

MINUTES
Defense Acquisition University (DAU)
Board of Visitors (BoV)

Meeting Dates: March 7-8, 1996

Place: Defense Systems Management College (DSMC)
Building 184

0837 **Welcome** - Mr. Thomas M. Crean, DAU President welcomed the members of the Board and the staff in attendance. He described how the furloughs of federal employees and bad weather in the metropolitan District of Columbia area presented unique issues and problems for the consortium schools. He noted this BoV meeting was preceded by meetings of the DAU Academic Council and DAU Consortium Heads, where significant organizational and operational decisions were made.

Briefing - DAU Mission and Vision Statements

Mr. Crean presented the DAU Mission and Vision, as adopted by the Consortium of schools just two days prior. The DAU Mission Statement: *"To provide, as an integral part of acquisition support to DoD's national security efforts, effective and efficient acquisition education, training, research and associated academic activities."* follows directly from the congressional language establishing the DAU.

The DAU Vision Statement: *"Create and operate an academic enterprise that helps meet the acquisition workforce's goal of making DoD the world's most responsive provider of best-value goods and services to meet our warfighters' needs."* With the Mission Statement, this provides a starting point for the DAU Strategic Plan.

Mr. Thomas M. Crean, DAU President was called away on a family emergency and did not return for the remainder of the meeting.

Briefing - Mr. Frank Sobieszczyk, Director, University Operations presented a briefing on DAU Roles and Relationships, showing how DAU exercises influence on the acquisition education and training program without having line authority. Centralized funds control and curriculum management are the primary tools being used.

Dr. Gansler questioned whether the DAU exercised control of the funds or whether the funds just passed through DAU. It was demonstrated that funds allocation decisions are made up-front, so DAU maintains program control, as opposed to operational control of the consortium schools. DAU allocates funds to the schools on the basis of negotiated workloads in the consortium.

Dr. Baldwin pointed out that metrics used to control travel funds do not consider the cost of student time away from the job. Students are essentially free to the DAU; therefore, student costs are not counted. The full cost of training must be considered and ways to add this to DAU planning tools will be explored.

Mr. Campbell stated the costs which should be considered are the costs to the enterprise (not unlike a corporation) and suggested a study of the demand function be undertaken (are the numbers of students requiring training rising?)

BG Bolton stated the Services are taking on the intensive training required for Acquisition Reform (FASA/FARA) as a Service initiative; the DAU should be looking toward the future requirements of the workforce. Mr. DeMayo stated DoD should be looking for a competent workforce today AND in the future.

Discussion continued about the revolution in acquisition management and the perception that DAU is only peripherally involved in fast track training. It was pointed out the Acquisition Reform Communications Center (ARCC) is part of the DAU and attempts to influence the process by providing the tools and materials used by the Service trainers, thus ensuring a common message (not a message for each Service). Then DAU, Academic Affairs conducts curriculum reviews to incorporate Acquisition Reform (AR) issues into courses.

Mr. Levi asked whether the Services are being monitored for using ARCC materials. Other than counting numbers of broadcast viewers, the use of the ARCC materials is not measured. Mr. Levi and Mr. Campbell stated Acquisition Streamlining is not being incorporated in the field. They cited Requests for Proposals are not different than those submitted years ago.

Dr. Gansler said there must be a culture change and acquisition information needed to be widely and quickly disseminated. He thought developing or requiring case studies to be developed should be a critical part of the DAU responsibility.

Discussion continued on DAU as a channel for AR information, because DAU is not perceived as THE source for AR.

Discussion continued on DAU's relationships with academia.

Mr. Levi pointed out while the DAU Vision statement stated "create and operate...", the relationship seems to be one of coordination. He suggested there needed to be enterprise processes developed and implemented while avoiding becoming bureaucratic.

- 1025 Mr. Frank Sobieszczyk presented a briefing developed by the Acquisition Research Coordinating Committee on the current consortium research program. The main points of this briefing are:
1. The DAU Consortium includes existing research capabilities of the consortium members.
 2. The Acquisition Research Program is not a centrally managed program.
 3. The purpose of the DAU Research Program is to support policy decision making and to enhance the school educational programs. This is accomplished by keeping faculty current and developing and maintaining new courses.
 4. DAU does not sponsor extramural research.
 5. DAU has been emphasizing development of its educational training mission more than the research role.

Dr Eaton pointed out the difference between acquisition policy research (changing laws and/or regulations) and education/training research (broadening faculty). Discussions were held on the effects of decreasing budgets constraining research and the DAU primary responsibility being for the developing and delivering courses required for certification, with the research mission as overload.

Mr. Campbell questioned the role of the DAU in policy research. He said there must be future enterprise-wide planning, starting with a vision and an execution strategy. Therefore, DAU must look for a funding mechanism and create a research plan, including objectives (if DAU has a policy research mission).

The BoV concluded the Acquisition Research Coordinating Committee has created an environment for research, but there needs to be more research efforts in keeping faculty current; developing courses; and developing case studies; and DAU's role in supporting acquisition policy needs to be clarified at Department executive levels.

1200 LUNCH

- 1300 Dr. Lenore Sack, Director for Academic Affairs presented a briefing on Training and Education Options focusing on alternatives to attending DAU courses, as requested by the BoV at the previous meeting. She reported on the current efforts of the American Council on Education (ACE) to grant college credits for DAU courses. Discussions also were held on equivalencies of courses in non-consortium schools.

The BoV wishes to be briefed in the next meeting on the "lessons learned" from the ACQ201 - Intermediate Systems Acquisition Request For Proposal.

Dr. Gansler asked if private sector vendors are offering to teach DAU courses. The general perception was there is private sector interest to teach DAU courses, but the course quality would have to be validated.

Discussion continued on the evaluation of faculty and courses. DAU developed a course critique and conducts curriculum reviews, in conjunction with the Functional Boards and Consortium schools. A graduate and supervisor assessment is being conducted, presently, as a telephone sampling. In addition, each course has an appropriate student assessment. The BoV expressed concern that the critique does not evaluate faculty.

- 1350 **BoV Deliberations and Report** - Dr. Gansler proposed the time set aside for BoV deliberations be done in the full group session and the BoV report on the issues be accomplished simultaneously.

Should DAU have a role in acquisition policy research?

Discussion established DAU is not currently considered the place to go for acquisition answers nor the place where acquisition policy research is being pushed. However, DAU was established to support the acquisition community; therefore, it has a research mission. It is not clear from existing guidance what role DAU is expected to play.

Mr. Levi said, assuming DAU has the responsibility to do research, the Office of the President must create a strategic plan for research, with objectives. DAU must appoint a protagonist, with the responsibility to accomplish the objectives.

Should DAU support independent or directed research?

Mr. Adolph suggested the Commands identify policy research topics and a private/public sector partnership could identify topics of mutual interest.

Should DAU research be an internal or extramural program?

Dr Eaton advocated public and private sector cooperation, with research shown as an investment.

Mr. DeMayo said it should be research focused on making the workforce more professional. Discussion continued about contractors or program officers writing Case Studies, as part of their program work. For example, DAU should have made sure research was done on the question: "*How does DoD manage a 50% reduction in the industrial complex?*" The focus should be the future.

Can DAU improve the processes in its program?

Dr. Baldwin suggested a visiting scholar program, where the individual would travel to all the consortium schools, lecturing on research findings.

Mr. Gallagher said the Fellowship Program was a good start, but needed to be funded.

Mr. Adolph suggested a call for research topics (i.e., Functional Boards identify research issues).

Dr. Gansler provided a summary of the Day 1 issues, in the following report:

1. Focus on faculty professionalism (teaching)
2. Focus on developing productivity measures (scholarship)
3. Develop Case Studies of acquisition reform and widely/quickly disseminate them to the workforce.
4. Take the responsibility for national acquisition policy research and develop a strategic plan for implementing measurable objectives.
5. Focus on outside universities and the private sector, as providers of acquisition education.
6. Stress assessment. Continuing education issues, required T&E and LOG changes, industrial base changes, etc. point to the need to re-educate the workforce in 5-10 years. Develop measures of output (change of the student).
7. Ensure acquisition policy research is being done for the Department (near-term and future; in- and out-house) and widely disseminated.

1500 **BREAK**; followed by a BoV tour of the DSMC campus. The campus tour was provided to the board members to acquaint them with the College's educational support centers, such as the Aker Library, Learning Resource Center, the automated classroom, and Management Deliberation Center.

1900 A dinner in honor of the BoV and hosted by Mrs. Colleen Preston, Deputy Under Secretary of Defense for Acquisition Reform, was held at the Mount Vernon Inn.

DAY 2

0845 **Welcome** - Brigadier General Claude M. Bolton, Jr., Commandant, DSMC, extended a welcome to the BoV members on behalf of the faculty and staff.

0925 **Briefing - Executive Institute and Harvard University Off-Site.** Mr. Gib LeBoeuf, Navy Chair, DSMC, provided the background, purpose, and recommendations of the off-site. The BoV agreed with the off-site recommendations and would like to receive a briefing at the next board meeting on the implementation of these recommendations.

Recommendation: Develop and brief implementation plan and milestone schedule for the on-site recommendations at next BoV meeting.

Action: DSMC-EI; Brief implementation plan and milestone schedule at next BoV meeting.

- 1100 **Briefing - Faculty Development and Assessment Plan.** Mr. Rich Reed, Dean of Faculty, provided a briefing on the Faculty Development and Assessment Plan. The BoV discussed the merits of the faculty development plan and how it contributes to faculty scholarship and quality instruction. The Board believes that faculty development activities should be an on-going integral part of faculty development and supported with appropriate funding. Additionally, the Board believes that productivity measures for faculty, such as courses taught, research projects, and articles published, should be developed.

Recommendation: Develop faculty productivity measures.

Action: DSMC-FD; Brief status at next BoV meeting.

Briefing - Student Assessment. Mr. Reed briefed on the student assessment process. He discussed the types of assessment-formative, summative, and performance-based and how the assessment process is concurrent with the course design and modification process. The Board believes DSMC is heading in the right direction with student assessment. The BoV encourages DSMC to continue to use the latest adult education techniques and methods in its course design and operation.

- 1215 **Briefing - Malcolm Baldrige National Quality Award Education Pilot.** Mr. Jesse Cox, Director, Customer Satisfaction and Feedback, briefed the Board members on DSMC's participation in the pilot program. DSMC was one of only three educational institutions nationwide to be selected for a site visit. DSMC gained significant experience from the assessment process and received valuable feedback on to identify its strengths and areas for improvement. The Baldrige feedback will materially assist DSMC on its quality journey of improvements. The BoV commended DSMC for this significant accomplishment.

Briefing - Customer Satisfaction and Feedback. Mr. Cox briefed the Board on DSMC's purpose and approach to obtaining and using timely assessment and feedback information and data to improve the quality of DSMC's educational products and services.

The BoV further discussed the issue of faculty quality and assessment. It was noted that no new civilian instructors had been hired since 1992 (and many had left). It was also noted - with great concern - that the school has no choice in the selection of military faculty, and that there is no prior teaching experience required. Finally, it was noted that there is little detailed student evaluation of the

faculty. Because of the critical importance of the faculty to the school's quality and reputation, this is an area to which the BoV would like to return in future meetings.

1315 **BoV Deliberations and Report: Lessons Learned - Acquisition Programs.**

The Board discussed the merits of obtaining lessons learned from various acquisition programs and using these lessons learned as examples in the courses. The Board would like to see more development of case studies from recent acquisition program successes.

Recommendations:

1. Obtain lessons learned on a regular basis and use them as examples in DSMC courses and widely disseminate them to the acquisition community at large.

2. Develop case studies from recent program successes and use in applicable DSMC courses and widely disseminate them.

Action: DSMC-SPMD and DSMC-FD; Brief status at next BoV meeting.

Dr. Gansler provided a summary of the Day 2 issues:

1. Lead/stay-ahead in Acquisition Reform (AR) issues. We must get out of the 12-24 month cycle of course review/development by quickly incorporating/disseminating current AR issues to the workforce.
2. Study the continuing education requirements and develop an implementation plan for re-educating the workforce within 5-10 years.
3. Develop an implementation plan for the Harvard off-site recommendations.
4. Measure the value of the education provided (Baldrige follow-up). Define "improving the Acquisition process."
5. Relate competencies against the courses. What are they: 1) prior to taking the course?; 2) after graduation?; and 3) can the student by-pass the course? (not through fulfillment, but by pre-testing).
6. Define the relationship with the Project Management Institute.
7. Study the continuing (every 4-years) assessment of the DAU. Is the DAU adding value? How is the value measured? Should an outside organization (i.e., the BoV) assess the DAU?

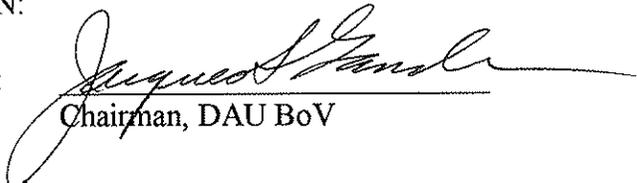
Dr. Gansler provided a recap of the Day 1 issues:

1. Focus on faculty professionalism (Can the faculty be better?)
2. Develop productivity measures
3. Develop Case Studies and rapidly disseminate/incorporate into curriculum
4. DAU must provide leadership in ensuring national acquisition policy research is accomplished. If this is accepted as a DAU mission, DAU must justify the need for such research; develop a Strategic Plan; appoint a protagonist; develop an implementation plan; develop rapid diffusion plan; and develop assessment procedures.
5. Develop means and stress the importance of assessment (whether learning goals are achieved).
6. Perhaps at least a portion of the Consortium should be involved in future BoV meetings.

1400 **Adjourn** - motion made to adjourn; seconded and passed.

DECISION:

Approved:



Chairman, DAU BoV

Disapproved: _____

Other: _____

ATTENDEES
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BoV

Mr. Charles Adolph
Mr. Donald Campbell
Dr. Lionel Baldwin
Mr. Peter DeMayo
Dr. Gertrude Eaton
Mr. Eric Levi
Dr. Jacques Gansler
Mr. James Gallagher

Absent: Lt Gen Thomas Ferguson

DAU

Mr. Thomas Crean
Mr. Frank Sobieszczyk
Dr. Lenore Sack
Mr. Joe Wargo
Mr. Bob Wolownik

DoD

Dr. James McMichael

Consortium Schools

Dr. Richard Murphy (Air Force Institute of Technology)
Dr. Steven Versace (Information Resources Management College)

DSMC

BG Claude Bolton
Mr. Edward Hirsch
CAPT Daniel Brown
Col. William Knight

Dr. James Price
Mr. Gibson LeBoeuf
Mr. Tony Kausal
Mr. George Krikorian

Mr. Jack Dwyer
Mr. Richard Reed
Col. Samuel Brown