveraging the expertise that we have in cyber info and CT/IW for the design and delivery of that content, both in the core and in the concentration of electives. Provost, what would you like to add?

Dr. Yaeger: Yes, thank you. I will add that it is a complete transformation and there are several reasons to do it. First of all, going to the outcomes-based model with the new OPMEP, we are going down that path. That in itself required an overhaul of the curriculum. In some cases, it's not necessarily what do you lose, it's choosing a different reading, a different speaker, a different case study, to provide the cyber perspective.

But back to the specialization. The specialization that comes from here, the model was the Senior Acquisitions Course. To repeat from yesterday, 12 credit hours is 180 hours of contact time devoted to specialization. And we are going to the stakeholders to ensure the outcomes are what they want, and we've changed the model for not just the amount of time but how it's delivered, so that you've got two full days each week for 24 weeks for the specialization. That's how we've tried to achieve that mission.

ADM (Ret) Walsh: Thank you, and I'd like to thank my colleague Ms. Fulton for the question. Dr. Shaw, I think it's time to transition to the next topic.

Dr. Shaw: Before we transition, we've had two questions come in from the public, if I may? One directly relates to succession planning, the other revisits our discussion on JSOMA. Let me ask the succession planning first. The question was, "How many applicants for Provost were received, and were any of them in-house or were they all external?"

ADM Roegge: I don't have that data. I do know that in the slate of candidates that eventually made it to me, there was a mix of internal and external candidates.

Ms. Bensel: Yes, that's correct. We received 41 applications to begin with. 29 of those met basic qualifications for the position, and there was a mix of internal and external candidates.

Dr. Shaw: For the second question, this relates to the JSOMA discussion. “To clarify my understanding of Vice Admiral Roegge’s remarks, do I understand correctly that if SOCOM offered NDU sufficient funds to sustain JSOMA for academic year 21-22 to help bridge the program’s transition to a new JPME home, he would refuse to do so unless specifically ordered to do so by the Secretary of Defense?”

VADM Roegge: I would say authorized. The priorities that we were given are to focus on JPME II. JSOMA is not a JPME II program. We clearly identified that in our Defense-wide review recommendations, and the money was taken from the budget associated with JSOMA. I’ve got lots of other priorities to spend that money on. If money was offered to me to apply to the university’s priorities, JSOMA is not that priority. I’ve got other bills that need to be paid and other improvements to the academic experience and delivery of our programs. But if SOCOM wanted to re-engage with the Secretary and make the case that the program needs to be maintained, I would love to have permission for it to come back to us, with the funding and tasking to do so. I’m proud of JSOMA faculty, they do a great job. They’ve got stakeholders that are very appreciative of what we deliver, and the same is true of the CIC programs we would divest. We’ve got satisfied stakeholders, it has just been identified as not being one of our priorities.

Dr. Shaw: Thank you. Admiral Walsh, we’re ready to proceed with the discussion of COVID response by individual components.

1130-1200 COVID-19 Response

Dr. Laura Junor, Institute for National Strategic Studies: Good morning. The Institute for National Strategic Studies (INSS) has been pretty busy since we changed operations under COVID. Our team has published four papers on COVID, focusing on it relates to national security. They range from the products of applied technology, to the use of antibody testing, to the effects on military readiness, and the global implications for national security. You can see all of them on our website, inss.ndu.edu. One of INSS’ biotech experts, Dr. Diane DiEuliis, attends twice-daily Federal Emergency Management Agency (FEMA) led coordination calls between FEMA, Health and Human Services (HHS), and DOD, so that we remain current as events transpire. That’s one of the ways we’re able to respond so quickly with topical papers. More broadly, we’ve maintained normal publishing, lecturing, and college support activities. We’ve been at least as productive over the last couple of months as we were before COVID. Most recently, we’ve concluded this academic year’s NDU scholars program. I will add that most of the scholars were able to incorporate COVID implications to their final papers. It’s been a strange couple of months but very productive for INSS.

RDML Cedric Pringle, National War College: Good morning, everyone. With respect to COVID responses at National War College, we adjusted our priorities somewhat. Our priorities became the safety of every staff and faculty member. The second priority was to maintain academic continuity for AY20. We wanted to meet our mission and give folks an opportunity to achieve their Master’s degree in National Security Strategy and become the strategist we all expect them to be when they graduate. The third priority was to set up an environment and culture where we would continuously improve in this distributed learning environment. Our faculty, being the professionals that they are, start really looking at how others are doing business, and we incorporated some of those best practices into our day to day battle rhythm. We were able to set up a wide range of tools and systems to maintain our connectivity. I just sent some information over to the NDU staff and it will be added to the record [See Appendix D], the list of about 14 different programs and initiatives we use on a daily and weekly basis to govern the activity of

everyone and keep everyone informed. I'll hit a couple of highlights. One is the daily morning coffee at 0730. Every day our students have the opportunity to dial in with our Dean of Student Affairs and share their concerns.

Additionally, we've put on the back end of the morning session a daily devotional session because there were students feeling the stress of the environment and we needed a way to actively address that. We also established weekly virtual Commandant calls. I speak with them on Fridays to share any concerns that haven't been addressed already. On a weekly basis I meet with the service and agency chairs to make sure we're in alignment. Probably the biggest adjustment has been designing and executing a COVID pandemic learning event at the end of this month. Scheduled for the 26th through 29th, it has a collection of panelists and guest speakers. We're going to talk about national security strategy and the implications of the COVID crisis. I am looking forward to reading those papers and I know our students will certainly generate some great products for review.

Dr. Lewis, College of Information and Cyberspace: Before I get started, I just want to say our transition to COVID really could not happen without the extraordinary effort of CIC faculty and staff. I have to go ahead and say on the record that they did a fantastic job to not only seamlessly move instruction from in-person to the virtual environment, but they did so by going above and beyond. I also want to applaud the efforts and collaborations we've received from librarians as well as ITD. I think often they are the unsung heroes in terms of making sure our students are well supported throughout the transition.

I want to highlight some of the ways faculty really rose to the occasion on the cyber workforce aspect of our mission. Right before we moved to the virtual environment, we were in the midst of educating students enrolled in the CIO leadership program. We had to quickly shift that program from in-person to virtual. That went really flawlessly. We were able to maintain instruction and planned field experiences. Students still got the benefit of meeting with industry as well as combatant commands and the city of Orlando through a virtual environment. Because that was the first course that ended for us, we held the first virtual graduation. Some of the lessons learned from that experience will help NDU's virtual graduation coming up in June. We were gratified that Dana Deasy, DOD CIO, was our speaker for that virtual graduation.

Our distance learning courses continue to go forward. Our JPME II program is still in session online. We were still able to maintain support of students through writing of individual student research projects. Likewise their practicum has been shortened, as we're not able to travel, but we have preserved the practicum. I want to underscore that this has been a lot of work. Certainly students are engaged and instruction continues to go forward, but this transition has not been without cost. Faculty needed to rethink programs, exercises, adapt learning environments, and there is one aspect we weren't able to do. We had planned an exercise with the Center for Applied Strategic Learning (CASL), and unfortunately we weren't able to port that into the virtual environment. That's a cost we had to pay. With the help of ITD, we were able to hold a virtual debate, and we found other ways to supplement. In order to maintain the integrity of the program, we did have to make significant adjustments. There are opportunities we won't be able to capture again. I couldn't be prouder of faculty and staff, and all of the support that we received from other components is to be commended.

AMB Todd Robinson, International Student Management Office: Good morning. The first thing I'd like to say is that this has really been a challenge for the International Student Management Office, but I think we've risen to the occasion. Unfortunately we had to cancel two of our field study practicums, Chicago and Honolulu, and that forced us to scramble to help the students with

tickets that were bought for family members. But more importantly, we weren't able to travel to those regions of the country, which is really the bread and butter of what we do, in terms of exposing the international students to different regions and letting them see how state and local governments work. We've done two virtual town halls for international students that were well-received and largely focused on transitioning them through the end of course time and getting them back home. Every country is different, they all have different protocols and priorities.

We've also been looking forward. Subject to quarantine requirements, we are going to shorten the American Studies Foundation course and the Introduction to Graduate Research and Writing. They will be compressed to three weeks and the first two weeks will be delivered via distance learning for the Class of 2021. If public health conditions allow, the third week will be delivered in person. The Foundations course is building toward experiential learning in the field studies program. We've already canceled the Montana field study practicum and we're looking to do shorter local trips. Again, if public health conditions allow, we'd like to do a Yorktown trip, Jamestown, Williamsburg, Mount Vernon, and we'll see how it goes through July into September. We're also looking at Philly and Valley Forge over Labor Day weekend. We're going to work with CASL to execute our annual constitutional convention simulation in Philly again. That's where we are and that's where we're going. I couldn't be prouder of the team.

Dr. R.E. Burnett, College of International Security Affairs: Thank you, good morning everyone. A couple of important things in regard to CISA. CISA quickly moved to a full time online teaching delivery of seven cohorts at two campuses consisting of over 40 civilian, military and interagency faculty and several academic support staff and over 100 students, to include a very diverse cohort of international military officers. We have rapidly converted our curriculum to remote active learning sessions that are now delivering our program learning outcomes.

We converted our spring field studies to combatant commands and New York political and security sites with virtual visits and command briefs for our students. We are now readying to deliver our thesis symposiums in a virtual environment where our students will brief their yearlong thesis projects at both Ft. McNair and Ft. Bragg in the next few weeks before graduation. We are currently working with our colleagues at the other NDU components and NDU Academic Affairs to plan contingencies for online delivery in the fall of 2020 if necessary.

We have had monthly meetings to capture lessons learned for further improvement and calibration of best practices going forward. Major challenges are thinking about how to work in multiple tasking spaces where families are cross-working in this pandemic environment. This was done rather quickly and we really need to have some planning and reflection time to properly create, test, and deliver the best online delivery possible. Our faculty have never studied the cases of the massive open online courses (MOOC) online delivery outcomes in terms of what did not effectively work for them over time. Importantly, a significant degradation to our international student population has been to our mission to build an operational international network, which we are now thinking about how to re-invigorate in a virtual environment going forward.

Brig Gen Robinson, Eisenhower School: Thank you, Provost, for this opportunity to talk about our faculty and students. I'm extremely proud of all the work of our faculty. The students have been resilient. Similar to what RDML Pringle said, our first priority was safety of faculty and students. Each of our industry studies are hand-built by the industry study leads, who have been working throughout the fall to come up with a curated travel program, both international and domestic, to fulfill the need for experiential learning in the resourcing degree. Starting in February, it became apparent that we had to cancel international travel. Then, industry study leads were looking at places to go domestically, and right around the same time, DOD canceled

all travel. Then, with a couple days' notice, we moved to distance learning. They worked really hard to make up experiential learning by bringing in virtual speakers. We also had to be cognizant that there is passive learning fatigue. You don't want to sit in front of a screen and watch speaker after speaker for eight hours a day. We got through that period and now students are working together on Microsoft Teams and other forums to prepare their seminal documents, which will be industry study out briefs.

Certainly, we couldn't have done any of that without the help of ITD. It's not trivial to make sure everything works, but they made it seem so, which was great. VADM Roegge mentioned earlier our opportunities to leverage students and faculty expertise. We had the opportunity to participate on some COVID task forces. We've been working with HHS, FEMA, and the Air Force on several projects. For instance, we're trying to expand testing, which hampered our early responses. We were invited by RADM John P. Polowczyk, the Deputy J4 of Logistics, who was leading the task force. Within a day we were able to find a source, as an example, to produce 10 million small plastic vials within which you would place swabs for testing. We also worked with HHS for increased procurement of swabs and PPE, and we're working a bit on the food supply chain. In the Air Force, we're going through business cases and doing research. RMD has been very helpful as has the Library. In a lot of cases, we need to have quick access to databases and knowledge to do this work. In most cases, between the Library and RMD, if we needed information we could get it within a day or two, which was fantastic. While we've certainly lost some of what we were able to do, as far as our curriculum, really I reach out to my faculty who were able to offer alternatives for students to continue learning in their outstanding programs.

MG Irwin, Joint Forces Staff College: You know from VADM Roegge's comments, the directive is for us to be focused on JPME programs, and the most effective and efficient delivery of the JPME II experience. More than 50% of JPME II graduates across DOD come from the Joint and Combined Warfighting School (JCWS) down here at Norfolk. In many respects, JFSC is the center of gravity of the JPME II mission for DOD. This is also the program at the center of congressional discussions. It's important that the Board understand that when we talk about focusing on JPME II, and the potential for reducing or realigning that capacity, JFSC is where it happens. We provide that capacity in three modalities—two in-resident, one onsite at the combatant command, and the hybrid version. As we focused on COVID-19 impacts and university-level decision making, the decision about re-opening the in-resident program is more timely and pressing. Our next 200 students in JCWS are due to begin their studies in mid-June. When you think about international fellows, and the potential of needing to quarantine those students for two weeks before beginning studies, we're talking about a decision point that's only two weeks away.

The last point I wanted to emphasize is the idea of the degraded educational experience. VADM Roegge doesn't like when I use this language, but we are meeting the bare minimum standards to deliver JPME II right now. To put this in perspective, we operate in 14 different seminars where we bring together 15-18 students from all their services, and they work on their problems individually and collectively in that session. We're getting after the requirements expressed directly by the combatant commanders, Joint Staff, and OSD, on what they want to see from JPME graduates. There are three. Analytic and writing skills, writing for senior leaders, that's number one. Solving real world problems, often in a classified setting, from combatant commands. And lastly, this idea of globally integrated operations, taking express guidance from the National Security Strategy and all of those documents having been staffed and drafted in the last year to eighteen months. There is no doctrine for this, so our students are actually part of the effort to flesh out what it means to conduct globally integrated operations. It's really difficult to even imagine how to do this via email or teleconference. As you go forward as a Board to

represent NDU with external stakeholders, I wanted to make sure you have a clear sense of how the educational experience under COVID is seriously degraded right now. And to make sure we don't lose sight of the fact that 50% of that production for JPME II, at the center of the NDU mission, comes from the school whose future is being deliberated by senior policy leaders on a recurring basis.

RADM (Ret) Gerard Mauer, CAPSTONE/Keystone/PINNACLE: There are a few points I'd like to also make. MG Irwin is absolutely right about the degradation in the quality of education. I'm looking very closely at the generalist education in cyber and space that ADM (Ret) Walsh mentioned a little bit earlier. That's important to me in CAPSTONE, since it's JPME III. I see holes in things that should have been covered in JPME II. As we move forward, I think this transformation is going to be very important.

Now here's what we're doing in regards to COVID. We started looking at this in January and February, thinking it may affect our travel. The travel restrictions came down in February, so we had to cancel travel scheduled in late March and early April, and then we had to cancel CAPSTONE, which would have been in its fifth week right now. With the travel restrictions extended to June, it also affected our Keystone class. We've come up with certain courses of action for CAPSTONE, Keystone, and PINNACLE.

I'll address CAPSTONE right now. We went back to the basics. We went back to the learning objectives, the OPMEP, and any special orders from SecDef we had to incorporate in our course. In CAPSTONE, we suggested going from a five-week course to a three-week course by removing outside contiguous United States (OCONUS) travel. For every country we were supposed to go to, there were restrictions about where we could go and how soon. Some restrictions went through 2021. What that meant was we would miss the geopolitical learning area in CAPSTONE. We can mitigate that in some regard. We went from 50 students down to 25 to meet space restrictions with six foot separation. Hopefully, the services will look at all the high-priority students that will not meet the 2-year limit to go through CAPSTONE, and they can go on the active duty list to mitigate that. For the next two courses minimum, we'll go from 50 to 25.

For Keystone, a two-week course, we're holding that intact. We're going to take out the travel to Cuba. They're still going to be able to travel, hopefully, with some modifications. We won't be able to do it in our normally scheduled time of June, so now we're looking at August, in coordination with the J7. That will also go from 50 to 25 students. As VADM Roegge mentioned, CAPSTONE is driven by law. Generals and admirals have to do that course.

Keystone and PINNACLE are not required by law but they are required by DOD and Joint Staff policy. For PINNACLE, which is going to be 14-18 September, we're recommending to retain that course. ADM Davidson is going to be the host for that course. It's a smaller course, one week. Until we find out more about COVID-19 restrictions, we're going to hold that.

All learning areas are met in some capacity in all three courses. The bottom line is we're getting through all learning objectives one way or another, and we have mitigation plans for travel. The combatant commands use CAPSTONE to get 17-20 for their theater. There is a side benefit to this, where they counter some influence, Russia and China for instance. MG Irwin mentioned the issues with connectivity. We try to do as much as we can virtually, but because of the classification level, some material is lost.

ADM (Ret) Walsh: Provost, thank you for the commentary and the insights and ideas provided by your team. It's very clear they've had to react, respond, and pivot to a changing environment. I

congratulate your team for the level of effort that went into this. At this point, Dr. Shaw, we transition to the next item on the agenda.

1130-1215 BOV Member Deliberation and Feedback

Dr. Shaw: This is time for the board to talk to each other, and shape and form ideas for their upcoming response letter. They can ask questions of any of us but this is really internally focused. It is an opportunity for the Board to deliberate and discuss its findings.

ADM (Ret) Walsh: OK, thank you. I'll entertain questions from the board as well as their comments. Ms. Fulton, for a starter, I'd like to pick up where we left off on your questions. Do you feel that your questions were adequately addressed?

Ms. Fulton: Yes, I think there was a great effort to address those, thank you.

Dr. Logan: Obviously, as we talk, we certainly have to express appreciation and admiration for the work everyone is doing in this particular moment in time, and the problems and challenges they have been facing. It was very interesting yesterday to think about the fact that we had pointed them in a direction and almost immediately afterwards came the DOD wide review. Obviously, NDU has been bombarded by things coming down from multiple directions. Changes in leadership and questions on the quality and purpose of their programs have been placed, and then they were met with the COVID situation. I certainly am appreciative and in much admiration of the work that's been going on.

One of the things that I don't want us to overlook, as those things are so obvious, are the conversations we had yesterday about the advancement that the Board was able to contribute for the university. In IT, finance established a section of their budget to address the necessary work on campus buildings. The comment was made yesterday that we believe we're finally, this year, at a place we can cover our costs. And now we're looking at a possible \$32 million reduction in budget and over \$50 million we're being asked to provide. I want us to do what we can to bring attention to that situation and try to mitigate as far as budgets are concerned. How do we help the world understand all the things that have been happening over this year to the university, and the advancements the university has been able to make? And now, the situation that we're on a precipice again, where we've been year after year. I'll pause there and get off my soapbox.

ADM (Ret) Walsh: No, those are great points, especially as it came to the investments we advocated for. And that clearly has played out, because without those developments we would be much less effective today.

Dr. Wolf: Thank you, I just want to start by thanking everyone for the warm welcome. It's a real pleasure to be part of this organization. I am stunned by the activity and the ability to pivot in these circumstances. We spoke of moving into the future. COVID has been extremely impressive, and I'm touched by Gen Irwin's points on what's missed. What I heard yesterday is that there are two more major shifts in the pipeline, imminently. One is this major reorganization, and the other is a shift toward outcomes-based education. I've gone through both of those a couple of times and I have similar warnings about those kinds of shifts. When we move towards metrics, there's a lot of stuff we miss. It's the kinds of intangibles we get in the classroom, the teacher-student experience of people coming together and helping each other grapple with complex ideas. It's the same reorganizations, oftentimes we focus on the ability to meet certain metrics and we're not always as careful at documenting what we missed through these reorganizations. My

recommendation on moving forward is to document not just what gets achieved but what gets missed. What do we miss when we focus on things that get measured in education, and what do we miss in a major reorganization even as we're trying to meet the same kinds of objectives.

ADM (Ret) Walsh: Thank you Dr. Wolf, very insightful. Dr. Howard?

Dr. Howard: We have a very talented leader in VADM Roegge and the entire staff. I want to commend you in public to say there are a lot of tough issues, Dr. Wolf outlined several of them. A couple of points to consider: reconciling tension is a common theme I've seen here. This joint warfighter idea and the new focus of the mission, as well as the idea that NDU is a national security foreign policy asset. When we go to do a bit of one, we give up a bit of another. There's no wrong answer, there's just tension. When we give something up, document what it is. In terms of CIC, it's still important to the national security apparatus, even if it's not in line with our mission, we have to be aware of that and what we're going to tell the whole-of-government to make sure that mission is fulfilled.

When it comes to accreditation, we don't want to get this wrong, let's keep our eye on the ball. You're always rolling into another self-study and another re-accreditation, and the rules change. I want to encourage VADM Roegge and Dr. Yaeger, as well as their successors, to follow that. The COVID response roll up was very good. It was very human and humane. And with a lot of hardcore warfighters here, when the War College talked about having time for meditation—our people are going through some form of trauma being stuck this way for months on end, something akin to what we see when people go down range for months on end to fight wars. I commend everybody for keeping an eye on that, in these weird times.

In regard to lessons learned, in the military we started on the after action reports right away when things are fresh in people's brains. If you're planning to bring your people in, you have to also be planning simultaneously to shut everything down. What is the emergency code for when you get into something and you have contagion in your space and you have to shut things down? You have to be prepared for that right now before you bring people on campus. When we bring students to campus, hopefully in August, every student has to bring a safety plan that says what they're going to do if they have to go home or shelter in place. Every instructor has a plan to deliver pedagogy remotely, not just in person. Finally, I will say that you need to continue to check in with the faculty and staff with morale. We are professional military leaders, mission first, men and women always. So I encourage ADM Roegge and Chairman Walsh to track where morale is and make sure we're not missing anything big.

ADM (Ret) Walsh: Thank you, great points. Ambassador Myrick?

AMB (Ret) Myrick: My observations are similar to those of Dr. Wolf and Dr. Howard. Drawing on this last group of presentations, it occurred to me that there are similarities in what happened at NDU and what is happening at the university where I spend most of my time, and that is that the students are resilient, and they adjust well to changes. Maybe it's because of their generational exposure to the use of technology. The stresses seem to come in implementations, plans, and challenge of creativity on behalf of faculty, staff, and technical support systems. That makes me think that maybe while we could not predict this current situation, it's time to institutionalize contingency plans that deal with emergencies that may happen in the future, and that may help ease the transition through difficulties similar to this.

ADM (Ret) Walsh: Thank you, Mr. Ambassador. Ian?

Mr. Solomon: I don't have much to add to the wise comments of other board members. I want to appreciate staff and leadership for their ability to adapt. It's quite interesting that we're trying to teach our students about the need to respond and evolve to one's situation and that's exactly the institutional demands on us now. I appreciate their responses to these very important questions. In addition to the letter from members of Congress about how we are dealing with this big transformation, there are issues we'll continue to discuss; the issue of specialists versus generalists will continue to evolve. I welcomed Dr. Yaeger's response yesterday about the critical need that we are getting, supporting, retaining, and developing the right faculty. I want to express my admiration and appreciation for that.

As we phase-in to coming back to in person, we also need to be prepared to phase out. I'm not sure what normal looks like, so we need to stay on our toes as an institution, and remember the important values of protecting each other's safety and well-being while delivering our core mission.

ADM (Ret) Walsh: Thank you for your advice and insights. Ms. Fulton?

Ms. Fulton: Yes, thank you. I always appreciate the dialogue with NDU leaders. I'm grateful for all the work that goes into putting together this meeting, but more importantly for the work of dealing with the challenges of educating during COVID-19. I want to encourage you to look at NDU from the standpoint of the unique benefits that you offer to the national security establishment, and to look at this transformation with the rigor and integrity that gives all your stakeholders a level of confidence that we're prepared to deliver what the Secretary of Defense asks us to do.

ADM (Ret) Walsh: Excellent counsel and advice. I'll pause here for closing, an opportunity for anyone else to speak.

VADM (Ret) Breckenridge: I also wanted to add my appreciation and thanks to staff for all they've put together. Most of my colleagues on the Board have already raised the points I wanted to raise, so I'm not going to cover them again. I would add one or two others. I would emphasize the point that Ian raised with regard to phasing in and out, I think that's going to be extremely challenging, but it appears the campus is already thinking about that. I think important to the Board, based on an early comment I made a note of, is the importance of relationship building that the programs at NDU build. To Dr. Wolf's point, this is one of the nuances. If we go through the budget processes and have to make decisions in the future, it could be lost in the mix. I think we need to make some points in our letter to the Chairman regarding the importance of that. NDU had some very good statistics on how that plays out from an outcomes-based perspective, on the work that they've done in the international community. Certainly as a graduate of the program I realize that, and I know others have also. My last comment is on after action reports. I think there's going to be significant range of after action reports, and I think it's important for the University to be attuned to those. They will be way setters for the environment in which our military will be acting. These will be coming not only from within the military and the private sector, but also from communities that are engaged—the medical community in particular—certainly the economic community, and it will be important to look at those footprints in the context of not only challenges but from the lessons learned, and the good things that could be folded into our curriculum.

ADM (Ret) Walsh: Dr. Shaw, I think at this point we're ready to transition to closing remarks.

1230-1245 Wrap-up and Closing Remarks

Admiral Walsh; Vice Admiral Roegge

Dr. Shaw: In closing, there are a couple comments I'd like to make. First and foremost, this is the largest-attended Board of Visitors meeting we've ever had. It's hard to tell because we did this virtually, but we had 100 people in attendance yesterday, and we're close to that today. That is a large group for the Board of Visitors meeting, so number one, it's important to understand the importance of this meeting and its interest to the community, not just internally within NDU. Second and most importantly, it took a lot of work to pull this together. I have a few people I absolutely have to thank.

To our Information Technology Staff, Neil Rahman and the whole team, especially the Blackboard experts, Tammy Dreyer-Capo and Greg Frederick. Our A/V experts, especially Duan Spruell for running the Livestream broadcast which enabled us to reach out to a much wider audience and still manage communications for our board meeting. Carib Mendez and the multimedia team, especially Judy Yoon, for designing our Biography Book, the operations and event staff, Rob Higgins and the whole office team, and Trent Hesslink for assisting us with our backup Microsoft Teams environment, which we fortunately didn't have to use. Finally I'd like to recognize our recorders who work harder than everyone else in the room to capture all the conversations that we have that form the basis of our minutes and for the Board to respond to. That's Elizabeth Christian and Ryan Jungdahl. Thank you all very much. And finally, to the Executive Secretariat for us, Joycelyn Stevens, who monitors, keeps me in line, and makes sure we're working year round on the Board's business. Thank you all very much.

ADM (Ret) Walsh: Dr. Shaw, if I could, could I give Admiral Roegge an opportunity to close out?

Dr. Shaw: Yes.

ADM (Ret) Walsh: Admiral Roegge, we'll give the floor back to you here for a minute.

ADM Roegge: Great. Well, thank you very much, Admiral. I'd like to pile on to what Dr. Shaw said. In addition to those great IT, AV, Blackboard, secretariat supporters, I want to thank Brian and Joycelyn once again for bringing everybody together. The fact that we've had very productive discussions with record setting participation is to your credit. Thank you Dr. Shaw and thank you, Joycelyn.

Of course, I want to thank the Board for your time and insights. I always enjoy the discussions and learn a lot, and I look forward to receiving your recommendations. Admiral Walsh, you mentioned in your closing comments yesterday the significant effort and achievements of faculty, staff, and leadership to make this virtual transition. I'm glad that we had the follow-on COVID discussion today from component leaders because that transition to the virtual environment is a heavy lift. I want to summarize that, in addition to delivering our academic programs at high levels, albeit with some qualitative degradation as has been discussed, the faculty and staff continues to find other ways to support the joint force through research, engagement, sourcing of 10 million pipets and vendors of chemical reagents for COVID testing. All of that heavy lift in our professional lives takes place amidst the incredible disruption of personal lives and the additional demands and stress on our teammates and their families.

And then, of course, we would normally be adjusting curriculum for the coming academic year in

the spring. It is magnified by the bandwidth consumed by considering and implementing NDU transformation initiatives, which are also a source of demand and stress on our workforce. If this were Olympic diving, we'd get credit for a high level of difficulty.

I have three points I want to make here. One is, in my town halls, which I now conduct virtually, I've been asked why we are pressing forward on our own transformation initiatives on top of everything else. But as we discussed yesterday, it's part of our battle rhythm to continually assess what our programs need to deliver. That is now informed by changes to our environment, changes to our guidance, and changes to our mission. But this is our normal battle rhythm, although it's our battle rhythm on steroids.

We have the new Chairman's OPMEP, which is already demanding we revise our curriculum to deliver outputs and not inputs, and the ongoing demands of the cycle of accreditation. This is the right time to be reviewing our curriculum and transforming to maintain our relevance. As LtGen O'Donohue mentioned, there is more risk to the future success of the joint force in NDU moving too slowly than in us trying to move too quickly.

I want to address briefly one of the concerns about the involvement of faculty in our transformation initiatives. As I have often repeated for the Board and for the workforce, we're going to have decision making which results from processes that are inclusive, transparent, and collaborative. The Defense-wide review business rules imposed some constraints upon us, including the ultimate constraint of tasking us to propose a plan to eliminate two colleges. I want to emphasize that all of our faculty, staff, and component leaders, had the same opportunity to contribute to those tasks that I did, which is none. Transformation discussions are not new. They preceded my arrival on campus and they often originate from off-campus. The Defense-wide review kicked off with data calls that were informed by our own program reviews, which I briefed the BOV on last May. The data that we provided resulted from an inclusive, transparent, and collaborative process with our component leaders. I invited those leaders to involve whomever of their faculty they needed to in building those inputs. When we were tasked to propose a plan, we similarly involved component leaders and whomever they needed in that discussion of pros and cons, risks and benefits of those recommendations. I provided updates at every weekly meeting of our executives and at every monthly town hall. The Provost has regular meetings with the Chair of the Faculty Advisory Council. It was our Deans who developed what we teach and it was our faculty who deliver the curriculum. In fairness, I have consistently shared with my leadership, with all hands and with the Board, my frustration that we as a University are not communicating clearly up and down and across the University.

Everybody on the team is working hard to accomplish the university's objectives, and everybody wants to be included. I accept that we can and must do better and ultimately that it is my responsibility. I assure you that our many shortcomings are not due to lack of effort nor lack of intention to realize decision-making that is inclusive and transparent and collaborative.

If I were to summarize for your consideration, Admiral Walsh, the big themes where the Board can help us, is your endorsement that our transformation initiative does reflect the guidance from the Chairman and the Secretary and is fulfilling NDU's mission. I say that with a little bit of hesitance or caution which is that if our COVID response is deemed as too successful in this virtual environment, we run the risk hearing that we don't need any face-to-face education. I am a little cautious in lauding our successes, because of the qualitative degradations that resulted from virtual delivery.

Second is, to follow on what the Provost mentioned yesterday, a caution that the desire to rapidly

increase the number of international students on our campuses, which is a SECDEF priority, still has to involve students whose interests and abilities are congruent with NDU's educational outcomes. That is an accreditation standard. Third, as it has been mentioned by a couple of folks, the need for facilities investment from the Joint Staff for NDU's own POM budget, and also from the Army. We just had gotten to the point where we thought we had a pretty coherent program of support in academics. The fact that the new Chairman has identified again in his posture statement the importance of education means hopefully he will prove to be a receptive audience to the Board. Beyond facilities investment, a broader view that budget reductions not aligned with our mission tasks threaten our ability to offer rigorous and coherent programs. Finally, I hope that the Board will support any transformation initiatives that align with NDU's priorities, maintain our JPME student throughput, conserve and leverage our faculty expertise, promote institutional improvement that improves all-domain education and professional networks for our students, and meets all of our statutory and education requirements.

Thank you again for your advice and recommendations, I really have appreciated the dialogue.

ADM (Ret) Walsh: Admiral Roegge, thank you for your remarks. To the extended audience, thank you listening and participating in this Board meeting. Dr. Shaw, over to you.

Dr. Shaw: This meeting is officially closed.

1245 Meeting Ends

Appendix A

**National Defense University
Board of Visitors Attendance Roster
May 11-12, 2020**

1. Vice Admiral Jody A. Breckenridge, USCG (Ret)
2. Ms. Brenda Sue Fulton
3. Dr. Christopher B. Howard
4. Dr. Suzanne Logan
5. Ambassador Bismarck Myrick (Ret)
6. Mr. Ian H. Solomon
7. Admiral Patrick Walsh, Ph.D., U.S. Navy (Ret)
8. Dr. Aaron T. Wolf



**National Defense University
Board of Visitors Meeting
May 11-12, 2020
AGENDA**

Monday, 11 May 2020

Virtual Meeting

1000	Call to Order	Dr. Brian Shaw, Designated Federal Officer
1000-1005	Administrative Notes <i>DFO comments/approve minutes/overview of agenda</i>	Dr. Shaw; Admiral Patrick Walsh, USN (Retired), BOV Chair
1005-1030	State of the University:	Vice Admiral Frederick J. Roegge, NDU President
1030-1100	Transforming NDU:	Vice Admiral Roegge
	<ul style="list-style-type: none"> ▪ NDU activities in response to August BOV ▪ Defense Wide Review: tasks and recommendations ▪ Stakeholder Engagement ▪ How the Board can help 	
1100-1200	Transforming NDU: <i>“Curriculum Redesign”</i>	Dr. John Yaeger, NDU Provost
	<ul style="list-style-type: none"> ▪ Distance Learning Mitigates Impact of COVID-19 ▪ What and How We Teach ▪ National Defense Strategy, Globally Integrated Operations, and Capstone Concept for Joint Operations ▪ What does every NDU graduate need to know? ▪ Opportunities for Industry Studies ▪ Implications for Curriculum Re-Design ▪ How the Board can help 	
1200-1230	LUNCH BREAK	
1230-1330	Supporting the Academic Mission: <i>“Supporting the Academic Mission”</i>	Major General Robert Kane USAF (Retired), Chief Operating Officer
	<ul style="list-style-type: none"> ▪ Shifting operations to virtual environment ▪ Reinvesting savings to improve infrastructure ▪ Leveraging IT investments ▪ Maturing Talent Management ▪ Modernizing security ▪ How the Board can help 	
1330	Meeting Ends for the Day	

Tuesday, 12 May 2020

Virtual Meeting

1000	Call to Order	Dr. Shaw
1000-1030	Follow up Questions from the Board	Board Members
1030-1100	Public Comment	Members of the NDU Community or General Public
1100-1130	NDU Succession Plan	Vice Admiral Roegge
1130-1215	COVID-19 Component Responses	Component Commandants, Chancellors and Directors
1215-1230	BOV Member Deliberation and Feedback	Board Members
1230-1245	Wrap-up and Closing Remarks	Admiral Walsh and Vice Admiral Roegge
1245	Meeting Ends	Dr. Shaw

Appendix C

Congress of the United States
Washington, DC 20515

April 24, 2020

The Honorable Mark T. Esper
Secretary of Defense
1000 Defense Pentagon
Washington, DC 20301-1000

The Honorable David L. Norquist
Deputy Secretary Of Defense
1010 Defense Pentagon
Washington, DC 20301-1010

Dear Secretary Esper and Secretary Norquist:

We write to express our profound concern regarding the potential elimination of the College of Information and Cyberspace (CIC) as a component institution of the National Defense University (NDU). The NDU was established “to consolidate intellectual resources and provide joint higher education for the nation’s defense community.” An integral part of that mission, the CIC exists to provide degree-conferring and other programs in critical warfighting areas within cyber and information warfare. Given the importance of the emerging cyber and information domains and the ever-increasing reliance on technology in warfare, we see any diminution in or disaggregation of the CIC’s programs as gravely shortsighted.

We believe that academic programs specializing in cyber and information warfare should not be relegated to standalone elective courses within other NDU colleges, in lieu of their full degree or certificate-granting status at the CIC. We fear that such an action sends the wrong message to our warfighters and to our adversaries. The strategic environment today demands carefully calibrated strategy, policy and operations in cyberspace and the information domain. Accordingly, we should be building up — not diluting— cyber education for military and civilian personnel.

Further, it is our understanding that a number of components within the Department of Defense — including the Under Secretary of Defense for Policy, U.S. Cyber Command and the Chief Information Officer — have made clear that this decision would cause unacceptable harm to the joint mission of training and cultivating a professional cyber workforce, resulting in a workforce shortfall in the face of ever-increasing demand for cyber expertise and cyber professionals.

Section 2165 (b) of title 10, United States Code, establishes the CIC in law as a constituent institution of the NDU. The institutionalization of the CIC in code was a deliberate choice of the Congress in recognition of the importance of graduate education in the complex disciplines involved in cyber and information warfare. As such, it is our expectation that any action to eliminate, subsume into another college, or institutionally diminish the CIC would require a change in law or prior explicit congressional approval.

We understand that — while a final decision surrounding the CIC is yet to be announced and no legislative proposal has been delivered to the Congress — some CIC faculty have already left and potential students are not applying to CIC programs due to the uncertainty surrounding the future of the CIC. It greatly concerns us that the NDU appears to have encouraged this uncertainty and attenuation, failed to respect the Congress’ intent and institutionalization of the CIC in law and may not be able to restore that lost expertise and capability. In view of that, we expect to work with you, the Joint Staff, and the President of NDU to make sure that this avoidable gap in professional military and civilian education is promptly addressed.

Maintaining and growing the College of Information and Cyberspace in the NDU is critical for our shared educational objectives. Doing so sends the appropriate message to our peer competitors that we will remain at the forefront of emergent warfighting domains.

Sincerely,



M. Michael Rounds
United States Senator



Joe Manchin III
United States Senator

/s/ James R. Langevin
James R. Langevin
Member of Congress



Elise Stefanik
Member of Congress

Appendix D

NWC Lessons Learned

20200421

1. Overarching Academic and Supporting Technologies.
 - a. Issue. Faculty not adequately familiar with range of academic technologies necessary to execute distance learning
 - b. Increase time allocated to Academic Technology and supporting technologies for the initial and sustained new faculty development program including:
 - i. Academic Technology Stand-down early in academic year (Students and Faculty)
 - ii. Integrate 1 IS per core course distributed BB collaborate
 - iii. Integrate 1 LS per core course distributed with live stream/recorded lecture via Live Stream or BB Collaborate
 - iv. Integrate MS Teams to faculty tool kit as an Augment to but not to replace blackboard
 - c. Ensure understanding of the Education Technology Tiers supporting the academic program:
 - i. Tier 1 BB for Academic Content Delivery and grading
 - ii. Tier 2 MS Teams via O365 for Academic Content Collaboration and Development and as BACK-UP Academic Content Delivery Platform
 - iii. Tier 3 Skype (External outside VPN) Academic Content Delivery Support for external access to Seminar Rooms via Crestron (This is an important distinction)
 - iv. Tier 4 Skype (In network VPN) for Skype sessions internal to NDU (But NOT in seminar rooms)
 - d. Need to update Education Technology configuration in the seminar rooms to enable split seminar operations using BlackBoard in the classroom. Current configuration only enables Skype NOT Blackboard. This is significant with respect to social distancing and the potential need to have some students remote in.
2. Blackboard Accounts
 - a. Issue: Staff not provided Bb accounts
 - b. Establish and maintain working Blackboard accounts for all faculty AND staff members even if use will be limited.
 - c. Establish available "Sandbox" for each NWC faculty/staff member
 - d. Provide for early set-up of NWC Organizations as virtual common areas.
3. Provide expanded Faculty Training
 - a. Issue. Faculty not able to exploit range of capabilities provided by Bb, MS Teams and Skype to enable quality distance learning
 - b. On Blackboard Collaborate (Documents: [preparing for an online seminar](#) and a [faculty checklist](#).)
 - c. Asynchronous Tools in Blackboard
 - d. Expansion of Blackboard Tools (Use of journals, blogs, wikis, groups, etc.) **Academic Assistant/Research Fellow training would be ideal**
 - e. Balancing file accessibility between Bb and R Drive. Faculty may need training on saving documents in the Bb Content Collection if they choose.

- f. Access to approved back-ups (Skype for Business, MS Teams, Skype in the on-campus seminar rooms via the Creston device).
4. Student Training at beginning of AY
- a. Issue. Students not immediately prepared for Distant Learning Environment
 - b. Include "netiquette" in student orientation (I.e. using a professional photo/name in sessions)
 - c. More formal Blackboard training for student body including demonstrating how to set-up Collaborate sessions for student groupings
 - d. Introduce students formally to O365 suite of tools including MS Teams
 - e. Seminar room Skype operation and remote use.
 - f. Directions on how to join Collaborate sessions via Blackboard rather than guest links (Documents: [Student Sheet](#) on joining online seminar may need editing).
5. Materials
- a. Issue. ON Campus work stations lacked external camera/microphone requiring faculty to disconnect laptop from system to use Laptop Camera
 - b. Webcam and microphones needed for on-campus work stations.
 - c. Ensure student guidance includes computer requirement for functioning camera and microphone supporting system.
6. Assessment/Evaluation
- a. *Essential Questions*
 - i. How do we want students to interact with the learning management system (LMS)? Is it a house for readings (encourage students to avoid overloading the OneDrive) and a portal to grades/feedback? Or, do we want students to interact with one another via the asynchronous tools available? (I.e. Discussion boards, wikis, blogs, journals, etc.)
 - ii. Do we have a use for Blackboard performance reports to influence overall school data and long term instructional needs? (Attendance reports of Bb sessions and reports to track student interaction with course material)
 - b. *Evaluation*
 - i. Evaluate course layout for optimal use with university blackboard administrators (Fix any issue with Master courses and corrupt files as seen in 6400).

AY21 Curriculum Delivery Options under COVID restrictions (20200430)

Purpose: Provide NWC decision for delivering curriculum under constraints associated with COVID-19

References:

1. Force Health protection Guidance (Supplement 8) dated 13 April 2020
2. Force Health Protection Guidance (Supplement 4) dated 11 Mar 2020
3. OPM Guidance -Aligning Federal Agency Operations with National Guidelines for Opening Up America Again.

Key Assumption:

AY21 will commence --on time--with students physically on board under specific social distancing measures.

PLAN FOR AY21 CURRICULUM DELIVERY:

1. **Three Team plan. Divide each seminar into teams 1,2,3. Day 1 (A1&2 on deck, A3 virtual), day 2 (A2 and A3 on deck, A1 virtual), day 3 (A3&1 on deck, A2 virtual) and so on. Could rotate on daily or weekly basis. Enables more physical interaction between more students 7-8 per seminar on site (APPROVED)**
2. Lectures (Option 1): execute virtually with students watching and questioning from seminar rooms or home.
3. Lectures (Option 2): allow 90 students with remaining in seminar rooms or at home. More complicated, under option #2 could take 1 of 2 teams on deck and allow in Arnold.
4. New Faculty orientation. Can do on site managing social distancing measures.

OTHER MEASURES TO IMPLEMENT CONCURRENTLY:

1. Develop a NDU/NWC specific Force Health Protection Guidance document that articulates this plan outlined here and measures specifically for all students so they are not sifting through multiple resources and understand the construct for social distancing. Keep it simple to the point and consistent with HHQ guidance.
2. Hand Cleaning dispensing stations at each seminar and committee room
3. Purchase of additional cameras and microphones for faculty computers
4. Increased cleaning and disinfectant supplies on hand
5. Active Communications wrt COVID
6. More active access control measures for non-access card holders (folks we buzz in)

AY21 Curriculum Delivery Options under COVID restrictions (20200430)

7. Increase monitoring of cleaning and hand washing station supply status
8. Develop means for distributing course materials under social distancing guidelines.
9. Develop (If not provided by NDU or HHQ) COVID response measures and cautions signage to post throughout RH

Analysis:

Current Directed Force Protection/Social Distancing Measures:

1. Minimize close contact between individuals in RH by allow for maintaining 6' of separation from other students and faculty if possible
2. Mandate use of cloth mask coverings in situations where social distancing is difficult to maintain, in accordance with previous force health protection guidance
3. NDU will continue to maximize use of telework to the extent consistent with mission requirements.
4. Students who have symptoms will notify advisor and conduct course virtually iaw reference (1)
5. Faculty or staff who have symptoms will notify supervisor and remain at home iaw reference (1)
6. Sick students, faculty or staff will follow CDC recommended steps outlined in reference (1)
7. Asymptomatic students and faculty with potential exposure to COVID-19 will follow CDC recommendations outlined in Reference (1)

Assumptions:

1. IF VA, DC or MD continue to mandate a public stay at home measure, NDU will revert to 100% distance learning model
2. AY21 student body and new faculty are on track for a 3 Aug 2020 start
3. NWC will have some flexibility in establishing social distancing protocols supporting execution of the core curriculum under DoD mandated Social Distancing constraints.
4. Foreign Partner visits will not occur or will be greatly limited.
5. IFs will have limited time to onboard impacting ability to transition to execute curriculum in person or virtually—implication IFs technical integration to the course delivery model outlined here will likely require focused technical instruction.

AY21 Curriculum Delivery Options under COVID restrictions (20200430)

Facts:

1. AY21 In-Processing is being addressed by the student affairs working group this will include addressing how we implement social distancing during NDU and NWC orientation week in coordination with NWC Associate Dean of Faculty.
2. Social Distancing constrains limit size for NWC social gatherings
3. Execution of mixed seminar sessions (Physical and virtual) will require increased FSL and student training
4. DoD will NOT provide PPE for faculty, staff or students.
5. IF will be on deck for assimilation NLT 27 July

Constraints:

1. Arnold Auditorium can only house ~90 personnel under current social distancing constraints.
2. RH seminar rooms cannot support curriculum delivery under social distancing constraints contained in references. MAX ~8 personnel
3. The current technical configuration of the classrooms requires dual path delivery in an audio/visual path through Skype for Business called hosted in the O365 environment and a data path via Bb. This dual path process will require virtual participants to have increased training and practice to receive information from both paths simultaneously and will also require additional training and practice for faculty to deliver content simultaneously via these two paths
4. Faculty traveling for professional development must follow CDC guidelines and restrictions potentially impacting availability.
5. Events/Receptions/Promotions/Retirements, etc...will be limited and dictated by HHQ guidance on size of gatherings permitted. Reference (3) outlines stepped guidance Phase 1 is 10 people, Phase 2 is 50 people, Phase 3 is no limit.

RFIs:

1. Limits on size of public gatherings (currently 10), will this change? Enable some form of social activity?
2. Sports Program? Y/N
3. Travel? Options?
4. Prep Ts? Options?
5. Brent Elementary? Yes? No?

AY21 Curriculum Delivery Options under COVID restrictions (20200430)

6. External Visits CHEM, RCDS, etc...HHQ Guidance. Assume no
7. Student Body testing? Faculty testing?
8. NDU SD Guidance/Policy?
9. NDU Decision point on in person vs virtual commencement?
10. Teddy's?

Other Concerns:

1. Electives and 6600 Practicum FSL level decision, if larger than 8 divide on site/off site plan 50%/50%
2. Dissenters. Allow 100% virtual on case by case basis

Branches:

1. 100% Distance Learning (all students local) - Impacts issues? Training limitations. Introduce BB virtually to students. ID Cards? Base access? Library Access?
2. 100% Distant Learning (students globally distributed). Implications (Books? Materials? Access to e-books?)

Sequels:

1. Need to be prepared to transition to and from physical and distant learning forms throughout the AY