

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

Meeting Date: May 19, 1998

Place: Institute for Defense Analyses Executive Board Room,
1801 N. Beauregard St., Alexandria, Virginia

0900 - **Welcome** - Mr. Thomas M. Crean, DAU President, welcomed the members of the Board and the staff in attendance. He also introduced and welcomed the newest of our proposed members, Mr. Robert Murray. Dr. Gertrude Eaton, DAU BoV Chairwoman, also welcomed all in attendance.

Mr. Crean provided handouts containing a DAU curriculum chart and several DAWIA Acquisition Workforce (AWF) demographics charts. He mentioned that the DoD is in the process of taking a "new look" at the AWF. Everyone who is involved needs to assess the educational needs of this new group and to determine how and where these new people will fit into the "old" DAWIA career fields.

Mr. Crean talked about two of the three sides of the acquisition education and training triangle - the functional boards and the DAU schools/faculty. The Functional Boards (FB) set requirements and are responsible for keeping the course content correct. The DAU schools/faculty also need to keep current within their areas of expertise and also to use effective delivery methods. The pace of acquisition reform has not made it easy to keep course content current. It is imperative that there be a good partnership between the faculty and the Functional Boards. As an example, one year ago, DAU looked at how we taught contracting and, as a result of that look, we revised Level I and Level II contracting courses. More changes have occurred recently. Consequently another team has been formed to again evaluate the DAU contracting courses.

Because of the strong relationship between the schools and the Functional Boards, presentations by two FB were provided to the BoV.

0915 - **Defense Contracting Career Management Board (DCCMB)** - Mr. Steve Cohen, Executive Secretary, DCCMB, briefed the BoV on the relationship between his board, DAU, and the faculty of the schools. He said that the DAWIA was based in part on the philosophy of the DCCMB. The contracting curriculum is one of the largest at DAU and that the relationship between his FB and the schools is overwhelmingly positive. The contracting career field is diverse and maintaining the curriculum is made complex by including Federal Acquisition Institute (FAI) and other civilian entities. Mr. Cohen indicated that as strawman courses are developed (in concert with FAI), which address competencies and skill levels, feedback is critical. "We need to make sure that we teach what the student needs to know, not what we think the student needs."

There is a "Tiger Team" to develop and maintain all mandatory contracting courses. FAI is on the Tiger Team along with other faculty subject matter experts (SMEs). The team develops the course and a work group verifies the accuracy of course material. However, it can easily take more than a year for an enacted law to be incorporated into a DoD regulation, which then becomes a rule and eventually is included in course material.

Some material just can't wait this long. When time is critical, DoD uses satellite broadcasts and other media as a direct link with accelerated learning to get the word out. When Federal Acquisition Reform Act (FARA) and Federal Acquisition Streamlining Act (FASA) were enacted, it appeared that commercial sources were quicker than DAU in getting the provisions of these laws into courses. However, they merely discussed the provisions of the laws, not how to implement these provisions. An additional hurdle is that these Acts are not just for DoD; implementing a contracting regulation must be done with a consensus across the Federal Government.

Mr. Cohen addressed the differences between material suitable to broadcast and to delivery in a DAU course. Broadcasts are excellent for presenting topics of current interest that also have an immediate time factor involved. Courses, on the other hand, provide lectures, practical exercises and a chance to develop judgment. Referring to the development of good, effective, and interesting courses, three examples were presented. One was an example of good course development (Contingency Contracting), one was bad (CON 333), and one was currently under development (CON 101). These examples and their lessons learned pointed out the absolute necessity to express what the expected outcome is of course development; a close working relationship with the developers; and real-time communication with working group members and developers.

It was iterated that practitioners (people who have actually done this kind of work) are the members of the development team. Also, it was iterated that the commercial sector is not represented in the development process and that professional associations, as opposed to specific corporations, might be invited to become involved in the course development process.

Mr. Cohen finished his presentation saying that Functional Board members are not professional educators but that they very much have a vested interest in the outcome of the courses.

1030 - **BREAK.**

1055 - **Technical Management Functional Board (TMFB)** - Mr. Mark Schaeffer discussed how his Functional Board was the result of combining four predecessor functional boards: Systems Planning, Research, Development and Engineering (SPRD&E), Test and Evaluation (T&E), Manufacturing and Production, and Quality Assurance.

Discussion focused on an item from the February 26, 1998, DAU BoV meeting regarding the pros and cons of breaking out Information Technology as a separate Functional Board. This is an issue that is very much still up in the air, due, in part, to the fact that since a separate IT FB was first broached, there have been 14 senior level DoD officials leave. The BoV members reiterated their position against a separate IT FB.

Mr. Schaeffer indicated that before the consolidation of the four FBs into the one, many of the courses were past due for review. Courses under the TMFB purview needed to be reviewed for accuracy, currentness, and consistency. Where accuracy, currentness, and consistency are lacking, it can be equally attributed to the length of time since the last review and to the trainers being outside the sphere of policymaking. The trainers not only need to be trained, but they also need to be kept in the policymaking area.

Neither the schools nor the Functional Boards have any part to play in overseeing admissions. Often the result is that students show up for a course and are not prepared. The acquisition workforce is diverse, with a spectrum of functional experience. In the absence of enforceable prerequisites, the schools have a problem regarding what level to teach. The ability of the schools and the FBs to turn students away that do not meet prerequisites is an issue that needs to be raised. Weak curriculum planning leads to course duplication. Mr. Schaeffer indicated that upon review, the course material will most certainly be improved, but that will be a "90% solution". He would like to have DAU provide metrics on the value for the student and on the value to the customer by having people attend DAU courses. He has been working with DAU on these metrics and understands that surveying will start shortly. Additional areas for which metrics could be developed include: more commercial practices, reduction of cycle time, "system thinking", and integration.

Mr. Crean wrapped up the morning presentations by expressing his belief that, in fact, the Functional Boards do add value. An open dialogue has to remain for both the FBs and for the instructors. Many agreed that if you didn't have a functional board, you'd need to create something like a functional board.

1200 - **LUNCH.**

1310 - The afternoon was devoted exclusively to an executive session, during which the DAU Transition Team made presentations and sought BoV input on several areas.

EXECUTIVE SESSION
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NOTE: Unless identified as an **ACTION ITEM**, all items/discussion points are considered to be advisory.

1305 - Dr. Gertrude Eaton, DAU BoV Chairwoman, opened the Executive Session.

1310 - **DAU Transition Team Progress Update** - LTC Bruce Moler (Team Leader) introduced the team members (Ms. Meg Hogan (NCAT), Dr. John Matherne (ALMC), Dr. Rich Murphy (AFIT), Mr. Dave Scibetta (DSMC), and Ms. Donna Stoffer (DCPSO)). The team views its mission as including defining relationships among DAU, Functional Boards, and Directors of Acquisition Career Management (DACMs); determining the number of DAU schools; establishing school functions; staffing schools; and clarifying the relationship between the schools and the DAU. The team has gathered a lot of data from surveys and interviews. Since the data is still incomplete, the team has not started to analyze much of it.

Various discussions occurred regarding faculty "global type" qualifications; core faculty; organic versus non-organic faculty; and comparisons between DAU and "like" institutions. The team's efforts to date were characterized as capitalizing on the Process Action Team's (PAT) work; a spirited, Integrated Product Team (IPT) effort; charting a deliberate, analytical approach; and being customer and product oriented.

Several areas were presented on which the team sought the BoV's input.

1) How should the team deal with schools that are unique providers, e.g. DCAI and ICAF? It is not unusual within a university for there to be many different parts. Look at the structure from a common educational bond perspective. Try to focus on pluses and minuses of the constituent parts. Start by looking at the faculty and/or departments, but don't ignore the effects on the students. The level of control that the President, DAU exercises over the individual schools within the DAU may be different in the final unified structure. Explore areas where the structure can be flexible, using different reporting requirements as appropriate. Regarding DAU in general, the Board felt that it was important that DAU set policies, decentralizing operations to the schools wherever possible, focusing on oversight of schools, and identifying and solving problems that the schools cannot solve. Decentralizing operations has the potential for improving faculty morale and for contributing to the successful operations of the schools.

2) How should the team deal with ensuring and maintaining a preeminent level of faculty qualifications? The current faculty is outstanding in doing the education and training that they do. To maintain this, though, you must place emphasis on having a minimum number of years experience in the field - practitioners need to be educators, and educators must be practitioners. Faculty development is extremely important. There are three components that make up our faculty. The military coming in from an acquisition assignment are probably the most current; and they're only here for a few years. Title X faculty are under contract and they're only in for a fixed number of years, also. The civilians are in "for life"; this is the part that, perhaps, is most problematic in keeping current. All faculty, not just civilians, need to be held accountable; they need to possess a blend of experience and pedagogy. Preeminence is NOT set once and forgotten. Additional ways to motivate the

faculty, such as sabbaticals, could also be explored.

1435 - **Break.**

1450 - The discussion turned to research, i.e. research that prepares the faculty to teach versus advancing the acquisition state of the art. It would be well advised to have the end user clearly identified and involved in this process, else lots of money could be spent for a project that ends up sitting on a shelf. The BoV felt that DAU should be the source of this research effort. There is a great opportunity (and responsibility) to explore best practices and best ideas in pedagogy. People need time to do research, but then they need to be held accountable. Organizationally, the President DAU needs more help. There should be a research department. However, the research that this body is discussing (advancing the preparedness of the faculty) is different from what USD(A&T) has talked about (advancing the state-of-the-art of acquisition). It was acknowledged that these two types of research may be different, but that they also can be parts of the same effort. A partnership can be struck establishing foundations in research in public issues. The main thing is that there needs to be some kind of identifiable improvement in a course or in problem avoidance when faculty members do research.

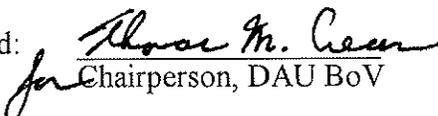
3) How should the team deal with continuing acquisition education (CAE)? DAU is not funded for the bow wave of new acquisition workforce members that is expected as a result of the "new look" at the AWF. What is DAU's role/mission in this arena? It would be difficult for DAU not to see itself in a key role in CAE. However, it should be primarily an oversight, coordinating role. The team needs to "size" the CAE effort and let the resourcing responsibilities be handled at the USD(A&T) level.

4) What does the BoV believe "a unified structure" means? Basically, "unified" was described as a notional title, based on the PAT's report. Within a heterogeneous organization, the structure needs to be able to accommodate whatever the organization requires. Do not let the structure impede the excellence of the disparate appendages. The philosophy of the constituents can run the gamut from "We are a part of DAU" to "We report directly to the President DAU; he hires - he fires - he dictates what we teach." This type structure necessitates a lot of delegation. It should foster an atmosphere of encourage - empower - delegate; the President may be more a facilitator.

The DAU BoV believes that as DAU transitions to a unified institution that it must stay firmly focused on three characteristics: preeminence, accountability, and flexibility.

1500 - **Adjourn**

DECISION:

Approved: 
for Chairperson, DAU BoV

Disapproved: _____

Other: _____

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BoV

Mr. Charles "Pete" Adolph
Dr. Ronald Fox

Dr. Lionel Baldwin
Mr. James Gallagher

Dr. Gertrude Eaton
Mr. Robert Murray

Absent: Mr. Stephen Ayers, Mr. Donald Campbell, Mr. Peter DeMayo,
LGEN Thomas Ferguson, Mr. Eric Levi, and Mr. Sean O'Keefe

DAU Office of the President

Mr. Thomas Crean
Dr. Lenore Sack

Mr. John T. Michel
Mr. Joe Wargo

DAU Transition Team (not representing a DAU Consortium School Head)

Ms. Meg Hogan
Mr. Dave Scibetta

Mr. John Matherne

LTC Bruce Moler

DoD

Mr. Steve Cohen
Mr. Mark Schaeffer

Dr. James McMichael

Ms. Donna Richbourg

DAU Consortium Schools

Mr. Dennis Allion
Dr. Richard Graham
Ms. Debbie Schultzel
RADM Leonard Vincent

MAJ Bruce Ensor
Mr. Ken Kishishita
Dr. Jerry Smith

COL Charles Golla
Dr. Rich Murphy
Ms. Donna Stoffer