UNITED STATES MARINE CORPS
MARINE CORPS UNIVERSITY
EDUCATION COMMAND
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QUANTICO, VA 22134-5129

IN REPLY REFER TO:
5220
IRAP
5 Sep 2021

From: Director, Institutional Research, Assessment, and Planning
To: Vice President for Operations and Plans

Subj: ACADEMIC YEAR 2021 INSTITUTIONAL EFFECTIVENESS ASSESSMENT REPORT

Encl: (1) Schools and Other PME Programs Overview and Reports
(2) Research and Outreach Overview and Reports
(3) Support Services Overview and Reports

1. Purpose. This certifies completion of Marine Corps University's (MCU) AY21 institutional effectiveness review process.

2. Background.

a. Process: All MCU organizations – academic programs and administrative and educational support (AES) units - participate in an annual, comprehensive institutional effectiveness (IE) review process. All units use a four-column matrix to document and analyze their outcomes and measures, performance results, and use of that evidence to inform improvements for the following year. These four elements are synthesized in a narrative Director's IE Assessment Report. For academic programs, student learning outcomes (objectives), measures, and changes to curriculum are discussed at school-level Course Content Review Boards (CCRBs) and approved by the Curriculum Review Board (CRB). For AES units, approval authority for administrative outcomes rests with the owning AESU Director or applicable Vice President. AES unit Directors review and revise outcomes annually. The Institutional Effectiveness Working Group (IEWG) provides a holistic review of all administrative outcomes to identify linkages and gaps relative to core IE outcomes.

b. Report Format: This report provides a single, comprehensive report for directorate level review of institutional performance and improvement. Adopting the structure of the university Factbook, it groups reports by three major university functions: academic and other PME programs, research and outreach, and support services.

3. Analysis. This document and its enclosures provide evidence of a thoughtful and continuous review process occurring across the university. The overall review process examined 306 learning and operational outcomes, spanning the efforts of 30 organizations in support of 24 different educational programs. The enclosures provide an overview of the effectiveness outcomes within each functional category followed by the relevant Directors' Reports that

highlight AY21 activities, successes, and challenges with recommendations for university action to support continued improvement in the next AY. Additional detailed assessment results are available in each directorate's four-column matrix on file in Director, IRAP office.

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KATHLEEN KUEHN

Copy to:
President's Planning Council

SCHOOLS AND OTHER PME PROGRAMS OVERVIEW AND REPORTS

The category for schools and other PME programs encompasses organizations with primary responsibility for management of educational curriculum, or whose primary function included delivery of educational curriculum. In total, this category evaluated 11 organizations, 24 educational programs, and 201 outcomes.

In AY21, this includes the following 11 Directors' Reports:

1. Center for Regional and Security Studies
2. College of Enlisted Military Education
3. Command and Staff College
4. Command and Staff College Distance Education Program
5. Expeditionary Warfare School
6. Expeditionary Warfare School Distance Education Program
7. Fellows, Foreign Professional Military Education , and the Olmsted Scholar Program
8. Lejeune Leadership Institute
9. MAGTF Instructional Group
10. Marine Corps War College
11. School of Advanced Warfighting

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IN REPLY REFER TO:
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9 Jul 2021

From: Director, Center for Regional and Security Studies
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT CENTER FOR REGIONAL AND SECURITY STUDIES

Encl: (a) AY 20/21 Four Column Matrix for Center for Regional and Security Studies

1. Director's Assessment.

a) During this reporting cycle, the reduction of CRSS's government staff to one person and the elimination of CRSS's budget two months after its inception compelled us to challenge all the assumptions on which the Center for Advanced Operational Culture Learning (CAOCL) Language, Regional Expertise, and Culture (LREC) programs had operated for the previous decade. Program management models under CAOCL depended upon the persistent presence of contracted personnel and were not sustainable without funding. Having inherited LREC programs from CAOCL, CRSS's primary focus was comprehensively modifying LREC programs to withstand severe resource constraints in order to continue to provide LREC competency development opportunities to the USMC total force.

b) Upon establishment in July 2020, CRSS's four lines of effort were distance education, training and operational support, institutionalization, and support to Marine Corps University education in residence. Government personnel and budget reductions degraded the second and third lines of effort and essentially eliminated the fourth line of effort during this reporting cycle. Nonetheless, CRSS successfully adapted its LREC programs to support Marines and even improved in some respects.

c) The Regional and Culture Studies Program (RCSP) is the success story in the midst of CRSS's many challenges. During this reporting cycle, CRSS transitioned RCSP from a requirement-based to an incentive-based program management model in order to maximize opportunities for LREC competency development across the USMC total force. The prior paradigm was based on the belief that Marines would not pursue culture education unless it was required to be considered PME complete. Marines were assigned regions to study, and assessment of RCLF/RCSP program success was measured with respect to in-grade completion rates. ACE credits and reserve retirement points were already available several years prior, and RCSP remains ACE accredited through 2027. The two new incentives established in March–April 2021 were service school codes (SSC) populating on the master brief sheet (MBS) and Junior Enlisted Performance Evaluation System (JEPES) Continuing Education Units (CEUs). After opening enrollment to all ranks on 19 March 2021, there was an average 40% enrollment increase across all ranks and 7-fold increase in full program completion in the first two months.

This validates that the incentive-based approach is more effective at motivating Marines to pursue LREC proficiency. It is also less resource intensive, because ceasing regional assignments reduced the manpower requirement necessary to run "baseline" RCSP from two to one. The primary weakness is that RCSP is unable to do curriculum updates without contract funding. This gap is sustainable through 2023, but updates must begin during FY2024 or RCSP is at significant risk of losing accreditation in 2027. In short, program changes are both more efficient and more effective at producing LREC capabilities across the total force.

d) As mentioned in last year's report, requests for live training declined significantly due to both COVID-19 and the transition from a centrally-funded to a unit-funded process. Subsequent easing of COVID travel restrictions and vaccination progress did not yield an increase in requests, which indicates that the large majority units prefer to take a unit-led approach to basic LREC training instead of paying for SME support. CRSS modified the training program in response to this change in demand by developing a robust MarineNet library to support Marines' development of mission-relevant LREC capabilities through self-education and standards-based training. The library includes an LREC Smart Pack to help Marines understand LREC capabilities, requirements, and sourcing solutions; the LREC Training & Readiness (T&R) Manual; culture general content built to satisfy individual LREC T&R standards; hundreds of standards-based regional and culture briefing PowerPoints; foundational references; and resources to support integration of regional and culture knowledge into staff planning. Prior to October 2020 instructional materials were available only upon request (information push). Prior to April 2020, CAOCL only sent instructional materials in PDF form to Marines who had already received training from contractor SMEs. Making all resources available to all Marines (information pull) represents a fundamental change from centralized to decentralized execution of LREC training.

Currently it is unknown the degree to which the decentralized approach is producing LREC capabilities to standard, because CRSS lacks the capacity to evaluate unit-led instruction or to conduct exercise culture assessments (ECAs) on unit performance at service level training events (SLTE) the way CAOCL did. In short, it is unknown whether the cost-effective, unit-led approach meets Marines' mission essential task-related LREC requirements or is a "loss" in LREC capability development due to a lack of centralized funding. To mitigate potential loss, on an International Affairs Program community VTC the CRSS Director issued a call to action for all FAO/RAO/FAS attendees to take an active role as SMEs (leveraging CRSS's MarineNet library) when units choose to conduct unit-led LREC instruction. Training support packages + FAO/RAO/FAS instructors + T&R manual + LREC Smart Pack = an accessible and sustainable solution for the FMF for standards-based LREC instruction if they cannot afford (or choose not to leverage) contracted SMEs.

e) Institutionalization used to focus on chaining and linking LREC T&R events to Marine Corps Tasks and to other communities' T&R manuals, integrating LREC segments into various doctrinal publications, publishing LREC Strategy documents, and developing Marine Corps Reference Publication (MCRP) 5-10.3 LREC in Planning. During this period, resource constraints prevented CRSS from continuing the first three focus areas. CRSS continues to finalize MCRP 5-10.3, which fills a gap and is a significant opportunity to educate Marines on how to incorporate LREC capabilities and sociocultural considerations into planning. RCSP

Block 2 updates included practical application on the process and products outlined in the publication. MCRP 5-10.3 also answers one of the most frequently asked questions about RCSP and culture-specific education in general: "What am I supposed to do with this knowledge?"

2. QEP Assessment.

a) Creative problem solving was emphasized in RCSP Block 1 updates in January 2020, and this continued with Block 2 updates during this reporting cycle. Specifically, Block 2 updates will require Marines to analyze culture-specific characteristics that may have operational impact in a given scenario. Students are also evaluated on their ability to translate a sociocultural analysis into operationally relevant impact statements.

3. President MCU Priority Areas

a) Naval and joint integration (CPG Task 3.1.4). Beginning in January 2021, the Navy senior language authority/LREC office (OPNAV N13F) and the Navy Center for Information Warfare Training investigated adapting RCSP to the Navy eLearning platform via contracted support. They have no equivalent to RCSP, and after reviewing the curriculum in-depth have sought funding to execute. This presents an opportunity to morph RCSP into a joint Navy-USMC course that has case studies unique to both services, but retains a core majority of materials common to both services. Essentially, a "Department of the Navy" course financially sustained by USN but with opportunity for CRSS personnel's input and review. This would support naval integration via LREC distance education and provide residual benefit in terms of curriculum updates otherwise unavailable to the USMC given resource constraints.

b) Educational Wargaming. CRSS was originally assigned the educational wargaming responsibility, but it was transferred to the Krulak Center by October 2020. In July–September 2020, CRSS focused on establishing the contract vehicles that would support that line of effort until the contracting officer representative transferred out of CRSS in October 2020.

4. Core Institutional Effectiveness Areas

a) Student learning and curriculum. CRSS continued to improve its educational offerings in support of MCU's Strategic Plan Objective 1 (Professional Learning). CRSS maintained ACE accreditation of RCSP and leveraged student learning and programmatic assessment tools to guide updates and increased focus on editing during RCSP Block 2 updates. As mentioned, it is unknown whether the predominantly unit-led approach satisfactorily meets Marines' LREC training requirements, but it definitely hinders CRSS from managing instructional quality and assessing the impact of training.

b) Organizational structure and business practices. CRSS has emphasized several times that a minimum of two people is necessary to effectively execute EDCOM's DoD-directed, TECOM-validated LREC tasks. The director must be a government employee, and the other may be a government employee or a contractor. Given that CAOCL's 18 billets were retained after its divestment (CD&I mainly wanted CAOCL's budget), it should be feasible to ensure minimum manning is met with government personnel, thus eliminating dependence on funding for contract

support. Despite this, CRSS continues to consist of one person, and this degrades mission accomplishment in all lines of effort except distance education.

c) Faculty recruitment, retention, and development. Recruitment and retention were not relevant to CRSS this year. CRSS initially supported faculty development, but resource constraints prevented CRSS from supporting faculty development opportunities shortly after the AY began.

d) Infrastructure and technology. While building its online library of materials, CRSS was able to assist CDET with identifying areas for improvement in the newly established MarineNet library module of the eLearning ecosystem. Loss of graphic arts support has degraded CRSS's ability to complete the CAOCL-to-CRSS website transition given that RCSP updates were prioritized.

e) Outreach and scholarship. As noted in the 4 column matrix, CRSS staff produced academic and practical publications, engage in outreach activities across the services and with interagency and academic communities, and participate in working groups across the enterprise. These efforts contributed to MCU's Strategic Plan Objective 5.

5. Changes and Recommendations for Next Academic Year.

CRSS implemented all planned program changes in this reporting period, plans to sustain those programs next year, and will retain RCSP as the main effort. Rather than continuing RCSP updates, CRSS will focus on identifying segments require revision starting in FY24 to prepare for 2027 reaccreditation. CRSS will shepherd MCRP 5-10.3 through staffing in coordination with TECOM, and then up for signature by EDCOM Chief of Staff. Next AY, given the increased reliance on a digital footprint, CRSS intends to leverage IT support to complete its website and streamline the user experience. Measure i–iii of Success Criteria 3 are now invalid and should be revised next year, because CRSS ceased regional assignments for RCSP. Other success criteria should not change, even though I anticipate many of them will be unsatisfied due to resource constraints.

Perhaps most importantly, I would encourage MCU to remember that the divestment of CAOCL did not alleviate EDCOM of the responsibility to perform assigned LREC tasks, and executing those tasks requires two or more qualified government personnel and funding (FY24–27). Doing more with less only goes so far, and CRSS needs EDCOM's advocacy to compete for FY24–27 funding. Not resourcing CRSS adequately may lead to EDCOM's failure to perform assigned tasks in the long run.

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IN REPLY REFER TO:
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27 Aug 21

From: Director, College of Enlisted Military Education
To: Director, Institutional Research Assessment and Planning (IRAP)

Subj: ACADEMIC YEAR 2020/2021 ASSESSMENT REPORT: COLLEGE OF ENLISTED MILITARY EDUCATION

Encl: (1) 4-Column Matrix Corporals Course – Senior Enlisted Professional Military Education Course

1. Director's Assessment. Academic year 2020/2021 was another challenging and busy year for the College of Enlisted Military Education (the Enlisted College). To date, the Enlisted College graduated 222 gunnery sergeants, 330 staff sergeants, and 697 sergeants from the active duty resident schools located at the six regional Staff Noncommissioned Officer Academies (SNCOA). There have been 54 gunnery sergeants, 198 staff sergeants, and 425 sergeants from the Marine Corps Reserves who graduated from the Reserve component versions of our schools. In addition, the Senior Enlisted Academy graduated 95 Master Sergeants and First Sergeants from the Senior Enlisted Professional Military Education (SEPME) course, 184 students from the First Sergeants Course, and 89 students from the Sergeants Major Cornerstone Course.

a. Following the completion of the first pilot Advanced School classes at three of the four large regional academies on 12 August 2021, an in-depth and thorough after action review is currently underway. Upon completion of the review and the implementation of any identified revisions, the Advanced School will conduct a second iteration of the pilot curriculum before it is expected to be launched live during AY 2021/2022 at all four regional academies.

b. During AY 2020/2021, additional Reserve Sergeants School classes were convened at the Camp Lejeune and 29 Palms Academies as well as an additional Reserve Career School class at Camp Lejeune in an effort to continue to provide greater opportunities and more flexibility for reserve Sergeants and Staff Sergeants to complete their resident professional military education.

c. The Enlisted College continues to work collaboratively with the College of Distance Education and Training (CDET) to ensure that CDET courses serve as a supplement to the Enlisted College Schools, and to develop distance education courses that support approved Learning Outcomes.

d. In AY 2020/2021, the use of the Moodle learning management system was expanded across all Enlisted College Schools at all locations.

e. For AY 2020/2021 a Course Content Review Board (CCRB) for Sergeants, Career and Advanced Schools is ongoing with the expectation to be completed prior to the start of the next CEME academic year 2021/2022. In conjunction with the CCRB, 18 focus group sessions were conducted in person and virtually with the faculty advisors and academy leadership across the six

regional academies. In addition, electronic surveys were used to collect quantitative and qualitative feedback from current students as well as likely supervisors of Enlisted College graduates to include master sergeants, first sergeants, master gunnery sergeants, sergeants major, majors, and lieutenant colonels. Additional direct and indirect assessment methods were incorporated to collect data to support the CCCRB effort to include student assessment results, site visit inspections, discrepancy correction requests, and seat utilization reports. Information collected is currently being reviewed and analyzed to identify keys to success and opportunities to improve the schools.

f. As a result of the ongoing global pandemic with COVID-19, numerous areas within the Enlisted College were directly impacted. A total of 2,450 total seats were lost during AY 2020-2021 due to the cancellation of 27 active duty resident classes. In addition, a total of 2,220 seats lost across 38 classes convened due to seat reductions to maintain adherence with social distancing requirements. An additional 1,055 total seats were lost for AY 2020 as a result of the cancellation of 1 reserve resident class and the corresponding seat reduction within 17 classes convened to meet social distancing requirements. There were also 165 Senior Enlisted Academy seats lost for AY 2020-2021 as a result of the 7 classes that convened with seat reductions to maintain social distancing requirements.

g. Although the AY 2020-2021 began with in person classes and reduced seat capacities, a surge in COVID cases caused the Enlisted College to temporarily halt in person classes and return to a virtual environment during January and February 2021. During this time period Enlisted College faculty advisors transitioned to facilitating the CDET virtual seminars, which enabled an additional 198 Sergeants, 260 Staff Sergeants, and 140 Gunnery Sergeants to complete their professional military education during this pause to the resident schools. In March 2021, the Enlisted College resumed resident classes with reduced seat capacities. In August, resident classes returned to full capacity for the final classes of the year for most schools and locations.

h. The modifications to curriculum due to the pandemic and social distancing requirements were maintained throughout most of the academic year. The Sergeants School Small Unit Leadership Evaluation (SULE) was altered from a performance-based evaluation to a written assignment. The Advanced School Staff Leadership ride was converted from a field evolution and battle site visit to a small group virtual event. In addition, all organized group physical fitness was removed. However, these modifications have been removed and the lessons/events restored to their original format during the final classes convened for the year.

Notes: Data from the First Sergeants and Sergeants Major Courses are not included in the 4-Column Matrix reporting efforts. The Sergeants Major Course is evaluated through presentation briefs and projects, which are not graded. Presentations and projects are discussed in-depth with presenters or mentors. This course was designed to follow the Commanders Course format.

2. QEP Assessment.

a. Near the end of AY 2020/2021, the newly redeveloped Advanced School was implemented which featured curriculum that places a greater emphasis on developing students cognitive capabilities. The newly revised curriculum integrated critical thinking and creative problem solving concepts throughout the program of instruction using a variety of direct and indirect methods to include case studies, battle studies, wargame, multiple analytical writing assignments, small group discussion, and a capstone project.

b. The student survey contains questions that focus on student perceptions regarding the curriculum – specifically those pertaining to creative problem solving and critical thinking. Although not all of the survey results indicate student satisfaction levels within the school are currently meet the desired level of 80 percent or higher, the Sergeants and Career Schools saw substantial improvements over the previous years. Within the Sergeants School, student satisfaction regarding critical thinking increased from 79 to 84 percent and creative problem solving increased from 75 to 80 percent. Within the Career School, student satisfaction regarding critical thinking jumped from 64 to 76 percent as well as a similar increase for creative problem solving thinking from 60 to 71 percent. In addition to the significant improvements in the quantitative data, student comments from the Sergeants and Career Schools are generally positive in regards to the schools' greater emphasis on critical and creative thinking and problem solving. Within the Advanced School, student satisfaction regarding critical thinking slightly decreased from 65 to 63 as well as creative problem solving decreasing from 64 to 61 percent. However, with the implementation of a completely redeveloped program of instruction, an initial drop in the quantitative data was expected. Over the past several years, the Enlisted College has actively and aggressively designing and updated the curriculum across all schools, to specifically introduce and reinforce these concepts throughout the entire continuum. In addition, faculty development places a greater emphasis on faculty advisors to increase opportunities to inject critical thinking or creative problem solving situations or scenarios within complex operational environments, small group discussions, and case studies.

c. Numerous focus group sessions with faculty advisors and academy leadership combined with the electronic surveys conducted with graduating students, senior enlisted leaders, and officers provided a significant quantity of quantitative data and qualitative feedback regarding critical thinking and creative problem solving within the Enlisted College Schools. Comments highlight the variety of lessons and activities that promote critical thinking and enhances the Marines' ability to operate in complex environments to include case studies, tactical decision games, wargames as well as the many small group discussions. These methods allow the students to think critically as well as provide the opportunity to gain other perspectives on developing solutions to problems. Feedback with regards to all school reflect a common perception that the curriculum develops critical thinking capabilities and that faculty advisors foster an environment that encourages students to think critically and understand varying perspectives. Survey feedback from senior enlisted leaders and officers confirm that Enlisted College graduates are demonstrating the ability to think more critically to develop creative solutions to more complex problems they encounter after returning to their commands. In addition, quantitative data and feedback from all three schools reflect that students often regard the critical thinking lessons as one of the most beneficial lessons they receive throughout the curriculum.

3. President MCU Priority Areas.

a. Within the Sergeants School, students are introduced to the Marine Corps' role within a Joint Operation environment as well as the National Military capabilities, responsibilities, and organizational structure, national security, the national command structure, and the functions and composition of each branch of service. The joint operations curriculum is also designed to aide students in their understanding of the similarities and differences between the Marine Corps and joint warfighting functions. The Career School reinforces the principles of Joint Operations and Special Operations Force Integration. Topics discussed include joint operations lineage, combatant commands, irregular warfare, and stability operations. In addition, the class covers

responsibilities and organizational structure, the National Military Strategy, National Defense Strategy, and National Security Strategy. These elements are brought together with the concepts of Irregular and Conventional Warfare, along with their similarities and differences. The Advanced School reinforces and builds upon the Sergeants and Career Schools curriculum. Students read and discuss MCDP 1-0, *Operations* as well as excerpts from JP 1, *Doctrine for the Armed Forces of the United States*. Topics discussed include componency, joint interdependency, multinational operations, peer and near peer adversaries, and the conceptualization of traditional and irregular warfare and the future of complex security dilemmas. In addition, students serve as part of an OPT to produce a brief that discusses innovative solutions to a complex global security dilemma.

b. Sergeants School students apply the Troop Leading Steps as the planning process used by small unit leaders, which is reinforced through tactical decision games, and applied during sand table exercises and the small unit leader evaluation. The Career School curriculum specifically incorporates war gaming into the curriculum in which the wargame is leveraged to simulate thoughts of warfare at the tactical, operational, and strategic levels and to examine warfighting concepts and decision making processes. The wargame participants explore scenarios to assess the effects of force planning and posture choices on campaign outcomes. Advanced School students read and discuss MCDP 1-0 Marine Corps Operations, MCDP 5 Planning, MCWP5-10 Marine Corps Planning Process, and MSTP 5-0.1 Marine Corps Design Methodology, Executive Summary and apply the Marine Corps Planning Process as a member of an OPT. Similar to the Career School, the new Advanced School curriculum now specifically includes a series of lessons that discusses the application and concepts of conducting a wargame culminating with the students participating in a littoral wargame including Expeditionary Advanced Base Operations. Students complete a written assignment reflecting upon the decision made during the wargame, lessons learned with regards to future decision making, their understanding of how the MAGTF operates in the littorals, and their ability to collaborate as a team.

c. The Career School curriculum includes lessons that directly address maneuver warfare. Staff sergeants discuss the origin and foundation of Maneuver Warfare within the Marine Corps doctrine and the influence on concepts such as Commander's Intent, Philosophy of Command, and Mission Tactics. While there is existing coverage of maneuver warfare within the Sergeants Schools, there are significant opportunities to further enhance coverage of both maneuver and amphibious operations. The new Advanced School curriculum incorporated a series of lessons addressing maneuver warfare theory and practice in the 21st century. Within the lessons, gunnery sergeants discuss the key concepts of maneuver warfare philosophy and apply the warfighting functions to the study of an operation.

d. Curriculum revisions and updates during AY 2021/22 across all areas of the Enlisted College schools continue to focus on incorporating and enhancing the MCU President's priority areas within the curriculum to ensure priorities receive adequate coverage.

4. Core Institutional Effectiveness Areas.

a. During AY 2020/2021, students from the Enlisted College schools demonstrated their understanding of content through various assessments that consisted of: multiple choice exams, quizzes, written assignments, oral presentations, performance-based assessments, and individual performance evaluations. An achievement score of 80 percent or higher for each assessment was the metric used to determine mastery of Learning Outcomes.

b. An analysis of data from the six academies shows that the average passage rate for Sergeants School is 98.3 percent with 1.7 percent of students who failed evaluations. The mean grade point average is 92.79 percent, which is indicative of student mastery of overall content. The Sergeants School graduate survey results indicate that the majority of students continue to have a very positive impression of the Sergeants School and is reflected in the 89 percent overall satisfaction rating, which is an increase from 87 percent last year. Student satisfaction with regards to the school academics overall saw an increase from 79 to 85 percent as well as the satisfaction rating for faculty advisors increased from 91 to 95 percent positive from the previous year.

c. An analysis of data from the four academies that host the Career School shows that the average passage rate for students is 99.7 percent. Less than 1 percent of students failed an evaluation. The mean grade point average is 93.28 percent, which is indicative of student mastery of overall content. The Career School graduate survey results reflects a substantial increase in the student satisfaction from 69 to 82 percent. In addition, student satisfaction with the academics overall experience as a jump from 68 to 77 percent as well as the satisfaction rating for faculty advisors increased from 84 to 91 percent positive from the previous year.

d. The Advanced School data is based on a single iteration of the newly redeveloped curriculum that remains in pilot status. To date, the new curriculum has been delivered at three of the four academies that host the Advanced School. An analysis of the preliminary data shows that the average passage rate for students is 97.38 percent. Approximately 2.62 percent of students failed an evaluation. The mean grade point average is 93.75 percent, which is indicative of student mastery of overall content. Although the student survey results indicate that students continue to have a positive impression of the Advanced School, the overall student satisfaction saw a decline from the previous year from 78 to 72 percent. The academics overall satisfaction declined from 73 to 66 percent. The student satisfaction rating for the faculty advisors remained the same with 83 percent positive. With the implementation of a completely redeveloped curriculum, the decline in quantitative data was anticipated during the first iteration. However, the qualitative feedback clearly indicates that the decline in positive percentages is based almost exclusively on the expected challenges in delivering curriculum that is new to both student and faculty. As the curriculum matures and faculty advisors become more familiar with the materials with each subsequent iteration, it is expected for the results to progressively improve similar to the pattern that was observed following the conduct of pilots with both Sergeants and Career Schools during the past several years.

e. During AY 2020/2021, graduate survey results and student comments across all academies and schools have consistently highlighted the faculty advisors as a key strength and are integral to the successful execution of the programs of instruction. Faculty advisors received a satisfaction rating of 95 percent for the Sergeants School, 91 percent for the Career School, and 83 percent for the Advanced School.

f. The Reserve Schools graduate survey results indicate that the overwhelming majority of students have a positive impression of the Enlisted College and is reflected in the 92 percent overall satisfaction rating. The academics overall received a satisfaction rating of 89 percent and the faculty advisors received a satisfaction rating of 96 percent.

g. Many SNCOA facilities are aging and lack the necessary technological resources and equipment to reflect a world class institution of higher learning. While there are ongoing efforts

working to add wireless connectivity, add or improve resources (including the .edu network), and to improve facilitates, they are often slow to materialize. However, through the creative and innovative work of the faculty and staff, alternative options and temporary fixes serve to bridge some of these gaps to meet some of the basic needs of the student population. As the Enlisted College continues to work to align its curriculum with the collegiate model as well as an increase in the use digital media such as Moodle in conjunction with resident schools, the need for adequate information and education technology support and resources becomes even more apparent.

h. Graduate survey results have regularly identified several areas in need of improvement pertaining to resources and facilities. Specifically, four of the six academies have little to no internet connectivity and/or adequate Information Educational Technology (IET) capabilities and equipment. Access to and the availability of IET resources and equipment consistently received the lowest scores on the surveys from these four academies with satisfaction levels regularly at or below 50 percent satisfaction.

i. The seat utilization rate of the reduced capacity Sergeants School is 77 percent with a graduation rate of 95.2 percent. This percentage includes students who were administratively disenrolled after testing positive for COVID in an effort to prevent the spread of the virus. The reduced capacity Career School seat utilization is 83 percent with a 99.7 percent graduation rate. The reduced capacity Advanced School seat utilization is 67 percent with a 96.5 percent graduation rate. The Reserve Schools have a combined 87 percent seats filled with a 99.8 percent graduation rate. The only discernable difference in the graduation rates among all of the Enlisted College schools in comparison to previous years is directly attributed to the additional students who did not graduate due to the pandemic. Even with substantial reductions to class capacity as a results of the pandemic, the seat utilization rate for the Sergeants School remained consistent with previous years. However, the Career and Advanced Schools experienced a decrease in seat utilization rates compared to previous years despite the reduced number of seats available.

j. Faculty recruitment, retention, and development. During AY 2020/2021 the contracting process to add communications instructors to each regional academy continued and has progressed to the solicitation and selection stage with the anticipation to hire during AY 2021/2022. In addition, the Enlisted College maintains a continuous effort across all academy locations to actively recruit prospective faculty advisors and curriculum developers. Throughout the Enlisted College, academies maintain active Master Faculty Advisor Programs with faculty meeting milestones and advancing through the program. Academy leadership and Master Faculty Advisors within each academy are leveraged in promoting and encouraging participation in the program as well as providing quarterly faculty development.

k. The Enlisted College's innovative partnership with Palomar College in the Military Leadership Apprenticeship Program continues to benefit Marines beyond expectations. Despite the challenges of Covid-19, the program continues to gain momentum, enrolling more students with each new Sergeant School cohort at Camp Pendleton and Twenty-nine Palms academies. The first cohort for this new program began their journey in fall of 2020. Upon successful completion, Sergeants School graduates were awarded 12 college credits and an Apprenticeship Certificate of Achievement in Military Leadership from the state of California. The Marines who agreed to continue in the program to track 2,000 on-the-job training hours (approximately 1 year), were awarded 6 additional college credits and the General and Operations Management Apprenticeship Certificates through the state of California and the Department of Labor.

Combined, Marines received a total of 18 college credits toward an Associate's Degree and three certifications. The success of this program at the Camp Pendleton and Twentynine Palms SNCOAs continues to serve as a model to be used to build and maintain similar opportunities at other SNCOAs.

5. Changes and Recommendations for Next Academic Year.

a. Complete the second iteration of the Advanced School pilot and a thorough analysis of the quantitative and qualitative feedback collecting during the two iterations of the new curriculum. Upon completion of this review, a POA&M will be generated to address and incorporate any necessary revisions identified. Continue to assess and evaluate the curriculum during subsequent classes once the program of instruction is live.

b. After the successful redevelopment of the new seven-week Advanced School program of instruction, the Enlisted College staff will shift their focus to being an in depth review and revision of the Lance Corporals Leadership and Ethics Seminar and Corporals Course curriculum.

c. Collaborate with CDET to develop and pilot a hybrid SEPME course at the Camp Lejeune SNCOA that will include 8 weeks of seminar followed with 2 weeks in residence. Following the implementation of a piloted SEPME, the course will be expanded to the four large regional academies as a replacement for the E-8 Seminar requirement for promotion.

d. With completing the redevelopment of the three resident schools, the curriculum development team transitions to a maintenance and enhancement phase for the Sergeants, Career, and Advanced Schools curriculum.

e. Continue to create partnerships and memoranda of understanding with universities, colleges, and community colleges which identify specific college credits accepted for their students who complete their resident and non-resident PME requirements.

f. Complete the contract selection process and hire Communications Instructors at each academy.

g. Complete the Curriculum Review Board (CRB) for Sergeants, Career and Advanced Schools.

h. Continue to monitor the impact of having Career and Advanced School faculty advisors tasked with teaching Sergeants School. Identify best practices and implement change as needed.

i. Marine Forces Reserve has a liaison who works with the Colleges of Enlisted Military Education and Distance Education and Training. The Enlisted College will continue to work with the liaison in the development of new curricula that addresses its needs concurrently with active duty courses.

j. Begin planning for a Staff Noncommissioned Officer In Charge (SNCOIC)/Chief Faculty Advisors Course. The SNCOIC and Chief Faculty Advisors Course would build upon the Faculty Advisors Course and codify the best practices of these roles so that these Marines can better coach and mentor the faculty advisors in their schools. The course would be piloted in AY22-23.

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UNITED STATES MARINE CORPS
COMMAND AND STAFF COLLEGE
MARINE CORPS UNIVERSITY
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IN REPLY REFER TO:
1000
15 Jul 21

From: Director, Command and Staff College
To: Director IRAP

Subj: AY 20/21 ASSESSMENT REPORT COMMAND AND STAFF COLLEGE

Encl: (a) AY 20/21 Four Column Matrices for Command and Staff College
(b) 1st Semester CCRB Minutes AY 20/21
(c) 2d Semester CCRB Minutes AY 20/21
(d) AY 20/21 Grade Distribution

1. Director's Assessment.

a) Faced with the continued impacts of the COVID pandemic, the Command and Staff College (CSC) exceeded all expectations while respecting the virus, taking responsibility for ourselves, showing resilience, and demonstrating the resolve to accomplish our mission via in-residence execution of the curriculum. We implemented a 233% increase in wargaming and decision games (from 9 days scheduled in Academic Year [AY] 19/20 to 21 days) while incorporating the mandatory Masters of Military Studies (MMS) program for U.S students and increasing overall rigor as highlighted in enclosures (a) and (d). CSC also continued to orient our curriculum toward naval integration and great power competition through additional lessons, wargames, and exercises.

b) To address the Commandant's call for increased rigor in Professional Military Education, CSC instituted a new grading policy in AY 20/21 that received mixed feedback. The policy was instituted to address a long-term critique of poor grading normalization by ensuring conference groups were graded against the same standard. However, the policy inadvertently constrained faculty into a targeted average range for their grades. As highlighted in each matrix of enclosure (a), the overall grades decreased significantly from the averages of the past 7 years. A secondary effect of this drop is that it becomes more difficult to assess the impacts of other changes made to the curriculum. I am confident that, despite the drop in grades, all students were properly exposed to, and assessed on, all CSC student learning outcomes. CSC acknowledges the policy was a step in the right direction but we will continue to make improvements on this policy in AY 21/22 and guard against grade inflation and inconsistencies.

c) CSC would benefit from expanded cooperation among the colleges and schools both within and outside the MCU construct regarding planning exercises and wargames as will be highlighted throughout this report. The MCU effort to advance its internal wargaming infrastructure and capability could also greatly benefit CSC by alleviating the need for the college to contract its own support and solutions.

2. Quality Enhancement Program (QEP) Assessment.

a) The QEP assessment for CSC showed a general trend of increased creativity throughout the AY. CSC assessed creativity on writing assignments at the end of the 1st and 2d semesters. The 1st semester assessment was an essay giving the students an opportunity to assess US grand strategy or propose a beneficial policy change towards North Korea or Iran. In the 2nd semester, students were asked to write an essay on how the joint force could be facing an unrecognized or underappreciated issue and pursuing a wrong action or initiative. The student was also asked how to best address the issue. These writing prompts were new this year and addressed an issue from prior AYs indicating that the prompts previously used for QEP did not lend themselves to creative responses.

b) While AY 20/21 continued the CSC approach of assessing creativity via written assignments, I contend that another extremely effective option for students to display, and faculty to assess, creativity is likely through Operational Decision Games (ODGs) executed during our battlefield staff rides. CSC intended to do so in AY 20/21 but was unable to establish the foundation to properly evaluate them via the approved QEP metrics. CSC intends to execute its final iteration of the creativity QEP in AY 21/22 via ODGs on our Chancellorsville Staff Ride (midway through 1st semester) and the Gettysburg Staff Ride (end of 2d semester).

3. President MCU Priority Areas

a) Naval and joint integration (CPG Task 3.1.4)

(1) CSC continues to press forward to meet the Commandant's guidance to "add composite warfare to our practical application of naval tactical combat power...undergo an aggressive naval education program – ranging from the conceptual understanding [of] naval theory and history...to enable our commanders and staffs across the Fleet Marine Force to quickly integrate in to naval forces and provide critical capabilities both afloat and ashore."[1]

(2) In AY 20/21, CSC had thirty-one lessons and eight electives addressing this priority area. We executed five wargames and four planning exercises emphasizing naval and joint integration. Three out of five Gray Scholars Program lines of inquiry (LOI) dealt directly with integration to include the Marine Corps Warfighting Lab (MCWL) *China Warfighting* LOI.

(3) In AY 21/22, we will continue to increase our focus and depth on naval education throughout the curriculum. Through our seminars, planning, and exercises, we will continue to explore how the USMC of today and 2030 can best integrate with the composite warfare construct. On the joint integration aspect, a lesson on *How the Army Fights* will be added to the existing lessons on service-specific operations so students better understand joint capabilities.

b) Wargaming (3.1.11)

[1] Headquarters US Marine Corps, *Commandant's Planning Guidance: 38th Commandant of the Marine Corps* (Washington, DC: Headquarters US Marine Corps, June 17, 2019), 10.

(1) We continue to address what the Commandant highlights as "arguably our greatest deficiency in the training and education of leaders: practice in decision-making against a thinking enemy."[2]

(2) In AY 20/21, CSC added more wargames (i.e. *Age of Sail, Maritime Strategy, National Security Process, Foreign Policy Analysis, Info Wars, Burning Sands*) as well as increased our wargaming in Pacific Challenge III and Pacific Challenge X. We also had two Gray Scholars Program LOIs that addressed wargaming: *Educational Wargaming: Simulating War & Game Design*, and *China Warfighting* in conjunction with MCWL. Additionally, we made ODGs mandatory for the battlefield staff rides to force decision-making. There was a lot of experimental learning with these wargames and not all were fully productive.

(3) In AY 21/22, we will continue a large emphasis on this priority area and refine the use of gaming to include wargaming, decision forcing cases, Tactical Decision Games, and Ethical Decision Games to address the Commandant's guidance. As highlighted in my assessment in section 1, we will seek to leverage MCU assistance in execution of these.

4. Core Institutional Effectiveness Areas.

a) Student learning and curriculum.

(1) CSC continues to seek more opportunities to integrate with the other resident colleges and schools within MCU to align curricula. In AY 20/21, we integrated MCWAR students for Pacific Challenge X to serve as a strategic studies group for our INDOPACOM commander. This example highlights some of the opportunities for the schools to increase collaboration and opportunities where MCU can assist. Informing all these potential collaboration opportunities should be a clear cost-benefit analysis of the impact to the existing curricula and content of the individual schools.

b) Organizational structure and business practices.

(1) MCU COVID Mitigation phased operations highlighted several disconnects between the University, directorates, and colleges and schools. When the decision was made to execute an in-residence curriculum, the schools returned to near full manning while other organizations did not share the same risk. Organizations such as student services, information technology (IT), audio/visual (A/V), and others require in-person support that was not always available at the time of need.

(2) MCU could assist its schools and colleges by establishing better processes for its staff to support the schools with higher headquarters expertise. Centralizing and aligning expertise at the MCU-level to provide guidance and support to the schools can help compensate for the small staffs available to the Directors.

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[2] Headquarters US Marine Corps, *Commandant's Planning Guidance: 38th Commandant of the Marine Corps* (Washington, DC: Headquarters US Marine Corps, June 17, 2019), 19.

c) Faculty recruitment, retention, and development.

(1) Civilian faculty hiring processes have been more responsive than in the past; however, they are still inefficient and slow. CSC lost a civilian faculty member in February and, despite a relatively fast advertisement and interview process, we still have not completed this hiring action.

(2) Regarding faculty retention and development, MCU should examine options at the university level to incentivize performance improvements of faculty members. As an example graduated vice blanket Performance Award Review Board payments should be considered.

d) Infrastructure and technology.

(1) The need to execute the mission in a hybrid in-person and remote environment highlighted many deficiencies in the infrastructure, IT, and A/V realms. Once CSC identified a deficiency, the status of a resolution (to include funding) to the issue was often unknown. To mitigate this uncertainty, CSC established a standing meeting with IT and AV twice a month to check on the status of issues. Moving forward, MCU may consider establishing some sort of work order tracking system that shows progress and updates on submitted work orders would alleviate some confusion and help prioritize actions and resources.

e) Outreach and scholarship.

(1) More MCU efforts to integrate its colleges and schools with other organizations could prove fruitful. In AY 20/21, CSC reached out to Naval Postgraduate School and the Massachusetts Institute of Technology's Lincoln Labs (in coordination with the Krulak Center) to offer additional electives. We also integrated with the National Intelligence University, HQMC COMMSTRAT, the Naval Surface and Mine Warfighting Development Center, and the Center for Excellence in Disaster Management & Humanitarian Assistance but these were grassroots efforts.

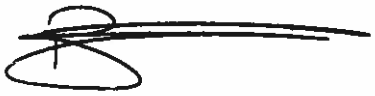
5. Changes and Recommendations for Next Academic Year.

a) CSC looks forward to integrating with MCU on the feasibility of an in-year, MCU-wide Force Design 2030 wargame in conjunction with MCWL. In support of our internal wargaming, we request MCU-level support and non-programmed interim wargaming solutions until Service-level solutions become available.

b) By the end of AY 21/22, CSC will outline our long-term goals and objectives for AYs 23 through 25. The ongoing revision of the MCU Strategic Plan will inform the development of our associated plan.

c) CSC will return to a fully in-residence AY 21/22 with a reinvigorated focus on wargames, joint service perspectives, curriculum alignment between the departments, and ensuring we provide the most relevant and contemporary perspectives to our students. We will continue to enforce rigor in our assessments and grading as indicated in section 1. CSC will increase our

focus on internal faculty development and preparation. For more specific changes, reference enclosures (b) and (c).



B. W. TIPPETT

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IN REPLY REFER TO:
8 Sep 2021

From: Director, College of Distance Education and Training
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT COMMAND AND STAFF COLLEGE DISTANCE EDUCATION PROGRAM

Encl: (a) AY 20/21 Four Column Matrix for CSCDEP
(b) AY 20/21 CSCDEP CCRB Reports

1. Director's Assessment

a. Through a challenging academic year, primarily due to COVID, the Command and Staff College Distance Education Program (CSCDEP) remained vigilant and attained extraordinary success. This was accomplished through astute flexibility which included the ability to move needed seminars to online classes throughout our seven regions which encompasses several bases, stations, and locations around the world.

b. A specific example of progress includes a lesson on naval warfare being added with historical concepts of sea control and sea denial included as major themes. These concepts feature prominently in the latest doctrine and warfighting concepts being published by the Navy and Marine Corps. Another example was "Great Power Competition" which was covered tangentially in some courses but much deeper in others. With CJCS emphasis on this subject, a dedicated module was incorporated into the joint operations course. This module will continue to be refined following end of course survey results from students and faculty. Although larger engagements are expected with great powers the Joint Perspectives of Small Wars are still studied to highlight how conventional and irregular adversaries apply hybrid approaches. This also includes the grey zone and the complexities it poses for DoD and non-DoD entities when addressing these types of threats in future small wars.

c. Areas desiring further expansion include Wargaming, cyberspace, and information operations within practical exercises. This might be viewed as a weakness due to non-resident networks and coursework being limited to unclassified information. There has been some experimenting with desktop wargames with some success so that will be expanded accordingly.

2. QEP Assessment

a. QEP efforts were very positive and included several successful examples. For instance a final essay question for AY21 encouraged students to take a position regarding U.S. military capabilities and deficiencies to address hybrid threats as a Joint Force. The focus on hybrid warfare supports the QEP by enhancing curriculum and assessments requiring students to identify creative approaches given challenges within our current security environment. Another

example is within the Law of War and Ethical Leadership lesson, which included a historical overview of the Marines' deployment to Beirut in the 1980s. This revision to the curriculum supports the QEP as curriculum has been enhanced via resources from the History Division and relevant DoD Commission reports to facilitate students' abilities to understand complex environments, and creatively consider the crafting, modification, and application of ROE in small wars environs.

b. The country of interest (COI) essay requires students to perform current real-world research on a specific country they choose. Students are provided a list of thirty countries from the National Security Strategy, identified by the various COCOMs, but are also encouraged to select outside the list. For instance there might be a FAO or an international student who could provide a deeper review of their country that can be later used in the curriculum. The breadth of research is increasing annually thanks to our faculty's willingness to allow learners to explore their intellectual curiosities. The success of the research construct is based on the learner's freedom to follow their own interests. CSCDEP coordinated with former staff from CAOCL to utilize workbook material (RCLF) for learners to read during initial country research.

c. An optional small group exercise was added to allow learners to creatively apply Corbett's ideas to current strategic problems. Corbett continues to be researched at a deeper level as some of his writings had previously been used at a superficial level. This also introduces students to additional maritime theorists for their own future research.

3. President MCU Priority Areas

a. Naval and Joint Integration (CPG Task 3.1.4)

(1) Lessons were updated to stay abreast of ongoing changes related to the CPG and FD 2030. The MCWL provided an excellent video presentation by Col Barrick that facilitated student learning of all recent changes. Materials were added on the concepts of sea control, sea denial, and how the Marine Corps can best contribute to naval and joint force campaigns in the littorals. Naval integration was covered in detail from the Service to low-tactical level with special emphasis placed on C2 and the work being accomplished between MEFs and numbered Fleets. The changing character of joint and naval warfare was emphasized to include the evolving precision strike regime and the challenge of maritime logistics in contested areas. LOCE and EABO were covered in detail including how these concepts are designed to fill capability gaps for naval and joint force commanders. As part of a practical exercise (PE), students were required to employ Marine Forces operating within a naval composite warfare command (CWC) structure.

(2) Joint materials were updated for every Service, to include new operational concepts—Multi-Domain Operations (MDO) for the Army, Expeditionary Advanced Base Ops (EABO) for the Marine Corps, and Distributed Maritime Ops (DMO) for the Navy. These concepts focus on more fully integrating U.S. military capabilities across multiple domains, employing forces that are less concentrated and more distributed in their architectures, making greater use of networking technologies to tie those distributed forces together into battle networks. The related joint concepts of All Domain Operations and Joint All Domain Command

and Control were also addressed.

b. Wargaming (3.1.11)

(1) The Quantico Blended Seminar Program (BSP) conducted an extensive wargame that encompassed several days of the curriculum. It was a tabletop wargame and was executed by a large portion of the CSCDEP staff and although a success the logistical challenge will make this difficult for a single faculty member to conduct successfully. The Quantico BSP will continue to explore how to expand this to other BSP Regions with discussions this winter and further faculty and staff training summer of 2022.

(2) An interwar wargaming module will be added to have a seminar discussion with students to help them understand the value of wargaming. This initiative will promote innovative solutions to complex problems as is similarly discussed during operation design modules.

4. Core Institutional Effectiveness Areas

a. Student Learning and Curriculum

(1) Significant portions of the entire curriculum has now been converted to audio and video formats to accommodate different learning styles. Some courses have been able to convert 70% of the curriculum as audio or video format with the challenge being curriculum updates making some articles quickly out-of-date. Articles are selected if they might be used for at least two years due to cost and time involved in this process. An excellent example of a challenging topic added as both audio and video is the TPFDD process. An interactive multimedia product of the TPFDD has also been provided as an additional resource.

(2) Faculty instructions were added and portions of the curriculum modified to facilitate use of Adobe Connect breakout rooms for lesson discussions. The overall seminar can be broken-up into smaller discussion groups which work the issue. After the smaller sessions are completed the instructor brings the class back together and each smaller session presents their findings. This was included to achieve a deeper level of student engagement and analysis from the group perspective.

b. Organizational Structure and Business Practices. The primary business practice success was the use of online synchronous seminars. Although a challenge for some faculty, not previously experienced with online learning, lessons learned were provided quickly throughout each region. CSCDEP already had nearly 50% of seminars using this format so the change was noticeable but transparent for many students.

c. Faculty Recruitment, Retention, and Development. Faculty materials have been staffed using the same process as used for the curriculum in order to maximize its effectiveness in preparing faculty for seminar. CDET also relies on a contractor for some of these functions. With a minimal turnover rate it is clear that personnel feel useful and fully needed. Personnel are

allowed to explore their own educational interests in direct relation to the curriculum development process.

d. Infrastructure and Technology. CSCDEP relies on local regional IT support and within each of the seven regions bases have differing requirements and procedures. One example is WiFi availability. It is more difficult on some bases to obtain this for regional campus use. Another challenge is for deployed personnel who have limited access to networks or who experience bandwidth issues. This is mitigated somewhat by having courses starting at differing times and dates. Additionally, each course in the CSCDEP continues to leverage educational technology in order to enhance student learning. Audio-visual recordings, IMIs, electronic workbooks and maps have been embedded within the Moodlebooks created within the MCU E-learning Ecosystem.

e. Outreach and Scholarship

(1) Attendance continued at the annual Society for Military History conference. Faculty members also serve on the editorial board of *Marine Corps History*, co-authored an article for JAMS, collaborated with MCWL on a number of topics, and attended their EOY Maritime Wargame.

(2) CSCDEP has established an outreach partnership with the Stimson Center a nonprofit, nonpartisan think tank. Ms. Yuki Tatsumi has presented to several CDET seminars and her on talks about the INDOPACOM region have been recorded for curricula use. Her most recent recording focused on relationships between Taiwan, Japan, and the U.S. with an emphasis on what China might do next.

(3) Another outreach example was with Jeff Miller, Team Leader, Education & Doctrine Development, Civil-Military Operations Division, USAID Bureau for Humanitarian and Assistance, and Laurence Paik, CMC Fellow, USAID Bureau for Humanitarian Assistance (BHA) Civil-Military Disaster Operations Division Military Liaison Team (MLT). These outreach efforts consisted of presenting and updating CSCDEP curriculum focusing on foreign humanitarian assistance (FHA) operations.

(4) Discussions included options for presenting case studies and historical overviews to students, and U.S. State Department /USAID/Bureau of Humanitarian Assistance participation with DoD in FHA operations. These efforts assured DoS SMEs that CSCDEP curriculum articulated accurately the roles and responsibilities of DoS and DoD in FHA operations, and provided an opportunity for CSCDEP to update the status and re-naming of several USAID sub-organizations addressed in our curriculum.

5. Changes and Recommendations for Next Academic Year

a. For the upcoming academic year and beyond CSCDEP will continue to expand in several curriculum areas. A few examples include: The Cold War Lesson will be rewritten to develop this conflict as an example of Great Power Competition and expose learners to the complexity of deterrence. More Gray Zone campaigning is planned for two courses and as part of the South

China Sea practical exercise. A leadership lesson will be enhanced with an upgrade to address additional depth on unintended bias, emotional intelligence, and critical thinking.

b. With every new administration significant updates are needed. One is the impact of the Biden Administration's more expansive view of what constitutes matters of national security and updates to the interim national security strategy. There will be an updated transnational threat assessment from the Department of Homeland Security, updates to domestic and global terrorist threats, and readings proposing how the U.S. should craft and focus its counterterrorism strategy based on the new administration and the current security environment.

c. A module on Operation ALBION will be added. This multi-domain WWI amphibious operation reflects many of the attributes (e.g. maneuver warfare) and concepts (e.g. sea control, sea denial, Great Power competition) being emphasized by the Naval Service.

d. A new practical exercise scenario will focus on current issues in the Asia Pacific Region. Background material for learners to draw upon and execute the practical exercise will be from academic and current event releases. This PE will be streamlined and focused on the South China Sea Region as the previous PE had many students and faculty struggling to complete the PE during class. We cannot forget that most of our students are active duty Marines and their time must be accounted for carefully.

e. AY22 is beginning with expected success and continued refinement of the curriculum to better prepare our Marines, sister service, civilians, and international students for their continued challenging careers.

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IN REPLY REFER TO:
1500
EWS
15 Jul 21

From: Director, Expeditionary Warfare School (EWS)
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT FOR EXPEDITIONARY WARFARE SCHOOL

Encl: (1) AY 20/21 Four Column Matrix for Expeditionary Warfare School
(2) AY 21 Doctrine End of Course Report
(3) AY 21 Planning End of Course Report
(4) AY 21 MAGTF Operations Ashore End of Course Report
(5) AY 21 MAGTF Operations Afloat End of Course Report
(6) AY 21 Profession of Arms End of Course Report
(7) AY 21 Military Adaptation and Innovation End of Course Report

1. Director's Assessment

a. BLUF: Despite the significant challenges stemming from the global COVID-19 pandemic, EWS successfully accomplished its mission and program outcomes. The 234 Marine, joint service, and international military officer graduates are fully prepared to meet the challenges of the complex and distributed Naval expeditionary environment as company grade officers in the Fleet Marine Force and Joint Force within a Marine Air Ground Task Force (MAGTF).

b. The overarching goal for this academic year with the global COVID-19 pandemic was to extend the EWS culmination point for as long as possible, i.e., maintain in-person instruction with appropriate social distancing and mask usage throughout the building. Despite the age and size of Geiger Hall relative to the occupancy rate of students, faculty, and staff, EWS was able to maintain in-person instruction the entire academic year. We accomplished this through aggressive contact tracing, strict adherence to social distancing and mask wearing, and flexibility from students, staff, and faculty when infections occurred or other personal challenges stemming from COVID-19 prevented their in-person attendance. Ultimately, EWS had zero instances of lateral spread of infections with all infections stemming from personal interactions occurring outside of EWS.

c. The staff and faculty developed significant mitigation measures and a standard operating procedure (SOP) detailing conference group (CG) room organization utilizing all available instructional spaces in the building. Most EWS CG rooms will not accommodate sixteen individuals with a faculty member and students while maintaining six feet of separation. As such, EWS reconfigured the largest instructional spaces (classroom 1 and 2 and Geiger

Auditorium) into additional CG spaces as well. The EWS COVID SOP also detailed building entrance and exit procedures, movement patterns throughout the building, virtual instructional modalities, and contact tracing and reporting requirements as required.

d. Given the late academic year start and abbreviated academic year due to COVID-19 mitigation procedures respective to Department of Defense wide stop movement orders, EWS adjusted the post-AY20 Curriculum Development Process, Summer FACDEV, and academic calendar for AY21 accordingly. With the loss of approximately thirteen academic days over the course of AY21, EWS reduced all 96-hour holiday weekends to 72-hour weekends and sought to remove areas of redundancy where possible and practical to limit the impact of the shortened academic year on the curriculum.

e. Ultimately, EWS sought the same agility in our educational programs as we seek in our warfighting philosophy—especially considering the COVID-19 mitigation measures we enacted. Using the same "design, learn, re-design" framework in our approach to curriculum development as last year, we continued to incorporate immediate feedback from faculty and students into the curriculum, leveraging the integrated nature of the EWS coursework to provide improvements inside of formal, established Curriculum Review cycles.

2. QEP Assessment.

a. Strengths: The faculty and staff remain the center of gravity at EWS. We will continue to invest in them to ensure their personal and professional development and preparedness to execute their duties. Our curriculum is rigorous, focused, and produces graduates from across the Marine Corps, Joint Force, and among allies and partners that are fully prepared to take on increasing duties and responsibilities of leadership as critical and creative thinkers throughout the warfighting functions within a MAGTF. We are also agile in curriculum design and instructional methods to account for emerging needs from the Fleet Marine Force and guidance from senior leaders and higher headquarters.

b. Weaknesses. Geiger Hall and the associated infrastructure of the building remain our greatest weakness. We were unable to fully realize the Service Life Extension Program (SLEP) we developed in AY20 to address many of the deficiencies in the building due to COVID-19 and funding reduction. We will revitalize this approach and seek funding for additional items to extend the life and usefulness of Geiger Hall through 2030. Beyond upgrades in teaching spaces and network infrastructure to support wargaming and information age technologies, we recently discovered significant issues with the integrity of the building's roof. This requires immediate attention and support in funding and prioritization from EDCOM. Other weaknesses in personnel include no staff NCO in the S1 section and no OIC or staff NCO in the S4 section. While we expect to receive an OIC for the S4 section by the end of July, lack of staff NCOs in both sections continues to be problematic.

c. Opportunities. We will continue to exploit opportunities in our curriculum development and delivery. Of note, we will build on last years' experience with Navy students for the MAGTF Operations Afloat Course and Capstone Exercise ANGKOR Cross. Recent engagement with Expeditionary Warfare Training Group Atlantic, Expeditionary Strike Group 2, and Surface

and Mine Warfighting Development Center at Joint Expeditionary Base Little Creek has provided an opportunity and way forward to potentially increase the number of Navy students from three to sixteen and provide additional SMEs for instruction. We will continue to develop this opportunity and seek enhancement of Navy participation in this key area of the curriculum.

d. Threats. The greatest threat to EWS remains our weaknesses in the current condition of Geiger Hall and the associated infrastructure. We will require higher headquarters' support and funding priorities to address this.

3. Core Institutional Effectiveness Areas

a. Student learning and curriculum.

(1) As stated earlier, EWS met the challenges of COVID-19 with a detailed SOP that emphasized social distancing, universal mask wearing, and aggressive contact tracing. This necessitated that most of the lecture instruction occurred virtually and in a distributed manner. As a result, it was often difficult to gauge student interaction and engagement with the material. Nevertheless, we maintained our curriculum assessment process of conducting student surveys following each course or major block of instruction and followed up these surveys with student focus groups to gain additional feedback. Each end of course report in the enclosures contains synopses of these surveys.

(2) Assuming positive trends continue with vaccination rates and declining infections, we will return to pre-pandemic instructional models in accordance with EDCOM and higher headquarters' guidance. This will entail decentralizing our instructional methodology while transitioning to more active, student-centered learning approaches. We will employ lectures as an exception, not the rule, and when used, we will reduce the teacher-to-student ratio to the maximum extent possible.

(3) We made significant progress this year in our assessment processes of student learning. While survey results indicated that student satisfaction with assessments had turned downward from the previous year, one of our main objectives at the beginning of the year was to address grade inflation that had steadily increased over the years at EWS. In AY20, the average student cumulative GPA was nearly 96 percent with some individual assessments averaging at over 98 percent. We implemented a standardized process of rubric familiarization for faculty coupled with grade norming to ensure that faculty were fully prepared to deliver assessment instruments in a standardized fashion across all sixteen conference groups and the entire student body. Accordingly, the average student cumulative GPA for AY21 was just over 92 percent, which is much closer to the standards of the academy for graduate education. We will maintain this process for standardizing grading in our assessments for AY22.

(4) Our focus in the upcoming year while continuing rubric familiarization and grade norming will shift to addressing student concerns on assessment types and timeliness of feedback and grading. Of note, we will craft more subjective assessment instruments that require student critical and creative thinking and less on objectively recalling information. We will also require faculty to provide written and oral feedback to students on assessments while grade norming is

occurring to assist students in preparing for ongoing curriculum and future assessments. Once grades are normed and released, faculty will follow up with students as required. We are working with MCU IRAP in this process to ensure we are working within the best standards and practices of adult education and the academy.

(5) We will continue to find opportunities to incorporate more decision-forcing cases (DFC) and wargaming activities to leverage active, student-centered learning methodologies that increase the rigor of curriculum delivery and receipt, while simultaneously achieving a level of accountability. While we were able to introduce some wargaming activities in this past year, they were more opportunistic than deliberate. With the forthcoming hire of the new MCU Wargaming Director, we will leverage that individual's experience and expertise to inject deliberate wargaming activities across the curriculum.

(6) We will continue our Enrichment Program to offer students and faculty opportunities for personal and professional development and additional opportunities for interaction with each other, the curriculum, and the broader university community. We will continue our tiered approach to Enrichment Activities as depicted in Table 1 below.

Tiered Approach to Enrichment Programs		
Tier	**Description**	**Examples**
I	Formal program that either gives elective credit, e.g., Seminar on War, and/or has the potential to tie back into the curriculum via related events.	Seminar on War Beyond Boyd Captain's Combat Leadership Seminar Warfighting Society
II	Formal programs with more indirect ties to the curriculum.	Jiu-Jitsu Physical Warfighting Seminar Futurist Forum Game Theory
III	Informal programs which increase camaraderie, esprit-de-corps, community service, and physical fitness.	Exemplum in Ministerio We Remember Orienteering EWS Basketball Team

Table 1. EWS Tiered Approach to Enrichment Programs

b. Organizational structure and business practices. While most of this remains unchanged from last AY, the addition of a facilities maintenance civilian to the EWS team has proven very successful in helping the staff address immediate concerns related to infrastructure needs. While the individual is assigned to MCU facilities management, his duty location at Geiger Hall has greatly increased the timeliness and expertise of facilities support.

c. Faculty recruitment, retention, and development.

(1) The faculty and staff of EWS remain the institution's Center of Gravity and their education and training is critical to the success of EWS. Following a very successful faculty recruiting effort for AY20, we conducted significant faculty development over the summer to ensure new faculty were adequately prepared for AY21 and that leveraged returning faculty for their experience, while ensuring we developed them as required. We continued this methodology and had another very successful faculty recruiting effort to fill expected vacancies for AY22.

(2) Key to our Summer FACDEV efforts for AY21 was the TECOM Innovation Instruction Workshop that EWS hosted in late June 2020. This proved critical for faculty success as we experienced a 75 percent turnover among faculty advisors with only a few of the new faculty having teaching experience. This course coupled with the normal four-week Summer FACDEV Period was instrumental in preparing faculty for the rigors of the AY.

(3) We maintained our two-prong approach in faculty development of our Curriculum Development Section producing the curriculum and instructional method and modeling selected lessons with other FACADs in support. During the Summer FACDEV Period, this expanded to include first-year faculty, which gave them an opportunity at rehearsing in front of their peers before execution. This proved particularly important given the virtual and distributed nature of how we executed the curriculum.

(4) Another key to the successful Summer FACDEV Period was our emphasis on lessons learned regarding online content delivery in AY20. This included faculty familiarization with the various means and methods to support rehearsals with students early in the academic year. This greatly facilitated agility in our curriculum delivery while mitigating the effects of further COVID-19 impacts, weather, base closure, or other unforeseen events.

(5) In addition to the Summer FACDEV Period, we also conducted numerous Curriculum Preparation Instruction Periods to prepare faculty for upcoming lessons, discussions, and practical exercises. We will continue to utilize informal, in-stride, faculty development through the walkthroughs by senior members of the faculty and leadership, and any time we determine that greater faculty depth in each subject is necessary.

(6) We also conducted a dedicated week of Winter FACDEV while students were conducting a week of PSPT for finalizing argumentative research papers and after the Winter Holiday Leave Period. This allowed the faculty to focus on the Spring Semester, the MAGTF Operations Afloat Course, and Capstone Exercise ANGKOR Cross for an entire week without students on deck.

(7) We continued to require faculty members to design their own individual professional development as it pertains to their assigned responsibilities (Area of Operations) at EWS as well as within their MOS community, areas of expertise, and personal interests (Area of Influence/Area of Interest).

(8) As depicted in Table 2 below, we classify Faculty Development in a tiered fashion as a means of prioritization. This assisted decision-makers in achieving a balanced and purposeful approach to FACDEV.

Tiered Approach to Faculty Development		
Tier	**Description**	**Examples**
I	Necessary for the Continued Development, Execution, and Evolution of the EWS Curriculum. This type of FACDEV is designed as a component of the curriculum to prepare faculty for execution with the students. Events or exercises which require deliberate faculty preparation as a group or as an individual are highlighted as Tier I events and protected as vital. Deletion of a Tier I event incurs potential risk to the curriculum.	Summer and Winter FACDEV, CDEV Demonstrations, Curriculum Preparation Instruction (CPI), etc.
II	Value-added for the professional development of one or more members of the faculty. Potential and/or planned opportunities for tie-ins to the curriculum. Execution balanced with impact to curriculum (positive or negative).	ITX, NATIVE FURY MPF Offload, McCain Ethics Seminar at the Stockdale Center, battles studies to Asia w/ SAW, etc.
III	Desired by individual and contributes to individual and professional development, but essentially nice-to-have. Will execute as long as there is minimal impact to the curriculum.	Think-tank engagements in NCR. Support to external agencies and/or FMF.

Table 1. Tiered Approach to Faculty Development

d. Infrastructure and technology. As stated earlier in this report, infrastructure and technology remain weaknesses at EWS. Our priority in these areas is to give the faculty and students the tools they require to facilitate the Information Age learning approaches and extend the service life of Geiger Hall to 2030. Key upgrades include the upgrade and repurpose of Draude Auditorium. This lecture hall currently seats up to 300, but many elements of the space have fallen into disrepair, and it is no longer conducive to teaching or learning. The new upgrade will reduce seating capacity to 130-140 with other key improvements that will facilitate interaction between students and faculty and discourage the use of larger platform lectures as a primary means of instruction.

e. Outreach and scholarship. Faculty at EWS conducted several outreach and scholarship activities as detailed in the annual MCU Faculty Scholarship Report and the annual MCU Faculty Development Report.

4. Changes and Recommendations for Next Academic Year. We have no major changes planned for AY22. Returning to in-person instruction in a normal pre-COVID configuration is the most significant difference from AY21 to AY22. Individual course recommendations are detailed in the enclosed end of course reports as part of the EWS CCRB process.

5. The POC for this report is Dr. Kirklin Bateman, EWS CAO, at 703-407-4498 and kirklin.bateman@usmcu.edu.

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IN REPLY REFER TO:
8 Sep 2021

From: Director, College of Distance Education and Training
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT EXPEDITIONARY WARFARE SCHOOL DISTANCE EDUCATION PROGRAM

Encl: (a) AY 20/21 Four-Column Matrix for EWSDEP
(b) AY 20/21 EWSDEP CCRB's

1. Director's Assessment

a. EWSDEP executed the new 8670 curricula in AY20/21 after completing a two-year development process for this entirely new curriculum. The first year was dedicated to curriculum design, followed by one year dedicated to curriculum development. The transition to the 8670 curriculum was a very significant milestone in that it is the first time the program is exclusively seminar based. This has always been a goal, but resource constraints necessitated the following path. EWSDEP had an option allowing students to complete the entire curriculum through independent guided study (IGS) until eight years ago. Students would be sent the courses and complete multiple-choice tests for each in order to complete the program. The default was the seminar program; however, a lack of resources, both financial and faculty availability, precluded doing away with the IGS option altogether and transitioning to all seminar. Eight years ago, in order to ensure that all students had at least one year of seminar experience, the program developed a curriculum based on one-year of self-study, followed by a year of seminar-based instruction. Having the pool of faculty dedicated to one year served as an economy of force measure that was supportable with the resources available. The courses taught in seminar were amphibious operations and the culminating practical exercise. When General Amos was Commandant and directed that the Blended Seminar Program (BSP) be expanded to Camp Lejeune, Camp Pendleton, and Okinawa, and mirror the student throughput of resident EWS, the strain on resources for the DEP was commensurately reduced. After reaching full operating capability, the BSP has consistently graduated between 25 and 30 percent of program graduates over the last several years. Consequently, this reduction in student throughput allowed CDET to transition to an all seminar DEP in AY 20/21.

b. The curriculum was completely redesigned rather than simply moving self-study courses to seminar. The planning began with Student Learning Outcomes and the established time constraints as the basis for everything that followed. A working group of Regional Chief Instructors and BSP instructors from throughout the enterprise was formed after initial all hands sessions at CDET's 2018 summer workshop. This group met throughout the year at Geiger Hall and included the EWS Director (rank advocate for captains) and the head of the resident school's curriculum development section. The CDET participants included former regimental and battalion commanders from Camp Lejeune and Camp Pendleton. The results of each working

group session were distributed throughout the enterprise for input/recommendations. The EWSDEP Associate Dean of Academics met with the EWS Director at critical development milestones throughout the year. These interactions were invaluable; the results are manifested through the curriculum.

c. The 8670 was well received by both adjunct faculty and students. However, there are several areas for improvement that will be addressed in the coming academic year.

d. The curriculum was developed concurrently vice sequentially as a practical matter of time available. Consequently, the base scenario for the curriculum going forward was not complete until this time last year. The result being different scenarios for practical application exercises/assessments in different courses. There is nothing inherently wrong with this approach (resident school uses this model), but it is not the most efficient course of action in a time constrained environment that characterizes that of the DEP. For AY22, a uniform scenario will be used across the curriculum.

e. Currency will be a recurring concern as we move toward implementation of Force Design 2030. We will continue to establish dates for each curriculum cycle beyond which significant structural changes will be reflected in the following academic year's production cycle. This past year the rapidity of the armor divestiture was not known until the curriculum was far too close to the development deadline to make a change that permeates the curriculum. Every practical application event would have required a complete scenario rewrite as we are nearing completion on now, a full year later. We are liaising with MCWL, TTECG, MCTOG, and other agencies in order to maintain our situational awareness relating to what will be changing when. We are particularly focused on EABO, Marine Littoral Regiments, and the manifest changes to surface fires. Having a course director permanently based at I MEF and adjacent to 29 Palms is a tremendous benefit to the program (a situation that has been mirrored at II MEF this summer).

f. We attempted to provide a rigorous and challenging curriculum that is commensurate with our unique environment. While largely successful, we recalibrated two events in particular. The tactical decision exercises, while quality products, were too voluminous; the number of TDE's have been reduced for AY22. The intelligence practical exercise and the assessment were unnecessarily complex for educating a MAGTF officer. The overall exercise is good and will be retained. However, students will be given the information that is more appropriate for assessing an intelligence officer while being asked to perform those tasks that MAGTF officers should be able to master. Faculty materials have also been augmented with the requisite guidance for these events. (Upon request, we provided in stream guidance to supplement what was initially provided to adjunct faculty. However, the late addition created a degree of confusion for some, an unintended lesson learned.)

g. Overall 8670 was a success; however, we definitely are addressing those areas that require improvement. Those listed above are the most consequential issues, but the entire curriculum will be constantly assessed for areas of improvement.

2. <u>QEP Assessment</u>

a. Subjective assessments, issues for discussion, essay questions, and practical application exercises actively promote creative thought and solutions.

b. Essay Question in MAGTF Operations:

Given the changing character of war, what steps should the Marine Corps take to best posture to conduct amphibious operations in the future?

3. President MCU Priority Areas

a. Naval and Joint Integration (CPG Task 3.1.4). The following topics are covered in the curriculum:

- Fundamentals of Joint Operations;
- Naval Integration/composite warfare;
- Changing character of war/future operating environment;
- Problematic current approach to amphibious operations;
- LOCE/EABO concepts;
- Requirement for a different mix of amphibious ships and connectors;
- Requirement for a change in the approach to MPF.

b. Wargaming (3.1.11). Wargaming is being piloted in the amphibious exercise.

c. COVID-19 Impacts. Both EWSDEP and BSP transitioned from onsite to online seminars. Adobe Connect allowed the BSPs to conduct synchronous seminars. Courses are all designed for onsite and online delivery; hence the disruption was minimal.

d. Cyber for All. The following topics are covered in the curriculum:

- Operations in the Information Environment; cyber is integral to the curriculum.
- Organization of the Marine Corps; Emphasizes cyber capabilities within the Marine Corps.
- MAGTF Operations Practical Exercises; cyber considerations are emphasized throughout the practical exercises

4. Core Institutional Effectiveness Areas

a. Student Learning and Curriculum. The new curriculum has been favoribly reviewed by the range of stakeholders. Throughout EWSDEP, the subject matter presents in the manner most conducive to student learning.

b. Organizational Structure and Business Practices. EWSDEP has adopted a collaborative model for curriculum development to leverage the superior talent and experience across the enterprise.

c. Faculty Recruitment, Retention, and Development. Faculty materials have been staffed using the same process as used for the curriculum in order to maximize its effectiveness in preparing faculty for seminar. CDET also relies on a contractor for some of these functions. With a minimal turnover rate it is clear that personnel feel useful and fully needed. Personnel are allowed to explore their own educational interests in direct relation to the curriculum development process.

d. Infrastructure and Technology. EWSDEP relies on local regional IT support and within each of the seven regions bases have differing requirements and procedures. One example is WiFi availability. It is more difficult on some bases to obtain this for regional campus use. Another challenge is for deployed personnel who have limited access to networks or who experience bandwidth issues. This is mitigated somewhat by having all four courses offered each semester. Additionally, each course in the EWSDEP continues to leverage educational technology in order to enhance student learning. Audio-visual recordings, IMIs, electronic workbooks and maps have been embedded within the Moodlebooks created within the MCU E-learning Ecosystem.

e. Outreach and Scholarship. EWSDEP maximizes outreach to the FMF in order to bring the most current and relevant information to the curriculum.

5. Changes and Recommendations for Next Academic Year. EWSDEP is closely tracking changes brought emanating from the CPG and Force redesign to ensure future curricula remain current and relevant. Details are included in the attached CCRB reports.

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IN REPLY REFER TO:

1300
15 Jul 21

From: Director, Fellows
To: Director, IRAP
Via: Vice President, Academic Affairs

Subj: AY 20/21 INSTITUTIONAL EFFECTIVENESS ASSESSMENT REPORT FOR FELLOWS, FOREIGN PME, OLMSTED SCHOLARS

Ref: (a) DoDI 1322.06, October 12, 2016, Subj: Fellowships, Legislative Fellowships, Internships, Scholarships, Training-With-Industry (TWI), and Grants Provided to DoD or DoD Personnel for Education and Training

Encl: (1) AY 20/21 Four Column Matrix for Fellows, Foreign PME, Olmsted Scholars

1. Director's Assessment. This report does not significantly change from previously submitted reports. The reason is that the overarching administration and focus of the three programs remain generally steady-state. The three programs include (a) between 30-35 Commandant of the Marine Corps (CMC) Fellows assigned to academia, think tanks, corporate America, the Interagency, and research and development institutions; (b) Foreign Professional Military Education (FPME) Marines assigned to foreign war colleges (eight countries and two related programs) and command and staff programs (14 countries and one related program); and, (c) the Olmsted Scholar Program (OSP) with between 9-12 Marines studying at international universities in non-English speaking countries. The proven framework and design of the programs allows for individually assigned participants to interact, engage, contribute and develop professionally in diverse venues.

As indicated in the enclosure, the three subject programs continue on track and provide solid return on investment for the Marine Corps in terms of education, out-reach and engagement. Each program, in a unique way, implements the University's main effort, as defined in the Commanding General's FRAGO#2 of 4 Sep 18. That is, "to continually develop our students' critical thinking and decision-making skills…" Again, in somewhat unique forums, each program meets the intent of the Quality Enhancement Plan (QEP) as expressed in the FRAGO#2 mission, to "enhance student creative problem

solving skills and to personally and professionally develop leaders of character who possess a maneuver warfare mindset and improved warfighting capabilities."

Further, the Fellow's program specifically, and FPME and OSP, generally align with the purpose stated in paragraph 3.b of the reference: " DoD's objective for these programs is to address workforce competency gaps, fulfill present personnel needs, address anticipated requirements, and advance preparation for future capabilities that contribute to the effectiveness of the respective Military Department and other DoD Components. These programs will be considered a component of the training, education, and professional development activities for military and civilian personnel." Further, enclosure (3), paragraph 1.c of the reference states: "The purpose of non-legislative fellowships is to provide selected DoD personnel with an educational experience to increase skills, competencies, and expertise in areas relevant to the DoD mission in subject matter areas for which comparable expertise cannot reasonably be acquired through attendance at a DoD educational institution." The following comments amplify points from the enclosure.

a. CMC Fellows. The CMC Fellows program continues to provide extraordinary professional education opportunities to selected Marine officers. All AY 20-21 Fellows validated their respective fellowship locations as solid, professionally applicable and rewarding. During the year, our USAID Fellow felt the particular assigned location within the agency was not providing the best return on investment. In concert, we worked to relocate him for the last half of the assignment. Note: The program receives high marks for focus, purpose, and administration. That being said, evaluation is a continuous process.

(1) Actions have been taken to address a recurring comment that is the need for improved communications and linkages to HQMC departments, General Officers, and intra-fellows. Several actions have or will result in improvements; some areas require increased attention. In the previous report, it was mentioned that a CMC Green Letter was drafted which would direct General Officer and Senior Executive Service (SES) leaders to engage on a frequent basis with Fellows. The signed letter is Green Letter 3-20 dated 31 Aug 20. There have been some positive engagements, but the full impact was degraded by COVID travel restrictions

(a) All CMC Fellows are aware that they have a virtual "open door" to HQMC departments and commands. However, the key entry portal has been the Strategic Initiatives Group (SIG) under the Director, Marine Corps Staff (DMCS). The SIG has been dismantled. The new HQMC portal for operational connection is through Plans, Policy and Operations/PL.

(b) As indicated in the last report, Moodle accounts were more fully used this past AY with primary focus on monthly reports. There is more to be done in this area.

(2) Annual CMC Fellows' Conferences. Three conferences were successfully held. The initial orientation conference in late-July/early-August includes the Fellows joining in-bound Top Level Schools Marines in a one day discussion with Marine Corps senior leadership. AY 20-21 orientation, commonly referred to as "regreening," included an opening by the Assistant Commandant of the Marine Corps (ACMC) followed by presentations by Deputy Commandants. Due to COVID-19 protocols, the conference was a hybrid event with those assigned to the National Capital Region (NCR) joining in-person while those Marines outside the NCR joined virtually. CMC Fellows have an extra day of orientation to cover fellowship administration, focus and engagement with past Fellows. For AY 20-21, both the mid-year and final conferences were 100% virtual. While the format worked, it does have both advantages and shortfalls. Scheduling with our senior leaders is challenging, and the Commandant was not available this year. However, the CMC was successfully scheduled to address the CMC Fellows on 9 September 2020 at MCU, Quantico. The format was again a hybrid as previously discussed. We continue to explore dovetailing with portions of the Navy's orientation program.

(3) Providing liaison between Senior Service Representatives (SSRs) and MCU remains as a new addition to the enclosure. This involves the above mentioned TLS orientation (regreening) as well as one annual conference hosted by MCU during which the SSRs gather for discussions and the Commanding General and the MCU Staff.

(4) Pending is a fall Fellowship, Scholarship, Graduate Education Program (GEP), Review Board (FSGRB) which will closely examine the overall program with focus on the return on investment. The FSGRB was formally known as the Fellowship, Scholarship, Special Education Program (SEP) Review Board (FSSRB). The interaction and engagement generated by this forum will provide programmatic validation and/or recommendations

(5) Changes to CMC Fellowships. The fellowship locations continue to be assessed and changed, where appropriate. As previously reported, two CMC Fellowships were added for AY 19-20: MIT Lincoln Labs (TLS) and the Defense Advanced Research Projects Agency (DARPA) (ILS). In AY 21-22, a total of six new fellowships will be filled. Those include three Staff Judge Advocate fellowships as well as one Fellow each to the Watson Institute for International and Public Affairs at Brown University and Notre Dame University. Additionally, one Marine from the Reserve Component will attend DARPA. The Department of Justice (DOJ) fellowship will not be filled for AY 21-22. This action results from a reassessment by the current hosting section within DOJ. Alternate locations will be investigated for future assignment.

b. Foreign PME and Olmsted Scholars. The current general assessment of our Foreign PME and Olmsted Scholar Programs remains consistent with previous assessments. The programs continue to provide positive engagement and professional development experiences outside of established U. S. Services schoolhouse PME programs. While individual experiences will vary, both programs directly contribute to developing officers who can think critically about a broad range of issues and, perhaps,

approach issues and problem sets from different perspectives than those who attend traditional PME programs—either resident or non-resident. The key aspect is the interaction of Marines in international environments and settings and adding to the Department of Defense and Marine Corps security cooperation initiatives.

(1) As previously reported, based on a recommendation from PP&O/PLU we shifted the Norwegian Command and Staff course to a biennial vice annual basis sourced from the Regular Component. Beginning with AY 21-22, the Reserve Component will source the Norwegian course those years not sourced by the Regular Component. This adjustment allowed the Norwegian Army to continue sending one officer each year to the Marine Corps Command and Staff College.

(2) Additional FPME assignments.

(a) Colombia Command and Staff. In last year's report it was indicated that the Marine Corps would begin attending the Colombian Command and Staff course in January 2021 on an every-three year rotation. That assignment was successfully begun as indicated.

(b) French CHEM. Also previously reported, a Marine Colonel will attend a TLS/post-TLS "capstone-level" assignment at the French War College's Centre for Advanced Military Studies (Centre de Hautes Etudes Militaires) (CHEM) beginning in August 2021. This will be an every three-year rotating assignment for a Marine Colonel who is already fluent in French.

(c) Thai Command and Staff. Beginning in AY 22-23, the Marine Corps will attend the Thai Naval C&S on a biennial basis, alternating with the Navy.

(3) Distribution of FPME monthly situation reports in Moodle requires additional focus and effort. Additional resources is key to enhance the handling of these reports.

(4) Over the past several years, the State Department has increased requirements for both U. S. FPME students and Olmsted Scholars to reside in the embassy "housing pool" while stationed in the host nation. There are both benefits and drawbacks to this policy; the overarching requirement for force protection, however, and that is the driving force. Administratively, this requires additional coordination and funding for housing and associated fees.

(5) The OSP continues on track but with noted impact from COVID-19.

c. Gaps. Several points are worthy of comment.

(1) Memoranda of Understanding (MOUs) are under review for all fellowship locations. Several have been completed as of the time of this report but there are more requiring attention.

(2) A critical concern remains "umbrella" agreements for Foreign PME assignments and exchanges. Establishing a DoD Level/State Department authorized umbrella agreement between countries where we have PME exchanges is seriously lagging. The Defense Security Cooperation Agency (DSCA) has the responsibility, with DOS approval, to negotiate umbrella agreements with foreign governments/defense department equivalent organizations where U.S. military services have PME exchanges or where PME exchanges are desired. These agreements are established for a 10 year period. Each service participating with a specific country then negotiates a separate reciprocal appendix to the umbrella agreement. The implications are significant from both an assignment process as well as fiscal implications to the MCU/Fellows budget. Some non-reciprocal FPME assignments, for example, tuition costs are in the vicinity of $100,000 annually.

(3) Logging/sharing profession papers written by CMC Fellows, Foreign PME Students and Olmsted Scholars. The goal of cataloging these papers in the Marine Corps and DoD level databases requires resourcing and additional effort. Additionally, improvement is needed on sharing specific, noteworthy papers with the appropriate HQMC agencies. A was ahead with the Library of the Marine Corps has been determined and the goal is to begin the process this coming AY. This goal was mentioned the past several years and will require additional focus and resources in order to move forward efficiently.

(4) Resourcing. It has been recognized previously that program management has a large administrative demand and requires at least one additional full-time equivalent. In addition to conferences, these requirements include direct coordination with several HQMC departments, Department of State, and others on issues such as pre-deployment training for FPME and Olmsted Scholars, NSDD-38 requirements, embassy housing requirements and payments, language training, performance evaluation reports, etc. If an active duty Marine NCO cannot be provided, establishing a Government position or hiring a Government contractor is a must to assist in managing the three programs with increased efficiency.

2. Quality Enhancement Plan (QEP) Assessment. While CMC Fellows, FPME and OSP are not specifically addressed in the QEP, they each tangentially integrate the focus and purposes of the QEP. Refer to comments in paragraph 1, above. Comment (repeated): Recommend consideration of these programs in future revisions or editions of the QEP as validated PME or professional education programs.

3. President MCU Priority Areas

a. COVID-19 Impacts. The impact of COVID-19 on the programs is similar to those experienced at our U. S. formal PME programs. Nearly all Fellows and Foreign PME Marines remained in a virtual platform. The OSP is primarily a cultural immersion program; therefore and although academics continue, the cultural learning is significantly reduced. The same can be said for Foreign PME students in their respective development

of mil-to-mil relationships. The DL or virtual format resulted in a degradation of this important aspect of both programs' support of security cooperation objectives. However, our Marines have adapted and continue to excel in all areas. Support from our G-1 team continues to be excellent in consideration of COVID-19 requirements for movement restrictions.

b. Naval and joint integration. CMC Fellowships and FPME contribute directly and indirectly to these areas. Most CMC Fellowships are concurrently attended with members of other U. S. Services; specifically, the Interagency Fellowships directly link to Naval and Department of Defense goals in national and international development. Thus, all Marines in these programs contribute to and continue their professional education in the areas of Naval and Joint integration.

c. Integration of wargaming. Wargaming remains an integral part of most Foreign PME assignments. CMC Fellows are often participants in strategy decision processes which are wargaming or similar to formal wargaming. CMC Fellows, in particular, may have an opportunity to engage remotely (or in person for National Capital Region Fellows) with MCU sponsored wargames.

d. Cyber for all. Cyber is an integral part of all FPME programs to one degree or another. Many fellowships also focus on the challenges of cyber. One CMC National Fellowship is, by design and purpose, directly related to cyber. That is the Morgan Stanley, New York City, fellowship. Consideration should be given to 'exporting' unclassified MCU cyber materials--virtual classes, programs of instruction, reading assignments, etc.-- to CMC Fellows, Foreign PME students, and Olmsted Scholars.

4. Core Institutional Effectiveness Areas

a. Student learning and curriculum. External to MCU.

b. Organizational structure and business practices. As indicated, consideration of an assistant for the program is essential as the program continues to expand.

c. Faculty recruitment, retention, and development. As above.

d. Infrastructure and technology. The IT department has provided excellent, responsive support.

e. Outreach and Scholarship. Generally, external to MCU. However, CMC Fellows in particular (but FPME and Scholars, as appropriate) are notified of MCU opportunities such as the President's Lecture Series, Krulak Center events, and outreach programs.

5. Changes and Recommendations for Next Academic Year. In summary, the following are key changes and recommendations:

a. Continue developing increased connectivity between CMC Fellows and HQMC departments and senior leadership. Revise and update the CMC Green Letter.

b. Complete MOUs to include international PME reciprocal agreements, where supportable.

c. Finalize procedures for cataloging research and thesis papers within the National Library of the Marine Corps database.

d. Evaluate the potential to share with Marines in the subject programs certain MCU PME syllabi, especially those related to cyber.

e. Add an assistant to the program Director.

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IN REPLY REFER TO:
LLI/jivz
30 Jun 2021

From: Director, Lejeune Leadership Institute
To: Director, IRAP

Subj: AY 20-21 ASSESSMENT REPORT; LEJEUNE LEADERSHIP INSTITUTE (LLI)

Encl: (1) AY 20-21 MCU 4-Column Matrix

Ref: (a) MARINE CORPS UNIVERSITY STRATEGIC PLAN 2017- 2022

1. Director's Assessment. The LLI met its mission by completing the nine specified tasks directed by the President, MCU. These tasks are identified in administrative outcomes listed in the AY 20-21 AES 4-Column Matrix (Encl 1).

The LLI was additionally tasked with two new major initiatives during AY 20-21. These initiatives are the Brigadier General Selection Orientation Course (BGSOC), and the Major Subordinate Commander Orientation Course (MSC). Both initiatives are addressed in Outcomes 3.3 and 3.4.

The key limiting factor in achieving a higher level of mission accomplishment was a lack of necessary resources to fully engage in each of the nine tasks and two new initiatives. Assessment of the AY 20-21 administrative outcomes addressed in the 4-column matrix are:

a. Outcome 1.1: Develop and manage the Marine Corps Civilian Leadership Development Program (MCCLDP) that is based on established DoD civilian leadership competencies. (MCU Strategic Plan 2017-2022: Goals 1.2.1.2, 1.2.1.4, and 5.2.1.1)

The MCCLDP is a congressionally mandated and CMC approved program focused on leader development opportunities for the civilian workforce of the Marine Corps. Technically the program has four participation tiers for the workforce which are explained on the LLI/MCU Website. The LLI achieved a degree of

success by engaging senior leaders, installation commanders, and civilian leader development administrators and training officers at 18 Marine Corps installations worldwide. Because of COVID-19 restrictions on movement (ROM), the LLI was unable to provide leadership seminars for federal employees and Marines (Tier 3). The LLI was able to provide and coordinate participation for 49 employees in formal leader development courses provided by the Department of Agriculture's "The Graduate School" and DON sponsored formal schools (Tier 4).

Because of significant FY 2021 funding reductions for the MCCLDP, limited funding was available to support Marine Corps installation commander's local leadership development initiatives (Tier 2). For this reporting period, only 250 federal employees participated in local command leadership courses. This is a drop of 98% from previous years. Additionally, resource and manpower deficiencies eliminated LLIs ability to market, track, and report on those employees participating in On-line leader development training modules (Tier 1). Previously, approximately 900 employees annually would do some degree of leader development training via MarineNet.

Of concern is the fact that less than one percent of the eligible civilian workforce population were afforded an opportunity to participate in AY 20-21 leader development. This participation is in stark contrast to the start of the MCCLDP in AY 2010 where the program was approved and funded for an annual throughput participation of 12% of the workforce. The forecast for AY 21-22 participation remains limited.

b. Outcome 2.1: Develop programs and policies to support Leadership development of Marines and Sailors. (MCU Strategic Plan 2017-2022: Goals 1.2.1.4; 5.1.1.1 and 5.2.1.1)

The LLI continued to provide the resources and tools in support of Marine Leader Development (MLD). The expanded LLI/MCU Website provided access to all of these leader tools. LLI provided inputs at "Every Marine a Rifleman Summit" to inform the discussion on Leadership development across the Marines Corps. LLI is currently assisting in the rewrite of "Sustaining the Transformation" publication. Provided Tactical Decision Game materials and leadership references to the School of Infantry West as part of their initiative to overhaul entry level training. The Ethics Warfighting Publication is currently in draft status and was provided to the force for review and

comments.

c. Outcome 3.1: Manage CMC Professional Reading Program (CPRP). (MCU Strategic Plan 2017-2022: Goals 1.2.1.3 and 5.1.1.3 and 5.2.1.1)

During AY 20-21, the LLI initiated a significant revision to the CPRP in order to provide more relevant content and a wider array of material. The new CPRP was approved by CMC on 20 May 2020 and reflects the biggest change in the program since its inception. The new CPRP focuses on specific topics, removes rank distinctions among certain titles, and provides podcast and articles. In coordination with the Brute Krulak and Gray Research Centers, the LLI has updated the CPRP website and created a venue to attract greater participation in the CPRP. LLI established a semi-annual review board at Marine Corps University to facilitate reviewing titles nominated for inclusion to the list and facilitate timely updates of PME materials.

d. Outcome 3.2: Provide Semi-annual Cornerstone program. (MCU Strategic Plan 2017-2022: Goals 5.1.1.2 and 5.2.1.1)

The LLI is responsible for managing Cornerstone: The Commandant's Combined Commandership Program. Cornerstone focuses on preparing commanders (05 and 06), Sergeants Major, and their spouses for assumption of command and the associated duties and responsibilities expected of the command team. Traditionally, the CMC directs Cornerstone to be held twice annually. Due to social distancing requirements related to COVID-19, however, three Cornerstones were conducted AY 20-21.

The program uses a two-week construct that addresses the different demands and challenges of 0-5 and 0-6 command and allows specific focus on various aspects of "commandership" while providing time for informal mentoring and cross talk. The program emphasizes the art and science of command and places special emphasis on leadership and ethical decision-making. The program maximizes the use of small group guided discussions with current and former commanders, senior enlisted leaders, and their spouses in order to permit a frank exchange of observations, ideas, and methodologies.

At the conclusion of each Cornerstone, LLI and MCU write an after-action report based on staff observations, participant

feedback, and presenters/speakers' observations. Key points addressed in the after-action report that LLI will either reinforce or modify for the AY 21-22 Cornerstones include the following:

Key strengths of note were:

1) Classes led by outside, civilian speakers and USMC General Officers continued to be warmly received and perceived as useful by attendees.

2) The use of local-area, post-command Colonels to facilitate case study breakout classes, coupled with significant improvements to the LLI's case study discussion guide, continued to result in better case study discussions.

3) The use of a breakout format for SAPR, coupled with strong support from HQMC SAPR SMEs and Legal Experts, continued to produce comparatively favorable reviews of SAPR.

4) Close coordination of the class schedules for commanders, SgtsMaj, and spouses permitted SgtsMaj and spouses to maximize their integration in commander courses, despite the dual challenges of COVID-19 and the inclusion of mandatory SgtMaj MOS coursework at Cornerstone.

5) Major improvements were achieved in Readiness Reporting and Medical Officer of the Marine Corps classes. They were due, in part, to provision of frank feedback from prior conferences.

Key weaknesses of note were:

1) Cornerstone's USMC "program briefs" such as Family Readiness, Financial Management, and Human Performance Office continue to be poorly received. Of these, Family Readiness remains by far the most problematic.

2) AV technology issues during virtual classes remained problematic, particularly when conducted in LH1.

3) Diversity and inclusion-type classes, new to Cornerstone in AY 20-21, were received poorly by a substantial minority of attendees.

4) Ongoing, unmet demand for additional breakout sessions.

5) The LLI needs to provide clearer general discussion guidance to group breakout leaders. Focus will be on using a similar approach and tools used for the case study breakout.

e. Outcome 3.3: Provide Annual BGSOC program. (MCU Strategic Plan 2017-2022: Goals 5.1.1.2 and 5.2.1.1)

Beginning in June 2021, the LLI was made responsible for administering the Brigadier General Select Orientation Course (BGSOC). LLI will conduct its first BGSOC in August 2021 in AY 21-22. All newly selected USMC BGen officers and senior executive service (SES) members, and their spouses, are invited to attend.

BGSOC uses a two-week construct. The first week addresses the unique demands and challenges faced by senior USMC executives, as well as provides command-level insights into the current state of the Marine Corps. The program's second week concentrates primarily on wargaming trends.

f. Outcome 3.4: Provide Annual MSC program. (MCU Strategic Plan 2017-2022: Goals 5.1.1.2 and 5.2.1.1)

The LLI is responsible for administering The Major Subordinate Commander Orientation Course (MSC). MSC provides general officers selected for command at ground divisions, air wings, and logistics groups with reference points, capability briefings, and points of contact from Headquarters Marine Corps (HQMC). MSC's objective is to ensure that generals are better prepared to execute their duties with a broad understanding of operational, managerial, and leadership expectations during their tenure. It uses a three-day, virtual construct and most classes are conducted via a "guided discussion" format, rather than lectures.

At the conclusion of MSC, LLI and MCU write an after-action report based on staff observations, participant feedback, and presenters/speakers' observations. Key points addressed in the after-action report that LLI will either reinforce or modify for the AY 21-22 MSC include the following:

Key strengths of note were:

1) Virtual nature of inaugural conference deemed preferable because it minimized interruption to the operational tempo of the attendees.

2) Classes conducted via a guided discussion format were the most successful.

3) Mentorship discussions and dialogue among the GOs were not inhibited by the virtual nature of the course.

Key weaknesses of note were:

1) More emphasis requested on training accidents, especially in-depth examples regarding procedures and outcomes.

2) The Intelligence brief was given at only a SECRET level and should have been TOP SECRET and focused on DCI's Vandegrift Team System Destruction Warfare brief.

g. Outcome 4.1: Provide ethical leadership and ethical decision-making instruction for MCU. (MCU Strategic Plan 2017-2022: Goal 5.1.1.2 and 5.2.1.4)

Despite the pandemic, the Ethics Branch remained strongly engaged in several academic efforts in support of MCU. The branch produced and delivered in person and remotely 12 ethical leadership and ethical decision-making classes for 700 AY 20-21 students attending the schools and colleges of MCU. With the support of several Marine and civilian instructors regionally based, the branch provided 4 Ethics MTTs for 500 Marines and Sailors at several commands in the Marine Corps. This outreach capability offered selected Marine audiences with the necessary content and training methodologies for them to implement their own unit ethics training. The branch continued a successful outreach capability for MCU by providing ethical leadership and ethical decision-making presentations for more than 300 participants in the Commandant's Commandership program (Cornerstone) as well as 100 other military and federal employees of government and international organizations. The branch head, Dr. Paolo Tripodi mentored 6 CSC students, 1 MCWAR student and, together with Col Ocloo and CDR DeSousa delivered an Ethics elective class for CSC.

In AY 20-21 Dr Tripodi was a guest speaker at the Baltic Defense College at the TRADOC instructor's seminar, US NAVY NETSAFA Naval Education and Training Security Assistance Field Activity, International Leadership and Ethics Program.

h. Outcome 5.1: Provide annual Executive Education Program (EEP) for GO/SES. (MCU Strategic Plan 2017-2022: Goals: 4.4.1.3 and 5.2.1.1)

The Executive Education Program (EEP) was initiated in 2004 to specifically assist General Officers and Senior Executives (GO/SES) in continuing their Professional Military Education (PME) in senior leadership and staying abreast of current global and regional trends as part of a professional life-long learning process. The focus of EEP is to provide courses that parallel GO/SES levels of the JPME continuum as outlined in CJCSI 1800.01e dated 29 May 2015. In addition to specific CJCS (J-7) managed courses, the EEP catalog also provided selected leader executive courses from universities across the country. For AY 20-21, 21 GO/SES participated in EEP courses.

During AY 20-21, LLI reviewed and validated all previously established course seat requirements and agreements with the institutions that make up the EEP catalog. Key to this review and validation was verifying tuition costs in comparison to the FY 20-21 budget to ensure sufficient resources were available to meet CMC's intent for all GO/SES to participate annually. This review resulted in identifying three new executive courses for inclusion in the AY 20-21 participation slate. An additional component of that review was analysis of GO/SES course feedback. Of the 21 AY 20-21 participants, 16 responded favorably without comment and 5 added constructive comments which included the value of the content depth and width of available executive courses available to them.

2. QEP Assessment. The LLI was tasked in the QEP FRAGO-2 (Tasks: C.13.a, b, and c) with supporting MCU's QEP initiative; specifically, actions and activities supporting creative problem-solving abilities and writing and publishing Leader Discussion Guides (LDG) for the ten Commandant's Choice Books.

For Task c.13.a, LLI remains an active member of the MCU QEP team.

For Task c.13.b, the LLI wrote, edited and published on its website the Fire Brigade at Pusan Perimeter case study; First Battle of Manassas case study; Harpers Ferry case study, and Brandy Station case study that directly support activities and actions for creative problem-solving abilities by providing small unit leaders with a useful interactive tool for engaging their Marines.

For Task c.13.c, the LLI wrote and published on the LLI website two Leader Discussion Guides (LDG) from the Commandant's Choice Books. These two LDGs (MCDP 1 Warfighting and Leader's Bookshelf) provide tools for small unit leaders to interact with their Marines when conducting their PME.

3. President MCU Priority Areas. Through the CPRP review process, the CMC approved the 2020 CPRP edition which is posted on the CPRP Website. The LLI continues to work with the Brute Krulak Center and MCU faculty to write and publish leadership discussion guides (LDGs) that support those books.

a. COVID-19 Impacts.

1) MCCLDP: There were no civilian leader development Seminars (Tier 3) during this reporting period due to travel restrictions and installation or organization social distancing policies due to COVID-19. There were, however, 49 employees who did participate in formal courses (Tier 4) using the virtual classroom option.

2) Cornerstone: The April 20-2 course was postponed until September 2020 due to COVID-19. The LLI has successfully rescheduled the attendees and has forwarded several COAs addressing COVID-19 protocols for CG EDCOM review and decision.

4. Core Institutional Effectiveness Areas.

a. Student learning and curriculum. The LLI contributed to this area by providing relevant and current leadership and ethics classes for the schools and colleges of MCU and selected Marine organizations within the operating force. These leadership and ethics classes included 336 civilian employees of the Marine Corps working at many bases and stations worldwide.

b. Outreach and scholarship. The LLI was actively engaged with agencies and organizations external to MCU during this

reporting period. These engagements included providing a leadership and ethics class and an executive communication class for the Congressional Staff Academy; member of a leadership course and program development panel for the Center for Medicare Services, and a committee member in a leader development model for the Deputy Commandant for Information (DCI) Marine and civilian workforce.

5. Changes and Recommendations for Next Academic Year. There are no major additions or changes forecasted for the LLIs mission during AY 20-21. That stated, there is always a constant review of LLI's mission and associated tasks due to the dynamic nature of leader development and emerging priority taskers from Higher Headquarters.

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IN REPLY REFER TO:
1230
30 Jun 2021

From: Director, MAGTF Instructional Group (MIG)
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT MIG

Encl: (a) AY 20/21 Four Column Matrix for MAGTF Instructional Group

1. Director's Assessment.

a) The MAGTF Instructional Group (MIG) was created to establish a resident capability within Marine Corps University to teach the Marine Corps Planning Process (MCPP) and other warfighting skills to schools throughout Marine Corps University. It is currently operating in direct support of the Senior Enlisted Professional Military Education Course (SEPME) and in general support of the University. The MIG began this academic year consisting of the Director, three Facilitators, a communication specialist and two Senior Enlisted Mentors (SEMs). The MIG ended this academic year with one less Facilitator. An internal After Action Review is executed during and after each course in order to identify deficiencies in our curriculum and the delivery of that curriculum.

b) The MIG provided classroom instruction and small group facilitation for the SEPME Course five times during the year (four courses had half as many students as usual due to COVID-19). Approximately seventy percent of the instruction of a SEPME course is provided by the members of the MIG. Also, much of the MIG is involved in both the twice yearly 1stSgt's Course and Cornerstone Course and Faculty Development for Enlisted PME. The MIG coordinated and executed a Strategy and Policy Course over February and March. There were fifteen attendees. In July the MIG ran its ninth Reserve Senior Staff Course (RSSC) designed to prepare reserve officers to serve on active duty staffs. This course was designed and implemented at the request of Manpower and Reserve Affairs and is loosely modeled after the former Strategy and Policy Course. The RSSC is a board selected school for Reserve Officers and is the most requested course available for Reserve Officers. The course is funded by Manpower and Reserve Affairs, supplemented by Marine Corps University funding for speakers and facilitated by the MIG.

2. QEP Assessment.

a) In order to strengthen leadership through enhanced creative problem solving the MIG has added wargaming (CPG 3.1.11) into the SPC and RSSC courses, and included speakers such as LtGen Chiarotti, LtGen Wise, MajGen Iiams, Gen Pace, and VADM Pandolfe for their

professional experiences of global and strategic trends. We also increased the current wargaming in resident SEPME courses. Leadership courses, through the venue of critical thinking, were also being expanded to require more attendee interaction and personal study throughout the courses offered.

b) In order to

3. President MCU Priority Areas

a) COVID-19 has continued to create some turbulence in the courses supported by the MIG. Four SEPME classes had 24 students (down from 52) in order to allow for social distancing and room occupancy protocols. Visiting instructors were given the option to teach virtually and a few did. The fifth class has 48 students.

b) EABO and Composite Warfare have been added to the curriculum in order to add additional Naval and joint integration subjects into current course offerings.

c) Wargaming was introduced into the RSSC in July of 2019 and in the SPC in March of 2020. Wargaming as part of the Marine Corps Planning Process has been a part of SEPME since 2009. (CPG 3.1.11)

d) Cyber has been a part of the RSSC and SPC since they were created. The SPC included a trip to MARFORCYBER as part of the curriculum. The SEPME course includes briefings by the MCU Cyber Chair and will continue to offer that course. (President MCU "Cyber for All")

4. Core Institutional Effectiveness Areas

a) Student learning and curriculum. The plan laid out for SEPME "ruthlessly reduced coverage of less important topics" (JCS Vision and Guidance 01 May 2020). Student learning will be as much the responsibility of the students as it is for the faculty. The new schedule is based on six hours a day of classroom instruction with two hours of personal study time every day. This added rigor and assessable requirements to the current curriculum.

b) Organizational structure and business practices. Many of the most effective practices will remain in place and will be enhanced (Writing, Communication, on line instruction) while increasing chances to read, think, discuss, write, reflect, and test for both the faculty and the attendees.

c) Faculty recruitment, retention, and development. The calendar is very full for the MIG Faculty and there is more coming. The MIG lost a primary instructor in March and a replacement may be hired within the year, but it does create a gap as we attempt to maintain the student to instructor ratio that our curriculum demands. A request for additional faculty (contracted) is still in the works. We are awaiting a response from the ELearning team.

d) Infrastructure and technology. Last year the building was the biggest (negative) topic on all surveys. A large part of that is the lack of technology, both wifi and building internet, which is not always dependable. The students also need reliable internet in their lodging, for the online requirements and assignments.

e) Outreach and scholarship. The MIG continues to support the other schools as requested.

5. Changes and Recommendations for Next Academic Year. The biggest change for next academic year is the return to the larger class size post COVID, but this time with the smaller staff. As the enlisted academies continue to change their academic schedules, SEPME can evolve into a more executive level course for our Senior Enlisted Marines. The MIG will propose some changes to existing learning outcomes to better reflect the CPG, QEP and President MCU priority areas in the next CRB to CG EDCOM.

R. C. Damm

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IN REPLY REFER TO:
1300
C401
15 JUL 21

From: Director, Marine Corps War College (MCWAR)
To: Director, Institutional Research, Assessment and Planning (IRAP)

SUBJ: MARINE CORPS WAR COLLEGE AY20/21 ASSESSMENT REPORT

Encl: (1) MCWAR Four-Column Matrix Closeout for AY21, 15 July 2021
(2) Survey Results for Marine Corps University AY21 Annual Student Survey, MCWAR, June 2021
(3) MCWAR AY21 QEP Analysis
(4) Memo "Request for additional Title 10 Professor (Joint Warfare) for MCWAR", 29 Apr 20
(5) Memo "Request for new heating, ventilation, air conditioning system for Dunlap Hall", 14 Oct 2020

1. Director's Assessment: On 16 June 2021, the Marine Corps War College (MCWAR) concluded another successful academic year (AY), graduating 32 students, 31 with master's degrees.[1] The College was successful in adjusting the AY20/21 curriculum to the requirements set down by the President, Marine Corps University, the Commandant's Planning Guidance (CPG), and the Joint Staff J-7 as laid down in the latest Officer Professional Military Education Policy (OPMEP). As demonstrated by the results set down in the attached documents, the students under the tutelage of the MCWAR faculty accomplished the College's learning objectives. Additionally, MCWAR improved as an educational institution as outlined below in this memorandum, but most notably in the areas specified by the Quality Enhancement Program (QEP) and MCU President's stated priority areas: Naval and Joint Integration; and integration of war gaming.

2. QEP Assessments: MCWAR AY20/21 QEP initiatives were successful. Student end of year surveys [See Enclosure (2)] indicated that the improvements to the AY20/21 curriculum improved the curriculum and the creativity of this year's student body; 100% of students surveyed believed the MCWAR curriculum improved their creative problem solving skills; 100% of the students surveyed also indicated that the MCWAR curriculum improved their critical thinking skills, ability to think conceptually, and their written and oral communication skills. Students highlighted war gaming (84%), assignments that required creative problem-solving (53%), and group activities (63%) in particular as contributing to their improved creative problem-solving skills. Quantitatively [see Enclosure (3)] , the QEP designed evaluation of student writing in the National Security Course showed statistically significant improvement, progressing from a low adaptive score to a strong adaptive score. Most student improvement in NS moved a half a performance level from the fall to spring. There was no significant change observed in student performance from fall to spring for the Diplomacy & Statecraft QEP assessment. For greater context, the DS baseline performance for creativity was higher in the fall than for NS. 28% of students met the Creative threshold of 80% achieving "creative status" at final assignment in the spring for Diplomacy and Statecraft Course; 47% met this threshold for National Security. Both courses observed growth, but a significant effect size was only seen for NS. The QEP evaluation assessed inter-rater reliability for NS gives confidence in these results, while weak inter-rater reliability for DS suggests need to re-examine rater norming process at MCWAR. Finally, there is the persistent issue of how much creativity can a student learn or develop over the course of a single academic year and whether this is measurable?

3. MCU President Priority Areas: During this AY MCWAR successfully introduced and continued courses which are MCUP stated priority areas. The faculty continued to develop courses on maritime theory and geography and

[1] Colonel Ahmed Al-Shehi, of the armed forces of the United Arab Emirates (UAE) elected not to take the TOEFL exam, a requirement for the master's degree, and subsequently elected not to ask for a waiver, despite his excellent performance in the classroom for AY22. He indicated that a certificate from MCWAR indicating that he had successfully completed the rigorous program was enough of a "prize".

21st century naval warfare in response to the demand for greater naval integration. USN Chair Captain Andria Slough authored an Introduction to Navy Warfighting Primer which was distributed to the students prior to her class on 21st Century Naval Warfare. While here she continued to provide a naval perspective on existing classes, and make suggestions on incorporating naval issues into MCWAR and other MCU school curricula. Captain Slough was a significant contributing member to the Marine Corps Warfighting Laboratory team thinking through the naval implications of the Force Design 2030. MCWAR's execution of MCUP's other priority areas are detailed as follows:

a. Integrating war gaming into the curriculum: During this AY the MCWAR faculty continued to introduce more opportunities for the students to participate in wargames and practical application simulations. In addition to matching the healthy level of wargame participation during AY 19/20 (one Civil War game, one World War I game, two World War II games, and several Future War games), MCWAR students took part in an end of year war game and simulation designed by the Warfighting Laboratory in order to examine the implications of the Commandant's 2030 Force Design. In previous years MCWAR students have participated in a global wargame involving both European and INDOPACOM theaters. During this AY MCWAR participated in a similarly conceived global wargame, but the capstone Global Wargame 2025 event, conceived, organized, and supported by the MCWL War Gaming Division held in Ellis Hall, centered on scenarios associated with our two most likely adversaries, supported by numerous gaming experts, and held over two days effectively incorporated MCWAR student learning outcomes related to developing our graduates into military strategists and joint warfighters. MCWAR introduced two additional games: a "Matrix Wargame" focused on Iran and a RAND "Hedgemony" game to allow students to explore the strategic trade-offs involved in meeting the challenges the United States expects to face. Additionally, Dr. Jim Lacey, MCWAR's Director of Warfighting and Economics Course, served as an adviser to VPAA and CG EDCOM on how to better integrate wargames into MCU educational activities university wide.

b. Joint Integration: Another MCUP identified area of priority was to continue integrating Joint issues into the curriculum. For MCWAR the Joint Warfare Course arranged for more Secure VTCs with Combatant Commands. During the AY20/21 MCWAR students had the opportunity to meet with the principals and staff of CENTCOM, STRATCOM, NORTHCOM, CYBERCOM, and SPACECOM. Technical difficulties on the CCMD's end prevented a SVTC meeting with the staff of INDOPACOM. In AY 19/20 MCWAR students only met with the staffs of STRATCOM and NORTHCOM. MCWAR students additionally had opportunities to hear from Senior leaders of other services including the Commander of US Forces in Afghanistan (an Army Four Star), the Chief of the National Guard Bureau (an Army Four Star), and a British Vice Admiral from NATO Allied Command Transformation (ACT). During this academic year, the students also were able to meet via VTC with General (USA) Mark Milley, the Chairman of Joint Chiefs of Staff. The students had, additionally, the opportunity to have a lengthy VTC exchange with the former Chairman of Joint Chiefs of Staff, General (USMC) Joseph Dunford and spoke at length on a range of joint operational and planning issues. COVID-19 restrictions and scheduling difficulties impeded meetings with Chief of Naval Operations and the Air Force Chief of Staff. The continued evolution and development of the Joint Warfare Course curriculum was also undertaken with improved integration of joint issues in mind. The JW class introduced classes on "challenges to the joint force: Artificial Intelligence"; "challenges to the joint force: securitization of the Arctic"; and "Challenges to the Joint Force: Global Integrated Operations and the Global Commons".

4. Core Institutional Effectiveness Areas: MCWAR received overwhelmingly positive feedback [see Enclosure 2] regarding achievement of its mission, with 100% of responding students either strongly agreeing or agreeing. Students were in agreement that MCWAR had accomplished its four Program Outcomes of developing its graduates into Critical & Creative Thinkers; Strategists; Joint Warfighters; and Strategic Leaders and Advisors. Respondents overwhelmingly agreed that they had improved in the 11 MCU Core Learning Areas (written communication skills, creative problem-solving as examples) averaging 99% positive response. All but three areas had 100% agreement: improvement of leadership skills, warfighting capabilities, and ability to contribute to Joint and Naval Operations; and these were in excess of 90%. MCWAR Student Learning Outcomes were also attained this Academic year as evidenced by student completion of the program, student passage of the fall and spring cumulative oral examinations and the National Security oral examination, and 31 of 32 students successfully attained the Masters of Strategic Studies degree. Other institutional effectiveness areas included:

a. Organizational Structure and Business Practices: MCWAR demonstrated its organizational agility and flexibility during this AY. Prior to the beginning of the AY MCWAR had in place potential courses of action (COAs) in the event of a delayed beginning to the AY due to COVID-19. As it turned out a one month delay was

instituted by the MCU President. MCWAR shed its end of year OCONUS trip and shifted all courses to the right. In place of some of the gaps in the schedule near the end of the AY MCWAR put in place guest speakers of the highest quality including former high ranking USG officials, Presidents of Think Tanks, notable specialists on national security and foreign affairs, and other VIPs. Organizational flexibility and agility was also demonstrated throughout the academic year as the school needed to respond to shifting COVID-19 restrictions and guidance, the periodic—although infrequent-- reality of a student testing positive for COVID-19, changing financial regulations associated with purchasing, travel limitations, and inconsistency of guest speaker comfort with in-person lectures/seminars. In response to timeliness issues for both honorarium and lesson card processing in AY 19/20, MCWAR: conducted a bottom-up review led by Captain Slough the USN chair; created and put in place tracking software to monitor the progress of these administrative functions; and reworked the process within the administration office to ensure visibility, accountability and communication with other sections of the University. AY20/21 experienced very few late honoraria or lesson card processing as a result. Lastly, MCWAR demonstrated its organizational and business flexibility by rapidly responding to student surveys, Director/Dean exit interviews with students, faculty assessment of the effectiveness of the AY curriculum, and Director/Dean observation of in-class seminars, lectures and wargames. Following Curriculum Content Review Boards for both fall and spring, the MCWAR faculty and staff undertook a comprehensive review of the content and sequencing of all the classes, determined classes that should either be eliminated or revised, identified potential new classes, and reviewed/revised the planning assumptions for the AY22 OCONUS trip. For AY22 the MCWAR curriculum has added new classes on "Power", "Ends, Ways, Means and Integration" and "Strategy Evaluation", "Current Warfare Issues", "Future Warfare Issues", "China Hi Tech competition", and has expanded the classes on Strategic Design.

b. Faculty Recruitment, retention, and development: MCWAR welcomed a new US Army Chair, Colonel Erich Spragg, and welcomed a new Department of State Chair, Ambassador Daniel Foote. Through the efforts of departing USN Chair, Captain Andria Slough, who did yeoman's work with the Navy's Bureau of Personnel, MCWAR was able to secure the addition of her replacement as USN Chair, Captain Ben Miller, a Surface Warfare Officer and, importantly, a specialist in amphibious warfare (a "Gator" in Navy parlance). MCWAR successfully retained two of its civilian Title X faculty, extending Dr. Tammy Schultz's appointment for an additional two years, and Dr. Bill Morgan's title X appointment for an additional six years. MCWAR took steps to retain one of its other faculty, Dr. James Lacey, by successfully obtaining a longevity step increase for his continued successful performance. Additionally, MCWAR was able to successfully obtain an extension for its DIA Chair, Ms. Danielle Marion. Unfortunately, MCWAR has not been able to secure a new Title X civilian professor in support of its Joint Warfare program. As laid out in the Director's memo to MCUP in April 2020 [Enclosure 4], the weak link in the MCWAR program is the Joint Warfare program. At present JW effectiveness comes down to the ability of an incoming Marine Corps reserve colonel who may or may not have a background in Joint campaigning, current and emerging doctrine and other Joint issues. At present Colonel Cole, our current JW director, has these qualities. Even so, despite a highly motivated Course Director with an academic background, it still took a year to get his feet on the ground, develop the JW courses to his and Director/Dean's satisfaction, figure out where these courses should fit within an established curriculum, and then get the classes in front of students. An additional Title X civilian with the requisite expertise directly addresses this shortcoming. As a result the MCWAR Director specifically requested that the University support the hiring of an additional Title X professor to help oversee the JW course.

c. Infrastructure and Technology: MCWAR along with MCU as a whole continues to lag in this important Institutional Effectiveness issue area. The end of year student surveys flagged infrastructure and facilities issues as a serious concern for the individual colleges and the University. Only 36% of student respondents indicated that MCU provided adequate classrooms for their use; this represented a significant drop from last year when only 73 % of respondents had indicated that they had adequate classrooms. The heating and cooling system for Dunlap Hall has been a persistent problem for MCWAR, as illustrated by previous requests for replacement of the Dunlap Hall HVAC system [See Enclosure (5)]. The low rating is specifically associated with poor physical infrastructure, and lagging technology infrastructure. To quote one of the students in the survey: "I have pondered all year how such a prestigious institution does not have state of art audio/video/lecture/classrooms. There were several times throughout the year that the seminar was delayed due to audio/video issues. It was embarrassing to endure especially when guest speakers were watching the tech support troubleshoot. MCWAR can do so much better with its facilities." Other students' quotes are also illustrative: "Classrooms and facilities are very dated and do not have the technology that aids in learning. AC and Heat do not work well and makes it uncomfortable in extreme weather"; "Classrooms need work…[f]acilities could certainly have been improved from basic maintenance to technology improvements that could enhance the learning experience"; and "The resources in Dunlap Hall are suboptimal for any learning environment. Technology tended to be more of a hindrance than enhancing. Classroom

235 'under construction' throughout the entire year, CampusNet WiFi was unreliable…Even when we moved to Breckinridge – some went as far as showing up an hour prior to class to try to mitigate)…Finally the heating and A/C are lacking, and if the faculty/students are not of concern, then at least repair it for our distinguished guest lectures who also have to suffer through it."

d. Outreach and Scholarship: MCWAR faculty had a very active academic year in this regard. The most significant event in this category was the successful publication (MCU Press, 2021) of the *Marine Corps War College Strategy Primer*. Although officially authored by the entire faculty, Ms. Danielle Marion, DIA Chair, was the primary author and she successfully shepherded the document through its final publication stage. The document has significantly made waves in the national security academic community, and has caught the attention of each of the other Top Level Schools, who have indicated that they need to consider making similar efforts. Dr. Lacey continues to steadily publish in the field of military history – recently submitting a draft on the strategy of the Roman Empire. Additionally, Lacey has been a significant voice in the larger debate over Professional Military Education, the role of war gaming and active learning in PME, and the Commandant's Future Force design. His participation in military history conferences are too numerous to list by name. Dr. Yung submitted a chapter on Chinese military history to a Cambridge University Press volume on the History of Strategy. His article on the crisis in US-China Security Relations was published by *Asian Perspective*, a Johns Hopkins publication. Dr. Schultz was published in *War on the Rocks* and co-authored a number of Op-Eds on such current national security issues as vaccinations and force readiness, and the complication of providing visas for Afghan translators. She also continues to take part in a number of Council on Foreign Relations panels on contemporary security issues. The faculty have lent their talents at other institutions of learning, teaching classes at Georgetown, University of Louisville, National Defense University, and the Cyber and Information College.

5. Changes and Recommendations for Next Academic Year: The Director, Dean and Faculty, following the Spring AY20 Curriculum Content Review Board (CCRB) decided to formally present a strategic logic and step by step approach to strategy formulation for the AY21 class. This, combined with the creation of a published Marine Corps War College Strategic Primer, authored by our DIA Chair and supplemented with the first course of instruction – using Operation Iraqi Freedom as a case study of strategy formulation, was substantially validated for the MCWAR curriculum. For the upcoming Academic Year, MCWAR plans on supplementing this approach with the addition of new classes designed to cement the strategic formulation process. This includes: new classes on "Power", "Evaluation of Strategy"; "Integration of Ends, Ways, and Means" and "Military Strategic Logic". In addition MCWAR plans to create primers on Design, on Strategic Leadership and on Military Strategic Logic, authored by members of the faculty and the Director. Recommendations and areas where the University can be of assistance are listed here:

a. A consistent area of improvement flagged by numerous MCWAR classes in the past but including the recently graduated AY22 class is the need for physical infrastructure and technology/IT upgrade. A refocused MCU staff on upgrading the facilities for MCWAR including technology improvements to classrooms, upgrades to lap tops assigned to students, and a complete refurbishing of the cooling and heating system of Dunlap Hall would go a long way toward improving the academic environment of future classes.

b. Despite the tighter budgetary environment MCWAR still advocates for a civilian Title X to assist in the Joint Warfare Course and to provide greater continuity in that important core course.

c. Given the emphasis on Outcome Based Military Education (OBME) and a renewed focus on assessing student and program outcomes, MCWAR will need assistance from IRAP to develop direct and indirect assessments for the upcoming academic year(s). With a new Educational Analyst hired for the University, this will be an opportunity for IRAP to directly assist the Dean of MCWAR in these efforts.

6. For questions contact the Dean of Academic Affairs, Dr. Christopher Yung at 703-992-3951.

B. J. SOKOL

Copy to:
Vice President of Academic Affairs

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IN REPLY REFER TO:
1300
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14 JUL 21

From: Director, Marine Corps School of Advanced Warfighting (SAW)
To: Director, Institutional Research, Assessment and Planning (IRAP)

SUBJ: MARINE CORPS SAW AY 20 / 21 ASSESSMENT REPORT

Encl: (1) AY20 / 21 Four Column Matrix for Marine Corps SAW

1. Director's Assessment:

a. Strengths – The School of Advanced Warfighting (SAW) concluded a successful academic year (AY) on 09 June 2021 with 26 graduating students (18 USMC, 02 USAF, 02 USA, 1 USCG and 03 IMS) achieving the educational and organizational objectives set forth for the year. SAW also demonstrated adaptability and flexibility in relation to changing circumstances surrounding the COVID environment which ensured the SAW AY commenced and concluded on time as scheduled. Further demonstrating the adaptability and flexibility, the SAW facility adjusted the staff ride program and associated curriculum after European and Asian nations closed as a result of the COVID environment. SAW rapidly developed and successfully executed two new staff rides, including one in CONUS and one to Israel, ensuring that the students experienced the complete academic curriculum.

b. Weaknesses – SAW continues to deliver the curriculum with a less than optimal faculty size. SAW has a student-instructor ratio of approximately 8:1. SAW has recently been approved to hire a new professor which will improve the student to-instructor ratio.

c. Opportunities – SAW continues to exploit opportunities, like the capability to grant the 0506 Red Team MOS while concurrently working to further enhance Red Team capabilities for MCU with ongoing efforts with the Center for Advanced Red Teaming (CART) in Albany, NY. In addition SAW has leveraged the expertise of visiting and resident faculty to bring in SMEs on space and interagency support.

d. Gaps – While SAW has mitigated the lack of consistent access to SIPR, the capability gap has caused additional planning challenges when tasked with work from outside MCU. The SIPR room on the third deck of Warner, when fully operational, will provide increased capability for both special projects and PoI support.

2. QEP Assessments:

a. Strengths – The move to a focus group centric approach in the preceding AY for evaluating educational effectiveness and student understanding was well received during the previous AY. Students responded well to small group discussions. The level of participation and feedback was more beneficial than previous years' strictly survey-based approach. The SAW faculty did provide further assessment of the students creativity and educational effectiveness through evaluating their Future War papers from the initial submissions to the final approved products.

b. Weaknesses – Due to emerging circumstances the small group discussions designed to evaluate educational effectiveness were not executed to the extent they were in the previous AY. The students did complete an annual written survey which provided useful feedback for the faculty.

c. Opportunities – SAW envisions two interventions in support of the QEP in AY22. First, select courses will build an assessment of creativity into their rubrics. This intervention allows for continual assessment and feedback at the level of individual student throughout the AY. Second, SAW plans to augment focus groups discussions with qualitative surveys that enable the faculty over time to improve course content and delivery as they relate to rigor, creativity, and overall quality from a student perspective. The questions will be constant across each of the courses to support a holistic view of the program.

d. Gaps – SAW has identified gaps in relation to assessing creativity objectively. During the AY student creativity was evaluated based on their future war paper initial submissions though their final papers. Quality of students' written product, across all three QEP creativity evaluations, showed steady improvement over the course of the AY. SAW QEP methodology will continue to be used in AY22. Refinements will be made to ensure grading measurement is appropriately reflected.

3. MCU President Priority Areas:

MCU President Priority Areas

a. COVID-19 Impacts. SAW actively adapted to changing circumstances surrounding the COVID environment and leveraged lessons learned from the previous year regarding remote learning. Adaptability and flexibility were demonstrated by the SAW faculty's ability to adapt the staff ride program and associated curriculum after European and Asian nations closed as a result of the COVID environment. SAW rapidly developed and successfully executed two new staff rides, including one in CONUS and one to Israel, ensuring that the students experienced the complete academic curriculum.

b. Naval and Joint integration.

- Fundamental to operational level planning is the integration of air, land, space, cyber, and maritime activities toward common objectives.
- 21st century maritime campaign is an all-domain and all-function campaign with transregional implications.
- Global powers such as China and Russia, as well as sophisticated weapons and capabilities in the hands of regional powers/non-state actors challenge the Nation's chance of success in future campaigns.

1. AY21

- Joint and Service Planning: Educates students in operational level planning constructs.
- Exercises and Wargames: More than 10 events at the campaign level.
- Seapower Theory: Grounding students in theory from Mahan to Hughes.

External Integration: Instruction and visits from key naval and joint organizations and senior leaders.

- Innovation and Future War: Explores changes in the character of war.

2. AY22

- Exercise Design: Continued development of exercise scenarios to align with national priorities.
- External Integration: Optimize instruction and visits from key naval and joint organizations, and senior leaders.

c. Integration of wargaming.

- Wargaming is integral to all program outcomes.
- As experiential learning, wargaming cannot be separated from study, analysis, and exercise curricular elements.

1. AY21

- Wargames: 6 contemporary and 3 historical
- COA Wargaming: Strengthening COAs during planning.
- Competitive Investment: Strategy to resourcing the game.
- Emulation: Examining potential adversary steady-state reactions.
- China Contingency Game: Conflict game vs pacing threat.
- TECOM Warfighting Club: Select students studying challenges.

2. AY22

- Wargames: 6 contemporary and 4 historical
- Exercise Design: Refine the development of exercise scenarios to align with national priorities.
- Wargame Environment: Improve the wargaming environment connected to the exercise scenarios.
- Wargame Leadership: Educate SAW students in wargame design, methodologies and facilitation.

d. Cyber.

- Analyze comparative cyber operations development across current and future friendly, allied, and adversary capabilities.
- Assess course of action options for effects employment and capabilities sustainment against adaptive adversaries within the context of persistent campaigns.
- Estimate adversary reactions to friendly OCO and counter-cyber actions, and construct planning options to provide for advantage in iterated engagements.
- Understand higher order effects that may emerge from offensive cyber exchanges, and their implications for stability and security across target and friendly ecosystems during ongoing competition, in hybrid and above threshold conflict, and in post-conflict scenarios.

1. AY21

- Joint and Service Planning: Educates students in operational planning constructs.
- Single Battle Concept: Integration of cyber activities.
- Military Force Short of War: Examine how military force and forces are applied in competition.
- Conceptual to Functional Planning: OIE seminars and practical exercises connected to planning exercises.
- Exercises and Wargames: Cyber Operations included in 4 contemporary exercises and 6 wargames.

2. AY22

- Exercise Design: Refined development of exercise scenarios to include cyber elements.
- External Integration: Optimize instruction and visits from SME's.

4. Core Institutional Effectiveness Areas:

Professional Learning

1. SAW continues to improve upon the detailed work previously done with the US Army's University of Foreign Military and Cultural Studies (UFMCS) for the approval of granting the 0506 Red Team MOS. SAW has an ongoing effort with the Center for Advanced Red Teaming (CART) in Albany New York with the intent of further enhancing Red Team capabilities for MCU with ongoing efforts with CART.

b. Faculty and Staff Development

1. In order to better reflect the duties assigned to the Operations Officer this billet has been internally re-named the Operational Planning Course Director. This better outlines the fact that, along with many of the standard operations functions he is also the Director of the Operational Planning Line of Education.

c. Organizational Strength

1. Devoted, adaptable, and flexible faculty.

d. Outreach

1. Despite COVID restrictions SAW student participation in JINSA, June 2021.

5. Changes and Recommendations for Next Academic Year:

As shown in the CRB, we have rewritten our Program Outcomes and Student Learning Objectives to better align with the revised Bloom's Taxonomy. As shown in the CRB, in order to better reflect what the students are actually studying and writing on, we have re-named the Future War Line of Education to Changing Character of Conflict.

6. For questions contact the Dean of Academics/Dr. Gordon Rudd at 703-784-6851.

G. T. POLAND

Copy to:
Vice President of Academic Affairs

RESEARCH & OUTREACH OVERVIEW AND REPORTS

This category for research and outreach consolidates institutional effectiveness reports from organizations whose primary functions are conducting research and/or outreach. In total, this category evaluated 6 organizations and 41 outcomes.

In AY21, this includes the following 7 Directors' Reports:

1. Director of Research
2. History Division
3. Brute Krulak Center for Innovation and Future Warfare
4. MCU Press
5. Middle East Studies Center
6. National Museum of the Marine Corps

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IN REPLY REFER TO:
10 Jun 2021

From: Director of Research
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT ACADEMIC AFFAIRS, RESEARCH

Encl: (a) AY 20/21 Four Column Matrix for Director of Research

1. Director's Assessment.

a) AY21 was MCU's first year with a Director of Research and its first year attempting to launch a formal program related to sponsored projects. All major outcomes were achieved including the development of policies and processes for executing sponsored projects and associated research activities, approval to accept external grants, transition of the student research topic process and Institutional Review Board processes to the Director of Research position, and socialization of the new information via Deans, Directors, the Faculty Council, and the Faculty Development Coordinator.

b) A highlight of work this year was coordination with the Naval Postgraduate School (NPS) and other military educational institutions (MEI). Tight coordination with the NPS Senior Marine facilitated improvements to the student research topic solicitation process. Coordination with the NPS Dean of Research and Institutional Review Board Chair, as well as their equivalents in other MEIs, has been a critical accelerator in developing sound policies and processes for MCU and in coordinating efforts to streamline higher level processes.

c) Two key weaknesses were identified this year:

i. *Ability to improve MCU faculty and student awareness of funding opportunities*: For DoD funding, most opportunity cycles vary and require either constant attention to release sites or individual faculty/student communication with program managers who have an interest in particular research areas. For external grants, the databases that provide the ability to search for opportunities are prohibitively expensive (ballpark estimate from vendor - $9,900), although we continue to seek alternative options in coordination with the GRC. Typically, universities manage opportunity awareness through a combination of faculty initiative and a staff of sponsored projects personnel who have access to databases and other resources to track various funding sources. For the time being, it may be necessary to rely on faculty and students to identify their own funding opportunities.

ii. *Faculty backfill*: MCU currently does not have sufficient faculty backfill structures and resources at the school or university level to allow increased requests for professional development offsite (PDO) time, whether for writing, research, sponsored projects execution, or development opportunities.

Through Academic Affairs, several avenues are being explored including post-doctoral and visiting positions.

d) One area of concern for the coming academic year is the gradual increase in higher level policies that interfere with the ability of students and faculty to conduct original research (other than document-based research). Of particular concern are the new requirements for research proposals involving 10 or more participants to be reviewed by Director of the Marine Corps Staff and for research on particular topics such as COVID19, racial equity, extremism, etc., to be reviewed by the Office of Management and Budget, a process that can take 8-9 months. The impact on faculty research, especially sponsored projects, will be significant and could make it impossible to launch a project in time to meet planned research and financial deadlines. However, the most challenging impact will be on student research, which can be rendered impossible by a delay of only a few weeks. MCU's initial discussions with the process owners have suggested some receptivity to finding flexibility, but have not yet produced action. The broader policy context affecting MCU research is an area that may require coordinated vice president and/or general officer action across MEIs over the next two years.

e) Initial outcomes identified for research and sponsored projects were foundational in nature, implementing policies and structures. In the next AY, the intent is to begin the process of transforming this area of assessment to look at utility, quality, and effect. It may be necessary to implement changes gradually due to the impediments noted in (c) and (d), which may limit the amount of covered research conducted and to align with TK20 implementation timelines. New focus areas for assessment in the next year include process discoverability, transparency, and utility, as well as demand signal and perceptions of support for time to conduct research and sponsored projects. We are coordinating with IRAP to determine the best ways to gather data in these areas while minimizing burden on process users.

2. QEP Assessment/President MCU Priority Areas.

a) Research and sponsored projects outcomes support activities in these areas, but do not address them directly.

3. Core Institutional Effectiveness Areas

a) Research and sponsored projects outcomes support activities in student learning, faculty recruitment, retention, and development, and outreach and scholarship. As the goals this year were focused on building capability, assessment of impact and effectiveness remains to be done in future years.

b) Research and sponsored projects work leveraged and further developed ongoing efforts to improve business practices at MCU. In particular, research and sponsored projects policy and procedures are well documented in accessible forms using the MCU Business Regulations google site and other venues.

4. Changes and Recommendations for Next Academic Year.

The outcomes and measures for research and sponsored projects will need to be revised for future academic years to capture quality and effect. However, it is important to see what capabilities TK20 can provide to minimize reporting impact and to determine how research and

sponsored projects are represented in the new strategic plan. Additionally, in an initial meeting with IRAP, we identified numerous areas where data collection in these areas can contribute to assessment of other outcomes or issues of interest to leadership. Therefore, the most prudent course is to continue coordination with IRAP during the first quarter of the new academic year prior to finalizing a new assessment approach.

[Signature]

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IN REPLY REFER TO:
1000
C40/HD
16 Jul 20

From: Director, Marine Corps History Division
To: Vice President for Plans and Operations (Director, IRAP)

Subj: AY 20/21 ASSESSMENT REPORT: HISTORY DIVISION

Encl: (a) AY 20/21 Four Column Matrix for History Division

1. Director's Assessment

a) General observations. Over the reporting period, the History Division (HD) has continued with their mission in spite of the challenges associated with the AY20 HD organizational restructuring, staffing shortages and turnover, COVID-19 restrictions, and an increasing demand signal. Although many of the administrative outcomes addressed in the enclosure are deemed to be successful, the past year has revealed needed changes for HD's ability to assess institutional effectiveness. Many of the current administrative outcomes do not accurately reflect the current organization of the Division; are task focused and do not reflect appropriate outcomes; are not easily captured via current assessment tools/metrics; and do not address the external factors affecting success.

b) Archives Branch. Administrative outcomes within the Archives Branch and Historical Resources indicate that the success criteria does not reflect the new Division organization or consider the different stakeholders HD services. Under the restructuring, the Archives Branch has absorbed the duties of the Historical Resources Branch and the processing of Oral Histories. Currently the Branch is operating with six out of ten GS staff. The four empty staffing positions have hindered the ability of the branch to manage work in optimum manner. The success criteria also neglects to account for the steps and time involved with managing archive tasks or the external factors that impact the administrative outcomes. Restrictions due to Covid-19 have exposed the need for equipment to further digitization efforts to increase public access. For AY22, rewrite the administrative outcomes to better reflect the new organization of the division, the various stakeholders, and the tasks associated with the outcomes.

c) Histories Branch. This past year, the Histories Branch was able to successfully continue with their mission on a small scale, although external forces impacted some success criteria. Covid-19 restrictions limited outreach opportunities for the historians. In AY20 Marine Corps University Press (MCUP) separated from the History Division to form its own division within MCU which has affected the historians' role on the Marine Corps History editorial board. In addition, the Branch is staffed with four out of ten historians with six empty GS positions. An update of the administrative outcomes and success criteria is needed to better reflect the new organization of the Branch as well as the tasks involved to complete the administrative outcomes.

d) Oral History. Administrative outcomes related to Oral History do not accurately reflect the new organization of the Division nor account for the role of the Individual Mobilization Augmentee Detachment (IMA Det) in collecting oral histories. The History Division is currently hiring to fill the vacant Oral Historian position which has stood empty since February 2020. Over the last year, the IMA Det successfully collected 30 Oral Histories. In spite of the challenges associated with COVID-19, the IMA DET leveraged technology such as Zoom to ensure mission success. The Archives Branch has since absorbed the tasks associated with maintenance, processing and reference services related to oral histories. Archives staff have already begun to implement operating procedures and re-organize space to incorporate the oral histories, but work is needed in defining and codifying functional responsibilities within the oral history program across the Histories and Archives Branches and the IMA Det.

e) IMA Det. The IMA Det does not appear to be well or fully integrated into the functions of the Division. To the contrary, upon assuming the detail as Acting Director, I discovered that the IMA Det personnel were not carried on the HD organizational chart or recall rosters. Further, no outcomes or measures exist, or appear to have ever existed, to assess the Det's effectiveness. Fortunately, as noted above, the Det's leadership and members have been proactive in seeking out opportunities to conduct useful and productive field historian work. An update of the administrative outcomes and success criteria is needed to capture the role the IMA Det plays in the Division.

f) Summary conclusions. The use of results reveals that HD must address two core areas: staffing and standard operating procedures. Currently, the Division is operating at fifty percent capacity with eleven (11) of twenty-two (22) civilian positions currently filled, to include the temporary detail of the undersigned. Further, the one remaining permanent active duty billet (Operations Officer) has not been filled for a number of years. Although successfully accomplishing tasks, HD's manning status has affected its ability to efficiently perform its mission. The challenges of the past year have also revealed a need for the Division to improve standard operating procedures and policies to achieve optimum effect. The implementation of a planning process through all echelons of the Division has resulted in an organization operating within the confines of its former structure.

2. QEP Assessment. Generally not applicable, as HD has not had a direct role in QEP implementation.

3. President MCU Priority Areas. Generally not applicable, as HD has not had a direct role in implementing these priority areas. However, the current writing project, *Marines in the Frigate Navy*, will contribute to the understanding of the Marine Corps' historic connection to the Navy once completed.

4. Changes and Recommendations for Next Academic Year.

a. Hiring actions. Filling leadership and management positions (Director, Deputy, vacant supervisor and / or Team Lead positions in both Branches) is critical to HD's institutional stability and future success. The hiring action for Director is underway, hopefully to be

concluded within the fall of 2021. The position description (PD) for Deputy is under revision; pending classification, a hiring action should begin late summer. Other pending PD revisions / reviews are underway. Current and future hiring actions will be a priority effort.

b. Standard Operating Procedures. HD will continue to improve and codify operating procedures for both internal and external audiences – to include leveraging MCU's collaborative systems to improve efficiency and effectiveness of regular requirements.

c. Revising outcomes and measures of effectiveness. As noted above, the AY21 outcomes do not account for significant re-organization of the Division and its need to reset. Further, the measures are primarily quantitative vice qualitative, and while they may reflect how much HD has done, I question whether they have ever provided a useful means of assessing how well HD performs its mission. HD will engage with the Director, IRAP to review and improve its outcomes and measures.

d. Addressing the institutional friction. These involve not only addressing the internal hiring and SOP development, but also areas that the outcomes and measures do not address but have significant impact on HD's effectiveness. These include codifying HD's role within the larger EDCOM/MCU enterprise vice its traditional role as a HQMC staff element with associated responsibilities; increased leveraging of EDCOM/MCU staff support functions and capabilities to improve efficiency; working with MCUP to develop a production schedule template for writing projects that establish requirements, responsibilities, and timelines from initiation of topic/assignment of writer through production and distribution of a tangible product; and clarifying the roles, responsibilities, and permissible scope of effort provided by gifts of service from the Marine Corps Heritage Foundation.

e. Develop plans for major projects. The CG, EDCOM/President, MCU has established priorities for HD that envisions a series of writing projects to fill gaps in Marine Corps official histories, the digitization of the archival collections, and the creation of an online capability to globally access those collections. This vision requires capabilities HD does not currently have, to include access to classified materials, equipment and / or services for digitizing decades' worth of collections, and significant informational technology and support. While achieving this vision will take years, developing plans for accomplishing these goals will be a priority effort during the next academic year.

R. B. Jaques

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Acting

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IN REPLY REFER TO:
1600
29 Jun 21

From: Director, Brute Krulak Center for Innovation and Future Warfare
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT FOR THE KRULAK CENTER

Encl: (a) AY 20/21 Four Column Matrix for the Krulak Center

1. Director's Assessment.

a) This is the third Director's Assessment for the Krulak Center since it gained initial operational capability on 23 July 2018. After developing numerous enhanced educational opportunities throughout the previous two years, the main challenge for Academic Year (AY) 20/21 was sustaining and expanding those programs while operating in a distributed environment during a pandemic. The Center continued to build upon and pursue its lines of effort identified in the Krulak Center's Strategic Plan while maintaining successful programs from the first two years.

b) The expanded efforts of the past year included: additional Command and Staff (CSC) electives, additional wargaming events in support of Marine Corps University (MCU) schools, and liaisons with external academia, government institutions, and think-tanks. The Center continued to refine and grow our online presence and digital media offerings to highlight Center activities—primarily through guest lecturers hosted on our weekly BruteCasts—and increase outreach and distance professional military education (PME) impact throughout AY 20/21.

c) The Krulak Center achieved significant successes across all of these expanded lines of effort, despite the disruptions caused by COVID-19 and the loss of key personnel. Details of these successes are highlighted in the following paragraphs. However, the loss of the Marine Corps University Foundation (MCUF)-funded Bren Chairs in July of 2021 was the most significant risk to the Center's ability to sustain its myriad of academic offerings. To uphold our current successful trajectory, the Center requires a stable and codified table of organization (T/O) throughout future AYs, and MCU must explore additional avenues to hire either Title 10 academic personnel in our most pressing areas of study, namely China, Russia, and Cyber.

2. Quality Enhancement Plan (QEP) Assessment.

a) Increase student collaboration and enhance learning opportunities within MCU and Joint, combined PME schools/agencies. Measures to be used and success criteria include: Growth in partnerships and reach of Krulak Center initiatives through social media outreach and increased interagency, Joint, and combined integration; and host an Annual PME Innovation Summit.

i. Growth in partnerships and reach of Krulak Center initiatives (diversity of partnerships; website usage/visits with at least 30 views per month).

(1) The Krulak Center expanded its reach across a global audience. Leveraging social media, the Center established new connections and built upon old ones. The Center developed relationships with similar organizations such as the United States Naval Academy's Museum of Naval History's Wargaming Lab, and the Center for Army Analysis. The use of social media and virtual conferences resulted in global connections for the Center with partner nations, academic institutions, and Joint Services. These relationships are maintained primarily through social media and organizational websites to expand our collective outreach, knowledge, and warfighting prowess. The Center also cultivated relationships with industry partners and external agencies to afford students new and unique opportunities to explore areas of study of personal interest to the students, as well as their respective school at MCU.

(2) In September 2020, the Krulak Center formally launched *The Landing* PME website, a project it was directly tasked by the President of MCU with executing in order to curate and facilitate discussion on topics and resources relevant to military professional development. While *The Landing* featured a number of sub-communities with different PME foci, the Krulak Center also had its own sub-community, and determined an initial benchmark of success for page traffic hitting 30 views per month. Combining the generation of new content with active promotion via community of interest email distribution and social media, the Center has significantly exceeded this benchmark. For example, during the period of 15 May - 15 June 2021, the Krulak Center page on *The Landing* received a total of 128 unique page views. A key goal moving forward is developing more detailed web page metric analytics to determine topics that generate the highest interest for the viewing community.

ii. Annual PME Innovation Summit (increased reach/participation; ensure and improve relevance and quality of experience).

(1) This year's Innovation Summit was similar to AY20 in that it was solely virtual. The Krulak Center effectively utilized the virtual learning environment to engage our broader community of interest and showcase innovative student ideas from members of the Joint Force and across all of MCU's schools. Of note, the Summit also reinforced the Commanding General's (CG) two priority areas of wargaming integration, and naval and Joint integration. The Summit itself, as with the AY20 Summit, was a collaborative effort in scheduling and public promotion with Naval Postgraduate School (NPS). The Summit featured two student projects which used wargames of various media to support their research objectives. Each branch of the Armed Services was represented during this year's Innovation Summit, and in addition to wargaming, the students covered topics ranging from Artificial Intelligence (AI), modern recruiting, and force design, the latter of particular interest to our own Service as well as our industry and academic partners.

(2) Next year, the Center will look to conduct another Innovation Summit similar to AY21 by hosting a significant event at MCU, with the added benefit of incorporating virtual conferencing platforms and social media to engage the largest audience possible and include ideas not organic to MCU for our collective benefit.

(3) The Center broadened its reach into the private sector, hosting Dr. Robert Wolcott, The World Innovation Network Co-Founder, to speak at the AY 21

Innovation Summit. His presentation focused on the idea of proximity, defined as the way that: "digital technologies push the production and provision of products and services ever closer to the moment of demand in time and space." Dr. Wolcott went on to discuss how organizations and individuals grow the most during times of adversity, and how "Proximity is an opportunity to provide us with robust evolvable solutions to whatever problems might arise," applicable to both military and civilian attendees.

b) Support MCU schools in developing creative problem-solving opportunities in their curriculum. Measures to be used and success criteria include: deliver high-quality Krulak Center scholastic programs; increase events/activities relevant to creative problem solving; and align Krulak Center resources to meet MCU capability and/or knowledge gaps.

i. Deliver high quality Krulak Center scholastic programs (feedback on program quality and relevance; program produces intended learning outcomes).

(1) This AY, the Center continued two scholastic programs that were piloted in AY 20 for select students: the Barrow Fellows and the Krulak Scholars. Each program was highly selective, and included students and national security professionals from all MCU schools, the College of Enlisted Military Education, the College of Distance Education and Training, and interagency experts within the National Capital Region.

(2) The AY 21 Krulak Scholars program focused on third-party alliance dynamics in the context of great power competition. Featured speakers included members of the MCU faculty and the Center's own Donald Bren Chairs, award-winning authors, and experts from the RAND Corporation and Texas A&M University.

(3) The AY 21 Barrow Fellows focused on the intersection of the space domain and U.S. national security. Featured speakers included faculty and staff from the School of Advanced Air and Space Studies, Naval Postgraduate School, and Air Command and Staff College, and the Office of the Assistant Secretary of Defense for Space. The Barrow Fellows program culminated in a final outbrief to LtGen Lori Reynolds, Deputy Commandant for Information; BGen Joseph Matos, J6 for the United States Space Command; and BGen Jay Bargeron, CG of Education Command.

ii. Increase events/activities relevant to creative problem solving (minimum of 10 subject matter expert [SME] lectures; minimum of three CSC Elective offerings; minimum of three writing contests during the AY; support at least 5 Masters of Military Studies [MMS] students during AY; and other events).

(1) Despite the continued disruption of COVID-19 trends to the ability of MCU students, faculty, and staff to physically meet and participate in in-person events during AY 21, the Center nevertheless met and exceeded its goal for SME lectures by leveraging virtual conferencing platforms and digital outreach. At the end of AY 20, the Center had developed plans for a regular webinar series - the "BruteCast" - to keep SMEs engaged with the MCU community while allowing for COVID mitigation measures. To date, the Center has executed over 40 of these lectures, with SMEs including the Center's Bren Chairs, Non-Resident Fellows, and other experts from PME institutions, private organizations, and think tanks. In addition to supporting

the student population for AY 21, all of these lectures were recorded and made available on the Center's YouTube and podcast channels, so that future students and faculty can benefit from the knowledge presented therein.

(2) As in its first two years of operation, the Center's Director for Middle East Studies (MES) and all Bren Chairs not only offered elective courses to CSC, but had all courses selected for execution. Additionally, and for the third year running as well, the Center's own internally developed elective called "Where Good Ideas Come From," was offered and selected. "Where Good Ideas Come From" is unique at CSC in that it is taught by a Krulak Center staff member in a peer-to-peer fashion with CSC students, and not by an MCU faculty member. New this year to the CSC elective offerings were two programs supported by the Naval Postgraduate School and the Massachusetts Institute of Technology's Lincoln Labs - both programs were outgrowths of collaborative partnerships first developed between the Krulak Center and these organizations during AY 20.

(3) The creative writing opportunities offered by the Center both continued previously established frameworks and explored new ones. The Center offered a traditional contest focusing on civil-military relations, as well as continuing publication of the unique PME graphic novel series *Destination Unknown*. *Destination Unknown* is executed in collaboration with the Marine Corps University Press, and features exploration of aspects of future warfare by uniformed Servicemembers. The series is written and illustrated entirely by these Servicemembers, and the volumes published during AY 21 offered a truly Joint perspective by including creative teams from the U.S. Navy, U.S. Air Force, and an allied military team from the Australian Defence College. Finally, the Center broke new ground by offering a partnered writing contest in collaboration with the Center for International Maritime Security (CIMSEC). CIMSEC had developed a year-long program of its own, "Project Trident," aimed at partnering with different organizations who all had interest in the maritime domain. They were eager to partner with the Krulak Center for their kick-off writing contest, and so together CIMSEC and the Center launched a contest focusing on "strategic chokepoints and littorals," with both organizations promoting it and soliciting submissions via their own digital outreach efforts.

(4) The Director of MES and all Bren Chairs provided mentorship and thesis defense for CSC students pursuing their MMSs.

iii. <u>Align Krulak Center resources to meet capability and/or knowledge gaps inside MCU.</u>

(1) The Krulak Center added three new Non-Resident Fellows with expertise in areas not organic to MCU to its existing roster of Fellows. Two of these Fellows are from allied militaries, which expands the Center's global community of interest. From wargaming to supporting the virtual BruteCast lecture series, the Non-Resident Fellows program has proven to be an immensely valuable and cost-effective initiative, with the Center able to leverage the expertise of over 30 individuals on a voluntary basis.

(2) A key area where the Center's resources and networking fulfilled a critical MCU gap was in the support of wargaming activities, and MCU's Wargaming Master Plan, when confronted with budgetary shortfalls related to COVID-19 and other austerity drivers. These shortfalls significantly decremented

acquisition plans, and delayed development of a cloud-based virtual wargaming environment. To make up for this shortfall, the Center leveraged its existing digital wargaming assets by signing them out directly to schools for planned wargame exercises and activities. The Center worked with the Horner Chair and other members of its community of interest to develop a growing library of commercially available tabletop titles that could also be signed out for school use. Finally, the Non-Resident Fellow program proved vital in providing SMEs to fill the gap of planned hiring actions that were to make a pool of wargaming experts permanently available to the schools. The Center's wargaming Fellows supported its virtual lecture series, provided additional faculty development lectures, and, as seen in the case of EWS and the *FMF: INDOPACOM* game, provided unprecedented material support by creating and facilitating an entirely new game in direct support of EWS' curriculum.

c) Enhance wargames in PME across all of the schools that comprise MCU. Measures to be used and success criteria include: establish and maintain the MCU Wargaming Master Plan; hire a Director of Wargaming; provide input to the CCRB process and individual school plans to incorporate wargames into their curricula; build a Microsoft Azure cloud architecture to host digital wargames; participate/host a minimum of three wargames each AY directly supporting at least three MCU schools' respective curricula and/or external agencies.

i. Establish and maintain the MCU Wargaming Master Plan.
   (1) The first version of MCU's Wargaming Master Plan was signed by the CG of EDCOM in March, 2020. In the subsequent months, and following significant changes to the funding outlook for MCU's wargaming efforts, the CG of EDCOM tasked the Krulak Center to chair the cross-school wargaming working group to revise the plan. This revision would incorporate both feedback from each school based on their initial wargaming activities undertaken under the original plan, and account for the change in resources available to MCU as a whole for implementing educational wargaming.
   (2) Chairing the wargaming working group led directly to the Center having oversight for the hiring process of a Director of Wargaming, meeting individually with each MCU school to determine needs, resourcing, and support required from the Krulak Center for future integration of educational wargaming (and developing assessment standards to support this), and assuming responsibility for driving forward contracting actions needed to develop a cloud environment and adapting games for use in the cloud to provide "take-home" and distance learning educational wargaming opportunities.

ii. Participate/host a minimum of three wargames each AY directly supporting at least three MCU schools' respective curricula and/or external agencies (efficient use/sufficiency of resources; feedback on quality and relevance).
   (1) The Krulak Center easily exceeded its minimum goal for wargaming support during AY 21, supporting Expeditionary Warfare School (EWS), the Command and Staff College (CSC), the School of Advanced Warfighting (SAW), Marine Air Ground Task Force (MAGTF) Instructional Group (MIG), and the Individual Mobilization Augmentee Detachment at the Office

of Legislative Affairs. EWS support featured a custom wargame developed by the Center's Non-Resident Fellow Sebastian Bae. Called *FMF: INDOPACOM*, EWS utilized the game as part of the MAGTF Operations Ashore curriculum. *FMF: INDOPACOM* allowed students to play either a Marine Littoral Regiment or Chinese Marine Corps task force in a near-future operational environment. Bae and the Krulak Center facilitated 12 simultaneous games over the course of two full classroom days, allowing the whole EWS student body--over 120 students--to actively engage in decision-making in support of EWS learning objectives.

(2) The Center supported SAW and CSC planning exercises using the computer wargame *Operational Art of War IV*. SAW students were assigned to fight a recreation of a 1945 Southeast Asia scenario near Singapore, while CSC students conducted their campaign in a contemporary and near-future operating environment. Alongside the schools' faculty, the team created tailored scenarios that enabled students to "fight their plans" against a thinking adversary and learn different lessons that would remain otherwise undiscovered.

(3) Continuing a program started in AY 20, Center personnel provided introductory wargame sessions to courses run by the MIG, such as the Strategy and Policy Course and Reserve Senior Staff Course.

(4) AY 21 also had the Center support two separate cross-school wargaming tournaments, although requiring adjustments due to COVID-19 mitigation measures, were still completed successfully. The first tournament was the Center's Sea Dragon competition, which this year featured *InfoChess*. Developed by the Naval Postgraduate School's GlobalECCO initiative, InfoChess combines traditional chess mechanics with aspects of operations in the information environment. The Center also assisted the Horner Chair of Military Theory in hosting the Chair's new Viking Shield tournament, in which students used traditional tabletop wargames to play a variety of battles from the Napoleonic Wars.

(5) Feedback on these efforts was universally positive. Post-game surveys from EWS showed that students found the experience very valuable in being able to actually practice the doctrinal concepts they had been taught, and recommended including similar wargame programs both earlier, and more frequently, in future AYs at EWS. Feedback from SAW staff was especially enthusiastic, with one senior staff member noting that the after-action discussion following execution of the Singapore scenario was the best he had seen during his entire tenure at SAW. Moreover, the June 2021 issue of the *Marine Corps Gazette* featured an article co-written by Krulak Center staff which highlighted the majority of these wargaming activities as a model for a broader institutionalization of wargaming across the Marine Corps.

3. President MCU Priority Areas

a) Naval and Joint integration (CPG Task 3.1.4). As already noted above, the Krulak Center supported several major events which included naval and Joint integration, such as the Innovation Summit, Barrow Fellowship, and NPS-supported elective offered to CSC. The *FMF: INDOPACOM* wargame delivered to EWS was specifically designed to include significant naval content, with naval task forces physically represented on the game board and additional naval capabilities accessible based on decisions made by the students in

the pre-planning phase. *FMF: INDOPACOM* also included Joint capabilities players could utilize as part of their force planning as well. The Center also found ways to include naval and Joint partners in its more creative programs as well, such as the partnership with CIMSEC for the writing contest on strategic chokepoints and littorals. As noted above as well, the latest issue of the grassroots PME tool *Destination Unknown* featured Navy, Joint, and allied military partners in its production.

b) Wargaming (CPG Task 3.1.11). As noted above, wargaming across the PME continuum has been directly planned, advanced, and supported by the Krulak Center across all MCU schools and in a wide variety of modalities.

4. Core Institutional Effectiveness Areas

a) Student learning and curriculum. As it has for the first two years of the Center's operation, this remains the core focus of our programs: supporting MCU's resident and distance learning students today, or exploring opportunities with individuals and agencies external to MCU that might be leveraged for the benefit of tomorrow's students. The bulk of section (2) above amply demonstrates that the Krulak Center has devoted the preponderance of its efforts toward that goal.

b) Organizational structure and business practices. It is not understating the situation to say that the Krulak Center's organizational structure is its most critical challenge requiring attention at MCU to ensure that the Center can fulfill the mandates of its charter as derived from the QEP, and carry the successes of the first three AYs of its operation into the future. The Center began AY21 with the support of six Donald Bren Chairs and five active-duty personnel. At the end of AY21, this personnel laydown was significantly different, for a number of reasons. The Center lost the Bren Chairs when their donation source opted not to renew their Chairs; one active-duty member was selected for resident CSC in AY22, and another was selected to act at the incoming CG's aide. These changes are a significant disruption both to the Krulak Center's continuity of operations, and ability to provide the robust and varied array of student and school support that MCU has come to expect from it. While these changes were driven by a number of factors, organizational structure was identified in last year's report as a critical challenge, and the situation has grown even more challenging this AY. To ensure continuity of operations across AY22, and minimize the impact of transitioning members from AY21 to AY22 while effectively fulfilling the requirements mandated by the Krulak Center's charter which directly support the goals of the QEP, the Center requires consistent and reliable manpower and academic expertise as part of its foundation.

c) Faculty recruitment, retention, and development. The Krulak Center chaired the hiring process of a new AD-09 Wargaming Director, whose role in supporting wargaming activities across MCU will prove vital in carrying the Master Plan forward, especially with the other changes impacting the Center's overall organizational structure. In terms of faculty development, as a faculty development resource the Center's activities always included active cultivation of faculty participation, and by the end of AY21 had provided over 12 faculty development opportunities by leveraging our Non-Resident Fellows and other SMEs from the community of interest we have grown.

d) Infrastructure and technology. The Krulak Center is not directly tasked or budgeted for infrastructure and technology support; however, in its role as chair of the wargaming working group tasked with developing and implementing the MCU Wargaming Master Plan, the Center has also helped steer the budgetary and contracting planning processes to which MCU's wargaming budget has been applied. These planning processes include the development and testing of a new cloud architecture using Microsoft's Azure commercial cloud program; adaptation and testing of specific wargame titles within the Azure environment; and the adaptation and integration of assessment tools like "PlayFab" to enable MCU instructors to analyze and evaluate student performance in games played within the cloud environment. Additionally, the Center also purchased and is awaiting the shipment of standalone wargaming computers as an additional asset for supporting MCU wargaming activities while the cloud environment is tested and matured.

e) Outreach and scholarship. While COVID-19 impacted the ability of the Krulak Center to conduct the robust physical outreach it had previously, the Center nevertheless pursued outreach and scholarship options via the virtual avenues available to it. A full list of the Center's engagements across the FMF, external agencies, and allied/partner nations would overwhelm this document, but even a summary demonstrates that the Center has been an energetic ambassador for MCU, sustaining existing partnerships and creating new ones. In addition to the many engagements already listed above, the Center also conducted new outreach to organizations such as Germanna Community College, the United States Naval Academy Museum, the MAGTF Communications Planners Course and MAGTF Information System Training Center in 29 Palms, the Canadian War Museum, and Swedish Defence University. The Center's scholarly programs - the Krulak Scholars and Barrow Fellows - have already been outlined above. In addition to those programs, the Center has also budgeted for select research grants to allow MCU faculty to travel in support of vetted research projects. Finally, MCU leadership has regularly commissioned the Krulak Center to contribute unique scholarship on areas of key interest to PME. The Center's staff and Bren Chairs wrote numerous articles discussing innovative approaches to PME undertaken by MCU during AY21 in the *Marine Corps Gazette*, *Journal of Advanced Military Studies,* and other platforms.

5. Changes and Recommendations for Next Academic Year. As noted above, the most significant change for the Krulak Center between AY21 and AY22 lies in its organizational structure. This change directly impacts the recommendations for the Center's activities in the coming AY. The loss of the Bren Chairs and active-duty personnel, and uncertainty concerning replacements for their respective areas, will impact Krulak Center-supported activities and programs. Despite the necessary workplace adaptations resulting from COVID, the Center sustained its role as a flagship ambassadorial organization, offering unique resources and expertise to enhance MCU school curricula and acting as the "go-to" entity for challenging our non-traditional MCU initiatives. These successes were made possible by the quality and breadth of expertise offered by the people who comprise the Krulak Center. The Center is examining several options to replace at least some of the knowledge offered by the Bren Chairs; through greater leveraging of the Non-Resident Fellows and exploring the creation of Title 10 Chairs to fill key knowledge and regional areas. However, the loss of active-duty personnel poses a unique problem to overcome. The Center's amorphous table of organization exacerbates the problem, where its individual active-duty personnel are susceptible to unexpected reassignment or additional duties on short notice. This fluidity challenges the Center's ability to predictably

sustain successful programs or develop plans to launch new ones. The Center's planned support for the upcoming AY is being reevaluated and modified to accommodate these changes, but further personnel decrements pose a significant risk to the Center's ability to meet its chartered QEP responsibilities. The past AY attests to the Center's robust outreach, educational wargaming, and creative support to MCU's schools and programs, especially under the unique circumstances of COVID, but the personnel changes impacting the Center raises serious questions about the extent to which such successes can be repeated in AY22. To sustain these successful programs and enriching activities and continue to meet its chartered QEP responsibilities, the Center must rely on a cogent and codified manpower foundation. This is the foremost recommendation for consideration by MCU regarding Krulak Center operations in the coming AY.

V. A. JACKSON

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IN REPLY REFER TO:
1400
21 May 2021

From: Director, Marine Corps University Press
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT MARINE CORPS UNIVERSITY PRESS

Encl: (a) AY 19/20 Four Column Matrix for Marine Corps University Press
(b) MCUP Strategic Plan Summary Findings
(c) SiteGauge Download Data
(d) Google Analytics Report and Influence Map
(e) DOI Data
(f) Customer and Author Survey Results

1. Director's Assessment.

a) Strengths:

i. With a variety of publishing opportunities now available under all the MCUP imprints, we can offer both print and digital publishing solutions. Our imprints on both the contemporary and historical side also offer significant resources for research and curriculum support.

ii. Our editorial boards allow us to not only adhere to industry best practices, but they allow us to broaden our reach and increase our networks of subject matter experts as board members, peer reviewers, and contributors.

iii. The strength of our publishing program garnered an invitation by Johns Hopkins University Press to join their scholarly database, ProjectMUSE, as an open access publisher. MCUP is one of the few AUP presses that is fully open access. As such, there are zero barriers to authors or readers for access to content, magnifying our outreach, acquisitions, and aggregation efforts.

iv. The MCUP website sees significant daily traffic from around the world and monthly downloads of books and journals range between 20,000 and 30,000 files per month across all imprints.

v. The strength of our current outreach efforts is clearly visible in the increase in content submitted for the journals and unsolicited monographs. In the past year, the improvement in the number and quality of submissions have almost doubled our journal and book publishing compared to that of the prior year. In the past year, we have increased our social media presence with a Twitter and Instagram account to concentrate the efforts already taking place on Facebook and LinkedIn and also on platforms such as H-Net.

vi. In-house editorial and design support: unlike many university presses, we are able to support all publishing projects onsite instead of having to rely on the

expense and inefficiency of freelancers or overseas vendors with no connection to the topics or our authors.

b) Weaknesses
   i. Faculty/staff participation is limited, particularly for submissions to *Marine Corps History*, which struggles to get a decent quantity of articles through the peer review process, and participation remains limited with classroom use of resources.
   ii. Staffing: the length and complexity of the hiring process has meant significant gaps in staffing that has impacted staff duties, especially acquisitions. Without promotion potential, the ability to retain staff will eventually become a problem as employees search for growth opportunities elsewhere. Finally, with the reorganization of the press, we lost access to an admin person to handle many of our fiscal, inventory, supply, and staffing support tasks.
   iii. OA publishing and government copyright regulations: our open access and federal publishing status impact our ability to attract and retain high-quality scholars. Open access status is not an issue we are interested in addressing as we see it as a future, long-term standard, but the ability to offer honoraria to authors could impact future acquisitions. It remains to be seen how the government's interpretation of copyright will affect our ability to attract and retain authors.
   iv. Fiscal challenges: without a dedicated administrative staff member, these tasks place a heavy burden on current staff who are not adequately trained or educated to fill this gap. As a result, tasks take significantly longer as we must rely on external support that is spread across many organizations. The requirements for signed Section 899 compliance forms have caused issues with losing key vendors.

c) Opportunities
   i. Connections: Association of University Presses and ProjectMUSE memberships add another layer of support and credibility to the organization, strengthening our acquisitions and outreach efforts and overall reputation with the university and the larger academic community both nationally and globally.
   ii. Partnerships: MCUP is currently an underutilized resource for publishing partnerships within the university community. We have the ability to support most publishing efforts faculty and staff may be interested in pursuing.
   iii. Acquisitions: once we have a full-time acquisitions editor on staff, the quality and quantity of our content will continue to improve, supporting our reputation to internal and external customers and improving MCUP and MCU outreach efforts.
   iv. Author honoraria: the ability offer authors a stipend for their content will increase the quality and quantity of the submissions we receive but also make us competitive with other university presses publishing on military history, military science, and other national security/international relations topics.
   v. Distribution: new distribution channels offer additional opportunities to improve our outreach efforts, reduce our inventory, and improve use of the

resources available to faculty and students at academic institutions and the other Service schoolhouses. In the past year, we have sent a significant amount of content to other Marine Corps and Navy bases, including quarantined recruits. Distribution to remote locations, including recruit stations and museums, will allow us to slowly whittle away at the excess inventory that came in from Albany.

d) Threats
   i. External competition: until scholars see MCUP as a fully vested member of the scholarly publishing community, we will continue to lose submissions to those who offer royalties, signing bonuses, and marketing/PR services.
   ii. Budget: fiscal activities serve as the basis for MCUP remaining fully operational, including the purchase of supplies, printing, and professional development.
   iii. Staffing: in the past five years, MCUP staffing levels have fluctuated as low as 30 percent and never higher than 70 percent. Much of this can be attributed to the lack of promotion potential in billets but also to the length and complexity of the hiring process.

2. President MCU Priority Areas

a) Naval and joint integration. Though it would not seem as if MCUP would have feedback on this element, we have several recent and active publishing projects that support this effort.

The Fall 2020 issue of the *Journal of Advanced Military Studies*, vol. 11, no. 2, focused on naval integration. The contributed volume titled *On Contested Shores* also covered the topic from a historical, modern, and future perspective by authors from around the world. The editors are already working on a second volume to be published in 2021–22.

b) Wargaming. MCUP has several active publishing projects that support this effort.

The Fall 2021 issue of the *Journal of Advanced Military Studies*, vol. 12, no. 2, focuses on wargaming and the military. Further, we are also working with several authors, including defense analyst Sebastian Bae, on full-length scholarly monographs.

3. Core Institutional Effectiveness Areas

a) Student learning and curriculum. Faculty/staff awareness of MCUP resources for researching, writing, and publishing improves each year. However, they still are not fully aware of and requesting support for student learning with the vast catalog of titles available for classroom adoption and direct support of their curriculum. We also offer a variety of publishing opportunities to support faculty and student efforts. Our print on demand system could allow faculty/staff to create custom course packs of MCUP content. Each year, MCUP works with the schoolhouses on student projects in support of the curriculum, including *The Breckinridge Papers*, *SAW Battlefield Reflections*, *The Krulak Papers*, contributed volumes, essay contests, and the graphic novel

Destination Unknown. We are also working on new print products for the Faculty Council with an annual faculty/staff publishing report and the Leadership Communications Skills Center to publish their style guide.

b) Organizational structure and business practices. The reorganization of MCUP as a direct report to the commanding general has highlighted some organizational gaps that will need to be addressed, including the lack of administrative and fiscal staff within the MCUP T/O and business practices to fully support our efforts.

c) Faculty recruitment, retention, and development. MCUP can contribute to faculty recruitment, retention, and development through a variety of journal and scholarly monograph publishing initiatives. As full members of the Association of University Presses, we are peers of other university presses. Publishing with MCUP would promote both the university and its faculties' reputation. Our best practices and contribution to the university's academic standing highlights the importance of a university press as both a publisher and advocate for the institution. With the support of the administration and the schoolhouse directors, this contribution could be more significant and far reaching.

d) Infrastructure and technology. IET support has improved with access to their virtual helpdesk, including posting and updating the website. AFPIMS is a better tool to base our digital outreach on, but improvements could certainly be made for ease of use and our visibility/navigation, particularly being buried under outreach instead of "research," which is what a university press actually performs within a university. Google Analytics and SiteGauge add another layer by which to measure outreach via the website.

e) Outreach and scholarship. MCUP plays a significant role in the outreach efforts of the university and improving scholarship through a set of business practices that support an ethical and transparent peer review and publishing processes. These products then support and enrich internal and external scholarship and the promotion of the Marine Corps. With the support of the administration and the schoolhouse directors, this contribution could be more significant and far reaching.

4. Changes and Recommendations for Next Academic Year.
    a) Organization and staffing: As a direct report to the commanding general and president of MCU, MCUP's T/O has been reorganized to create a more vertical structure that fully distributes workload. Position descriptions have been rewritten and await reclassification to represent these changes. Recommend approval of the accretion requests to support the aforementioned organizational changes and the increased workload that gaps and growth have caused for certain billets. Further, based on the success of current remote operations, recommend consideration of increased telework opportunities for some staff to two days per week.

    b) Faculty/staff awareness: in spite of recent improvement in faculty/staff/student awareness, there is still a significant portion of the campus population that is not aware of the resources or opportunities available through MCUP. Recommend continued MCUP inclusion in campus activities that support more visibility to faculty/staff,

including faculty and staff development events, faculty council meetings, participating in faculty conference creation to discuss publishing opportunities, etc.

c) Honoraria and outreach: MCUP does not currently offer remuneration, and we do not operate in the same manner as other presses (e.g., marketing/PR staff, sales and conference staff, etc.). Recommend a plan to solicit funding support for authors submitting full-length scholarly manuscripts to receive an honorarium and to create a full-time billet for marketing/promotions/outreach activities.

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Digitally signed by ANDERSON.ANGELA.J.1462841074
Date: 2021.05.21 13:43:24 -04'00'

Angela Anderson

UNITED STATES MARINE CORPS
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IN REPLY REFER TO:
14:21
20210714

From: Director, MES
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT MIDDLE EAST STUDIES (MES)

Encl: (a) AY 20/21 Four Column Matrix for MES
(b) Tarzi CSC Elective AY 20/21 Survey

1. Director's Assessment.

a) During this academic year, MES maintained its academic, publication, programming, and outreach activities despite the uncharted pandemic realities and institutional and structural ambiguity. As can be seen from the four column matrix, we touched all levels of the university through courses, lectures, and programming as well as extended MCU's reach into the broader PME community and operating forces (both domestic and international) and academia. We met all requirements with support from the Krulak Center and initiated new and expanded existing collaborations—especially dealing with the maritime domain, offered impactful courses, lectures, and presentations, mentored and advised PME students, and took on an expanded role with the Krulak Center. Additionally, MES staff has published in peer-reviewed academic journals and continues to manage in-house publications. Personally, I was honored to receive the Rose Award for my teaching. The addition of Dr. Christopher Anzalone as the new MES Research Assistant Professor has broadened MES reach into new academic and professional communities and brought expertise in the Sahel and the Horn of Africa and their maritime domains to the MCU community.

b) MES embraced the pandemic realities and seamlessly switched to virtual and hybrid instruction. In fact, the technology embraced during COVID-19 has unlocked MES's ability to extend its reach even further, offering lectures to global audiences and expanding collaboration with NATO colleagues. Because of this, we intend to keep this going beyond the pandemic.

c) The ambiguity around where MES would fall bureaucratically expended unnecessary staff time, distracted us from our core missions, and complicated the hiring process of Dr. Anzalone, as MES's parent organization kept shifting. The final placement of MES in the Krulak Center has allowed us to focus on our mission set as well as expand into new areas. With the departure of the Bren Chairs, MES has taken on the responsibilities for the Krulak Scholars program, designing and administering the AY21-22 program. Those departures, however, have left the Krulak Center dealing with gaps in crucial areas of regional expertise, namely China and Russia.

d) One continuing challenge is the subpar IT infrastructure and processes. I have noted that before and want to highlight it again. Much staff time is wasted trying to resolve IT issues and administrative processes that are done electronically.

2. QEP Assessment.

a) From its inception in 2007, MES has created, expanded, and, when required by Marine Corps' overall policy requirements, changed the content and instructional methods of its PME offerings and its related research and outreach programs to enhance critical and creative problem solving and present opportunities for active learning. For example, sensing a shift of focus from higher from land-based operations to the maritime domain, MES shifted its emphasis to the maritime domains and the littorals within the Middle Eastern, Eastern Mediterranean, and now South Asia, the Red Sea, and Horn of Africa and has designed academic programs and sought international collaborations and partnerships to advance this area. During the MES-offered elective on Israel, MES used reflective journaling, a practice well-respected and positioned highly in the creativity academic community. Generally, MES staff have strived to integrate creativity practices into the PME classrooms to promote active learning. As exemplified by a Marine's comments from a recent SEPME course: "One of the best classes in the course. Instructor provided information in a method that interested students and created thought. Kept me wanting more. I think this class could've gone for another hour" (From MIG Director's 29 Jun 2021 email communication.)

3. President MCU Priority Areas

a) Naval and joint integration. As noted above, MES has shifted its core focus to the maritime domain within the Middle East, South Asia, Horn of Africa, and Eastern Mediterranean zones. In addition to offering PME support on Iranian maritime tactics and strategies to MCWAR, EWS, SEPME course, and the operating forces, MES has published on naval integration in US and European publications and has expanded its network by presenting lectures on the contested maritime domains in Cyprus, Greece, Israel, and the UAE. During the pandemic restrictions, MES continued to work with these contacts, inviting Israeli and Greek professors to join our panels virtually.

b) Integration of wargaming. MES has supported and participated in wargaming exercises in MCWAR and has been requested by SAW to support its upcoming wargame on Yemen.

4. Core Institutional Effectiveness Areas

a) Student learning and curriculum. MES continued to offer its high impact elective on Israel for Command and Staff. Course surveys continued to endorse the course (see attached). MES also organized and executed its yearly panel discussions on Turkey and Iran for MCWAR. When called on, MES created new classes on Turkey and Israel for

MCWAR on short notice and joined in the organization and delivery of a panel discussion for CSC dealing with nationalisms in the Middle East. Hosting Navy Captain M. Buford, MES wrote and recorded 40 podcast episodes for the NAVCENT covering all NAVCENT countries and other topics relevant to US foreign policy and military operations. MES continues to seek ways to expand student experience beyond the classroom with the proposed AY22 lectures series, "The Eastern Mediterranean in the Crosshairs: Regional Political and Security Issues and Challenges to U.S. Foreign Policy." Additionally, as noted above, MES took on the design and execution of the Krulak Scholars Program, which will be looking at the Eastern Mediterranean for AY21-22.

b) Organizational structure and business practices. As noted, the ambiguity of MES's organizational position during the reporting period was a distraction from the mission. Thankfully, that has been resolved.

c) Faculty recruitment, retention, and development. As mentioned above, the loss of the Bren Chairs who focused on China and Russia leaves the university with significant gaps and places it in a major disadvantageous position. Additionally, despite having personally presented three faculty development sessions during the reporting period, I believe that most of the faculty development sessions offered are less developmental and fall in the collaborative and informative realms. I would like to see developmental sessions with focus on creativity in teaching, new methods of distant education, and similar subjects offered to us. Of course, we should have the collaborative sessions to continue. Additionally, I have been at MCU for 14 years. In that time, I have been given only four months of PDO. It is to occur every five years and be for at least six months. It was a process to get even the four months, to put it mildly. I would welcome a broadened discussion on MCU's plans for faculty development with regard to PDOs and how I might be able to exercise a full PDO in the near future.

d) Infrastructure and technology. In my long experience at the university, I have witnessed much progress being made in infrastructural and IT domains. On the latter, we continue to be in need of major improvements. Given the evolution of the teaching practice into the virtual realm and our expanding outreach and collaborations, functional, reliable, and secure communications is no longer a luxury. This year, MES arranged a panel on Turkey for MCWAR with two speakers present and two others linking from Turkey and Washington, DC. We had to change rooms and eventually resort to using our State Department Chair's personal computer to get the session going, albeit late and with minimal interaction. This should not be happening in 2021 in the cyber age at a cutting edge institution. No responsible party dealing with our connectivity issues seemed to take responsibility nor cared. This episode, unfortunately, is not an exception.

e) Outreach and scholarship. As can be seen from the four column matrix entries, we have been very active in this area. In additional to outside scholarly publications, our MES *Insights* is now entering its twelfth volume of uninterrupted diverse scholarly PME publication. MES has continuously strived to expand our reach using publications, delivering lectures, and through approved social media. We have teamed up with the

Krulak Center to further expand our PME sessions—whenever permissions are provided. We are active in Landing, YouTube, Twitter, and Facebook. As discussed above in relation to the overall IT issues at the university, where we fail to make a better impact is through the MCU website.

5. Changes and Recommendations for Next Academic Year.

MES is working to further operationalize its focus on the maritime domains and major power presence and competition with its AoR. The upcoming MES Lecture Series will be dealing with the continuing and emerging political and security issues and threats in the Eastern Mediterranean region, from Libya in the west to Turkey, Greece, Cyprus, Egypt, Syria, and Israel in the east. The university community will benefit from PME discussions on issues such as the growing military and disruptive presence of Russia, China's increasing economic footprint, mounting intra-NATO tensions between member states including Turkey, Greece, and France, maritime terrorism carried out by non-state actors and "hidden-hand" tactics by Iran, the ongoing civil wars in Libya and Syria, the continued threats posed by terrorism and insurgent violence, and the potential for competition and armed conflict for control of natural resources (e.g., hydrocarbons). Some of these topics will also augment the requirements of the AY 21-22 Krulak Scholars Program. The university can assist MES by facilitating connectivity to outside PME and other institutions of interest and with coordination between the different MCU schools so that we expose a larger number of our students and faculty to innovative discussions beyond the classroom.

A general recommendation would be not dismissing or abandoning the wars in Afghanistan and Iraq. These important lessons-learned should be studied at length and with rigor by our students. We have a tendency of trying not to look at recent conflicts. However, if the lessons of post-Vietnam and early Afghanistan campaigns are any indication, we will regret not diving into our experiences of the last two decades with a self-critical lens. There are no guarantees that the next conflict with China—direct or through proxy—will not involve one or more elements of the Marine Corps, joint, or allied experiences in Iraq or Afghanistan. Lastly and on a personal note, in my 14 years at MCU, I have been granted only four months of PDO. My request is that the university looks favorably on granting me a PDO consistent with policy so that I can finish a nearly completed book and begin a long-lingering project.

Amin Tarzi

Amin Tarzi

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IN REPLY REFER TO:
UNMMC
15 July 2021

From: Director, National Museum of the Marine Corps
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT NATIONAL MUSEUM OF THE MARINE CORPS

Encl: (a) AY 20/21 Four Column Matrix for the National Museum of the Marine Corps

1. Director's Assessment.

   a) The National Museum of the Marine Corps (NMMC) staff continue to focus time and resources on outcomes dictated in the NMMC and MCU strategic plans. Despite the impact of hiring and contractual challenges, substandard facilities, and the closing of the Museum due to COVID-19, NMMC continues to be generally on target. The two biggest projects this year have been, and will continue to be, (a) the Final Phase and (b) cataloging the collection.

   b) The NMMC had to close due to COVID-19 on 14 March 2020, and reopened on 8 September 2020, as the rate of COVID spread showed improvement. Unfortunately, COVID cases began to increase nationally and regionally, and following guidance from the CDC and best practices from other museums including the Smithsonian Institution, the NMMC closed to the public again on 23 November 2020. The Museum reopened again on 17 May 2021, gradually lifting COVID-imposed capacity and mask restrictions. As of this writing, the average daily number of visitors has slowly increased to more than 1,000, approaching the pre-COVID daily average of 1,100 visitors.

   c) Although the Museum was closed for much of this reporting period, staff have worked hard to meet goals for outreach, visitor support, and PMEs:
      i. Supported 50 in-person and two virtual PME events with 1,796 in-person and 60 virtual participants.
      ii. Hosted one teacher workshop with 30 attendees.
      iii. Reached 842 students at five K-12 education programs with 25 individual programmatic elements including videos, curriculum packets, and activities.
      iv. Distance Learning has grown phenomenally since becoming its own standalone section in June 2020, and has provided 78 programs to 2,458 participants.
      v. Recruited and trained 32 new docents and an additional 12 docents to support PMEs. NMMC currently has 295 active volunteers.

d) Strategic Communications staff:
   i. Conducted 17 media events (engagements) ranging from ABC-7, CNN, Fox and Friends, Fox News, CBS Sunday Morning, Voice of America, band concerts, unit filming, etc.
   ii. Sent out five press releases to approximately 25 outlets and six PSAs to 50 outlets.
   iii. Had 1,707,187 forms of engagements on social media in FY20/21. In FY19/20, NMMC received 1,200,115 forms of engagement. Therefore, NMMC has increased engagement by 30% in this reporting period.
   iv. Currently, the NMMC has 227,474 fans across six social media platforms with a 6% increase from the prior reporting period (goal was 5%). The NMMC posted 2,024 pieces of content across all platforms.

e) Collections staff:
   i. Continued to oversee a contract for cataloging the entire collection. In AY20, contractors cataloged 2,454 objects.
   ii. Will complete draft revisions of the NMMC Collections Management Plan and NMMC Collections Rationale by 30 July.
   iii. Accessioned 685 new objects into the permanent collection.
   iv. Oversaw contracts for conservation of artifacts and artwork; art photography; and a contract assessing the collections housed in Building 2014 in order to budget and safely move all the collections to the Museum Support Facility (MSF).

f) Final Phase Gallery 13 & 14:
   i. NAVFAC awarded the macro artifact installation contract on 30 September 2020, and although there were some unexpected delays, all work was completed by 1 July 2021. The M-60 tank mount modification contract is pending award.
   ii. NAVFAC awarded the construction contract on 30 September 2020 and construction crews mobilized and began work in December 2020, and will complete nearly all work by 30 July 2021. NAVFAC left out a glass (now acrylic) exhibit window from the original scope, and this work is currently pending and expected to be done in or about November 2021.
   iii. RCO awarded the fabrication contract on 20 April 2021, with one base year and one option year. Work under this contract includes building out the exhibit cases, creating tableaus, painting murals, installing graphics, finishing walls and floors, etc. One additional option year will be awarded to install artifacts in the cases.
   iv. NMMC staff continues working with RCO to conduct market research, host an industry day, complete an independent government cost estimate, and draft a performance work statement for the special effects and AV contract which is expected to be awarded in early 2022.

2. Core Institutional Effectiveness Areas

a) **Student learning and curriculum:** NMMC continues to focus on providing PME and seeks to increase the variety and frequency of offerings. The Audience Support Branch Chief has reached out to the Vice President for Academic Affairs who has put NMMC in touch with MCU deans as a means to establish regular MCU PMEs at the NMMC. This outreach and coordination work will continue into the coming academic year.

b) **Organizational structure and business practices:** NMMC continues to follow the goals and measures set out in the NMMC Strategic Plan with an emphasis on reaching beyond the Museum's walls and focusing on virtual/online exhibits and collections access and distance learning. Work continues on reviewing, standardizing, and documenting processes, protocols, and roles and responsibilities.

c) **Staff recruitment, retention, and development:** NMMC has completed the reorganization that started in late 2017, and as employees settle into their positions and as needs have evolved, some additional minor organizational changes have been implemented, primarily an increase in the resources for Distance Learning. During this reporting period, NMMC hired an Exhibits Specialist, a Supervisory Facilities Operations Specialist (who later transferred to another agency for a promotion), and two Education Specialists. In addition, NMMC internally promoted two employees into two Supervisory Museum Specialist billets, and one as the Supervisory Visitor Services Specialist, thereby retaining talented, highly competent staff with institutional knowledge. The Public Affairs Specialist received an accretion of duties promotion, thereby retaining the NMMC social media expert who has helped the NMMC increase its social media engagement by 30%. One employee retired and three employees resigned to take other positions. Currently, NMMC is in the process of recruiting and hiring: the Aviation Curator, two Education Specialists, two Museum Specialists, a Supervisory Facilities Operations Specialist, and is awaiting the classification of a PD for a new position, Supervisory Education Specialist for Distance Learning.

   The HR process makes recruitment and hiring especially challenging. Examples include OCHR not using technical language to recruit for specific skills as provided by NMMC subject matter experts, keeping the job posting period very short, and not allowing the position to be re-advertised for several months when NMMC did not make a selection because the candidates on each cert were found to be unqualified. Staff development includes training and attendance at professional conferences. The impacts of COVID-19 prevented nearly all travel during this reporting period, so most training and professional development has been virtual which is not as effective as in-person learning and attendance at conferences which allows for networking opportunities.

d) **Infrastructure and technology:** NMMC continues to address decisions made during the design and construction of the Museum building, as well as the challenges with failing buildings on Base. The main parking lot underwent a full repaving, taking advantage of the closure of the Museum, and the glass roof was re-caulked, thus fixing many of the roof leaks which send water into Leatherneck Gallery and onto the aircraft on exhibit. NMMC awaits the award of a contract to fix more leaks in the roof, specifically the ring beam and the metal supports around the glass; the award is anticipated to be made by 30 September 2021. The playground at the NMMC sees a larger than normal amount of use and needs frequent repairs. Poor drainage and increasing erosion have led to unsafe areas, which the NMMC has mitigated, but work to make needed repairs and replacement of playground equipment is hampered by challenges with Public Works. NMMC still awaits the installation of critically needed IT components including telephones and data lines at the MSF, improved WiFi throughout the Museum, and the ability to print at the MSF, NMMC classrooms, and art studio. NMMC has been meeting with MCU IT every two weeks and maintains a long list of IT needs. The lack of data and telephones at the MSF

will interfere with the planned move of Collections Branch staff into the MSF. The poor WiFi throughout the Museum building impedes additional livestream and virtual events, and leaves visitors frustrated with the inability to use their devices in the Museum.

e) **Outreach and scholarship:** NMMC continues to increase outreach efforts to local, regional, national, and international audiences through online and in-person educational programming. Although COVID-19 had limited much of the in-person outreach and programs, with the reopening in May 2021, these are resuming.

3. Changes and Recommendations for Next Academic Year.

a) Continue to focus on improving the variety and frequency of PMEs, and partner with MCU schools to establish regular PMEs. Gather and analyze feedback from participants to improve quality.

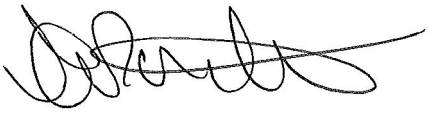
b) Continue to grow Distance Learning. Use feedback from teachers to inform additional distance and in-person educational programming.

c) Maintain the USMC and NMMC educational programming in front of a broad and diverse public, while increasing offerings for adult learners and underrepresented audiences.

d) Meet or exceed the goal of 330 docents and hospitality ambassadors, while ensuring that all are properly trained and actively engaged in supporting the NMMC mission.

e) Continue to press for IT improvements to enhance the visitor experience in the NMMC, and ensure a smooth move into the MSF with all IT needs met in a timely manner.

f) Increase efforts to minimize competing priorities so staff can focus on Final Phase, cataloging, and educational programming.



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SUPPORT SERVICES OVERVIEW AND REPORTS

This category for research and outreach consolidates institutional effectiveness reports from organizations whose primary functions are administrative and/or educational support services. In total, this category evaluated 13 organizations and 64 outcomes.

In AY21, this includes the following 13 Directors' Reports and 1 overview report from the Vice President of Academic Affairs:

1. Academic Support Division
2. Administrative/Student Services
3. Civilian Manpower
4. Educational Technology Department
5. Facilities & Logistics
6. Faculty Development and Outreach
7. Financial Management Office
8. Institutional Research, Assessment, & Planning
9. IT Directorate
10. Leadership and Communication Skills Center
11. Library of the Marine Corps
12. Operations
13. Plans
14. Vice President of Academic Affairs Cover Letter

UNITED STATES MARINE CORPS
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IN REPLY REFER TO:

1000
ASD
7 July 21

From: Acting Director, Academic Support Division
To: Director, IRAP
Via: Vice President for Academic Affairs

Subj: AY 20/21 ASSESSMENT REPORT FOR ACADEMIC SUPPORT DIVISION

Encl: (a) AY 20/21 Four Column Matrix for Academic Support Division

1. Director's Assessment

a. Approved Academic Support Division (ASD) AY21 outcomes, assessments, measures, and recommendations for change are outlined in the enclosures. This report highlights the implementation status of the most significant recommendations from AY20, and elaborates as necessary on key recommendations for change to be implemented in AY22. The Director, Leadership Communication Skills Center (LCSC) provides a separate report and 4CMs for AY20. On 9 April 2021, the Director, ASD was temporarily reassigned as the Acting Director, History Division. This report provides the assessments and recommendations of the Acting Director, Academic Support Division.

b. The status of the overall goals from last year's report are as follows:

(1) Develop an acceptable and timely submission for the MCU Fifth Year Interim Report, including approval and dissemination of revised Academic Regulations. Met. MCU published the academic regulations revision in September 2020 and then submitted the Fifth Year Interim Report, including Quality Enhancement Plan, before the due date. On 1 July 2021, MCU received notification from SACSCOC that the committee reviewed our report and found MCU in compliance.

(2) Revise the PME Order. Partially met. A draft revision of the order is complete and was reviewed by the President, MCU and MCU faculty and academic staff. Revisions resulting from the faculty and staff review are ongoing.

(3) Enhance LCSC effectiveness with augmented contract support. Pending. Contracted support is still planned but also still pending. Potential completion timeline is October 2021.

(4) Reinstate Education Officer direct support to CSC and EWS, to include possibly establishing regular "business hours." Met. Education officers were assigned on a part-time, regular basis, throughout the academic year, to CSC and EWS. Initial assessment is that EWS,

who had originated the request, found the support very effective and it will continue (pending availability of an education officer). CSC desire for support was limited and next academic year the education officer will pivot to supporting assessment of a pilot study at CSC for metacognition. Of note, the new Deputy Director, Marine Corps War College, has the education officer MOS, though the billet is not coded for that MOS. The education officer supporting EWS will depart in October 2021 for an individual augment billet within Central Command.

(5) Complete transition of student records into functional relational student database. On-going. Delayed due to COVID-19, registrar staffing shortages, and equipment problems (scanner functionality degraded for approximately six months). Transition is over 50% complete and has resumed.

c. Strengths

(1) The LCSC remains critical to the mission and effectiveness of the University and continues to provide excellent and effective support. In the spirit of reinforcing success, the LCSC is ripe for reinforcement, especially with the transition back to in-person operations.

(2) The successful completion of the Fifth Year Interim Report is a major accomplishment for the University as a whole. The regional and joint accreditation process has become institutionalized through the creation of an Accreditation Working Group, which will continue to meet even though the fifth year report is complete. As we move forward, we will need to reinforce success further by institutionalizing peer review and mapping regional and joint accreditation requirements. The addition of Tk20 to the tools available to improve assessment and reporting of student learning outcomes has the potential to spark tremendous improvement.

d. Weaknesses

(1) Student information. This was the first year in which MCU calculated GPA, but we were unable to do so via either Marinenet or Moodle. Moving forward, MCU needs a system that correctly, continuously, and automatically calculates an actual weighted Grade Point Average, rather than merely a weighted percentage grade that is converted to grade points. In the interim, MCU calculated GPA using Microsoft Excel, which introduces the strong possibility of error. Additionally, as exemplified by the transcript/diploma process, MCU does not have a good way of identifying when non-Marine students are promoted and what their preferred names are. Finally, as discovered during the regional accreditation process, MCU has not been collecting or archiving key demographic information (e.g. race/ethnicity, gender, etc.) for its students and graduates.

(2) Staffing. Neither the Registrar's office nor the LCSC is properly staffed. Additionally, one of the education officers will depart for most of the next AY for a deployment, impacting support to EWS. The registrar's office was briefly staffed with an assistant registrar, but that billet is no longer filled or planned to be filled. It is not good practice to have a registrar's office with only one person assigned. In the meantime, MCU has filled gaps through temporary support from TBS lieutenants pending medical boards or orders to their MOS schools. This is a suboptimal solution. Likewise, the LCSC is still without its full complement of personnel.

Though the LCSC does an extraordinary job, the support they offer is limited by the limited capacity of the staff. In my opinion, there is no more important supporting organization in MCU for student success. Expansion would unlock additional potential.

e. Opportunities. The new Outcomes Based Military Education concept, coupled with the capabilities of Tk20 and an expanded IRAP staff, provide the potential for significantly improved assessment of student learning outcomes. MCU already has robust student learning outcomes and does a good job of assessing those outcomes at the individual student level, but there is opportunity and momentum to significantly improve how that individual assessment maps to program assessment and improvement.

f. Gaps. The goal of revising the PME Order this year was not accomplished, but significant progress has been made. We will need to ensure most of the work is complete prior to the departure for deployment of the responsible education officer.

2. QEP Assessment

a. MCU completed the QEP this AY. Having said that, per the order of the previous President, MCU, we will continue to assess the QEP through this academic year. After this academic year, we will need to determine how our focus on creative thinking (and its assessment) might continue beyond the QEP.

b. Starting next summer, MCU will begin the process of creating a new QEP. Recommend sending multiple ASD personnel to the SACSCOC summer institute in 2022.

3. President MCU Priority Areas

a. COVID-19 Impacts. As a result of COVID-19 mitigation measures and planning, MCU now has approval from SACSCOC to offer distance education degree programs. Though we have approval, we have not taken any additional steps in this direction. Potential exists to do so, especially at MCWAR, given the low residential student capacity relative to the eligible population.

b. Naval and joint integration (CPG Task 3.1.4). MCU continues to struggle against structural barriers to increasing Navy faculty and student numbers in our academic programs. The MCU 2030 effort and Strategic Plan working group have identified potential creative solutions to this problem through hyper collaboration. Moving forward, we need to make sure we look at alternative ways of achieving greater naval integration even though existing staffing shortages are likely to continue.

c. Wargaming (3.1.11). Development of the wargaming master plan for MCU has shifted from ASD to the KC.

4. Core Institutional Effectiveness Areas

a. Student learning and curriculum. As discussed above, ASD education officers provide support to CSC and EWS for curriculum development and assessment. The ASD accreditation role will focus in the coming year on mapping regional and joint accreditation relationships and on mapping outcomes to assessments in support of outcomes based military education.

b. Organizational structure and business practices. The duties of the Director, ASD and the Deputy VPAA have been divided from each other. In my opinion, this division is relatively clean, stable, and sustainable.

c. Faculty recruitment, retention, and development. The Bren Chairs have been defunded and this impacts MCU's ability to provide niche subject matter expertise to students and other faculty. However, ASD is not generally involved in faculty recruitment, retention, and development.

d. Infrastructure and technology. The major technological concern facing ASD this academic year will be the correct, automatic, and continuous calculation of GPA. On the other hand, the integration of Tk20 with Marinenet/Moodle is the greatest technological opportunity for ASD this coming academic year.

e. Outreach and scholarship. N/A.

5. Changes and Recommendations for Next Academic Year

a. Complete and publish the PME Order revision.

b. Enhance LCSC effectiveness with augmented contract support.

c. Complete transition of student records into functional relational student database.

d. In accordance with new guidance related to outcomes based military education, develop processes and procedures for curriculum review to support continuous improvement as well as joint and regional accreditation.

Timothy Sparks

T. A. SPARKS

UNITED STATES MARINE CORPS
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QUANTICO, VA 22134

IN REPLY REFER TO :
1320
G1
30 Jul 21

From: Director, Administrative Services
To: Director, Institutional Research, Assessment, and Planning

Subj: AY 20/21 ASSESSMENT REPORT FOR THE STUDENT SERVICES OFFICE

Encl: (1) AY 20/21 Four Column Metric for Administrative Services
(2) AY21 Annual Student Survey for G1/Student Services

1. Director's Assessment

a. Reporting and Onboarding Information

(1) The overall results and comments for the student services office were positive, but there were several critiques regarding reporting and in-processing instructions for inbound students. The reporting period for all AY20-21 students was heavily impacted and delayed due to the COVID-19 global pandemic. During this period, the student services office was challenged with establishing reporting instructions that adhered to the everchanging travel restrictions placed on personal change of assignment and station transfers across the Department of Defense.

(2) Effective communication between Marine Corps University and inbound students continues to be a challenge. Reporting and enrollment instructions are provided to students via selection messages, Moodle announcements, the Marine Corps University New Student Check-In webpage, and email correspondence; but, each of these methods of communication come with their own limitations. Although most students follow the instructions provided in the selection message and complete their enrollment requirements via Moodle, approximately 30 percent of students don't complete these requirements by the established deadline. Students who fail to enroll in Moodle are not able to receive any of the Moodle announcements. The Marine Corps University New Student Check-In webpage provides an array of details and instructions for inbound students, but a good percentage of students who request assistance and information are unaware of the webpage.

(3) During the past two academic years, the onboarding process and agenda for the week of onboarding could not be solidified far in advance due to the everchanging impacts of COVID-19's travel restrictions and safety regulations. Providing students with a detailed schedule and agenda for the week of onboarding would be very beneficial and provide each inbound student with clarity and peace of mind of what's to come. Many of the questions fielded

by the Student Services Office revolve around the schedule and agenda for the week of onboarding.

b. Administrative Support of Sister Service Students. With the exception of Defense Travel System and Government Travel Charge Card support, all other administrative support for students from each of the Sister Service is completed via remotely located student detachments. Many of the critiques provided by our Sister Service students depicted unresponsive and/or inadequate support provided by their service's student detachment. Much of the administrative support required for sister service students revolves around their initial transfer to Marine Corps University and ensuring their permanent change of station travel claim is submitted and settled and that their station entitlements are updated in a timely manner.

2. Quality Enhancement Plan Assessment. The challenges described above are key to ensuring a smooth transition for students as they report into Marine Corps University. We must continue to provide detailed instructions to all students prior to their arrival and ensure that the information is clear and applicable to each type of student. Emphasis must be placed on the Marine Corps University New Student webpage. This webpage should be reviewed and enhanced each year. We will continue to assess our quality enhancement plan in order to adjust our focus as needed each academic year.

3. President Marine Corps University Priority Areas. More than 500 U.S. Service Members, Department of Defense Inter-Agency, and international military students participate annually in the resident professional military education programs hosted at Marine Corps University. Ensuring a thorough yet efficient and timely onboarding process ensures all administrative requirements are met prior to the start of classes and allows students to focus on their studies and be successful throughout the academic year.

4. Changes and recommendations for next academic year

a. Reporting and Onboarding Information. It is recommended that this be solidified and disseminated at least 30 days out. Being able to provide a detailed schedule and agenda is complicated by the number of schools supported and the university's very diverse student population which consist of Marines, officers from each of the Sister Services, DoD Inter-Agency personnel, and international military officers. Each school has different requirements and expectations for each category of student during the week of onboarding. It is recommended that a schedule and agenda for each school be created to eliminate confusion, and that they are disseminated via Moodle announcements and posted to the Marine Corps University New Student Check-In webpage. The utilization of the MCU Facebook page could enable redundancy in providing reminders to students to visit Moodle and the New Student Check-In webpage.

b. Administrative Support of Sister Service students. It is recommended that the Student Services Office establish better communication and cooperation with each service's administrative support detachment. Establishing direct lines of communication and assistance with each administrative support detachment will allow the Student Service's personnel to be better informed and capable of providing administrative support and direction to our Sister Service students. It is also recommended that administrative reporting instructions specific to

each service be added to the Marine Corps University New Student Check-In webpage, and the link and points of contact is provided for each administrative support detachment.

c. Moodle Enrollment Process. The Moodle enrollment process remains critical to ensuring most administrative requirements are complete prior to the arrival of each student. The student services should look to maximize the use of this process and add additional Moodle enrollment requirements to lessen the administrative requirements upon the student physically checking in. There is currently only one requirement for students to upload a mandatory training certificate for the government travel charge card program. It is suggested that the following additional requirements be added: (1) review and acknowledgement of the NATO brief and (2) Marine Online Data Sheet for non-Marine students.

5. Point of contact for this matter is Master Sergeant Martin Cervantes at (703) 432-5665.

B. J. PEREZ

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2076 SOUTH STREET
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IN REPLY REFER TO:
CIVMAN
30 JUL 21

From: Director, MCU Civilian Manpower
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT FOR CIVILIAN MANPOWER

Encl: (a) AY 20/21 Four Column Matrix for Civilian Manpower

1. Director's Assessment.

a) Civilian Manpower oversees and executes over 11 civilian manpower programs globally with a small staff of 4, including the director. Civilian Manpower is a Human Resource Liaison office to multiple Human Resource Offices. As programs, faculty, and permanent staff grows, the more difficult it is to accomplish our mission in a timely manner. In order to provide the type of service that our faculty and staff wants and deserves, the Civilian Manpower Office needs to increase our staff by 2 people minimally.

b) All supervisors (military and civilian) needs to be held accountable in performing their supervisory duties. The Civilian Manpower often spends more time getting supervisors to provide documents to process personnel actions (recruitments and access requests), to approve and do their own performance appraisals, to approve and do their own Independent Development Plans, certify their employee's time and attendance, making sure that the supervisor and their employees take their annual mandatory training, and other supervisory duties in a timely manner. This has been a continuous hardship on the Civilian Manpower staff to meet deadlines in a timely manner to accomplish our mission.

2. QEP Assessment.

a) 220 military and civilians responded to the AY21 Annual Employee Survey. 82% received overall quality of support. 79% received prompt responses from the Civilian Manpower staff, 89% received professionalism from the Civilian Manpower staff, and 77% has clarity of civilian manpower processes. 70% of our staffing management efforts were met to process recruitment actions. 94% of Time and Attendance system assistance were met by utilizing all civilian manpower staff to make sure all civilians had accurate timecard submission and reminding supervisors to approve leave request and certify their employee's time and attendance. 80% received for communication efforts by posting, to "All Faculty and Staff", training, benefit, and job announcements (internal/external), Manpower system changes, policies and procedures,

etc… The only way Civilian Manpower has met most of our goals is by the director taking on numerous tasks that normally the staff performs and working extended hours.

3. President MCU Priority Areas

a) COVID-19 Impacts. The Civilian Manpower Office had minimal impact by teleworking and providing service to the command.

b) Naval and joint integration. N/A

c) Integration of wargaming. N/A

d) Cyber for all. N/A

4. Core Institutional Effectiveness Areas

a) Student learning and curriculum. N/A

b) Organizational structure and business practices. N/A

c) Faculty recruitment, retention, and development. N/A

d) Infrastructure and technology. N/A

e) Outreach and scholarship. N/A

5. Changes and Recommendations for Next Academic Year.

a) The MCU Civilian Manpower Office is a liaison office (not a Human Resource Office) to multiple Human Resource Offices globally.

b) VPBA support departments are desperately in need of additional staff. Over the years, the University has grown without additional support.

Belinda Kelly

Belinda Kelly

UNITED STATES MARINE CORPS
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IN REPLY REFER TO:
1000
15 Jul 21

From: Director, Educational Technology Department
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT FOR THE EDUCATIONAL TECHNOLOGY DEPARTMENT

Encl: Ed Tech 4 Column Matrix

1. Director's Assessment.

During AY20/21, the Educational Technology (Ed Tech) Department continued to focus on integrating and enhancing the subsystems of the eLearning Ecosystem (eLE). The eLE achieved IOC during February of CY 20. IOC provided one location for learners to access MarineNet, the asynchronous Learning Management System (LMS), Moodle, Adobe Connect (Virtual Learning Environment), MarineNet Video Services (MVS) and QuestionMark. As these tools are enhanced and updated, Ed Tech has started planning for Phase II of the eLearning ecosystem, which will start in FY22.

2. QEP Assessment.

All eLE capabilities continue to enhance and enable resident and distance curricula at MCU and across the Corps. There are currently 31208 individual users that have participated in 172,132 learning sessions.

3. President MCU Priority Areas.

a) COVID-19 Impacts. COVID-19 did not directly impacted the Ed Tech department. Impacts, however, were realized in the usage of Ecosystem components, most notably Adobe Connect. Originally, the procurement for this tool was to accommodate 125 simultaneous users, however, the system has experienced spikes of over 1000 simultaneous users, necessitating a contract effort. Post COVID use has somewhat decreased, but remains at a high level. Additionally, Ed Tech worked with Adobe to ensure a better quality of service for Adobe Connect.

b) Naval and joint integration. The eLE can be programmed to interface or provide learner data to other systems as required. Future efforts include feeding all data to MCTIMS for dissemination to other system.

c) Integration of wargaming. As wargaming efforts within MCU become more defined, Ed Tech continues to work to ensure learning events are captured for learners.

d) Cyber for all. During FY20/21, the Civilian Cyber/IT Community launched the Information Development Institute (IDI) in the eLE. The goal of the IDI is to provide access to IT and Cyber training and career development.

4. Core Institutional Effectiveness Areas.

a) Student learning and curriculum. Ed Tech will continue to support the delivery of curricula as required, as well as support onboarding, enrollment and

b) Organizational structure and business practices. N/A

c) Faculty recruitment, retention, and development. N/A

d) Infrastructure and technology. Research into learning technologies is a cornerstone of Ed Tech's ability to refine eLE capabilities.

e) Outreach and Scholarship. Ed Tech continues to reach out to industry and other service organizations regarding the delivery of digital content.

5. Changes and Recommendations for Next Academic Year.

For AY20/21, Ed Tech will continue to work towards enhancing capabilities of the eLearning ecosystem. This includes the launch of TK20 to support IRAP in the assessment of curricula offered by MCU schools. Additionally, Ed Tech plans to provide more training opportunities regarding the use of system tools to support eLearning.

L. E. Smith II
Director, Ed Tech

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IN REPLY REFER TO:
1000
F&L
29 Jul 21

From: Director, Facilities and Logistics
To: Director, IRAP

Subj: AY 20/21 INSTITUTIONAL EFFECTIVENESS ASSESSMENT REPORT AES UNIT MARINE CORPS UNIVERSITY

Encl: Four Column Matrix

1. Discussion/Comments.

This year's focus of effort has been providing a safe learning environment for the students, faculty and staff due to COVID-19. One unexpected benefit of the pandemic was most spaces were unoccupied for extended periods which allowed the facilities staff to do minor maintenance and upgrades. The minor construction work at Geiger Hall was completed allowing audio visual upgrades to be made. HVAC systems across the university are old and at the end of their service life creating extended periods of breakdowns. Replacement systems will be installed in this next assessment period which should improve conditions in Breckinridge Hall and the SNCOA barracks.

Food service in Warner Hall has proved to be an important component to the MCU campus and will be an avenue to show improvement. With limited students, faculty and staff on deck it wasn't safe nor financially viable to keep the full Warner Café open except for keeping fresh stock in the MicroMarts. I look forward to the full reopening of the café.

In this year's survey the majority of comments recognized the improvements put in place this academic year, however, there are still areas that need to be addressed. CV-19 necessitated changes in safety procedures and the facilities and supply staffs provided materials to maintain a safe environment.

2. Results.

The results of the AY20/21 student and faculty surveys reflect student and faculty satisfaction with academic spaces. Warner Hall remains a jewel in the Marine Corps'

crown of facilities but the buildings that host EWS, MCWAR and the Enlisted College are old with varying degrees of old mechanical systems.

Our results from the recommendations from last year's survey are as follows. The academic spaces at Geiger Hall are being upgraded. This project will be multiyear in duration but the final result will be an environment that promotes contemporary adult education.

The ultimate solution for the Enlisted College is a new MILCON and it was a top TECOM priority again on this year's MILCON list. Until this MILCON is funded and constructed the deficiencies for the Enlisted College and EWS can only be marginally improved. We continued to refine our supply and transportation request procedures in order to meet the logistics requirements of the university.

3. Recommendations/Changes for Next Academic Year.

CV-19 Delta variant will have a major impact on logistics support across the spectrum of logistics. We will continue to make improvements to food service options and HVAC.

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R. L. Reese

UNITED STATES MARINE CORPS
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IN REPLY REFER TO:
1105
FDOC
15 Jul 21

From: Director, VPAA, Faculty Development, Outreach, and Board of Visitors
To: Director, IRAP

Subj: AY 20-21 ASSESSMENT REPORT VPAA, FACULTY DEVELOPMENT, OUTREACH, AND BOARD OF VISITORS

Encl: (a) AY 19/20 Four Column Matrix for VPAA, Faculty Development, Outreach, and Board of Visitors

1. Director's Assessment.

Faculty Development

Outcome: The Faculty Development Program provides robust training and development opportunities to the MCU civilian and military faculty. Each semester schools and/or MCU are to conduct at least one (1) faculty development session related to creative problem solving. A total of six (6) faculty development events related to creative problem solving were offered during AY 21.

Events were primarily centered on President MCU's faculty development priorities:

- The primary priority was to strengthen faculty expertise in the area of Strategic Competition.
- The second priority was Joint (and specifically Maritime) warfighting
- The third priority was functional: further developing our skill at virtual instruction
- The fourth priority area was using wargaming to achieve student learning and program outcomes.

Surveys were conducted after each Faculty Development event during AY21. An approximate average of 90% agreed that the topics were relevant and appropriate. Surveys were conducted after each Faculty Development event in AY20 and an approximate overall average of 79% of survey respondents strongly agreed:

- Discussions were substantive
- Research supported the discussion topics
- Activities/approaches used to facilitate the professional development were effective
- Participants were effectively engaged
- Respondents plan to attend another MCU Faculty Development event.
- An MCU Employee Survey was disseminated via IRAP to all MCU faculty and staff

regarding MCU professional development and the following results were compiled regarding the overall MCU Faculty Development Program:

- A total of 30 respondents answered questions relating to MCU Faculty Development to include 24 civilian and 6 military.
- 96% of the total surveyed agreed with the question about overall quality of support received from MCU Faculty Development.
- 100% of the total surveyed agreed with the question about the promptness of the response received from MCU Faculty Development.
- 100% of the total surveyed agreed with the question about the professionalism of the Faculty Development staff.
- 100% of the total surveyed agreed with the question about the communication received about faculty development events.

Selected comments from the Employee Survey:

- Cross pollination of faculty. Many commands will have a best ball golf day. Using this activity as a lens, MCU could create a day of faculty development activities, however, implement a constraint or restrain that requires each team of four to six members to include only one rep from each school, college or supporting activity. The teams would complete innovative classroom or teaching activities distributed throughout the campus that relate to faculty development, adult learning and the goals of our university. This could be completed throughout the morning of the annual faculty development / new faculty orientation.
- The addition of online professional development content has really made it much easier to attend events of interest. I'd recommend retaining this option even if most instruction returns to in person learning.
- Recommend that MCU continue the virtual faculty development -- supports those not physically located in Quantico.
- We need to start looking at professional development differently for both faculty and staff. Development isn't just being able to go to conferences or attending lunchtime facdev sessions (although many of those are interesting). Likewise, professional development for faculty isn't just about educational tradecraft. It's also about developing within one's discipline. We should be looking at how other PME institutions and civilian universities think about faculty and staff development and then design an approach that works for MCU.
- Development opportunities are excellent as a result of both Dr. Florich's efforts, the MES, as well as those offered/sponsored by the Krulak Center. Very grateful for their collective efforts.
- Hire more people so that there is time for development opportunities. I don't have time to participate in the opportunities provided by MCU.
- Time is probably the biggest impediment to taking advantage of learning and development opportunities. Yes - time management is important, but when the choice is mission vs personal/professional development, the mission often wins. Not really a suggestion, but it is important to acknowledge that time constraints are real.
- This section seems geared toward the Faculty. The staff should have more opportunities to not only hone the skills they use daily, but to learn more to help them in the future
- Kim does a great job putting things together. A lot of times, I am teaching and can't go, though. If the recordings are being sent out, I'm missing those
- Don't overtask your people so heavily that they are unable to attend development opportunities without directly hindering mission accomplishment or family time. Poorly considered organizational decisions affect people's day-to-day wellbeing. You can have as many FACDEVs as you want, but if people are constantly getting the run-around (mostly from the

business side) in attempts to do their basic day job (mostly business side), then they won't have the time or even desire to attend FACDEVs of any kind..

- I do not know if this is happening or not, but I think the faculty development coordinator should solicit opinions from the directors and deans of the schools for what their opinions/priorities are for development. This will allow the faculty development priorities document to be a bottom up process, increasing buy-in.
- The FACDEV program is fairly robust and online attendance makes it easy to attend. Communications about events are great and the content is interesting and valuable. Dr. Florich stands out as the key to the university's success in these areas. I'm sure that I would have gotten something out of staff development if only I wasn't so overwhelmed with work. No learning, no lunch, and work late. Virtual platform greatly enhanced this program... Kim does a great job. Like I said earlier, and I may be the one missing it, if we could just know where the recordings are if we missed an event that would be great, especially if the recordings were accessible from home.
- Most topics were very controversial about gender and diversity. We get enough training from the military on those subjects. Fac development should concentrate on making better faculty, teachers, and instruction to students. Other schools (outreach) should send us their SMEs so they can cross pollinate our staff with their developmental tools and subject matter they use in their respective organizations. Universities, Fortune 500 companies etc....

New Faculty Orientation

New Faculty Orientation is designed to orient new faculty and to offer faculty an opportunity to focus on current Marine Corps and MCU professional military education emphasis and instructional strategies within higher education. MCU conducted its annual New Faculty Orientation on 19 August 2020. Faculty Development events are offered each AY in accordance with President MCU's guidance and the Quality Enhancement Plan. Following are the categories offered during AY20: New Faculty Orientation, Faculty Sharing, Panel Discussions, Lunch-n-Learn, Series and Staff Training.

New Faculty Orientation 2021 received 63% overall Satisfaction rating. The AY20 event received an overall 53% Superior rating from respondents, which indicates a successful outcome because it was the first time this event was held completely virtual. There were some technical difficulties during the AY21 event and in that the AY21 New Faculty Orientation was held virtually, comparisons are not ideal. Going forward, AY 22 New Faculty Orientation survey results will be able to reveal an increase or a decrease in overall satisfaction whether or not the event is held virtually or face-to-face.

Surveys were conducted after each Faculty Development event during AY21. An approximate cumulative average of 90% agreed that the topics were relevant and appropriate. An approximate overall average of 79% of survey respondents strongly agreed:

- Discussions were substantive
- Research supported the discussion topics
- Activities/approaches used to facilitate the professional development were effective Participants were effectively engaged
- Respondents plan to attend another MCU Faculty Development event.

In addition to the regularly scheduled faculty development events, a summer series entitled,

"Summer Intermittent Professional Development Series" was conducted. A total of 10 events were scheduled during the first two weeks in June and there was a cumulative total of 158 attendees for all events averaging 16 attendees per event. Post-event surveys were conducted with the following analyses:

	Overall %
The topic was relevant and appropriate:	81
The presenter was knowledgeable about the research topic:	91
The discussion topic was substantive:	91
Research supported the discussion topic:	91
Activities/approaches used to facilitate the professional development were effective:	61
Participants were effectively engaged:	50
I plan to attend another MCU Faculty Development Event:	64

Total % of respondents who expressed that they strongly agree in all of these areas is 76%. There were 19.22 respondents per event on average with a total attendance of 177 resulting in 11% response rate. Detailed worksheet: SIPS Post Event Survey Analyses 06-22-2021.xlsx

SIPS Survey comments:

- Presenters were very knowledgeable and engaging
- Knowledgeable hosts who engaged well with the audience.
- Beth Coleman did an outstanding job with a challenging subject- great storyteller too.
- Virtual and well-done.
- The virtual format that Ms. Florich provides is always first rate. I not only enjoy, but always have a take away from the sessions.
- I really enjoy the virtual format - much easier than having to make time to get to and from an in-person event
- Dr. Mackenzie is always informative and engaging.
- Thank you for your time. The book references were great and will allow me to further explore.
- Another home run!! Thank you, Kim
- The virtual format increased my ability to attend the lecture.
- Virtually did allow members to not have to worry about travel. Such PME events as these (deliberate and short - less than 1 hr) are great in the virtual medium.
- Continue to offer during lunchtime hours.
- Well done and thanks
- Excellent presentation. Presenter was very engaging and knowledgeable.
- Great subject and awesome presentation!
- Excellent presentation. Did a good job in getting the participants involved.
- Bravo! One of the best FACDEV sessions I have attended. Very relevant and well taught. Thank you
- This was really interesting!!! And helpful.
- I don't think that we lost anything with this virtual presentation.
- I like both, and will admit that virtual sessions are more likely to be attended.
- It went really well- no tech issues.

The Faculty Development Advisory Group (FDAG) was repurposed to represent personnel who worked directly with faculty development initiatives during AY21. The group was retitled "Leaders in Faculty Development." The intent of the Leaders in Faculty Development is to provide a streamlined working group that promotes discussion and that provides a vehicle for plans, coordination, and implementation of faculty and professional development activities. The

Leaders in Faculty Development met 10 times during AY21. Meetings link in Google Drive: LiFD Meetings Folder

MCU Faculty Development Plans were developed by 30 May. Plans were reviewed by senior staff and presenters but due to intermittent changes to the plan, the schedule of events was published on 10 Sept. Plans were reviewed by senior staff and presenters. A copy of President MCU's faculty development priorities was attached to the schedule. AY21 Faculty Development Lineup Flier Link: AY21 FACDEV Lineup

Leaders in Faculty Development were asked to report their respective schools' faculty development plans for AY21. Plans were received from EWS, CDET, CSC, and the Krulak Center.

Outreach

Speakers Bureau

Outcome: Increase the usage of Speakers Bureau

Faculty Development and Outreach Coordinator managed and coordinated speaking activities for MCU Speakers Bureau members. There were a total of 17 Speakers Bureau members in AY21.There were a total of 13 speaking requests for AY21. Two of the speaking requests were canceled by the requestors due to Covid-19 restrictions. The majority of the requests were fulfilled virtually. There was an increase of 62.5% in speaking requests from AY20 to AY21, even with the pivot to COVID response. There were 8 speaking requests in AY20 but only three (3) requests were filled or took place either due to Covid-19 restrictions or cancellations.

AY20 Speaking Requests:
National Defense University Library
Marine Corps Embassy Security Group- Dr. Todd Holm
MSG School
H&S Security Battalion – Mr. Keil Gentry
NMMC
Army TRADOC Mentorship Program
95 Cyber Protection Team: Dr. Chris Yung
AY21 Speaking Requests:
EODGRU TWO – Dr. Todd Holm
FBI – Dr. Todd Holm
FBI Recruit Depot San Diego – Dr. Todd Holm
Headquarters and Service Battalion, HQMC – Dr. Craig Swanson
US ARMY-TRADOC Career Program 32 – Dr. Paolo Tripodi
NCIS 5 X – Mr. Keil Gentry, Dr. Todd Holm, Mr. Don Bishop, Dr. Chris Yung, Dr. Paolo Tripodi
All Marine Radio - Mr. Keil Gentry
Battery G 2/10 2 X – Dr. Lauren Mackenzie and Col Thomas Gordon (These events were cancelled due to Covid-19 restrictions.)

Reciprocal Working Relationships

Reciprocal working relationships continued in collaborations with FBI NA and University of Mary Washington (UMW), Dahlgren in AY20. More collaborative working relationships were established with UMW-Fredericksburg as the Faculty Development Coordinator met with

UMW Faculty Development Director to discuss potential future collaborations during that AY. New initiatives began with NCIS, Quantico and others in AY21. An Outreach Consortium was developed and initiated during AY21. There were 32 individuals invited representing sister institutions, sister services, and governmental agencies. This consortium met in Spring 2021 and plans are to meet semi-annually for updates, working individual collaborations in between each meeting. The next meeting is tentatively scheduled to take place in October 2021 where a MCU "Information Buffet" will cover highlights of MCU to create an awareness of MCU for all members. Meeting agenda link: Meeting Agenda. Meeting attendance: Meeting Attendance.

Internships
Internships continued with Virginia Military Institute, placing two interns at Krulak Center, one intern with SAW, one intern with CSC, and one working for Academic Affairs. In addition, a new relationship was established with New American Studies to place one of their interns with Mr. Don Bishop, Krulak Center. There was a decrease in internships in AY21, placing only one intern from VMI with Academic Affairs, working in public relations and outreach.

Faculty Newsletter

Faculty Development and Outreach Coordinator published the Spring/Summer '20 Faculty Newsletter in June 2020. With assistance from IT, a webpage was developed to replace the Faculty Newsletter. However, there was little input for this newly developed webpage so that this initiative was discontinued in AY21.

Outreach Social Media: All outreach social media was discontinued in AY21 due to lack of manpower and FDOC's bandwidth.

Discontinued:

LinkedIn: Speakers Bureau

Facebook: Speakers Bureau

Instagram

Twitter

Board of Visitors

Outcome. The Board of Visitors functions within parameters established through FACA, SACS, and BOV Bylaws and Charter.

MCU Board of Visitors does function within parameters established. Five new members were authorized. One administrative meeting took place in August 2020. The SECDEF called a Zero-Based Review in AY21 so that no meetings took place during this AY.

2. QEP Assessment.

Although exceptionally qualified faculty is the standard at MCU, there are other outliers that could support this standard IOT help to build an even stronger faculty such as higher attendance at faculty development events offered throughout the AY. However, attendance did increase significantly overall for Faculty Development events throughout AY21.

The program developed in AY20 to support the QEP was discontinued in AY21. Because of conflicting priorities with all parties, this program was discontinued. Another program was proposed to Deans and Directors by an organization entitled, "Higher Echelon" but this idea was placed on hold for another time due to lack of interest from schools.

3. Core Institutional Effectiveness Areas

Events designed to support teaching faculty for student learning and curriculum were offered throughout the AY. These events were mostly offered by faculty IOT to enhance classroom teaching effectiveness.
Fall lineup:
..\FACDEV\AY20\FALL 2019 SCHEDULE.pdf

Spring lineup:
https://documentcloud.adobe.com/gsuiteintegration/index.html?state=%7B%22ids%22%3A%5B %221FMTV5uKcZuUocb1P6yh75D4gLJsFTgi%22%5D%2C%22action%22%3A%22open%22%2C%22userId%22%3A%221 14984512012936120039%22%7D

5. Changes and Recommendations

Faculty Development

For Critical Task 4.1.1 KPI 4.1.1.1, The result is that schools are able to incorporate the MCU Faculty Development program events into their school calendars early enough for planning purposes. In addition, faculty development events will continue to be offered virtually because the virtual events attract a higher number of attendees. These virtual events are also recorded and posted onto the Faculty Development Google site for faculty to view at a later date if the live sessions were missed. With regard to 4.1.1.2, the Faculty Development lineup and plans were published on 2 June and the CG's faculty development priorities were incorporated into the Fall and Spring schedule. The Leaders in Faculty Development representatives met more frequently in AY21 and this RFI was reiterated more often to that group. For 4.1.1.3 with regard to PDO opportunities, the intent was to determine if schools have a system in place to prioritize and support PDO opportunities, answering the following: #/% of schools with a system in place (Goal: 100%) system in place (written policy). The Employee Surveys did not break down this question per school; however, the following information was gathered: "Please indicate whether you are aware of PDO (i.e., Sabbatical) opportunities and/or the policy for your program?"

Responses:

Yes: 18 (41% of those who responded)
No: 8 (18% of those who responded)
Uncertain: 18 (41% of those who responded)

There were 48 Respondents (29 Civilian, 18 Military, 1 Not Specified)

More than half of those who responded to the survey are not aware of the PDO options. This information will be shared with schools IOT to increase awareness of PDO opportunities. In addition, next year's Employee Survey will break down responses per school to better identify where the uncertainties are more prevalent. The TKO System may be able to help mitigate gaps in

this data IOT breakdown answers per school so that increases and decreases can be more readily tracked.

4.1.2.1: All new faculty attend orientation during the annual faculty development conference. The Faculty Development Conference is no longer offered. Should this part of the KPI be deleted? Also, for the second part of this CT, should we add that follow-on sessions are offered throughout the AY? 4.3.1.2 addresses the following: Increased faculty participation in Regional Security Education Program (RSEP) and similar programs. The Employee Survey Faculty Survey asked: Are you aware of the Regional Security Education Program? (Please list your school/section.) The following information was gathered via the MCU Employee Survey AY21. The survey did not break down these answers per school.

Responses
Yes: 25%
No: 23%
Uncertain: 52%

48 Respondents (29 Civilian, 18 Military, 1 Not Specified)

TK21 will be a more accurate means of tracking this information, once implemented. An increase or decrease was not determined due to lack of data pertaining to individual schools. FDOC will work with IRAP again to help determine the best method to break down this information so that specific comparisons can be made from AY to AY. In addition, Leaders in Faculty Development may be able to assist in coordinating more concise data per school. Also, TK21 will be a more accurate means of tracking this information, once implemented.

4.3.1.3: Engagement Opportunities - Engagement opportunities slightly increased due to more guest presenters for faculty development events. The Covid-19 restrictions in place prevented some face-to-face interactions; however, virtual events made it possible to invite more guest speakers for engagement purposes. The Faculty Development Program will continue with virtual events for AY22 so that the 25% measure is more likely to be reached. In addition, plans are underway to offer more external tour opportunities among faculty development events to include the NMMC, FBI NA, and others.

For Critical Task 5.4.3 and with regard to professional associations memberships, the AY 21 Employee Survey was utilized to gather the total # of professional associations employees are a member of. The following information was gathered regarding membership in professional associations: Employees are members of a total of 344 professional associations cumulatively throughout MCU; however, there was not a breakdown per school so that an increase or decrease is not currently being tracked.

The FACDEDV post event survey results are an opportunity to identify how we might improve upon the MCU Faculty Development Program. The survey is an effective tool for presenters to learn how to better hone their presentations IOT achieve President MCU's Priority Areas. Not all attendees typically participate in the post-surveys so results may not be as accurate as they otherwise would be if everyone participated in the surveys.

In addition, a more virtual presence has proven to be an effective format for increasing attendance but this could be as a result of most faculty and staff teleworking during COVID. Events will continue to be offered virtually in AY22 due to the significant increase in attendance at events. There are 39 events scheduled in AY22, an increase of

approximately 39% more than AY21.

Faculty and staff are offered opportunities to propose ideas for faculty development sessions each year. One major gap is that the New Faculty Orientation Training Course (NFOTC) was originally intended to be in place NLT AY 14; however, because of the lack of FDOC's bandwidth (due to consistently competing priorities), this project has never been completed. The NFOTC was going to model the Joint Forces Staff College's New Faculty Training Course where new faculty would be required to complete a comprehensive checklist to include a teaching practicum. Since 2013, minimal work has been done, but there is much more work to be done IOT to proficiently develop such a program. Another gap is that there are few responses from topic solicitations for ideas. President MCU's guidance has helped to fill in this gap over the past two academic years.

The MCU Faculty Development Program could be improved upon immensely with minimal additional support and restructuring. The Program continues to have gaps in attention to details due to FDOC's other pressing priorities such as BOV processes. Support from TBS has helped tremendously to accomplish tasks that have otherwise been left incomplete.

President MCU BGen Bargeron has had a distinct interest in making MCU Faculty Development one of his primary priorities for the University this AY. It is hopeful that his replacement will take the same level of interest. This would be a prime opportunity to consider the following:

Air University Faculty Development shares some of the same responsibilities as MCU Faculty Development; however, AU's program is more streamlined to include the areas of Faculty Support, Student Learning, Writing Support, Technology Research and Training, and Events. These areas are currently disjointed across MCU.

"The Air University (AU) Teaching and Learning Center (TLC) is the focal point for activities related to the enhancement of teaching and learning at AU. Part of the mission includes resources, expertise, and guidance to increase the ability of faculty to teach and students to learn. The TLC advances the AF Continuum of Learning and promotes an environment that encourages

active learning across all of AU. The scope of the TLC includes all AU faculty and students in any resident, distance-learning or blended-learning courses or programs along with any airmen who may take advantage of our online resources to enhance their lifelong learning." (https://www.airuniversity.af.edu/tlc/)

MCU's Quality Enhancement Plan included some similar thematic areas as AU:

Faculty Development
Writing Instruction and Feedback
Information Educational Technology
Creative, Problem-Based Learning
Curriculum and Knowledge Integration across the Schools

As part of a QEP proposal development team, I assisted LtCol Brian Ross in writing a plan to improve upon MCU's current FACDEV Program. There are several ideas within that paper that

could be relatively easily integrated to shape more efficient lines of effort.

Recommendations

The QEP's overarching goal is to enhance students' creative problem solving skills with one underlying goal to prepare faculty to create learning environments conducive to creative problem solving. Recommendation is not to create an entire Center for Teaching and Learning but rather to consider streamlining efforts, integrating and utilizing assets already in place to include writing support, Ed Tech, LoMC support, Krulak Center, and the current FACDEV program. This joint task force would create a more concentrated and consolidated effort to potentially simplify initiatives in the areas of the aforementioned: Faculty Support, Student Learning, Writing Support, Technology Research and Training, and Events. Perhaps a slight restructuring to reflect this effort would be all that is necessary to achieve this plan. The Faculty Development and Outreach Office is now located closer to the Krulak Center and the LCSC within the LoMC so that these efforts could potentially be more easily attained.

To provide resources, expertise, and guidance for faculty, we might consider the following areas (some of which are already currently in place at MCU):

- Lessons and presentations promoting faculty expertise and teaching skills
- Indexed archive of online materials (articles, videos, examples, templates, and other) enhancing faculty development – (Utilizing current virtual FACDEV program as well as recognizing/designating LoMC as part of the effort)
- Research, assess and provide books, articles, media and services targeted at faculty and curriculum development (Same as above and continue to work with IRAP for assessments, research, etc.)

Identify and conduct events with specific focus on faculty development (Currently

- already in place)
- Upon request, provide informal assessments of MCU faculty teaching effectiveness
- (Although requests are rare, currently in place)

LCSC already offers the following but perhaps FACDEV could be integrated IOT to lean more toward a consolidated effort to achieve the QEP Objective "Provide integrated learning opportunities that challenge students to collaborate outside traditional cohorts."

- Identify, create and publish lessons, articles, applications and presentations to enhance students' study and learning skills
- Provide lessons or methods to improve reading, memorizing, test taking, writing, researching and communicating
- Offer general tutoring and scaffolding to enhance students' learning skills

In addition, the LCSC already offers (at least most of) the following:

- Operate a Writing Commons that provides academic writing support for all of MCU

Maintain a Writing Lab with lessons and tutoring for resident students

- Publish an Online Writing Lab with resources and services for non-resident students

- Deliver presentations and workshops designed to enhance student writing skills and faculty expertise with regard to writing

FDOC works with Ed Tech regularly to offer the following; however a more concentrated effort would serve to enhance President MCU's priority area of Educational Technology:

- Provide training classes, events and resources for learning technology products appropriate to MCU
- Conduct multimedia (video, audio, & graphics) training for using technology in MCU curriculum and classrooms
- Maintain digital products and multimedia equipment to support learning technology training and research (May be a stretch for manpower purposes but might be worth a discussion with Ed Tech?)
- Publish online learning technology training resources enhance faculty skills and curriculum development methods (which could be an addition to the newly developed virtual FACDEV program with support from MCU Ed Tech)
- Identify, promote and aid implementation of new educational technologies appropriate for MCU
- Provide opportunities for MCU faculty to use and experience new learning technology products and techniques (Another category for FACDEV events, possibly virtual with facilitation support from Ed Tech?)
- Collaborate with organizations and universities outside MCU to discover best practices and policies for enabling learning technology (FDOC is currently in discussions with Army War College and others to develop a PME Faculty Development Consortium to discuss 'best practices' semi- annually or annually.)

Events

- Promote, support and host collaborative events to enhance learning, partnering and outreach (Already in place)
- Events include workshops, presentations, forums and symposia for all MCU faculty, students and partners (This is something AU does but since MCU Deans voted down the Annual FACDEV Conference, this may not be ideal to mandate all faculty; however, FDOC will continue to work with Krulak Center toward similar events as in the past.)
- Events held at MCU with some external to the MCU campus (Plans have been in place for this but never occurred due to logistical impossibilities but it may be worth revisiting) ▪ SME Talks – Presentations on topics of interest to MCU faculty and staff – (AU offers this every Thursday at 2pm in their Teaching and Learning Center but through an integrated approach, this might be feasible 1 X per month OR via the current President's Hour?)

The main idea would be to consider joining forces IOT streamline efforts across section boundaries IOT to improve upon and better support the MCU Faculty Development Mission: To develop, deliver, and evaluate professional military education and training. Current MCU Faculty Development meets the minimal requirements because of multiple ongoing conflicting priorities and this coordinated team initiative would serve to raise the standard to meet other PME institutions' level of faculty and staff professional development efforts from satisfactory to excellent.

Board of Visitors

Recommendations

Board of Visitors management requires extremely comprehensive and tedious attention-to-detail because of FACA laws and requirements. Although the TBS and occasional internships are extremely helpful, one major gap is lack of consistent manpower to assist with administrative tasks in these processes because the Alternate Designated Officer simultaneously serves as FDOC, managing two other programs. Maintenance of the FACA Portal alone requires an immense amount of time. MCU's portal is sufficient with assistance from the Advisory Committee Management Office on a regular basis but this is not standard protocol for other advisory board managers, most of whom are equipped with a staff to manage such details. The reality is that most other federal BOV DFOs and ADFOs are equipped with a small team to assist, however; MCU's reality is that available manpower is scarce for administrative assistance purposes. Recommendation for designated assistance with these processes IOT to streamline consolidated duties for better proficiency and effectiveness to include access to the FACA Portal and FACA Database for ongoing updates via .mil computers, assistance with require (extensive) administrative paperwork, especially during membership nomination and renewal periods.

Other duties as assigned during the AY:

Responsible to write Academic Regulations/Policies

1. Speakers Bureau
2. Academic Research Asst. and Intern Program
3. BOV
4. Military Faculty
5. Faculty Development
6. Civilian Faculty
7. Awards and Honorary Degrees
8. Adjunct Faculty

Responsible for the following IE Reporting
1. Faculty Development
2. Outreach
3. Board of Visitors

Responsible for the following Strategic Plan Reporting

Critical Tasks: 5
KPIs: 14 (This has consistently taken a back seat to other priorities, although an important task in itself.)

Recommendation for all RFI's is to utilize TK20 going forward for more accurate reporting.

Kim Florich

K. C. FLORICH

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IN REPLY REFER TO:
FMO
17 Sep 21

From: Comptroller
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT FINANCIAL MANAGEMENT OFFICE

Encl: (a) AY 20/21 Four Column Matrix for Financial Management Office

1. Director's Assessment.

a) The Financial Management Office (FMO) is not sufficiently staffed to complete tasks and ensure separation of duties without creating single points of failure.

b) The FMO office requires additional structure to be compliant with SECNAVINST 7000.27.

2. QEP Assessment. Not applicable

3. President MCU Priority Areas. Not applicable

4. Core Institutional Effectiveness Areas

a) Student learning and curriculum. not applicable

b) Organizational structure and business practices. The FMO continues to update business practices to ensure compliance with applicable laws and regulations.

c) Faculty recruitment, retention, and development. not applicable

d) Infrastructure and technology. not applicable

e) Outreach and scholarship. not applicable

5. Changes and Recommendations for Next Academic Year. None.

S. M. PATZMAN

Enclosure (3-Fiscal)

UNITED STATES MARINE CORPS
EDUCATION COMMAND
MARINE CORPS UNIVERSITY
2076 SOUTH STREET
QUANTICO, VIRGINIA 22134-5067

IN REPLY REFER TO:

15 Jul 2021

From: Director, Institutional Research, Assessment, and Planning
To: Vice President, Operations and Plans

Subj: AY 20/21 ASSESSMENT REPORT INSTITUTIONAL RESEARCH, ASSESSMENT, AND PLANNING

Encl: (a) AY 20/21 Four Column Matrix for Institutional Research, Assessment, and Planning

1. Director's Assessment.

a) Strengths. In spite of delays for civilian hiring, the Institutional Research, Assessment, and Planning (IRAP) office continued to meet the increasing demand for data collection and analysis in AY2021 per enclosure (1). Where IRAP was unable to directly support the conduct of focus groups, our office consulted with individual schools regarding protocol design and analytical approaches. As the University's representative on the Military Education Assessment Advisory Group (MEAAG), IRAP directly informed the development of new OPMEP reporting standards and has been able to inform complementary evolution of MCU reporting policies. This external collaboration has been a key mechanism for identifying and integrating best practices from the broader PME community. Internally, the Institutional Effectiveness (IE) Working Group has continued to provide a common forum for review and discussion of unit and university-level assessment and improvement. This IE process is a core component of the University's SACSCOC accreditation, which was reviewed (and approved) as part of the MCU Fifth Year Interim Report.

b) Opportunities and Gaps. Expanding emphasis on assessment and reporting at the TECOM, CJCS, and OSD levels represent both opportunities and challenges for IRAP and MCU in the coming year. Aligned closely with the University's implementation plan for CPG task 3.1.5 on rigor and accountability, IRAP will leverage its expanded personnel base and technological resources (i.e., TK20) to ease the transition to these new, more rigorous expectations about reporting accountability. At the same time, IRAP's assessment specialists will provide direct support to schools and units to enhance assessment practices in key areas of interest. Implementation of TK20 will require active engagement across the University as each module is configured and integrated into University processes and procedures. Introduction of new technology requires both adaptability and buy-in from users. IRAP's AY22 efforts will focus on providing training and tailored implementation plans to facilitate an effective transition. AY22 will also be an experimentation year as IRAP launches the qualitative evaluation initiative; a key mechanism for enabling feedback from the FMF to MCU and its programs.

2. QEP Assessment. IRAP continued to support the compilation of data and analysis of QEP activities in AY21. This included drafting the assessment segment of the University's QEP Impact Report. Now that formal SACSCOC reporting requirements are no longer required, MCU might consider allowing greater flexibility in school-level assessment approaches. Adapting the approach to assess creative problem-solving in wargames might also provide additional value added to future University endeavors.

3. President MCU Priority Areas

a) Naval and joint integration (CPG Task 3.1.4). IRAP continued to support this initiative in the context of both curriculum and collaboration. In terms of curriculum, IRAP conducted surveys assessing student and graduate capabilities in this area. In the context of collaboration, IRAP currently serves as one of the University's representatives to the Military Education Assessment Advisory Group in support of joint accreditation development.

b) Wargaming (3.1.11) IRAP has continued to participate in the University's Wargaming Working Group. Additionally, IRAP partnered with the Krulak Center to meet with each school to assess wargaming support needs for AY2022. Going forward, IRAP intends to expand support in this area both in terms of advising on Master Plan evaluation and in terms of providing resources for faculty on assessment within these learning activities.

4. Core Institutional Effectiveness Areas

a) Student learning and curriculum. IRAP has provided additional support to the JPME programs as the requirements for the new outcomes-based military education approach in the OPMEP. IRAP will continue to prioritize support to these initiatives as

b) Organizational structure and business practices. Finalization of the VPOP Regulations was a major accomplishment this year, codifying standard policies and procedures for the broader MCU community.

c) Faculty recruitment, retention, and development. N/A

d) Infrastructure and technology. The implementation of the new Assessment Management Platform, TK20, remains a top priority for AY22. IRAP has, and will continue to, actively engaged with the technical experts as well as MCU stakeholders to develop a phased implementation plan. Although the go-live timeframe for the platform was delayed by needed cyber hardening, implementation of the overall plan remains on track. The delay also created additional space for training and testing during the fall semester as different modules of the tool come online.

e) Outreach and scholarship. N/A

5. Changes and Recommendations for Next Academic Year. With the establishment of the Director of Research position within VPAA, the primary responsibility for the Institutional Review Board (IRB) has also conveyed to that office. This change will allow IRAP to refocus on

the provision of services which promote the use of relevant, timely and accessible data to inform decision-making, resource allocation, and institutional effectiveness. IRAP will consult closely with VPOP to refine its self-assessment plan so that the AY22 Director's Report fully captures the efforts, successes, and challenges relative to these new initiatives.

Kathleen Kuehn

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IN REPLY REFER TO:

1233
Jul 2021

From: Director, Information Technology (IT)
To: Director, IRAP

Subj: AY 21 ASSESSMENT REPORT IT DIRECTORATE

Encl: (1) AY 21 AES 4-Column Matrix Closeout for IT Directorate

1. Director's Assessment.

a. This academic year saw some significant progress for the IT Department as it continued to align its capabilities, operations and portfolio with the vision for Marine Corps University. As the University continues to expand PME opportunities for more Marines and through more methods, the department made efforts to secure the resources needed to support this overall effort. Hired additional staff, added a more robust teleconferencing capability, changed policies and procedures to support the students and faculty during a pandemic. At the same time, the daily operations of the department, the sustainment of the USMCU.EDU network, and the routine support for students, faculty and staff, are maturing, there is a need to standardize the "BYOD" and limit the devices that each student can add to their online office suite of software, and this can only improve educational outcomes and the daily experience of the end user and faculty. The creation of an IT/ET working group with a charter and strategic plan, provided the working roadmap for the future of IT/ET at MCU..

b. While there was some progress in the areas identified above, the directorate faced set-backs and challenges requiring great effort and extensive coordination to overcome. In AY19, greater emphasis has been placed in the virtualized environment, planning, and allocation of resources to support the remote virtual training, webinars and summits for MCU. Additionally, the original expansion scope was adjusted during AY 19 and further delays and adjustments in AY20 during the COVID-19 pandemic. In addition to the Staff Non-Commissioning Officer Academies (SNCOA) initial expansion plan, College of Distance Education and Training (CDET) centers are included as part of this line of effort. While this compounded effort increases the planning and coordination complexity, the solutions to overcome these challenges will lead to even greater outcomes for the University and the Marine Corps. Aligning a dedicated team to manage this project will ensure that this project stays on track and on budget.

c. The Authority to Operate (ATO) for the .EDU network was renewed in October 2019 and is set to expire in 2022. The directorate is now in the process of preparing for the necessary artifacts and POAMs for the renewal accreditation process in order to maintain the ATO for the USMC.EDU network.

2. Core Institutional Effectiveness Areas

One of the many IT Directorate initiatives is the need for a more robust Information/Knowledge Management program. The MCU's knowledge is the most important asset but like most organizations, knowledge is frequently undocumented, difficult to access and is a risk of disappearing. Due to the high turn-over of IT personnel it becomes imperative to have the capability of some sort of knowledge capture in order for it to be transferred. Poor knowledge sharing results in organizations running much less efficiently and productively. Change in leadership of the Customer Support Branch (helpdesk) facilitated the new and improved helpdesk. This new improved helpdesk has created a "centralized" repository or knowledge base for the IT staff. Documented processes are the normal way of doing business, having these documented processes are now repeatable, is making the organization more productive and efficient.

3. Changes and Recommendations for Next Academic Year.

a. The long-term effort to extend the .EDU network to the SNCOAs and CDET facilities in CONUS, the first requirement of updating the circuits has begun. These efforts are to increase the network capacity, from 1 to 10 Gbps. In working with t MCMO, the first wave of the C-ISP circuit upgrade has been completed, the transition to the new circuit is scheduled during FY22 and the .EDU domain infrastructure in Warner Hall is in the process of implementation. All of these efforts will increase the network capacity in FY22 and will provide better network responsiveness and ensure the expansion project stays on track to meet the commander's intent.

b. The challenges with keeping the AV systems fully operational have been technological, logistical, and contractual. Additionally, the complexity of working across different organizations within MCU increased the complexity of coordination between technicians working on the AV equipment and calendar availability. To alleviate this situation, the IT department will plan in advance to allocate time off for the auditorium and lecture halls. The university hired a dedicated and appropriately-compensated AV professional who took ownership of all AV systems and has sustained them throughout their lifecycle.

c. The AV system in Warner Hall has been baselined, the next step is for the installation of the new AV systems in phase 1 refresh. With these refresh upgrades to the latest technologies more in line with what is being implemented in the SNCO academies, this would standardize the equipment plus provide redundancy across the university. Geiger

and Breckenridge Hall AV refresh were installed during AY21 and are fully operational for AY22.

d. Due to the interdependencies between different departments and sections within MCU, there is a need for an enterprise-level Service-Management system to synchronize activities and resources across the University. The IT Department switched over to the USMC Enterprise Network system “Remedy”, this was a no cost solution to MCU. This robust system supports MCU in orchestrating both MCEN.MIL and USMCU.edu trouble tickets, incident management, request fulfillment and ITPRAS tracking. This has led to greater efficiencies in supporting both the .mil and .edu network helpdesk activities.

e. The IT Directorate recommends that the university move more to cloud-based technologies. Currently the data center area has no redundancy, in the event of a power failure, the university would be unable to provide services. In a cloud base environment if this building was down, the services would continue to be supported outside of this campus. During this COVID-19 pandemic the university was able to use virtual classrooms to continue training due to some no cost additions from VMWARE, Google and Cisco. MCU IT currently is planning, designing and implementation of Azure cloud services to move our on-premise infrastructure to the cloud to give the university a more flexible environment to support the Wargaming applications and the M365 A5 Office applications cloud.

X

Anne Tolbert
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IN REPLY REFER TO:
13 July 2021

From: Director, Leadership Communication Skills Center
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT LEADERSHIP COMMUNICATION SKILLS CENTER

Encl: (a) AY 20/21 Four Column Matrix for Leadership Communication Skills Center

I. Director's Assessment.

The Leadership Communication Skills Center (LCSC) is an academic instructional support resource for students, faculty, and staff of Marine Corps University. It is staffed by three faculty members—a director, a communication assistant professor, and a communication instructor. The LCSC is located in the Gray Research Center Room 230 (offices 229, 231, 236) and is open Monday through Friday from 0800-1630.
The LCSC operates as an R & I (Research and Instruction) entity within the Office of the Vice President for Academic Affairs at Marine Corps University. The LCSC's efficacy is measured by several administrative outcomes that cover the following areas of focus:

1.1 Usage, Client Satisfaction, and Staffing
The LCSC Assessment Report analyzes LCSC usage by students, faculty, and staff members. It includes data about student needs as well as data about staffing issues and requirements.

1.2 Class and Workshop Teaching Summary
LCSC faculty members offer classes and workshops to each of the three degree-granting colleges in writing, research methods, and critical approaches to reading. The LCSC also runs open workshops at Command and Staff College (CSC) throughout the academic year that coordinate with CSC assignments and the CSC master's paper (MMS) milestones. LCSC faculty also run faculty development workshops as requested.

1.3 Course Teaching Summary
LCSC faculty members teach a number of formal courses throughout the academic year. These include the following:

- Studio Courses: five-session courses designed by the LCSC and tailored to the curriculum in each of the three degree-granting schools with separate sections for International Military Officers. Studio courses are offered regularly at the beginning of the academic year for CSC and the Marine Corps War College (MCWAR), and by request for the School of Advanced Warfighting (SAW). Successive sessions are often offered for the CSC students to provide support throughout the academic year.
- Graduate Communication for IMS: a 20-hour intensive communication preparation course for International Military Students from CSC and MCWAR offered at the end of

July.

- TOEFL Prep: a 10-class TOEFL Preparation course to those IMS who need the support.

I.4 MCU Communications Style Guide

The *MCU Communications Style Guide* is a professional and accurate guide that is revised and updated annually by LCSC faculty members. The Guide appears digitally and in print. Students at the degree-granting schools are issued hard copies of the guide annually. A digital copy is available on the LCSC website and on the Gray Research Center website. The 13th revised edition was printed in May 2021 and will be distributed to the AY 2022 students when they arrive in July and August. The online edition was released in June 2021.

1.5 Student Written Communication Skills (LCSC Efficacy)

Students who use the LCSC individually or through classes and workshops will both perceive and demonstrate improvement in written communication skills.

1.6 Student Verbal Communication Skills (LCSC Efficacy)

Students who use the LCSC individually or through classes and workshops will perceive and demonstrate improvement in oral communication skills.

1.7 MCU and Professional Outreach

The LCSC establishes and maintains a presence in professional communities where members share their own research. The LCSC supports organizations in the broader USMC/DOD community as time and resources allow.

II. Results.

2.1 Usage, Client Satisfaction, and Staffing

The LCSC recorded a total of 1726 visits from students, faculty, and staff in AY 20/21 with an 93% student satisfaction rate, as indicated by responses to the AY20/21 Student Survey. There seemed to be fewer responses to the MCU student survey this year. Below are some student comments indicating support for the LCSC:

- Many of my peers used it and thought it was valuable
- The LCSC team is outstanding. Extremely useful resource for students, and they respond very quickly. Thank you!
- The ladies provided excellent support
- I liked the online office hours and I felt their support was evenly distributed across all business days.

The LCSC also received some negative feedback, which we are working to address.

One CSC student wrote:

- One of my papers “slipped through the cracks” even though I scheduled an appointment and attached the document to the appointment on the website. I didn’t receive feedback until I called a day after my scheduled appointment to ask about an update. That’s when the LCSC finally got to it and provided feedback too late for it to help me before due date.

The LCSC acknowledges that failing to provide feedback within the 48-hour appointment window is unacceptable. These incidents were extremely rare and occurred as the LCSC faculty were still learning to navigate the WCONLINE system. After a full year of working with the program, the LCSC faculty do not anticipate having any of these technical issues in the future.

Two of the other negative comments came from SAW students, only 6 of whom used the LCSC and responded to the survey:

- Was discouraged by some faculty due to the LCSC's perceived competence.
- The LCSC never provided what I wanted, an organization that would critique my writing for logical arguments and structure. The LCSC was basically a slower version of Grammarly.

The first comment is disappointing, if the student is reporting accurately. So long as SAW faculty are discrediting the LCSC, it will be difficult to earn their students' trust and establish working relationships with them. Without this trust, the LCSC cannot help SAW students to improve their communication skills.

The second comment indicates that LCSC faculty might need to ensure they're balancing local (grammatical) comments with global (structural) comments. However, our ability to provide effective global comments is also dependent on fully understanding the SAW curriculum and faculty expectations.

AY 20/21 faculty survey results indicate that 95% of faculty who responded to the survey believe their students' writing improved after using the LCSC. Below are comments from the faculty survey indicating the primary strength of the LCSC.

- The LCSC is phenomenal. They have some talented folks who really provide useful feedback.
- The knowledge of assigned personnel.
- Mentoring, coaching, and teachers that directly improve student writing/communication skills.
- Responsiveness. Good at coaching students how to write better. Tailoring services to each individual student/school needs.
- The people care, they have unique expertise, and all students walk away feeling like the time was well spent.
- Objective feedback regardless of content.
- Several of my students took their papers to the LCSC and really helped them out, not only with grammar and style, but with structure and clarity. So this also is a big win

According to the survey results, faculty believe the LCSC could improve by:

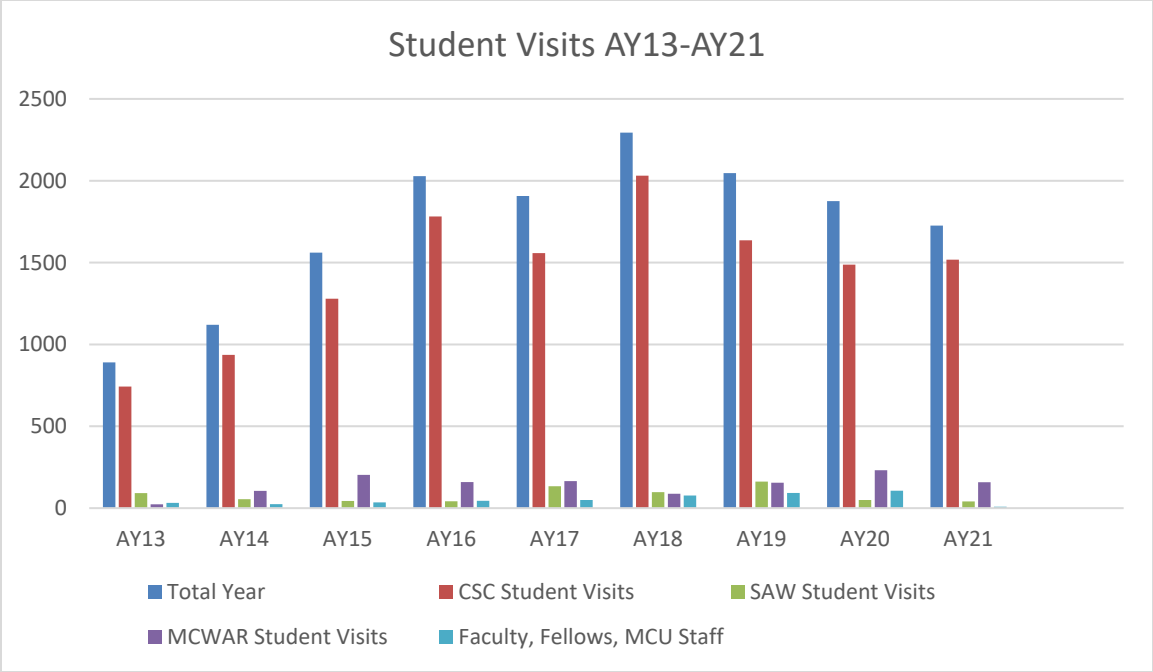
- Keeping up the great work!
- More staff. There are simply not enough of them. If we want students to be better writers the LCSC needs at least double the staff, and to ensure that the staff we have are paid adequately so that they stick around.
- LCSC sometimes oversteps its role and gives advice to students about content of the assignment. This is not their job. I think they should stick to the quality of writing. Also,

the students complain that they take too long to get back to them. Perhaps higher [sic] some more people for LCSC.

Although the comments are overwhelmingly positive, there is a common thread among the areas for improvement; the LCSC needs more faculty, and it must continue its outreach efforts to ensure faculty understand the formative feedback the LCSC provides. The LCSC consistently returns papers to students within the 48-hour timeframe indicated in our center policies, often getting papers back to students the same day they are submitted. Faster turnaround, particularly at surge times, is not possible. The LCSC faculty provide formative feedback that prioritizes clarity, organization, and structure, which often entails addressing thesis and argument development. Addressing thesis and argument development often requires students to reconsider and think again about their content, but content is not the focus of LCSC feedback. Faculty understanding of LCSC feedback should improve as the LCSC becomes more formally involved in the MMS program for CSC, provides more teaching and studio course support to MCWAR, and maintains contact with SAW faculty to provide support at their request. Steps have been taken to ensure the LCSC faculty has the ability to grow, and we expect to receive contracted support by the end of 20/21; additionally, while the budget does not support a new hire at this time, a BIC has been assigned to the LCSC to support hiring an additional faculty member when the budget is available.

However, in the absence of a fourth faculty member, the LCSC has continued to work beyond capacity, averaging around 2,000/visits per year for the past several years. Table 1 on the next page depicts numbers of student visits over the last nine years.

Table 1: Numbers of LCSC Recorded Visits over Time AY 2013-2021



In AY 20/21, the LCSC saw 1726 total visits: 1455 were scheduled requests for either synchronous online support or asynchronous reviews from MCU students, faculty, staff, and fellows; 271 of these visits were diagnostic essay reviews, which are compulsory for SAW, MCWAR, and CSC students.

Of these 1455 voluntary visits, 1305 were from the CSC students, 15 were from SAW students, 126 were from MCWAR students, and 9 were from faculty, fellows, and MCU staff. Providing online service to observe pandemic protection protocols likely kept that number low this year. The LCSC faculty expect requests to surge beyond capacity during AY 21/22, particularly without any additional support at the beginning of the year. The, hopefully, mid-year arrival of contracted support will provide the LCSC with the ability to serve a greater portion of the students.

As the table indicates, recorded visits (1726) in AY 20/21 were about 8% fewer than in the previous year (1876). However, the decline in total visits can be mostly explained by two factors: 1) The LCSC's engagement with faculty and staff dropped from 106 visits in AY 19/20 to 6 visits in AY 20/21. This is no surprise, as faculty and staff interactions tend to happen face-to-face, and opportunities for those engagements were limited during the pandemic while most faculty and staff worked from home.

2) In addition to reduced engagement with faculty, the LCSC also saw a significant reduction of student visits from SAW and MCWAR students. Eighteen (18%) percent fewer SAW students visited the LCSC in AY 20/21. While AY 19/20 was a record year for MCWAR student visits, in AY 20/21 visits fell by 32%, returning to their average pre-2020 levels.

Aside from the usual change in workflow that might be expected during a pandemic, another factor that may have influenced SAW and MCWAR student visits is the LCSC's transition to a

new online scheduling system. The LCSC provided schoolhouses with detailed instruction on how to set up accounts but had no opportunity to provide SAW or MCWAR students with specific training on the system. This should not be an issue in AY 21/22 as the LCSC returns to in-person visits and classes.

Interestingly, despite the decline in faculty/staff, MCWAR, and SAW visits, the number of CSC student visits actually increased by 2% in AY 20/21. Much of this increase is likely due to the MMS paper becoming a mandatory part of the curriculum for all US students.

Another trend that the data seems to reveal is that students tended to use the center more frequently than in years past. In fact, 31% of students who used the center in AY 20/21 visited at least ten (10) times. However, the LCSC actually made contact with a smaller portion of the total student body. For instance, in AY 19/20, the LCSC worked with 77% of MCU students at least once; this year that number dropped to 68%, even though total visits only decreased slightly.

Table 2 breaks down LCSC usage by demographic and shows that the center has a diverse group of frequent visitors. Of the 271 CSC, SAW, and MCWAR students, 55 (20%) used the center more than ten times. Of these 55 students, 5 (9%) received a rating of medium/high or high on the diagnostic, 25 (45%) were studio referred, and 25 (45%) fell somewhere in the middle—neither receiving recognition for exceptional writing nor being flagged for having significant challenges.

This data indicates the LCSC is effective in reaching some of MCU's neediest writers, as 47% of IMS and 40% of studio-referred students visited the center at least ten times.

However, the data also indicates that the LCSC is not simply a resource for weak communicators. In fact, the LCSC worked with 53% of students who enrolled in the Advanced Studies program, 54% of writing award winners, 60% of distinguished graduates, 65% of students who scored medium/high or high on the diagnostic writing exam, and 86% of SAW selectees from CSC.

The LCSC worked with many of these high-achieving students regularly. Of the students who scored medium/high or high on their diagnostic writing exam, 22% used the center at least five times and 17% used the center at least ten times. Further, as Table 2 "LCSC Use by Demographic" demonstrates, over 50% of SAW selectees and over 25% of distinguished graduates consulted with the LCSC more than five times over the course of the academic year. Of the CSC, SAW, and MCWAR students who received writing awards, 15% used the center at least five times throughout the year.

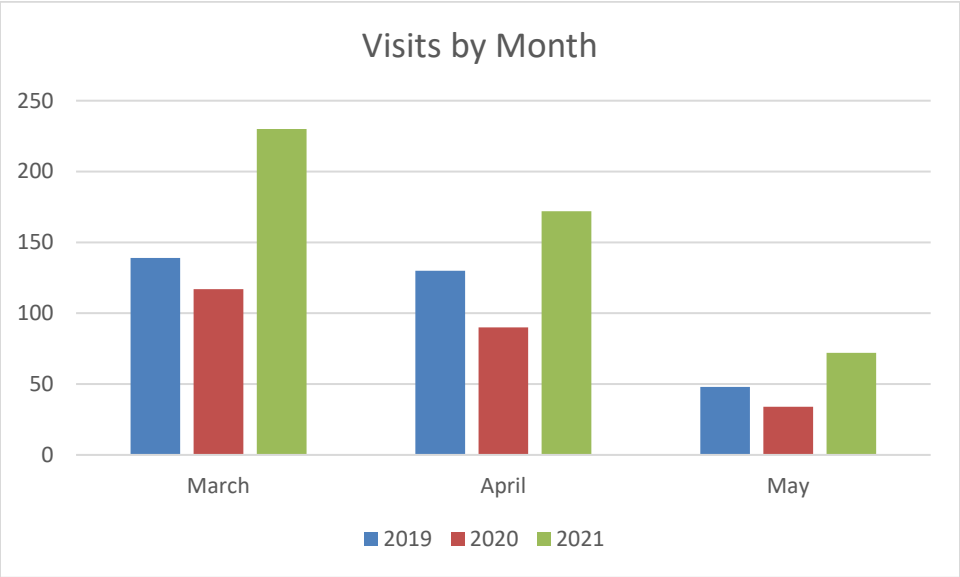
The data also suggests that the LCSC's assessment of student writing is largely in line with faculty expectations, as 65% of students who the LCSC scored as medium/high or high on the diagnostic were distinguished graduates, SAW selectees, or writing award winners. Considering that only 24% of the total student body earned these distinctions, the LCSC seems to be adept at predicting student success.

Table 2: LCSC Use by Demographic AY 2020-2021

Demographic*	Frequency of Use		
	At least 1 visit	**At least 5 visits**	**At least 10 visits**
CSC Students (total)	**2021:** 69**%**	**2021: 40%**	**2021: 26%**
American Students	**2018**: 82% **2019:** 77% **2020:** 63% **2021**: 72%	**2018**: 55% **2019:** 33% **2020:** 30% **2021**: 34%	**2018**: 38% **2019:** 14% **2020:** 13% **2021**: 21%
International Students	**2018**: 97% **2019:** 91% **2020:** 100% **2021**: 63%	**2018**: 85% **2019:** 63% **2020:** 85% **2021**: 53%	**2018**: 76% **2019:** 40% **2020:** 70% **2021**: 47%
Distinguished Graduates	**2018**: 81% **2019:** 65% **2020:** 65% **2021**: 60%	**2018**: 58% **2019:** 46% **2020:** 35% **2021**: 26%	**2018**: 41% **2019:** 30% **2020:** 18% **2021**: 19%
Gray Scholars 2018 Advanced Studies 2019-2021	**2018**: 88% **2019:** 25% **2020:** 77% **2021**: 53%	**2018**: 64% **2019:** 15% **2020:** 19% **2021:** 30%	**2018**: 44% **2019:** 0% **2020:** 4% **2021**: 21%
SAW Selectees	**2018**: 66% **2019:** 63% **2020:** 86% **2021**: 86%	**2018**: 58% **2019:** 50% **2020:** 57% **2021:** 57%	**2018**: 25% **2019:** 25% **2020:** 14% **2021:** 29%
Studio-Referred Students	**2018**: 87% **2019:** 98% **2020:** 96% **2021**: 85%	**2018**: 65% **2019:** 62% **2020:** 67% **2021**: 55%	**2018**: 55% **2019:** 37% **2020:**45% **2021**: 40%
Studio-Referred American Students (data collected for the first time)	**2018**: n/a **2019**: n/a **2020:** 85% **2021**: 83%	**2018**: n/a **2019**: n/a **2020:** 46% **2021**: 42%	**2018**: n/a **2019:** n/a **2020:** 15% **2021**: 28%

A surprising finding from the AY 20/21 data is that visits from American students increased by 14%, putting them back within the average range of where they were in AY 18/19, despite the pandemic and constraints imposed by the virtual operating environment. While 63% of American students visited the center in AY 19/20, that number rose to 72% in AY 20/21. Numbers of Americans visiting the center five or more times or ten or more times also increased, putting those numbers back in line with averages from previous years. There are two possible explanations for this: 1) students were new to the virtual environment in AY 19/20, and 2) the MMS became mandatory for students in AY 20/21. COVID 19 protocols forced the LCSC to move completely online in the spring of AY 19/20, and students may have been unsure of how to navigate the new system. Therefore, second semester AY 19/20 American student visits likely dropped off. In AY 20/21, the MMS became mandatory for US students, which drove a significant increase in visits during the spring. In particular, the LCSC had 230 visits in March 2021 as compared to 117 visits in 2020 and 139 in 2019 (representing an increase of

approximately 96%). Much of this increase may be attributed to consultations on MMS projects, which accounted for 36% of March 2021 visits. April and May numbers of visits also increased significantly and were driven by both the demand for MMS support and the compressed AY21 calendar. See the table below for more specific information about how the LCSC's spring semester workload increased in AY 21.



LCSC data from survey responses and from Tables 1 and 2 reveal several potentially significant issues in AY 20/21, which are similar to the issues in AY 19/20. These issues are:

ISSUE 1: The LCSC continues to work at unsustainable levels.

For the most part, the LCSC has been able to meet demands for individual reviews and consultations during AY 20/21 without inconveniencing students, though at a cost to the personal time and professional development of LCSC faculty members. As steps are being taken to increase the LCSC faculty, it remains important to note that during surge times, 19 students (1.1% of total visits) were turned away. AY20/21 is the first year since 2013-2014 that the LCSC faculty received no outside support from a MCUF intern. Until the LCSC receives the expected additional contracted support in AY 21/22, the number of students turned away may increase.

Many factors that likely reduced visits in AY 20/21 will not be in place during AY 21/22. In fact, there are many factors that indicate AY 21/22 visits will increase significantly from AY 21 levels:

1. As the LCSC returns to providing in-person services during AY 21/22, we expect to see IMS students visiting the center in greater numbers. Usage among IMS fell significantly this year, likely as a result of the LCSC's transition to online operations. While this transition was important to keep students and LCSC faculty safe, it seemed to create barriers to service for IMS in particular.
2. Additionally, the new MMS requirements will likely continue to drive an increase in visits, particularly during the spring.

3. The LCSC will participate in the MCWAR writing lecture and continue to provide a studio course, which will continue to strengthen our integration with the program.

As we anticipate an increased demand for individual visits, the LCSC will likely offer more classes and workshops during AY 21/22. While the LCSC faculty referred a typical amount of students to studio courses in AY 20/21, there was a drastic reduction in the number of students who participated in the courses. The LCSC continued to provide workshops online as well. In AY20/21, the LCSC faculty maintained nearly the same number of teaching hours as AY19/20. However, the AY19/20 teaching hours were reduced by the retirement of Dr. DiDesidero, who was not on hand to teach an elective course in January 2020. In AY 21/22, the LCSC teaching load is likely to increase significantly. Making its own adjustments to the MMS requirement, CSC has already requested additional large group (full schoolhouse) lectures, which will require additional small group workshops. Dr. Brown will propose an elective for January 2022. The LCSC will also continue to run CSC and MCWAR studio courses along with traditional IMS courses (e.g., TOEFL prep, Spouses English, and IMS studio). The additional teaching will allow the LCSC faculty to reach more students; unfortunately, it will also reduce their availability for individual appointments.

While BGen Bargeron approved hiring a full-time contracted staff member for the LCSC during AY 20/21, budgeting demands and the contracting process have meant that the contracted help is unlikely to be available to support the LCSC until AY 21/22 has begun. The LCSC faculty is excited to welcome any additional help, but the delay in the contracting process is likely to severely limit the LCSC's ability to maintain service levels, particularly during fall 2021.

2.2 Class and Workshop Teaching Summary

Throughout AY 20/21, the LCSC provided 114.5 hours total hours of (virtual) classroom teaching, 21 of which were spent providing workshops. Workshops typically last for one hour and focus on addressing one specific writing, speaking, or research skill. The student attendance of these workshops varied widely, with some being attended by as many as 47 students, while some workshops had only three attendees.

2.3 Course Teaching Summary

In addition to classes, lectures, and workshops—which are typically "one and done" events—the LCSC taught 48.5 hours of structured courses in AY 20/21. This teaching included an IMS preparatory course (21 hours), studio courses for CSC and MCWAR students (32.5 hours), and an IMS TOEFL Prep course (5 hours).

IMS Preparatory Course
This intensive four-day or five-day course offered by the LCSC at the end of July is designed to prepare International Military Students for their studies at CSC and MCWAR. In August 2021, the LCSC offered its seventh IMS Prep Course, and it was very well received. On the basis of an initial assessment, students are divided into three groups according to skill level: Intermediate, High-Intermediate, and Advanced. These three small groups work with the same instructor for six learning modules during this intensive week in order to develop their communication skills in

accordance with the rigor required by CSC and MCWAR, as well as to become familiar with American and MCU expectations for academic work including but not limited to academic integrity and other conventions of graduate-level research and writing in professional military education. This year, the compressed schoolhouse schedules in response to COVID-19 resulted in a significant decrease in the amount of time allocated to the LCSC's IMS Graduate Communication Preparatory Course. In addition, the course was abruptly shifted to a 100% virtual format with both synchronous Google Meetings and asynchronous lessons and materials for students to review on Moodle. On the first day of the course, all IMS from CSC and MCWAR and LCSC faculty members met on Google Meets for 2 hours. Following this synchronous meeting, students wrote a diagnostic essay and submitted this essay to LCSC faculty via Moodle. Three small-group sessions occurred 1-2 times a day for an additional 3 days, resulting in a total of 7 hours of instruction for each LCSC faculty member. Diagnostic essays were also reviewed, and feedback was provided to all students.

Students' reactions to the IMS prep course are consistently overwhelmingly positive—100% of IMS students surveyed after the course agreed or strongly agreed that the IMS Prep Course helped them to understand the process associated with effective communication, especially academic writing processes. Similarly, 100% agreed or strongly agreed that the IMS course helped them to improve as writers of academic English. Open-ended responses also were overwhelmingly positive:

- Very helpful for me as it helped to prepare for the essay writing assignments which are integral in the assessment system in Marine Corps University.
- I would like to say thank you to all LCSC faculties for the course, especially to Mrs. Stase Wells, who was always available to help us.
- It was a first time experience for me. You guys are really professional and very hands-on on what you do. I wish we had the same course and an LCSC back home.
- Thank you for your availability. You helped us even when it was not directly connected to the English course.
- This is a great experience for me as an international student. It's a really great feeling to be able to write in English about so demanding topics and it's all thanks to you!

While 100% of students either agreed or strongly agreed that the class length was sufficient, comments from the survey indicate that many students wanted more time and felt that an in-person course would have been more helpful:

- I would recommend that LCSC prep course requires at least a month to prepare IMS before the academic year.
- Not enough, all students are not in the same level, which required some focusing with them practically. Especially with exceptional year like this.
- In my opinion, it should be longer. I can't precisely say how many hours to add, but I can definitely say students will have more benefits if attending your course for a longer period.
- Making a preparation course in advance for the Ims at least 2 weeks before beging the Acadimc year

In response to students' requests for additional preparation time, Mrs. Stase Wells reached out to all AY22 CSC and MCWAR IMS via email prior to their arrival in the United States to

coordinate a briefing and distribution of instructional materials (e.g., TOEFL preparation books and print copies of the 13th revised edition of the *MCU Communications Style Guide*) at students' ROM locations in June 2021. Mrs. Wells has already made arrangements with interested students to follow this briefing with additional individualized support opportunities virtually and in person prior to the start of the AY. In addition, with the lifting of COVID-19 restrictions, the LCSC has secured physical space and calendar space and plans to bring back the traditional in-person, 20-hour IMS Graduate Communication Preparatory Course in July 2021.

TOEFL Course

Shortly following the IMS Prep Course, Mrs. Wells has regularly taught a five-week TOEFL course to support international students who have not yet earned an adequate score on the TOEFL exam. The AY2021 course met five times in September 2020 virtually on Google Meets with additional one-on-one and smaller group sessions for those needing supplemental remediation. The synchronous meetings were supplemented by asynchronous TOEFL preparatory course materials and activities available to students on the LCSC's Moodle page. A total of 18 international military students utilized these support resources and attended the online course. Of the 18 students who attended TOEFL prep from CSC and MCWAR, 12 (67%) passed the TOEFL and received master's degrees. The curriculum both informed students about the different areas of the TOEFL exam and allowed them time to practice. In practicing for the different test areas of the TOEFL, the course also teaches specific test-taking strategies designed to maximize student success on the exam. Additionally, the course includes provision of important TOEFL resources for students and shows them how to make the best use of these resources. Managing the course and the students after CSC classes have begun takes careful time and attention from the LCSC IMS Programming Coordinator, Mrs. Stase Wells.

Studio Courses

The LCSC first implemented Graduate Writing Studio Courses for CSC students in AY 2014, so AY 2021 saw the eighth iteration of Studio. These courses support the writing curriculum in the different colleges, and they use the students' own writing as a basis for instruction. Students may be referred to the Studio Courses by their faculty members (based on LCSC evaluations of student performance on the diagnostic essay), or they may volunteer to register for a Studio Course for their own enrichment. There are typically three sections of CSC Studio Courses that run for five weeks in the fall semester, with one section dedicated to IMS. In AY 2021, the LCSC ran three sections of studio for CSC—two for native speakers and one for IMS, and one section of studio for MCWAR. This was the first year that studio courses did not fill to capacity; however, the LCSC attributes this primarily to students' desire for an in-person (rather than virtual) course. Studio courses typically run into the spring semester; however, this year the final studio course for American students was offered towards the end of November 2020, and IMS studio courses ended by the beginning of January 2021. Second semester courses were cancelled due to lack of student demand. However, despite what might seem like dwindling interest in studio courses, student survey responses about their experience in studio are overwhelmingly positive.

- 83% agree or strongly agree that the class helped them improve as a writer
- 87% agree or strongly agree that it helped them to better understand assignments
- 92% agree or strongly agree it helped them to understand the writing process
- 96% agree or strongly agree that the course increased their knowledge of academic

writing: thesis, organization, grammar, and research

Below are a few student comments about the format of the AY2021 Studio Courses.
Positive comments about online format:

- It was convenient. I was able to log in from anywhere to participate.
- In my perspective, it has a positive effect. The lectures were brief, concise, and helpful. Moreover, everybody could book the individual classes. If you ask me about what would I prefer - online vs in resident? I would do probably mix. Classes online and counseling in resident. Counseling in resident - sometimes is better for a foreigner to use other means to describe the question or issue - whiteboard, paper....Thank you.
- it was excellent, Andrea and Stase were amazing and helped me out a lot.

Negative comments about online format:

- It was a solution but I would prefer the in-person classes.
- I am sure face to face interaction, for me, would have been better but given those type of restrictions she did awesome!
- I believe that having the lessons in person would have been preferable. However, LCSC's expertise was evident even during the virtual lessons.
- For IMS online environments is another challenge more.
- this the first time I did online learning I faced difficulty at first but the LCSC team was professional to facilitate this for us and do it easy thank for all

Positive comments about the course in general:

- She definitely broke the assignments down, piece by piece. She addressed each part and was able to easily connect them so I could get a greater clarity on what was being asked of me.
- I especially benefited from the MEAL strategy, the Writing Effective Paragraphs Workshop, and the Lit Review workshop
- I feel much more comfortable in this exercise than I was six months ago

Other Teaching
In addition to these structured courses and workshops, one LCSC faculty member taught a weekly IMS Spouses English conversation course (31 hours). The LCSC also provided two workshops/lectures for MCU faculty (3 hours).

2.4 MCU Communications Style Guide
The *MCU Communications Style Guide* was distributed to CSC, SAW, and MCWAR students at the end of beginning of September 2020 coinciding with the delayed start of the academic year. A digital copy, which is available on the GRC and LCSC websites, was made available by September 2020. To ensure students would have more immediate access to the style guide at the start of the academic year, the LCSC created a minimally updated version of the guide to adjust the printing timeline. The 13th revised edition was printed in May 2021 and will be available for students when they arrive in July. The online guide was also updated and published as of June

2021.

Student survey results indicate that 96% of students who used the guide found the *MCU Communications Style* guide to be useful and user friendly. CSC students were most likely to use the guide (95%), while 86% of MCWAR students and 83% of SAW students used the guide. Lower usage rates among SAW and MCWAR students may indicate that the writing models presented in the guide are more tailored to the CSC curriculum, or that the LCSC faculty need to do a better job of promoting the guide within these schools. Student comments about the guide were largely positive.

- Easy to use and reference examples.
- Great resource to keep.
- The citation examples were the most helpful.
- Very useful product!
- Students could not successfully complete this curriculum without this guide.

However, some students had negative feedback. Most of these comments dealt with inconsistencies between faculty feedback and CMS guidelines presented in the Guide. Others expressed the need for more templates; however, traditional style guides (such as the CMS) provide guidelines for writing rather than templates for line spacing, font, and margins.

- Faculty had varying knowledge of the MCU Communications guide and frequently gave guidance contrary to MCU.
- The examples were vague and unhelpful.
- The simple fact that we needed an enormous writing guide to teach us how to write clearly and succinctly was ironic.
- Two or three templates (word docs) could replace 95% of the style guide.
- Full example of an MMS

A few comments referenced the need for some training on how to use the guide or more information about using citation software such as Zotero and Refworks. As LCSC faculty annually teach a combined workshop on formatting and Refworks citation software with reference librarians, we will continue to work with reference librarians to integrate Refworks tutorials into our citations workshops. LCSC faculty will make a concerted effort to integrate the guide into their teaching AY 21/22 to ensure students know how to use the guide effectively.

2.5 Student Written Communication Skills (LCSC Efficacy)
Students who use the LCSC individually or through classes and workshops will both perceive and demonstrate improvement in written communication skills. Students' perception that their own writing skills have improved is overwhelmingly positive, as data in the student and faculty surveys indicate.

- 86% of CSC, SAW, and MCWAR students who had used the LCSC reported 1) satisfaction with the LCSC services, and 2) dramatically increased confidence in their writing. Sixty four percent (64%) of surveyed students indicated that they were either confident or very confident in their ability to write a strong thesis,

organize ideas, write in an executive style, or use correct grammar and mechanics at the beginning of the academic year. After working with the LCSC, 88% of students report being confident or very confident in their ability to perform these writing tasks.

- 95% of AY 2021 faculty surveyed agreed that students who used the LCSC had improved their writing skills.

2.6 Student Verbal Communication Skills (LCSC Efficacy)

Students who use the LCSC individually or through classes and workshops will perceive and demonstrate improvement in oral communication skills. The LCSC offers individual consultations on presentations, speeches, and briefings.

Currently, most of the oral communication work the LCSC does with students focuses on IMS, because native speakers rarely request appointments to focus on oral communication skills. As a result, oral communication consultations constitute less than 2% of the LCSC's work with students. For IMS students, Mrs. Wells offers oral communication strategies and practice sessions as part of her TOEFL preparation course. In addition, Mrs. Wells provides individual consultations for IMS oral defense practice. While the LCSC has offered one or two oral communication workshops in past years, it did not offer any of these opportunities for students in AY 20/21. In AY 21/22, the LCSC will once again offer MMS oral defense lecture and related oral communication workshops.

Currently, the LCSC faculty's ability to research, design, and deliver oral communication support is constrained by the demand for writing services. Once the LCSC faculty receives contracted or full-time support, they will turn their attention to developing these services.

2.7 *MCU and Professional Outreach*

The LCSC establishes and maintains a presence in professional communities where members share their own research. The LCSC supports organizations in the broader USMC/DOD community as time and resources allow.

- Mrs. Wells offers an English Conversation course on Friday mornings for the spouses of International Military Students. This year, in response to COVID-19, the course ran virtually with an in-person graduation ceremony in June 2021 once restrictions had lifted. An average of 9 IMS spouses met once weekly from September to May for a total of 30 classes and 31 hours of instruction. All regular attendees provided country presentations to their classmates in the second semester to demonstrate their communication skills improvement, and all attendees were given certificates of participation in June 2021. Feedback from the spouses was overwhelmingly positive, and one unexpected benefit of the online format was the ability for spouses to attend who normally cannot due to an inability to find childcare. The spouses' repeated requests for an in-person class format, however, warrant a return to a F2F format for AY 21/22 on Friday mornings in the LCSC classroom.
- Mrs. Wells assisted Ms. Angela Miller, IMS Coordinator, to assemble and deliver welcome baskets for IMS families while they quarantined in their hotels before the AY

21 school year. Included in these packets were the *MCU Communications Style Guide*, TOEFL workbooks, and a variety of other teaching resources that students could use to begin practicing English before the IMS Prep Course began.

- The LCSC is a founding member of the Writing Center Consortium for Graduate-level Professional Military Education (WCCG), a nation-wide group of writing center directors and writing instructors from graduate-level joint service schoolhouses. In May 2021, Ms. Hamlen-Ridgely was appointed to the position of Associate Chair within the PME Graduate Writing Consortium (WCCG), a position she will occupy for the next two years before ascending to the executive chair position in 2023. The WCCG has been recognized by a variety of high level commands, including the J7, and having an MCU faculty member serve in this capacity will elevate the center's status within the PME community
- In October 2020 Ms. Andrea Hamlen-Ridgely and Mrs. Stase Wells presented at a virtual JSOTL conference on a panel with other members of the WCCG from sister PME institutions. Their presentation was titled, "They Say Our Students Can't Write: Essential Perspectives and Practices Regarding the Institution, the Assignment, and Feedback to improve Student Writing." Because the presentation was so well received, Ms. Hamlen-Ridgely and Mrs. Wells were asked to write scholarly articles that discussed their particular piece of the presentation. The articles are currently undergoing review and will likely be published by a military journal within the next several months.
- In March of 2021, Ms. Hamlen-Ridgely and Mrs. Stase Wells facilitated workshops that were part of a WCCG virtual workshop series. Ms. Hamlen-Ridgely, in collaboration with a WCCG colleague from NDU, offered a workshop on assignment design. Mrs. Stase Wells also presented a workshop as part of this series titled, "Busting Neuromyths: Connecting Mind, Brain, and Education Science to working with International Military Students." Faculty members from NDU, Army War College, and the Naval Post Graduate School joined the workshop, and we walked them through the process of designing effective assignments.
- In May 2021, Dr. Brandy Lyn Brown presented "Crossing the Threshold: Joining PME Provides Peripheral Perspectives on Writing Center Studies" at the 2021 JSOTL conference. Her presentation identified how adapting to the PME environment revealed important tensions within the field of writing center studies. Her presentation was paired with another new-to-PME colleague at Air University, and together they have submitted a panel discussion to the International Writing Center Association conference in October 2021.
- The LCSC Director serves as the point of contact for the NDU Press contests and recruits MCU faculty to serve as judges. In AY 2021, Dr. Brown, Dr. DiNardo, Dr. Shibuya, Dr. Yung, and Mr. Campbell served as judges for the NDU press essay contests. MCU sent a total of 15 entries from MCWAR, CSC, SAW, and EWS. Two Marines, one from CSC and one from EWS, tied for first place in the Chairman of the Joint Chiefs of Staff Paper Category.

III. President MCU Priority Areas

a) COVID-19 Impacts.

In AY 20/21, to meet the minimum manning posturing requirements and limit exposures for faculty and students, the LCSC continued online operations by providing paper reviews and using Google meetings and the WCONLINE scheduler to conduct video sessions as requested. Video chats comprised sixteen percent of total visits to the LCSC in AY 20/21. During typical operations, in-person appointments typically account for anywhere between twenty-seven and thirty-five percent of total visits. While video chats offer students a similar experience to in-person visits, the reduction in the total percent of visits indicate that some students would have preferred face-to-face interactions.

In AY 20/21, COVID-19 mitigation efforts had the largest impact on the LCSC teaching practices. Studio courses and workshops were held virtually through Google Meetings. Although students who participated spoke highly about the ease of joining virtually and being able to access recordings of workshops, the significant reduction of students signing up for Studio Courses indicates not everyone was comfortable in the virtual environment.

Additionally, the compressed school year meant students were in class more than in previous years. The compressed schedule meant there was less free time during which the LCSC could schedule workshops and studio courses. As the semester progressed and students received more of their instruction virtually, workshop attendance dwindled, indicating virtual meeting fatigue. As meeting restrictions lift, the LCSC plans to provide more in-person appointment, course, and workshop options that should return teaching and participation levels to traditional levels.

Some organizations, who typically hold conferences in the fall, like the IWCA, continued to cancel their 2021 events. However, many organizations adapted to the virtual environment, which allowed the LCSC faculty to remain active in the WCCG and to present at the JSoTL conference. The LCSC faculty's participation in professional development remained slightly reduced, but it should rebound as organizations return to normal operations.

Naval and joint integration. (N/A)

Integration of wargaming. (N/A)

Cyber for all. (N/A)

IV. Core Institutional Effectiveness Areas

Student learning and curriculum.

As the LCSC faculty suspected, adapting to COVID-19 mitigation measures enabled us to continue to provide service, but reduced teaching opportunities and student satisfaction. Survey responses, conversations with students, and the center's usage statistics demonstrate that the adaptations did not meet the needs of all students. The slight reduction of student visits and reduced demand for studio courses and workshops meant the LCSC was able to meet student support demands, even in absence of the additional part-time contractor who typically provides support during the busiest months.

As COVID-19 mitigation measures lift and the LCSC returns to in-person operations, the faculty expect that demand for classes and individual student support will increase, particularly in response to the new mandatory MMS program. The LCSC faculty remain concerned that demand will outstrip their ability to meet it and expect to see an increase in students unable to receive feedback. Increased individual support demands, combined with a more demanding teaching schedule will also require faculty to reject any teaching requests from outside of the degree-granting schools. The increased tempo in the spring semester will likely limit professional development opportunities as well, as most academic conferences occur in March and April—months during which the LCSC is now frequently overburdened with MMS requests.

Organizational structure and business practices.

While the adaptation to the new scheduling software went fairly smoothly in AY 20/21, there were snags with campus IT that occasionally interfered with the sending and receiving of automated emails and the use of the scheduler's online appointment tool to conduct video sessions. Though frustrating to work around in the moment, those issues have been resolved. The online scheduling software remains a valuable asset for LCSC procedures and data collection.

Faculty recruitment, retention, and development.

While BGen Bargeron approved the hiring of contracted help for the LCSC in AY20/21, the initial push to fulfill that contract was unsuccessful. The LCSC is currently working with CEME to attempt to fulfill this contract. At this point, the contracting process is progressing and the LCSC hopes to have additional support by the end of calendar year 2021.

As mentioned previously in this report, it is likely that given the return to in-person services, and the increasing demand from the MMS program, the additional support from this contract will keep the LCSC operating at its maximum capacity and primarily focused on student support and teaching—thus reducing the faculty's ability to remain engaged with professional development activities like research, conference presentations, publications, and outreach to the wider DOD community. Consequently, while the LCSC is appreciative of the support and resources given to help relieve the current pressures on our faculty, the likelihood is that those pressures will continue to increase, as will our need for continued recruitment, retention, and development.

Infrastructure and technology.

The WCONLINE scheduling software continues to support LCSC scheduling and facilitate data collection.

In AY2021, with support from BGen Bargeron, VPAA, and the GRC, the LCSC moved into a larger office suite on the second floor of the GRC. The new space incorporates

faculty offices, meeting, teaching, and storage space. The LCSC faculty are extremely grateful for these new spaces and look forward to making good use of them.

V. Changes and Recommendations for Next Academic Year.

As the LCSC continues to operate with only three full-time faculty, in AY 21/22, particularly fall 2021, the LCSC faculty will prioritize teaching opportunities that allow them to reach as many students as possible, which limits the number of individual appointments available to students. Providing teaching support to the MMS program during fall 2021 should help students to successfully meet their MMS milestones, easing the burden of spring MMS review requests. While teaching allows the current LCSC faculty to reach as broad an audience as possible, the LCSC is known for its individual work with students. Until contracted help is available, or an additional hire is made, the LCSC faculty will be forced to continue to choose between broad reach and individual service, when each meet different needs and are vital to student success.

Brandy Lyn G. Brown
Director, Leadership Communications Skills Center

UNITED STATES MARINE CORPS
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MARINE CORPS UNIVERSITY
2076 SOUTH STREET
QUANTICO, VIRGINIA 22134-5067

IN REPLY REFER TO:
0900
15 July 2021

From: Director, Library of the Marine Corps
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT LIBRARY OF THE MARINE CORPS & GRAY RESEARCH CENTER

Encl: (a) AY 20/21 Four Column Matrix for Library of the Marine Corps & Gray Research Center
(b) AY 20/21 MCU Faculty and Employee Survey
(c) AY 20/21 MCU Student Survey

1. Director's Assessment.

a) Based on results of MCU Faculty/Employee Survey, MCU Student Survey, and ongoing internal observation/assessment, the Library of the Marine Corps (LoMC) and Gray Research Center (GRC) are, as a unit, thoroughly meeting mission. The ability to support patrons, acquire pertinent resources, and facilitate access to both research resources and the facility are satisfactory. Financial and administrative support for resources, personnel, and facilities have been and remain excellent across the board. With existing support levels and structure from Academic Affairs and MCU, LoMC is well positioned to continue at its current levels of mission capability and success.

b) The COVID-19 operating environment was a challenging one for LoMC. In spite of the challenges, LoMC continued to meet mission while simultaneously working to mitigate risk to staff and patron health and safety. The COVID-19 operating environment provided myriad opportunities for staff to exercise ongoing creativity, adaptability, and problem-solving. It also forced patrons to expand remote use of electronic resources and, consequently, LoMC staff to enhance remote instruction and support of these resources. Working amidst these ever-changing and grave circumstances honed LoMC's ability to develop ways to execute critical mission components. LoMC staff's overall commitment to finding a way was critical to success. However, support from throughout Academic Affairs and MCU was invaluable. They maintained remarkably transparent communication, clear direction, and a receptiveness to input from LoMC.

c) LoMC patron support provided by both staff and research resources remains an organizational strength. Survey results point to staff being professional and dedicated. Survey results also indicate overall satisfaction with research resources—content, formats, and accessibility.

d) AY 19/20 survey results indicated frustration with patron-facing IT as a weakness. Measures were taken to address this. The first measure: two members of the Virtual Branch were designated to serve as unofficial liaison with IT. This takes a relatively small amount of their time, but introduces centralized accountability/communication and increased efficiency into addressing IT issues at the organizational level. The second measure: 100% of the patron computers were upgraded. The result is reduced boot/processing times and increased functionality/reliability. Reports of patron IT issues have been greatly reduced.

e) AY 19/20 survey results indicated frustration with database contracts dropping out midway through the academic year. This was rectified in AY 20/21 with restoration of two significant databases (Jane's and JSTOR) that had dropped. It will continue into AY 21/22 with those two retained and two new databases (Inside Defense and Stratfor) being picked up.

f) The organizational realignment placing LoMC under Academic Affairs continues to be beneficial. Closer and more direct involvement with other academic support activities and clearer channels of communication/command have created opportunities for success that might not have previously come to fruition. One example of this is LoMC's development of an information literacy assessment for incoming CSC students that will be administered much like the LCSC's writing assessment. LoMC's assessment will measure students' familiarity with research resources and their skills in using them. This will identify areas for individual student's improvement and also inform how LoMC staff delivers research support.

g) LoMC continues to work to best align its electronic research resources. The desired end state is a balanced suite of right-sized, -shaped, and –priced electronic resources that are both available and supported remotely and around the clock. The challenge requires identifying patrons' current and anticipated needs as well as developing methods for remote user instruction in this area.

2. QEP Assessment.

   a) Not applicable

3. President MCU Priority Areas

   a) Naval and joint integration (CPG Task 3.1.4). As part of scheduled collection development work, Reference Librarians actively worked to identify and add research resources that support research in this area of activity.

   b) Wargaming (3.1.11). LoMC personnel continue to work with Krulak Center personnel and Dr. Lademan to identify and provide access to wargaming-related resources. Additionally, the GRC has hosted wargaming events coordinated by the Krulak Center as well as other USMC programs. As part of scheduled collection development work,

Reference Librarians actively worked to identify and add research resources that support scholarship in this area of activity.

4. Core Institutional Effectiveness Areas

   a) Student learning and curriculum. LoMC's information literacy assessment, although in its pilot year, should facilitate students' increased and improved use of research resources while at MCU and is intended to enhance overall information awareness and application upon their return to the fleet.

   b) Organizational structure and business practices. LoMC currently has no designated administrative staff on its table of organization. This requires librarians to handle the major majority of acquisitions-related responsibilities including managing the LoMC GCPC program, managing administrative and audit files, preparing Purchase Request packages, and working with vendors to make purchases.

   c) Faculty recruitment, retention, and development. No additional initiatives or concerns to report.

   d) Infrastructure and technology. No additional initiatives or concerns to report.

   e) Outreach and scholarship. No additional initiatives or concerns to report

5. Changes and Recommendations for Next Academic Year. There are no major changes or recommendations needed for LoMC to successfully execute its mission. In the coming year, LoMC will continue to carefully and consistently develop its resources, services, personnel, and facilities to support MCU students and faculty as well as the larger USMC research community in a manner that is both effective and cost efficient. With regard to resources, LoMC will focus on enhancing and streamlining electronic resources. With regard to services, LoMC will focus on further developing remote user instruction. With regard to facilities, LoMC will focus on enhancing user experience via improving both arrangement of furniture and facility as well as directional signage.

Gregory Cina

GREGORY CINA

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IN REPLY REFER TO:
3000
20 Aug 21

From: Director of Operations/Deputy Vice President for Operations and Plans (VPOP)
To: Vice President for Operations and Plans

Subj: AY 20/21 ASSESSMENT REPORT FOR OPERATIONS

Encl: (1) MCU Four Column Matrix, Director of Ops/Deputy VPOP

1. Director's Assessment.

a. Strengths. Entering year two of the global COVID-19 pandemic, the Department of Operations showed its greatest strength by continuing to be the driving force across MCU/EDCOM by synchronizing all the education operations. Accomplished in a multitude of ways, the VPOP staff successfully manages the MCU Operations Calendar, execution of bi-weekly Ops synch and quarterly TEEP meetings, administer MCU's Coordination Cell, Task management both internal and external via the DON TRACKER system and the new Task Management Tool (TMT), MCU facilities scheduling, SITREP development and dissemination to HHQ, and execution of or participation in MCU level events. Our office will build on these strengths, which received a higher than 98% positive response from the MCU Employee survey, and continue to work an enterprise-wide collaboration mind-set to meet the MCU Mission.

b. Weakness. Operations continued to effectively and efficiently manage MCU/EDCOM Operations despite being undermanned while experiencing personnel turnover through retirements and PCA orders. Our success was due to the dedication and experience of key staff members. The Operations departments' ability to support the new emerging requirements in the coming year will continued to be challenging as our organization will experience gaps in key personnel. This dip in experienced personnel will have a momentary effect within the VPOP as new staff members come aboard and become trained within the department.

c. Opportunities. We continue to learn and improve upon our processes and procedures in order to meet the requirements of the university. The restructuring of our Ops Synch meetings from monthly to bi-weekly, utilizing the new MCU Operations Regs share site, expanding out the MCU Coordination Cell, synchronizing all of MCU's Mission Assurance (MA) programs, and the implementation of the new TMT will better synchronize education operations. This effort has been, and will continue to be our focus with the goal of maintaining an effective, transparent, collaborative, and responsive organization that fosters a culture of continuous learning and improvement.

d. Gaps. No gaps to report at this time.

2. QEP Assessment. [Not Required]

3. President MCU Priority Areas. [Not Required]
4. Core Institutional Effectives Areas.

a. Professional Learning. This past year both Operations and Plans have been heavily involved in the development and execution of the MCU/MCWL collaborative wargame. This wargame meets both MCU's overall future wargaming vision and CMC's intent of students becoming better informed and prepared for their follow-on assignments after resident PME. This wargame was proceeded by a series of classified briefs covering Marine Corps force design and emerging concepts. Additionally, we continued to update the current observed academic fitness report for all resident PME schools and explore the possibility of a new academic evaluation that would capture all PME programs. This is linked directly to the Commandant's Planning Guidance (CPG); Officer PME programs in order to make them as academically rigorous as possible and no longer consequence-free (Task 3.1.5) and our own MCU Strategic Plan.

b. Outreach. Operations was assigned the task of the collaboration and synchronizing of all MCU's Strategic Communications. This unity of effort is currently bringing all internal and external communication strategies under CG EDCOM approved communication themes in a formal process.

5. Changes and Recommendations for Next Academic Year.

a. Operations will continue to monitor and manage the execution and reporting requirements of the Strategic Plan. We will develop and disseminate standardized reporting formats IOT alleviate any confusion on what is required for future reporting.

b. With the additional hire of a Director of Plans, greater capability will undoubtedly exist within VPOP. Having Directors to serve in both roles for Operations and Plans has allowed for greater depth and breadth in the day-to-day processes as well as within the MCU Strategic Plan. Additionally, plans are currently under way to bring in a reservist to serve as the MCU COMMSTRAT officer. Realizing the importance of strategic communication and the heavy workload it brings, further discussion is taking place for the need of a permanent position/billet in the future.

c. The training section will continue to provide annual training support (PFT/CFT and HT/WT) to all the students across EDCOM; however, Operations and Plans will look to provide that same level of support in the future to the MCU military permanent personnel as the agreement between the new HQs Battalion and EDCOM becomes refined.

d. With both the HQMC and TECOM Mission Assurance order newly signed, we within Operations will continue to refine all the roles and responsibilities that fall under the Marine Corps Mission Assurance umbrella here at MCU. By doing so, this will better align, synchronize, and integrate the multiple protection-focused policies, plans, programs, and activities with our limited personnel.

Copy to:
Director IRAP

e. As always Operations will strive to exceed the 80% satisfaction threshold within the MCU Employee Survey as well as continue to look for ways to improve our abilities to support the university.

R. D. JOHNSON

Copy to:
Director IRAP

UNITED STATES MARINE CORPS
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IN REPLY REFER TO:
3000
1 Sept 2021

From: Director, Plans (VPOP)
To: Director, IRAP

Subj: AY 20/21 ASSESSMENT REPORT PLANS DIRECTORATE

Encl: (a) AY 20/21 Four Column Matrix for Plans Directorate

1. Director's Assessment.

a) There were no directed, high-level Quality Process Improvement Boards (QPIB) during AY 20/21. However, Plans Directorate is beginning to look at the IE/SP annual process as MCU's unique "process improvement" methodology. VPOP will continue to identify where processes need assessment and improvement support.

b) The Futures Working Group (OPT) and Academic Evaluation Working Group (OPT) responded to direction from President, MCU, and both provided positive recommendations to senior MCU leadership. Futures WG has been formalized into ongoing and follow-on strategic planning activities. The Academic Evaluation WG continues its work with Manpower and within MCU. Bottom Line: The WG model can be an effective means of developing solutions and recommended decisions to issues, problems, and new directives. While allowing multiple viewpoints to WG activities and results, and also a means of transparency for MCU, these two outcomes are dependent upon participation. Too many WGs, or too frequent mutli-WG activities, will reduce their usefulness.

c) The next strategic plan (STRATPLAN 2022-2027) is currently under development. The StratPlan WG will deliver a Base Plan to the Winter 2021 PPC, for signature by the President, MCU. Implementation planning will be conducted during early 2022, and results of Goal Lead implementation planning will include execution plans (including assessment plans) for all Critical Tasks.

2. QEP Assessment. Plans: NSTR.

3. President MCU Priority Areas. Plans: NSTR.

4. Core Institutional Effectiveness Areas

a) Student learning and curriculum. During AY 20/21, the Futures Working Group recommended three critical tasks that will impact student learning and curriculum: "naval integration; "emerging technology, concepts, and capabilities;" and "Cognition/Meta-Cognition."

The planning and execution of these three CTs must be assessed against "needs of the Marine Corps and operating forces" and injected into curriculum as soon as resource-feasible.

b) Organizational structure and business practices. Planning: NSTR.

c) Faculty recruitment, retention, and development. The 2022-27 MCU Strategic Planning will highlight both faculty and staff development, and ensure individuals across the University are provided opportunities to upskill within clear individual development plans (IDP).

d) Infrastructure and technology. Planning: NSTR.

e) Outreach and scholarship. Planning: NSTR.

5. Changes and Recommendations for Next Academic Year.

a) Plans Directorate will be looking closely at MCU-wide processes during the Strategic Planning Phase IV, "Implementation Planning." Through these Phase IV activities, Director-Plans, will observe and identify processes for possible focused 'process improvement' activities during AY 21/22.

b) The "5th Year Reporting" requirement for the current strategic plan will be made post-AY 21/22. This report will need to link what was accomplished during the 2017-2022 period to what will be attempted during 2022-2027. It is anticipated that there will be unique aspects of this reporting, and will require preparation and discussion prior to June, 2022.

c) The 2022-2027 Strategic Plan will include a more focused implementation planning effort at the Critical Task level, and will also employ a new KPI model. Implementation and assessment planning will be completed by May 2022, and reported on at the Spring 2022 PPC.

R. S. PETERSON

Copy to:
Director IRAP
Vice President, Operations and Plans

UNITED STATES MARINE CORPS
EDUCATION COMMAND
MARINE CORPS UNIVERSITY
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IN REPLY REFER TO:

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VPAA
15 Jul 21

From: Vice President for Academic Affairs
To: Vice President for Operations and Plans (Director, IRAP)

Subj: AY 20/21 ASSESSMENT REPORT FOR ACADEMIC AFFAIRS

Encl: (a) AY 20/21 Director's Report for Academic Support Division
(b) AY 20/21 Director's Report Brute Krulak Center for Innovation & Future Warfare
(c) AY 20/21 Director's Report for Center for Regional Security Studies
(d) AY 20/21 Director's Report for Director of Research
(e) AY 20/21 Director's Report for Faculty Development and Outreach Coordinator
(f) AY 20/21 Director's Report for Fellows, Foreign PME, Olmsted Scholars
(g) AY 20/21 Director's Report for Leadership Communication Skills Center
(h) AY 20/21 Director's Report for Middle Eastern Studies
(i) AY 20/21 Director's Report for MAGTF Instructional Group
(j) AY 20/21 Director's Report for Libraries of the Marine Corps
(k) AY 20/21 4-CM AA Ops / Business Management Cell

1. Vice President / Director's Assessment.

a) General Observations. The enclosures, and their associated 4-column matrices, are forwarded for review and analysis. Each enclosed Directors' report contains a detailed assessment demonstrating that the Academic Affairs Department functional requirements are being accomplished in an effective and efficient manner. Additionally, while the newly established Business Management Cell and the central Operations section within Academic Affairs (AA) is not under a Director, these cells provide valuable services to the department and are captured in their own 4-column matrix.

b) Strengths. The strength of the department remains the dedication and abilities of the people in it to accomplish the mission. For AY21, the establishment of a Business Management Cell (Full T/O as of February 2021), the transition of the Center for Regional Security Studies, the forward momentum on the establishment of the Wargaming Division, MIG and LCSC contracted support (supported by resident contracting know-how temporarily internal to AA), and the addition of an Assistant Operations Officer haven been instrumental. COVID-19 presented many challenges with the continued academic support mostly supported via virtual methods, however notable areas of initiative, adaptability and the use of new technology for education support are:

i. The successful completion of the Fifth Year Interim Report is a major accomplishment for the University as a whole. In support of this effort, AA established the Accreditation Working Group and it proved a highly efficient and effective way to accomplish this major task. This initiative is a real step toward maintaining a persistent commitment to accreditation. The continuation of the WG, and ideally with the addition of the Tk20 data management system, will further improve assessment and reporting of student learning outcomes going forward.

ii. Performance of the Faculty Development and Outreach Coordinator (FDOC) to increase Faculty Development attendance during training events;

iii. Responsive services and support provided by the Libraries of the Marine Corps;

iv. The retention of individuals well-versed in contracting operations and management to establish clear contracting solutions for MIG instructional Support, LCSC support and Wargaming Cell resources and structure proposals.

v. The development of the Brute Krulak Center for Innovation and Future Warfare's Wargaming Master Plan and the launching of "The Landing" a public facing, digital community platform for original content from MCU.

vi. Academic Affairs Strategic Workforce Planning. As part of a larger effort to better posture AA for future workforce changes (personnel shifts, task re-alignment, organizational review etc), AA is conducting a deep dive assessment. The current review of Position Descriptions, Table of Organization (T/O) and Security clearances has already informed changes for the recent TOECR scheduled for July 2021, as well as the update to many Position Descriptions of telework eligibility.

c) Challenges. While personnel shortages are being addressed, they have not been institutionalized in structure or assignment policies; task and mission accomplishment remain very much dependent on the significantly above average capabilities of the current incumbents and the ability of the supervisors to manage the military assignments against command collateral duties, Individual Augments and re-assignment / selection for other primary duties within the University (i.e. Aide de Camp, Instructor, Leadership in another Division). Future, key capabilities are performed by individuals who are single points of failure," such as the Director, Fellows or the Faculty Development and Outreach Coordinator, the Registrar, Director of CRSS, and the Director of Research. In their absence the programs they manage have no back stop. Further, even with the increased personnel, "steady state" had only been achieved in addressing immediate pending requirements. Establishing processes and procedures to make day-to-day requirements more efficient are needed to allow for planning and coordinating efforts further in advance. Finally, MCU

Board of Visitors (BoV) suspended operations on 30 January, 2021 per the direction of the Acting Secretary of the Navy while a Zero-based review was conducted. The MCU BoV, like the other DoD-established academic boards of visitors, is inextricably linked to the university's mission set forth in statute and required by its regional accreditation body, Southern Association of Colleges and Schools Commission College (SACSCOC) for its ability to have degree-granting programs. As of July 2021, the formal authorization to reinstitute the BoV has not been granted, however indications from the Office of the Secretary of Defense suggest the BoV will able to resume operations in the near future.

d) Weaknesses. The primary weakness remains the inability to readily and rapidly fill vacant positions (Civilian and Military). The budget and structure demands have caused a gap for the Assistant Registrar Position and numerous Library positions have taken an inordinate amount of time to fill; funding is insufficient to fill Chair positions and with the loss of the MCUF Bren chairs, the University has taken an enormous educational support resource. Military positon fills have also been a challenge and require direct liaison with MOS advocates (ie. Education and Information Operations officers) for assignment. Once internal to the university, Marines on "payback" or utilization tours do not receive amnesty from assignment to positions outside of their field of study.

2. VPAA Priority Areas for Next Academic Year. While attention to all areas identified in the enclosures will be given, priorities within the Academic Affairs department for AY21-22 will be:

a) Upon approval, resume operations for the MCU BoV, and implement changes to the MCU BoV's mission/scope and membership requirements as directed as a result of the DoD Advisory Committee's Zero Based Review.

b) Establishing an integrated educational wargaming capability across MCU, to include a sustainable curriculum review and development process, adequate contract support, and methodologies for evaluating student game performance.

c) Publishing a revised and updated Marine Corps Order on Professional Military Education Management to incorporate numerous changes and initiatives developed since last promulgated;

d) Secure program longevity for Marine Corps' Doctor of Philosophy Program (PHDP) maturing the process with M&RA Talent Management for MOS assignment and the establishment of formal program utilization requirements.

e) Secure long-term funding solutions and structure changes to meet staffing needs within the MCU Registrar, MIG, LCSC, and Wargaming.

f) Establish a stable organizational structure with clearly defined roles and responsibilities, task organized to support the effective and efficient administration and execution of program requirements.

g) Ensure the successful completion of Phase 0 and Phase 1 Milestones of the new JPME Phase 1 and Phase 2 accreditation process.

R. J. JOHNSON