

**List of Read Aheads for the Board of Visitors Meeting
27 October 2022**

1. Certified Minutes of the May 2022 BOV Meeting
2. BOV Letter to the Chairman of the Joint Chiefs of Staff, June 2022
3. Chairman of the Joint Chiefs of Staff Letter to the BOV, Sept 2022
4. Presentations
 - Middle States Commission on Higher Education (MSCHE) Reaffirmation
 - Performance Management
 - Joint Forces Staff College Orientation

**REPORT OF
THE BOARD OF VISITORS,
NATIONAL DEFENSE UNIVERSITY MEETING
Held on May 24-25, 2022**



**A public meeting was held on May 24-25, 2022 by the Board of Visitors,
National Defense University in Marshall Hall, Room 155, Fort McNair,
Washington DC, 20319**

Date of this Report: June 24, 2022



**Norton A. Schwartz, General, USAF (Ret.)
Chair**



**National Defense University
Board of Visitors Meeting
May 24-25, 2022
MINUTES**

The National Defense University Board of Visitors (BOV) met on May 24-25, 2022. The attendance roster and agenda are attached in Appendix A and B.

Tuesday, 24 May 2022

**1000 Call to Order
 Dr. John Yaeger, Designated Federal Officer (DFO)**

Dr. John Yaeger:

- Good morning. I am John Yaeger, the Designated Federal Officer for the Board of Visitors (BOV), National Defense University (NDU) under the provisions of Public Law 92-463. I would like to welcome everyone to today's Board meeting.
- 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 address issues, answer questions or to clarify information as well as to listen to the board's recommendations.
- This meeting is open to the public from now until 1515 (3:15 pm) this afternoon, 24 May 2022, and tomorrow from 1030 until noon. The public comments that have been received will be discussed from 1030-1100 tomorrow 25 May 2022.
- The University appreciates the significant and conscientious time and work of our Board members in preparing for this meeting and for their forthcoming deliberations. I and the Board also wish to thank my NDU colleagues for all their efforts and the support of the NDU Foundation in preparing for this meeting.

Some Boilerplate:

- As the DFO, I serve as a liaison between the Board and the Department of Defense. I am also responsible for ensuring all provisions of the Federal Advisory Committee Act (FACA) are met regarding the operations of the BOV.
- Also, in my role as DFO for the Board, a critical responsibility is to ensure that all appropriate ethics regulations are satisfied.
 - In that capacity, all 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 Chief Counsel for NDU have reviewed these reports to ensure all ethics requirements are met.

Regarding the Meeting Operations:

- Public observation of the NDU Board of Visitors meeting is in person.
- Pursuant to 41 CFR 102–3.105(j) and 102–3.140, and section 10(a)(3) of the Federal Advisory Committee Act of 1972, written statements to the Board of Visitors may be submitted at any time by email or fax to Ms. Joycelyn Stevens at bov@ndu.edu or Fax (202) 685–3920. Any written statements will be distributed to the Board of Visitors, National Defense University in the order received.
- All comments received will be preserved as public records of the meeting.
- Copies of all meeting materials and public comments will be available on the NDU BOV website.

Now, I need to mention the importance of using your microphones:

We have two members virtual and an inhouse NDU audience that need to hear what is being discussed. Please ensure that your green light is on and speak into the microphone.

In Closing,

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

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

1000-1005 Administrative Notes
Dr. Yaeger; General Norton Schwartz, USAF (Retired), BOV Chair

Gen (Ret.) Norton Schwartz:

We are about to embark on a collective endeavor of real consequence. Our job is to offer advice to the National Defense University on achieving its assigned mission: To assure that its student will in high likelihood fulfill their needed roles in national security. All of this takes place within the context of the Federal Advisory Committee Act. We will have a rare and meaningful opportunity to partner with NDU’s leadership so that the most promising officers and NCOs [Non-commissioned officers] will develop in ways that ensure our national security. I thank you for providing value to NDU’s leadership and to the Chairman of the Joint Chiefs of Staff. Thanks very much.

1005-1030 State of the University Address
Lieutenant General Michael T. Plehn, NDU President

Lt Gen Michael Plehn:

Welcome to the National Defense University and the first meeting of our reconstituted Board of Visitors. With Graduation just around the corner, today marks the first meeting of the NDU Board of Visitors since December 2020. Our board was one of dozens of defense advisory committees and boards across the Department of Defense that was directed to perform a zero-based review of its activities starting in February 2021. Secretary of Defense Austin approved the reconstitution of the NDU Board of Visitors to provide independent advice and recommendations on the overall management and governance of

NDU. This approval to resume Board of Visitor activities included the appointment of a diverse group of 10 recognized experts to serve on the Board, each of whom brings deep experience in national security, military, industry, Congressional, government, and higher education issues. This august group of 10 includes 4 returning and 6 new Board members and is chaired by one of NDU's most distinguished graduates, General Norton A. Schwartz, with Ambassador Bismarck Myrick returning to our Board and serving as vice chair.

Ladies and Gentlemen, I speak on behalf of our entire university community when I say we are grateful and honored that you have chosen to serve on the NDU Board of Visitors. We are excited to have a reconstituted Board of Visitors and it is our privilege to host you for this inaugural meeting. We look forward to sharing with you what we do at NDU, how we do it, and why we believe NDU is a uniquely valuable investment in our national security now and into the future.

I would like to start with a brief summary of what we do today before moving on to our vision of the future of NDU. When you look around at the faculty and staff of NDU, you see a unified team that is dedicated to our mission of "educating joint warfighters and other national security leaders in critical thinking and the creative application of military power to inform national strategy and globally integrated operations, under conditions of disruptive change, in order to prevail in war, peace, and competition." This is our mission statement-newly codified and approved by the Joint Staff just this past summer. Unlike any other institution of higher education, military or civilian, our education and research programs feature a holistic, whole-of- government and whole-of-nations approach in which all of the instruments of national power are considered in the context of all-domain cooperation, competition, and conflict. No other institution offers this focus with a similarly diverse faculty, staff, and student body that represents the broader national security community. It is in this way that NDU serves the national security community of the United States, our allies, and our partners through dynamic thought leadership, world-class education, and leading-edge research.

Today's NDU features a talented hardworking faculty and staff team. Our faculty comprises 285 scholars and practitioners who represent all the military services, our Interagency partners, and Department of Defense civilians. Of our 129 civilian faculty, more than three-quarters of them possess terminal degrees: 68% have earned PhDs; 6% hold Juris Doctorates; 2% have earned Doctorates of Education, and the remaining 24% hold master's degrees. Of our 43 Interagency faculty, 28% hold either a PhD or JD, with the rest having earned master's degrees. Lastly, of our 113 military faculty, 11% have either a PhD or JD and the remaining 89% hold master's degrees. This is a powerful mix of expertise that ensures our NDU graduates are immersed in concept and theory, as well as the practical applications and experience of national security issues.

Our NDU student body is similarly diverse. For this academic year, we have 683 full-time students in our Joint Professional Military Education - Phase II master's degree programs across our 5 colleges. They come from the U.S. Army, U.S. Air Force and Space Force, the sea services-to include the U.S. Navy, U.S. Marine Corps, and U.S. Coast Guard-Department of Defense agencies, non-Department of Defense U.S. government agencies, and our international partners and allies-with more than 150 International Fellows from 77 different countries as members of our Class of 2022. This diversity across the faculty and student body is intentional so that every seminar has a planned mix of professionals who bring the unique culture and perspective from their home agencies and nations into the classroom. This diversity, combined

with NDU curricula and experiential learning, enables the joint acculturation and relationship building that are hallmarks of an NDU education. When our students graduate, they have transformed from tactical and operational experts into strategically minded leaders who have a holistic understanding of the use of all instruments of national and international power across all domains, and across the spectrum of cooperation, competition, and conflict. This is what they will need to succeed in their future jobs and throughout their careers. Each graduating class includes the future senior military leaders, senior diplomats, and agency heads upon whose shoulders will rest the responsibility for our nation's safety and security. That is where an NDU education ultimately pays off as a uniquely valuable investment in national and global security.

In addition to world-class student education, NDU research also has a well-earned reputation for providing scholarly, cutting-edge research that benefits our faculty and students, as well as senior Department of Defense (DOD) decision makers. Our faculty are routinely tasked by the Chairman of the Joint Chiefs of Staff and, most recently, the Secretary of Defense, to conduct highly consequential and sensitive studies. Our research and policy staff help draft national strategic documents such as the National Defense Strategy, the Nuclear Posture Review and the Biodefense Policy Review. Our insights into the motivations and capabilities of competitors like China, Russia, and Iran are sought after by current senior policy makers, operational planners, and force developers. Our expertise on the application of disruptive technology to warfighting is similarly impactful. Most importantly, the knowledge and insights that this research creates finds its way back to our students through lectures, contributions to our curriculum, and faculty seminars.

Looking forward, the 2022 National Defense Strategy (NDS) notes the importance of a "workforce that is creative, adaptive, and well positioned to solve strategic problems." The NDS also recognizes that "a diverse work force is better positioned to connect with and inspire collaboration with allies and partners and build a more comprehensive understanding of the security ecosystem." As we go through our presentations today and tomorrow, I believe it will be apparent that today's NDU is focused on, and is delivering, programs that support fully this strategy.

As you may know, NDU operates under the direction of the Chairman of the Joint Chiefs of Staff as a Chairman's Controlled Activity. The chairman's vision is that "NDU will create strategic advantage by developing joint warfighters and other national security leaders and forging relationships through whole-of-nations and whole-of-government educational programs, research, and engagement." I know we do that today; I also know there is room for refinement and improvement, and we have laid out a strategic plan to do so, and we look forward to receiving your feedback on it.

On May 1, 2020, The Joint Chiefs of Staff Vision and Guidance for Professional Military Education and Talent Management-perhaps the 10 best pages to ever come out of the Pentagon on this subject-noted that "a world-class educational program is not an accident, nor does it come cheap; it is the product of deliberate design." This design begins with a plan for the NDU of the future; it also includes the efforts we are undertaking today to ensure we can continue to meet our mission while striving to meet our full potential. The Transformation effort of a few years ago that would have closed two of our five colleges has been put behind us, as the Congressionally-mandated reports from the National Defense Authorization Act of 2021 concluded that DoD should retain the College of Information and Cyberspace as well as the College of International Security Affairs. We have recently hired new chancellors for both colleges, and they-and the colleges-are thriving.

I have had the distinct privilege of leading NDU for the past 15 months. Last year, at the 90-day point, I provided the Chairman of the Joint Chiefs of Staff-General Mark Milley with my initial observations and 90-day assessment. I noted two of my top priorities were facilities and hiring; that remains true today—and they are actually my top two priorities for 2022—and we look forward to sharing updates with you on the progress we are making on both issues. I also said I needed help with three things NDU could not do by itself: funding for failed and failing facilities, reconstituting our Board of Visitors, and stable, sufficient funding for NDU's operations. I am pleased to report to you that we are making strong progress in all three of these areas, and your presence here today is an example, certainly, of that. We have many other important projects underway, such as reaffirming our accreditation with the Middle States Commission on Higher Education, finalizing our strategic plan, and implementing an Enterprise Data Management Platform (EDMP). I informed the chairman of my intent to pursue three Lines-of-Effort (LOE) during my time at NDU. First is to enable student, alumni, and stakeholder Success; this supports NDU's move toward Outcomes-Based Military Education. The second LOE is to improve our university—we will do that through innovation, hiring, compensation, and process improvement. The third LOE is to develop our team—we will continue to work hard to build trust, boost morale, and enhance the professional development of all our teammates. We are making substantive progress on all of these initiatives.

With that in mind, the university leadership team and I are looking forward to presenting you with an update on our work and the concerted team effort to improve NDU on every level.

- We will start with Dr. Jamie Orr presenting the work now ongoing by a cross-university team to reaffirm our accreditation with the Middle States Commission on Higher Education (MSCHE).
- Following that, Dr. John Yaeger will brief you on our new NDU Strategic Plan and what to expect next in the future.
- Our Chief Financial Officer, Ms. Barbara Gilchrist, will provide an overview of our budget while Mr. James Schmeling, President and Chief Executive Officer of the NDU Foundation will discuss the impressive work they have undertaken on our behalf.
- Our Chief Operating Officer, Ms. Kathryn Kolbe, will update you on our facilities and our Capital Investment Strategy across our three campuses and the work we are doing to address infrastructure challenges.

We will also be pleased to offer you a tour of our facilities on the Fort McNair campus this afternoon. I will say up front that we are making significant headway in addressing infrastructure issues that have resulted from many years of deferred maintenance. For example, the Fiscal Year 2022 Appropriations Bill, that was recently passed, included an additional \$50 million to the Army specifically for NDU facilities. With the help of the U.S. Army, we now have funding in place to repair Eisenhower Hall—our industrial and resource strategy college, the only one of its kind in the Department of Defense. This building has been vacated and closed for more than 2 ½ years due to water intrusion and mold bloom. The repair project is now being advertised, and we aim to have a contract awarded and in place by the end of the fiscal year with the help of the U.S. Army Corps of Engineers.

Additionally, we are pursuing funding for similar repairs to Roosevelt Hall and needed maintenance for all other facilities across the campuses through a holistic capital investment strategy that has identified the need for more than \$100 million of investment through fiscal year 2030.

In addition to covering our facilities, Ms. Kolbe will also share progress we are making on hiring, modernizing our Information and Academic Technology across the board to update both business systems as well as technology used in the classroom, much of which will be further enabled by our Enterprise Data Management Platform development and our work on an Organizational Diagnostic so we can better see ourselves and can truly be a data-driven organization with data-informed decision making.

Finally, we are pleased that this board meeting coincides with one of our NDU President's Lecture Series talks, because this provides an opportunity for you to experience one of our many high-level speaker events for student and faculty enrichment. Tomorrow's lecture features the Honorable Christine Wormuth, Secretary of the U.S. Army. I am confident you will see the value in creating such engagement opportunities between our students and the most senior policy makers across the national and international security community.

Again, I welcome you to your National Defense University and would be happy to take your questions.

Gen (Ret.) Schwartz: General Plehn, a quick question that perhaps will require an answer at a later time, but it would be helpful I think if the Board understood the obligations that are associated with being a Chairman's Controlled Activity, on the part of the Chairman, and the Joint Staff.

Lt Gen Plehn: Yes, Sir. We'd be happy to provide that information. I would tell you that there are two regulations or instructions from the Joint Chiefs of Staff that guide activity at the National Defense University: One is the instruction on NDU policy, and it outlines the responsibilities of the Chairman and all the directorates of the Joint Staff vis-à-vis the National Defense University. It also outlines responsibilities for the Service Component support--so the U.S. Army is our landlord here at Fort McNair as well as at Fort Bragg with our Joint Special Ops Master of Arts program, and the U.S. Navy is our landlord and host organization for Naval Support Activity Hampton Roads down in the Norfolk area. The second document that guides what NDU actually does is referred to as the OPMEP—because we have an acronym for everything—it's the Officer Professional Military Education Policy, and that outlines areas of special emphasis from the Chairman and a variety of other expectations that the Department of Defense has for not just the National Defense University but for all professional military education institutes in the U.S. military.

VADM (Ret.) Jody Breckenridge: General, you mentioned the two colleges and laying that issue to rest. One other issue that we've had was an expansion of the Joint Staff that would have impacted the Joint Forces Staff College. Has that also been laid to rest?

Lt Gen Plehn: Yes it has.

VADM (Ret.) Breckenridge: Thank you.

AMB Bismarck Myrick: Yes, Mr. President. You mentioned the delivery of education to our military personnel, but are there other national security personnel who benefit from the education that is offered at NDU?

Lt Gen Plehn: Yes, Sir. Absolutely. When you look at the student composition of those 683 full-time students, you can imagine a pie that is cut into six different slices. Half of those slices are U.S. military—so 50% of the pie. One sixth U.S. Army, one sixth Air & Space Force, one sixth the Sea Service to include the Coast Guard. The other half of the pie is comprised of Department of Defense Civilians, international fellows, and then non-Defense Department federal agencies. For example, in

this year in the class of 2022 we have 51 students from the U.S. State Department.

Dr. Christopher Howard: Thank you very much, Mr. President, for your comments. I want to talk a little bit about that \$50 million that's been allocated by the Army [and Congress] for upgrades and maintenance here. Is it specifically all going toward Eisenhower or do you have a bit more flexibility? Also, because of inflation, what safeguards do you have built in if you get into these buildings and it's a little bit more than you thought, and you need a little bit more resources to get it done?

Lt Gen Plehn: That's an excellent question, Doctor. So the short story is Yes, all of that money is going towards the Eisenhower Hall repair, plus more. The U.S. Army has also contributed a significant amount to go with that \$50 million that was appropriated by Congress. My focus this year was finding a way to get that program funded and going. When I arrived here, that building had been closed for a year and a half. It's now been closed for two and a half years. And it will take roughly two years to complete the work once the contract is awarded. We had an update to the design estimate through the U.S. Army Corps of Engineers contractor who did the 100% design of the repair for the buildings, so we do have the updated cost estimate and that will be funded to that level for the companies who bid on this proposal. And we're expecting bids to come back to the Corps of Engineers in the mid-late June timeframe and then they'll go through the things they do to consider all the proposals, and then they'll select and award from there. So I feel very confident that we have an executable plan to finally get Eisenhower Hall repaired and re-opened. But it's going to take a while, and it would take even longer if we didn't have year-of-execution funding. This project was not in the Army's funding program at all last year. Nowhere in the [budget]. So we knew we had to go after FY22 year-of-execution funding. Huge kudos go to Ms. Kolbe and her team who did a tremendous amount of work to inform the various stakeholders who could influence that outcome, and have done so positively. She also, with her team, has led the development of our capital investment strategy. When that was released over a year ago over, it identified over \$153 billion worth of facilities requirements just here on Fort McNair. It did not include our campus down in Norfolk. We're rolling that in there and updating that as well; that included the amount of money that would be required to repair and reopen Eisenhower Hall. So that's why I said we have in excess of \$100 million of deferred maintenance identified under our capital investment strategy. U.S. Army also pitched in another \$16 million in this year, fiscal year 22, for our other facilities requirements besides Eisenhower Hall, just to fully answer your question, Sir.

Gen (Ret.) Schwartz: Are there any questions from Zoomland?

Ms. Joycelyn Stevens: No, but we do have a comment: They're having difficulty hearing, so all the board members and anyone who's speaking, please make sure your mic is turned on and you're speaking directly into the mic. Bring it as close to you as you as you can. General Plehn you as well. Thank you.

Gen (Ret.) Schwartz: Ambassador Roemer, last question.

AMB Timothy Roemer: Thank you, Mr. Chairman. General, thank you. Very helpful remarks. Thank you for the comprehensive and very articulate remarks leading off our presentation and our first day here. I have a three-part question, and please feel free to answer parts or it, or have your team do this later. The first part would be, simply for my understanding: What part of your funding comes from Congress and what part from foundations or other sources generally? The second question would be: I understand that most of your requests need to go through the Joint Chiefs and through Chairman Milley's office. Just explain that process to me very quickly, or do it at another point. And then thirdly, as you build your staff and your team, is your Congressional Affairs team part of this building out process? How do you see that developing over a 2-5 year period? Thank you in advance.

Lt Gen Plehn: Thank you, Ambassador Roemer. I think we can take a pretty good swing at all three of those right now, and provide you additional information if you would like.

Funding sources: National Defense University, in general, is funded through Defense-wide Operations & Maintenance funding. So the major portion of our Operations & Maintenance comes through the Joint Staff budget; the amount of the DoD budget that's given to the Joint Staff. And that's on the order of \$100 million a year for operations and maintenance; you'll see that when Ms. Gilchrist briefs on the budget and the funding. We also have a small slice of funding that helps us get after refreshing our information technology, and then we also have funding that comes to us as reimbursable funding from other agencies who send their students here, as I mentioned with the State Department and with our international fellows as well. And at the NDU foundation—Mr. Schmeling will talk to that—one way that I think of how the foundation helps us out is to help bridge the gap between NDU requirements and the actual funding that that we do receive. So in a nutshell those are generally the sources of our funding.

In terms of how we request in that process: Joint Staff has a Resource Management council that Ms. Kolbe and Ms. Gilchrist have worked very hard to make sure that NDU's voice is heard and represented in that process, and it now is. So we are now part of the Joint Staff program funding development process, so we participated in the fiscal year 23 through 27 process and we will continue to participate in that process for every year going forward from here. The nuance, that perhaps was too nuanced, was the operations and maintenance funding. So what the Joint Staff cannot do for us is fund those facilities repairs. That's where we have to rely on the U.S. Army and the U.S. Navy, and their facilities sustainment/repair/maintenance budgets to assist us. We have been working very closely particularly with the Director of the Army Staff and Headquarters, Army to make sure those requirements are known to them and that we have a voice in how they adjudicate their properties and their requirements. And we are moving in the same direction with the U.S. Navy.

And then finally our Congressional Affairs team: Mark Phillips, where are you? Will you stand up, please? That's our Congressional Affairs team. ***audience laughter*** And he's also our Director of Strategic Communications, so Mark is a pretty busy man, but he's been here for quite a while and knows the system well. That is an area where certainly we can use, I think, the Board's advice and assistance in an area that we could stand to have a little more growth inside of the university. But we have a limit on how many personnel we are both authorized *and funded*. So on the civilian personnel side of the house, we are authorized *and funded* for 361 personnel directly funded. That's across all five colleges and NDU itself. We're authorized to go all the way up to 392 but money has not been provided to do that. That's OK for now, because I told you one of my two top priorities for 2022 is hiring. We are close to 100 bodies short on both faculty and staff. Largely as a consequence of some of the turmoil that surrounded that transformation effort that I spoke briefly about and that Admiral Breckenridge mentioned as well. So we have a hiring war room going on right now under the direction of Ms. Kolbe and our Chief of Human Capital Mr. John Freeman, and we do a monthly update on this to show our progress. So as we get closer to the funded and authorized number of people, then we'll go after the funding that reach the full authorized number as well. Thank you.

AMB Roemer: Great, thank you.

Gen (Ret.) Schwartz: General Plehn, thank you so much. We genuinely appreciate the comprehensive report you've just provided. And I think our next presenter is Mr. Orr.

Lt Gen Plehn: Thank you, Mr. Chairman.

**1030-1050 Update on Reaffirmation of Middle States Commission on Higher Education (MSCHE) Accreditation
Mr. Robert Orr III, JD, LL.M, NWC Dean of Faculty and MSCHE Steering Committee Co-Chair**

Mr. Robert Orr:

<Title Slide>

Good morning. My name is Jaimie Orr, I am the Dean of Faculty and Academic Affairs at the National War College. I am also the co-chair of the Self-Study process towards the reaffirmation of our accreditation by the Middle States Commission on Higher Education, serving along with Dr. John Yaeger and Dr. BJ Miller. It's in that role as part of the Self-Study leadership team that I am here today – to provide you an overview of our Self-Study process and where we are in that process. Next slide, please.

<Slide 2>

Accreditation constitutes formal recognition of the rigor and coherence of a university's programs, and as such it is one way to ensure that NDU meets the statutory intent of Congress regarding the expected quality of Professional Military Education. Next slide, please.

<Slide 3>

All institutions of higher education strive to obtain and maintain accreditation with one of the accrediting bodies recognized by the U.S. Department of Education and State Boards of Education. The Middle States Commission on Higher Ed (MSCHE) is the body that has overseen NDU's accreditation since its first accreditation in the 1990's. Next slide, please.

<Slide 4>

Self-Study is a tool for the universities to assure the accrediting bodies that the necessary standards for accreditation are met. Next slide.

<Slide 5>

But it also allows universities to undergo a process of self-reflective examination to help identify and correct areas of concern as well as focus on future opportunities for innovation and improvement. Next slide.

<Slide 6>

NDU's last reaffirmation visit took place in 2012 with reaffirmation occurring in 2013, so our next one is due by the end of Academic Year 2023—hence this Self-Study process. Next slide, please.

Gen (Ret.) Schwartz: If I may interrupt, I would just highlight on the preceding slide the Spring 2023 Accreditation Team visit.

Mr. Orr: Yes, Sir. Next slide, please.

<Slide 7>

There are seven standards that must be met. Each of these standards are supplemented by specific criteria, and are linked to the Requirements for Affiliation that the NDU had to meet when first accredited. All of these are detailed in the document whose cover I showed you on the earlier slide, a copy of which has been provided in your read ahead material. All of these Standards, supporting Criteria, and requirements for Affiliation have been designed to allow a university to show that its programs are rigorous and coherent. Middle States is not so concerned with the *content* of our programs—what we teach—they leave that to the faculty as informed and directed by the universities' and colleges' missions. Middle States is concerned with being assured that whatever we teach, we do so in a coherent manner at the appropriate level of rigor. Next slide, please.

<Slide 8>

Our team is organized into seven Working Groups, one for each Standard, and an eighth Working Group focused on the organization of the Evidence. Chairs of each these Working Groups meet periodically with the Self-Study leadership — Dr. Yeager, me, Dr. Miller, and Ms. Kelly Hart. We also receive periodic updates from the teams themselves. Next slide, please.

<Slide 9>

The design of our Self-Study identified certain outcomes in addition to reaffirmation that we wanted to achieve as a result of the process. As you can see, these intended outcomes go beyond simply meeting those reaffirmation requirements and deal with the kinds of issues that we think that will make for a stronger National Defense University moving forward. Next slide.

<Slide 10>

This is an abbreviated form of the schedule, overall timeline, and where we are in that timeline. Go ahead to the next one, please.

<Slide 11>

This provides, in a bit more detail focusing on some of the steps that are upcoming, most notably the receiving of the final drafts of the Self-Study in late June, revision of the draft to the Evaluation Team Director, the visit of the Team Chair in October, and then as you mentioned, Sir, culminating in the visit of the full team in the Spring of 2023. Next slide, please.

<Slide 12>

We've received four progress reports from the Working Group chairs, and two drafts of the Self-Study report itself. Each progress report indicates that we are coming closer to completion. We continue to have the all-too-common challenge of locating documents, but our teams continue to make progress there. Additionally, much of the evidence needed to demonstrate compliance with Standards I, II, and parts of Standard VII will be able to be addressed once we have the completed and approved Strategic Plan, and the supported implementation plans.

<Slide 13>

Here are the next steps – in addition to continuation of the efforts to gather evidence across the Standards and requirements, and finish the draft of the Self-Study report, we are incorporating feedback from a focus group of students and will be receiving comments and input from the College and Component leadership. Next slide.

<Slide 14>

We are confident that we will finish the Self-Study report on time and be able to provide a successful visit leading to our reaffirmation. Subject to any questions, that concludes my brief.

Dr. Howard: Thank you for your comments, and having gone through I think four accreditations myself, well, better you than me ***audience laughter***. And that's for the record. So Middle States are a fine, fine organization. So in terms of your committee, your chair, has that been selected yet? Do you have a chair for you visiting committee yet?

Mr. Orr: Yes. It is Dr. Dworak, from the Army War College, who's going to be leading that team.

Dr. Howard: Thanks very much, and the other question is: Do you feel a little behind? The strategic planning process kind of cascades down from the top to the other organizations and it seems a little late to have that plan in place with the visitors coming in 2023. I don't know where your head is on that?

Mr. Orr: Yes, Sir. That was the situation we found ourselves in and we've been doing what we can to work in spite of it. There were early drafts of Strategic Plans, there was also information from the Strategic Plan that expired in 2018 that the Self-Study teams have looked to. In addition, many of the objectives and the President's stated priorities have helped us even while the Strategic Plan has been drafted.

Dr. Howard: That's a good answer. Last one is: Do you have a person who at the very end goes and clicks on every single link to make sure your evidence is there when they want it, because nothing makes a visiting team more alienated than pushing on a link and it doesn't work. So that level of minutiae, that person that goes through to make sure all your links work for all of your evidence. So do you have that person identified? And you're going to buy them a nice cup of coffee or beer or

something at the very end?

Mr. Orr: Yes, Sir. And that's why one of the reasons why we formed a working group specifically to deal with the evidence—not just to ensure that the links were all good—but also to de-conflict the evidence across the team so we don't have duplication. They've been very busy throughout the entire process and we're as confident as we can be that that aspect at least will be settled.

Gen (Ret.) Schwartz: Ambassador.

AMB Roemer: Thank you, Mr. Chairman. And thank you again, for your helpful remarks here, and your outline of the process. As General Plehn said, one of his intentions is to hire another hundred staff and faculty. To what degree does that impact this need to—or this desire—to hire more people, does that have a significant impact on your accreditation to get more people in the door teaching up to certain levels? Give us your take on that.

Mr. Orr: No, Sir. The consequence of having the staffing deficit that we do simply means that everybody is incredibly busy all the time. Now, that has manifested itself in the work of our working groups. In balancing the time to look for the evidence and put together the drafts, along with their teaching, or in the Staff area—their other workload. But it's no different than any other place, and that's why the President's made getting back up to our manning the priority we need it. John?

Dr. Yaeger: Let me just add that it's one of the nuances of having a coherent program. In that it takes more than faculty to deliver the program. You got to have the Staff. And that's one of the big pushes in our hiring is to have the Staff together to put this all in place. I think we are where we are, and as long as they see a plan that we're working towards it, it's going to deliver us a coherent program. But right now, we've been on this journey, and when we've been understaffed it's put more burden on the faculty, and may inhibit their ability to do research or outreach, or any of these other requirements that we need to have.

AMB Roemer: John, that's very helpful. How does that 100 break down between staff and faculty that you desire to hire? Again, this can be deferred to a later time and somebody else can answer that question.

Lt Gen Plehn: I think Ms. Kolbe can talk about it in her section, Sir.

AMB Roemer: Fine, that's great. Thank you.

COL (Ret.) Nora Marcos: It's been a while but does the Middle States still require facilities—is there a level of facilities maintenance in your accreditation as well? And how does that factor in then with the facilities investment?

Dr. Yaeger: That's a great question. The exact verbiage in Middle States is “to meet higher expectation standards”. Well what are they? Well, so it's what the visiting team is seeing—are they up to standards? So, quite interestingly our team chair is coming from a place that has a brand-new academic building that was replaced, and [it] was six years younger than our Eisenhower Hall. So they will really look at: “Ok, so you got problems with your facilities? Is there a plan in place, and resources, and an assessment piece to support it and improve it?”

COL (Ret.) Marcos: So I guess my follow-on question is: Do we believe that the facilities plan that you all have developed will meet that standard when they come?

Dr. Yaeger: I think we do. But resources... [are always difficult.]

COL (Ret.) Marcos: Sure. Thank you.

AMB Myrick: I just had a general question, for information: In terms of standards for accreditation, is NDU measured only against other schools that deliver Professional Military Education, or is it broader and inclusive of civilian education institutions, for example?

Mr. Orr: The visit team will have representation from a broad segment of higher education and so they'll be bringing their standards. But no. The standards that we meet are the standards that any Master's degree granting institution would be expected to provide.

The Honorable Debra Wada: Could you talk to General Milley's level of attention on this process?

Mr. Orr: General?

Lt Gen Plehn: He's pretty busy. ***audience laughter***. So I generally work through his senior staff officer who's the Director of the Joint Staff, and through the Joint Staff J7—the Director for Joint Force Development and Training. They're really his point people, so they're both well aware that we're undergoing accreditation reaffirmation.

Gen (Ret.) Schwartz: Questions from Zoomland, please?

Ms. Tammy Dreyer-Capo for Dr. DJ Patil: Given the 100 staffing gaps, how much additional loss of staff can be expected? For example, how much due to retirements, people being recruited away, and those being terminated/non-renewed? And will this impact aspects of accreditation?

Lt Gen Plehn: So the Chief Operating Officer will cover a lot of this in her segment, but what I would tell you is that fiscal year-to-date we're on the positive side—we've gained more than we lost. We've done analysis that says we expect to lose about 60 total people this year for all the reasons you indicated, but we anticipate to be gaining more than that.

COL (Ret.) Marcos: I've got one more question. Under 'support the student experience': Do you foresee inquiries about a hybrid learning environment? And has that been brought into the discussion?

Mr. Orr: So we've engaged—obviously through Covid—we engaged in hybrid, so part of this is demonstrating that we've been able to maintain the same quality of our programming, whether it was delivered in the totally face to face version before-hand, or in the various versions of online delivery and hybrid delivery through the pandemic and really even through today. I can say that the colleges focused very heavily on ensuring that the quality of education did not change based on the method of delivery and we'll be able to demonstrate both the agility that the faculty and staff showed in transitioning—as so much of education did—to an online environment. The support we got in terms of the facilities upgrades necessary to do that—that kind of evidence will be there. Now, I know that in other fora there are questions about whether the programs are delivered virtually, hybrid, or seated. We're not expected to face that. None of our core programs are delivered in anything, under normal terms, than face to face. So we don't have it. Some universities will have the same program being delivered virtually and face to face; we don't have that complexity here, at least not in our core programs. There may be some experimentation going on, but that's not the focus of our work in the Self-Study.

Lt Gen Plehn: If I can amplify that just a little bit: One of the things that we were not able to accomplish as effectively when the university was entirely virtual through the last part of 2020 and all of academic year 2021, was the joint acculturation and the relationship building that is such a critical outcome of the National Defense University experience. So we look at really three primary

methodologies in delivering our curriculum: 100% in person, 100% virtual, and then the Hy-Flex mode which is kind of that hybrid of both in-person and online, and it turns out that's the most difficult one of all to achieve especially for the faculty who have to pay attention to the students in the classroom synchronously with those who are virtual like our fellow board members who are dialing in for us right now. Our Provost leads a technology working group that continues to parse the available space for best-in-breed solutions that we can continue to develop to present Hy-Flex, because we don't want to lose this muscle memory; we worked really hard to get to where we are to be able to deliver either in-person or virtually. And in fact, there's a standing mandate to make sure that each College does a certain amount of virtual presentation on a periodic basis to keep that muscle memory up. Thank you.

Gen (Ret.) Schwartz: Dr. Orr, thank you.

Mr. Orr: Thank you.

Gen (Ret.) Schwartz: The next segment will address the Strategic Plan which was alluded to earlier.

**1050-1140 NDU Strategic Plan
 Dr. John Yaeger**

Dr. Yaeger:

Thank you. Good morning again. I'll just tie a couple of things together here as well. First of all, the composition of the team. What Middle States has found is that it's really important to have the chair of the evaluation team be from a similar institution. That's why I chaired the evaluations of National Intelligence University and the Army War College, because we're unique. Federal institutions are unique. Our board of visitors—the very first visit we had—they just didn't understand why we didn't have a board that selected the president and approved all the funding, which we can't have because of federal regulations, but the rest of the team will be composed from all-over civilian institutions. And they've been experiencing what we've been through with Covid as well, and part of the big benefits of that accreditation is that we learn from them some best practices. It's not just the focus on us. They really come up with some great recommendations from this journey we've been on.

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So during this session, I really want to have a discussion about our draft Strategic Plan. And it has been a journey, because the previous board members—if you'll look in the minutes—we discussed the Strategic Plan there, but there are a couple of issues: One, it was never officially codified, and perhaps more importantly our mission has changed, and our mission changed relatively recently, and so with a new mission you really do need to come up with a new Strategic Plan and so we are where we are. Next slide.

<Slide 2>

As Dean Orr pointed out, it is a Middle States requirement of affiliation that we have our Strategic Plan's *goals* approved by our Board of Visitors. Also, under the standards, we need an operationalized Strategic Plan to achieve those goals. So that is really the purpose of this session is to get your input and really focus on those strategic goals. Next slide.

<Slide 3>

Once we do have approved goals, the final plan should look something like the draft plan, which was included in your read ahead. The concept of having NDU become the world's premier institution for national security education came from the staff and faculty as we developed the design for our Middle States Self-Study that Dean Orr discussed. The two proposed goals have one focusing on our educational programs and the other emphasizes the resources required to become the world's premier institution for national security education. Next slide.

<Slide 4>

Our vision statement has been consistent since soon after 9/11. It aligns nicely with the 2022 National Defense Strategy which requires more collaboration with Allies and partners to build a more comprehensive understanding of the security ecosystem. Next slide.

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On the other hand, the mission statement has changed with every Chairman since 9/11. The 2001 mission statement, similar in some ways to this one, encouraged more engagement with our international partners. Then the mission shifted, to focus exclusively on Joint Professional Military Education and we divested the University of many programs that were broader than Joint Education. Along those lines, when General Plehn arrived, the mission statement did not include the phrase “and other national security leaders”. Prior to his arrival, there was serious consideration given to divesting the University of two Colleges. This mission statement allows for the inclusion of our programs at the College of Information and Cyberspace and the Joint Special Operations Master of Arts programs to be included. Another recent meaningful change to the mission is for us ‘to prevail in war, peace, and competition.’ Next slide.

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As I mentioned previously, ‘becoming the world’s premier institution’ came from the bottom up. Well, how do you know that you are premier? 1. Students want to come here. (measurable). 2. Stakeholders, including our international partners, want to send us students. (measurable). 3. Our graduates are successful. 4. People want to work here. 5. Stakeholders find our products (our students, our research, our expert advice) valuable. 6. And our infrastructure is state of the art. That’s how we become the world’s premier institution. Next slide.

<Slide 7>

‘How we become the world’s premier institution’ brings us to our first goal: The goal is to “Model educational innovation, holistic intellectual and professional development, and teaching, research, and outreach excellence across the national security enterprise (NSE).” And ‘National Security Enterprise’ is the term used in the National Defense Strategy frequently as well. I've got measurable objectives under there but that may not be all inclusive of what the objectives could be, so I wanted to pause here and have some discussion or some input on the goal itself.

Gen (Ret.) Schwartz: What does the terminology ‘outreach’ imply?

Dr. Yaeger: That’s a great question. That means staying in touch with people. It is as you engage in outreach with the stakeholders and graduates, other institutions, you go to conferences, that helps you keep the curriculum relevant. And it is part of what we require of faculty members to do, not just teach, but to have a relevant product and know what's going, you’ve really got to be out there conducting outreach.

Dr. Howard: So, a point of pride coming from an institution that’s been ranked seven years straight as the most innovative university in the country—Arizona State University—I was curious how you measure educational innovation as you stated in your goal?

Dr. Yaeger: That's great. And by way of background, while we were doing this Self-Study and coming up with our institutional priorities, innovation came up with every single one of those, and that's why we've included it in the goals. But it's really to try things differently, to allow the faculty to try things differently. You know we were really forced to be innovative when Covid hit. And it’s to have an educational environment where we allow the students to try things differently. There could be some parameters, but not just give them a cookie cutter approach, and you should be able to set goals from that, and be able to assess whether or not: a) Did you give them enough latitude? And b) Did the students try anything differently? Were they innovative? Are we innovative?

So that's my short answer but I'll see if anyone in the audience wants to add to that.

Lt Gen Plehn: So Dr. Howard, I think it also deals with the different methods and modes of learning. So as we go deeper into this discussion we'll talk more about areas for innovation that include bringing more cyber education into the university, enhancing our wargaming capability here at the university, so that the students have the opportunity to put some of these concepts to the test before they actually get out into their jobs.

AMB Roemer: Yes, following up on Chris' question again: All these institutions across America, like you, are dealing with Covid, and remote learning, and updating technology, and the challenges that come with that. What is so unique about National Defense University, and so important is: you have to quickly respond to the world's changes right? And as General Plehn just said, cyber challenges, which Congress is very interested in. The development of a Space Force. Satellites in space. The Great Competition now—we've moved from some of the emphasis on transnational threats, post 9/11, to now Great Power Competition. So you're forced to stay ahead of the curve and change your programming to keep up with the changing world and teach these things and then hire faculty to come in and do that. Give us a sense of how difficult that is, and maybe an example of your best practices, something you've done to bring in some faculty that are on the cutting edge there and trying to meet those very challenging goals coming at you.

Dr. Yaeger: That's a great question. We've got a couple different tools that help us with that. And two [of these] are the 1) input of the rotation of our students who would have been out there doing things—they challenge us to keep [our curriculum] up to speed. And 2) the faculty as well. Where many of our faculty are coming directly from the field, they're military officers rotating in for faculty assignment, and there are agency faculty as well. That in itself helps you do that, but the other thing I'm going to have the Provost add to this in a minute is the tool that the university president has, and that's the Title 10 authority. All the faculty are on typically three-year appointments, and the reason he is given that tool is because the rapidly changing national security environment: If now you need a different skill set for the curriculum, he's got that ability to do it. Doctor Watson.

Dr. Cynthia Watson: Thank you. Ambassador Roemer, one of the things that makes us unique is that roughly 2/3 of our faculty turnover annually the way it works. Faculty come in, as Dr. Yaeger says, on a series of renewable contracts if they are under Title 10—we have no tenure here—if someone remains current with their material, and as he again says, can perform in the seminar where the demands of our students are very high, then one will be successful. But our agency people come for anywhere from one to perhaps four years—two or three years is more typical—and they are brought in because of their currency, and the same thing is true for all of our military faculty. So we have people that are rolling in and rolling out on a fairly regular basis. They challenge us because we have a collaborative nature to the creation of the various courses once the university has been assured, through a process that the Provost office leads, NDU-P is involved in, but the one thing we haven't mentioned yet, which is that our J7 stakeholders which General Plehn talked about, this as a proxy for the Chairman, they come in and evaluate us as well. So that we create outcomes, under Outcomes-Based Military Education (OBME), that are intended to be certified by our colleagues in the Joint Professional Military Education community. To be relevant to what the country needs today and into the future, but then we also have this dual accreditation between what Mr. Orr talked about, and then what the J7 looks at regularly. So all of these things together are a dynamic process that is ongoing all the time. People talk about us taking time off over the summer—there is no such thing as downtime here—because our ongoing changes are so dynamic. There's one other factor that I think plays a major role here that's probably underappreciated, and that is the role of our international colleagues who come in and while they go through—these are students by and large—as they are in

our program they challenge us, and that's important for us as we respond. So it's truly a dynamic experience. Happy to talk to anybody about it, as are the Deans, offline at other opportunities. Thank you.

AMB Roemer: Can I just follow up, Dr. Watson, with a question to that very helpful answer? So 'dynamic' is a word you use several times. It's so dynamic that it is a strength for you to bring in new people to teach to the new challenges, but a potential hurdle or weakness if you can't retain those people overtime to keep teaching and want to be here. What are some of the internal NDU challenges there to keep those attractive faculty members here and sustain that really dynamic nature of teaching to a current threat that makes you guys unique?

Dr. Watson: Again, I'm happy to talk at greater length otherwise, but I will just say the one thing that Mr. Orr mentioned that's worth remembering that separates us from traditional academic communities is that people who come here come primarily as teachers. And research, scholarship, and outreach are supportive of that. As you know, in traditional academia, it is often the other way around. So I think that makes a tremendous difference and I personally consider that to be a strength.

Dr. Yaeger: Dr. Logan had a question.

Dr. Suzanne Logan: Thank you very much. And John I really like the way this is focused. One of the things that's going on right now, and especially in the executive branch of government—and it is led by NAPA and the IBM Center of Excellence—is the focus on agility, on agile government. And I wonder if a lot of what you're saying here isn't reflected using the word 'agile'? And if it might be worked into this particular strategic goal in a way that would benefit the understanding, and the forward nature of what you're trying to do? I think the question about how you work with these things just a moment ago was a good example, and you addressed that well, but one of the things that you might want to consider here: There is a regulatory framework for agility that talks about how to design internal processes for continual learning. And if you think about that, that also addresses customer service, that is part of the president's management agenda, so you might want to work 'agility' into this. We talked about innovation—which agility and innovation are very, very related here—to talk about professional development and each of which has research and outreach, all of those things, looking to the future rather than being stayed and sat in the present, so that futuristic look would be a good thing to work in here as well. Happy to talk about it more if you'd like in the future.

Dr. Yaeger: Thank you. I'll take you up on that. Thank you very much.

AMB Myrick: Yes, drawing on those insightful remarks, and the remarks made by the Provost, it has occurred to me that the language of the mission has changed, and part of the change has to do with an identification of the environment, and that now, strategically, we are talking about a globally integrated context of what we're doing. Now it's probably universal. And then I see that those words disappear in subsequent presentations of the strategic goal. And I say that in the context of knowing that the philosophy [unintelligible] of strategic goals has been very important. And it is kind of a match in terms of focusing on that, I think.

Dr. Yaeger: That's a good point. So the goals are intended to support directly the mission. And they don't repeat those words, but you can certainly, in the objectives below and definitely in our lines of effort, can work that in.

Gen (Ret.) Schwartz: I would make two comments, Dr. Yaeger. One, I agree with the suggestion that perhaps using ‘educational agility’ in lieu of ‘educational innovation’, and others here can push back on that. Innovation has sort of a faddish connotation in my experience, and so ‘educational agility’ will have resonance certainly with people who wear the uniform or support those who do. Secondly, given that integrated deterrence is a feature of the National Military Strategy, I would just highlight that the words that you have included in subparagraph one there regarding harmonizing military power with other instruments of national power is very fitting. Harmonizing is a perfect word. So I certainly encourage you to retain that in the future. Thank you.

COL (Ret.) Marcos: I just have a point to maybe cause friction or discussion: I think ‘instruments of power’ is buried in the document, and in the mission statement. So I know you have to balance all the colleges—and it’s very good—but I think you have ‘creative application of military power.’ Did you talk about saying ‘the instruments of power’? Is there a discussion there?

Lt Gen Plehn: So if I may: We requested, NDU requested, the change of mission statement from the Joint Staff and the Chairman roughly one year ago and got it approved in June of last year. And our intent was to make sure that every student and graduate can see themselves in that mission statement, hence the expansion to ‘joint warfighters and other national security leaders’. And then, the other big change really dealt with the spectrum of activities within which we expect those graduates to operate. The previous mission statement ended with ‘in order to conduct war.’ Period. So we thought that we needed to be broader than that and then not only do we want to ‘conduct’, but if we ‘conduct’, we want to ‘win’, so we changed the word to ‘prevail’ and then broadened it to ‘peace, war, and competition’. The point’s well taken about the broader instruments of national power. I think we can work with the mission statement the way it is, and part of that was trying to make only the most critical changes that we needed to.

Dr. Howard: I wanted to, Mr. Chairman, and also Dr. Logan on the call, and that was to talk a little bit about the word ‘agility’. I just want to make sure that we’re careful, because when that visiting team comes out and they start talking to staff and faculty and other stakeholders, they’re going to probe on—there’s a potential they can probe on that, so you just want to make sure that folks are versed in that because you’re trying to show institutional depth, etc., etc. They should be able to speak about it agility which comes from software, IT development, sprints and scrums and huddles—sounds like a rugby game—but it’s all sorts, there’s a whole vernacular, and I know, by the way as Dr. Logan mentioned, is that the federal government is doing a fine job of thinking about agility, the American Council on Education is doing work on agility, industry is doing work on agility. I just want to make sure that nobody gets caught flat footed when answering the question with a level of competence where ‘innovation’ might be a little easier. Just to be a point of awareness of anything else, that’s all.

Dr. Yaeger: That’s a great point.

Lt Gen Plehn: Mr. Chair, if I may respond a little bit. Thank you, Dr. Howard. Your experience of going through accreditation reaffirmation four times is very helpful—certainly for me here since this is my first one ever. One of the things we challenged ourselves to do with the development of the Strategic Plan—and Dr. Yaeger described it very well—we’ve intentionally paused on this to get the Board reconstituted, to get your input and advice. One thing we’ve challenged ourselves to do is to come up with both aspirational and inspirational goals in the Strategic Plan that reflect where we think the National Defense University needs to be headed over the next 10-15-20 years.

Dr. Yaeger: I think it’s also a great point of having the staff and faculty up to speed on what’s going on. And what I didn’t describe was, once we have the goals in the Strategic Plan, there’s an

implementation plan that we need to involve all the university with—very similar to the Self-Study that teams from across the university are participating in to develop this implementation and know more about it, and that should help get us there.

VADM (Ret.) Breckenridge: Just a general comment. On goal number one, I really like the language in there about ‘harmonizing military power and synthesizing’. It's nuanced in there, but I think it's really important that we keep reminding people that the PME [Professional Military Education] and the programs that we're running, at the end of the day, there's an assumption that these other capabilities are there that we're going to build on and harmonize into, and as we all know in past conflicts that's not been the case. So I think it's really important that we keep raising that element because I think it has been one of the most difficult challenges our military has: Which has been filling the gaps and so forth when others didn't participate in national security strategies, or didn't have their own. Or we expected certain—DHS [Department of Homeland Security], the agency said “come with certain capabilities” that maybe they didn't have it, so I think this is extremely important.

Dr. Yaeger: Thank you.

Lt Gen Plehn: Admiral Breckenridge, if I may amplify that by noting what you just described fits into the NDU definition of what joint warfighting encompasses. It's much broader than just the military element. Not everybody subscribes to that same perspective.

Dr. Yaeger: Well next slide and let's get onto the second goal.

<Slide 8>

We cannot have programs without resources, which is addressed in the second goal:

“Provide a world-class environment in which to work, learn, and grow, that fosters ethical behavior with an inclusive, diverse, and collaborative professional community that advances national security.”

Let's pause here on this goal which is about the environment and get your feedback, if any.

COL (Ret.) Marcos: Interesting that you lead with faculty. I'm sure that was a conscious effort. The other thing is: You don't have a measurable objective for diversity, is that somewhere else?

Dr. Yaeger: That's a great point. I don't have a breakdown of the lines of effort in front of me, but I'm pretty sure that it is in there. We are looking for a diverse work force. And your first point?

COL (Ret.) Marcos: My first point, is that you have “work, learn, grow” in that order. And thinking from a student perspective, and it being an institution of learning, I would think it would be “learn, work, and grow”. We don't need to mince words, but I thought it was a conscious effort to put it in that order. We'll put that one on the shelf. And as far as a measurable objective, we'll see the lines of effort and we'll see how it falls out.

Dr. Yaeger: So that is a great point. On on the “work” [word order]. You'll see in some of the statistics that we haven't fared well in the surveys asking “is this a desirable place to work?” so we've set some goals to make that better, and so that has been at the forefront of our attention and may have been why we put that first.

COL (Ret.) Marcos: That's a great explanation for me. It was a phenomenal place to learn, and people that worked here for probably 10 or 20 years didn't agree, so that's a good explanation, thank you.

VADM (Ret.) Breckenridge: So I know when we go back to the mission and it says “educate”—and it's not part of the mission to educate the private sector—but when we look at outcomes and look at national security, should we somewhere within some of our objectives and goals talk about interfacing with the private sector? Eisenhower School has part of the ethos in that school, and its foundation certainly is ‘building the industrial base’ or ‘interfacing with the industrial base’. But when we look at cyber, when we look at new weapons systems coming online, when we look at space, a lot of what goes on in this is out in the private sector, so just wondering when we look at this, being futuristic, if there should be something that’s mentioned in there.

Dr. Yaeger: That's a great point, and so actually with the lines of effort, General Plehn started with “ensure our student success” and then he expanded it to “ensure the success of our students, graduates, and stakeholders”. And I definitely include private industry as part of those stakeholders. And it is one of our roles to educate those, and that's Dr. Pulzone’s job to help produce research that supports the national security enterprise. And that's the term getting used in the new Department of Defense strategy, it's the *enterprise*, it's not just the Department of Defense. It's all across the spectrum.

Lt Gen Plehn: I think that's a great observation, Admiral, and we will look to see how we can work that in here. I would note that a couple of public facing things that we do is our Institute of National Strategic Studies (INSS) speaker series which is open to the public to dial into, and the NDU Foundation has sponsored a strategic speaker series as well. Huge draw there, one of the really excellent ones from last year was a discussion regarding the National Security Commission on Artificial Intelligence and the Commission report.

AMB Roemer: Following up on the Admiral’s question there, which I think is a good one and a provocative one, and as a new board member this is simply a question to learn more about National Defense University, what percent of your students currently come from the private sector? Is that something you intend to grow, and do you want to grow that presence overtime and attract more of those students? And is this a trajectory that you're going to? And that could inform to some degree where you want to go, whether you include this in the language or put this in a different section.

Dr. Yaeger: Great point and the answer is “Yes” to all. So Congress has authorized us to have ~30 students from private industry for a full year.

AMB Roemer: They cap it?

Dr. Yaeger: Yes, they cap it. But that's grown. It used to be 12 and it's growing. But we haven’t been doing so well. So one of the things that I think we need to do through this plan maybe is rethink how we can engage and do outreach with the private industry so we get their participation, maybe not for a full year, but add them all up and we can stay within the cap. But that's across the university we have that authority. Now, obviously, at the Eisenhower School where they do resources there has been interest in private industries. Private industry has sent students there. It's gone from 13 down to three this year, so that is an area that we could use help with, and we want to improve. Let me ask General Plehn to amplify that.

Lt Gen Plehn: I think you hit it well, Dr. Yaeger. Three students this year. Absolutely great input there, Ambassador. And I think we want to grow that up to the full amount that Congress has authorized us to.

Dr. Yaeger: And Sir, I think James Schmeling with the NDU Foundation would like to add something as they play a big part in this. James?

Mr. James Schmeling: One of the areas that we help with is through our board of directors recruiting industry fellows to have them come in. I will say Boeing was a notable success this year. Boeing sent somebody for the first time in several years and as a result of her experience here, Admiral Manazir who's my board chair, and their head of HR came in and met with Joy Carrera, Commandant of the Eisenhower School. And they have committed to making applications every single year in the future to have an industry fellow here. Similarly, with IBM, the industry fellow that they have here this year brought three of their executives to the industry studies day today. They're down the hall learning a little bit there, and they're working both to expand their industry fellow presence and make sure that they have them here regularly, and also to work with the Foundation. We were able to get KBR to sponsor an industry fellow this year and send them. They hadn't done that before. And we continue to do that with others. So I think that that's a really critical piece of our relationships with industry and one of the things that I want to focus on when I'm talking with all of you a little bit later today.

AMB Roemer: Mr. Chairman, can I just make a comment to that? That's very helpful again as a new board member for me to hear that. Jim, thank you very much. Where I could be helpful to you on growing that, with General Plehn's approval, please let me know. Having spent a lot of time on the Hill, you've seen this genesis of Goldwater-Nichols and the authors of that bill go from public sector work to many in the private sector now—some of whom are at these contractors like Lockheed and Northrup and Boeing and others—and tapping into some of their knowledge and involvement to get them involved here at NDU in some capacity. I think some of these folks would be potentially willing to do that, and a great source of help.

VADM (Ret.) Breckenridge: Could I ask you a quick follow up? And it doesn't need to be answered here; I can get it offline or sometime while the Board is in session. The last time that we talked about this, and we were looking specifically at the Eisenhower Schools as an offshoot of the very discussion that we're having now: What we heard was there were two strong push backs from industry: The first was that most industry said they could not afford to give someone up for ten months, the second was on cost. And there were parallel lines of effort being worked by the school and by the university to look at both of those issues, and it seemed like we were looking at some flexibility and cost alternatives for some participation? And so I'm just curious if we could get an update on that if anything has happened?

And the second thing I would offer is: As we look at innovation and startups, when you look at the space industry, it's exploding right now in micro and mini launch efforts and so forth. They're not going to have the ability, again, to give somebody up for 10 months, aside from the cost (and aside from the Speakers' Bureau). But that's the kind of person and that's the kind of company you really want wrapped into what students are learning at NDU. So I would just offer that as we look to the future, looking at flexibility in deciding how we can get people in for an extended piece of time—maybe not 10 months—but an extended piece of time to learn from the military and all the other students here, but also for the student population to learn from these innovators.

Dr. Yaeger: I can tell you that we were able to work with legal from the Joint Staff and we got the cost way down as we can legally get it. But still there wasn't a bunch of applicants or big desire. It is the fact that industry needs to give up that person for a year and backfill them; that seems to be the big rub, and so again, maybe we ought to think of agile ways we could bring them into the classroom, maybe not for the full ten months, but it's just like the in the discussion where you said “How can we get those types of individuals into the seminar?” is really critical. Maybe that's one of

the things that Covid has taught us, that we do have some more agility for participation, and maybe we should think about that.

Gen (Ret.) Schwartz: Let me just make a comment, if I may, Ma'am. A way to generate corporate interest—and I would characterize it as corporate Self-Interest—is to use the President's Colloquium as an avenue to access the principals. I'll give you an example: Gwynne Shotwell from SpaceX. Has she spoken here?

Dr. Yaeger: No, Sir.

Gen (Ret.) Schwartz: Now there's a company which defines—notwithstanding its senior leadership—innovation and perseverance. If she were to have an opportunity to address Secretary Wormuth who is coming in this afternoon, you could communicate messages to her in formal and informal ways, and she might find that there is value in making available a rising, mid-tier official at SpaceX for 3-6 months. So just a thought that you need to approach this, in my opinion, from top down. You need to entice leadership to see potential value. One other microscopic thing and a little bit of wordsmithing: There are two terms on this strategic goal which I would argue are sort of faddish: 'World-class' is one, and 'state-of-the-art' is the other. If I was preparing this—and again I defer to your judgement obviously—but I would say 'an attractive environment'—far less loaded than 'world-class'. And on line number three I would say 'modern' infrastructure instead of 'state-of-the-art'. For your consideration.

Dr. Yaeger: Thank you.

COL (Ret.) Marcos: So I have a question and James you might be answering this later, but do we have industry partners on faculty that we rotate in?

Dr. Yaeger: We do. We've had different chairs on the faculty at two colleges: Eisenhower and the College of Information and Cyberspace (CIC) have had chairs from industry. I'm not sure if they have one today, but they have had. IBM, particularly, had given us chairs who spent two or three years here on assignment. Dr. Lewis?

Dr. Cassandra Lewis: So yes. CIC, we do not currently have a faculty member from the private sector, but for about eight years we had a longstanding faculty member from Lockheed Martin that we weren't able to retain that individual, but that's something that worked really well for eight years. It worked really well for us as a college and that's something that we would definitely pursue again in the future.

COL (Ret.) Marcos: Is one year realistic? Is the juice worth the squeeze to get someone for just one year?

Dr. Lewis: Possibly. I think that we have, under General Plehn's direction, we've engaged in conversations about one year, we've also even considered whether someone can come on board for part time, and so those are some of the conversations we're having internally in the organization about how we can leverage talent while also respecting that they may be in an organization where they can't depart for an extended period of time. Then perhaps a part time placement at an institution could work. So I know for CIC we would be really open to having someone come in on a part time basis as well.

Dr. Yaeger: Great point about is it worth the squeeze. Because just from my experience, I've had several different jobs here, and maybe I'm slow, but it just takes me a year to know what's around the corner, and I'm really not much value until the next year. And that's fairly true with the new faculty: You want them to just teach and get that data and then we'll start branching out to other things.

COL (Ret.) Marcos: But in her field, bringing someone from industry who's current, it's not the technical ramp up, but it's the institutional ramp up.

Dr. Yaeger: Dr. Patil, DJ, do you have a question?

Dr. Patil: It's more of a comment, but one thing I would just encourage you all to think about is engagement with industry. That strongly, obviously resonates with me, being in industry. Two parts of that that I would comment on: One is, I would just encourage you to ensure that our industry participation doesn't over-index to any one particular region, or one size organization. It's very easy to have things that are very DC-centric because of an access to people. However, we're seeing an incredible amount of innovation happen around the country, not just Silicon Valley, but the Midwest, the Southern areas, etc. The other part of this is, I would really look to not only the larger companies that can oftentimes dedicate people or fund people to these efforts, but to the startups. For example, as you think about newer technologies like Artificial Intelligence (AI), Crypto, Autonomous vehicles, or other areas. The cutting-edge research or innovation in these areas is not happening by larger companies. It is by the startup ecosystem.

Dr. Yaeger: Thank you, great comments.

Dr. Howard: I was going to piggy-back on my colleagues' comments. If you're speaking to where the puck's going—so to speak—and to just pull together these comments that were made before—having been in Pittsburgh for six years where Robotics and AI, and now in Phoenix the same thing is happening—one way to approach this is to consider that there are probably five to seven areas, and DJ mentioned many of them a second ago, I think Quantum Computing would be another one I'd put in there, probably thinking of the idea of strategic competition there are seven areas out there that you want to keep an eye on. And working backwards to get companies involved, I know the Chief Executive Officer (CEO) of Argo AI, for example, it's a big autonomous drive vehicle company. They would love to get involved and support these sorts of efforts. So maybe working that way within these seven or so sectors, or in a couple of areas to make sure we're finding people. And finally, I would say there's a fair amount of folks that are prior military that are at these places, that become advocates, if not students themselves. I love the idea of shorter courses. I love the idea of hybrid seminars, even capstone—not capstone with a capital C—but projects where we could have someone in the class working with a couple people outside because there's a mutual benefit. It's not going to be easy, but if you start developing that muscle, I think it'd be very, very compelling. But there are lots of these former military folks walking throughout all these happening innovation hubs out there that would love to find a way to plug back in, and never forget that they all want to continue to serve, whether they would be the person doing it or they help me be the conduit to it. I would just encourage that.

Dr. Yaeger: Great, thank you. Ok, that's great input. Go ahead to the next slide.

<Slides 9>

We have included in the draft plan three lines of effort that would enable each goal:

1. Enable student, alumni, and stakeholder success.
2. Improve our University.

3. Develop our whole-of-NDU team.

In all likelihood, these will appear in the implementation plan. That plan will specifically address how we bring to life the goals and objectives. Specifically, how do we measure progress and success on each goal. Shown here and in the backup slides are very specific, measurable, objectives under each line of effort. For today, however, we focused on the goals as our starting point, and we really appreciate all the input from the Board today. Thank you very much! General Plehn?

Lt Gen Plehn: This certainly doesn't have to be our last conversation on this subject. We're not asking you to slap the table today. On that, I know we've just recently presented this to you, and we would all like to give it a little time to marinate with your other thoughts. You've given us some excellent insight and thoughts already, but we welcome continued refinement of this as we move forward and then worked to instantiate it in this Strategic Plan. Mr. Chair, over to you.

Gen (Ret.) Schwartz: Comments from Zoomland? *No comments*

Gen (Ret.) Schwartz: I do think that—at least in my experience with the purpose of boards—a major function is to address strategy, and clearly that's a mandate for all of us. So John, thank you for this, and for your willingness to engage with this wonderful group to elevate the content in your Strategic Plan. It's welcome, and it's very stimulating at the same time, so thank you. So, according to the schedule, we're a little bit ahead. Let's take a 15-minute break. We'll return at 12:05. Thank you.

1150-1205 BREAK

**1205-1225 NDU Foundation
Mr. James Schmeling, NDU Foundation President and Chief Executive Officer**

Mr. Schmeling:

Good afternoon. Thank you for the opportunity to present to the Board of Visitors and to the leadership of the university. I appreciate it.

My executive committee appreciates the opportunity to be involved and my board looks forward to working with you. As I've shared here on this title slide, our chairman is Rear Admiral (Ret.) Mike Manazir, who wishes he could be here, but unfortunately was scheduled to be in Philadelphia today in a Boeing plant for doing some work there. Our Vice Chair Rob Spring has been with us for some time. I know many of you know him. Our treasurer is Doctor Jack Riley, who's with Rand and has been, up until very recently, leading all of their Federally Funded Research and Development Centers (FFRDCs) on military and work with the Department of Defense, with the exception of two of them. Now he's over at Homeland Security and has a lot of expertise in these areas; and is very good as a board member. Our Secretary, Michael Langman, is somebody who's been talking a lot with the corporate world and continues to be a strong, strong advocate. He runs a consortium as well as his day job at Wharton Aerospace, and has been bringing up awful lot of companies to the table for us to have conversations with, and bring them in—to your point Colonel Marcos—because the private sector is so important to the work that we do. And our development chair Michael Tang is in the building. He is in one of the industry study sessions, and we've just texted him to let him know that the time has changed a little bit, so he'll probably be joining us in a little bit. And I'll make an introduction when he comes in.

I've been with the Foundation now for about two and a half years, and I've had the opportunity to get to know NDU starting from zero, essentially. When a recruiter called me and asked me if I would be willing to take this role, my expertise was in higher education, fundraising, development, programming related to military veterans, and so on. And so I had the opportunity to come in and learn about NDU and the senior PME that's done here, and the relationships that are built. And

immediately saw where I thought I could make a difference: make introductions to the right people and bring the right people to the table. And I think I've had some success with that with some of our corporate partners in several of the colleges, and I think there's still some where we're still building those relationships. And I think the expertise that many of you are going to bring to this is going to be very helpful to me as I think about how to better do my job and how to connect with people who are leaders in this sector broadly in senior PME and others. So thank you very much for the opportunity to work with you. Next slide.

So the NDU Foundation is a separate 501(c)3 organization and that's important for a variety of reasons, including some of the interactions that we have with the university. So I don't take direction directly from the university, and the university is not in charge of what the Foundation does. That rests with our board of directors, and I'll talk a little bit more about our board of directors.

But what I've done to change the Foundation's focus is really to align with the university with the strategic goals that are set out here with the programs and needs, and to take my leadership and guidance from the people who are here and who understand the needs of the university and what it is that we need to be able to do on a day-to-day basis.

That separation, though, allows us to do the fundraising from business and industry, to be able to bring in partners and speakers and others, and to reach into places that we couldn't necessarily reach into as easily if we were part of the university formally.

We do seek to contribute to maintaining NDU as a world-class university, and to have world-class educational experiences for our students, and to make sure that the faculty and leadership have the opportunity to have all of the resources that they need in order to perform their roles here in our national security enterprise. We bring together external partnerships, we bring together speakers, we bring together resources, including financial resources, to the university, and then we spend those based on requests from the university in a formalized process where they make a request to the Foundation for support in a particular way, and then we provide that support in response—usually by paying a third party vendor or by paying for expenses and reimbursing things, usually not through direct cash to NDU. And so we are doing a variety of things to understand exactly how and what we can do. There is actually authority for the National Defense University to accept funds from the National Defense University Foundation, but, depending on the amount of funds, that also involves the Secretary of the Treasury and the Secretary of Defense, as well as the Secretary of the Army in some cases, because we're sitting on an Army base. And so that has not been an authority that has been used in the past. And, in part because the foundation up until now has been very, very small. And we're still a small foundation compared to our peers at the Army War College and at the Naval War College by the amount of money that we bring in and that we donate to the university. But my goal is to really be their peers in terms of the funding that we're able to bring in and the resourcing that we're able to provide. And so to be able to do that, and to do things like the public-private partnerships on facilities, like the Eisenhower School refurbishment, and to be able to raise money for outfitting that, we need to exercise some of those supporters in the future. So that's some work that we've done with Barbara Gilchrist and with the Chief Operating Officer (COO) and others to start understanding those, to look at those, and to think of what we can do.

Gen (Ret.) Schwartz: May I ask where these authorities reside?

Mr. Schmeling: I can give you the exact language and the citations to those. I'll follow up with an email.

Gen (Ret.) Schwartz: Thank you.

Mr. Schmeling: Absolutely. So it's important to know that the NDU foundation solely supports NDU and Foundation activities, programmatic activities. We do not fund others outside of NDU. We have

recently funded some students with emergency relief. As you may know, we have some Afghan students here. Two of those Afghan students had their support cut-off entirely from the Afghan government, and the State Department and others who were funding them—and the Department of Defense—are still maintaining that support. But we were able to raise funds to support their needs, which were discontinued from the Afghan government when that ceased to exist. So we have done those sorts of things and we are building up a reserve to work towards being able to support other unique international student needs and so on. And there are some things that remain to be done there, so we'll talk more about that.

But principally, we are supporting the things that are requested by the university for the university. And that is a big change because previously the Foundation essentially ran its own programs; invited the university over to participate, and now we're doing things a little bit differently.

So our strategic priorities are the same as the university's, and that's why this meeting is so important. And on June 14th, I will have my next board meeting where I will go over the strategic plan—the pieces that you've all seen—and gear what we are doing even more closely to those, because that's going to guide the university for the near future. Those goals, the lines of effort, and the other things that you haven't gone over in depth here, but all of those particular activities, and then the implementation plan, will guide in part some of the fundraising that I do, and some of the funding that we are able to provide to the university.

We're responding to NDU near- and long-term priorities and needs, and I'll give you the example of that: The Tang Fund for Excellence. And Mr. Tang has actually just joined us, and Mr. Tang could you raise your hand for me, so everybody knows who you are—that would be great, thank you.

Mr. Tang has been our development chair for some time. He's also the person who is—and I don't mean to embarrass you—but given the largest individual gift to the Foundation in the history of the Foundation. And he did that after sitting in this room with General Plehn, after General Plehn outlined some of the needs that we have. He walked to his office with him, had a conversation and said “I will gladly cut a check to support those things—You just need to tell me exactly what those things are.” And so we've been engaged in a process over the last four months with Cynthia Watson, the Provost, and Kathryn Kolbe, the COO, and the chancellors and commandants and faculty, deputy provost, and others across the university, along with the research center directors and so on, to say “What are the specific needs? What are the things that we need money for? What would we do if we have the funding that we need to do those things?” And I have a list of about 85 of those items, and General Plehn just worked with us to identify the ones that were his priorities among those. And so we have about 15 that we're working immediately in starting. Some of those are remarkably simple. There are very easy things to do. For instance, we have chartered a bus company to actually bring students back and forth from the metro. That sounds like a really simple thing to do, but it's not something that is in the budget here to do; and it makes a difference for students and faculty and morale on a really rainy day to have somebody pick you up at that shuttle stop and commute through the neighborhood that you might not otherwise want to walk through. They also arranged other things like providing support for our international students and the American Studies program and their spouses and family members to accompany the students during their American Studies program visits to New York City, to Philadelphia, to the Florida area, to Hawaii and other places. And so that is a morale and quality of life aspect of it. They include things like funding the International Student Management Office (ISMO) and the College of International Security Affairs (CISA)'s work with the ACES program, the Annual Continuing Education Security Seminar, the one that we just held in DC last year. And in Germany, funding activities there for those alumni who are coming, to a request that has come forward that said, ‘Could you fund two of our U.S. alumni?’—because we can't fund U.S. alumni—to travel to those in the future?’ so that we can meet one of the number one requests of those international alumni: bringing U.S. alumni back to those annual continuing education seminars as well. There's actually a request to make that larger—to have five students from every college

come to those annually when we do those. And so I will go out and fundraise for those. But those are really around what are the things that are necessary for faculty excellence, student success, infrastructure, and international relations—which were four of the areas that Michael Tang indicated he was interested in after hearing what we needed here.

We are working to raise awareness of an engagement with NDU, including our students, alumni, faculty, researchers, leaders and others. And I'll give you 2 examples that we did in the last two weeks: We brought in Ambassador Marie Yovanovitch to talk about the Ukraine, along with a moderator from NDU. And then we also brought in Fiona Hill to speak with Dr. Jeffrey Mankoff about his new book on Eurasian Empires and what that means for the future of our national security—looking at the history of Russia and Ukraine, looking at Iran and Turkey, at China, and their empires. And so we brought in State Department expertise to lend their expertise to our work with our faculty. And then, if I talk about others in a little bit, we'll jump into who those other people have been, who we've brought in. Because I think it's really a great way to meld the expertise of NDU and our stakeholders and government stakeholders for the benefit of our students and our faculty and our leaders.

We deliver programming to attract resources, including funding and expertise, by getting out there in the community and offering these opportunities, we are bringing attention to the university, and then folks are saying, 'Oh, I really need to be involved. I need to be there. I need to participate. I need to be engaged.' And that's a huge, huge win for us. We are engaged with NDU students and alumni, and we are learning what they need.

In 2021-2022, as I mentioned earlier, our students from Afghanistan had need. So far, we haven't had need for the students from Ukraine for those sorts of financial supports, but those are the kinds of things that we can help with. And when I talked to Dr. Junor-Pulzone, it was a comment about how can we highlight the expertise of INSS to external parties, and there have been discussions with the *Prism* folks and *JFQ* folks about 'How can we bring attention to all the writing that's being done with our Provost, Vice Provost, and all the other research that's being done?' I also had the opportunity to listen to and hear our students as they're presenting papers. We did that with the Joint Advanced Warfighting School (JAWS) folks, and Dr. Greenwald in the back when he was down at Joint Forces Staff College (JFSC), for the Society for Military History, and I was able to listen to a lot of the students who were presenting their papers from JAWS, and then say, "You know what? Our industry partners need to know about these things too, because they're going to influence things that they will develop in the future." And those are the kinds of ways that I can look at what the expertise is that students are generating from their theses and bring that to our industry partners.

That's why Michael Tang is here today with the industry studies program, and some of our other board members are participating virtually in the other industry studies presentations. They have expertise to share with our students. They have connections to build with our students and with our faculty, and then to be able to host our students on industry studies and other opportunities or to meet and become the leaders who are coming in, for instance the program for emerging leaders at the Center for the Study of Weapons of Mass Destruction, or to be speakers over at the National War College (NWC) or other places. So it's building those connections and engaging that matters.

So we do some interesting programming, and I'm going to ask all of you to attend our American Patriot Award (APA) dinner this October. And we'll give the dates to all of you as well. In 2021, we hosted it after a brief hiatus due to COVID, and we awarded the American Patriot Award to the Office of the Chairman of the Joint Chiefs of Staff for the historical position that has been so important for about 70 years. General Milley accepted on behalf of the office and gave a talk about the history of the office, the importance of the office, and what it does. And as you all know, we are the Chairman's university, by name and reporting structure and so on, and the J-7 and others were there. And we were able to bring in, again, a really interesting and diverse group of industry CEOs, of government executives. Several of the service chiefs were there, and folks from the Joint Chiefs were there; and that mixing and engagement leads to opportunities.

Talking with, for instance, the Chief Technology Officer (CTO) of Azure for Microsoft, who's responsible for all of the Azure cloud environment, and talking about 'What can you bring to NDU—besides the contract that already exists here—what expertise can you bring?' And it goes to the Boeing Defense CEO and what they're going to do, and that was another reason, I think, that they're sending a fellow every single year.

This year, we've invited Secretary Blinken; and it goes to what we were talking about earlier. All the instruments of national power, in particular diplomacy and economics, because if you look at what he and the State Department and the Biden administration did in very short order in response to Russia's invasion of Ukraine, we saw the execution of those other elements of military power. And so we'd like to invite him in to have that conversation about how that works. And then add Secretary Austin, because that military alliance component, North Atlantic Treaty Organization, (NATO), the ability to respond by bringing in the weapons and defensive systems and offensive systems that Ukraine needed to defend itself—really important. And we'll have a dialogue with them. And we're going to do that a little differently and not award it to each one of them, because they won't accept on their own behalf, and we've already awarded it to the men and women of the Department of State and Department of Defense and others.

So we're going to have a conversation instead. But that organizational item for the APA, for the National Defense University Foundation, has awarded that in the past to Colin Powell, James Baker, Leon Panetta, Ash Carter, Secretary Hillary Clinton, Secretary Bob Gates, Senator John McCain, Admiral McRaven, Senator John Glenn, John Warner. Ike Skelton, who was really the champion of NDU and PME, Henry Kissinger, General Petraeus, and others.

And so we have a history of bringing together those kinds of people to be influential on behalf of the National Defense University and the Foundation, and we're going to continue that. But instead of 1000-person gala fundraiser, what we're doing is bringing together an intimate group of 120 to 150 people, so that we can have conversations, get to know each other a little bit, and build relationships starting that evening that will then spread to NDU and the Foundation over time. And that's the kind of relationship building work that I think is making NDU-Foundation and NDU successful here.

We've done national security briefings, and where we do that work is really important, I think because we're bringing together the private sector and government and DoD to have conversations on interesting topics. So we brought Ambassador Blackwell and Philip Zelikow together at the beginning of the year last year to talk about Taiwan and China and how we prevent a crisis there. We brought in Vint Cerf to talk about the importance of the Internet and other online activities and cyber security and other things, and just continue to do that work with him and with Google as a result.

General Raymond came and did a session on Space Force, and he gave us a half an hour ahead of time with the leadership of NDU to talk about Space force and what he was doing, and then we launched into a public session.

We also did some things on digital models for innovation, where we brought in the Chief of Procurement in the digital innovation space from the Department of Defense and the Pentagon to present with the CEO of Siemens GT [Gas Turbines] and their digital subsidiary to talk about how digital procurement changes the nature of how we procure weapons systems and how program officers can work with the contractors directly on a digital model in real time rather than going back and forth on paper. And our students were able to participate in that and listen to that and learn from that group.

And we did the same thing on artificial intelligence with the Joint Artificial Intelligence Center (JAIC) and Booz Allen Hamilton, and we did the same thing with the Navy Research Lab and Air Force Research Lab, and experts from industry on quantum computing and what quantum computing means to defense. And we open all of these up to people virtually and expand our audience. And I'll talk about the audience for each in a minute.

We also do industry seminars. We just did one on Joint All-Domain Command and Control (JADC2) where we brought in six general officers who were focused on JADC2 across business and

industry, and with all of their contractors, and brought in their service perspectives as well as the joint perspective on JADC2. And we brought in Google. And we brought in SpaceX; we brought in some of their folks who were focused on launch rather than Gwynne Shotwell, but Gwynne is fantastic and another great example of that.

By the way, we have a board member from Virgin Galactic on our board as well. We really do agree that space is a really important area.

Those kinds of industry seminars run three hours, and they bring together our faculty and others. And we did this one in Lincoln Hall in person, in a return to in-person events, which was really, really useful.

We do regional forums, which are essentially salon dinners if you will, in Houston, in Chicago, and in New York City. Henry Kissinger spoke at the one in New York City. In Chicago, we had Admiral Stavridis and Admiral Rogers and a variety of other folks. And down in Houston, we had Ambassador Kay Bailey Hutchinson and some others in the energy sector. So we're bringing together folks as conveners to bring in high net worth individuals and corporate entities to become our donors.

We have just formed a Chairman's Advisory Group, and that Chairman's Advisory Group echoes a couple of things: One, it's for our chairman, Mike Manazir, but it also echoes the Chairman's university; the Chairman's Advisory Group is, of course, abbreviated CAG, which has the implications of "Commander's Action Group," so it's a bias towards action.

But I asked General Hawk Carlisle and the Honorable Ellen Lord to co-chair that, and they both agreed. And think it's important enough to talk about the needs of NDU for the future that they will lend their name to it and any convening authority.

We asked General Hyten to participate as well. He's not yet given me a 'yes', but said he's inclined. My hope is not would that he will say "yes," and participate in that. And then from there we bring in participants from all over and members from industry and philanthropic circles to advance what we're doing. I think that that has a strong potential to get folks like you involved and talk about what the needs are so that people can respond and fill those needs.

Our strategic relationships are with our board members, and I'm going to go over our board members in just a moment. We have McNair Strategic Partners—there are over 50 companies that regularly participate in our programming and fund what we do. We have the "1976 Society", which is, of course, the year NDU was established, which is for pledged and legacy giving, and we've generated, since September, \$350,000 in pledged giving. We work with think tanks, companies, universities, agencies, across the board, really bringing the expertise that has been requested by faculty members. And we've worked with General Curriera, we've worked with Nicole Crain, who heads up the industry studies, we've worked with Cassandra Lewis, a Chancellor, and we worked with others to say 'who are the people who you would like to hear from?' and we've been able to bring in many of those kinds of folks. And people, other people that we brought in, I think have just really contributed. Chris Brose who wrote *The Kill Chain: Defending America in the Future of High-Tech Warfare*, came in and spoke to one of our classes. Sarah Mineiro, who was a former staffer, came in and talked about private equity to one of the disruptive innovation classes, and so on. And our audience has been over 3000 participants over the last year and a half. More than 52 countries have regular engagement from our alumni all over. We have quite a few folks from Europe—Belgium always has representatives. We've had over 280 companies participate in these, sometimes as speakers, sometimes as panelists, more times as audience members. It's usually their C-Suite folks, or their government relations folks, or their corporate social relations folks. But that is an entry to them.

We've got over 65 military and government agencies. And 17 IC [Intelligence Community] agencies, 55 NGOs [Non-Governmental Organizations], 54 colleges. So these are the people we're bringing to hear about NDU and hear about topics that are important. And then afterwards forming connections to those faculty and students who have requested them.

Our Board of Directors are really a key to our engagement. And I have two slides with our board here: But you can see Boeing is represented, and that we have Rand, and we have GM Defense. We have Korn Ferry which is really focused on the aerospace and defense sector and private equity. Bill Bender is a retired three-star, former CIO of the Air Force, and really one of my key thought partners. Madelyn Creedon was at the National Nuclear Security Administration. Tina Dolph just left Siemens GT as their CEO and went over to CRDF Global. That's particularly relevant right now. I don't know how many you know CRDF global, but it was a corporation that was formed to hire former Soviet Union nuclear scientists and weapons scientists, so they didn't go off to other third-party countries and develop weapons of mass destruction. They're now doing a lot of other kinds of things as well.

Sharon Dunbar is a former commander of the District of Washington and now over at General Dynamics and KBR as the NORTHCOM [United States Northern Command] logistics person. Swami Iyer's a former Air Force officer. He's the president of aerospace systems for Virgin Galactic. He was a test pilot. He's fantastic. Nicola Johnson is at General Atomics, and we have former Senator Mark Kirk.

When we look at the next slide, General Frank Muth was the head of Army Recruiting at one point. He's now over at Textron Systems and Bell Helicopter. And you know John Roberti, he's at Cubic. General Silveria was the former Superintendent of the Air Force Academy—really instrumental in understanding public-private partnerships, including how they built their Cyber Center of Excellence out at the Air Force Academy, and so very helpful in those kinds of things. Pat Tamburrino at LMI [Logistics Management Institute], really a specialist in logistics.

And bringing together these key executives and key stakeholders in national security gives me a network that I can reach out into, and you all know the power of your network. This is where I have the most reach here. They're also bringing funding. They're also bringing their expertise and lecturing here. They're participating in our activities, and they're mentoring folks who ask for those.

Dr. Howard: I had a real quick—this is a great presentation, by the way—I'm envious of the people you've pulled together. It seems like a diverse bunch in terms of functional areas, what have you. It seems to be diverse in terms of gender. I was wondering is it like other boards—when you think about diversity and belonging—is this board is represented in that regard? Which seems to be also aligned with what NDU's trying to do.

Mr. Schmeling: Yes. So it isn't. It isn't sufficiently diverse, and that is one of the areas that I've been focused on since I got here. And we added 13 board members in the last year and a half, and over half of them were women. We've added a few folks who are Asian American, Indian American. We do not have any African American board members yet. I am on the verge of bringing one person on, and he will be voted on in our June election, who is African American. A senior executive, focused on corporate social responsibility and other things at a defense contractor. It is one of the things that I have consistently called for from my board in the nominations and governance process, And perhaps I shouldn't say so, but I will: I have really said I do not want to bring on any more senior white male board members until we have better diversity in our board representation. And it's a challenge to do that because there are some people who I really wanted, but had to say, no, I can't bring you on.

And we also have some transitions that we need to do with our board over the next couple of years with people who have been on the board for a long time. And we are a board that does not have term limits, and that is actually a significant challenge in my view. It's one that our board has to deal with. I can't as the CEO deal with that directly. I can push in that direction as a best practice. And then have that transformation. When I joined the organization, the majority of the board were senior white males who had been military officers—general officers for the most part. And while I value that experience, particularly given the fact that many of them had gone through Capstone and Pinnacle and other things here, it is not the only experience that we need. And in order for us to

mirror the force and to mirror what Secretary Austin has said is important, we need to do better, and it is a piece that I consistently, consistently work on.

If I look at and count the people who I know have diversity in them on this particular slide, there are four who have diversity in terms of race, and in terms of gender, there are a lot of women who are on this one. If I look at this [slide], there are three who are diverse, other than gender. And so, we are making progress, but it's not where we need to be yet.

Dr. Howard: I would encourage you to reach out to this Board of Visitors as you look for candidates; that we would be happy to help. Also, would ask you to consider as you bring on African Americans, for example—I'm not if there are any Latinx folks on there—but think about Noah's ark. Think about 'two's'. There's a sociological thing about being the 'only'. So sometimes I've seen some boards, for-profit and non-profit, that've been very intentional on bringing on 'two's' just because there's a sense of community and other considerations. But I'm very delighted to hear the intentionality. And mapping onto the mission. You're not just doing this to do this. McKenzie did a great study years ago that said that diverse boards bring insight and input that's very different than just a monolithic board. So my kudos to you. Keep working and lean on us to help you.

Mr. Schmeling: Thank you, Dr. Howard, I appreciate it. And it was a pleasure to meet you and this Board of Visitors last night socially. And I look forward to working with you all professionally in exactly that capacity, so thank you very much for that willingness. And for holding me accountable.

That is all of the presentation that I have prepared, so my contact information is here. I do have cards with me. I look forward to talking with all of you, and I'll open it up to questions. My Q&A [question & answer] with you is all that's holding you up from lunch, I believe, so it's up to you how long you would like to stay. I am willing to stay and answer questions as long as you'd like.

Gen (Ret.) Schwartz: Ambassador.

AMB Roemer: Mr. Chairman, thank you. I just want to associate myself with the remarks from my fellow chair—my fellow new board member—to try as hard as you can to get that diversity on your board. I see a great deal of diversity on this board, and I'm honored to be part of that diversity and the strengths that that brings. The different perspectives, the different backgrounds, the different strengths that that brings to the visitors board, and I compliment General Plehn, and the Chairman and Vice Chair of this visitors board for accomplishing that. And I hope we'll continue to push ourselves to do more there. But as Chris [Howard] said, it is invaluable to have that. I worked, as I was telling one of my colleagues, at a bipartisan national security center. And it's hard to do, Jim, and it's difficult to get people even when you ask to serve—especially when they know they're going to be fund raising, or giving money and fundraising—but it is so important to the benefits of the organization overall. So again, critically important. And I associate myself with you for doing that.

A couple suggestions: I see from the history here that we've had Presidents of the United States speak here. I think three of the last four Presidents have spoken here. I hope that you would be reaching out, General Plehn and others, to have President Biden speak here, and do it in a way that might really highlight a particular announcement that he may be prepared to give related to national security. He's overseas now talking about the importance of the Quad. That's kind of a new endeavor as we pivot to Asia and spend more attention on the Great Power Competition with Russia and China. Maybe he makes some kind of—you get the invitation out to him—and he makes some kind of speech on, you know, an announcement after the midterm elections on his foreign policy, and you continue to be the place that Presidents go to make major foreign policy announcements.

You mentioned Ike Skelton, Jim, a colleague of mine, when I first got to Congress. He was your champion; you didn't need any more back then. ***audience laughter*** Now you do. It's a different world. You need Senate champions, you need House champions, you need Republicans and

Democrats. Maybe there's a way you develop some sort of a McCain-Skelton speaker series from Congress. It's very easy for members of Congress to get here. I forgot how close it was to Capitol Hill. They're close, and they love to speak! Uh, scratch that from the remarks! ***audience laughter*** And they love audiences. And you can build that here. You can ask them to be part of a teaching course. You can ask them to speak at a particular series on a particular issue before their Committee—Armed Services, or Foreign Affairs, or Foreign Relations, Intelligence. That's something that's fairly easy and inexpensive, and you're in your wheelhouse to do. And the more you name it after members of Congress, the more likely they feel compelled to, you know “that's [named] *after* my colleagues, I'm gonna to show up. I'm gonna give a talk.” ***audience laughter*** Because it's McCain and Skelton, and people devoted to our national security.

One name that I didn't see up there. I got the tour of your book collection and saw Jim Stavridis' book collection up there. He's now at Carlyle. I would think he's a natural to be asked to raise money and be part of a board at a specific amount. He's good at that—that's what Carlyle does. I would go through a list like that. And maybe there are people on the board or in other places that can help you get access to him if you don't have it. But identifying 10 or 12 people like that. And the expectation is—as my colleagues know on these boards—that you're expected to either give a certain amount of money, or raise it. That's the expectation going in; they know that. And that builds more people that will be attracted to the board and hopefully give generously.

Mr. Schmeling: Thank you. Just for the record, our number is \$25,000. So it is something that we expect them to help us raise, and that is a formal component of it. I appreciate your thoughts on ADM Stavridis and others. I will absolutely follow up with you and some others on how we access them in that manner. We have access to them in their willingness to come and speak and things like that, but most of them have been reluctant to become fundraisers, and it's interesting because this organization...

Gen (Ret.) Schwartz: Jim, let me suggest, we are running a little bit late for lunch and there's others depending on that.

Mr. Schmeling: I will stop my remarks, but thank you all. I look forward to the follow-up.

Gen (Ret.) Schwartz: Indeed, and perhaps afterwards we can conclude yours. Ladies and Gentlemen, and those in Zoomland, let's take a break for lunch and we'll reconvene at 1:45 for the next topic. Thank you very much.

1230-1330 LUNCH BREAK

AFTER LUNCH:

Mr. Schmeling: As I said earlier and last night, thank you for all the work that you're going to do with us as Board of Visitors members, and I'm looking forward to working with you. And if there are any questions I'm happy to take them now or offline.

Gen (Ret.) Schwartz: And in Zoomland? ***No questions from Zoomland*** Then I think we are clear then. So thank you, Jim [Schmeling]. We, too, look forward to partnering with you.

Gen (Ret.) Schwartz: Ladies & Gentlemen, welcome back from lunch and we now have the COO presentation from Ms. Kolbe. Over to you, Ma'am.

**1405-1530 COO Update on the Budget, Information Technology, Human Resources and Facilities
Ms. Kathryn Kolbe, Chief Operating Officer (COO) and Mrs. Barbara Gilchrist, Chief Financial Officer (CFO)**

Ms. Kathryn Kolbe: Thank you, General Schwartz. Good afternoon, Ladies and Gentlemen. I'm Kathryn Kolbe the Chief Operating Officer here at NDU. I'm going to give you an overview today of the NDU support enterprise and some strategic initiatives currently underway to improve the university. Our overarching goals are to improve organizational capacity (to better support students, faculty, and staff) and to modernize the NDU support infrastructure. Next slide.

[Hiring Overview]

The foundation of our institution is our people: NDU is comprised of 5 colleges and 4 additional components (ISMO, CAPSTONE, INSS, & Support), totaling approximately 3,500 personnel, with students, faculty, and staff. Together, NDU staff & faculty are comprised of approximately 400 Title 10 & Title 5 civilians & 180 military personnel. The overall civilian vacancy rate for the faculty and staff is 27%, which is higher than we would like. This is due, in part, to a hiring freeze over several years, and a significantly undermanned HR staff and a cumbersome hiring process.

For all of these reasons, hiring has consistently been a number one concern for NDU stakeholders. The historical average turnaround time for NDU hiring has been a high of 274 days for Title 10 personnel & 211 days for Title 5. In 2021, we conducted a deep dive into NDU hiring, collected feedback from all stakeholders, and closely examined pain points.

We have several initiatives underway, focused on overhauling the hiring process to streamline requirements, fully staffing HR, improving accountability and creating an end-to-end data repository.

In 2022 thus far, we've reduced Title 10—or academic hiring times—by 30%, and Title 5—or staff hiring times—by 18%. We currently have approximately—and this goes, Ambassador to your question earlier—we currently have approximately 100 hiring actions underway, with 60% on the academic side of the institution and approximately 40% within the operations support staff.

For the first time in 5 years, we are projecting a net increase in civilian personnel, at the end of FY22, driving NDU's vacancy rate down as we build back end-strength across the University. We are, in fact, projecting to hire more personnel in FY22 than in FY 20-FY21 combined.

Over the last 10 years, a 26% reduction of total direct-funded civilian authorizations, or the elimination of 100 positions over that period of time, makes it even more important to fill all funded authorizations, because there are fewer personnel authorized to do the necessary work. Concurrent with our efforts to fill more civilian authorizations, we are simultaneously working with the military services to fill all of their joint requirements at NDU. This concludes my overview of HR, if there are any questions, I can take them now or wait until the end.

Gen (Ret.) Schwartz: I would just note that 200 vacancies are significant. Of that number, how many are actually funded?

Ms. Kolbe: We have a total of, for the entire institution, 454 funded authorizations of 514 total. Of this, 201, let me check my numbers...

Gen (Ret.) Schwartz: You can check that later. This is not stump the briefer here, forgive me. But I think the key question—there are two parts to this, it seems to me: One is: the raw vacancy count. The number of people in seats and the number of people authorized. But also, that there is a funding issue, which would not allow you to go 100% of authorized in any case, as I understand. So, just

something for context...

Ms. Kolbe: I don't like to do math in public, Sir, but I will check and get back to you. ***audience laughter***

COL (Ret.) Marcos: [RE: Slide "NDU Personnel Overview] I have a couple of questions. You did an assessment—I saw in a previous slide that you want to get hiring down to 90 days. I was like "What?!?" but I didn't know it was from 270, so that's a pretty great metric to shoot for. So you did the assessment—what's the proximate cause? Where is the delay? Is it at Defense Finance and Accounting Service (DFAS)? Who's slowing you down?

Ms. Kolbe: There were a lot of challenges with hiring at NDU. Part of it was a very risk-averse approach; it was very centralized in HR. We've now decentralized the hiring process, much more so than it was in the past. Probably another huge contributor was that we only had 50% of the staff needed in HR. So not only was it centralized, but there was somewhat of a bottleneck in following through hiring actions in HR. Now that office is manned up to 100%, which is making a huge difference. There were a myriad of issues, and I'd be happy to go over those with you, but those were probably two of the biggest challenges that we've seen.

COL (Ret.) Marcos: How about the issue of getting [hiring notices] out?

Ms. Kolbe: You mean advertising? In isolated cases, we have had some challenges with getting large numbers of applicants, but we've had sufficient applicants in most cases for our positions.

COL (Ret.) Marcos: For the "reimbursable" positions, what defines the number of "51"? Ok, it says it's authorized. But what if the organizations that fund that reimbursable work stop funding it?

Ms. Kolbe: Then we can no longer fill that position.

COL (Ret.) Marcos: So, I would imagine that those reimbursable positions—the work they do—you're also, for all the right reasons, skimming them off the top and using them to be instructors and teach in other areas?

Ms. Kolbe: I'm not sure I understand your question, I'm sorry.

COL (Ret.) Marcos: So, a reimbursable position, I would imagine, for the study of weapons of mass destruction I would hope your using their talents to teach Capstones, those kinds of things?

Ms. Kolbe: The reimbursable positions—and I might phone a friend with the Provost here ***audience laughter***—are typically—there's a sponsor, and they're very specifically directed to a mission set. Cynthia, do you want to...?

COL (Ret.) Marcos: My concern would be: If the funds go away for those reimbursable positions, is it going to impact the special quality education that you've been able to provide?

Dr. Watson: As we said this morning, one of the intents is for us to have an agile faculty in order to address a changing environment. I think that the sponsors provide us with the funding and with the bodies in order for us to meet their needs, as well as to meet ours. It is correct that most of the reimbursables are tied very specifically to institutions. The College of International Security Affairs, for example, has some reimbursable positions that come from their particular sponsors. But

what we're not able to do—and I think this is really what you're getting at, Colonel Marcos—is that we can't just take people from the Center for the Study of Weapons of Mass Destruction and wholesale move them over into, say the Eisenhower School where we have been trying to hire. But I don't think that that, in fact, undermines the quality of our education. Because part of what we do that is different than a traditional university is: while we have people that we hire for expertise, we also expect those individuals to be more than one-trick ponies. We expect people to come into an institution with the ability to teach—they may want to do their research in their specific field—but that means you should be able to have a bit of plug-and-play for at least a short-term basis to meet the outcomes that we seek to have for our students. We'd like to have things work perfectly. They don't. But I don't think that you can say it's dramatically affected the quality of our education. But it has certainly stressed the faculty who are providing that education. I hope that helps.

Lt Gen Plehn: And if I may amplify on that: I am not overly concerned about the stability of our reimbursable funding. I think that's a reasonably strong point, and when Ms. Gilchrist, the Chief Financial Officer, speaks, she'll show you a couple of different slides on our various funding sources. What I would tell you is, there's the rough way I describe the NDU budget to people quickly: About 50 cents on every dollar goes to civilian pay; about a quarter (25 cents) goes to information technology; 5-10 cents goes to services and rents, security contracts, cleaning contracts, utilities; and that leaves just a tiny sliver at the very end for travel, student enrichment, or reinvesting in other things in the university. And to your point about what are some of the longest poles in the tent of hiring, one long pole is completely internal and that's the selection process. Under Ms. Kolbe's leadership, and this was completely her idea last year, and she pushed this through to success, we contracted McKinsey for an organizational diagnostic to help us look at ourselves across a variety of fronts, hiring, budget, a number of others. And they found that one of our long poles in the tent—to the tune of 120-160 days of that overall hiring process—was the internal selection.

Dr. Howard: A couple of things: One, I hope that McKinsey gave you a government rate discount! **audience laughter** But number two, just to amplify, from the civilian sector, just for a little bit of comparison, so, Mr. President, about 60% of a budget for a civilian university/college is on salary/benefits, so your numbers are not that far off. And what happens is: 40 cents gets smaller and smaller, paying interest payments and so forth and so on. So just wanted to mention that. And then in terms of the Provost, what a great comment about how you're hiring faculty. You're also seeing, even in a hyper-specialized world—especially for a master's degree-offering university—you hire the faculty [to be generalists]. I know my Provost was very keen to say “This person just can't do marketing. They've got to do five things. They can focus on marketing, but we need them to [do more].” That is not terribly unusual. So I just wanted to offer that perspective.

Gen (Ret.) Schwartz: Let me make one last comment on this slide. Actually a question, I guess. Is one of the pacing items security clearances needed for personnel?

Ms. Kolbe: Yes, Sir. And we're actually developing a policy right now to grant the ability to bring people on without their clearances, pending those clearances, and potentially granting them interim clearances where appropriate.

Gen (Ret.) Schwartz: Ok, there's a question in Zoomland?

Dr. Patil: One of the things I'm wondering about is time to hire. Is NDU losing candidates to other opportunities? We may think we're fast, but by the time we...they've already got 5 other job opportunities, or they've moved on, and so we just keep missing candidates because of our own

internal processes. I don't know if that's an issue that we're facing, but I do see it federal-wide. I see Suzanne [Logan] nodding, too. She's probably well aware of this as well.

Ms. Kolbe: It's a good point, and we do believe that we have lost people due to time-to-hire. I'll ask Tammy to go to the "Backup Slide #16." That will give you a sense of where the university has been in time-to-hire, and where we are today. This shows Title 5 and Title 10 time-to-hire, the historical average on the left; in the middle, where we are right now in the second quarter of this fiscal year as we're instituting many changes to our hiring processes; and on the right, where we're headed. Our goal for Title 5 staff is 90 days; and for Title 10 (academics), primarily faculty, is 129 days. We know we're making improvements, and we know we have room to grow.

COL (Ret.) Marcos: Do you think there's anything we can do to help you?

Ms. Kolbe: I don't think right now...

Dr. Patil: Looking at these slides, how do you cut this down by two-thirds—at least—just based on commensurate hiring that other organizations see? Should it be helpful to this group, if you want to talk to a set of corporate recruiters/people who use the classic funnels, applicant tracking systems, all of those things. They may be able to—I'm happy to help organize, as others can also—they may be able to provide you with not only comparables, but also give you a sense of how they actually look at what is a classic candidate funnel, and the analytics associated with that, per the opening remarks about being increasingly data-driven.

Ms. Kolbe: We would be happy to take that advice and support. Thank you. General Schwartz, to your earlier question, I did want to add (Tammy go to that original slide on HR: "NDU Personnel Overview") your question about funded authorizations. The reason that's a difficult question to answer as it relates to this slide is this is military as well as civilians. And our military positions are filled to 76% of requirements. So some of those vacancies are that 24% of military, but overall if we're just talking about civilian authorizations, we're at about 17% vacancies, and we won't to reduce that number.

AMB Roemer: Given that we're talking about the importance of personnel, and the context I think the Board is giving you some insight and advice on is: how competitive it is out there. It is really, really competitive in private sector. We are having all kinds of challenges these days with turnover, retention, and getting new people in, and the speed of that. Focusing on a particular position, I understand that the Provost position is open. Can you take us through some of the opportunities and challenges of that position in particular, and where we are because it's so critically important to NDU? General Plehn, is that something you could speak to at a later time, and just as a point of privilege, having known Cynthia [Watson] back in grad school days, what a treasure and what an opportunity for NDU to have her. She was probably the smartest one in our graduate class by far—a lot smarter than me—and I'm sure she's done a great job here.

Lt Gen Plehn: Mr. Ambassador, thank you for that question. The last permanent Provost we had left last year in July. Dr. Alan Drimmer left to take a presidency in a small liberal arts college up in Michigan. We ran an internal competition for an interim provost. We had 10 internal candidates, to include Dr. Watson, and we selected her to be the interim provost despite the fact that she was set to retire this past December. Then, she agreed to stay on for another half year after that, as we went through our provost search process. The first search, we did not find the right fit for the position for the university. For the second search we are doing, we are doing with the assistance of a company that does these searches both for government and academia. It is open to both internal and external

candidates, and I cannot echo your remarks about Dr. Cynthia Watson enough, and we will say farewell to her on June 14th after more than three decades of dedicated service to the National Defense University, culminating as our Interim Provost and prior to that the Dean of Faculty at the National War College.

COL (Ret.) Marcos: I thought you said our job was to convince her to stay. ***audience laughter***

Lt Gen Plehn: I have tried mightily, and she has given us an extra year...

Gen (Ret.) Schwartz: Go ahead, Ms. Kolbe.

[Facilities Overview]

Slide: "Eisenhower Hall Building Failure":

Ms. Kolbe: Another priority area, where we are working to increase organizational capacity is the NDU facilities infrastructure. NDU spans three geographic locations and over one million square feet of real property. For over a decade, NDU has had extremely limited facilities maintenance, preventative maintenance, and capital investment planning, which has led to failed infrastructure. NDU relies on Joint Base Meyer-Henderson Hall as the landlord for the North Campus, and Naval Support Activity Hampton Roads is the landlord at the South Campus. These hosts have been unable to provide or fund a level of operations, maintenance, or sustainment to prevent deterioration of the NDU infrastructure, due to higher competing priorities, funding, and lack of manpower.

Slide: "NDU Facility Locations and Overview":

Ms. Kolbe: In August 2019, the 140K square foot Eisenhower School building was closed, due to water and moisture infiltration, inadequate HVAC [Heating, Ventilation, and Air Conditioning], failure of the building envelope and mold bloom, which was impacting the health of individuals working in the building. As a result, the Eisenhower School was displaced, with a real estate footprint reduction to 20% of their total space requirement, resulting in a loss of classrooms, collaboration space, and dedicated seminar and study space...impacting their curriculum, eroding acculturation, and jeopardizing accreditation.

Slide: "NDU Marshall, Lincoln, and Roosevelt Halls":

Ms. Kolbe: Also in 2019, the boiler at Marshall Hall failed, requiring deployment of a rental boiler for a year. In 2021, as a result of inadequate maintenance, the Marshall Hall fire pump failed, creating a life-health-safety issue. In 2020, the National War College experienced chiller failure, requiring a rental chiller for an entire summer cooling season. In essence, lack of adequate maintenance and operations has created risk and is costing more in repairs and temporary workaround systems, than if proper preventive maintenance, operations oversight, and capital investment were in place.

Slide: "NDU Capital Investment Strategy":

Ms. Kolbe: In 2021, NDU finished its first Capital Investment Strategy, which was developed by AECOM, a leading architecture-engineering firm, with 15 engineers working over a year to conduct surveys, charrettes, and assessments to evaluate the condition of the infrastructure of all NDU facilities on the north and south campuses. This resulted in a \$150 million strategy to sustain,

restore, and modernize the north campus (including the Eisenhower School) and a \$20M strategy for the south campus at the Joint Forces Staff College over 10 years.

Slide: “Eisenhower Hall Project Design & Construction”

Ms. Kolbe: The well-defined requirements within the Capital Investment Strategy were vital to advocating and receiving a \$50M congressional line-item appropriation to support the restoration of Eisenhower Hall this fiscal year. These funds have been supplemented by the Army, as General Plehn mentioned, to solicit and award this fully designed \$67M restoration and modernization project. And Dr. Howard, in response to your question, this amount includes a 10% contract contingency, which is standard for U.S. Army Corps of Engineers Projects. The project will be executed by the Baltimore District of the Corps of Engineers, who began advertising last Friday, with plans to award the construction project before the end of the fiscal year. Construction is expected to begin in October of ‘22, with completion scheduled 2 years later, in October of ‘24.

Both Army and the Navy senior leaders have acknowledged that their corporate processes are unlikely to support NDU facility requirements, due to their own service’s higher competing priorities. Therefore, NDU is advocating that all stakeholders, for a similar approach as Eisenhower Hall, by bundling all current requirements into single comprehensive projects. With Roosevelt Hall, home to the National War College, we are working to secure \$3M in design funding this year, in order to prepare to award a \$30M restoration and construction project in FY23; and design the Marshall & Lincoln Hall projects in FY23, in order to fund and award the construction in FY24.

That concludes the facilities portion of the presentation, if you have any questions.

AMB Myrick: You pointed out that part of the costs is inattention to deterioration over the years. I’m wondering if, in your contract with the providers/engineers and others working on this, are they also looking at countering this deterioration issue that you highlighted?

Ms. Kolbe: Sir, do you mean are our host services looking to counter that deterioration?

AMB Myrick: Yes, it’s one thing to say that we’re renovating, we’re adding, we’re modernizing—but that is not where the main problem started, according to what my understanding of what you’re saying. You said there’s inattention to focus on deterioration over the years?

Ms. Kolbe: Yes, Sir. Yes, unfortunately they don’t have the financial support that we’d like to be able to support the level of maintenance that we need, in terms of preventive maintenance. We’re doing a study right now to look at what those requirements are for NDU, for both the north and south campus. Preliminarily, we believe that just the Operations and Maintenance (O&M) day-to-day requirements for the north campus are approximately \$4M. We’re receiving less than \$2M annually from our host here at Fort McNair. So yes, it’s a good point, and in answer to your question, we’re absolutely looking at that as well. In addition, these restoration projects are replacing end-of-life-cycle infrastructure throughout all of the buildings, to bring them up to today’s standards, to prevent mission failure like we had with Eisenhower.

Gen (Ret.) Schwartz: May I suggest that an approach you might take is to understand what the overall repair and maintenance percentage is for both the Army and the Navy, overall, and to peg your target for the two campuses to the respective service averages.

Ms. Kolbe: Do you mean in terms of square feet, Sir?

Gen (Ret.) Schwartz: In other words, if the services’ funding level for repair and maintenance is

80% of the aggregate requirement, the argument should begin with the Navy and the Army providing 80% of your requirement.

LTG (Ret.) Charles Hooper: Your competing year-on-year at both locations against service tenants at those locations for funding, is that correct?

Ms. Kolbe: That is correct. And they're repairing, restoring, and modernizing barracks, child development centers, operational platforms—it's very difficult to compete against those requirements.

Audience Member: Also General Officer Housing at Fort Myer. ***audience laughter***

LTG (Ret.) Hooper: ***Replying to audience member*** I'm not even going to touch that one. And my second point of clarification was, did I hear you say that you recently completed the first capital investment strategy ever?

Ms. Kolbe: That is correct.

LTG (Ret.) Hooper: Huh [interesting]. Thank you.

VADM (Ret.) Breckenridge: Thank you, Mr. Chairman. I wanted to ask a question about authorities. In looking at this plan, it sounds like you're completely dependent on MILCON [military construction], and we all know that there's not enough MILCON to go around and that's not going to significantly improve or get better in the near term. The two services that have responsibility over all for your facilities are both in the mode of talking partnerships. If you go to any installation today, they are all in on working with the local communities, whether it's on green energy, whether it's on power systems, whether it's on microgrids, or childcare centers. And the private sector has been brought into that in the case of the childcare. So I was encouraged to hear from the Foundation that they're looking at what role they may play. But what authority does the installation here have to engage both in Virginia and DC in partnerships. And DC is a unique environment, I realize. But Virginia should certainly offer some opportunities for partnerships. What conversations have you had with the Navy? And oh, by the way, the commander of Navy Installations Command has sent out a letter to every one of his regions to tell them that he is looking for 'innovations and partnerships'; that's what the wave of the future is. How does that play in the calculus here?

Ms. Kolbe: First let me just clarify that we're not using MILCON dollars here because it's not new construction. So it's all O&M, specifically restoration and modernization dollars. With respect to the partnerships, I've been involved, in my time in the Air Force, and many of those partnerships utilize an enhanced-use model, and they are a great idea. They are very successful. And we have talked about, with new requirements, leveraging those legislative authorities going forward and are also looking at partnerships in the local area for new requirements.

VADM (Ret.) Breckenridge: Have you looked at the DCIPP, Defense Community Infrastructure Pilot Project, which allows you to partner—it pays for projects that are outside the fence but that benefit the base? It's a fairly new program that they started...that's a great way to entice both down south and in DC, to entice the local communities to work with you because it's a win-win scenario if you get one of those grants. I think things like that will help bring in...and thank you for pointing out that when I said MILCON, I actually knew that and misspoke. But the point being that, even on those kinds of things, it is truly about partnerships to create win-win, to get to an end-state faster

that costs everybody less money out of their individual pockets.

Ms. Kolbe: Thank you. We'll look into the DCIPP program. I'm not familiar with that.

Dr. Howard: I know that the Army War College will be doing the Middle States Accreditation, but they are our brothers and sisters with other war colleges out there. National Intelligence University is a little different because they're co-habiting with defense intelligence agencies, which is a little easier. But I'm thinking we're in an interesting position where, unlike those schools, save National Intelligence University (NIU), they have a Naval War College on a Navy base, or an Army War College on an Army base. I'm wondering if we're getting jipped because of being "joint." In the sense that, I think somebody mentioned the Army War College has a building that got [easily] replaced. Do we have the ability to look into their books and say this is where they are in deferred maintenance, and this is where they are in their backlog. Can you work with the COOs from other sister and brother organizations? Are you able to do that? And if you do, what do you see?

Ms. Kolbe: Sir, we are well aware of the project you're referring to, and General Plehn can attest, as I can, that we have put many hours into meetings with the Army over the last 6-9 months in order to get the funding that we do have, and have cited those examples. And have taken note of the challenge that we have here as a joint institution where we are not a service-aligned institution. It's a very astute comment, because it's much more challenging to get funding across the board for a lot of things when you don't have a single service as your advocate. Do you want to add to that General Plehn?

Gen (Ret.) Schwartz: I'd say that was well-said. ***audience laughter***

Ms. Kolbe: Any other questions about facilities? Ok we'll keep going then. Next slide.

Dr. Yaeger: I do want to remind everyone to speak into their mics. Our virtual partners are having trouble hearing.

[IT Modernization]

Slide: "NDU Information Technology History & Strategy":

Ms. Kolbe: Another area of significant opportunity for improvement that was highlighted during NDU's last accreditation is information technology. We are in the midst of executing a five year, \$78M modernization strategy for the NDU IT enterprise architecture to meet Middle States Commission on Higher Education accreditation, DoD Authority to Operate and DoD Information Network requirements. The modernization will significantly increase the network bandwidth, improve cyber security, operational reliability, and availability.

During the last accreditation, the Middle States Commission on Higher Education issued a warning to NDU's re-accreditation due to the lack of attention to technology, specifically related to the information technology infrastructure. At the time, NDU did not have an institutional planning and assessment process for information technology resourcing, or capital planning and investment controls.

Once the Office of the Secretary of Defense (OSD) funded the NDU IT modernization strategy, the first step was to migrate much of the legacy, on-premise infrastructure to the cloud and merge two separate email systems into one unified domain. Closely following was the modernization of the IT backbone, which is currently 60% complete and on a trajectory to be completed in FY23.

The NDU IT modernization strategy also includes technical refresh for classroom

technology; upgrading the campus servers at end-of-service-life (with approximately 75% going virtual), upgrading the telecommunications with proper configuration management, to align with industry standards and increase bandwidth capacity from 300MB to 10GB by FY23, as well as upgrading technology in conference rooms and auditoriums.

These IT modernization initiatives will support future upgrades to wargaming, modeling, and simulation, and also facilitate the modernization of software platforms. This will allow the implementation of software platforms that will enable an integrated picture of warfare domains for realistic preparation of our strategic leaders to fight in a joint environment.

[Enterprise Data Management Platform (EDMP)]

Arguably, the centerpiece of NDU's IT modernization is the creation of an Enterprise Data Management Platform (EDMP). NDU has been working for the last several years to consolidate all faculty, staff, and students into a single collaboration environment under Microsoft 365. The next step is to centralize all student, faculty, and staff *data* within a single platform, which will be housed within the Salesforce architecture.

The EDMP or Enterprise Data Management Platform is needed to maintain the intellectual property of NDU's 3,500 faculty, staff, and students in accordance with Middle States accreditation and DoD records and data management requirements. The EDMP initiative is a \$14M investment spanning FY21-24, to define business processes ("as-is and to-be"), develop an application on a Salesforce architecture to house NDU data, test all the modules, and adopt the tool into NDU's business practices.

Once complete, faculty will find helpful tools at their disposal such as student directories, course rosters, advising schedules and records, curriculum archives, and other features that have previously only been available in nested file structures on individual laptops. Administrative staff will find features related to university logistics, personnel, and financial data, with the goal to free staff of disparate spreadsheets and file structures used to manually track data and information.

These strategic initiatives are integral to meeting our accreditation requirements, maintaining IT system security and authority to operate in support of joint professional military education.

Are there any questions on information technology?

COL (Ret.) Marcos: I have two: I know at Fort Belvoir they have a mass notification system for storms and stuff like that. Do y'all have something at Fort Myer?

Ms. Kolbe: I'm not aware.

COL (Ret.) Marcos: Yes, emergency notification system. I just wonder if they have one for the Military District of Washington. It might be something you want to look at. The other thing is, I seem to recall in our pre-brief that you had a POM slide that showed a peak and then the funding goes straight down. And I was concerned that you didn't have sustainment dollars over time. Did that get fixed?

Ms. Kolbe: The next briefing will be our CFO. But I will say that we have put some sustainment dollars in, but I think it's something we have to take a harder look at. This modernization strategy was actually created in '19, and so we are looking to bring an external entity in to take another look at the enterprise, and give us an assessment of what we need to do going forward.

COL (Ret.) Marcos: And last thing is: Good job getting to the cloud. Very few DoD organizations have done that so far.

Ms. Kolbe: Thank you.

Dr. Howard: I want to piggyback on my colleague's comment: Are you in the cloud or are you using SAAS? Are you using Software-As-A-Service, or are you actually migrated into the cloud?

Ms. Kolbe: Well we're partially operating in the cloud and partially on premise. We're using, I believe Salesforce's Software-As-A-Service. Is that right, Janice? She's nodding her head. Yes, that's correct, and we're in the Microsoft Azure cloud.

Dr. Howard: I also commend you on getting to the cloud; it is the best place to be. My last question may be for the Provost, but what LMS, learning management system, do you use here?

Ms. Kolbe: Blackboard.

Dr. Howard: Thank you.

Ms. Kolbe: Underpinning all our improvement initiatives and day to day operations is our budget, and I'd like to introduce our Chief Financial Officer, Barbara Gilchrist, to provide an overview of our finances.

Budget Presentation by Chief Financial Officer, Barbara Gilchrist

Ms. Barbara Gilchrist:

Good afternoon, Ladies and Gentlemen. Allow me to also welcome you to National Defense University, where we take a very small budget and convert it into strategic power by educating our nation's future leaders. Today I will give you a brief overview of NDU's funding history, current funding, and the FY23 outlook along with some of our resource challenges.

[Slide 1: "NDU Budget Fy17-FY27—Direct Funding"]

I'd like to begin by providing a long-term, somewhat historic look at the NDU budget. Over time, NDU funding responsibility and ownership have shifted from the Army to OSD to the Joint Staff where it sits today.

Because of our current funding structure, our appropriated dollars, once they get past OSD adjustments, come fully to NDU. I will address this later as it has both a cost and a benefit. On the one hand, it's not easy for the Joint Staff to help us in the year-of-execution. On the other hand, they also cannot easily take money away from us in the year-of-execution. Looking over a decade of past, present, and projected funding, there is finally an upward trend in overall funding. In FY20, the \$6M ramp is the infusion of dollars for IT modernization, as the COO mentioned. The varying levels of procurement funding in the outyears reflects the current modernization plan. As would be expected with an academic mission, the lion's share of our budget goes to civilian pay to support our faculty and staff. Given our other fixed operational costs, we are sometimes left with limited flexibility to attend to emerging requirements. Next slide.

Gen (Ret.) Schwartz: [RE: Slide 1: "NDU Budget Fy17-FY27—Direct Funding"] There are a couple of ramps on this slide, that I'm wondering if you could elaborate on? In terms of Civilian Pay from [FY] '23 to [FY] '24 it's about about \$6 million, and in terms of operations from '22 to '24 it goes from \$39 million to a high of \$47 million. Is there a reason for the turbulence here; is it exclusively related to IT, or are there other dynamics at work?

Ms. Gilchrist: So there are a few other dynamics that are a part of it, but the civilian pay is a little bit

of our work to re-pricing on our average work-year costs. And then with the FY23, we'll talk about a bit of a one-time ramp—we're hoping to sustain it—but right now we got a plus-up for FY23 only that we'll talk about.

COL (Ret.) Marcos: How are you doing on execution of civilian pay?

Ms. Gilchrist: Our execution: So if you step back and look at how we began—with the fiscal year under a continuing resolution—our execution was depressed because we only got the money in small increments. Once we got the appropriations bill, we've actually picked up our execution to a point now where we are fairly close to straight line when we look at our obligations and commitments. So I think we're happy with where we are. To give you a long answer, last year we were under another cap, and it was a different cap than the continuing resolution. But when we came out of that we were very successful in fully executing our program. So I think we'll have that outcome this year.

Lt Gen Plehn: If I could jump on that, we're under-executing in civilian pay because we have all of those vacancies that we talked about in the last briefing. We've been able to use some of that for unfunded requirements. We talked about the organizational diagnostic that Ms. Kolbe and the team contracted for last year. My hope is, as we get farther into the Future Year Defense Plan, the FYDP, that we truly do hit those numbers for execution that you see at the bottom for percentages for civilian pay because we've hired those people and they're on board.

COL (Ret.) Marcos: Are you concerned—or I would be concerned that—because you haven't hit the upper threshold of hiring, that you're setting up that new normal? And they're just going to cut your civilian pay. Do you have any indication that that might happen?

Ms. Gilchrist: So far we don't have any indications, but you do make a very good point that if we continue to under-execute the hiring, eventually you will see the program change. But I think we're headed to a fix for that.

Gen (Ret.) Schwartz: And there's an analog with respect to facilities, and that analog is "If Eisenhower's been empty for two-and-half years, and you've adapted, why do you need it back?" So, there are good arguments—please don't misunderstand—but your point is a good one. Because people have short memories.

[Slide2: FY22 NDU Funding Sources & Uses]

Ms. Gilchrist: Next slide, please. So where do we get our funding? As we carry forward the base funding numbers you saw on the previously slide, we are now adding a few more funding sources. As reflected on the left side of the chart, NDU receives four different types of appropriated funding. Not all of it is appropriated directly to us. Some of it comes to us as reimbursements from other DoD agencies, industry partners, and the international community, largely via the SATFA (the Security Assistance Training Activity), which works through Army Training & Doctrine Command (TRADOC) to manage our international students funded by Security Cooperation programs. To date, our reimbursable authority totals \$15.6M. That number may increase through the year as we continue to receive funding documents from various sources.

A funding outlier to us is the Research, Development, Testing and Evaluation (RDT&E) funding received specifically for research projects commissioned through the Center for the Study of Weapons of Mass Destruction. This funding is project-driven, and again it is largely civilian pay. If you tally it all up, NDU's current spending power for FY22 is almost \$115M.

COL (Ret.) Marcos: Let me ask a question. I went to National. And the learning that happens on the country trips was invaluable. Where do we stand on that? Are they still happening? Do we still have the funding for those trips? And not just NWC, also Eisenhower School.

Ms. Gilchrist: They haven't been doing OCONUS [Outside the Continental U.S.] trips, but the industry studies trips, they are resuming some of those. Covid put a kibosh on quite a lot of the travels. So this year we are seeing a rebuild of our travel programs.

COL (Ret.) Marcos: So yes, what my concern is, again, since you didn't do it the past few years, and you've adjusted and I'm sure you've done a great—do you see that funding coming back and those opportunities coming back for OCONUS trips?

Ms. Gilchrist: Yes, Ma'am. And so a lot of what will happen—because the POM [Program Objective Memorandum] is already determined—a lot of that will be self-determined by the way we prioritize our requirements. For instance, in FY21 we had very little travel due to Covid. In FY22, the leadership made the determination to grow the program slightly to see what could actually be done in a Covid environment. In FY23, we just started looking on how we might realign our program to meet those priorities. So there is room for growth.

Lt Gen Plehn: If I may pile on to that, please. The Provost and the Deans of faculty are also leading an effort that says “How does that travel link into the learning outcomes; and into the curriculum?” And a very good example is the first overseas trip that we've taken in several years—that was by the Joint Advanced Warfighting School (JAWS). They've just returned from Normandy, France. The first time they've done that in two years. But that amplifies their curriculum on Normandy, on large-scale amphibious operations, and things like that. So as we look to resume travel in the future, we're also going to be looking for the colleges to show us how that links into their curriculum.

[Presentation resumes: Slide2: FY22 NDU Funding Sources & Uses]

Ms. Gilchrist: So we were just talking about how do we use that spending power? The chart on the right shows the major spending breakouts. Again, civilian pay dominates, followed by information technology. The academic bucket will capture student travel, wargaming support, books, supplies, and other programs supporting students. Of special note is our recurring need to defend our travel program, which is an integral mission requirement, compared to some other agencies' travel programs which might be more discretionary. Finally, the library is a critical element for us coming in at \$2.6M this year.

The COO support supplies various items such as accounting services from DFAS, technical support for our accounting system, and program support for various enablers across the university.

If you'll note the facilities line, which we've talked a bit about: only 4% of the budget is spent on facilities. And that small percentage is largely driven by our host-tenant support relationship with our Army landlord, here at North Campus. Joint Base Myer – Henderson Hall currently, as already stated, has funding responsibility for the sustainment, restoration, and modernization of our infrastructure. On the other hand, NDU fully funds its operations at our Joint Forces Staff College (South Campus) to include utilities and Sustainment, Restoration and Modernization (SRM). And we are only just beginning to look at the needs of our super-southern campus, the Joint Special Operations Master of Arts program (JSOMA) at Fort Bragg, North Carolina.

AMB Roemer: Quick question: I think I heard you just say ‘to defend your international program or

your travel funds.’ I think the travel is absolutely essential. Who are you defending this from? Who are your main critics of the program to spend on travel?

Ms. Gilchrist: So it would be OSD [Office of Secretary of Defense], because when they review a budget—they’re first looking at commodities. And any ramp in management headquarters is one area, and then the other area is travel. Any ramp or large bucket amounts in travel is subject to question. And that’s when we have to go into the mode of explaining that it *is* mission funding for us.

AMB Roemer: Do you feel like they are attentive, then, when you give them the details of why there’s travel for international students when they’re here?: To see America, experience—you take them to Montana, and the private sector out in California, and some of the most impactful things they’ll do while they’re here—does that cause less criticism going forward or do you have to continually defend that?

Ms. Gilchrist: I’ve only been here a year. ***audience laughter*** I’d have to say they probably do listen, but what I will say, too, is that the Joint Staff has been a very strong advocate of that position. They understand it. And so our alignment, in terms of budget, is up through the Joint Staff to OSD, and so they are supporting our position as well.

AMB Roemer: Ok. And then the last question is, Mr. Chairman, just for the record, and this is probably not the appropriate place to ask in the budget: I see budget funding sources, but at some point it would be helpful for me, on the side, to understand how National Defense University requests the dollars. Do they have to go through the Joint Staff only? Do they then get supplemented by the Office of the Secretary of Defense? Like the days of Ike Skelton, are they allowed to go directly to the Hill and talk to people about certain things outside of a budget number? It would just be helpful for me to know some of this...

Gen (Ret.) Schwartz: President Plehn, let’s put that on the agenda item for executive session.

AMB Roemer: Great. Very helpful. Thank you, Sir.

Lt Gen Plehn: Yes, Sir. Will do.

[Presentation resumes: Slide 3: FY22 NDU Reimbursements]

Ms. Gilchrist: Next slide. Going from big to small, this slide provides a bit more detail on the reimbursements we receive at NDU of the projected \$15.6M on the previous slide. About 75% is SATFA; this total will represent the cost of providing services to our international students. Our other customers include: Defense Acquisition University, the Defense Senior Leader Development Program, and Office of the Under Secretary of Defense (OUSD) Research and Engineering. And as expected, if you look at the other side of the slide, it shows that most of the funding is consumed by civilian pay.

Now for a quick look at FY23. Next slide, please.

[Slide 4: FY23 Budget Outlook—Sources & Uses]

Ms. Gilchrist: Here’s our outlook for FY23. You’ll note there is a bit of growth in the facilities program. As a result of an issue paper submitted last year, NDU received an additional \$5.7M for facilities sustainment. This will help us to bridge some of the shortfalls left by Army funding. And

the key here, as has been mentioned, will be to do more preventative maintenance, which will save us in the long run. Going forward, our goal is to extend that funding across the FYDP as we launch another effort as part of the FY24 issue-paper cycle. The rest of the distribution is very similar to FY22. So our bottom line is: Despite more work to do, we're somewhat happy with the upward trend we're seeing in our O&M funding, and we will work hard to continue that trend. That concludes my briefing pending your questions.

Lt Gen Plehn: Mr. Chairman, may I make a comment, please?

Gen (Ret.) Schwartz: Please.

Lt Gen Plehn: So I think Ms. Gilchrist was extremely modest with what she just described. And this goes a little bit to Ambassador Roemer's question about 'how do we ask for funding?' Between Ms. Kolbe and Ms. Gilchrist, they unlocked the secret of getting NDU's voice represented in the Joint Staff budget development process. They unlocked the secret on the issue papers as well. They took facilities maintenance into the issue paper process; and by the time they came out explaining this to the Joint Staff, it came out as the number one Joint Staff issue paper, and then OSD agreed to fund it in FY23 for \$5.7M dollars.

Audience Members: Well done. Well done.

Gen (Ret.) Schwartz: Let me explain to the Ambassador, at least in my feeble understanding, of what the issue paper process is. So Services submit budgets to OSD. And when there are RECLAMAS, to the Service or Defense Agency budget submissions, they go in in the form of 'issue papers'. And ultimately, those issue papers are adjudicated—in some cases at the Comptroller level—and for truly controversial issue papers, at the DEPSECDEF [Deputy Secretary of Defense] level. And that's the mechanism for RECLAMA.

Audience Members: Well done.

Gen (Ret.) Schwartz: Since we're being very efficient with our time, Ladies & Gentlemen, perhaps we can do our executive session now, and then conclude at an appropriate time?

So, Ladies & Gentlemen, and members of the NDU staff—save Dr. Yaeger—thank you very much for a very informative morning and early afternoon. I think what is notable here is the passion for the mission, and the recognition that making NDU work requires a bit of bureaucratic skill in addition to a wonderful mission with which people resonate. So thank you again for your passion, and obvious bureaucratic skill.

Dr. Yaeger: This closes our public session for today, and we'll close down the livestream. Our next public session will be tomorrow morning.

1530 MEETING ENDS FOR THE DAY

1545-1700 Facilities Tour: Marshall Hall, Lincoln Hall, Eisenhower Hall and Roosevelt Hall

[Board members move into an administrative session.]

Wednesday, 25 May 2022

Room 155, Marshall Hall

**1030 Call to Order
Dr. Yaeger**

**1030-1040 Discussion of Public Written Comments
Board Members**

Dr. Yaeger: Good morning, Suzanne. Good morning. The Board of Visitors of National Defense University is hereby called to order in accordance with the provisions of Public Law 92-463 'til no later than noon today. The purpose of this session is to entertain any comments from the public. We did, and we have distributed a comment from the public which will be a part of our official minutes, and it's for your consideration. The comments address resources at Joint Forces Staff College, a lack of diversity, and senior leader interaction. And those comments, again, have been given. I'll turn it over to Mr. Chairman.

Gen (Ret.) Schwartz: Ladies and gentlemen, I think it was a comprehensive comment. It was also—it was not an anonymous comment—which I think is significant as well. My impression, though, subject to your coaching on this, is that this item is certainly within the purview of the leadership of NDU, and, as a result, what I would recommend to the Board for your consideration is to allow General Plehn and the staff to evaluate the themes of the comment. But I would recommend up to General Plehn and this advice, of course for his people, that he acknowledge receipt, given that it was a named comment, that he acknowledge receipt, or someone in his supervision acknowledge receipt (his call). And then we should—staff should follow up. Of course, we should have the report on the findings. Does that make sense to y'all?

COL (Ret.) Marcos: Sir, I would only add that the Board—we're grateful for her thoughtful feedback, so that the Board of Directors is grateful for her feedback. So that it's not, I would say, just the President, it's not just a response, but the Board has read it, acknowledged it, and we're grateful for her feedback.

Gen (Ret.) Schwartz: I think that's an excellent point. So, I don't think that there should be two acknowledgements but one that incorporates both.

COL (Ret.) Marcos: Yes, Sir.

Dr. Yaeger: Yes, sir. I'll take that on. I'll take the first draft, and share it with the leadership of the Board and the University.

Gen (Ret.) Schwartz: One just editorial comment is that in my experience, out-stations, and I use that term advisedly, but out-stations always feel disadvantaged to those closer to the center. And I'm sure there's substance here. But there's also the reality of being distant from the center, and I'm sure that's at play as well.

VADM (Ret.) Breckenridge: Just one other comment, Mr. Chairman, and that is that I actually want to thank the author of the comment. I think it's always difficult for a Board who's not here on the day-to-day to make sure that you're addressing issues that at the deckplate are really important to them—those that are getting the work done—and the fact that this individual trusted enough to put this into the system I think is very important and something we need to make sure we encourage.

COL (Ret.) Marcos: If I may. Sorry, Sir. For consideration, either we do a trip down there, or we

meet down there. I know it's a logistical challenge, but to show our—She won't see it, but the others will.

Gen (Ret.) Schwartz: In fact, it's my understanding that's sort of in work for the next Board meeting to be down in Norfolk.

COL (Ret.) Marcos: Great minds think alike. ***audience laughter***

Dr. Yaeger: I think it will probably be the spring meeting. The fall meeting will be at McNair.

Gen (Ret.) Schwartz: I think that's absolutely appropriate. It'll be kinda fun to go back and see what it looks like.

AMB Roemer: Mr. Chairman, I'd just like to associate myself with your leadership on this and the remarks from Jody and Nora. As a former member of Congress, when I would receive this kind of thoughtful comments critical of me, of votes, my office's performance, and I knew there were some areas that I could improve on, I took it extremely seriously. You know I had my staff get back, and maybe we could, because it's addressed to us, if you see it appropriate, Mr. Chairman, maybe after General Plehn and others respond, and John drafts this response up. She's included her phone number. Maybe there's one of us on the Board that could even give her a call and acknowledge that we value her input, that we're working on it, and they know that public comments to this Board make a difference. And you can't respond to every single person that does it. But this is very thoughtful and extremely well done.

Gen (Ret.) Schwartz: It is. Right. This is thorough and well-done as you've indicated. And following the assessment by the staff, I'm happy to make the call and express our collective appreciation.

AMB Roemer: Thank you, Sir.

Ms. Dreyer-Capo: Dr. Yaeger, may I just make a quick housekeeping comment: To make sure that your microphones are on bright green, and that you're speaking into the microphone for the benefit of our virtual participants, because we can't raise the volume anymore or else it'll cause feedback in the room. But if you would just be mindful of that, so I'll continue monitoring for their ability to hear. Thank you.

Gen (Ret.) Schwartz: Thank you. Thank you. And for our out-station today, with our two members that are remote, are you okay with that approach, please?

Dr. Yaeger: Suzanne or DJ, did you hear that discussion? Are you okay with the approach for the public record, public comment for the record, over?

Gen (Ret.) Schwartz: I don't think they're hearing us.

Dr. Logan: No, we're not hearing you. It's very, very garbled. We have heard very little of this discussion, I'm sorry to say.

Dr. Patil: I don't think that Microsoft Teams is having issues, but there's no chat box, at least on my side, unless Suzanne has it.

Gen (Ret.) Schwartz: Let me try to summarize and just make sure you are okay. Because the input, the comment was well done and it was signed, we thought it best, obviously, that the staff have an opportunity to evaluate the content but that also General Plehn will acknowledge receipt. And that when it's appropriate, I will also engage with the author to express our appreciation for her candor

and commitment to prepare the document as she had.

Dr. Logan: Thank you, Sir. That was very—that came across very clear, and we appreciate it, and I certainly support that.

Gen (Ret.) Schwartz: Okay. Thank you, all.

Dr. Patil: Ditto.

Dr. Yaeger: Thank you, both.

Dr. Yaeger: Sir, the next—the final items for the Board are to hold a public meeting: Any closing comments, concerns, or outlying questions. And then at a closed session we need to outline what do we want to share with the Chairman.

1040-1045 BOV Member Deliberation and Feedback Wrap-up and Closing Remarks Board Members, General Schwartz and Lieutenant General Plehn

Gen (Ret.) Schwartz: I understand. So, one, if I can, why don't we go around and just ask for impressions and additional comments. In the follow-on session, we'll actually talk about the three or four themes that we want to include in the communication to the Chairman. We collected our thoughts yesterday in the roll-up. But why don't we open it up for discussion at this point, with the understanding that we'll deal with the Chairman's letter in the next session. Nora, how about if, may I ask you to begin?

COL (Ret.) Marcos: I wasn't in that session. I'm happy to go later. Thank you.

Gen (Ret.) Schwartz: Please do.

VADM (Ret.) Breckenridge: I don't have really anything further to add to the conversation from yesterday except to express appreciation to the President and to his staff. I mean, as we come together as a reconstituted Board of Visitors. We have a lot of new members, we have some members who come with a little bit of history. And trying to find the right balance of putting packages together to get us to a level playing field, to start doing the work, especially for accreditation, was a very heavy lift. And on top of which, they're teaching, short-staffed, and everything else. I just want to express my appreciation for all that the staff has done to support us and get us started on the right foot. Thank you.

Gen (Ret.) Schwartz: Thank you. Ambassador?

AMB Roemer: I first would just like to start out, Mr. Chairman, by saying what an honor and privilege it is to serve with all of you on this Board. I'm very impressed by the caliber of people on this Board, and grateful for your leadership and the time you've spent supporting this institution, National Defense University. I want to thank General Plehn and his staff for putting all of this together. A great learning experience for me, out of the box, to see and hear from you and learn more about this and what we can do to help. A couple things: One, maybe one of the most important things that happened during the last forty-eight hours was General Plehn thanking the Secretary of the Army for the budget, and the funding, and letting her know how important that is. I can't underscore enough how the funding issue comes up over and over, whether that's issues of remote learning and technology here, hiring the right staff and faculty, retaining the right people, rewarding great performance, the joint mission that's taught. It's all about dollars and money and investment in this.

And it seems to me not only with the Secretary of the Army, but there are potentially a lot of friends out there in the administration, and in Congress on both sides of the aisle, that want to hear this story, and potentially want to be supportive. A lot's going to change after the midterm elections. I think there are going to be opportunities to sell the infrastructure story here, and, you know, getting ready to do that going forward is going to be important. So, funding, personnel, and wherever I can be helpful on the Congressional issue, given my time up there, and other people's expertise on this Board as well. So, off to a great start Mr. Chairman and Mr. Vice Chairman. I really look forward to working with you, and trying to help. Thank you.

Gen (Ret.) Schwartz: Thank you, Sir. General Hooper.

LTG (Ret.) Hooper: Mr. Chairman, Admiral Breckenridge, and Ambassador Roemer have expressed my sentiments far more eloquently than I could do it myself. ***audience laughter*** Thanks to you for your leadership. Thank you to General Plehn, to his staff for an excellent meeting. And we're learning, and we're on our way. Thank you very much.

Gen (Ret.) Schwartz: Thanks. I appreciate it. Madam Wada.

Ms. Wada: I just want to associate myself with the remarks of all my colleagues so far. Thank you to the staff, and to NDU, and Ambassador for your leadership. I appreciated the opportunity to sort of get a level set. I think we need to understand what has been going on, and some of the history of how we got here, and we have, which has been important. And while we work to fix the immediate mission target in front of us—accreditation, infrastructure, staffing—I think it also behooves us to take the Secretary's thought and statements this morning into consideration. And "What do we want NDU to look like in ten or fifteen or twenty years?" Right? We have a number of competing, I would say interests, in different institutions, who'd like to think themselves as the thought leader of strategic thinkers. But I think here we have such an opportunity to make this the showcase of what strategic decision making and development of leaders could be. I'm looking forward to that opportunity with the rest of my Board members, Sir. Thank you.

Gen (Ret.) Schwartz: I think it's an excellent point, and for John and for General Plehn, you might consider for the next session, obviously an update on accreditation and where we are, and so on and so forth. But I think the strategy struck me as being, as Secretary Wormuth mentioned, somewhat leaning into the present for obvious reasons. It might be useful, as you suggest Ma'am, to talk about your sense of "NDU Next." And I think that would be helpful. Let me go to Zoomland. Suzanne, if you have comments, please?

Dr. Logan: Thank you, Sir. I heard that loud and clear. I appreciate it. I want to follow first on what just said, because that was at the top of my list: was taking to heart what the Secretary said this morning about the challenge to focus on the future over the present. And we're here, we believe—I think I speak for all of us—to help move NDU into the future, and so we need to be certain that we give that impression in our response to the Chairman that we take that seriously, and that that's something we believe is the mission of the Board. I think we want to express gratitude that the Board has been reconstituted. I know that it's been a difficult time for NDU to not have a Board to work with. So I think that's an important thing. I agree that we want to be very thankful for the Army's contributions to the work. And I'm not sure I heard all of that discussion but I would say that we certainly want to look for ways to keep this from being a problem in the future, and if that means a change in the way the funding comes for the facilities, then maybe he would be willing to explore that with us. And then I would only hang on because DJ and I have had this experience, in this particular time, that facilities are important, that technology is going to be more important in the

future. So, we need to make certain that we put this one to bed for NDU. For the entire twenty years I've been working with NDU, I can tell you that technology has always been one of the major priorities, and we've never been able to get beyond it. And we need to get beyond this so that we can focus on more. Thanks. Thank you, Sir.

Gen (Ret.) Schwartz: Thank you, Ma'am. And DJ. Please, Sir.

Dr. Patil: Yes. Thank you. You know I've been reflecting since the very helpful discussion and conversations yesterday. And one of the things that strikes me is the unbelievably hard job the staff and faculty have at NDU. And it's because it's two dimensions: One dimension is, it's a fix-it operation, very frankly. There's so much that has to be done, facilities, everything's that's been highlighted. Rebuilding morale. You got cultural rebuild. You have accreditation. There's a lot of complexity. I would also highlight the critical nature for what is needed coming up. I was reflecting also: It's only been ten years since Tom Davenport and I wrote this article for Harvard Business Review that was a little bit tongue-in-cheek about data scientist being the sexiest job of the 21st Century. It's in the top one-hundred most downloaded articles. Which we never—we would have put time actually into it if we thought it would ever get that traction. ***audience laughter*** And I think about all the jobs that have been created—the different job titles—that we could never have imagined—not just data scientists, data engineer, but social media manager, all these things. These are now roles that are now critical in the Federal Government. As we've seen in the conflict in Ukraine, disinformation, on both Covid and the war. This sector is about to get much more essential. And I think about the challenges that are going to come up over the next decade. I think the next decade is going to make this decade seem boring, frankly. Just the material sciences, bio, many things that Secretary Carter has highlighted as the need for what the Pentagon has to evolve to in his framing of thinking outside the five-sided box. All of that is going to be essential, and how do we put that into curriculum? How do we prepare our leaders to deal not only with the traditional world that they have to do, the bread and butter, but also this new fold coming up over the horizon? And that complexity is something I would just encourage all of us to really ask ourselves. How can we support NDU? I think it's also one for our comms mission: to help both the public, the appropriators, and those in DOD, the folks that are both military and civilian, to understand that NDU is and must be the pinnacle of understanding and appreciating what those issues are, and being able to distill it so that our national security apparatus is prepared and ready.

Gen (Ret.) Schwartz: Well said, Sir. Thank you. Ambassador?

AMB Myrick: Thank you very much, Mr. Chairman. I would like to identify with all of the comments that have been made so far and to add that this package of thoughts must be guided by the vision that we must constantly remind ourselves of what we are doing. And fundamentally that is to assist in educating our leaders to develop ways and to sustain ways to win in warfare and to win in peace. We have to be guided by that vision, supported by all of the various observations that we have made from our participation over the last few hours in this process. And I'm pleased to be a part of all of that.

Gen (Ret.) Schwartz: Thank you, Sir. Based on the conversations yesterday and today, I think what we need to add, clearly, is the Vice-Chairman's notion of "succeed in peace and war"—"competition"—if that's appropriate. But to alert the Chairman to a couple of things that disadvantage the university, and to do it in a way that opens the door to future conversations, perhaps. So, we'll talk more about that in a closed session, I'm sure. But I'd like to thank each of you, and especially Suzanne and DJ for your willingness to beam in and participate as thoroughly as you have. To each of you, I think this is going to be fun, actually. Some boards that I have served on

over time were more work than perhaps one anticipated. Certainly will, there will be substance here. We're going to make a difference. But I think we're going to enjoy the process. And so, thank you to General Plehn and the staff for your diligence, and for bringing us up to deckplate level, for those of us that are new members of the Board. And again, I think the chemistry between the Board and the President and his staff will be something that will, again, advantage this institution going forward. Ma'am?

COL (Ret.) Marcos: Certainly, thank you. Some comments that—I won't say a listening tour—but I've had the opportunity to talk with faculty. I've had the opportunity to listen to students. What, amazingly they highlighted was, they were excited to see the diversity on this Board. I think we should highlight that in the statement. But that was quickly followed by there's more diversity on the Board than there is across the university, which we've all talked about. To get back to the comment from this Lieutenant Commander, it's the DOD's responsibility to make sure there's diversity in the students—in the student body. The other thing was the leadership's response when we have national trauma, George Floyd. It took two weeks to get a statement out from the Board. I know it wasn't on your time, Sir—or from the University. We need to be conscious about that. Because what we say and what we don't say speaks volumes. But consistently, what I heard was gratitude and respect for General Plehn, for the Chief Operating Officer, and as well for Cynthia Watson, and what they bring to the University. The challenges you face were not of your own. And I think in many cases, I know I was oblivious to the challenges because I was a student. And what the students should see—and they do see—is your action, is your agility, and the rest is a paddling under the water that we're here to help support. So, thank you.

Gen (Ret.) Schwartz: John, my suggestion is that we, as I understand it, we have the latitude to close the open meeting. And we know we have an opportunity to meet with some of the students here in about an hour. But I think we have concluded the business, the open business, for the Board, at this time.

Dr. Yaeger: That's right, sir. Yes, I hereby declare the public session closed. We'll shut down the livestream, but keep our two Board members on board. Thank you all, the leadership, for coming, and I appreciate it.

Gen (Ret.) Schwartz: Done. *gavel* *applause*

1045 Meeting Ends

1215-1315 Lunch Break

[Board members move into an administrative session.]

**National Defense University
Board of Visitors Attendance Roster
May 24-25, 2022**

1. Vice Admiral Jody Breckenridge, USCG (Ret)
2. Lieutenant General Charles Hooper, USA (Ret)
3. Dr. Chris Howard
4. Dr. Suzanne Logan ([virtual attendance](#))
5. Colonel Nora Marcos, USA (Ret)
6. Ambassador Bismarck Myrick (Ret) — Vice Chair
7. Dr. DJ Patil ([virtual attendance](#))
8. The Honorable Tim Roemer
9. General Norton Schwartz, USAF (Ret) — Chair
10. The Honorable Debra Wada



**National Defense University
Board of Visitors Meeting
May 24-25, 2022
AGENDA**

Meeting Dress Code

Military: Class A Uniform

Civilian: Business Suit

Tuesday, 24 May 2022

Room 155, Marshall Hall

1000	Call to Order <i>(Room 155, Marshall Hall + Virtual Access for) BOV member only</i>	Dr. John Yaeger, Designated Federal Officer (DFO)
1000-1005	Administrative Notes <i>DFO comments/overview of agenda</i>	Dr. Yaeger; General Norton Schwartz, USAF (Retired), BOV Chair
1005-1030	State of the University Address	Lieutenant General Michael T. Plehn, NDU President
1030-1115	Update on Reaffirmation of Middle States Commission on Higher Education (MSCHE) Accreditation	Mr. Robert Orr III, JD, LL.M, NWC Dean of Faculty and MSCHE Steering Committee Co-Chair
1115-1130	BREAK	
1130-1215	NDU Strategic Plan	Dr. John Yaeger
1230-1330	<i>Buffet Lunch with Faculty and Staff (South Atrium, Lincoln Hall)</i>	<i>Board Members, NDU-P, DFO, and Select Faculty & Staff (invitation only)</i>
1345-1405	NDU Foundation	Mr. James Schmeling, NDU Foundation President and Chief Executive Officer
1405-1530	COO Update on the Budget, Information Technology, Human Resources and Facilities	Mrs. Kathryn Kolbe, Chief Operating Officer and Mrs. Barbara Gilchrist, Chief Financial Officer
1530	MEETING ENDS FOR THE DAY	Dr. Yaeger
1545-1700	Facilities Tour: Marshall Hall, Lincoln Hall, Eisenhower Hall and Roosevelt Hall	

Wednesday, 25 May 2022

Room 155, Marshall Hall + Virtual Access for BOV member only

1030	Call to Order	Dr. Yaeger
1030-1100	Discussion of Public Written Comments	Board Members
1100-1145	BOV Member Deliberation and Feedback	Board Members
1145-1200	Wrap-up and Closing Remarks	General Schwartz and Lieutenant General Plehn
1200	Meeting Ends	Dr. Yaeger
1215-1315 (1 hour)	<i>Buffet Lunch with Students (South Atrium, Lincoln Hall)</i>	<i>Board Members, NDU-P, DFO, and Select Students (invitation only)</i>



**Board of Visitors
National Defense University
Washington, DC 20319-5066**

REPLY TO
ATTENTION OF:

BOV-NDU

7 June 2022

General Mark A. Milley, USA
Chairman, Joint Chiefs of Staff
Room 2E872, The Pentagon
Washington, DC 20301-5000

Dear General Milley, *Chairman*

I am pleased to report on our recent Board of Visitors (BOV) National Defense University (NDU) meeting held on 24-25 May 2022. The meeting was the first of our newly reconstituted Board. It is a privilege for the Board to support you and the University. This was a productive meeting which allowed the BOV to engage on several relevant topics to advance the creative education of military officers and others in order to achieve strategic success in warfare and peace. We received updates on initiatives now underway regarding facilities, morale and accreditation. Each has an appropriate focus and sense of urgency from NDU leadership and staff.

We offer the following recommendations where your influence on the Department stakeholders, including the Joint Staff, would be very helpful:

- The Army and Navy transfer sufficient facility resourcing and directive authority to NDU, to facilitate the strategic sustainment and restoration required for the DoD flagship JPME institution, and prevent further infrastructure deterioration at Ft McNair and the Norfolk campus. Without an appropriate investment in infrastructure (both physical and IT) accreditation is at risk.
- Similarly, NDU needs your continued support to protect future year funding, which is necessary to meet the challenges of a rapidly changing national security environment.
- Improving the diversity of the NDU workforce must also remain a continuing priority

Reaffirmation of accreditation has the appropriate emphasis at this time. We identified areas to review and more closely examine following reaffirmation in 2023:

- NDU should pursue a standard, data-driven means to assess student contribution to mission following graduation with emphasis on skills attained during the NDU experience
- NDU should pursue a standard, data-driven means to better identify the education and skill-related student competencies prioritized by gaining commands and agencies.

- NDU should prepare an “NDU Next” presentation for the BOV that captures curricula and organizational adaptation required in an increasingly complex geo-strategic environment

The next BOV meeting is scheduled for 27-28 October 2022. We would be pleased, if your schedule permits, if you could join us briefly either day.

Sincerely,


General Norton Schwartz, US Air Force (Retired) - Board Chair

The Board of Visitors, National Defense University

General Norton Schwartz, US Air Force (Retired) - Board Chair
Ambassador Bismarck Myrick - Board Vice Chair
Vice Admiral Jody A. Breckenridge, U.S. Coast Guard (Ret.)
Lieutenant General Charles Hooper, US Army (Retired)
Dr. Christopher B. Howard, Lieutenant Colonel, U.S. Air Force Reserve (Ret.)
Dr. Suzanne Logan,
Colonel Nora Marcos, US Army (Retired)
Dr. Dhanurjay "DJ" Patil
The Honorable Tim Roemer (Ambassador)
The Honorable Debra Wada

CC:

Lietenant General Michael Plehn, USAF, President National Defense University
Vice Admiral Stuart Munsch, USN, Director Joint Force Development, J7

UNCLASSIFIED



CHAIRMAN OF THE JOINT CHIEFS OF STAFF

WASHINGTON, DC 20318-9999

10 September 2022

Gen Norton A. Schwartz, USAF (Ret.)
Board Chair, NDU Board of Visitors
300 5th Avenue, SW
Fort Lesley J. McNair
Washington, DC 20319-3066

10 SEPT 2022

Dear General Schwartz:

Thank you for your 7 June 2022 letter informing me of the results and recommendations of the recent National Defense University (NDU) Board of Visitors (BOV) meeting. I extend my warmest congratulations to you and your fellow board members on your appointment to the NDU BOV and thank you for serving in this critical role.

I am pleased to hear your assessment that NDU leadership has a proper focus and sense of urgency for their initiatives on facilities, morale, and accreditation. I also appreciate your identification of the challenges posed by physical and information technology infrastructure deterioration at NDU, particularly unfunded facilities sustainment, repair, and modernization requirements at both of NDU's main campuses. My staff and I will work with the Department, Services, and NDU to identify and implement durable solutions that provide sufficient facility resourcing and directive authority for its use to NDU. I look forward to your continued reporting on infrastructure concerns as there is more to be done to support an enduring sustainment and modernization plan.

I am also encouraged to hear NDU has the appropriate emphasis on its reaffirmation of accreditation that validates the rigor required, by law, of joint professional military education (PME). I look forward to your continued input in this area as NDU approaches its accreditation reaffirmation in March 2023. I also agree with your recommendation that improving the diversity of the NDU workforce must remain a continuing priority.

Finally, as we work to reimagine and retool PME across the Department, your thoughts on "NDU Next" will be particularly valuable in helping me and the Services achieve the goals of the *Joint Chiefs of Staff Vision and Guidance for Talent Management and Professional Military Education*. In closing, I appreciate the superb effort of the BOV and look forward to engaging with you and the other board members, possibly at your next board meeting in October 2022.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark A. Milley", is positioned above the typed name.

MARK A. MILLEY
General, U.S. Army

UNCLASSIFIED

Welcome to the National Defense University



*Imagine, Create, and
Secure a Stronger Peace...*



NATIONAL DEFENSE
UNIVERSITY
Washington, D.C.

Agenda



- **MSCHE Reaffirmation**
- **Performance Management**
- **Joint Forces Staff College Orientation**

MSCHE Reaffirmation



Briefing for the NDU Board of Visitors, 27 Oct 2022

**Dean Jaimie Orr
Dr. John Yaeger**

*Imagine, Create, and
Secure a Stronger Peace...*



**NATIONAL DEFENSE
UNIVERSITY**
Washington, D.C.

Why Accreditation?



The Secretary shall require NDU schools to maintain rigorous standards for the military education of officers with the joint specialty.

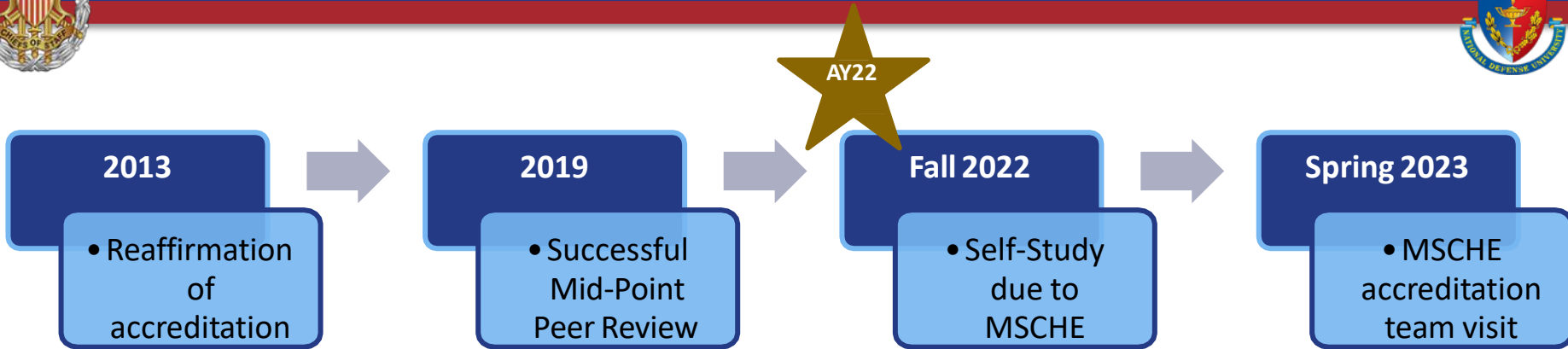
**1986 Defense Reorganization Act,
Chapter 38, section 663**

Purpose and Process of Self Study



Self-study requires that institutions engage in an in-depth, comprehensive, and reflective assessment process to identify and address institutional priorities as well as opportunities for improvement and innovation.

MSCHE Accreditation Timeline



- ✓ **SEP20-NOV20: MSCHE Self-Study Institute**
- ✓ **NOV20-MAR21: Identify Institutional Priorities**
- ✓ **APR21: Submit Self-Study Design**
- ✓ **JUN21: Working groups begin work on Self-Study**
- ✓ **OCT22: Draft Self-Study submitted to Evaluation Team**
- ❑ **FEB23: Final Self-Study submitted to Evaluation Team**
- ❑ **MAR23: Evaluation team site visit**
- ❑ **JUN23: Commission Action**

Intended Outcomes of the Self-Study



1. **Demonstrate that NDU meets the Standards for Accreditation and Requirements for Affiliation**
2. **Ensure an improved institution.**
3. **An inclusive and transparent self-appraisal process**
4. **Inspire a culture of collaboration, innovation, and fiscal responsibility**
5. **Develop a new strategic plan with metrics and an evaluation plan**

MSCHE Accreditation Standards



- **Standard I: Mission and Goals**
- **Standard II: Ethics and Integrity**
- **Standard III: Design and Delivery of the Student Learning Experience**
- **Standard IV: Support of the Student Experience**
- **Standard V: Educational Effectiveness Assessment**
- **Standard VI: Planning, Resources, and Institutional Improvement**
- **Standard VII: Governance, Leadership, and Administration**

I: Mission and Goals



- **Codify the strategic planning process**
- **Develop a communication strategy for the Strategic Plan**

II: Ethics and Integrity



- **Promulgate a University-wide policy for students to appeal grades, vice five different policies**
- **Reestablish an ethics center**
- **Reestablish “ethics” in Institutional Learning Outcomes**

III: Design and Delivery of the Student Learning Experience



- **Maintain rigorous faculty hiring practices to ensure JPME standards are met**
- **Continue the important promotion of diversity equity and inclusion**
- **Better package and convey annual academic program of study requirements for students**
- **Continue to prioritize faculty and staff professional development opportunities**
- **Further develop hybrid teaching methods that remain adaptable and conducive to continued faculty and student innovation in the classroom**

IV: Support of the Student Experience



- **Enhance knowledge management environment to optimize digital communications tools and processes**
- **Continue the evolution of NDU information technology to allow alumni to remain more robustly connected to faculty and programs**

V: Educational Effectiveness Assessment



- **Further and continued faculty training on how to teach in an outcomes-based environment**
- **Appropriately apportion funds and assessment of outcomes achieved to prioritize academic travel experiences as an integral part of learning**
- **Ensure equitable distribution of resources, support, and access to assets available at the Fort McNair main campus across all NDU schools and programs, including Joint Forces Staff College and Fort Bragg**
- **Review and address perceived inequities in pay, promotion, and hiring practices**
- **Prioritize application of demographic data to enhance knowledge of university and decision-making processes**

VI: Planning, Resources, and Institutional Improvement



- **Improve Organizational Health**
 - **Measure organizational health**
 - **Fill 100% of Funded Positions; Reduce Time to Hire & Establish a Recruiting Strategy**
- **Establish Systems to Support Data-Based Decision-Making**
 - **Enterprise Data Management Platform Development & Implementation**
 - **Leverage Technology to Measure Performance & Capture Customer Feedback**
 - **Knowledge Management Strategy Execution**
- **Become a Learning Organization**
 - **Continuous learning opportunities**
 - **Link individual performance with organizational performance**

VII: Governance, Leadership, and Administration



- **BoV Chair should regularly evaluate NDU-P**
- **BoV should set goals and assess their performance**
- **Standardize the keeping, management, and availability of records of internal advisory councils**
- **Update policy guidance on the application of the Teaching Research Engagement Service Accountability (TRESA) model to ensure greater consistency across NDU**
- **Conduct an assessment to determine if NDU has the right mix of military and civilian faculty, staff, and leadership**



Questions

Performance Management



Briefing for the NDU Board of Visitors, 27 Oct 2022

**Ms. Kathryn Kolbe
Dr. Bryon Greenwald**

*Imagine, Create, and
Secure a Stronger Peace...*



**NATIONAL DEFENSE
UNIVERSITY**
Washington, D.C.

Performance Management Process



- **Performance Objectives Creation**
 - Supervisors and Employees jointly create performance elements and standards (typically 3-5)
 - Approved by the Rater and Higher-Level Reviewer and communicated to the employee
- **Mid-Term Performance Feedback**
 - Formal mid-point discussions are to be documented in the digital performance evaluation tool
- **Final Evaluation**
 - Rater provides rating and Higher-Level Reviewer approves
 - The Rater communicates the results to the employee
- **Recognition**
 - Employees receive special act awards throughout the cycle and at end-of-year with performance awards

Performance Management Systems



- **Past Approach**
 - Defense Performance Management Appraisal Program (DPMAP) IAW DODI 1400.25
 - All Title 5 and Title 10 Bands 1-4
 - Dept of the Army Form 7222: Senior System Civilian Evaluation Report
 - Title 10 Bands 5-8 (~24 personnel)
- **New Approach**
 - Defense Performance Management Appraisal Program (DPMAP)
 - All Title 5 and Title 10 Personnel (except senior executives)
 - Certified Senior Executive Service Evaluation Performance Appraisal System
 - Provost, Chief Operating Officer & select Component Heads
 - Role clarity working group focused on ensuring that position descriptions accurately reflect major duties of the current position & first-line managers update performance standards to align with the position descriptions & organizational goals.

Performance Management Areas for Improvement



- **Planning**
 - Timely completion of performance plans within 60 days of the start of the rating cycle
 - Performance objectives aligned with up-to-date position descriptions
 - Establishing goals that are specific, measurable, actionable, relevant and timely
 - Incorporating/linking NDU strategic goals with performance objectives
- **Monitoring**
 - Consistent, timely, documented mid-term feedback between supervisors and employees
- **Evaluation**
 - Timely completion of performance evaluations to give employees valuable feedback which will drive improvement in the next performance year

Talent Management Review Board (TMRB)



- The annual TMRB is an NDU-wide review to evaluate past performance and develop plans to ensure that adequate resources exist to support future operations
 - Performance Management, Performance Awards, Civilian and Military Staffing, Demographics
- Faculty and Non-instructional Faculty promotions
 - 13 Faculty were approved for promotion
 - 13 Non-Instructional Faculty were approved for promotion
- Title 10 Appointment Renewals
 - Considered employees with appointments expiring through December 2023

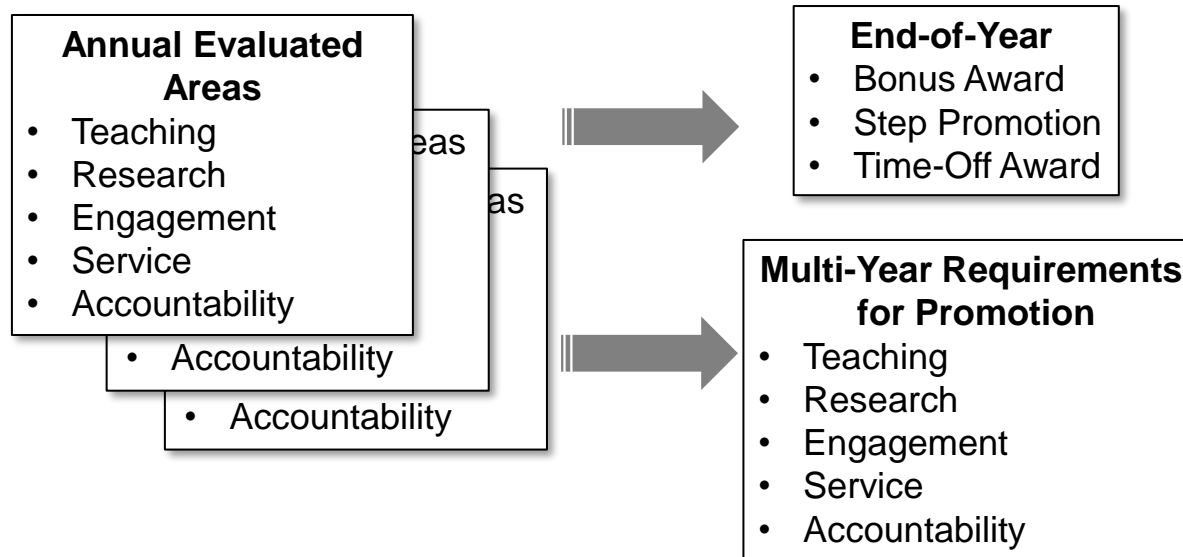
Year	Renewals Considered	Standard 3-year Renewal	% Standard 3-year Renewal	< 3-year Renewal	Renewal not Offered	Renewal not Requested
2022	75	64	85.3%	2	1	8
2021	78	61	78.2%	4	3	9

Developing our Team: Performance Evaluation



Faculty & Staff Performance Ratings occur using a standardized online form

Employee, Supervisor, and Higher-Level Reviewer participate in initial goal setting, & mid-year & end-of-year review



Developing our Team: Performance Evaluation



T – R – E – S – A

Teaching: excellence in teaching

Research/Scholarship: demonstrated academic scholarship, including research and publication and/or significant curriculum development.

Engagement: significant contribution to engagement and outreach on behalf of the component and university, and establishing relationships and networks within the appropriate communities of practice

Service: service to the component and university

Accountability: record of professionalism in interactions with students, peers, and external parties; foster respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

Developing our Team: Promotion Policy



AY22 Promotion Boards

- Instructional (teachers)
- Non-Instructional (researchers, policy personnel, librarians, wargamers)
- Academic Support Personnel (registrars, institutional researchers, LMS managers)

72: Instructor to Assistant Professor

5: Assistant to Associate Professor

5: Associate to Professor

3: Professor to Distinguished Professor

6: to Librarian or Senior Librarian

1: Senior Policy Fellow

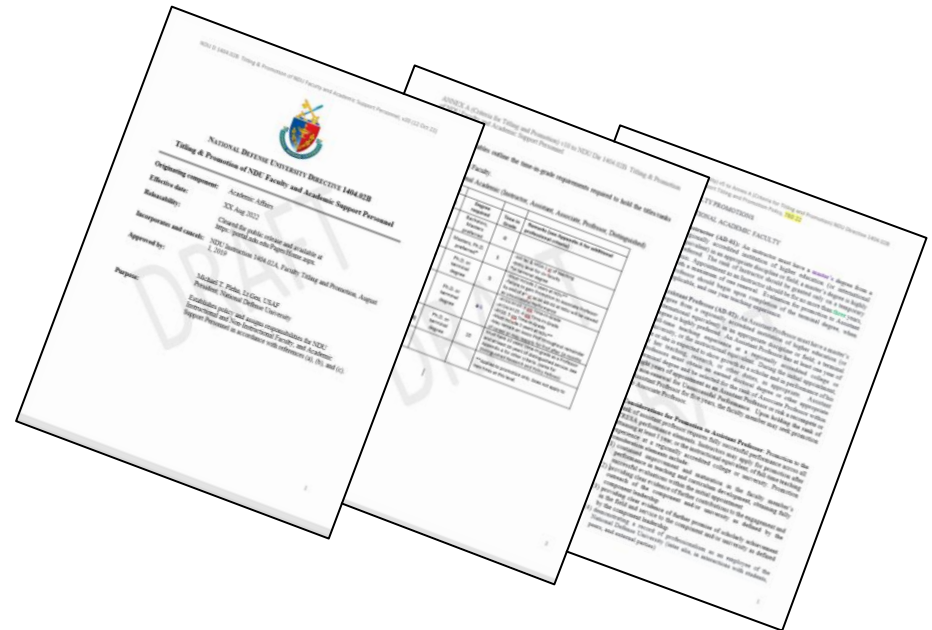
1: Senior Research Fellow

1: Wargaming Fellow

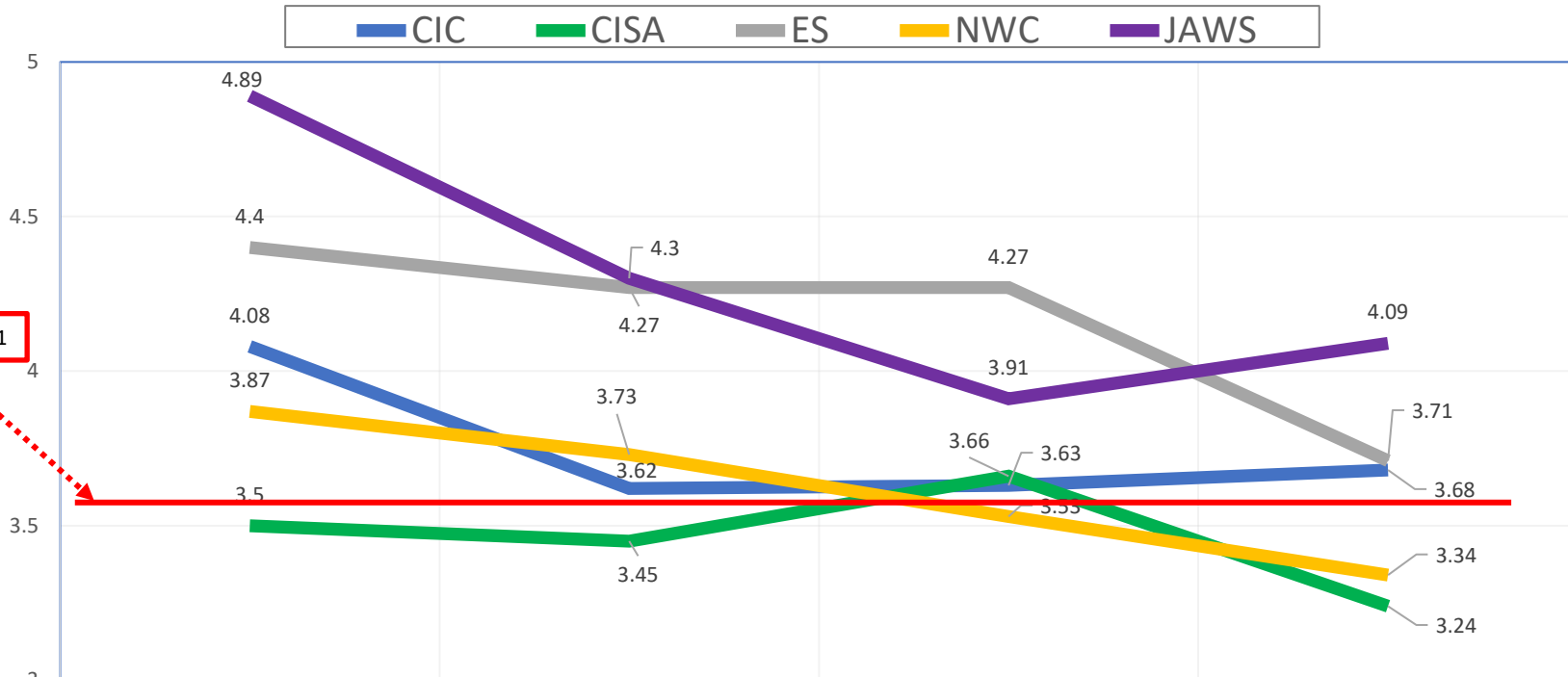
2: Assistant Professor of Writing

1: Associate Professor of Writing

1: Professor of Writing



Developing our Team: Student-to-Faculty Ratio

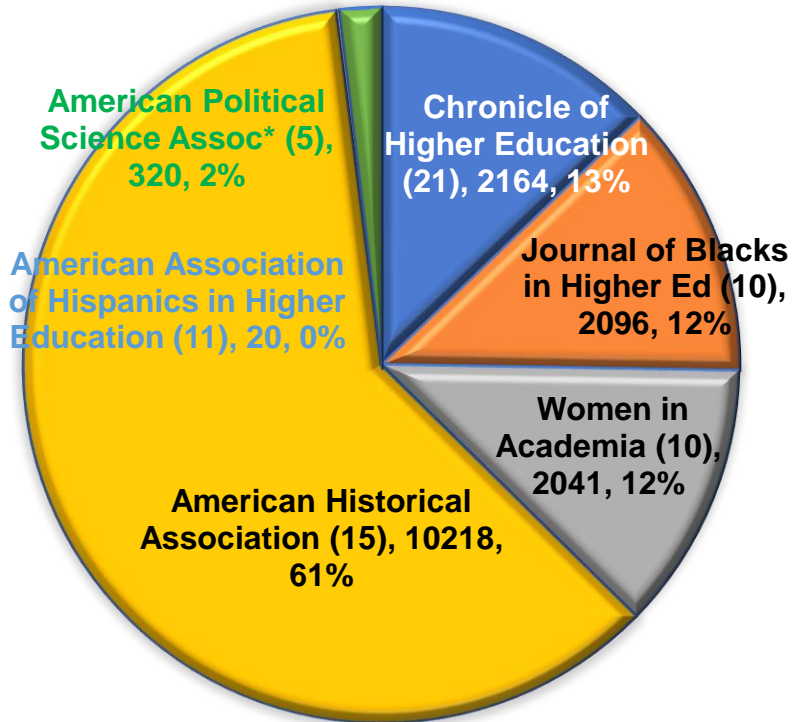


	Oct-21	May-22	Aug-22	Oct-22
CIC	4.08	3.62	3.63	3.68
CISA	3.5	3.45	3.66	3.24
ES	4.4	4.27	4.27	3.71
NWC	3.87	3.73	3.53	3.34
JAWS	4.89	4.3	3.91	4.09

Developing our Team: Diversity Advertising



NDU ADVERTISING



2021: CHE only

2022: CHE, JBHE, WIA,
AHA, AAHHE, APSA

Since Jan 2022:
16859 views
Cost: \$13,917

Journal Name (# of Jobs Placed), Total Views, % of views
(*APSA since 1 July 2022)



Games, Exercises, Models, & Simulations (GEMS)

Center for Applied Strategic Learning Update to BOV

27 Oct 22

CASL: NDU's "Lab" Component



Vision: To advance the quality of JPME through experiential learning developed for advanced strategic leadership.

Key Tasks: 1) Enable generation of innovative solutions; 2) Inspire insights; 3) Promote understanding of complex challenges; 4) Engage with partners.*

Opportunities: Enhance GEMS fidelity inside/outside classroom; re-grow CASL as true Center of Excellence in NCR & Norfolk for educational & analytical (war)gaming.

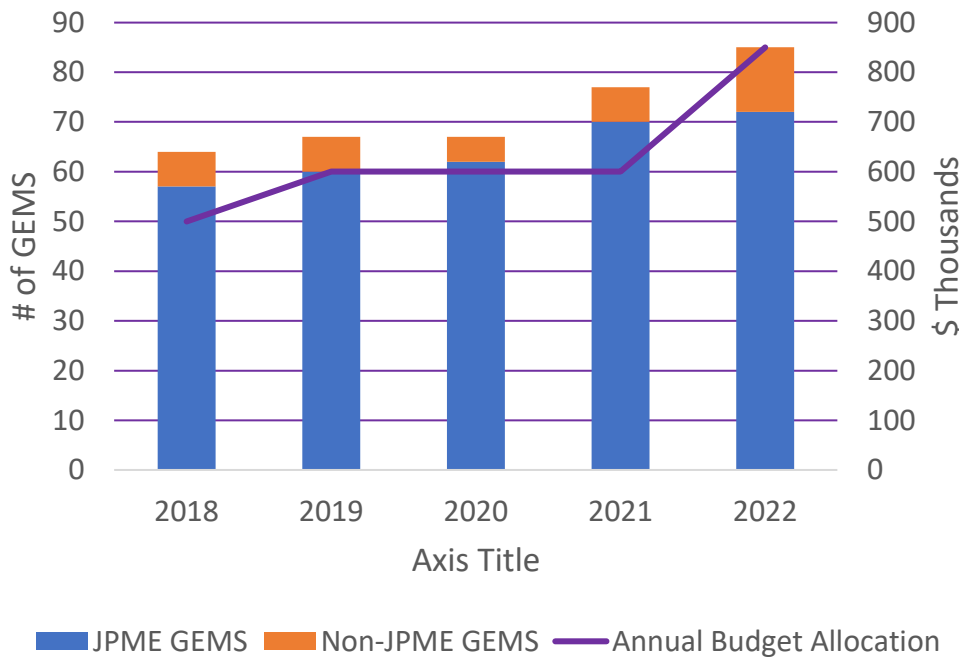
Challenges: Demand since AY18 outpaces growth in budget and personnel to design and execute events; limited professional development due to time constraints associated with mission success.

** Derived from CJCSI 1801.01E*

CASL Personnel, Budget, & GEMS



Growth of CASL GEMS



- **Authorized Personnel**

- 2022: 17 (14 DC, 3 Norfolk)
- 2012: 54 (37 DC, 17 Norfolk)

- **Budget Growth:**

- 2019: Took lead for NSIL-P Course & JLASS Exercise
- 2022: Contracted Microsoft for Pilot Virtual Wargaming Platform (*Project Voltron*)
- 2022: *Approximately 50% of O&M funding goes to 3 full-time contractor personnel to assist in game design & execution of CASL JPME GEMS.*



Questions

Joint Forces Staff College



Briefing for the NDU Board of Visitors, 27 Oct 2022

**BG Voris W. McBurnette
Commandant**

*Imagine, Create, and
Secure a Stronger Peace...*



**NATIONAL DEFENSE
UNIVERSITY**
Washington, D.C.

Purpose and Agenda



Purpose: Provide the National Defense University Board of Visitors an overview of Joint Forces Staff College.

Agenda

- Joint Forces Staff College
- Joint Command, Control, and Information Operations School
- Joint Advanced Warfighting School
- Joint and Combined Warfighting School

National Defense University Enterprise



National Defense University
College of Information and Cyberspace (CIC)
Marshall Hall, Ft McNair
INFORMATION TECHNOLOGIES



College of International Security Affairs
Lincoln Hall, Ft McNair
GLOBAL COUNTER-TERRORISM



**Joint Forces Staff
College**
Norfolk, VA
JOINT WARFIGHTING



National War College
Roosevelt Hall, Ft McNair
NATIONAL STRATEGY AND POLICY



Eisenhower School
Eisenhower Hall, Ft McNair
JOINT FORCE ACQUISITION

Joint Staff – Suffolk

**Ft. Eustis –
Army TRADOC**

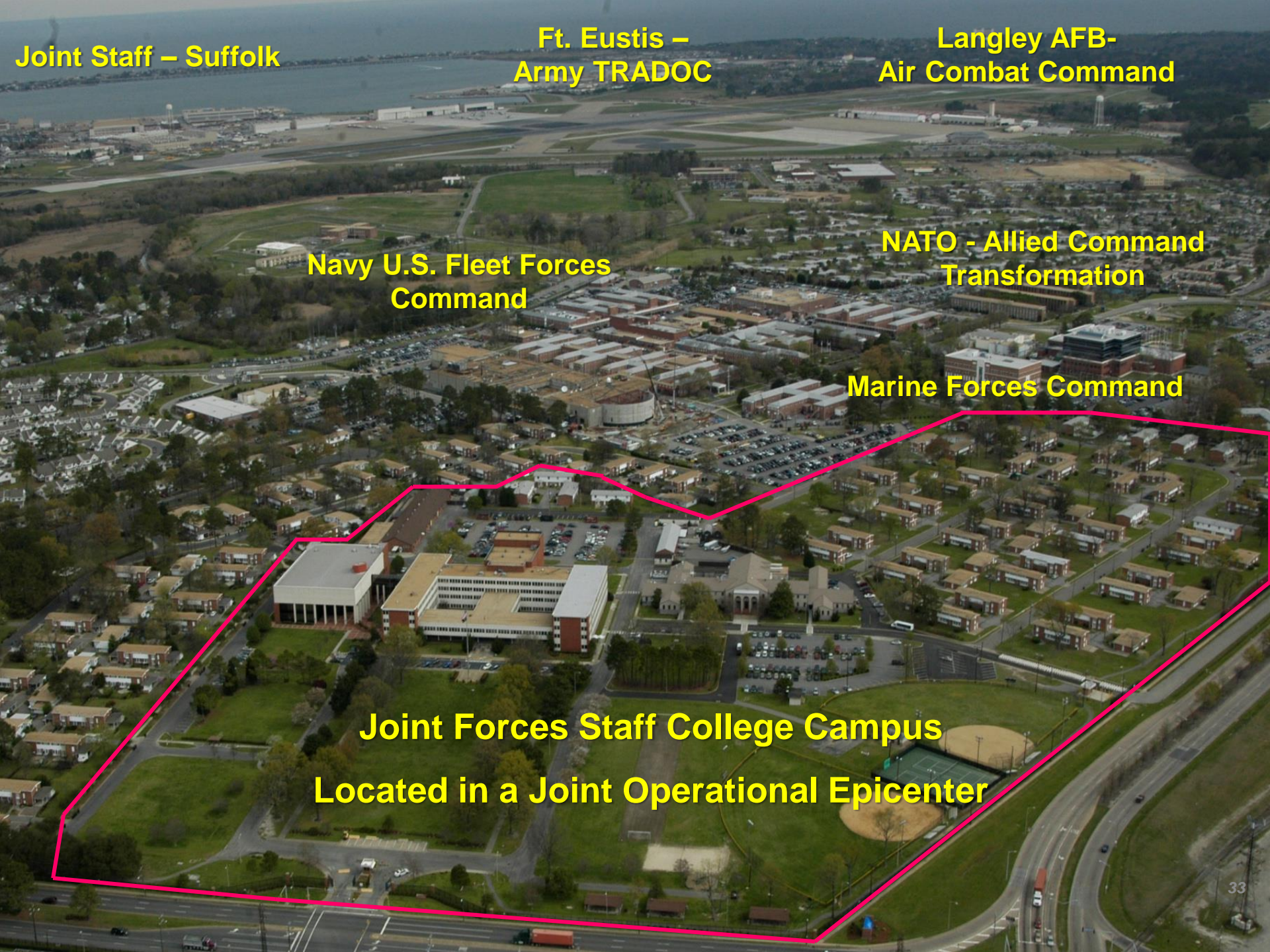
**Langley AFB-
Air Combat Command**

**Navy U.S. Fleet Forces
Command**

**NATO - Allied Command
Transformation**

Marine Forces Command

**Joint Forces Staff College Campus
Located in a Joint Operational Epicenter**



JFSC Mission and Vision



MISSION

Educate national security professionals to plan and execute operational-level joint, multinational, and interagency operations and instill a primary commitment to joint, multinational, and interagency teamwork, attitudes, and perspectives.

VISION

The flagship institution for educating national security professionals involved in planning and executing joint operations.

What JFSC Offers ...Our Value Proposition



The Joint Forces Staff College produces more JPME II graduates than all other JPME II programs combined.

The JFSC graduate can lead joint planning efforts, integrate the creativity of operational art with the analytical and logical process of operational design, and produce theater strategies to address a complex global environment.

JFSC leverages a range of educational delivery methodologies, exercises and simulations, and an exceptionally experienced and talented faculty and staff, to ensure a continuous stream of skilled joint warfighters, strategic thinkers, and innovative problem solvers for the Joint Force.

Value to our Graduates

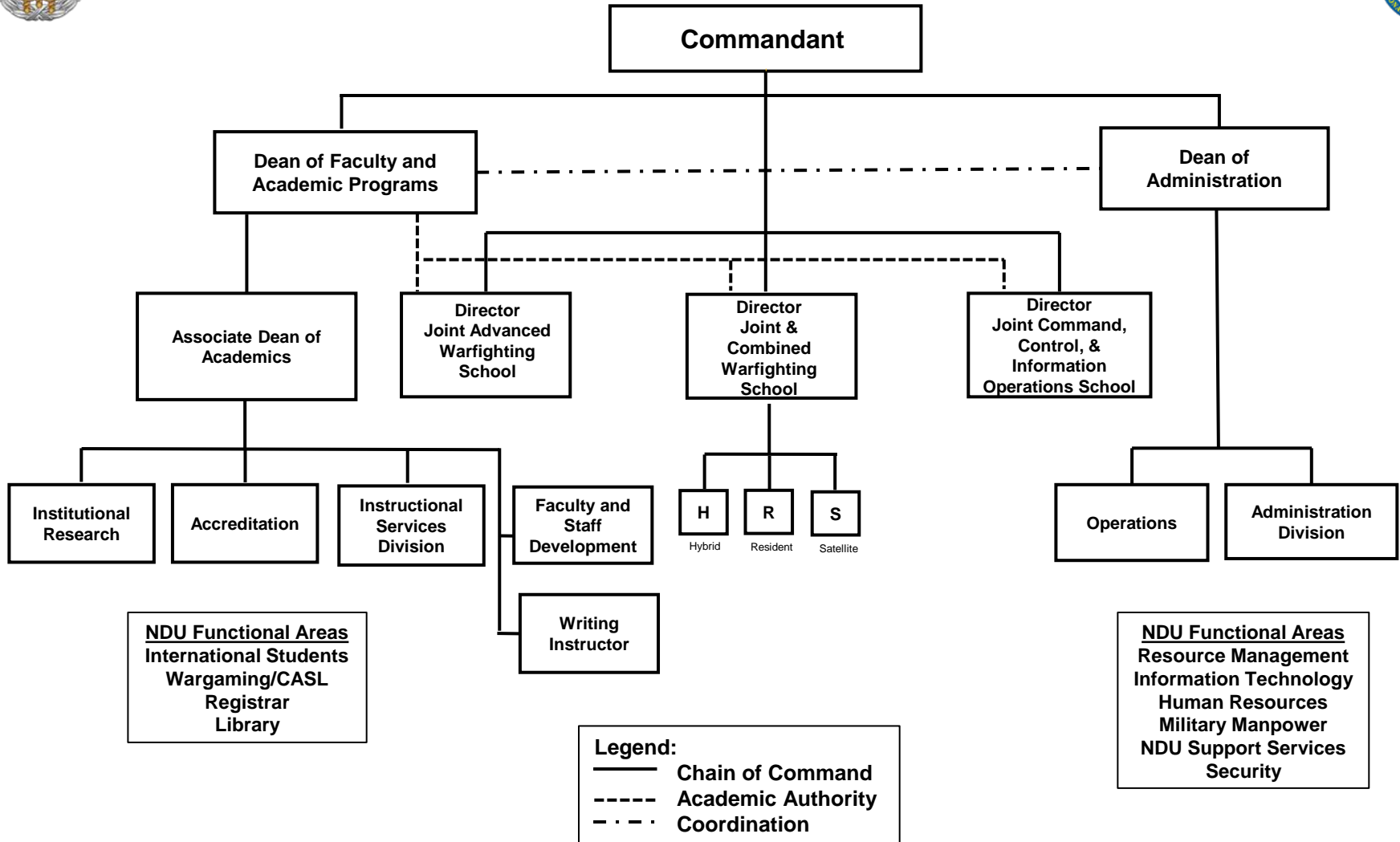
Value to Joint Force Commanders

Value to our International Partners

Value to the National Security Community

Value to the Nation

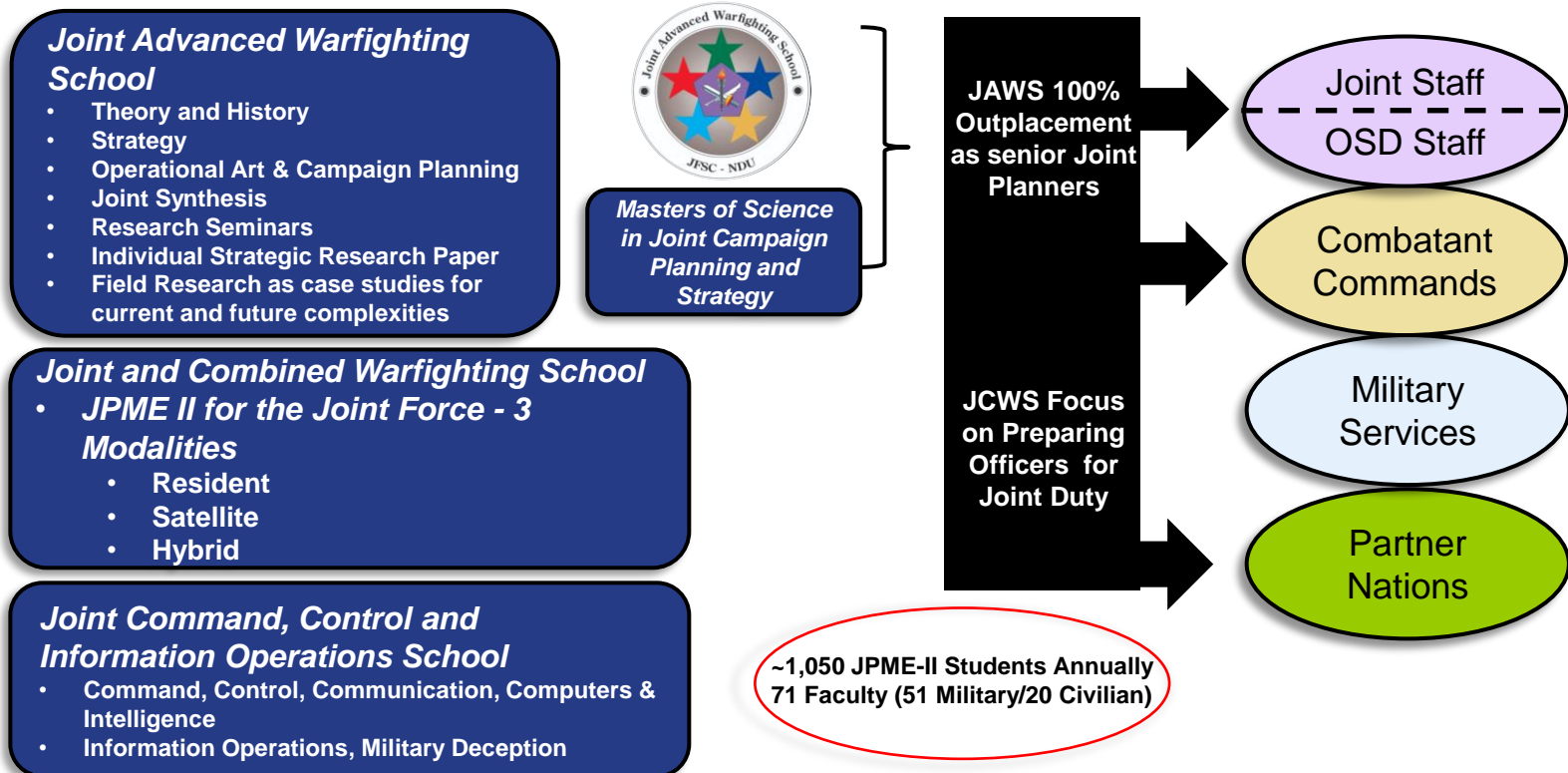
JFSC Organization



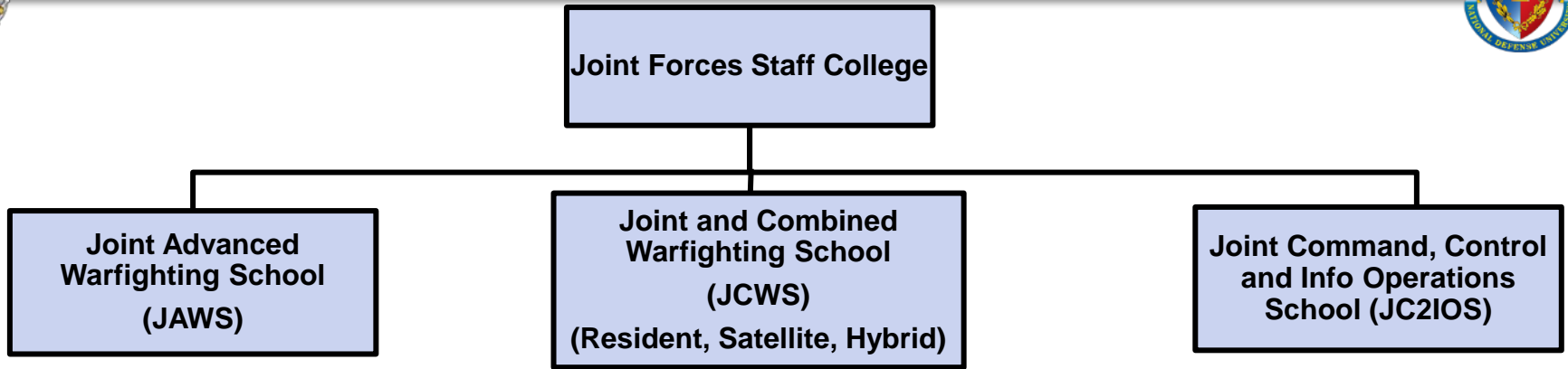
JFSC Academic Programs



Curricula Focused at the Theater Level



JFSC Academic Program Overview



Annual Student Projections

45/year

792/year (AY22 S&C Resident and Satellite);
plus 225/year in Hybrid

~500/year

Delivery Method/Course Length

10.5 month
Resident Course

10 weeks Temporary Duty in
Residence in Norfolk, at CCMD for
Satellite; or

1 – 4 Weeks
(multiple courses)

37 Weeks On-Line,
3 Weeks In-Residence (Norfolk)

Temporary Duty in Norfolk
or Mobile Team

Academic Credit

Masters Degree
JPME II

Masters Credits (9)
JPME II

Masters Credits
Career Qualifications

Student Audience

Military, Interagency,
and International Fellows

Military (active and Reserve),
Interagency
and Multinational

U.S. Military and
Select Allies

Student Rank or Grade

O-5 / O-6
One of NDU's
Senior Level Colleges

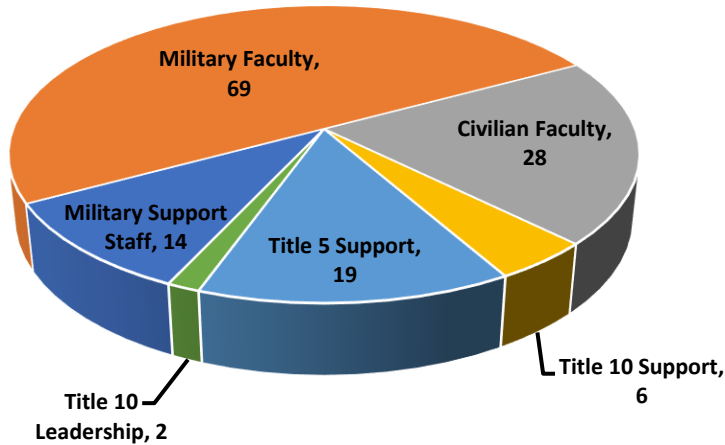
O-4 to O-6 (O-8)
and select Sr. NCO's
Post Intermediate Service School
or Post Senior Level College

O-3 to O-6
and select senior NCO's
Career Specific

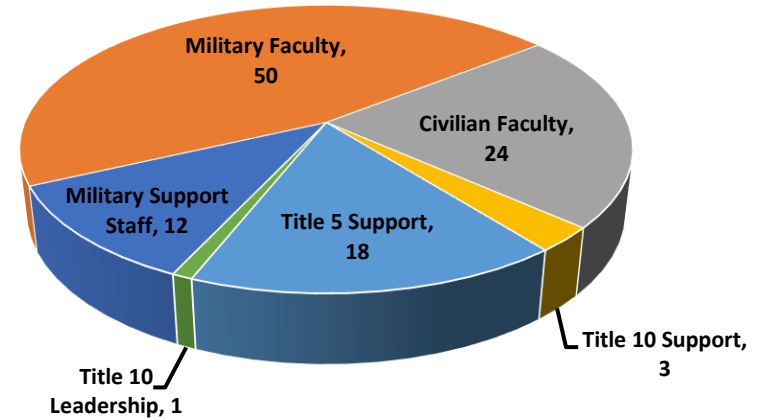
JFSC Manning Summary



Authorized Personnel



Assigned Personnel



Civilian and Military Faculty by Program



* Includes 2 Unfunded USAFR Billets

JFSC 2022 Master Academic Schedule



COURSE/PROGRAM	DEC 21	JAN 22	FEB 22	MAR 22	APR 22	MAY 22	JUN 22	JUL 22	AUG 22	SEP 22	OCT 22	NOV 22	DEC 22
Joint Advanced Warfighting School (JAWS)	JAWS Class 21-22 26 Jul 21 - 17 June 22							J T C	JAWS Class 22-23 18 Jul 22 - 9 Jun 23				
Joint and Combined Warfighting School (JCWS)	J T C	JCWS Class 22-1 18 Jan - 26 Mar		J T C	JCWS Class 22-2 4 Apr - 10 Jun		J T C	JCWS Class 22-3 21 Jun - 26 Aug		J T C	JCWS Class 22-4 12 Sep - 18 Nov		J T C
Joint and Combined Warfighting School-Hybrid (JCWS-H)	Intercessional Period Holiday Period	JCWS-H Class 22-1 6 Dec 21 - 23 Sep 22 F2F F2F 2											
		JCWS-H Class 22-2 18 Jan - 28 Oct F2F F2F 2											
		JCWS-H Class 22-3 7 Feb - 18 Nov F2F F2F 2											
Joint Command Control and Information Operations School (JC2IOS) Courses													
Joint Command, Control, Communications, Computers/Cyber Staff Operations Course (JC4ICSOC)		JC4ICSOC Class 22-1 24 Jan to 4 Feb		JC4ICSOC Class 22-2 7 Mar to 25 Mar		JC4ICSOC Class 22-3 9 May to 27 May		JC4ICSOC Class 22-4 11 Jul to 29 Jul		JC4ICSOC Class 22-5 12 Sep to 30 Sep		JC4ICSOC Class 22-6 17 Oct to 4 Nov	
Joint Information Operations Planners Course (JIOPC)			JIOPC Class 21-1 14 Feb to 11 Mar		JIOPC Class 22-2 25 Apr to 20 May				JIOPC Class 22-3 25 Jul to 19 Aug		JIOPC Class 21-4 11 Oct to 4 Nov		
Joint Information Operations Orientation Course (JIOOC)		JIOOC Class 22-1 3 Jan to 28 Jan		JIOOC Class 22-2 21 Mar to 15 Apr		JIOOC Class 22-3 20 Jun to 15 Jul		JIOOC Class 22-4 6 Sep to 30 Sep					
Joint Military Deception Training Course (JMTC)	JMTC MTT 29 Nov -10 Dec	JMTC MTT 29 Jan -4 Feb		JMTC Class 22-1 11 Apr to 22 Apr		JMTC MTT 22 Jun -1 Jul		JMTC MTT 22 Aug -5 Sep		JMTC Class 22-2 12 Sep to 23 Sep			

JCWS-H Class 23-1
6 Dec 22
23 Sep 23

Intercessional Period
Holiday Period

Program Description



Joint Command, Control, & Information Operations School

Information Advantage across the Competition Spectrum

The mission of the Joint Command, Control, and Information Operations School (JC2IOS) is to educate and prepare military officers, senior noncommissioned officers, and their civilian equivalents to enter the Joint Information Operations or Command, Control, Communications, Computers, and Intelligence (C4I) and Cyber workforce.

Educating Warfighters to prevail in the 21st Century's Information Environment

Overview and Organization



JC2IOS Directive:

Provide the Joint Staff and DoD an education platform for joint operations in the information environment including Information Operations, C4I, Military Deception, and OPSEC.

Guidance to JFSC:

- Deliver Joint Command, Control, Communications, and Computer (C4)/Cyber education (*CJCSI 6245.01A*)
- Deliver Joint Information Operations Planner's Course education (*DODI 3608.12*)
- Develop, manage, and conduct Joint IO Orientation course (JIOOC), Joint IO Planners Course (JIOPC), and Defense OPSEC Planners Course (DOPC) (*CJCSI 3210.01C*)

Purpose:

Educate, train and empower defense department personnel to employ synchronized information-related capabilities, military deception, operations security on joint staffs, and effectively apply C4I/C capabilities in support of a joint force commander.

Student population: US and Allied Military Officers, Senior Noncommissioned Officers, and Civilian equivalents.

JC2IOS courses:

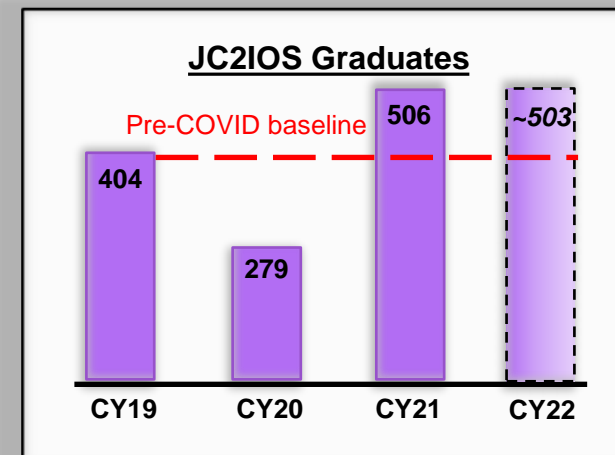
Information Operations (IO) – JS J39 Advocate

- 4 x **Joint Info Operations Orientation Course (JIOOC)** – 4 weeks DL (**prereq for JIOPC*)
- 4 x **Joint Info Operations Planner's Course (JIOPC)** – 4 weeks resident (1x CCMD MTT annually)
- 2 x **Joint Military Deception Training Course** – 2 weeks resident (MTT upon request)
- 2 x **Defense OPSEC Planners Course (DOPC)** – 1 week (2 resident courses; ~10 MTTs annually)

Command, Control, Communications, Computer and Intelligence (C4I) – JS J6 Advocate

Joint C4I/Cyber Staff and Operations Course (JC4ICSOC) - JS J6 Sponsored

- 6-7 x **JC4ICSOC** resident classes per year – 3 weeks resident



JC2IOS continues to exceed pre-COVID throughput numbers through adaptation



Questions

Program Description



Joint Advanced Warfighting School ***Prevail in War, Peace, and Competition***

Joint Advanced Warfighting School provides joint senior-level education and prepares U.S. and international military officers and U.S. Government civilians to serve in strategic leadership positions and lead the development of theater strategies, campaigns, and operations for the employment of joint forces in support of strategic objectives and policy goals.

Historically-Informed and Strategically-Minded Skilled Joint Warfighters

Faculty Size and Composition



Military Faculty

<u>Service</u>	<u>Grade</u>	<u>Skill</u>
U.S. Army	O-6	Strategist
U.S. Army	O-6	Strategist (Vacant)
U.S. Marine Corps	O-6	Unrestricted
U.S. Navy	O-6	Unrestricted
U.S. Navy	O-6	Unrestricted (Vacant)
U.S. Air Force	O-6	Air Battle Manager
U.S. Air Force	O-6	Network Operations

Civilian Faculty

<u>Authority</u>	<u>Grade</u>	<u>Position</u>
10 USC	AD-04	Professor of Practice
10 USC	AD-03	Associate Professor
10 USC	AD-03	Associate Professor
10 USC	AD-03	Associate Professor
10 USC	AD-03	Associate Professor
10 USC	AD-03	Associate Professor of Practice

Military Faculty	5/7	71%
Civilian Faculty	6/6	100%
Total Faculty	11/13	85%

Student to Faculty Ratio 4.09 : 1

Student Size and Composition



Academic Year 2022 - 2023



11



3



4



10



1



1



1



3



3



Czech Republic
1



Germany
1



Hungary
1



Lebanon
1



United Kingdom
3



Taiwan
1

U.S. Military Students
U.S. Civilian Students
International Fellows
Total Students

30/33
7/6
8/6
45/45

91%
117%
133%
100%

Program Learning Outcomes



1. The graduate can describe situations and identify challenges and problems relating to Great Power competition and the global strategic environment, to include actors and environmental conditions, and the role of the military in relation to the other elements of national power and other actors.
2. The graduate can produce a military strategy at all levels, working within current Department of Defense systems, while also analyzing and contributing to national strategies at all levels.
3. The graduate can, as a leader and a team member, employ joint planning and processes in the development of campaign, contingency, and crisis plans, or strategies.
4. The graduate can employ current concepts in planning, while also recognizing changing future environments, domains, and emerging technologies and modifying responses appropriately.
5. The graduate can analyze strategic situations and identify the challenges and opportunities facing strategic leaders, while providing appropriate guidance and recommendations based on an appreciation of the nature of the joint, interagency, intergovernmental, and multinational environment.
6. The graduate can model ethical and moral principles of strategic leadership and decision-making in the act of advising superiors and mentoring subordinates.

Thematic Questions and Curriculum



What is war? · What is strategy? · What is operational art? · What is strategic leadership?

• Theory and History of War Field of Study	
• The Philosophy of War	1
• Studies in Modern Warfare	3
• Future Warfare	1
• War and Warfare in the Twenty-First Century	1
• Strategy Field of Study	
• Strategic Foundations	3
• Strategic Applications	4
• Operational Art and Campaign Planning Field of Study	
• Joint Campaign Planning: Foundations of Operational Design	3
• Joint Contingency Planning I: Plan Development	5
• Joint Contingency Planning II: Plan Analysis and Approval	2
• Joint Crisis Planning	1
• Joint Synthesis Field of Study	8
• Research Seminar (Elective)	2
• Individual Strategic Research Paper	2
• Total Credit Hours	36

Master of Science in Joint Campaign Planning and Strategy

Joint Professional Military Education Phase II

Student Requirements



- **Assessments**

• Written Examinations	4
• Oral Examinations	4
• Essays and Papers	9
• Cohort Participation	10
• Group Briefings and Presentations	9
• Group Written Strategy and Plans	4
• Individual Strategic Research Paper	1
• Oral Comprehensive Final Examination	1
• Total Assessments	42

- **Field Research Trips**

- Yorktown, Fredericksburg, and Chancellorsville
- Washington, DC
- (Proposed) Hawaii, Guadalcanal, Saipan, and Tinian

Outplacement and Assignment



Joint Advanced Warfighting School graduates are assigned to designated joint assignments, as detailed in the annual National Defense University Student Size and Composition Plan.





Questions

Program Description



Joint and Combined Warfighting School That All May Labor as One

JCWS offers JPME Phase II to officers to prepare them for joint qualification, to meet Service talent management requirements, and to ensure joint commands and agencies are staffed with officers prepared to execute the mission of these commands.



Leading Joint Education for 75 Years



Overview and Organization



Overview

- JCWS Program
 - Five Courses
 - Five Key Assessments Shared Across Delivery Modes
 - 9 earned graduate level credit hours
- Three Delivery Modes:
 - Resident and Satellite (10 week; 4/year)
 - Synchronous face-to-face interaction
 - 16-18 students per seminar, majority in the grades of O4-O6, with 2-3 enlisted per resident class
 - Hybrid (40 weeks; 3/year)
 - Asynchronous, Synchronous, and Face-to-Face interaction
 - ~25 students per seminar, grades O4-O8

RESIDENT/SATLLITE:

3 to 4 faculty with one designated lead for each of the 5 courses for a seminar of ~18 students

HYBRID:

Three teaching teams (A,B,C) of 4 faculty delivering all JCWS curriculum to seminars across all three classes (-1,-2,-3); Example: One faculty member per teaching team is designated as the lead ICP instructor for each of the nine seminars; Each class has 3 seminars of ~25 students

Program Learning Objectives



PLO 1. The graduate can, as a leader or a team member, EMPLOY joint planning and processes in the development of plans in support of operational and strategic objectives.

PLO 2. The graduate can APPLY current concepts in planning while also recognizing changing future environments, domains, and emerging technologies.

PLO 3. The graduate can ANALYZE operational situations within the global strategic environment and identify the challenges and opportunities facing leaders.

PLO 4. The graduate can DEVELOP appropriate written and oral guidance and recommendations based on critical analysis.

PLO 5. The graduate can DEMONSTRATE the value of integrating diverse attitudes, perspectives, and capabilities based on an appreciation of the nature of the joint, interagency, intergovernmental, and multinational environment.

Class 22-04-R/S/H Class Demographics



Resident / Satellite Class 22-4

US Active Components (122)

USA	36
USMC	5
USN	37
USAF	42
USCG	1
USSF	1

Total
138 Students
9 Seminars
Student to
Faculty Ratio
3.5:1

US Reserve Components (2)

ARNG	0
USAR	0
USMCR	0
USNR	0
ANG	1
USAFR	1
USCGR	0

Total
198 Students
9 Seminars

Other (15)

Civilian	4
International Fellows	11

(Republic of Cyprus, Germany, Republic of Korea, Kuwait, Philippines, Suriname, Thailand)

JCWS Hybrid Classes 22-1, 22-2, and 22-3

US Active Components (6)

USA	0
USMC	3
USN	0
USAF	3
USCG	0
USSF	0

US Reserve Components (189)

ARNG	32
USAR	41
USMCR	21
USNR	34
ANG	19
USAFR	35
USCGR	7

Other (3)

Civilian	3
International Fellows	0

JCWS Curriculum Guidance



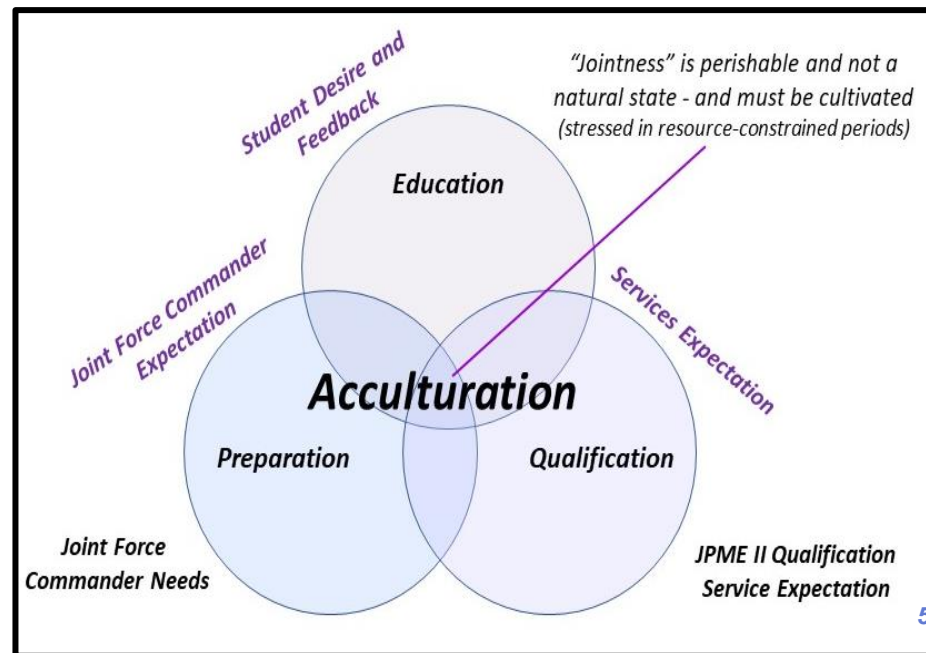
Contemporary Strategic Guidance and Direction: National Strategies and Planning Guidance

Law: Title 10 U.S. Code

Directives: CJCS Officer Professional Military Education Policy (OPMEP) (15 May 2020), CJCS Special Areas of Emphasis AY 2020-2021 (06 May 2019), The Joint Chiefs of Staff Vision and Guidance for Professional Military Education & Talent Management (01 May 2020)

Influencers: CJCS Joint Education White Paper, 16 July 2012, CJCS-Directed JPME Review, May 2013 Panel on Military Education of the 100th Congress (21 April 1989)

Curriculum: Accreditation Standards, MSCHE Standards, NDU Policies and Processes, Studies, Reviews, PAJE Report and other Guidance



JCWS Curriculum Overview



JCWS graduates are *critically thinking, operationally minded, skilled joint warfighters* who can operationalize national, military, and theater security strategies into design-informed operational plans...with a *primary commitment to JIIM teamwork, attitudes, and perspectives.*

JFF (6210)
JOINT FORCE
FUNDAMENTALS

2 Weeks

Doctrine and Theory

SCD (6220)
STRATEGY & CAMPAIGN
DESIGN

2.5 Weeks

Risk
Ends
Ways
Means

ICP (6230)
INTEGRATED CONTINGENCY
PLANNING

3.5 Weeks

Warfighting, Operational Art, Planning, Campaigning

CAP (6240)
CAPSTONE

2 Weeks

Wargaming, Synthesis

Outcomes
Based
Military
Education



Joint Teamwork, Expertise, Trust, Ethics, Problem-Solving

8 Weeks

Research, Analysis



Writing, Staff Officer Skills

APE (6250)
ACADEMIC PUBLISHABLE
ESSAY





Questions