

**REPORT OF
THE BOARD OF VISITORS,
NATIONAL DEFENSE UNIVERSITY MEETING
Held on May 24, 2023**



A public meeting was held on May 24, 2023 by the Board of Visitors, National Defense University in the Clarke Room (C-120), Normandy Hall, Joint Forces Staff College, Naval Support Activity Hampton Roads, Norfolk, VA 23511

Date of this Report: August 4, 2023



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

National Defense University

Board of Visitors Meeting

May 24, 2023

MINUTES

The National Defense University Board of Visitors (BOV) met on May 24, 2023.

The attendance roster and agenda are attached in Appendix A and B.

**0900 Call to Order, Administrative Notes
 Dr. John Yaeger, Designated Federal Officer (DFO)**

<Slide 1>

Gen (Ret.) Norton Schwartz – Board Chair: The National Defense University Board of Visitors would like to thank this team for your wonderful hospitality so far. Thank you. This is the first time I think in some time that the Board of Visitors has journeyed to so-called South campus here in Norfolk so thank you to the Board members for those that are here and those that are remote today for joining us in this very special opportunity. We begin this morning as we typically do with opening remarks by our Federal Officer, John Yaeger. Please over to you sir.

Dr. Yeager

Good morning. I am John Yaeger, the Designated Federal Officer for the Board of Visitors, National Defense University 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 1500 this afternoon, 24 May 2023.

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.

Public observation of the NDU Board of Visitors meeting is in person.

Pursuant to the Federal Advisory Committee Act of 1972, written statements to the Board could have been submitted prior to midnight last night. We have no public comments.

Copies of all meeting materials will be available on the NDU's Board of Visitors website.

A couple of administrative notes, the restrooms for the women are down the hall to the right and the men are down the hall in that direction and on the left. The emergency exits are the doors we came in and straight down the hallway on the left.

Now, I need to mention the importance of using your microphones. We have virtual Board Members and an NDU audience that need to hear what is being discussed. Please ensure that your green light is on and speak into the microphone. More importantly, please ensure the green light is off, if you are going to say something you do not want transmitted and potentially going viral. (General laughter)

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.

Gen (Ret.) Schwartz: Thank you Dr. Yaeger and once again, welcome all and our first agenda item today, the President's report.

0905-0930 State of the University Address
Lieutenant General Michael T. Plehn, NDU President

Lieutenant General Plehn

Thank you Dr. Yaeger.

To our esteemed Chair, Vice Chair, and Members of the NDU Board of Visitors, the University team and I am pleased to welcome you back to the National Defense University and to your first meeting of the Board of Visitors on the Joint Forces Staff College campus aboard Naval Support Activity Hampton Roads in Norfolk, Virginia. Today, as we look forward to the upcoming graduation ceremonies at all of our colleges next month, I will provide an update on our key initiatives and accomplishments resulting from our determined focus on the University's three Lines of Effort, which are to: 1) Enable Student, Alumni, and Stakeholder success; 2) Improve our University, and; 3) Develop our Team. We are making significant progress across the board. Our efforts continue to focus on transitioning to Outcomes-Based Military Education, improving NDU's organizational health and capacity, reinforcing our status as an accredited school with a rigorous academic program, modernizing the University's physical and technological infrastructure, and delivering the best Joint Professional Military Education. We have made significant strides since our last meeting, particularly with increasing NDU's personnel end-strength and executing NDU's facility investment strategy.

Starting with perhaps our most significant accomplishment over the last 6 months, in mid-March we had a successful visit by our accreditation reaffirmation evaluation team from the Middle States Commission on Higher Education (MSCHE). I am pleased to report that in the evaluation team's judgment, NDU appears to meet all MSCHE standards and requirements of affiliation. The decision to reaffirm NDU's accreditation rests with the entire Middle States Commission, which will meet on June 21-22 to vote on all pending accreditation reaffirmation packages, to include ours. We should receive the Commission's official decision soon after that meeting. In the interim, I would like to share some of the feedback we received during that visit:

The Evaluation Team was complimentary of you, our Board, noting "The BOV was candid and transparent in its role and in the challenges facing NDU."

The BoV appears to be active, informed, and involved in overseeing the direction and quality of teaching and learning at the policy level without interfering in the day-to-day operations of the University.

Supporting evidence shows that the BoV provides regular support for the NDU President as the chief executive officer in maintaining the University's autonomy, especially in academic affairs. The BoV also performs periodical assessment of the performance and the effectiveness of the NDU leadership, including the NDU President and makes recommendations to the Chairman of the Joint Chiefs of Staff.

The primary benefit NDU receives from accreditation is institutional improvement. The Evaluation Team had several recommendations which we will discuss shortly. While previously on a 10-year cycle, Middle States has now transitioned to an 8-year evaluation cycle. With our next evaluation team visit not scheduled until 2031, we must continue the forward momentum we have generated through the self-study and accreditation reaffirmation process; I am confident the Board will be instrumental in this effort. Additionally, to help ensure the University continues to meet accreditation standards-while also seizing opportunities to improve our University as outlined in our new Strategic Plan-I have approved our Provost's initiative to reorganize the Academic Affairs Office so we will have two Associate Provosts. This will be a staff-neutral realignment rather than additive personnel growth. With Dr Bryon Greenwald leaving the Deputy Provost position this summer to undertake a sabbatical, we will re-purpose the Deputy Provost position into the Associate Provost for Academic Programs and Faculty Affairs. At the same time, Dr John Yaeger will be retiring this summer, and we will re-purpose his position as the Vice President for Strategic Planning and Accreditation into the Associate Provost for Educational Innovation and Institutional Effectiveness. This Associate Provost position will also undertake the duties of our Designated Federal Officer for the Board of Visitors.

For the record, I would like to thank Dr. Greenwald for his tremendous contributions to the University as Deputy Provost for the last 2 years. He has a talent for discerning the root causes of issues and getting hard things done. Among many other accomplishments, he was the architect of our new promotion policy which also defined and incorporated the promotion process for our non-instructional faculty. Many thanks again, Dr Greenwald.

In a similar fashion, and for the record, I would also like to publicly thank Dr John Yaeger for his many years of dedication and service to the National Defense University. He has excelled in many roles at our University, to include Provost, and most recently as our Vice President for Strategic Planning and Accreditation. With our self-study and accreditation reaffirmation visit complete, and with the recent publication of our new Strategic Plan, Dr Yaeger has successfully led us through two of the most challenging tasks that face any University, and he did them both simultaneously over the last two years. Dr Yaeger, you have put the National Defense University on a bright path for the years ahead, and for that I offer the sincere gratitude of our entire University.

Gen (Ret.) Schwartz: Please! (General applause)

Lt General Plehn: As just mentioned, another major effort we completed since your last Board meeting was the publication of our new NDU Strategic Plan, entitled "Realizing the Vision 2022- 2027"; its purpose is to guide our actions in the coming years as we seek to achieve the *Joint Chiefs of Staff Vision and Guidance for Professional Military Education and Talent Management*. We are now in the process of developing implementation plans for the University and all its components.

Focusing on our academic programs, and based on your recommendations, as well as input from our accreditation reaffirmation self-study process, we have taken steps to reinvigorate our teaching of military ethics, appropriate civil-military relations, the profession of arms, and the importance of maintaining an

apolitical posture. Specifically, we developed an NDU Institutional Learning Outcome focused on those three areas, established an Ethics Program Coordinating Committee led by Dr Greenwald, and created Ethics Chairs at each college to emphasize that virtually every lesson has an ethical, civ-mil, or profession of arms dimension.

In pursuit of one of the strategic initiatives in our new strategic plan, we are also exploring ways to bring virtual-reality immersive learning capabilities to NDU. With thanks to Dr Chris Howard for demonstrating the power of Arizona State University's immersive learning technology, we intend to "build a battle" and create an immersive Virtual Reality learning environment focused on joint/combined warfare and operational/strategic-level decision making. Thank you again to Dr Howard for introducing us to this exciting learning methodology.

In other curricular initiatives and seeking to accommodate more private sector fellows into NDU programs, the Eisenhower School is working with the NDU-Foundation and the Business Executives for National Security (BENS), to reach out to various industry partners to educate them on the value of an education at the Eisenhower School in particular. We learned a major hurdle to increased industry participation is the requirement to dedicate a fast-track employee to a full-time 10-month education program. To incentivize additional private sector companies to send their best and brightest to NDU, the Eisenhower School is analyzing its curriculum with the goal of making it more modular to reduce the time away for private sector students.

In addition to providing the best academic programs and work environment possible, we remain active in supporting the physical and mental health of our students, faculty, and staff. The NDU Health and Fitness program is unique among the PME community. While we will brief you in detail on its supportive programs later, I will highlight the increase in mental health professionals assigned to NDU, from one to three, beginning in July. This is the result of an excellent initiative by our Health and Fitness team, in strong partnership with the U.S. Army.

As you know, our current and future success continues to depend upon our high-quality faculty and staff who comprise the NDU team. We continue to focus on increasing the University's personnel end-strength as a top priority. For military, we currently have 182 servicemembers onboard, 15 short of our 197 authorized billets. For civilians, we currently have 335 direct-funded personnel onboard out of 337 funded personnel billets. In Fiscal Year 2022, NDU had the first net gain of civilian employees in 5 years. As our civilian hiring has increased, the attrition rate is trending down from 16% to closer to 8% this fiscal year. Addressing hiring timelines continues to be a focus, achieving a 30% reduction in time-to-hire in the last year. The next phase of our overarching personnel hiring strategy is to seek an increase to our topline budget to fully fund the 391 direct-funded positions we are authorized, at our current average work-year cost.

As mentioned earlier, our new Provost, Dr Jim Lapse, is reorganizing Academic Affairs and providing focused academic leadership and standardization to NDU. We are holding the Academic Year 2023 promotion boards for both instructional and non-instructional faculty this month. This year's boards are the second instantiation of our new promotion policy. Our success in hiring civilian faculty enabled four colleges (up from 1 in 2022) to meet my 3.75:1 student-to-Faculty ratio threshold for allowing college faculty to apply for a sabbatical. This year we selected four faculty members-including Dr Greenwald-for these prestigious and coveted opportunities to conduct focused research, which will add to the greater body of knowledge developed by NDU. In addition, we also implemented an annual awards program to recognize top performance by both faculty and staff team members.

In addition to hiring more personnel, we also have several changes on our senior leadership team. We recently welcomed Ambassador Roxanne Cabral as our new Senior Vice President-she comes directly from her previous assignment as the U.S. Ambassador to the Republic of the Marshall Islands. Our previous Senior Vice President, Ambassador John Hoover, completed his assignment and will remain on faculty with us at the College of International Security Affairs; I am extremely grateful for his sage counsel and superb leadership, in particular his focus on the Strategic Outreach and Engagement Council and strengthening relationships with key international stakeholders. Additionally, this summer we will have changes in leadership at three of our five colleges. Brigadier General Joy Curriera (Eisenhower School Commandant) and Brigadier General Jeff Hurlbert (Commandant at the National War College) will be retiring, while Brigadier General Voris McBurnette (Joint Forces Staff College Commandant) will be moving to a follow-on assignment with the U.S. Army Reserve. Replacing these outstanding leaders will be:

- Major General Paul J. Rock (USMC) to lead the National War College, from which he graduated in 2009. He comes to NDU from service as Commander of Marine Corps Forces Central at United States Central Command.
- Major General William H. Seely (USMC) to lead the Eisenhower School. He is currently assigned as the Director of Intelligence at Headquarters Marine Corps and is returning to NDU as he previously led the Joint Forces Staff College from 2020-2021.
- Major General Thomas D. Crimmins (Air National Guard) to lead the Joint Forces Staff College. He comes to NDU from his current assignment as Senior Defense Official and Defense Attaché at the U.S. Embassy in Riyadh, Saudi Arabia.

I know these three proven leaders will take care of our people and our mission as we propel NDU forward along our positive trajectory. In reaffirming our commitment to taking care of our people, I noted in a previous State of the University letter the importance of seeking feedback from our teammates through the annual Defense Organizational Climate Survey, commonly referred to as DEOCS. In October 2022, NDU conducted its second DEOCS survey during my time here. We asked our colleagues to share their thoughts with us, and 425 of them did just that-for a 70% survey response rate. In the 74 pages of quantitative results, and 145 pages of written comments, NDU employees highlighted areas where they think things are going well, and areas where they think we can improve. I promised to read every single word in those reports, and I have done so multiple times. By and large, morale is increasing, although our employees report a decline in their work-life balance, with many comments focusing on the need to continue hiring more personnel so we can more evenly distribute the workload across the University. This year, I also met with every component head to review the specific results from their college or component. As with the previous year's survey results, I will once again ask the Senior Vice President to lead a cross-university task force to address the most pressing and prevalent issues raised in the survey as we continue improving both our processes and climate.

Focusing on university facilities, we continue to make progress addressing the lack of facility operations and maintenance and capital investment supporting the north and south campus infrastructure. NDU is benefiting from strong support from the Office of the Secretary of Defense (OSD) and Congress in funding facility requirements. Recent progress includes:

- A \$44M restoration and modernization of Eisenhower Hall began in the fall of 2022. This project will replace the failed HVAC system and plumbing throughout the building, repair the leaking roof and drains, and create a vapor barrier throughout the exterior building envelope to protect

from future moisture and water vapor infiltration. We anticipate the Eisenhower School moving back into the restored Eisenhower Hall in 2025.

- Roosevelt Hall, home to the National War College, is currently in the design phase for a restoration and modernization project. We have reached 35% completion of the design, with an early cost estimate of \$43M. The project is intended to repair the failing building envelope and roof, repair masonry of the carriageway and steps, mitigate water infiltration, repair mechanical and electrical systems, and refurbish interior spaces.
- We also partnered with the 11th Air Base Wing at Joint Base Anacostia-Bolling to repair the Lincoln Hall and Marshall Hall entrances and improve their drainage infrastructure.
- We are also in the process of creating a comprehensive operations and maintenance support contract to provide sufficient preventive and periodic maintenance to avoid building failures in the future.

As you recommended in your last Board meeting, we are also looking at technological infrastructure improvements, including the data systems used throughout our programs. We continue to make strides on both our enterprise data management system-now called NDU Connect-as well as the replacement and upgrade of our aging information technology (IT). Prototype design and development of the data management system, required for accreditation at all higher education institutions, began this spring on the Salesforce platform. Initial Operating Capability of this system is scheduled for October 2023 and we plan on limited-scale testing with the Joint Combined Warfighting School's 24-1 class and the College of Information and Cyberspace's Leadership Development Program, both of which will commence in January 2024.

Addressing other academic teaching aid requirements, over the last 6 months we have replaced end-of-life audio equipment for 73 classrooms (26 here at JFSC and 47 at Ft McNair) and started Audio-Visual (AV) upgrades to communal meeting spaces, all as part of a multi-year plan. We modernized and replaced much of our internal IT infrastructure, to include upgrading 136 network equipment end items, replacing 95% of the NDU servers and conducting critical software upgrades to make our operating environment more secure. These upgrades replaced aging equipment and enabled better support to a hybrid classroom instructional environment.

Additional high-priority projects include replacing the end-of-life wireless infrastructure, upgrading IT and AV equipment in 3 auditoriums, replacing IT and AV equipment in one-third of our Sensitive Compartmented Information Facilities, and replacing our IT Service Management tool to comply with MSCHE accreditation requirements. These projects, which total more than \$11 million, will potentially be delayed until Fiscal Year 2024 due to lack of funding in this year's budget. We have submitted issue papers for these unfunded requirements and will continue to address them within our resource profile.

Turning briefly to our university's work with our partners and Allies, I would like to update you on two significant areas. In recognition of one of our most distinguished international graduates, in March we inducted Lieutenant General Hans-Peter Walser, Chief of Training and Education Command and Deputy Chief of the Swiss Armed Forces into the NDU International Hall of Fame. As you know, we also have a National Hall of Fame, and in April, we inducted Ambassador Chris Stevens, posthumously; his sister, Dr Anne Stevens, accepted the award on his behalf. We plan on holding our next National Hall of Fame induction on September 21st at the Ft McNair campus.

Finally, earlier this month I had the privilege of representing NDU at the annual NATO Defense College's Conference of Commandants, held this year in Estonia and co-hosted by the Baltic Defence College. Significantly, our newest NATO ally, Finland, was also present at the conference, along with many other

NATO Allies and NATO partners. This conference, now in its 52nd year, has never been held in the United States. Earlier this year, NDU offered to co-host the 2024 NATO Conference of Commandants in Washington. I am pleased to report that the Commandant of the NATO Defense College accepted our offer and NDU will co-host the 2024 NATO Conference of Commandants at Ft McNair in May 2024. This also coincides with the 75th anniversary of the signing of the North Atlantic Treaty that occurred in Washington on April 4, 1949.

Again, thank you for your support for the National Defense University, and I look forward to your questions.

Gen (Ret.) Schwartz: Mr. President, a quick technical question, you mentioned use of Sales Force as a backbone system. Was that purchase as a result of an RFP process?

Lt General Plehn: Yes sir.

COL (Ret.) Nora Marcos: Great job. I'm proud of you, I think we're all proud of you. I'm certain that we all are proud, I'm certain of it. It's just proud that we have an insignificant and small role.

Lt General Plehn: I am seldom would dare to disagree with our board, but I disagree. You all play a very significant role and we're all deeply appreciative of it.

AMB (Ret.) Bismarck Myrick – Vice Chair: Thank you all. Mr. President and we are thankful for all that you are doing so because that the main principal National University was obviously a leader in our government for the delivery of government education and I'm wondering if you can comment on the availability of this resource to other U.S. government agencies. I know that there are some Department of State, other agencies that link in to take advantage of this education of this caliber.

Lt General Plehn: Yes sir, is the short answer. Ambassador Myrick, as you noted, our strongest and most present interagency partner in our in-residence courses at the National Defense University, is the State Department. About 50 State Department officers a year enroll in the National Defense University.

We have many others in smaller numbers that come from across the executive branch of the government to include Department of Homeland Security and from many different elements of the Department of Homeland Security, Federal Bureau of Investigation, Department of the Treasury, Department of Commerce, just to name a few.

So when you look at NDU's in-residence enrollment, it's about 700 students a year. Half of those are US uniformed military split roughly in thirds; One third U.S. Army, one third sea service of Marine Corps, Navy and Coast Guard and one third Air and Space force.

The other half of the students are comprised of DoD civilians, so think Defense Intelligence Agency, National Geospatial Intelligence Agency, etc. While 1 segment of that remaining half is US interagency and the final segment is our international Fellows. This year close to 150 of them from 75 different countries.

What I would also offer is in our new strategic plan, which we will provide you with hard copies of before you leave, you will see one of the NDU President's strategic initiatives. It's actually strategic initiative #2 is to begin working on distance learning courses that can provide access to this wonderful national security education to a broader segment of national security professionals across our government, not only in the executive branch but also in the legislative branch if they were to choose to do that, so that's a work in progress and we're really at the front end of that.

The only master's degree distance learning course we offer right now comes through the College of Information and Cyberspace, but that provides us with enough knowledge and framework to examine how we would do that for Eisenhower School, or National War College. Thank you.

Ambassador AMB (Ret.) Myrick: Thank you.

The Honorable Debra Wada: Can we get an update on the infrastructure piece? And take a look at what was last discussed which was a long-term solution because we split between the Army and the Air Force and how we integrate NDU into those processes.

Sorry, it's probably a surprise question, I apologize.

Lt General Plehn: No, but it's definitely on the top of my mind and the top of my To Do List on an almost daily basis.

So we are dependent upon the US Army for our facilities at Fort McNair and the very small joint special OPS Masterworks program at the soon to be renamed Fort Liberty, and the US Navy here aboard Naval Support Activity Hampton Roads for Joint Forces Staff College. We are still working on flagship agreements as we talked about in the last board meeting, but in the interim I have met with the Chief of Naval Installations Command to better understand the Navy's facility investment model and process. And that process really requires an advocate and a Navy senior officer advocate in that process to represent our joint requirements and really push for them in the Navy facility investment process. We don't have one identified yet.

So I have more work to do with the Director of Navy staff, and I reached out to the Navy N7 as well as the N9, who typically would be involved in those types of discussions.

But I think what we find on both the Army facility investment model as well as the Navy facility investment model is that they're not well structured to take in joint requirements and prioritize them among their service requirements. So their model just by some of the definitional work they use, prioritizes their activities over the joint activities.

The Honorable Debra Wada: Ok.

Gen (Ret.) Schwartz: Would the Navy champion be best from the Washington community, or perhaps from the Norfolk orbit?

Lt General Plehn: Sir we think it's probably in the Washington community.

So General McBurnett has a very good relationship with the installation commander here, and Captain Matt Fraenzimmer, who receives a limited amount of facilities investment funds every single year to do periodic maintenance on his entire installation of which the JFSC is just a small bit. So in the system that the Navy uses, they do a regional scrub of their priorities and then the commander, the three star commander of Navy installations command, hosts a Navy level Installation review board.

So we think it's probably at that three star Navy level where we would best find an advocate.

Now I mentioned earlier in the remarks that at both the Pentagon, OSD and Congress have been very helpful in our facilities investment over the last couple of years and when we get to the budget discussion here later this morning, you will see a slide that shows what looks like a top line increase to NDU's budget and fiscal year 24 and it is, but it's for specific purpose.

We submitted issue papers to the Office of the Secretary of Defense for our facilities.

They agreed with it and they supported it.

And this year in fiscal year 23, they added \$5.7 million to our budget specifically for facilities.

Next year, they're adding \$14 million to our budget, but specifically for facilities.

So it's not fungible into some of our other requirements, but it's most definitely going to help with some of the facilities requirements sir.

COL (Ret.) Marcos: What if...

Gen (Ret.) Schwartz: If there are...

COL (Ret.) Marcos: Oh, sorry sir.

Gen (Ret.) Schwartz: I was just going to ask if there were any questions.

COL (Ret.) Marcos: So in our letter we talked about the off-setting retirement pay and equity the State Department, were you all able to make any movement on that?

Lt General Plehn: No ma'am.

And what it really will require in our analysis is legislative change from congress. I have met with the State Department, they do have legislative authority to hire retired annuitants for up to one year under emergency circumstances.

So with some of our State Department, retired annuitants, we made the case to Senior State Department leadership and they said well you plan on keeping those people for more than a year in this, in their analysis did not look like an emergency situation so they declined to use the authority that they have. So it's a broader and requirement I think from working through Congress.

Honestly, with everything we've had on our plate between accreditation and the strategic plan and the number of other things it's just not risen high enough on my list yet to push harder on staff.

Dr. Suzanne Logan: Actually I don't know if that I mean if it's been completed yet, but that is also oversight from OPM and it might be that in discussion with OPM about that, might open that up not just for state department professionals, but for all that you might, you know who have been government civil servants who you might be interested in on a longer term basis. So if, I'll be glad to help you with some connections there to get that conversation going if you want to try it.

Lt General Plehn: Yes, ma'am. And the second half of your statement was what I was hoping I would hear after the first part of the statement. So I will be in contact.

Dr. Logan: Ok.

Gen (Ret.) Schwartz: With that Mr. President thank you, thank you for your very comprehensive report. Do we have any questions from Zoomland?

AMB Tim Roemer: This is this is Tim Roemer, General. Can I ask a question?

Gen (Ret.) Schwartz: Yes.

AMB Roemer: Thank you sir. I wish I could be there and General Plehn a very comprehensive and very helpful opening statement. From our last board meeting you outlined 3 core priorities and you've addressed all of those in your statement.

They include, you know, improvement of facilities, hiring of personnel, and you emphasized, you know, the accreditation process.

On the facilities issue, things seem to be going well on the 45 million on Eisenhower, Roosevelt Hall getting the 43 million upgrade that seems to be going pretty well with help from Congress and DoD and General Milley's office.

You did mention that you're still seeking the repairs and preventive maintenance budget to help for Lincoln Hall and other things, and that you have about \$11 million shortfall on IT replacement, which seems to be pretty critical. Do you have...are you putting in place a plan? Is there a strategy to go back to the DoD and General Milley and Congress to push these initiatives for more money and more support, since these seem to be such critical priorities for National Defense University and then secondly, on the accreditation process, congratulations to the whole team there at NDU for the achievements and what looks to be an official approval later in next month.

Was there any area of concern from the accreditation oversight? Something that you're sensitive to, even though they'll vote for approval that you think needs improvement in the future in that accreditation area?

Lt General Plehn: Thank you, Ambassador Roemer. If I may, take your last question first and a little bit later this morning, actually soon, we'll have an update from Doctor Yaeger on the accreditation and reaffirmation evaluation team visit.

What I would tell you is there basically are three levels of observations that the evaluation team can make. They can offer collegial advice, which is just that you can take it or leave it. But in their assessment, this would be something good for you to take on board. We had 14 comments of collegial advice.

The next level up is a recommendation. Which is not mandatory, but you really ought to think very seriously about it if you're not going to do it because it is their recommendation as evaluation team constructed under middle states that your university should think very hard about doing or not doing whatever's in that recommendation.

The 3rd, and we had six of those.

The third level is a requirement. You must do this and if you don't, your accreditation is in jeopardy.

We had zero of the requirements, so with 20 total pieces of collegial advice and recommendations, that Doctor Yaeger will step through very shortly with all of you, I think we're in a fairly good place on that. To your other points on particularly facilities.

I may have not stated this clearly, but for Roosevelt Hall we do not yet have the money. We just have the 35% design level estimate which says the engineering firm thinks it will take \$43 million to conduct the repairs on Roosevelt.

So that's still money we will have to work with the Pentagon to find or we have been actively engaged in letting people know early what the early design estimate is. This is only 35%, so that number is likely to change as the engineering firm completes the assessment. I have never seen one go down as I think complete the assessment, so it's likely to be that.

Then in terms of the both the facilities requirements as well as the IT requirements, what Miss Kolbe, our Chief Operating Officer and her team and the Provost and the rest of us have been actively engaged on is

informing the Pentagon of these requirements and you can inform them or you can inform them and ask for help.

So we inform them and ask for help, and we do that through something that's called an issue paper where you have to lay out what your specific requirement is.

Do that in monetary terms and then ask for their support, i.e. funding for that.

We've done that both on facilities and IT so in my state of the university remarks I mentioned or rather in an earlier question I mentioned an additional \$14 million in facilities funding for fiscal year 24.

That's a result of the issue that Ms. Kolby and her Resource Management Directorate put together and sent to OSD.

And then they've also supported that for \$10 million a year through fiscal year 28.

So that's going to help us go a long way to file down the requirements and our capital investment strategy.

But there are big ticket items out there that are not funded as I mentioned with Roosevelt Hall. On the IT side of the House, that \$11 million I talked about, we've also submitted an issue paper to the Pentagon on that.

And that money is procurement money, so it's not operations and maintenance money.

So it has to come from a different pot of money.

We've submitted that paper to the Pentagon and we're awaiting to hear the results of that, over.

AMB Roemer: Very helpful General. thank you And General Gen (Ret.) Schwartz , whatever the board can do, and our letters to General Milley to underscore and strongly support, you know, budget recommendations for these facilities, improvements and upgrades on IT are just so essential, so I hope we we continue to be involved in that process.

Thank you.

Gen (Ret.) Schwartz: Absolutely, congressman.

And I might mention that one of the recommendations, and John, will probably address this, but just for you all, pardon me, there was a specific recommendation that the Board of Visitors needed to conduct what for those of you who have served on company boards in their past know as a board evaluation and I intend to, with your concurrence, to pursue that and attain an industry standard survey to accomplish that task, which we all undertake in the coming months.

So thank you for that.

At this time, Mr. President, let's defer to John and we'll get feedback on the accreditation process that we've got.

Lt General Plehn: Thank you, Mr. Chair, thank you board members.

**0930-1015 Reaffirmation of Middles States Commission on Higher Education (MSCHE)
Accreditation Outcomes**

Dr. Yaeger

<Slide 3>

Dr. Yaeger:

Thank you and good morning again. This morning I would like to brief you and have a discussion on the recommendations of the Middle States Evaluation Team which visited the University in Mid-March. The primary purpose of their visit was to validate that what was stated in the Self-Study was true. Next slide.

<Slide 4>

As a reminder, since our last reaffirmation, Middle States changed the cycle of visits from 10 years to eight years. We were grandfathered in, so our next reaffirmation remained in 2023. We really began the self-study process by attending multiple training sessions with Middle States in September of 2020.

Once we provided a copy of the self-study to the Middle States evaluation team this past February, early February, the team studied it and they determined who they wanted to talk to with during the March visit. For example, we said in Standard 2 that we were standing up this Ethics curriculum, they wanted to meet with that committee then. We also said we had an open and transparent process to develop the strategic goals and self-study so they wanted to talk to some faculty members and staff members that participated in it, so that's how we built the schedule.

So the next slide,

<Slide 5>

General Plehn covered these. The key point about a recommendation, what they're saying is: today we can meet the standard but if you don't follow this recommendation you will probably fall out of compliance in the future. Also as General Plehn said, it's just a recommendation to the commission. Their full report is included in the read ahead but it's only the commission that has the authority. Next slide.

<Slide 6>

For standard I, which is mission and goals, we spent a good part of yesterday with the senior leadership. How do we comply with the intent of the suggestion that we are going to add the details of the strategic priorities and we really feel we can do this with implementation plan. And that's how we are going to address that. Developing a strategic planning process; that was a recommendation in the self-study and the evaluation team just reaffirmed that this was a good idea.

Finally, they recommended some peer institutions to compare ourselves to. And just a reminder for everyone, the metrics for comparison in the Self-Study, how do you know you are a premier institution. There are 4 things:

- Students want to attend NDU. That's a measurable metric.
- Stakeholders want to send their personnel to NDU as faculty, staff, students.
- Stakeholders seek NDU graduates.
- NDU scholarship impacts national security policy.

So that's what we said in the....we'll look at these peer institutions. But, we're mainly thinking of US institutions to compare, it's good advice next. Next slide.

<Slide 7>

The advice for standard II is fairly straightforward and we intend to take action on all of these. I will add that the Evaluation Team member leading standard II who's a mathematics professor from State University of New York, she recommended she asked about...she saw a great opportunity for us to

include DEI in our ethics curriculum. Her point was that you've got coalition warfare, working with what you have, sort of those the haves and have nots and lots of different backgrounds and so really insightful and I think that insightful comments and suggestions. You will have a discussion shortly on our plan to include ethics across the curriculum. Next slide.

<Slide 8>

For Standard III, the first bullet is supporting what we said we are doing. They encourage us to continue down that path.

The first recommendation requires some background. Whenever an individual is doing research on a human subject there is a requirement to have proposed research reviewed by an Institutional Review Board at the university. This includes, and this is the predominate nature of ours are surveys and interviews. And that's the vast majority of research done at NDU. We benefit from these proposed surveys and interviews being reviewed by an institutional review board. We don't want a student go out and get the wrong answers, so it's great to have professionals look at that and the board ensures that they're solid and "informed consent" is provided so that the interviewee knows exactly how the information will be used and how he or she may be identified, or not. The process protects us all.

We do have an Institutional Review Board policy however it's out of date, DoD in the middle of the self study there came up with a new policy and this, so when the team came they found people that weren't aware that we had a board.

This may have been a result of having five Provosts in four years because I used to routinely brief all the incoming faculty and brief all the incoming students in the process, and the fact that we had a board.

But we'll definitely start doing this again and the new DoD policy, one of the differences, that big difference is that all the Institutional Review Board members need to take this online training.

It's not onerous.

So we, we do need to do this and we are fortunate today to have an NDU, faculty member Dr. Kim Cragin with extensive IRB experience with another organization that over 8 years she will chair IRB and we'll share that we're in the process of updating it for the DoD policy but that's a good example of a recommendation if you don't do this, you are going to fall out of your compliance.

COL (Ret.) Marcos: Who's the proponent for that policy?

Dr. Yaeger: Well, it's proponent? HHS.

COL (Ret.) Marcos: Thank you

Dr. Yaeger: Next slide.

<Slide 9>

Having equitable student experiences is a challenge I think for any University with branch campuses. We will continue to work this. They offered the suggestion of the library and we're seriously looking at these and we'll see that they.....the students live here, they have access to the building at any time with their badges, the library we have the social last night and they can go over and study there 24/7 and check out books.

So we don't have that at the at the North campus, but we're looking at that, always.

Gen (Ret.) Schwartz: Simply limited hours issue?

Dr. Yaeger: It is, and that's what they heard. So they as part of the visit they visited JFSC, not the whole team, but they had members visit the JFSC program and down in the Fort Bragg and that's one was the big take away, the library. Next slide.

<Slide 10>

We're shifting into this outcome based professional military education, and the first thing we did because we had accreditation coming up is we really focused on degree programs.

We want to have those set up prior to the evaluation team visit, but we have a lot of certificate, a number of certificate programs here. One here at Joint Forces Staff College is 10-week program will be Joint Combined Warfighting School.

That's our largest, but we also have a number at the College of Information and Cyberspace and our College of International Security Affairs has a Homeland Defense certificate. We need to continue to map all these learning outcomes.

So we had not done that with every program by the time they saw us.

The comment on internal stakeholders referred to first the NDU students, staff and faculty. But they particularly highlighted the opportunity to get more student involvement when we had analyzed the course we think we ought to have these changes we rely a lot on the faculty will put and their suggestions will say it's some student input in there as well and we're some piece of that and they did but we should probably do that more.

For the recommendation one of the key points is "Providing sufficient support". In order to implement and sustain the recommended assessment program, NDU will need to provide adequate staffing and academic technology for Institutional Research. The staffing issue directly ties to advice from Standard VII also to "Review the size and structure of NDU." You got people, do you have them in the right places? However, also at the point in time when they visited, we had, in Institutional Research, we had five vacancies at that time and we're in the process of hiring, both hiring, that's a couple of those are really

close. We're building it back up. Finally, I think the Outcomes Based Military Education milestones, and ongoing certification, that provides the mechanism for assessing the assessment process.

We're not alone this.

So we've got assess the assessment process and there is a rigorous oversight at each milestone for both OBME gates to make sure that we've got the quality outcomes for program assessment. Next slide.

<Slide 11>

Yeah, I personally was a little confused by the suggestion of the first one, so I went with the team member who wrote this and he said that he didn't feel that we're getting and involving subject matter experts from the Pentagon, got this from an interview. We will look at making sure we get input from our subject matter experts or field.

And so the NDU 5100: That instruction articulates how we are organized and operate, and it's under revision. Again, that was another of the major topics that we discussed yesterday at our senior leader offsite. The current one that they saw was promulgated in the summer of 2017. So as an organization, things changed and that publication did not keep up with it.

And then again, developing the implementation plan was a major topic that yesterday at our senior leader offsite.

Gen (Ret.) Schwartz: Will that implementation plan have transition dates?

Dr. Yaeger: Yes, it is going have a timeline.

That was one of the big discussions because there are some proposed timelines, and we need that.

Gen (Ret.) Schwartz: Thank you.

Dr. Yaeger: Next slide.

<Slide 12>

And this is tied to the same thing. So this is an example of how the work that went the evaluation team did.

They noted that that a board of visitors meeting the president had mentioned or has said he's going to change the reporting. He's going to have the commandant's and chancellors report directly to the university president, but when she looked at our instruction, it didn't match that.

And again, so we are, we are changing that since it had been five years and the so the revision will reflect the current state of events and as previously mentioned, we will examine the structure across the university.

I think it's healthy to look at. Hey, the military billets, everything needs to be looked at to see that the right places and not just about hiring people, but where they place the ones we've got.

The final recommendation is for you the Board. What they recommend is that you, as a board, set goals and determine how you will assess those goals. They also recommend that we include this in your charter so when next charter goes in for revision. So at least the language in there to reflect this.

So when this board changes, the new membership will know this is something that we need to continue to do and that's really we have a longer than normal administration's session for today.

That's for the board to discuss this. It's the board's goals how you're going to assess that.

Gen (Ret.) Schwartz: In anticipation of that session, I ask everybody to think about a tool, if you are familiar with a tool for excellence. Measuring excellent and so on, and that can be prepared to offer that advice this afternoon. Thank you.

Dr. Yaeger: Let's go to the next slide will see if there's, you know there's anything else you'd like me to cover or explain?

AMB (Ret.) Myrick: Thank you for talking today. I'm surprised that this collegial advice item regarding our strategy to address diversity, equity, and inclusion, because this is a subject that we have spoken about before in our board meetings. And I'm curious to know what your plans are, or do you have?

Dr. Yaeger: What their recognition is going to is we're developing this new ethics curriculum is that is a great opportunity to include some of that across the university in the curriculum. She has suggested, not that we haven't been doing it, but hey, this is a, she saw that as an opportunity to make sure it's in this new curriculum as well.

Gen (Ret.) Schwartz: Any questions from zoomland, please? Ok. Dr. John thank you again. Our next presentation is Dr. Greenwald.

LTG (Ret.) Charles Hooper: Mr. Chairman I believe Ambassador Roemer has a question.

AMB Roemer: Thank you Hoop. Can you hear me General?

Gen (Ret.) Schwartz: Loud and clear.

AMB Roemer: I just wanted to follow up with Dr. Yaeger with a question and it relates directly to how our board can provide good help and counsel and discussion about a particular subject. Hopefully we can do that, but you know, I see the recommendation on addressing the turnover issue at National Defense University. General Plehn talks about, you know, the importance of leadership at the university a great deal I found that working at universities and working with boards at universities that the leadership of these universities, the core circle of leaders, often provides, you know, the that the great success that the inspiration and the motivation at these universities especially when they are in challenging times as we are today at all our universities.

And so, you know, I'd asked Doctor Yaeger the question of what specifically are you doing to address this turnover?

I imagine they said it was too high, especially in the Provost level. I believe you said we've had four Provost in five or six years. What can we do about that specifically? What discussions can we have with peer institutions that also go through these university, you know turnover issues? What can we do to entice and hold people when they are, you know stellar performers and NDU wants to be able to attract the best and the brightest and retain them?

How can we as a board serve as a sounding board and a council to help get information to General Plehn and others when we find terrific people that might be recruited to NDU to serve in different positions?

I just want to have just a very brief discussion, John, with you about how you're thinking this strategic plan through to address the turnover issue.

Dr. Yaeger: I think there's, in my personal opinion, I think there's a huge role in the in the board for this, so big back up and fortunately General Gen (Ret.) Schwartz and I talked about this last night when we began the middle states journey we had an active duty President, Ambassador for Vice President. We had an active duty Provost and an active duty Chief Operating Officer and each college academic Dean was active duty in fact. I was a Navy Captain at Eisenhower. They had a cow.

We got to fix this, and so, way too much turnover. So we civilianized the academic Deans, Provosts and the Chief Operating Officer. But it's the board. I mean, our President, and you're going backwards as well, they are going in and out. We value that operational experience. We value that new perspective. That's, but it's really the board that needs to help with the continuity there. We'll be long gone when the next middle states comes up. But work through turnover and everything will be consistent, and that's who's going to hold their feet to the fire. And these standards for, uh, three years from now, probably people who won't remember what these recommendations will. They'll be in your minutes and hopefully on your mind and we'll see what happens.

And that specific recommendation came up about that one turnover piece is that you know each time we developed a strategic plan, it was a new process.

So why don't you come up with a way, a codified way, to develop your strategic plan that's consistent and helpful.

Well that plan should entail, you know, have the boarding involved and it's really got to be that these goals have to be approved by the board. That's a requirements.

Hopefully that answers your question.

AMB Roemer: That's very helpful John. Thank you. Are you in the process of identifying peer institutions? Academic, military, National, International that we can talk to and you can learn from to address this issue of turnover, address the issue of how do we reach out and recruit some of the best and the brightest and get them to stay at NDU? What structurally needs to change at NDU? What can what can be mandated to change that's a hindrance now to getting, you know, really good people? How do you attract people temporarily on sabbaticals?

What kind of process are you thinking about on this?

Dr. Yaeger: I might defer to General Plehn

Lt General Plehn: Mr. Chair, if I may. Ambassador Roemer, thank you. All great questions.

Let me start just by clarifying the situation on the Provost turnover.

So my predecessor hired a new Provost in 2019-2020. He only stayed for one year.

He was hired on as the president of a small college up in the Midwest, and then we began the search for the new Provost.

So to avoid being without a Provost for that period of time, we did an internal announcement at the university, had 10 internal candidates who said they were all willing to fulfill the role of acting Provost.

I interviewed all ten of them, by the way, and then we selected Cynthia Watson, Doctor Cynthia Watson, to be the interim Provost.

And she did that for the better part of the year as we conducted 2 separate searches for the Provost and in late fall of last year, whittled the list down to three different candidates.

I interviewed all three of them as well, and then selected Dr. Jim Lepse, to be our Provost.

He formerly was the Dean of Academics at Eisenhower School, so a lot of experience at NDU, which we thought was important for this position.

So we anticipate stability in this position for a while, but that's entirely up to the individual. So the NDU President has delegated authority, excuse me, from Congress through the Secretary of Defense to appoint Title 10 faculty and I can do that for up to five years.

I've standardized the term lengths at three years for everybody to include our new provost and then two years into their term if they wish to continue staying at NDU, they can apply for term extension through our talent Management Review board, which we conduct every year, which I think was a recommendation of the board several years back to formalize that kind of process.

And we did some analysis over the last half year or so. That said what's the average length of time a title 10 faculty stays at NDU? That answer was seven years, I believe. And then what percentage of folks who ask for extension are extended and that number's high, it's in the 80 to 90% range. So we are capable of keeping our really good and talented folks.

I would say if there's a limitation and this applies across government service, I think it's our ability to offer competitive salaries to really top tier talent. We're limited by either level 2 or level three of the federal executive schedule when we hire on our senior executives, Over.

AMB Roemer: Thank you

Gen (Ret.) Schwartz: Let me suggest that one of the roles of any board, of course, is to interact with management on succession planning or management.

And it seems to me that part of the implementation plan responding to the middle states finding and that being able to formalize the succession planning mechanisms or changing leadership. In that regard I recommend subject to your all concurrence that we require the NDU president to discuss near term succession issues in executive session with us and each board meeting and I'll leave it at that.

Lt General Plehn: Mr chair I'd be happy to do that.

Gen (Ret.) Schwartz: I think it is now time to have Dr. Greenwald return to podium to discuss a profoundly important topic for the nation, as we lead it.

<Slide 23>

1015-1055 Ethics and Constitutional Law in Curriculum
Dr. Bryon Greenwald, Deputy Provost

Dr. Greenwald: Thank you sir, next slide please.

<Slide 24>

Sir, I want to thank the board and John Yaeger and the self-study team because this issue of ethics or topic of ethics, profession of arms and civilian relations, emerge from both the board itself at the October meeting last year and from the bottom up, if you will, from our self-study teammates and we attached this to the extent that we have the energy and strength and desired we've jumped on this too to move out, but

I'll start as the starburst indicates that I think we've made a small start and let me talk to you about that. We have chairs in each one of the colleges.

Perhaps this the largest if you will, and I'll say strategic, but perhaps it's an operational level achievement is that we have a fifth institutional learning objective now.

Shown here in the middle of the screen: apply principles governing the profession of arms, civil military relations and ethics to support strategic level decision making.

Now that's a mouthful that covers 3 important and interrelated topics, I'll talk about briefly.

We've also conducted at least one colloquium with the faculty. General Gen (Ret.) Schwartz , we appreciate you attending.

That was, it was an enjoyable event and I wish we had more participants because this is really as General Plehn mentioned, you cannot talk about a topic in our curriculum anywhere, in any college without scratching, if you desire one of these elements as they apply, whether it's from a technological perspective or a human decision-making perspective.

We have some interim goals to expand through the chairs. The curricula in each college, not to add more rocks in the rucksack, but to figure out how to throw the sand in between the large rocks they're already in the bag and make that whole curriculum kind of solidify a little bit better.

In that sand, of course, are topics and highlights where the curriculum at each college could benefit from a you know if you include this reading, you'll be able to get to the silver medal relations aspects of the Korean War or something along those lines. And then allow that to become a subject matter or an element for discussion with students.

Long term, the committee will as long as well as the leadership of the university, may examine the need to reinstate or recreate the NDU center of ethics.

With that, I'd like to move to the next slide please.

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One of the things that the committee has accomplished is a great discussion on the topics, in general, and this Venn diagram highlights the interrelation of all three civil relations, ethics and profession of arms in a way that I think any faculty member or leader could use this at the beginning of a class and then fill the time talking about the interrelationships and how our graduates will face these difficult issues in the future.

This is more illustrative, I'm not looking for spell checking or great discussion, but I'm happy to entertain those kind of any discussion on this.

Next slide, please.

Gen (Ret.) Schwartz: Why don't you go back, since you solicited input.

Dr. Greenwald: Thanks, Sir.

Gen (Ret.) Schwartz: Yeah, thank you. I would argue political neutrality is not a right to know. What you want is equal at the top. Yes, a different quality entirely.

Thank you.

COL (Ret.) Marcos: and under ethics

Lt General Plehn: Can you use your microphone please?

COL (Ret.) Marcos: And under ethics, the use of artificial intelligence.

Dr. Greenwald: That was a bit of a discussion actually in the colloquial. I know in the cyber school, CIC, has talked about that and have faculty members that are working on that now actually. And so I'll be happy to add that it's a, we could also add cluster munitions and a whole host of other things, but the ethics behind AI and as a side note, we are wrestling with that academically while we were meeting yesterday with our strategic leadership group, we had a work group dealing with ChatGPT and that sort of thing as in you know, will obviously impact our curriculum and they've come up with a recommendation for an appendage or the annex if you will, to our integrity, academic integrity policy that says we know students are going to use it.

We've never done the technology we haven't used, unfortunately.

And so students will use it. We need to just understand how to govern it and use it properly and also to understand it and was a great discussion point.

Both the committee and the colloquial about how we can use the faults and things like ChatGPT educate our students to be more grateful thinkers.

Because if you've ever used it, it gives you about a 50% answer of what exists that it will also create false sources, make up quotes, make up people's names, those sorts of things. So it's kind of like your 7th grader who wants to get an A but doesn't deserve one. Sometimes.

Ma'am

Dr. Logan: I think, I agree, I think it's very important and that needs to be included, but I'm wondering because actually that's in all three circles. And so I'm, if it is to be included, it might need to be a foundational piece underneath that uses only that.

Or you may put 3 or 4 things in there that says these are also strong and efforts isn't the right word. Strong initiatives, strong things happening in our world today that are going to draw on all three of these and therefore is there being talked about. We need to talk about them and all different lines.

Dr. Greenwald: As an historian, I'll go back to the nuclear age.

Dr. Logan: Yes.

Dr. Greenwald: You know, as an example of a disruptive technology that there were debates on all sides included in the scientific community about whether or not we should use the atomic bomb, one of those technological factors that really kind of permeates all three of those elements to them and

Dr. Logan: and disruptive technology is a good word.

Dr. Greenwald: That's what I am talking about.

Dr. Logan: So it might be disruptive technology such as.

Dr. Greenwald: Thank you. Yeah, there's some hands raised on teams and so please online.

LTG (Ret.) Hooper: I'll start off my, my comment has to do with the phrase, "sound advice in the civil military relations circle." Not to nitpick on semantics, but you know sound advice seems like a fairly subjective and nebulous term.

I was raised on the phrase "best military advice" and I'm... but I'm willing to, I'm willing to consider that that the very definition of what constitutes best military advice might have evolved over time. I would just say we might be a bit more precise in, in the analysis of what advice a professional and how... what advice a professional military officer should offer in the context of that advice, rather than just saying sound, which is fairly, a fairly nebulous and interpretive in its definition. I hope I'm articulating that clearly.

Dr. Logan: And I wouldn't have been there for the phrase. But yes, I agree completely with what you're what you're saying.

However, we have a number of civilian students who are going to not necessarily have to have dealt in in military advice, so we need to modify it in some way that it can be a little broader still, everyone's representing.

Dr. Greenwald: Sir.

Gen (Ret.) Schwartz: Fortunately, it might be that it sounded institutional advice. I'm not sure if I will be at the bottom line was a point taken that the audience is broader than usual. And so on. But, I take your point. You know, sound military advice to you and me is the Holy Grail.

Dr. Greenwald: Sir. Thank you. And that actually is a great segway.

Gen (Ret.) Schwartz: I think we have another question.

Dr. Greenwald: My apologies.

Gen (Ret.) Schwartz: Another question from Zoomland please.

Dr. DJ Patil: Thank you for this discussion.

I want to throw out this concept which is I think as we look at all of these things, I would encourage us to think about it against two backdrops, which are how do we really prepare the next generation for the complexity of the world that we need them to be ready for.

The first dimension is that we are rapidly moving to a very increased complexity of Gray Zone conflicts and associated with that is the rapid pace of technology change.

You know, in terms of this, if we look at you don't just have to look at the Ukraine conflict of this, I would think about what this has looked like over the past decade in terms of technologies that have not existed.

We are, you know, in the last 15 years, 10 years really is cloud emerged. Drones emerged. Now, AI is emerged. Autonomy is emerged.

Those are massive, massive, disruptive changes as I think the word disruptive is.

Well, I would encourage us to think about and think about the lens as we look at all these things is how do we prepare people for the rate of change that is taking place?

How do we ensure that they are truly lifelong learners. Data science, didn't exist more than 15 years ago. And then most of the jobs that are going to be created across the world, those titles have not been created. There was no such thing as a social media manager until very recently.

Because social media didn't exist.

That was something we had to spend time creating out here. That the part that I would emphasize also here is that we need all of our people coming through our institutions to be AI native.

Just like there's a population most of us were not a mobile native.

We had to learn to adapt to mobile technologies.

There is a population of people who are mobile native.

They interact with technologies in a completely different way.

People who are drone native, if you will, using those technologies as they grew up, they interface with the world differently.

So as we think about the chatGPT, which is today's version of technology, I can assure you at least from where I sit as spending all my time working on these technologies, the Department of Defense and others are not at all prepared for the rate of change that is about to happen given these technologies, and so I would encourage you not to think about it as just hallucinations that are there for chatGPT right now, but really the broad aspects of how we are going to create a world in which we have hybrid assisted use of technologies, it's kind of like just like pre-Google Post-Google era and we don't know what that looks like, but it is here and it is here now. And I think that like only thing is and then I have to emphasize this is not going to be cheap.

Just like when we entered the era of cloud, Wi-Fi systems, IT systems, all of this is nontrivial expenses, as we've discussed, and we've seen in the presentations and the importance of NDU having the allocations from the Congress to support this. Similarly working and interfacing with these technologies, giving access to not just large foundational models but smaller models as people develop curriculum, other things are nontrivial cloud cost, computing costs, etcetera.

And I expect those costs to only grow for institutions over time. Over.

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

AMB Roemer: Yes General. Thank you, Sir, for recognizing us in Zoomland.

This is a fascinating conversation.

I want to associate myself with the two previous remarks made by our board members.

You know, where, where can we challenge NDU to serve as a convener in this kind of fascinating discussion that's going to take place more and more, not only in our military circles but in our university circles and in our societal circles.

There was the question playing out the front page of our paper the other day that the military had initially claimed that they took out an al Qaeda leader with a drone. And apparently it turns out that it was not an al Qaeda leader, but possibly a farmer who was not al Qaeda.

And what are the implications ethically of this?

But for those kinds of programs we know that doesn't happen very often.

We know they're all kinds of checks and balances in our military to make sure that this does not happen.

How does that affect US soft power when Al Qaeda takes advantage of these kinds of mistakes, if it was in fact one. We still don't know for sure what happened here. But NDU could serve as a convener, you know, you Google this whole issue of national security and ethics, and Duke University pops up. They have a Center on law, ethics and national security. Wake Forest has one of the preeminent ethics professors in the United States, Dr. Michael Lamb.

What could NDU do to convene a day panel on ethics and technology and the challenges of warfare, and how it impacts the geopolitical power of the United States?

I think it could be a fascinating opportunity for NDU and instead of recreating the wheel right away, what can they do to learn about the wheel and bring in some of these experts from across the country and decide where they want to go on this kind of particular issue moving forward in a very intelligent and astute and comprehensive way.

Gen (Ret.) Schwartz: If I may, I think you know this, this is an idea that we might share with the NDU Foundation. It certainly enable such a convocation if you will.

AMB Roemer: Sure

Lt General Plehn: Mr. chair, if you would.

Gen (Ret.) Schwartz: Yeah, just one second.

It also strikes me that and I again you all are the educators here, but it seems to me that this is one of those topic areas that lends itself to a case study approach.

Two of which that strike me and consistent with Ambassador Roemer's just recent comment, one would be MacArthur/Truman, and the second would be remote combat and targeting.

So, again just thinking out loud, Mr. President and over to you.

Lt General Plehn: Thank you, Mr. Chair.

And I am furiously scribbling on MacArthur/Truman relationship and the remote warfare as well.

Just in response to Ambassador Roemer's comment, but also incorporating Dr Logan and Doctor Patil's comments as well, I think that NDU does have tremendous convening power in this space and it would be worthwhile to grow it.

But by way of describing some of the things we're currently doing that align with what you're talking about, our College of Information and Cyberspace holds an annual Cyber symposium and Cyber consortium.

Our Center for Applied Strategic Leadership this year will be hosting the Wargaming Connections Conference, which takes war gamers from across both the military and civilian community.

General Schwartz hosted that at the Institute for Defense Analysis last year.

This will be the fifth time that NDU has hosted that wargaming conference.

We talked a little bit about immersive learning technology and how we want to bring that more into the university and then in the strategic plan, the first of my 3 strategic initiatives deals with cyber and wargaming.

But I would also note that General Curriera has modified one of the industry studies that's taught at Eisenhower School, and that's focused on robotics and AI.

And we're thinking about how we also incorporate autonomous warfare technologies as a cross cutting discipline rather than just the stove pipes of unmanned aerial vehicles, unmanned underwater vehicles, etcetera.

And then finally, the observation by the chair about the NDU Foundation.

I think, also, that they have a strong role to play in here.

About 12 months ago, they hosted an NDU foundation briefing that reviewed the National Security Commission on AI that was chaired by Dr. Eric Schmidt and the Honorable Bob Work, and we also had SecDef come speak at one of our President's lecture series here about 12 months ago focused on systems warfare and the way he's looking at that and the implications of AI both from a technological and ethical perspective. Over.

AMB (Ret.) Myrick: I concur about that.

The strategic approach to these interrelationships and in the mix.

Perhaps implied here to his focus on increasingly impactful for element and selling of climate change, the environment. You may have to again find somebody with experience, but that that will override a lot of the decisions that we've been point forward.

Lt General Plehn: Mr. Chair can I add to that comment by Ambassador AMB (Ret.) Myrick ? So yes, Sir.

And OSD spoke to the office of Secretary of Defense is focused on this as well, and is looking at conducting a number of faculty workshops that are focused on the future operating environment.

And I'm pleased to say that NDU is supporting the first of those faculty workshops that will cohost with OSD force education and training this fall

Dr. Greenwald: Thanks Sir. Thank you everyone for....

Ms. Joycelyn Stevens: Sir, there are a few comments in the chat that I'll read.

Dr. Patil: I can bring up mine real quick just to give an extra context. So building on the comments, the ambassador said is, you know, recently we had something called the Ash Carter Exchange done with some of the people that been mentioned with Bob Work, Eric Schmidt, myself, a number of others, uh, the spouse of Late Secretary Ash Carter and one of the realizations is that there as we see this generational transformation much of the leadership is in these areas like AI and other things are taking place at the academic level, not because they are universities or other they're it's done because it's a younger generation of people who just fundamentally think differently.

And so building on that, if NDU can be that resource, that think tank for the rest of the department because it has, you all have the bandwidth to think about these problems, to bring in people, to convene.

If you can be that place that provides a leadership on how to do things, just like the secretary's program on technology and public purpose, that we were both heavily involved in at Harvard Kennedy School, though, that's an opportunity for NDU to be the best place of thinking on these topics.

And I would just encourage us as we're going through all these processes to really have that as the definitive best place to come to thinking on this intersection of complexity.

Dr. Logan: If I may, I couldn't agree more. And the beautiful thing about that is that you don't have to be the expert on everything.

You have to be known as the place you can bring the experts to to come to answers and that's this is the place for that to happen. And there is background for it, but we haven't always gone there in the way and to the degree we should. So thank you for bringing that up. I think that is something that might even be part of the measurement on the board.

Dr. Greenwald: Thanks Sir. And thank you everyone for that very robust discussion about this. What I thought was a very simple Venn diagram. Feel like I'm back in class again. It's fantastic.

Next slide please.

<Slide 26>

This gets to Dr. Logan's point that while we in uniform or former uniform, tend to think about military professionalism, we have professionals that NDU from all professional departments all take oaths of service and so we think about ethics and we say civil military relations, but it's perhaps departmental and political relationships or governmental relationships.

We want to expand that horizon slightly and in this very interesting graphic where we attempt to display our students across the middle there and I apologize, but looks a little like South Park about the... our students arrive with their own preconceived notions and in 20 or so years they have built this up as adults, serving in the security environment.

They don't always have the answer to the questions for today and many don't and have not had the opportunity to think about the ethical Civ Mil professional answers that they will need to provide or the dilemmas they face tomorrow.

We attempt to and in today's environment with social media, the press, television, everything, they are bombarded with, very, not apolitical, very political, very laden messages, some which they internalize.

We take inputs here and attempt to run those through the academic environment, providing that, positive examples every day in the classroom, dealing with students.

If, via the leadership, via the Presidential lecture series and interaction with the speakers and other interaction, and hopefully the output are those things shown on the right, which is apolitical, which are thoughtful, historically informed, ethical and principled leadership within the profession, those are our goals.

This is perhaps just as simple as the last slide, and if it engenders any conversation that would be wonderful, but that that's the nub of the problem that we as professors, as academics in our curricula try to deal with when we're tackling with, tackling this this ethical civ/mil, professional dilemma sir.

Gen (Ret.) Schwartz: Just think of the banner lined through military. Maybe it should be the proper rule as public service professions.

Dr. Greenwald: Yes, Sir. Next slide please.

<Slide 27>

And that gets to, if you will, the money slide. If you want to make change, it takes champions.

When I said we had a small start, it's really been a grassroots effort engendered initially by the board and our own internal observations of ourselves, but we are not making change fast enough when it comes to these subjects and there have been some great suggestions.

And I remember last fall when one of you thumped the table and said NDU should be the Center for leadership and ethics. Maybe the convener in DoD, we have a bit to go to get there.

All of the other institutions, our peer institutions pretty much all have a Center for ethics, leadership or something like that.

The Simon Center at West Point, the Stockdale Center in Annapolis, come to mind. That and the other institutions that are shown here.

There's a bit of a, if you will, the analogy of a flower trying to breakthrough the concrete of the faculty and the existing curriculum.

How we, you know, we have ethics chairs and everyone wants to be ethical, but we have to break into the mindset and in many cases, educate some of our faculty on the factual aspects of ethical civil/mil relations and professional arms because they're not exposed to it. So there's faculty development aspect as well.

And finally, if we want to lead, it's great to have a banner to fall in behind.

And so the chairs and the program committee recommended that NDU consider reestablishing its center of ethics.

And consider reestablishing the Eisenhower Executive Assessment Development program and extended university wide as opportunities to give back to our students, if you will, and provide them all of our students with that professional executive education and ability to be introspective while they're with us for 10 months.

And of course, none of this is cheap. Or free.

As mentioned before, we have the opportunity to use the holding, as was mentioned, that convening authority, but beyond that, we need champions and I appreciate the board's championing this subject as well as leadership in this room.

Otherwise, we'll continue to be, you know, flowers trying to break through the concrete, but we won't reach the dimensions and the height we need to reach, sir.

Gen (Ret.) Schwartz: Concluding thoughts on this topic please.

AMB (Ret.) Myrick: I'm a little reluctant to raise this, but in consideration of all that we do. Ultimately, our goal is to develop strategic military thinkers who can subjectively win at war. We don't state that you know works.

Greenwald: I'm sorry, Sir. Can you repeat that?

AMB (Ret.) Myrick: The ultimate objective, of what we do is to develop strategic thinkers whose goal includes winning in war. That's why we're here. Maybe those words are in our missions.

Dr. Greenwald: Sir. If I may offer a comment and then I'm reminded of one of my classmates, General Sean McFarlane, in prosecuting the ISIS campaign replied to reporters during the 2016 campaign for president, when everybody was using the term carpet bombing and they said, let's carpet bomb ISIS. We can easily do that. Sean looked over at the cameras and said it's not just important to win, it's important how you win, and so you know, and I personally thanked him for that because I turned around and used that immediately in class.

Then we had the physical technological capability to do almost anything we want as a nation and with partners if should we, can we, not just can't we, but should we and what's the long term outcome of using those capabilities?

And so I appreciate the question and it's something that gets at the heart of ethics and the appropriate use of military power and how as professionals would as public servants, we, not just military power, but governmental power as well.

Dr. Logan: And I appreciate what you're saying and method does take money, unfortunately. And that's something we're short of. But I wonder if especially the team on the board might work in a different way to, because this is a need greater than the need that we have had as NDU. I mean, this is a national need as well as an NDU need. And I was thinking about some of the things that have happened within the legislative branch, for example, in the past, to be able to accomplish something such as this. And the thing that first came to my mind was the Stennis Center, and I don't know is that is that. Are you familiar with that one?

Ms. Wada: A number of the senators.

Dr. Logan: Yeah and the Stennis Center was established by Stennis, to teach the people at the senior leaders, senior staff leaders who support the congressional team.

And I thought, well, maybe that we could work at it from a more national level and look at how indeed we do we prepare for the rate of change throughout her government.

But especially, to keep our country safe and to lead in ethical and moral ways, and if we could think about that, that might be something that we could help with from that direction.

Dr. Greenwald: Thank you, Ma'am

Ms. Marcos: I had two questions.

What reestablished the NDU Center for Ethics? What happened to it?

Dr. Greenwald: I'll start and then pass the baton to the Dr. Yaeger.

Well, I'll just pass the baton.

Dr. Yaeger: The ethics center? So it was very active and I'd say it was pretty successful and we had General Meyer here as our ethics chair. He was frequently on campus. He lectured, at just about every college.

He had an associate... There's a full-time professor supporting him and then we had a Navy chaplain and a JAG.

Frankly, you know, once he left, then the Chaplin and JAG remained and Dr, Pierce retired and we, we had some real requirements for full time faculty at Eisenhower School.

And frankly, the chaplain and the JAG were not getting the phone calls to, how do we help with the ethics? You know, we weren't. The connection wasn't there.

The fact that they were developing their own curriculum. So when we do this, we stand up and then when we've got to make sure we've got buy in from the colleges that they're not an isolated section. They can really add value and not just teach this way.

It was great for the nine people that took their electives, but this needs to go throughout the curriculum.

COL (Ret.) Marcos: A lot of good lessons learned in that. In that short discussion about that. And that's part of the reason I ask what were the lessons learned?

How you move forward and then the Eisenhower School's Executive Assessment development and what is that and what happened to it?

Brigadier General Joy Curriera: It's similar to, similar to what you remember what we did at National College, the introspective kind of end of year with your PFA.

With your advisor team, you do a number of surveys.

It involves 360s and then it's just a journey through the academic year of just parsing out. Kind of the findings and what the officer, the student kind of gets from that and how they reflect and then the coaching it goes along with it. You know, they're approaches sent into the nature. So.

COL (Ret.) Marcos: So what happened to it?

BG Curriera: Resourcing and really being able to, from what I understand because it did discontinue before I joined the team in 2020, for academic year 21. Resources was a big discriminator and then just not having the expertise and the bandwidth really with staffing to be able to do a right to really manage the program along with the academic program.

Dr. Greenwald: Thanks Sirs.

Gen (Ret.) Schwartz: As Dr. Logan suggested this. This is a big deal and one we should contribute to as we can.

That's so, any concluding comments this morning?

Thanks. Thank you, Doctor. This has been both stimulating and important.

So it's now time for break when we come back at 5 after 11 and you will have the budget presentation. Thank you very much.

[Break]

1105-1130 Budget Update
Mrs. Kathryn Kolbe, Chief Operating Officer

Gen (Ret.) Schwartz: Ladies and gentlemen, throughout the morning we've talked how resources are the secret sauce. Over to you Ma'am.

Mrs. Kolbe: Good morning, ladies and gentlemen.

I'm Kathryn Kolbe the Chief Operating officer and I'm going to give you an update today on the NDU budget outlook. You can go to the first slide please.

This is the President's budget profile for NDU, which reflects the only directly appropriated O&M funds to support the NDU mission.

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What you see here is increases in top line funding. But over the last four years since increases have largely been related to IT infrastructure improvements, as well as increases in facility support funding as General Plehn mentioned in FY23, and in the POM from 24 to 28, with exactly 14 million in funds for FY24 and an additional 10 million annually in the POM for FY25-28.

Civilian pay as you probably know, comprises over 50% of the budget, and is increasing, which limits flexibility in the operational and academics support budgets.

Although the budget outlook for civilian pay and the President's budget for FY24 to 29 is misleading because OSD has increased the civilian pay line at the expense of the operational O&M budget. At first glance, it appears that OSD has significantly increased its civilian pay line in the POM, along with a slight increase in the Operation line of accounting.

Although the operations line of accounting includes that \$14 million plus up in FY 24, it was specifically allocated for a facilities O&M contract and the Eisenhower School furnishings, fixtures, and equipment.

That additional \$10 million plus up from 25 to 28 for eight facilities O&M contracts to support both the North and South Campuses.

Gen (Ret.) Schwartz: Just a quick question just for everyone's confirmation, it is O&M and CIV pay fungible?

Mrs. Kolbe: Yes.

COL (Ret.) Marcos: One question where you said there was an increase in operational, but it was earmarked for something else. If you normalize, if you take that out into operation, stay flat, or did it go down?

Mrs. Kolbe: It actually, yeah, good question. It declined. So if we exclude the facilities plus up from the operations line of accounting in FY24, the operational budget is only 42.8 million in 24 and only 41 million in FY 25 to 28.

COL (Ret.) Marcos: Thank you.

Mrs. Kolbe: Therefore, big picture, the operational budget in 24 and beyond does not cover inflation or growth other than facility requirements.

Next slide.

<Slide 32>

Some highlights from FY23.

It's been a very tight budget year.

Highlights include an increase in O&M funding to address longstanding facility requirements specifically, although not an operational requirement, we received \$50 million line item congressional preparation for the Eisenhower School Restoration and Modernization project is currently underway scheduled for completion in FY24. I'm sorry. FY25.

And NDU has restarted collecting funding for reimbursable support.

Support provided to NDU by NDU to the DSCA, regional centers located at Fort McNair and co-located with NDU and NDU also has increased civilian pay execution 16% from FY22 to 23.

Gen (Ret.) Schwartz: That's year over year increase in Civ pay?

Mrs. Kolbe: Yes sir.

Gen (Ret.) Schwartz: And only modest increase in employment numbers in the inventory of civilians?

Mrs. Kolbe: No, we, I don't have the number exactly, but we have had a significant increase in the number of civilians that we're bringing on board.

Gen (Ret.) Schwartz: So this is, this is driven less by increase in salary.

Mrs. Kolbe: That's right,

Gen (Ret.) Schwartz: rather than by number of personnel.

Mrs. Kolbe: Correct. So our execution last year was 45 million and we're trending towards 53 million, sir.

Gen (Ret.) Schwartz: Ok.

COL (Ret.) Marcos: So what percentage of your allocation are you executing? So I, I think it was like 95%, you're allocated 45 million in your, yeah, it looks like you..... So you're 100% allocated executed in 2022 and you're a little under that in 23.

Mrs. Kolbe: That's correct.

COL (Ret.) Marcos: OK. Well, that would be good, yeah.

Mrs. Kolbe: Next slide.

<Slide 33>

In FY 23, 81% of the total NDU budget is O&M funds. And I just want to clarify, this is a total spending power. So it's both direct and reimbursable dollars.

So the total budget is, I don't maybe see here is O&M, reimbursables and procurement.

The majority of these funds, as they mentioned earlier, support civilian pay.

This year, we anticipated executing, CIV pay, which is an \$8 million increase from over the previous fiscal year.

Our current end strength for direct and reimbursable civilian employees is a total of 419 and 335 direct and 84 reimbursable. The total authorized being 391 direct, 122 reimbursable.

The largest cost for operational support include facilities and information technology with additional cost coming from resource management, security and human resources, academic affairs in college costs, to include primarily student travel, subscriptions, and their professional development.

Gen (Ret.) Schwartz: Where does the library sit?

Mrs. Kolbe: The library sits in academic affairs.

Gen (Ret.) Schwartz: Thank you.

Mrs. Kolbe: The procurement portion of the budget supports IT infrastructure, platform development and SCIF AV upgrades to support academic instruction. Next slide.

<Slide 34>

In fiscal year 23, NDU has asked for additional funding to support the CAPSTONE COVID backlog, backlog of students and the Satellite Joint and Combined Warfighting course at the Combatant commands, which in the future will be funded by the combatant commands.

The FY23 procurement shortfall is to support information technology related requirements. We ended service and end of life wireless contract which was mentioned earlier, that being our #1 requirement.

All of these have been supported by the Joint staff and submitted in turn to the OSD Comptroller for consideration as part of the midyear review. Next slide.

<Slide 35>

In FY24, NDU's total spending powers are projected to increase 16% due largely to its facility increases I've described earlier and to support the Eisenhower School.

Lt General Plehn: Kathryn I think you're on a different slide.

Mrs. Kolbe: I'm sorry. Next slide

<Slide 36>

Lt General Plehn: This is the one you need to talk with,

Mrs. Kolbe: Yep. I went over that one. Go back. Oh, I apologize.

Lt General Plehn: I think we're two slides ahead right now.

Mrs. Kolbe: Yeah, OK.

Lt General Plehn: OK, jump back up one more. That does it, thank you.

Mrs. Kolbe: Ok

The total spending hours projected to increase 16% as they mentioned for facilities, infrastructure as well as the Eisenhower school bid out and furnishings.

Let's go into the next slide, please

<Slide 37>

OK.

So, resourcing challenges. The largest challenge that we're seeing is related to civ pay.

It stems from the fact that NDU has historically executed, not historically executed civilian pay at a very high rate, and there's a significant delta between the programmed to the average work year cost and the actual average work year cost.

So the average work year cost is defined as the sum of the base pay plus other compensation divided by the total number of full time equivalents within the organization.

The programmed average work year cost for NDU has been budgeted approximately 139 K per employee, which is well below the actual average work year cost of the workforce.

The current average work year cost is between 161 thousand to 165 thousand, depending upon whether the employee is direct or reimbursable, reimbursable being slightly higher. Because of the NDU's average work year cost being higher than the programmed cost NDU cannot afford to hire to the authorized levels without taking money from the operational and academic support budgets. We are continuing as we have been to work with the Joint staff and OSD to request an increase in the programmed to average work year cost and ultimately in addition to the civilian top line in the annual NDU budget.

So if you go back to that earlier slide and remember OSD increased the Civ pay line, but they didn't increase the top line.

Gen (Ret.) Schwartz: And have you benchmarked average work year costs here in the Washington DC and Washington area?

Mrs. Kolbe: We have at the Joint staff and the joint staff is slightly higher at approximately 170 K.

Gen (Ret.) Schwartz: We made a case in an issue paper that at least NDU should be equivalent.

Mrs. Kolbe: We have discussed that for the last year of the Joint staff and the joint staff told us that we needed to increase execution to be able to make that case. So we've now increased execution. And we plan to make that case.

Gen (Ret.) Schwartz: Fair enough.

Dr. Logan: I have one question. There's a, I think, a bill that is looking at the possibility of significantly compared to, you know when CIV pay gets increased 1% usually it is like 7% of the proposal is that work then to your projections?

Mrs. Kolbe: It is. It eats away at our capability at higher rates. So we had a 4% increase in this last year, which was significant.

Dr. Logan: Oh, sure.

Mrs. Kolbe: And if that goes up higher, it just limits our ability, you know. It will be interesting to see by the end of year in terms of attrition because that also has an impact on buying power or civilian hiring.

Lt General Plehn: Mr. Chairman could I comment.

Gen (Ret.) Schwartz: Yes, sir.

Lt General Plehn: Could you take us back to the first slide? That's the bar chart, please.

So this gets directly to your question, Dr. Logan..

You see how in FY25 through 28, the top line is flat, like the civilian pay is projected to increase, so that highlights Miss Kolby's point that it's coming out of our operations and maintenance and other academic activities.

If we hire to that whole Civ pay amount in fiscal year 24 or \$61.3 million at the average work year cost of about 162,000, that gets us 373 people.

If you have 3% inflation from 24 through 28. That slight growth in civpay doesn't even keep up with the cost to keep those 374 people on board. Right, much less hire more for the workforce.

Dr. Logan: Thank you.

Lt General Plehn: Yes, Ma'am.

Mrs. Kolbe: So we're on the FY24 unfunded requirements.

Gen (Ret.) Schwartz: Can we go back to 20, back, back here.

<Slide 35>

So, the satellite program, is that reimbursable?

Mrs. Kolbe: We have been paying it out of our direct. And we are now looking to make it reimbursable. So General McBurnett has worked very closely with the Combatant Commands to establish any ways in which the Combatant Commands can cover these costs. We wanted to continue as an institution with these courses. Realize the value of the course.

Gen (Ret.) Schwartz: and where is the mandate for there to be satellite program?

Mrs. Kolbe: You can speak to that.

Lt General Plehn: Sir if I may, Congress authorized that, I forget which NDAA it was 2015, 2016 to test it out. It tested well. But, was never additionally resourced. We've kept it going since that time.

General McBurnette, as was mentioned, has worked with most of the COCOMS to get them to cover the travel and per diem costs for the instructors we send out to conduct that course.

Gen (Ret.) Schwartz: I'd say that's, that's a good idea. And there's one last question on the two classified spaces in something that under the Chairman's Capstone, SCIF and presumably other SCIFs, is there a reason for differentiating between the two?

Mrs. Kolbe: Well, we made the capstone SCIF our number one priority simply because of the issues that they've been having in the SCIF with the audio-visual equipment. And they're high rate of use of that.

Gen (Ret.) Schwartz: OK, so it's a prioritization.

Mrs. Kolbe: Yes, a prioritization.

Gen (Ret.) Schwartz: Got it, Thank you.

COL (Ret.) Marcos: What is the CAPSTONE backlog? And I know you said something about COVID.

Mrs. Kolbe: So they weren't able to accommodate as many students during COVID, so they've been catching up and adding additional students.

But those students, and General Plehn correct me if I'm wrong, but they're mostly active duty and they're used to having more reserve and guard which are reimbursable to us. So that creates an additional drawing.

There's a question, General Gen (Ret.) Schwartz .

Yes there's a question online.

Go ahead please.

Dr. Patil: Thank you.

The concerned comment that I have is, you know, as we look at these talent budgets and also these facility costs, this really feels like we're playing for yesterday very bluntly rather than playing for what's needed for tomorrow.

If you think about the talent that is required to educate, to help on a number of these areas, these are some of the most sought after people and we know we have this problem at large across government.

But I think one of the, I wonder if the right way to some of, to advocate rather than you know when we hear comments like back from leadership which is we want to see execution, it's a little bit framed as you need to help us, we need to do this so that we are in, we can be a leader to support the department rather than just supporting the mission as it is, that everything is evolving. So that investment needs to happen with greater urgency, not just SCIF, but all the things. But it really kind of is talent based.

Otherwise, we're going to be, it feels like it's very easy to get ourselves on a treadmill around these things and always being behind.

Mrs. Kolbe: Yeah, I would agree with that point and the I would share with you that one of the challenges that we have is and it's actually my last slide after I get to after the FY 24 unfunded requirements, is the way for NDU to increase its budget is limited by the Joint staff's ability to submit a limited number of issues to OSD for consideration in the POM process.

Joint staff can only submit I think 3 outstanding issue papers to OSD.

And with those issue papers, the guidances, they are supposed to be topic based.

So one of the things that we've done in the past is we've submitted issue papers for IT or for facilities and we've been successful there.

But what we'd like to be able to do is to submit a holistic requirement for NDU that is forward looking.

And we do look at the POM but include as you mentioned and the talent that we need as well as the infrastructure to support the institution, and I think if we could get support for a more holistic look at the institution, we could get ahead of the requirements that you're speaking of as opposed to being limited by only addressing 1 issue or another.

Gen (Ret.) Schwartz: But the issue here is that bureaucratically the only way for you to get an issue paper considered is via the joint staff?

Mrs. Kolbe: That's correct, sir.

Lt General Plehn: Sir, that's the method in which they would like it.

Gen (Ret.) Schwartz: Have you considered engaging CAPE, formally or informal?

Lt General Plehn: I think that's a good suggestion that have them look at the totality of the enterprise. Well, I'll take that as an item I will discuss with them.

Gen (Ret.) Schwartz: She is your peer, yes.

Lt General Plehn: Yes, sir.

Mrs. Kolbe: Next slide please.

<Slide 38>

So in FY24 unfunded requirements that you see here and number one is support, support, the restoration and modernization of Roosevelt hall, it's part of our capital investment strategy.

It's currently at 35% design is expected to be at 100% design by December of 24 and this is a whole list of restoration and modernization of Roosevelt Hall to the National War College.

The project is programmed to be ready to advertise in February of 24 and it will be ready to award in late FY 24 if once they become available in the FY 24 budget, which is yet to be determined.

Gaps in funding to support the procurement requirements will continue to be required to support the development of the enterprise data management platform, which is an accreditation requirement.

Modernization of auditoriums and classified spaces to support academic instruction.

Next slide.

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And this is a little bit about what we were just talking about, our strategies to secure resources to meet NDU needs are focused on OSD and year of execution with the mid-year program review and the mid-year spend planning execution review and requesting changes to the POM through the OSD issue paper process as well as legislative engagement and advocacy from the foundation.

We have found there to be strong support both within OSD and on the helm when we've done our homework and have strong justification and quality requirements.

This concludes the NDU budget presentation.

Do you have any additional questions?

Gen (Ret.) Schwartz: Questions all?

AMB Roemer: Mr. Chairman, I have a question.

Gen (Ret.) Schwartz: Sir.

AMB Roemer: Thank you, Sir.

Well, thank you for the presentation.

A quick question and then maybe an overall strategic suggestion. How much are we asking for the renovation of the Roosevelt Building, The War College?

Mrs. Kolbe: In the current 35% design is 43 million, but we expect it will go higher as that design is completed.

AMB Roemer: So that 43 million is for the assessment and design.

What? What do we think is going to be the projected cost to bring that building up to, you know, the standard for the next 20 years?

Mrs. Kolbe: Yes, Sir. So the design cost is actually approximately 3,000,000 and the construction costs for the restoration modernization is anticipated, it's right now at 43 million, we anticipate that if that number to get closer than 50 million, but I really can't give you an exact number because we don't know.

But that is for the restoration modernization, which is upgrading the HVAC system and addressing the same issues that led to the closure of Eisenhower Hall, which is infiltration of moisture through the walls, creating challenges, health challenges in the environment, the academic environment.

AMB Roemer: It seems to me to that that the Roosevelt Hall issue is maybe one of the biggest challenges for NDU going forward and one of the biggest opportunities. I can't think of many more spectacular sites in Washington, DC then that Roosevelt Building location, the history of the building with Theodore Roosevelt and the cornerstone and just the beauty inside and outside on the Potomac River.

I really think that you know other than the capital and maybe you know the Library of Congress, it is right up there with any other building in our nation's capital.

So there's a great opportunity here to say to OSD, which is a challenge for us to get, you know, funding requests in their entirety through them. How do we make the case to them that the Roosevelt Building is kind of the crown jewel of all the good things that NDU does and NDU has a critical mission today across the board for Joint Warfighting with our challenges and cyber and artificial intelligence and the rise of China, et cetera, et cetera, and not only do we need this 50 million for the Roosevelt Building, we need more money for personnel and facilities, investment in technology at this school.

But the Roosevelt Project is kind of the crowning, you know, strategic flag that's that is projected to get people's attention. I do think in Washington you know it can sound symbolic at times it can sound a little trite. It can sound you need something to get The Hill and OSD and the budget people to focus on NDU and to get them out there to see it.

To see what NDU is capable of doing and what they're doing, what they're convening out there, how they use the facility to, you know, bring the best minds together to try to, you know, put forward white papers to solve problems, to educate our international fellows and the mission there.

The Roosevelt Building, I think, can really be that cornerstone to try to solve, you know, the two big issues I think that that General Plehn is talking to us about consistently. That is, you know, how does he get money for his highest priorities, such as facilities improvement personnel, you know and the technology and how do we how do we get those through OSD so that General Miley and the staff over there are paying attention to NDU with the Ukraine war and everything else going on.

I just think there's an opportunity here if done strategically and smartly, the right way to use the Roosevelt Building as a way to get attention to the rest of NDU and they're smarter people than me on the board that can put the entire approach together.

But I think oftentimes the biggest challenges in life are also the biggest opportunities.

Mrs. Kolbe: So thanks for your feedback, sir. I agree with your sentiments.

We were the beneficiaries of some benevolent congressional staff when it came to the Eisenhower Building, and that was how I expect we will be able to pursue the Roosevelt project, it's very difficult for NDU as a as a joint entity to be able to pursue funding through the POM with higher competing priorities from the services.

Dr. Logan: Does the renovation cost for the Eisenhower building include upgrades to the technology and classrooms?

Mrs. Kolbe: We have, did you say for Eisenhower?

Dr. Logan: Yes

Mrs. Kolbe: Yes, it will be.

Dr. Logan: No, not for Eisenhower, for Roosevelt

Mrs. Kolbe: Roosevelt, if it's not in the project, is in a moderation project, I think we're actually doing those right now for the larger effort.

Dr. Logan: So my question is, does 50 million cover both or is that a higher number?

Mrs. Kolbe: I do not think it covers both, but I have to go back and check because we're doing, we're not waiting for the funding for that project to do the audio visual upgrades. In fact, I'm sure that it's not in there because we're doing the audio visual upgrades for example, to support academic instruction. That's what we saw some of those unfunded requirements.

We are proceeding with that and then the infrastructure upgrades to the building are separate.

Lt General Plehn: Chair, if I could make a comment here. So by way of comparison, Dr. Logan, the US Army War College is building a new general education building at Carlisle Barracks in Pennsylvania.

Around 100, 120, million dollars military construction funding. We are repairing and renovating existing facilities. And there's an upper limit, which is generally it has to be less than 50% of the plant replacement value to tear down the building than start over to be able to do that.

These projects are slightly below that threshold, so they can be done that way.

But what army War College has been able to do with a new building is do modular classrooms, movable walls, really state of the art educational approaches, to the existing construction of our buildings, we are much more limited in our ability to do that.

Our capability would be to upgrade it the technology inside of the existing building and that's limited under both the Eisenhower Hall project and the Roosevelt Hall project. And we'll have to come in with separate projects to really upgrade those to a higher standard.

And I haven't said that strategic initiative #1 in our new strategic plan is to focus on the cyber and wargaming Center which Army War College has something like that already. Air War College or University has something like that already.

We're a little constrained by space on Fort McNair, but I think this ties in very strongly with what the Dr. Patil was saying.

And then earlier in terms of how do you create that locus that will that will pull in really savvy practitioners for cyber, for AI, for all of the disrupting technology that is right in our face right now and accelerating that, over.

Gen (Ret.) Schwartz: Is the, is the Coast Guard property commercial or there's some of that U.S. Government?

Mrs. Kolbe: You mean the former Coast Guard property?

Gen (Ret.) Schwartz : Yeah.

Mrs. Kolbe: To the best of my knowledge, it is privately owned now. Anyone have anything different on that? There are private establishments in that building. So I do believe that it's privately owned.

COL (Ret.) Marcos: Where you mentioned you're going to have the NATO Commandant summit, and much better word than that. That's a strategic opportunity to bring legislative bodies to that as well as making it a priority for the Joint Chiefs of Staff to support that, I think. You can talk about legislative engagement that that's one comment and another, I have a redirect on...

Gen (Ret.) Schwartz : Is it already part of your plan?

Lt General Plehn: I've probably thought about that once or twice.

COL (Ret.) Marcos: One thing we talked about the the Colin Powell Ethics chair and I believe I heard that that was General Pace. Is that still the case? Is there another opportunity to bring in a 4-star that can be that advocate to the Joint Chiefs of Staff and that's the question for you Sir.

Dr. Greenwald: Yes, ma'am.

A general piece is currently the Colin Powell Ethics Chair. There's no end of tour date set, but I think the rotation is that every two to three years.

COL (Ret.) Marcos: Is there anybody in mind?

Lt General Plehn: So if I may, Mr. Chairman, General Pace has been very active and engaging with the students. You brief of course to Capstone course for the new generals and Admirals, and he's been on board since I've been here.

So a little over two years now, I think perhaps this might be a good topic for the executive session, as the chair recommended in terms of succession planning for all of the significant areas. But to your earlier question, regarding the NATO Conference of Commandants, the NATO Defense College is the host and they use several for the kind of boundaries of the content of that.

But you're thinking, or at least reading through my notebook in terms of this is a great opportunity on a number of levels. So who we're able to attract as a keynote speaker. I think for that conference will be important and we will aim high in that regard, but I would also note that, every December, at least since I've been here and well before me, NDU has also hosted, just provided the venue for the NATO Parliamentary Assembly, we will do so again this year in the early December time frame. And there are usually 1, 2, 3 US members of Congress who come over to engage with their NATO parliamentary counterparts as well.

So we've had an opportunity to engage with them when they come over with that.

Gen (Ret.) Schwartz: Relatedly. You might consider the fact that and there will be a national campaign underway at that moment in time. If you're thinking about going high, concerning but maybe the national security advisor may be an appropriate person to target.

Lt General Plehn: Yes, Sir.

Ms. Wada: And it was more technical question on your terms of Roosevelt construction, but adding since we are doing a reno instead of a new building, we mentioned that there's a limit is that is that limiting budget limiting factor or the reason why maybe the entire piece is not including the upgrade in IT?

Mrs. Kolbe: no

Ms. Wada: OK. Thank you.

Mrs. Kolbe: Thank you.

Gen (Ret.) Schwartz: Thanks. We have a quick change to the agenda. We will go ahead and take the student demographics presentation before lunch. Over to you, Sir.

1145-1215 Student Demographics

Dr. James Lepse, Provost

Dr. Lepse

Yes, sir. Thank you.

Can I have the next slide please?

<Slide 40>

I'm going to show you some charts and graphs on student demographics. In developing this we looked at three academic years, we looked at academic year 21, 22 and 23. What we found was that it was quite consistent across the three here. So we're going to show you is just the 23, but it's getting 21 and 22 very consistent and in terms of the breakdown.

The other thing to note is that this is for the JPME master's programs students. So we didn't include non JPME or the JCWS number for the five masters granting JPME programs.

And here's the breakdown of demographics we will show here.

Next slide.

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This shows our total student breakdown for the academic year 23 total of 664 students across the three years of this 1961 students.

But this is just the 664 in academic year 23. You can see the source is on the left of where they've come from. The military of 337, and you can see the different on the right of the breakdown in military services of the students. The DoD civilians 89, that's eighteen different agencies. For the non DoD, students of the 91 has 20 different agencies, of which the largest is the State Department. Should think of it as State

department students, and then two private sector fellows in this current year, one from IBM, one from McKenzie.

Next chart please.

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Here's the gender breakdown of the students of academic year 23 Masters programs.

On the left is the NDU breakdown. On the right is, we looked at the databases both of the Department of Defense and OPM, you know, to see how we compare to the military at large and also the federal workforce.

The military one source database, a DOD database, we found that to be most authoritative and the OPM database that's FedScope 2022.

And as you can see, breakdown gender between military and then civilians, terms of ours and quite complicated overall military and civilian workforce.

Next slide please.

<Slide 44>

This is the ethnic and race breakdown shown here and in the next charts I'll show you how we compare it to the better workforce and the military at large.

This is based on self-reporting. Students were self reporting these. You'll see we have a 91% response rate.

So not all of the 664 students reported, you know, as far as this is how they are overall. With 145 international students this year, it's total of 75 nations represented at 145.

But in the next slide please,

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this is just for the military.

With NDU on the left and the US military, again the DOD Military OneSource database in terms of the ethnic race breakdown. NDU is reflected of the overall military.

And then the next chart is the civilian workforce.

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This is the US government civilian. Again, not including international students. It's just the US government student, here's the breakdown compared to the OPM FedScope 2022 database of GS 14 to 15, which is comparable to our student grade levels. You can see here that we track closely with the federal workforce and military at large.

That is the last chart that I have as far as pie charts on the demographics.

Gen (Ret.) Schwartz: Is there a statement of intent implied here? Like the composition of the workforce on the student body, you need to go forward?

Dr. Lepse: Well, one statement is it's very consistent with what military and federal workforce look like in general. But the one issue with NDU is compared to what I call the traditional university, the civilian sector, is we don't have the admissions process per se for our students.

We teach who the military services select with the agencies choose to send here. And the military services have selection boards for those going up for O4 or O5, and also for senior service group.

So to the extent that the military services and their board precepts and the board guidance you know have different backers to include, we essentially don't admit - we teach who they send to us.

Lt General Plehn: Mr. Chair, if I may add to that. I like the idea of a statement of intent, and I think at the very least that that statement should sound something like the student body composition for our ten-month in residence Master's degree program should at least reflect the diversity inside the broader population for most of them.

Dr. Lepse: And we do put our submission into the size and composition that goes into the Joint Staff J7, which is about the services and agencies in that cover memo.

Gen (Ret.) Schwartz : So we would actually have metrics on our statement of intent that we like to see X underrepresented population. And whether that actually comes or not. Does that actually happen or not? No?

Dr. Lepse: No sir that does not happen. We have not done that yet, not been done specific in terms of any demographics.

AMB (Ret.) Myrick: OK, just to follow-on on that point, do we have you know the capability to influence more directly? Or is the question that we are just receiving, we have the same numbers can we influence that?

Dr. Logan: I'm going to jump in, forgive me. I mean working on the executive branch, we would die to have such a beautiful match. I mean, I think that this is something that we should say we, you know, this is what you have determined and this is what you're dealing with and we are dealing with the same. However, our intent would be to maintain that parallel and that as the broader government works to diversify its population, that we would strive to follow.

But I think the other part of it is really key and that is that we don't dictate. We don't say we will not take you because we already have 5 just like you. So you can't come.

You know, I think that it's amazing that we end up with such a close parallel at least over the last three years and we probably should count it.

Gen (Ret.) Schwartz: Well, I guess my only editorial comment is it's happened by accident and the question is whether this should be more, at least reasonably go over there.

Dr. Logan: I certainly support that and I would suggest that this is a jumping off point for accomplishing that. Is that here we are and we are going to watch this in the future and if we begin to see that get out of balance and we want to we want some support to get it back in balance. So there's a question...

AMB (Ret.) Myrick: Yeah, I think related. I think in fact there is an opportunity to move beyond the status quo. Provided that maybe not giant steps. These numbers suggest representative what we have from these group, it's not representative of the total population of the United States.

Gen (Ret.) Schwartz: Professor Patil, please, you are on.

Dr. Logan: We can't hear you.

Dr. Patil: You figure out at this point I would know how to use these things.

One of the things I think is important to highlight is going back to the mission. Is given the complexities of the fight that is ahead of us, we need the most diverse set of thinkers from all walks of life, all backgrounds, regional, all the things that we can possibly have.

Similarly, why NDU, I think is important that it also has international components in there and as we've seen from other countries and domains. So with that I think one of the things that is really, I would argue and advocate for, is that NDU should not be, this is a floor of matching what the government should be. But, NDU should be something that the rest of the department highlights and holds up as what is the example of what the modern good should look like and so we should be pushing for that and that is I think, as advocated doesn't mean saying there's only X of some and Y of some, but ensuring that we have that broad, diverse set of people, insights, industries, backgrounds, everything however you want to describe it and it will continue to evolve as we have to think about it.

And so just want to try to push us to that direction.

Gen (Ret.) Schwartz: Doctor, thank you. Any other inputs please?

Ms. Stevens: Ambassador Roemer has a question.

Gen (Ret.) Schwartz: OK, over to you Ambassador Roemer.

AMB Roemer: Thank you very much.

I just want to associate myself again with some of the comments made to broaden and make our statement as intentional and altruistic as we can, not to set the floor at what the military does or what the government does, but what America looks like and NDU should be trying and striving to represent what America looks like with its population and with its rich diversity across the board. To get talent from every sector we can.

I'd also just say on the international fellow side, I would hope that we are also trying to recruit and reflect the changing US strategy, which is bipartisan over the, over the last 10 or 15 years as we kind of shift and pivot to the Indo Pacific and to Asia where so much growth is taking place and so many of our challenges are right in front of us, we're not turning our back on NATO.

We are not, you know, abandoning Europe, but we are focusing more and more on the Asian issues with a rising China, the greatest democracy, the biggest democracy in the world in India, Indonesia, Philippines and so forth and that those international fellows that we're recruiting are reflecting some of this strategy that we are implementing in our foreign policy.

And we see some more of those international fellows coming from that, that part of the world.

Lt General Plehn: Chair? Thank you, Ambassador Roemer, for that comment.

What I would offer is, I think we're doing that and we do have our Deputy director of the International Student Management Office here with us today, Mr. Jorge Ascunce. I think what we actually grapple with when we do our international invitations, and we've just sent our letter for the class of 2025. We do this a year and a half in advance.

Our recommendations to the joint staff is to make sure that we're getting representation across the globe, and particularly I would say with Africa and Latin America and the Caribbean to ensure that some of those other imperatives and pressures don't drive away our ability to maintain those relationships with those good partners.

So I would most assuredly say to you that we are doing that as a reflection of the current national security strategy, the anticipated changing global geostrategic environment. And Mr. Chair if you would allow me to see if Mr. Ascunce has anything to add to that.

Mr. Jorge Ascunce: Thank Gen. Plehn, Mr. Chair. Ambassador.

I just came back from the security cooperation and education Training Working Group where the INDOPACOM combatant commander sends his staff to aggregate the security cooperation officers from across his AOR, and there is definitely a huge emphasis in the INDOPACOM Region. We are actually for the first time beginning to call some interest from even Singapore that has traditionally not come to NDU to begin attending our programs as well as increasing representation from some of our key allies and partners in that region.

To General Plehn's point besides INDOPACOM and EUCOM being probably or two largest populations, we do also, for the purposes of hedging our bets, if you will, to maintain those friendships and to stay connected with areas that may tomorrow appear the security challenges but also to increase the diversity of voice and perspective that comes to our table here in NDU a slightly different look at this idea of diversity. We do maintain a balance that's ultimately granted from the combatant commander priorities as well as the chairman's listed priority countries over.

AMB Roemer: Yes, and I completely agree with that. Putting emphasis on Africa and South America and Central America.

I would just add to that diversity and that flexibility and resilience in our geopolitics and our strategy, the emphasis on the second island chains in the Indo Pacific, Papua New Guinea, the Solomon Islands. General Gen (Ret.) Schwartz and all the military people I think in the audience know how important that Second island chain was to the United States and how we fought for those islands in World War Two. They're going to be battled again. You know, in the hearts and minds and there's a lot going on in that area. I would, I would say to NDU, let's get out in front of that and be a leader on that and see where we can make a difference in recruiting people from some of those countries, I've mentioned into the International Fellows program.

Lt General Plehn: Ambassador Roemer. Thank you for that.

And one thing that we haven't mentioned yet this morning is under General McBurnett's leadership, the Joint Advanced Warfighting School. Those 45 hardcore planners and strategists who will graduate here in just a couple of weeks historically has gone to Normandy for their field studies trip.

This year, they went to Saipan, Guam and Hawaii, and we intend to continue that next year as well.

Gen (Ret.) Schwartz: Please don't let the ambassador's comment about Papua New Guinea be just a passing thought.

Mr. Jorge Ascunce: If I may Mr. Chair, so we just inducted our first Papua New Guinea graduate that graduated from Joint Combined Warfighting school into our International Hall of Fame and this year is our first year that we have a 10-month student from Papua New Guinea in our programs.

Gen (Ret.) Schwartz: There you go Ambassador Roemer.

AMB Roemer: You're making me look good.

[General laughter]

Gen (Ret.) Schwartz: That's not hard to do. Thank you everybody.

Thank you very much for a very stimulating morning. And I think it was an inform, an informative morning. Thank you. Especially to the patience of those who were promoted in, you know, we genuinely appreciate your staying connected with us. We're going break for lunch. We have a number of students joining us, so the tables don't need a sort of Congressional testimony. You know, let's be gracious and all that. After lunch, we'll return to talk about mental health considerations at the university, and then go into some admin related material. Any alibis, please?

OK. Thank you, much.

See you at lunch.

Lunch Break

1330-1400 Access to Mental Health

Mr. Anthony Spinoso, Director of Health and Fitness

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Gen (Ret.) Schwartz: Welcome back, the game plan is to hear the mental health presentation. Terminating early. With that, welcome back.

Lt General Plehn: Tony is the microphone on?

Mr. Spinoso

Thank you so much. Thanks so very much Sir. Welcome Board of visitors.

Good afternoon. My name is Tony Spinoso. I'm the director of health of the NDU Health fitness directorate.

Before I begin my brief remarks, I'd like to thank you for this wonderful opportunity to speak to you today about our efforts to care for our students, faculty and staff at NDU. Given the board's interest in our efforts to address the mental health of our students, I will focus my brief remarks on the mental health specific services, activities and I'll discuss our supporting services and activities that directly enhance our student's mental health as well.

Next slide please.

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Alright, Sir, we have we have two levels of care at NDU.

The first level of care which is the direct mental health services that we offer.

We have a full-time active duty Army psychologist on staff.

He is a board-certified clinical psychologist. He is also a consulting psychologist and also an accredited executive coach, as well.

So the first level, first of all, we don't turn anybody away. Someone comes to us for any kind of mental health issues or concerns. We address it right then and there. Our goal is to keep that person on campus with us and work with us without going into the big mental health services in the community. Doctor Butcher, our psychologist, he will assess the person, he will understand what needs to be done, if we can keep them on campus we will, whether for some executive coaching or some one-on-one session with them.

Especially if it's a Tricare beneficiary it's not a big deal with that, but if the person's civilian, which most of our guest students are civilians, then we'll have to get them the same type of assessment. But then we will help them get into their system. We'll have to wait to find out who their primary care providers are so we can work with their primary care provider and get them into the system. Right now, in the DC area, any kind of mental health appointment takes about four weeks, alright. It's pretty long.

So what we've done is Doctor Butcher has developed a great reputation amongst the community, so he's able to get some of our students that need to go into the system in a week, 10 days into the system. So the goal is that, the same active duty, that speed with and talk with the civilian counterparts there so.

The one thing we thought we feel good about is what we do is when students come to us and our reaction from there.

So the second level of care is all that we call our in-house services by service.

We strongly believe that holistically support the NDU community through a broadband services and activities that address the health of the whole person results and more resilient NDU family. I like to think of this as meeting this individual upstream like we want to make sure we go upstream with individual person, deal with the thing right now. So with our services that we offer, let me go.

Nothing happens all of a sudden. Alright, something is built up to that, so for us we like to do the various programs that we see.

First of all, sleep optimization. We do that together through individual assessments. We do that through group sessions or coaching, as well.

Probably the single most important factor that has immediate, profound impact on our mental health when planning for all of us. Alright, so sleep the non-disposable luxury that we have to have for us to be able to recover and perform at a high level every single day.

Second part is our emotional intelligence.

Emotional intelligence is the next frontier and human performance because we are human beings and we live with our emotions. Alright, a positive emotion leads to positive results. Negative emotions, not so much sometimes. So we work with them either on the individual level or with groups as well.

Mindful meditation. Meditation is proven to do a lot of great things for rewiring the brain. So we work with the meditation and mindfulness and also we do, on my next slide we'll talk about, transcendental meditation as well.

We offer stress optimizations, the next level that we worked with, but we talk about stress more being as a kind of – now this is a mindset change - We're used to stress management or how we reduce our stress.

We're saying, research is saying, that it's good to be stressful, we stressed, but you have to know how to deal with stress. That individual stress stimuli needs to be addressed as a challenge versus the threat.

So we work students on how do we change that? How do we work with that?

So we have individual sessions or group sessions that we help with the mindset change. We work with the stress and stress optimization.

You know one of our very popular courses is our executive coaching. Doctor Butcher has seen a lot of students, even yesterday one had executive coaching.

Executive coaching looks different than your traditional psychology visit. In that the individual drives the session to work on the strength you work on, what he or she wants to do in life. What makes that person great?

So he brings that out, he works with them in a more positive emotion versus the traditional way is that you look at the negative part of it.

So we work on the symptoms. So, we don't have a relapse, whereas executive coaching is more of a flourishing and more of an enhancing that person. Makes it not just fixing what's wrong.

Then of course as General Plehn talked about consulting psychology. We have two additional psychologists coming on board with one a Lt. Col.

There is a deputy director and then there is an army major, both licensed clinical psychologists and both are executive coaches as well.

So we'll enhance this lower part of our level 2 into a more robust program for all faculty and staff, as well as students to take part. So it's important for us that we understand as one of the things I did when I first took over as a director in 2007 was there were two things I needed: I needed a performance psychologist and performance dietitian.

These were the two things I needed as a tool to help my program get better.

Next slide please.

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And our holistic approach, our mission in health and fitness is to deliver practical realistic solutions to assist and support the chairman's Total Force fitness state domain. So often in life, we get stuck in that cycle response we put out fires, we deal with emergencies, we never go back upstream to fix those emergencies where ever they are happening.

These processes, we address these serious processes here. Processes as a... involve lack of sleep, poor dietary habits, stress, energy management, lack of recovery, lack of regular exercise can all contribute to a worsening mental health and mental health performance as well.

So the brain is like an organ that requires energy, nutrition, blood flow like all other organs in the body.

So we treat the brain as a.. what the strategic leaders have as their weapon of choice. So there's a smart weapon of choice for senior leaders is now the brain. The body is nothing more than power projection platform to bring that brain into fruition.

So the first thing we talked about is our executive health assessments.

This of course, covers our metabolic or our heart health factors that can be detrimental to one's health. Both heart health and brain health.

What's good for the heart is good for the brain as well.

So look at cholesterol, glucose, blood pressure, flexibility, bodyfat, strength and cardiovascular fitness and includes questionnaires for sleep, nutritional habits and heart disease risk factors.

Once we find out the program issues we will take our experts on staff to discuss any issues that came up. This is where we start working with that individual throughout the year so they can fix whatever needs to be fixed. Now if we can't do it by diet and exercise, then after a certain period of time then you have to go back to seeing their primary care provider or if there is a need for some kind of drugs or something like that, but the goal is to try to keep everyone here and keep everyone fit through diet and exercise.

Our personal fitness program, We work on getting an exercise program. Everyone is different when it comes to exercise. Not everyone wants to run. Not everybody want to do this.

So we try to develop a program for that person that helps them be physically fit. Physically fit doesn't mean you can run a marathon. It does mean that we can do your functional, functional strength on a daily basis. You have to do your stuff that needs to be acquired.

The one thing about regular exercise that physically what happened is the fact that it develops what's called angiogenesis, which would create a new blood cells in the brain. Alright, also neurogenesis, which is, I mean, I'm sorry, angiogenesis is new blood vessels in the brain and neurogenesis creates the new blood brain cells. OK, so you have a bigger capacity along the great blood flow that brings the capacity to fruition as well. So, the fruits of regular exercise.

Nutritional counseling. Most things you talk about when comes to nutrition is how to lose weight, how to gain weight. How to field your hunger, things like that.

More and more, science has shown that food can and does have profound effect on the brain. Alright, if you don't eat enough or don't have enough carbohydrates, then it could undermine performance. The brain is 5% of the body's weight or requires 30% of the total caloric needs.

Fuel for the brain is carbohydrates, so we work with a lot of different fad diets that are out, and on how important carbohydrates is for strategic leaders, so you can think and do the work you got to do.

We have a performance dietitian on staff that works with performance for the mental health as well as everything else that comes to the performance space. Hydration is another one, 75% of the brain is made up of water, so any kind of degradation and dehydration will affect brain health as well.

So, these are the kinds of things we offer to students, faculty and staff. Yoga and TM, with the help of the David Lynch Foundation and the NDU Foundation we can offer our Transcendental Meditation year-round for students to take part of, that we're able to use meditation whether it be TM or mindfulness to help rewire the brain.

We have a very popular NDU course, elective, our leader peak performance Human first elective which addresses the human performance elements of the five energy domains of physical, mental, emotional, spiritual and social.

We use that as a, how do we help our senior leaders work 12 to 16 hours a day? Make that right decision at 10:00 o'clock at night as per the ethics of, what Dr. Greenwald talked about, to make that right decision when he's been working for 12 to 16 hours a day.

How did we do that? How do we make sure that person is able to thrive during that period of time so we take back those five domains and we deep dive into them and folks that how do we do that at the end of the individual has developed a course, a plan, then how they're going to use those five domains make a plan. I think that's what the course that we that we offer. We also offer weekly wellness messages anywhere from, that impact our daily life with humor and to shoveling snow. We also have a full-time board certified physical therapist and athletic trainer on staff to address any physical rehab needs.

So, in conclusion, I wish to thank the board for this opportunity because for me this is my very passionate line that I enjoy doing. I enjoy talking to others about what we do and I welcome any questions.

AMB (Ret.) Myrick: I think this is great.

Mr. Spinosa: Thank you Sir.

AMB (Ret.) Myrick: And now I'm just wondering. A bunch of what about you talked about our preventive things. But what are the steps that you are preventing people on, if say there is a crisis with a colleague or student has a crisis. So what? What happens?

Mr. Spinosa: The first level is that come to see us. Dr. Butcher will assess that person.

Alright, we work through it if there on campus in his office that will do that first.

Alright, but if it's something that's if he's talking about the any suicide ideologies and something we have to refer to mainstream system, they will do that.

But if it's something we will work through, whether it be aging parents alright, whether it be an empty nest, but something that's maybe getting a little anxious or anxiety. We can work with them on campus to executive coaching and very nonclinical approach, but it's something more serious than that when we have to put them into the system of mental health system.

COL (Ret.) Marcos: So, Tony and I go way back.

Mr. Spinosa: Are you going to do it to me?

COL (Ret.) Marcos: I am. My second day at the War College, he makes some comment about the Redskins. So of course, I had to respond with go Cowboys and really set the tone for the year for us. But also, I used the services. I had an interagency workout group with someone from USAID and someone from state and we would do functional exercises with him and if it was up to me, I would never do that. I would. I would lift weights and I would run. We did all kinds of different weird things. Kettlebells and medicine balls that I didn't know existed.

So thank you for that, preamble over.

My concern is, phenomenal programs. How's the utilization? Because the students have conflicting priorities, we're in our, in our hovels, you know, at the different schools. How are our students consuming these great services?

Mr. Spinosa: If it were up to me, it would be 100% utilization, but it's not. We get a pretty good turnout. Yes, we do. A lot of we use our services, our course, we had over 100 people sign up with course, so we had offered twice on Tuesday and Wednesday, but we still couldn't get everyone in the course. You only have 28 available seats, so we taught both those classes.

But we offer that same type of services to the individuals when they come to us.

I'd love to say that we're we, we're 100%, but we're not. But it's one of those things we're trying to get more traction on with the students as well.

I got a chance to talk to the professors, when they first get here and have how we work in a, in partnership with each other and you got the got the skill set and you have your performance people, that's what we try to work together like that like in any program we have people you have to have a performance skill set that you have to be able to perform that I'm the one that helps you perform at a very high level.

So I would like to have more involvement. Yes, but I keep advertising and keep pushing the program so it's getting better every year

Not 100% like I like it to be, but it's coming along.

COL (Ret.) Marcos: I think it's awesome that you have three mental health professionals, that I didn't know existed maybe. You're obviously moving, moving the needle on that.

Mr. Spinosa: We pretty much volunteer for it, alright. And then we still need for that. So we were able to get 2 additional to really enhance our program, which is not a bad thing.

You volunteer for certain things like this because it benefits the community now that before we had one, now we have three. Much better for community, much better for students, much better for everyone involved at NDU.

COL (Ret.) Marcos: So that last thing I'd say is, I would encourage you all to surveys, to try to get a survey. Do students know this is available? I know you probably tell them, but do they really know what's available? And ask the question, what's holding you back from using these facilities or these opportunities?

Because they'll never have another time in their career that they can seek it out.

So thank you.

Ms. Wada: Quick question. Is the staff then trained or educated in terms of identifying individuals within their classes that may be identified? Not going to take them out, but like showing signs that may want you to recommend that these services are available or that they go.

Mr. Spinosa: Yes, yes, I have on my staff a registered dietitian. Yeah.

Performance dietitian that can help with the mental and physical performance.

Alright, we also have the psychologist on staff. That's,

Ms. Wada: I mean the teaching staff. But I mean you can apply for yes, identify people who may not deal with stress in a way that might be productive.

Mr. Spinosa: Yes, we do.

We go back to our consulting psychology.

Yeah, we did some work with some of the components. All right, that came to us saying we've got some issues in our faculty and staff and can you come and facilitate somewhere for us. Yes, we we've done that in the past as well.

So that our faculty is pretty observant when it comes to that stuff, especially with somebody start to uh, yeah couple years ago when we pulled out of Afghanistan very quickly...

Ms. Wada: Right.

Mr. Spinosa: We have a lot of, some, issues there, so we got Dr. Butcher with them and went down and we basically stopped the curriculum so students can talk to each other about it and they were able to resolve it there in the classroom by just doing a couple days or a week or whatever it took to talk about this whole issue.

Why we're pulling out so fast and some of the people were there,

Ms. Wada: right

Mr. Spinosa: and so, so we do some things just like this.

And try to keep everything there at the university for them and then as part of our consulting, the college, so we take the environment and work with the system and the environment individual.

Dr. Logan: Hi, I'm impressed that you have the weekly. I am impressed with everything you said.

Mr. Spinosa: Thank you. Ma'am

Dr. Logan: You did a lovely job explaining it to us and it does sound like a very nice program.

I like the fact that you have these weekly wellness messages. I was wondering if, I mean, I would love to see it five days a week instead of one day a week. I don't know if there is or possibly there are other messages like a leadership team or a, you know, national security note or something. If there was a way that, that one day, a week different messages were put out so that the students watched for them and then benefited from one little tidbit that they might have missed in class are that they might not have gotten that will make their life a little better.

Mr. Spinosa: And we also have the Sunday skim that the university puts out, right? Every Sunday they put out.

Dr. Logan: Yeah, yeah, yeah.

Mr. Spinosa: OK, good. So we add stuff into Sunday's Skim as well, so we put stuff in there as well, whether it be advertising for blood drive or shoveling snow and acts of shoveling snow or humor and how important humor is in our lives. So we advertise in that as well.

So and you try to get Sundays usually Monday or Tuesday, we put that weekend wellness. So we got at least two days a week and we put stuff out, but I really think you know, so we need to do better job with

that, but we seem to be doing OK with that. With that, if you want our weekly Wellness messaging Ma'am just give me your email and I will send it to you.

Dr. Logan: I get this Sunday one, but yeah, I'll give him one. Alright, I think everybody needs it,

Ambassador Roxanne Cabral, Senior Vice President: Mr. Chair. If I could say something. That's a great idea, but we've been looking at some best practices related to messaging and it's not the one I want to talk about isn't related to wellness but on the diversity, equity, inclusion and accessibility statement. State department, parts of state, do a weekly email addressing issues related to that so that you can absorb it in your own time in your own head without exposing yourself or your vulnerabilities to others. So something like that is what we're looking at in that area that's similar to what Tony's doing.

Dr. Logan: The apologies, and it's all about it, yeah.

Mr. Ascunce: Mr Chairman, thank you. Full disclosure, I work out with Tony and somebody has to keep him honest, when I can get my sorry self-up to the gym.

I think a couple three points that I just like to underscore.

First of all, we as leaders setting the example. So I see now the Provost is in the gym four or five days or four days a week and he's out there hitting the weights. He's out there taking care of himself physically.

I know there's a handful of people in this organization, myself included, who've taken the Transcendental Meditation class. I kind of poo-pooed it up front, it was transformative.

So making these things available, informing the students. He briefs the international fellows separately, when they first come through the door about the programs is critically important.

The accessibility that Tony, the programs and the services provide and then the students know about. It's just tremendous.

Part of it is just knowing that that is available and then just, a footnote relative to the mental health, Wellness, mental health aspect, 2 examples of international officers.

One that that did not end so well, but went through Tony initially.

Sought care, was taken care of internally. It reached the point where they really needed to outsource that. It was outsourced and the officer really was more in the state of mind or could survive the year-long program.

The decision was made collectively for him to go home and in another case where we had an up and comer. Very young officer from, well, I'll say it, from the from Britain, which was a surprise, who was clearly suffering from PTSD.

She was clearly marked for greatness, and she was just having a tremendously difficult time and with the help of the great faculty and the team that Tony runs, she was actually able to make it through the year and graduate all through those internal services that are provided through the health and fitness directorate. Really a good news story. Thank you.

Gen (Ret.) Schwartz: Serious question perhaps for the President, has there been any incidents of suicide in the NDU family broadly. In the last year or two, for example, and secondly, have there been worrisome cases and who might need mediation in that regard? If so, what's the scale?

Lt General Plehn: Thank you, Mr. Chairman and I'll let Tony weigh in on this as well.

I'm unaware of any attempted suicides or ideations in the time that I've been at NDU since February of 2021. We have lost several students and faculty and staff members to a variety of causes. Two of them last year from medical conditions, faculty member this academic year from long COVID complications. One of our students was struck and killed by a vehicle at the very beginning of academic year. So we have had deaths among our students, faculty and staff. Tony, any of that related to self-harm?

Mr. Spinosa: No Sir. If someone comes to us with suicide ideation, it's an automatic admit to the emergency room. So it automatically goes through to emergency care and we take him to the emergency. Someone has to take him.

I took one person couple years ago that said, he wanted to kill himself.

He wanted me to take him to emergency. So I did. I looked up Ft. Belvoir and got him an appointment. So got right in and this is was probably 7-8 years ago, but it happened. But that's the only thing. The only time I've seen anything like that that's as close as we have ever gotten, and if there's anybody ever comes to us so that that's the first thing we do is we make an appointment right then and there and they'll see us pretty much within the hour.

Dr. Yaeger: Mr. Chair, if I could add, we did have a successful suicide and we had a student who attempted suicide. He was found on field studies in his room and that was a big part of the justification to get the psychologist on board here

Lt General Plehn: When was that?

Yaeger: That was about '14 and '15.

Gen (Ret.) Schwartz: We have two questions. One from the Ambassador and then Dr. Patil, please feel free.

AMB Roemer: Thank you for a marvelous presentation.

Very interesting, and I applaud the proactivity involved in this holistic approach but following up on some of the questions from the chairman, and I know these are very delicate and tough questions to pursue.

We, we've seen an extraordinarily high rate of suicide tragically in the military, especially with people coming back from war. My wife works in higher education and is constantly monitoring, you know, this wave of young people and colleges that are experiencing very high degrees of anxiety, of depression, of problems and social media, image problems, bullying problems. Not just in young ages, but in older age groups.

What kind of numbers and metrics are we seeing at NDU of people that come to you?

Maybe short of suicide, but right in the heart of, you know, very difficult mental health problems and anxiety problems that are debilitating and they need help, serious help pretty quickly and what do you do about that rising rate?

If it's, if it is going up, do you see a trend here?

Talk to us about the next couple years and what you might see coming at us.

Mr. Spinosa: Thank so that's a great question. My wife too works in higher education, at the University of Maryland. So yes, they're seeing a much different perspective than we are. Our population is much more, they're much more successful.

Their family, they're much more adapt to what they're doing as far as their goals, their lives and stuff like that.

It's a little different from the students she deals with. So we if the person is in some kind of a treatment at this point, they'll continue to treat while they're there.

What we see in NDU, a lot of anxiety, anxiety with the elderly parents, empty nest, things like that. We don't see a lot of the bullying and a lot of the stuff that you see at the at the undergrad colleges level that are dealing with that.

For us it's more of anxiety, some depression that we also talk about. But a lot of that can be handled with executive coaching and things like that. But somebody that can't or too depressed or can't figure out what he or she may need then we'll get him into the system. We'll get him into either the military health mental health system or a civilian system as well.

So we try to assess that on campus, what that person needs with Doctor Butcher, my clinical psychologist, and from there we'll make a decision from where we go with that with that person.

AMB Roemer: Do you do those assessments?

Do you do those assessments in person or are you allowed to do those over zoom and telemedicine or teleservice? Are you licensed to do any of that?

Mr. Spinosa: Sir we try to do it face to face. You get much more face to face than you can over zoom or Microsoft teams. So, everything that we do when it comes to initial assessment is done face to face.

AMB Roemer: Thank you.

Dr. Patil: I would just bring up two points to follow on and appreciate all that, and I reiterate, what others have said in appreciation for the holistic approach and the depth and detail that you're providing here.

The first is, I was fortunate enough to be one of the founding Board members of an organization called Crisis Text Line, which is the one of the largest crisis intervention groups in the world at this point and the way it works is effectively everyone texts in.

It's actually on the back of every student ID in the United States for students, K through 12 and one of the a-has there is people don't want to call. This has been true of the suicide national suicide hotline. They want to text and so making sure you're operating in all forms of modality and making sure you're aware and one of the things that we do see at crisis text line is, unfortunately, it's also has been mentioned is a high rate of call volume texting volume for veterans and people who are currently in the military.

I would just, it's always a reminder that people communicate and want to, we have to meet them where they are just like was called out around telemedicine, other formats but also using and making sure people are aware of these services that may be external to NDU.

The other one that I just want to highlight that I think is important in this, that we just need to always be mindful of is the challenges in any setting of sexual assault and the impacts that that has both on culture as well as performance and our responsibility to the people who are putting their trust in us to take care of them and make sure that their careers are on the right trajectory and stay on the right trajectory.

And so the question I have at hand is how much of that is looped into this and or if not, where does that lane of effort set?

Gen (Ret.) Schwartz: Tony?

Lt General Plehn: Mr. Chairman, if you'll allow me.

Gen (Ret.) Schwartz: Please do.

Lt General Plehn: Thank you, Doctor Patil. We do have a sexual harassment assault Prevention response coordinator at the National Defense University. He works in my office.

He is also a trained victim advocate and throughout the year he makes materials available and does other events to raise awareness or sexual assault prevention and response.

We recently had a 5K run to raise SHARP, sexual harassment assault awareness around the University of April is denim day, so I authorized everyone to wear denim on Denim Day, which if you're not familiar with that, please Google it.

It's shocking. The idea there is what you wear has no bearing on whether or not someone will attempt to sexually assault you or not. But I would tell you that Congress, the Pentagon, and others are very interested in this topic as well.

We recently responded to a query through the Pentagon that asked for information from National War College, Eisenhower School and the Joint Forces Staff College on sexual harassment or sexual assault reports.

Inside of the three organizations over the last couple of years, we had only one incident that sort of met the criteria and it was just an instance. It was an instance of someone pulling up something on their phone, unintentionally, that someone else saw and took offense to. But no actual reported sexual assaults, certainly in the time I've been there, or that I'm aware of. Over.

COL (Ret.) Marcos: A couple times you mentioned the stress of taking care of aging parents. I know that at the Army War college, they have a course. Do you have something like that?

Mr. Spinosa: We don't have a course in that.

COL (Ret.) Marcos: No, no, I mean not a full course, but a seminar on taking care of aging parents,

Mr. Spinosa: We do not.

COL (Ret.) Marcos: You may want to look at what they do because I've had friends that have seen it, have gone and taken it and had great things to say and the group that it would just consider that. Another thing is good, so you think your kids are doing drugs or so your kid has anxiety because we can be vulnerable with each other and learn so much.

And in both those cases, aging parents, kids with anxiety, their conversation we have with our peers every day now. And I could have probably averted some stuff if I was in a, in a safe space during that time. So just a suggestion.

Mr. Spinosa: Thank you. That's great. I know we talked with individuals about those two topics, but just an individual one-on-one, but have a seminar is a great idea. Thank you.

Gen (Ret.) Schwartz: Are there other comments please?

Ms. Stevens: Dr. Patel has his hand raised

Gen (Ret.) Schwartz: I think he didn't. He had his hand down. Dr. Patil, you're still good to go?

And I think now we want to get the picture is that right?

Ms. Stevens: So we're doing the deliberation and feedback if board members have something else to add, then we will wrap up.

1400-1430 BOV Member Deliberation and Feedback

Board Members

Gen (Ret.) Schwartz: Here's the short of what I have, my takeaways from today so far.

One is my hobby horse on a Board Health survey, which in the absence of any suggesting, I plan to go to the National Association of Board directors and get their recommended survey for us. I got that on my to-do list.

For the president. I know, let me preface this, one of the great mistakes that was done in the Pentagon in the not-too-distant past was to have the chairman and the vice chairman arrive and depart within months of one another. Seems to me that there there's a parallel here in NDU where 3 college presidents are departing in very close proximity, but that is sort of the definition of the absence of planning, you know, and undoubtedly there are mitigating circumstances. But I do think that one thing we should advise the chairman is that we ask the leadership to engage with us on a succession planning mechanism, but more importantly that the director, if not by name by innuendo is also been paying attention to the key positions at NDU, and not to overlap succession with three of the five colleges.

Lt General Plehn: Sir, can I respond?

Gen (Ret.) Schwartz: Feel free to respond.

Lt General Plehn: I knew this was a possibility.

Last year when I asked to extend Brigadier General Curriera at the Eisenhower School.

So ordinarily she would have turned over last year, given the fact that those typically are only two-year assignments, you're almost always going to be changing two of the three military commandants in a single year.

CIC and CISA have civilian chancellors, more longevity, more opportunity to sequence those transitions. But again, that's at the choice of the individual filling that role, since they're government employees and can choose to leave.

So, that possibility was on the table.

We had a possibility for also extending General McBurnett by a year. U.S. Army Reserve has come up with a great next assignment for him as well, so acknowledge the turmoil that that can create sir, but this was done intentionally.

Gen (Ret.) Schwartz: I guess I would suggest not to be repeated.

Another issue, is this the notion of defining a champion in the army and the Navy for resource advocacy?

I can elaborate on this in greater depth that's needed, but it seems to me I think the question for me is the deputy of Fleet Forces command an NDU grad? Does anybody know? Is the deputy of TRADOC a NDU grad? Does anybody know? My point is because that there might be institutional leverage to be had if we're clever and I can elaborate on that.

But the basic message is to seek out, at the three-star level, people who have resource responsibilities that that might have an inclination to champion in those quiet moments in their service where priorities are established.

Next item is this lingering question of legislative initiative for Department of State retired annuitants. I think they need to raise that yet again. Initial response was not entirely positive, but it requires continuing advocacy on the part of the chairman.

Two more items, one which you already heard about including an opportunity to address succession and in a more conscientious way in executive session with the board of visitors.

And then finally I think mentioning we did this once before, but perhaps without a complete sense of conviction that the SCIF space at NDU is a strategic asset both for the student population and so on. But importantly for opportunities for others in the Washington, DC National Security enterprise to come together to make use of the SCIF space when there's a need for sort of collective efforts whether it be gaining, whether it be offsite sort of interaction, what have you.

So I think this, we need to elevate this as a strategic matter and perhaps this will lead to and probably not for General Millie, to address, but for his successor. I think one suggestion is that we use lay in that predicate for the transition in the Chairman's office.

That's where my takeaways, 5 or 6 items. Others please, I'm ready to copy.

Dr. Logan: Yeah, I agree very much on this strategic planning. I think that it's very important and not only do we have 3 commandants leaving, but John Yaeger is retiring and Bryon going on sabbatical. It's a very large upheaval. God bless you, Sir, and I think that we can help with that. And so the idea is not that anything's wrong or it's just that if we can help, that's what we're here for.

Gen (Ret.) Schwartz: That is true and in the end it seems to me this is an obligation of any board or future board.

Dr. Logan: Right sir. You talked about the assessment piece for the board. I do think that's a perfect way to start that, but I do think that there are some unique entities that we are responsible for and that we have the ability to make a contribution to that we want to probably develop our own based on that as a model.

Gen (Ret.) Schwartz : Fair enough.

Dr. Logan: There were some other pieces that I made notes on, the retirement annuity thing, I still I agree with you and should we can certainly see if we could get it in in the NDAA. You know that's a logical place to put it, but if we can divert that by going through OPM this I'll look into that and we will see if that's a possibility.

The how to prepare the next generation is definitely something that we need. We need a healthy NDU think through. John walked down the runway?

Dr. Yaeger: Oh I'm just waiting.

Dr. Logan: John and I had a really great conversation, I felt, at the table that lunch asking the four students who were at our table what their inputs to that would be and they're pretty good.

You know, they had some good ideas. And so I think we can do more information gathering and more support to build that body of research that then would help inform that for the future.

Another piece that I would love personally to see us work on is that possibility of establishing this Center for Ethics. And using that as the springboard for building NDU as the place to come together and maybe it's bigger than the center of ethics, maybe it is, how do we prepare leaders for the future and we make it that that would include ethics.

So I think that that we're coming to the end of a four year term, it doesn't mean that people are necessary leaving, but some people may be and as some people are leaving and want to leave a legacy, this would be a fabulous legacy for them to leave behind.

The Admiral spoke earlier about the push for us to look more like the American population, and that is something that does make a lot of sense. That if it's wonderful and I'm very proud that we reflect the federal government and the military institutions, but we can do the one better and if we can build in that direction, I think that's valuable.

Those are , I'll try to live with that.

Ohhh. Wait, wait.

I'm sorry, I do have one more thing.

I was curious, if you know this is kind of a way out of the boundaries of the of the tunnel we walked through, on what we do to get the funding to do the work that needs to be done for the facilities here. We're talking about can we get TRADOC to represent us better and so forth.

And that's where we've always been. And I'm like, well, if we've been kind of beating our head on the wall with this and you continue to ask the same question, you get the same answer, maybe we're not asking the right question.

And so I wonder if it's at all possible for the president, the institution, on J7 to reference, have a representative in those discussions about what's needed, and at that then becomes, while it would divert some probably some finances, from Army and Navy, it might be something that would begin to be seen as the National University Fund for the future.

I'm just wondering if we're asking the wrong question.

All right. Thank you, Sir.

Gen (Ret.) Schwartz: Well, one thing comes to mind and this is out of the box, but you know, should the President of NDU have an open invitation at the DMAP?

Dr. Logan: Yes. Yeah, exactly.

Gen (Ret.) Schwartz: The reality and everybody here has understands is that there is a bit of bureaucratic skill here involved in that. And so the question is how to leverage access and all that sort of thing. So umm, but more right now. So other comments please. Ambassador, I think you have.

Dr. Patil: Yeah, maybe to offer just a thought here as I've been processing all of this. The statement that comes to mind is we need to skate where the puck is going to be and given the rate of change in society and technology in the evolution of the future fight and the lessons learned from previous fights. I think one of the things that we need to do is paint a picture for the rest of the agents, the department, others of what they should look like. And NDU is well positioned to do this. Not just, you know around technology or one dimension, but the holistic and really emphasizing that we are about to go through some of the greatest change that humanity has ever seen at the rate and pace that is taking place.

It made, it makes the nuclear era pale in comparison from the perspective where I sit and what I'm seeing take place. And that includes everything from fusion all the way through AI.

So I would just push us to think about how can NDU be that central fulcrum for, or central place, where all the convening all the discussions, leadership happens because in this time of ambiguity I've forget a Lt. Commander in Iraq told me the greatest lesson is out of chaos comes opportunity and we sure about to have a lot of chaos in across so many dimensions.

And so the opportunity for leadership and NDU to provide that leadership is a moment that I would encourage us really taking, taking on and taking advantage and providing that leadership to not just the department but the rest of the country.

Gen (Ret.) Schwartz: Ambassador Roemer.

AMB Roemer: Yeah. Thank you, Mr. Chairman, I thank you for the opportunity here to reflect a little bit on a very, very productive and interesting and complicated series of discussions over the last three or four hours. There's a lot out there to try to get your head around and then how do we achieve change and results?

How do we drive results and help NDU and help the President of NDU achieve, you know, a couple specific outcomes as a board, you know, where do we best offer advice and counsel?

Where do we try to you know, give that kind of insight based on our own experiences. Where do we try to, you know, push leadership at NDU to a new direction to be, as Dr. Patel said, as Wayne Gretzky said.

You know, skate to where the puck is. The puck isn't going to go to where it was.

What's going to happen and how do we look around the corner to anticipate NDU in 10 years. Where are they going to be placed to provide this advice to the military? And help them successfully fight a war, Fight for peace, win the soft war, battle you know the challenges with China, bring in India and the quad partners and NATO.

I mean, there's a lot of challenges out there for our military leaders to take on and specifically, what can we do to help NDU play that crucial role?

I would, should you know, suggest four areas and they correspond, Mr. Chairman, they aligned very well with what you just outlined.

One, how do we help NDU with the leadership issue in the future?

You know what? What kinds of leaders does the President want to recruit and bring in? How can the board help with that recruitment? How do we lessen the turnover, increase the new people coming in that are going to advocate for the new ideas.

How do we be a sounding board and how do we weigh in to help with our phone calling to different places when NDU needs to bring in a speaker or when they need a new position leader. How do we try to help with that leadership team?

Because we all know the leadership team is just so essential for NDU to achieve its goals over the next 10 years.

Should the president's term at NDU be longer? Should it automatically be available for two terms?

Would that help? University presidents are serving, you know, 8, 9, 10 years and they're barely moving the battleship sometimes. So you know what should that look like for the future of NDU?

The second issue that continues to come up is the State Department issue. I know some of these folks at State Department, General Plehn and your legislative team if I can be of help to just reach out to the State Department and ask them to talk to you to meet with you, to try to resolve in a better way this issue that we're having with them, let's try to push that.

Let's try to do that.

That seems to me to be something that would help NDU with its budget and with its personnel.

The third issue, I'd ask the board to think about this.

You know how do we effectively in our letters to General Milley, how do we get the attention of the folks over there on something that could really make a difference and focus not with a not with a shotgun, but with a rifle approach? Just really focused approach.

Should we consider, you know, writing a letter to the chairman and saying the board would like to sit down and meet with him sometime soon, and talk about the Roosevelt appropriation and how that's the anchor for everything NDU wants to do. How badly and NDU needs that appropriation for renovating that building. And you use that opportunity to talk about some of the other needs that NDU has.

And that's not just singularly focused on General Milley, but there's a strategy involved with Congress where you bring the foundation in who can go beyond the education and information limitations that NDU has, and actually advocate for that appropriation.

And actually give report language or requests to members of Congress.

There's a congressional strategy to bring key members of Congress over to the Roosevelt Building and show them why that needs this appropriation and what NDU is doing these days and how important they are?

And then lastly, I would just say and this has come up and been suggested by several people and I just want to underline, underscore it. You know, highlight it whatever I can.

NDU needs to be the convener.

It needs to be a place where, whether it's on ethics, whether it's on Taiwan, where they've done really good research and written some books. I've had a couple of briefings from the experts that NDU on Taiwan and spent a couple hours with them. They're very impressive people and cyber and war gaming.

You know those three issues: Ethics, Taiwan, Cyber and War Gaming.

Those three issues if NDU would convene, you know, all day sessions, panel discussions, key speakers on those issues to get attention to NDU and what it does and what it's already doing. They don't have to create the wheel every time they want to do something, it doesn't mean you have to create an ethic center, although that might be something you want to do need to do in the future.

But take the first steps toward getting attention to that issue and bringing in the Naval Institute and the Duke Center on Law and national security. And you know, the other places that are already doing some of those good work and get credit. Bring some staffers from Congress in to watch and learn from what they're going to say that day and bring some people from the National Security Council and the State Department to learn about it.

I just think NDU has such great location at Fort McNair, wonderful facilities that are only going to get better we hope and great people. I just think convening things is the less expensive way to highlight your expertise and your need and what you deliver for the country.

Gen (Ret.) Schwartz: Copy all. Thank you very much. Others please.

AMB (Ret.) Myrick: I'm just thinking that if the folks online have said all that has been said. Maybe the board could consider drafting an introductory letter to the new Chairman. Unlike some of the things that we focus on here after the confirmation process, of course.

Gen (Ret.) Schwartz: Dr. Yaeger, other thoughts? And if that's the case, over to you, Sir.

1430-1435 Meeting Ends

Dr. Yaeger

Dr. Yaeger: OK, ladies and gentlemen the public portion of the Board of Visitors, National Defense University is now ended in accordance with the provisions of public Law 92-463. In accordance with federal regulations the administrative session will involve only the board members and subject matter experts they require.

Thank you.

Appendix A

National Defense University Board of Visitors Attendance Roster May 24, 2023

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

Not In Attendance:

1. Vice Admiral Jody Breckenridge, USCG (Ret)



**National Defense University
Board of Visitors Meeting
May 24, 2023
AGENDA**

Meeting Dress Code

Military: Class A Uniform

Civilian: Business Suit

Wednesday, 24 May 2023

Normandy Hall, Clarke Room (1st Floor, Room C-120)

0900 (ET)	Call to Order – Meeting Starts <i>Normandy Hall, Clarke Room (1st Floor, Room C-120)</i>	Dr. John Yaeger, Designated Federal Officer (DFO) and Vice President for Accreditation and Strategic Planning
0900-0905	Administrative Notes <i>DFO comments/overview of agenda</i>	Dr. Yaeger and General Norton Schwartz, USAF (Retired), BOV Chair
0905-0930	State of the University Address	Lieutenant General Michael T. Plehn, NDU President
0930-1015	Reaffirmation of Middle States Commission on Higher Education (MSCHE) Accreditation Outcomes	Dr. Yaeger
1015-1100	Ethics and Constitutional Law in Curriculum	Dr. Bryon Greenwald, Deputy Provost
1100-1115	BREAK	
1115-1200	Budget Update	Mrs. Kathryn Kolbe, Chief Operating Officer
1215-1315	<i>Buffet Lunch with Students</i>	<i>Board Members, NDU-P, SVP, DFO, and Select Students (invitation only)</i>
1330-1350	Student Demographics	Dr. James Lapse, Provost
1350-1415	Access to Mental Health	Mr. Anthony Spinosa, Director of Health and Fitness
1415-1430	Discussion of Public Written Comments	Board Members
1430-1445	BOV Member Deliberation and Feedback	Board Members

1445-1500

Wrap-up and Closing Remarks

General Schwartz and Lieutenant
General Plehn

1500

MEETING ENDS

Dr. Yaeger