UNITED STATES MARINE CORPS
MARINE CORPS UNIVERSITY
EDUCATION COMMAND
2076 SOUTH STREET
QUANTICO, VA 22134-5129

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

Subj: ACADEMIC YEAR 2020 INSTITUTIONAL EFFECTIVENESS ASSESSMENT REPORT (IEAR)

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

1. <u>Purpose</u>. This report certifies completion of Marine Corps University's (MCU) AY20 institutional effectiveness review process.

2. <u>Background</u>

   a. Process: All MCU 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 reflects numerous modifications to the format used for earlier Academic Years. First, it provides a single, comprehensive report for directorate-level review of institutional performance and improvement. Second, it adopts the structure of the university Factbook and categorizes reports within three major university functions: 1) schools and other PME programs; 2) research and outreach; and 3) support services. Director, IRAP will continue to examine the timing, scope, and content of IE feedback mechanisms to ensure optimal utility for decision-makers.

3. <u>Analysis.</u> This document and its enclosures provide evidence of a thoughtful and continuous review process occurring across the university. The overall review process examined 469

measures of 170 student learning outcomes and 114 administrative outcomes; 282 total outcomes from 27 organizations in support of 20 different educational programs. The enclosures provide an overview of the effectiveness outcomes within each functional category followed by the relevant Directors' Reports that highlight AY20 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.

4. Point of Contact. Ms. Kathleen Kuehn, Director IRAP at kathleen.kuehn@usmcu.edu or 703-784-2884.

KATHLEEN KUEHN

Copy to:
President's Planning Council

SCHOOLS AND OTHER PME PROGRAMS

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 AY20, this includes the following 11 Directors' Reports:

1. Marine Corps War College (MCWAR)
2. School of Advanced Warfighting (SAW)
3. Command and Staff College (CSC)
4. Expeditionary Warfare School (EWS)
5. The College of Enlisted Military Education (CEME)
6. Command and Staff College Distance Education Program (CSCDEP)
7. Expeditionary Warfare School Distance Education Program (EWSDEP)
8. Center for Advanced Operational Culture Learning (CAOCL)
9. Fellows, Foreign Professional Military Education (FPME), and the Olmsted Scholar Program
10. Lejeune Leadership Institute (LLI)
11. MAGTF Instructional Group (MIG)

Outcomes Summary
In total, this category evaluated:

- 11 organizations;
- 20 educational programs;
- 196 outcomes (20 administrative; 168 student learning); and
- 299 assessments / measures

UNITED STATES MARINE CORPS
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13 JUL 20
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From: Director, Marine Corps War College (MCWAR)
To: Director, Institutional Research, Assessment and Planning (IRAP)

SUBJ: MARINE CORPS WAR COLLEGE AY19/20 ASSESSMENT REPORT

Encl: (1) AY19/20 Four Column Matrix for Marine Corps War College
        (2) Survey Results for Marine Corps University AY 20 Annual Student Survey, MCWAR, June 2020

1. <u>Director's Assessment</u>: On 3 June 2020, the Marine Corps War College (MCWAR) concluded another successful academic year (AY), graduating 30 students, 30 with master's degrees. The College was successful in adjusting the AY19/20 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 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; "Cyber for All"; integration of war gaming; and adjusting seamlessly to COVID-19 impacts.

2. <u>QEP Assessments</u>: MCWAR AY19/20 QEP initiatives were successful. Student end of year surveys indicated that the changes to the AY 19/20 curriculum improved the curriculum and the creativity of this year's student body; a majority of students surveyed believed the MCWAR curriculum added to institutional quality and the quality of the students' learning experience. Quantitatively [see Enclosure (1)] , the QEP designed evaluation of student writing in the Diplomacy and Statecraft Course showed statistically significant improvement between baseline evaluations from the fall and subsequent evaluations in the spring; a similar assessment for the National Security assessment yielded similar positive results (e.g., average student performance improved about half a performance level from fall to Spring). 100 % of students surveyed indicated that their critical thinking skills had improved as a result of their year at MCWAR; 100% surveyed indicated their written communication skills had improved; similar results for verbal communication skills, the ability to think conceptually; and creative problem-solving. These are especially important statistics because they represent the QEP targeted areas of focus. The survey results dipped to 94% of students surveyed in the affirmative when asked if their strategic/operational or tactical decision-making had improved as a result of the academic year; however, the survey numbers jump back to 100% when the students were asked to comment on the academic year's effect on improving their leadership skills, proficiency as a staff officer, capability to assume positions of greater responsibility, and ability to contribute to Joint and Naval Operations.

3. <u>MCU President Priority Areas</u>: During this AY MCWAR successfully introduced courses which are MCUP stated priority areas. The faculty introduced courses on maritime theory and geography and 21st century naval warfare in response to the demand for greater naval integration. The faculty brought in naval warfare expert (Bryan McGrath) on naval integration to teach one of the above classes and to lead a University wide lecture on naval integration. MCWAR incorporated the MCU Naval Chair (Captain (USN) Andria Slough) within the MCWAR faculty. While here she was able to provide a naval perspective on existing classes, and make suggestions on incorporating naval issues into MCWAR and other MCU school curricula. 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 took steps 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 18/19 (two Peloponnesian War games, one Civil War game, one World War I game, two World War II games, and several Future War games), students in the War

<div align="right">Enclosure (1-MCWAR)</div>

Policy and Strategy (WPS) Advanced Studies Program (ASP) took part in a year-long war game and simulation designed by the Warfighting Laboratory in order to examine the implications of the Commandant's 2030 Force Design. Had COVID-19 not struck, MCWAR had planned to introduce two additional games: a "Matrix Wargame" focused on Iran and a RAND "Hegemony" 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 War, Policy and Strategy Course, served as an adviser to VPAA on how to better integrate wargames into MCU educational activities university wide.

   b. "Cyber for All": Another MCUP identified area of priority was to introduce cyber education and instruction throughout MCU. For MCWAR this meant carving out room in its curriculum for additional classes on cyber policy at the national or strategic level. The MCWAR faculty invited the Bren Chair of Cyber Operations – J. D. Work – to give a class on Cyber Strategy and Operations; the faculty invited noted cyber expert Richard Andres of the National War College to lead a seminar on cyber national policy. Due to COVID-19, this event had to be cancelled. In the fall, cyber expert James Lewis of the Center for Strategic and International Studies (CSIS) gave a lecture to the students while they visited CSIS. Lastly, the cyber issue was indirectly covered in a number of courses that were introduced during the academic year: Security Challenges in the Global Commons; Gray Zone challenges; and Globally Integrated Operations in the Information Environment.

   c. COVID-19 Response: Another of the MCUP's priorities was to ensure program response to the effects of COVID-19 were effective and led to minimal negative impact on the program's learning outcomes. COVID-19 had minimal impact on MCWAR's Student Learning Outcomes and its Program Outcomes as a whole. First there is the end of year student satisfaction surveys which affirm that the institution shifted to virtual operations seamlessly. Despite the challenges of a virtual environment 100% of students surveyed [see Enclosure (2)] believed that the faculty were well prepared for each class of instruction, provided timely feedback, and were able to use technology to enhance learning and providing engaging learning experiences. Second, with the exception of the OCONUS trips and some of the field trips to the State Department, the faculty were able to execute the remainder of the curriculum and to meet all of the Joint Learning Areas, Student Learning and Program Outcomes. The faculty were agile enough to schedule substitute high level speakers who engaged the students in a concentrated burst of virtual academic engagements. These speakers included a former Chairman of the Joint Chiefs of Staff, a current President of a major international think tank, a former National Security Adviser, a former Undersecretary of Defense for Policy, to name only a few. This element of the academic year received rave reviews from the MCWAR students. Finally, MCWAR was able to continue to function and execute its administrative functions which, although routine under normal circumstances could have proven difficult in a virtual environment. These functions, included: filling in and certifying time sheets, conducting performance appraisals, coordination between supervisor and Title X employees on future training and performance plans, renewing Title X faculty appointments, managing honorariums and book orders, coordinating facilities management and alterations, and of course, prepare for the MCU President's end of academic year Curriculum Review Board (CRB). Each of these functions were performed with minimal disruption to routine.

4. Core Institutional Effectiveness Areas: Analysis of the end of year student surveys demonstrate that MCWAR met its Program Outcomes. Survey questions which specifically asked students if they strongly agreed or simply agreed that the College met its Program Outcomes, in most instances (3 of 4 Program Outcomes) the College received 100% affirmative responses. In one category, two students disagreed and two students were neutral that the College achieved its program outcome of developing Joint Warfighters, but the remaining 26 students (87%) either strongly agreed or simply agreed that the College had achieved this program outcome. This result is most certainly attributable to the effects of COVID-19 in which the students were deprived of three wargames near the end of AY 20 which would have enhanced their educational experience directly related to joint warfighting. MCWAR Student Learning Outcomes were also attained this Academic Year as evidenced by student completion of the program, student passage of core course written and oral assessments, and by the end of year student surveys which affirmed by over 94% of all surveyed that student skills in the following learning areas improved: leadership skills; proficiency as a staff officer; warfighting capabilities; capability to assume positions of greater responsibility; critical thinking; verbal communications; ability to think conceptually; strategic/operational and/or tactical decision-making; creative problem-solving; and ability to contribute to Joint and Naval Operations. Other institutional effectiveness areas included:

a. Organizational Structure and Business Practices: MCWAR demonstrated its organizational agility and flexibility during this AY. Anticipating changes required by the new Commandant's Planning Guidance (CPG) and the anticipated Joint Staff J7 OPMEP the MCWAR faculty and staff engaged in a bottom up review of the curriculum, validating courses that were already in place to meet an expected shift to Great Power Competition, greater emphasis on naval operations, and focusing on so-called Special Areas of Emphasis (SAEs). In the process of review MCWAR shed eight classes including two mainstay field trips (New York City and Normandy), added 28 classes, and instituted two additional assessments (a Fall oral comprehensive exam and a Spring oral comprehensive exam), increased the number of informal writing assignments in the curriculum, incorporated after action review sessions following wargames and seminars of former and current senior civilian and military officials. Organizational agility and flexibility were also demonstrated as MCWAR absorbed additional faculty (Dr. Maria Rendon, USAID; Captain (USN) Andria Slough) and incorporated these new personnel into its operations. Although some administrative processes were discovered this AY to display some timeliness issues, MCWAR has moved to improve timeliness in lesson card publication and honoraria processing. That the MCWAR administrative and business practice process is resilient was demonstrated by the continued effective functioning of the College despite the disruption of COVID-19 (see above).

b. Faculty Recruitment, retention, and development: No new faculty were recruited or hired this academic year. The College has renewed the Title X appointments for two of its civilian faculty. Beyond the two new chairs discussed above (USAID and Navy) the College is expected to gain a new US Army Chair in the fall. Faculty development activities continue apace. Two faculty members traveled to Carlisle for academic exchanges and discussions on best practices with the faculty of the U.S. Army War College; one faculty member traveled to England to gain familiarity with a wargame with potential use across the University; faculty members made a number of appearances and participated in numerous academic conferences this AY; two additional faculty members were set to travel to Monterey for tutorials on the Navy Postgraduate School's Design courses, but these plans had to be put aside due to COVID-19; and the faculty are permitted to, within reason, purchase war games and individual books, if the purchases directly benefit a proposed future class.

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 continuing concern for the individual colleges and the University. Only 73% of the students surveyed indicated that MCWAR had adequate classrooms to meet their needs. Similarly only 88% of those surveyed believed that the College had adequate facilities for social interaction with the other students and the same percentage (88%) believed that the College possessed adequate transportation for staff rides and other field trips. Although receiving a higher rating "adequate technology support" at 93% did not get glowing reviews when the student survey dug deeper into student perspectives on tech support. Such comments as "IT staff was not very helpful with minor lap top issues (CAC reader malfunction, e-mail encryption); required multiple follow-ups and problems not resolved" or "IT staff works extremely hard, but could benefit from an equipment/computer refresh" were common.

d. Outreach and Scholarship: MCWAR faculty had a very active academic year in this regard. Dr. Lacey continues to steadily publish in the field of military history, releasing two books this AY. 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 was invited to contribute a chapter on Chinese military history to a Cambridge University Press volume on the History of Strategy. Dr. Morgan engaged in dialogues and discussions with a sister PME institution – the Army War College – to assess best practices and to see what ideas our sister PME organizations are coming up with to address changes coming down from the Joint Staff. Colonel Cole published an article on Clausewitz in Joint Force Quarterly. Dr. Yung travelled to Bonn, Germany, and gave lectures to NATO Reserve Officers on Chinese strategy and foreign policy. Dr. Schultz took part in a number of Council on Foreign Relations panels on contemporary security issues. Of particular note was the successful effort she led to obtain very high level guest speakers to engage with the students virtually at the end of the Academic Year. These speakers included: a former Chairman of the Joint Chiefs of Staff; a former National Security Adviser; a former Undersecretary of Defense for Policy; a current President of a major International Think Thank; and many others too numerous to list here.

5. <u>Changes and Recommendations for Next Academic Year</u>: The most significant change planned for the upcoming AY is the incorporation of a formal strategic logic at the beginning of the curriculum. While the Director, Dean, and Faculty validated most of the classes in the core curriculum, the one overriding observation was that it provided no overt strategic logic to guide the students in their own formulation or conceptualization of strategy. Therefore while each individual class and each separate core course retained value in meeting Program and Student Learning Objectives, a weakness in the program was that it did not directly guide the students in thinking about how to formulate strategies within the construct of the six core courses of MCWAR academic year; nor did the courses in this AY curriculum link to one another in a coherent manner. This shortcoming was particularly evident during the first Fall Oral Comprehensive Examination in which some portion of the students had difficulty articulating a coherent whole-of-government strategy to address a given foreign and defense policy challenge. The Director, Dean and Faculty, following a Curriculum Content Review Board (CCRB) decided to formally present a strategic logic and step by step approach to strategy formulation for the next AY. 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, represents the most significant change to the MCWAR curriculum for AY 20/21. Recommendations and areas where the University can be of assistance are listed here:

    a. 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 newly arriving Educational Analysts hired for the University, this will be an opportunity for these new personnel to directly assist the Dean of MCWAR in these efforts.

    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. Similarly, MCWAR's administrative office is thinly manned. MCWAR formally advocates for a junior civilian assistant to help manage the volume of MCWAR organizational and business processes. It is MCWAR leadership's understanding that a civilian GS-05 had previously been part of the MCWAR T/O in the past and would like to formally request for that level of support again.

6. For questions contact the Dean of Academics/Deputy Director, Dr. Christopher Yung at 703-992-3951.

                                        B. J. SOKOL

Copy to:
Vice President of Academic Affairs

IN REPLY REFER TO:
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SAW
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From: Director, School of Advanced Warfighting
To: Director, IRAP

Subj: AY 19/20 ASSESSMENT REPORT SCHOOL OF ADVANCED WARFIGHTING

Encl: (1) AY 19/20 Four Column Matrix

1. Director's Assessment.
        a. Strengths – The School of Advanced Warfighting (SAW) concluded as successful academic year (AY) on 05 June 2020 with 26 graduating students (19 USMC, 02 USAF, 02 USA and 03 IMS) achieving the educational and organizational objectives set forth for the year, as well as additional learning in the areas of remote and distance instruction.
        b. Weaknesses – As has been the case in recent years, SAW continues to deliver the curriculum with a smaller faculty than desired. SAW has a student-instructor ratio of approximately 9:1. The norm, to include MCWAR and CSC, is no more than 5:1. Based on this SAW is manned at about 60% of the level achieved at other MCU PME schools.
        c. Opportunities – SAW continues to exploit opportunities, like the new capability to grant the 0506 Red Team MOS. In addition we have leveraged the expertise of visiting and resident faculty to bring in SMEs on space and interagency support.
        d. Gaps – while we have mitigated this the lack of consistent access to SIPR has provided 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 Assessment:
        a. Strengths – The move to a focus groups centric approach for evaluating educational effectiveness and student understanding was well received during this AY. Students seemed to respond to the small group discussions. The level of participation and feedback was much more beneficial than previous years' strictly survey-based approach. This focus on a dialogue feedback also reduced, significantly, survey fatigue and contributed to the 100% participation in the end of year survey.
        b. Weaknesses – Due to the restrictions in place as a result of COVID only two survey sessions, out of four planned, were conducted. This limit impacts the schools ability to assess any change in creativity and innovation among the students

Enclosure (1-SAW)

as a result of the SAW curriculum and series of wargames, exercises, practical applications, and red team colloquiums designed to increase these attributes.

   c. Opportunities – SAW envisions two interventions in support of the QEP in AY21. 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 with two to three short quantitative surveys that allows us establish longitudinal data and metrics overtime on faculty and course content as they relate to rigor, creativity, and overall quality from a student perspective. The questions will constant across each of the courses to support a holistic view of the program.

   e. Gaps – The main gap in the QEP area for SAW is directly attributed to COVID as it had a negative effect on the completion of the focus groups and we were limited to 1 of 3 QEP graded events. This limitation makes it impossible to assess AY20 in an objective, controlled manner. Based on faculty discussions and anecdotal observations from the final exercise continuum, student creativity increased. Students, despite working remotely during a pandemic, demonstrated empathy, risk-taking, and novel approaches to complex problems grounded in joint planning doctrine and approaches to complex problem-solving that define the modern military profession.

3. President MCU Priority Areas:
   1.   President MCU Priority Areas
      a. COVID-19 Impacts. SAW took a pro-active response as the COVID crisis began to expand by leveraging CDET approaches to remote instruction. This pre-work provided a relatively smooth transition once the minimal manning orders were passed. SAW conducted two planning exercises and 10 seminars through remote instruction. In addition a team of SAW students supported NORTHCOM in COVID planning from a completely remote position.
      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. AY20
               - 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.
               - Innovation and Future War: Explores changes in the character of war.

2. AY21

- <u>Exercise Design</u>: Continued development of exercise scenarios to align with national priorities.

- <u>External Integration</u>: Optimize instruction and visits from key naval and joint organizations.

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. AY20

- <u>Wargames</u>: 6 contemporary and 3 historical

- <u>COA Wargaming</u>: Strengthening COAs during planning

- <u>Competitive Investment</u>: Strategy to resourcing the game

- <u>Emulation</u>: Examining potential adversary steady-state reactions

- <u>China Contingency Game</u>: Conflict game vs pacing threat

- <u>TECOM Warfighting Club</u>: Select students studying challenges

2. AY21

- <u>Wargames</u>: 6 contemporary and 4 historical

- <u>Exercise Design</u>: Continue the development of exercise scenarios to align with national priorities

- <u>Wargame Environment</u>: Improve the wargaming environment connected to the exercise scenarios

- <u>Wargame Leadership</u>: Educate SAW students in wargame design, methodologies and facilitation.

d. Cyber for all.

- Analyze comparative cyber operations development across current and future friendly, allied, and adversary capabilities.

- Assess courses 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. AY20

- <u>Joint and Service Planning</u>: Educates students in operational planning constructs.

- <u>Single Battle Concept</u>: Integration of TAM activities.

Enclosure (1-SAW)

- <u>Military Force Short of War</u>: Examine how military force and forces are applied in competition.

- <u>Conceptual to Functional Planning</u>: OIE seminars and practical exercises connected to planning exercises.

- <u>Exercises and Wargames</u>: Cyber Operations included in 4 contemporary exercises and 6 wargames.

4. Core Institutional Effectiveness Areas

    a. Professional Learning

        1. Based on detailed work with the US Army's University of Foreign Military and Cultural Studies (UFMCS) SAW is now capable of granting the 0506 Red Team MOS. The concepts and theories associated with Red Team activities have been an integral part of the SAW curriculum for years and the ability to officially recognize this capability is a net advantage for the individual student and the commands to which they will be assigned.

    b. Faculty and Staff Development

        1. In order to better reflect the duties assigned to the Operations Officer this billet is in the process of being 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.

    d. Outreach

        1. SAW has been involved in a significant amount of outreach within the National Capital Region (NCR)

        a. SAW student participation in JINSA, March 2020.

        b. SAW is coordinating with the School of Advanced Military Studies (SAMS) to conduct a joint exercise. In this construct SAW will conduct JFEO planning and then pass this plan to SAMS to conduct the landward portion of the exercise.

        2. Dr Jensen is or has served in the below capacity outside MCU:

        a. Currently serving as the Senior Research Director for the U.S. Cyberspace Solarium Commission. He also serves as the Lead Writer for a Congressional Commission tasked by the 2019 NDAA to develop a new grand strategy for securing American interests in cyberspace.

        b. Advisor, lead researcher and author for ECOWAS Human Security Analysis Framework (HSAF), the Early Response Planning Framework and Joint Analysis and Response Planning Framework. This was done in support of USAID and ECOWAS.

        c. Served as an advisor on the Future Operational Environment and concept development in support of Army Futures Command.

        d. Served as an advisor on DARPA's Mosaic/Proteus programs.

        e. Conducted three studies and participated in supporting events on alternative cyber futures, modern escalation dynamics and competitive strategy in support of the Atlantic Council.

5. Changes and Recommendations for Next Academic Year.
    a. Changes
        1. As shown in the CRB, we have rewritten our Program Outcomes and Student Learning Objectives to better align with the revised Bloom's Taxonomy.
        2. 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.

W. W. JOHNSON
by Direction

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IN REPLY REFER TO:
15 Jul 20

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

Subj: AY19/20 INSTITUTIONAL EFFECTIVENESS ASSESSMENT REPORT FOR COMMAND AND STAFF COLLEGE

Ref: (a) MCU CRB Part I dtd 13 Apr 2020
      (b) MCU CRB Part II dtd 5 May 2020

Encl: (1) 4-Column Matrix for Core Courses, MMS, GSP, QEP
      (2) End of Course reports AY19/20
      (3) CCRB Minutes AY19/20
      (4) Program Reports for MMS, Electives, Gray Scholars Program AY19/20

1. Director's Assessment. The college was successful in implementing a dynamic and relevant curriculum, one responsive to the priorities and guidance of the President, Marine Corps University, the Commandant of the Marine Corps, and the Joint Staff. Per references (a) and (b), the college updated its Program Outcomes and Student Learning Objectives to align with anticipated (and now published) CJCSI 1800.01F Officer Professional Military Education Program signed 15 May 2020. As seen in enclosures (1-4), the students achieved the college's learning outcomes defined and the college evolved and improved as outlined in the enclosures. This assessment will also discuss the results of the Quality Enhancement Program (QEP) initiatives, the MCU President's four priority areas, and discuss changes for the next academic year.

2. QEP Assessment. The QEP started out well in the first semester as the faculty advisors assessed student creativity on written essays, a battlefield staff ride, and an exercise. Unfortunately, during the second semester, the college was only able to assess a second written essay due to the COVID-19 environment. The second staff ride was cancelled and the second exercise did not allow faculty advisors to accurately assess student creativity. However, the college was able to assess student creativity with a smaller sample group of students: the written essay.

Enclosure (1-CSC)

3. President MCU Priority Areas

   a. COVID-19 Impacts. The college successfully shifted from a
lecture and classroom learning environment to a virtual
environment. Some lectures were recorded and posted on Moodle
while other lecturers were live-streamed over Google Meet. The
Gettysburg Staff Ride and *Exercise New Horizon* events were
cancelled, but this allowed more time for students to conduct a
final capstone exercise: *Pacific Challenge X (PCX)*.

   b. Naval and joint integration

      (1) In AY19-20, 50% of the War Studies curriculum
reflected naval content. The Warfighting curriculum had three
lessons: *How the Navy Fights, Joint Planning Process (conducted
during PCIV & PCX)*, and during PCX wargaming. Finally, CSC had
one elective *Sea Power in War, Thucydides to Thucydides's Trap*
specifically dedicated to naval integration.

      (2) In AY20-21, CSC intends to develop more wargames (i.e.
Age of Sail, PCIII, & PCX) designed specifically to naval
integration and to update current lesson cards to reflect naval
integration emphasis. *PCX* will be a great power competition /
conflict scenario in the South China Sea cira 2030. We will
fight the new force design in a proxy fight against a peer
equipped adversary. *PCIV* will not have a wargame, but *PCIII* and
PCX will.

   c. Integration of wargaming

      (1) In AY19-20, *PCX* shifted from a planning exercise to a
planning and wargaming model. In addition, during *PCX*, a
portion of the students worked with the Defense Advanced
Research Projects Agency on its PROTEUS digital wargame to test
their decision-making skills against a thinking adversary (their
fellow students). PROTEUS provided the students with a multi-
domain combined arms gaming tool with the ability to jointly
plan and execute electromagnetic spectrum operations, physical
maneuver, and logistics planning and execution. One of the Gray
Scholar Programs designed and conducted wargames in conjunction
with the Marine Corps Warfighting Lab (MCWL). Two electives
were added: *An Assessment of Marine Corps Future Force Design* (2
credits) and *First to Fight 2028: Stand-In Forces* (2 credits)
were options for students.

      (2) In AY20-21, CSC will add more wargames (i.e. *Age of
Sail, OIE, Lawfare, PCIII, & PCX)*.

d. Cyber for all

(1) In AY19-20, the core curriculum consisted of (16) lessons which provided lectures, readings, and seminars that address Cyber. This included (5) exercises: *Pacific Challenge (PC) II, III & IV, New Horizon, and PCX* (capstone event addressed the integration of cyber operations in a joint forcible entry operation). During *PCX*, students planned unclassified cyber activities which were informed by classified programs. There were (14) electives on Cyber. Finally, a Gray Scholars Program allowed students to earn a MMS with a graduate certificate in *Cyber and Operations in the Information Environment: DOD's "Defending Forward' Concept and the Civilian Role in Waging the 'War' in Cyberspace.*

(2) In AY20-21, the college intends to build upon adjustments conducted during AY20.

e. Writing prompts. In AY21, writing prompts for all departments are being re-written (i.e. in the Leadership Department, the writing prompts will be true ethical dilemmas).

f. Self-Awareness. In AY21, we are adding Director-led Leadership instruction complemented by a professionally administered 360 evaluation. This will allow students to identify the gap between their ideal self and their actual self; how they believe they come across and how they are actually perceived. The intent is for them to use the AY to develop their own professional development plan to close the gap. At the end of the AY, students will be subjected to a peer evaluation to assess how they did.

4. Core Institutional Effectiveness Areas. Not applicable.

5. Changes and Recommendations for Next Academic Year.

6. For questions contact the undersigned, COL Thomas Gordon, 703-784-2961.

T. J. GORDON

UNITED STATES MARINE CORPS
MARINE CORPS UNIVERSITY
EDUCATION COMMAND
EXPEDITIONARY WARFARE SCHOOL
2077 GEIGER ROAD
QUANTICO, VA 22134-5129

From: Director, Expeditionary Warfare School
To: President, Marine Corps University

Subj: EXPEDITIONARY WARFARE SCHOOL ACADEMIC YEAR 2020 ACADEMIC PROGRAM ASSESSMENT REPORT

Ref: (a) MCU Academic Regulations, 9 Aug 16
       (b) EWS AY20 Curriculum Review Board Report
       (c) FRAGO 1 To Marine Corps University's Quality Enhancement Plan

Encl: (1) AY20 MCU Four Column Matrix
       (2) EWS Operational Approach
       (3) EWS AY20 CRB Results
       (4) EWS AY20 CCRB Records of Proceedings by Course
       (5) EWS Academic and Geiger Hall Infrastructure Initiatives

1. <u>Introduction</u>

    a. The timing and context of the Commandant's Planning Guidance coinciding with the start of the academic year at Expeditionary Warfare School led to introspection before the students had even arrived. As Marine Corps University and its higher headquarters, Training and Education Command (TECOM) developed guidance and discussed ways forward, it was clear that the Commandant's intent, informed by the *Education for Seapower* (E4S) report, was to ensure the rigor, accountability, and naval character of Marine Corps educational programs.

    b. Expeditionary Warfare School faculty began viewing the curriculum through four primary, interrelated lenses: Faculty Development, Teaching Methodology, Wargaming, and Assessment. The desire was to reflect the same agility in our educational programs as we sought in our warfighting philosophy. This led to the adoption of a "design, learn, re-design" framework in our approach to curriculum development. We incorporated 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.

    c. Expeditionary Warfare School began Academic Year 2020 with the end in mind that the Director communicated through a simple desired endstate for both students and faculty. If a Marine Expeditionary Unit's primary staff was unavailable, any Conference Group from EWS with its faculty advisor should be able to step into their shoes. The "MEU Staff Endstate" underpins everything that follows in this report and serves as a constant reminder of what EWS is trying to achieve and impart to its graduates.

2. <u>Faculty Development</u>. The faculty and staff of EWS are the institution's Center of Gravity and their education and training is critical to the success of EWS. We will identify them early, recruit them aggressively, and develop them constantly. For AY21, the following guidance is in effect for faculty development:

a. We will transition the control and execution of Faculty Development (FACDEV) from the Chief Instructor (CHIN) to the Director of Curriculum Development (DCD). Faculty Development at all levels will still require coordination between these two individuals to ensure balance in FACDEV design. This includes the development of the AY21 Summer FACDEV.

b. We will decentralize our instruction (see Teaching Methodology below). We will hold faculty accountable for their own preparation and we will protect the integrity of their preparation time as a Critical Requirement.

c. General Method and Process.

(1) Curriculum Development (CDEV) produces the curriculum and identifies the method of instruction.

(2) CDEV will provide a demonstration of the designed method, leading Faculty Advisors (FACADs) through comprehensive or critical events such as Intelligence Preparation of the Battlespace (IPB), Wargaming, Amphibious Demonstrations, Phasing of Command and Control, and other critical elements of the curriculum.

(3) FACADs self-educate and refine approaches to "make it their own." CDEV will provide oversight to this approach through Monitored Dress Rehearsals (MDR) and additional support as required.

(4) FACADs lead with CDEV in support during execution.

d. We will design and execute Faculty Development to not only make better instructors but also make our faculty better MAGTF Officers. Our faculty will demonstrate what "right" looks like through their personal example, and we will design individual and group development appropriately.

e. Faculty members will 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 and personal interests (Area of Influence/Area of Interest). See Table 1 below.

f. As depicted in the table below, Faculty Development is classified in a tiered fashion as a means of prioritization. This will assist 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, FOE 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

g. AY21 Summer FACDEV. This will include several sessions that are focused on the MAGTF Operations Afloat Course and ANGKOR CROSS. This will better support the decentralized instructional method proposed for that course and increase accountability by allowing faculty to take an active role in their own development, facilitating their plan-to-plan for ANGKOR CROSS.

h. It will also include a classified brief from Marine Corps Warfighting Lab (MCWL). This will provide faculty a clear picture of the latest concepts and technologies in the Marine Corps and naval force. The brief will not only stimulate discussion and ideas, but add greater context to the Future Operating Environment, Marine Corps Force Design, and set conditions to enable the faculty to "pull the curriculum forward" during AY21 and beyond.

i. Summer FACDEV will also incorporate lessons learned regarding online content delivery in AY20. This will include faculty familiarization with the various means and methods to support rehearsals with students early in the academic year. This will facilitate agility in curriculum delivery at EWS in the event of any impact to the school's operations due to further COVID-19 impacts, weather, base closure, or other unforeseen events.

j. Winter FACDEV first emerged in AY19 and is a fundamental component of the current vision of the EWS curriculum. It is critical for us to sustain, particularly in consideration of the approach to teaching methodology discussed below. In light of the changes proposed for AY21

and the relative proportion of new faculty who will see ANGKOR CROSS for the first time, we will dedicate a full week for AY21 Winter FACDEV.

    k.   We will continue to utilize informal, in-stride, faculty development through the "Commander's Update Brief," walkthroughs by senior members of the faculty, and any time we determine that greater faculty depth in a given subject is necessary.

3. Teaching Methodology. We will decentralize the instructional methodology at EWS 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. For AY21, the following guidance is in effect for teaching methodology:

    a.   We will teach and learn like maneuverists and frequently show students something unexpected. A mind that is trained using a rigid and structured regimen will subconsciously seek the same structure and familiarity in its operating environment. The adage of training like you fight has particular applicability here, and education programs can utilize some of this off-balancing methodology to reinforce the unpredictable and unexpected nature of real-world operations. We will focus on the students through Information Age approaches, reducing class size and leveraging technology where appropriate to facilitate more dynamic instruction, learning, retention, and growth.

    b.   The curriculum and academic schedule will prioritize agility in design, remaining standards-based and allow for dynamic approaches by the faculty and students.

    c.   Common understanding is critical for certain elements of the curriculum that are threaded through all EWS courses. For example, we will make a deliberate effort to reinforce a common understanding of the purpose, method, and end state of conducting a Center of Gravity analysis during Summer FACDEV across the faculty. We will further reinforce these efforts at notable junctures during the academic year: prior to the Center of Gravity Analysis seminar discussion, IPB instruction, and any other major planning effort which involves a deliberate Center of Gravity analysis.

    d.   Redundancy. We will do this when necessary, and if not, we will give time back to the students or use it to reinforce the rest of the curriculum. We will assume the students have done the reading and not repeat it during instruction unless necessary to reinforce the main learning objectives in the class.

    e.   Instruction will transition from lecture to seminar, decision-forcing cases, demonstrations, practical exercises, or wargames to the maximum extent possible. We will utilize port and starboard approaches when lecture is required or panel discussion when able to reduce student to instructor ratios.

    f.   We will seek innovative means of meeting students where they are, physically and mentally. Specifically, the relationship between this institution and its students will not be

geographically constrained to Geiger Hall. The EWS curriculum will incorporate digital archiving and social media outreach to make content more accessible to past, present, and future students.

g.   We will make assessment an active component of curriculum design. For example, we will not test students via traditional means who are able to demonstrate understanding via individual actions in a wargame as part of a practical exercise. Teaching and learning like maneuverists must include assessment.

h.   One example of how EWS will implement this new approach to teaching methodology is to utilize team teaching for the bulk of the MAGTF Operations Afloat material. This simultaneously has the potential to support the focus on faculty development while reducing class size to facilitate better student-to-instructor interaction. This will also limit an overreliance on a small handful of instructors from the CDEV Section to manage and deliver all platform instruction.

i.   We will use demonstrations more frequently as appropriate to the material, and the MAGTF Operations Afloat course presents several opportunities to do this, specifically with the newly proposed Amphibious Demonstration. We developed this demonstration in a video format utilizing AY20 graduates during the post-graduation Curriculum Preparation Period (CPP).

j.   Decision-forcing cases (DFC) are one example of active, student-centered learning methodologies that increase the rigor of curriculum delivery and receipt while simultaneously achieving a level of accountability through student immersion in the historical decision-making. We will transition any historical case that lends itself to a DFC. While this increases the burden on faculty development, the value to the program is exponential. For AY21, we will transition the Operation JUBILEE Case Study to a DFC.

4. <u>Wargaming</u>. As a component of both Teaching Methodology and Assessment, Wargaming provides a unique approach to student-centered, active learning that reinforces EWS program outcomes at a fundamental level, allowing students to make decisions against thinking opponents in a benign environment. In AY20, MCU initiated a Working Group to review school curricula for wargaming opportunities.

a.   The objective of wargaming is to reinforce and assess the EWS curriculum through active approaches utilizing deliberate mechanics and thinking opponents to the maximum extent possible.

b.   Purpose and balance are critical components to consider in the further development of wargaming inclusion into the EWS curriculum. The gaming must have a defined purpose with respect to Program and Student Learning Outcomes. It is relatively simple to inject game theory into any activity, but without purpose, it is gaming for the sake of gaming. Without balance, it dilutes the focus of the instruction. There is no premium placed upon a specific format, i.e. analog vs digital. Purpose should drive our decision-making in format selection.

c. We will remain involved as the Wargaming Working Group continues to develop opportunities within Marine Corps University. The working group is also an important venue to coordinate with the other schools to develop appropriate approaches in using analog and digital wargaming, and it effectively supports the rigor and accountability in the EWS curriculum as discussed in the Operational Approach. See Encl (2).

d. We will continue to facilitate and encourage student participation in TECOM and MCU wargaming events during the academic year, such as the SEA DRAGON exercises.

e. We will capitalize on our procurement of a plotter and 3D printer to improve and professionalize the wargaming experience for students during AY21 to include the Amphibious Demonstration and the Decision-Making Exercises (DMX) associated with ANGKOR CROSS.

f. We will closely monitor CSC incorporation of digital wargaming tools during AY21 to assess suitability and viability for EWS curriculum. In particular, EWS faculty will ensure the scalability of any digital wargame from a JTF down to ARG/MEU operations. Also, given the difference between facilities and faculty composition, EWS must determine supportability of EWS infrastructure and requirements for faculty training.

g. We will assign a minimum of two faculty as wargaming leads as a collateral duty. This will ensure focus and unity of effort within EWS and across supporting schools and organizations.

5. <u>Assessment</u>. The integrity of the instruction at EWS is ensured through assessment of the students, faculty, and the curriculum. For AY21, the following guidance is in effect for assessments.

a. Opportunities for effective feedback are fleeting, and we will deliberately plan for them. As CDEV builds the academic schedule, it will include pre-planned blocks of time for assessment in multiple forms.

b. Students. The historical assessment paradigm for students was the individual evaluation. We made shifts in AY20 that put the onus on the students to explain and demonstrate the learning they achieved. We will continue to explore these changes and others to leverage the positive results we gained.

(1) We will continue to evaluate the Planning Exam, both in terms of method of assessment and administration.

(2) We will continue to rebalance individual assessment means where appropriate in favor of group assessment opportunities to support Program Outcome focus on students leaving EWS as leaders able to integrate warfighting functions as a member of a team.

(3) We will reduce redundancy, i.e. individual demonstration when already observed as a member of a team and we will reduce writing assignment frequency to allow for deeper thought and reflection on the assignments that remain.

(4) We changed Part II of the MAGTF Operations Ashore Exam to a verbal presentation assessment of the students' grasp of the overall instruction, as well as their ability to effectively communicate as a team. This took the form of "The Ashore Board." This was a team grade (pass or remediate) which complemented the objective, individual grade achieved in Part I of the exam. The pass/fail methodology of Part II minimized the challenge of numerically quantifying a brief presented by 14-15 students; substantive feedback was key to the effectiveness of this evaluation method.

(5) Student reflection is a powerful tool to use in assessment. One method which began partway through the AY20 ANGKOR CROSS Exercise was for MEUs to have their students serving as S-3/N-3 officers draft daily lessons learned rather than by the MEU faculty members. The MEU CO/XO would then delineate these lessons learned by SLO to better support curriculum assessment after the fact.

(6) The ANGKOR CROSS exercise lends itself to in-stride assessment and adjustment due to the building nature of this piece of the curriculum and the frequent iterations of wargaming. Faculty are encouraged to continually assess what the students may be missing and what requires immediate correction or that which may be incorporated as injects within the wargame or DMX portions of the exercise. The latter demonstrates agility and is preferred if practicable.

(7) The MAGTF Operations Afloat Course successfully used a group assessment similar to the MAGTF Operations Ashore Course. Faculty determined that the comprehensive individual exam used in previous years was less effective than a more holistic assessment of an entire student MEU cadre (~55-60 students) as a group.

(8) While student and faculty feedback on the Ashore exam was overwhelmingly positive, the final assessment for Afloat received mixed reviews from students and faculty alike. We will codify a more deliberate and uniform approach to the assessment between the four MEU faculty teams with appropriate messaging to the students. For some students in key billets, there is a potential for frustration regarding grade equalization amongst their peers when there is no individual component to the final assessment, similar to that utilized in the MAGTF Operations Ashore course. The weight of the exam, its impact on overall grade point averages, and the relatively tight spread of grades across the student population likely exacerbate this frustration. The incorporation of an individual component within the final assessment for AY21 will help mitigate this.

c. Faculty. The increased focus on selection and development of faculty (see Faculty Development above) supports the use of active, student-centered teaching and assessment methodologies. This brings with it, however, a requirement to ensure an assessment process and feedback loop exists for faculty as well. The CDEV Section will develop and manage this.

    d. Curriculum. As part of a "Design, Learn, Re-Design" framework, feedback on the curriculum delivered is a critical requirement. We will gather this feedback from all parties involved in its development and delivery, and we will use a myriad means and formats. We incorporated online surveys in AY20 after every major block of instruction. We gathered this feedback from every student and used it to inform the in-person "hotwashes" conducted between members of the student body and the course director. This additional layer of immediate feedback gives agency to the staff and the students in making effective and timely changes to course structure.

    e. Education and Training Circulars. We developed and used these products periodically during AY20 to highlight observations the faculty made and to cross-level that awareness amongst the group. The circulars served simultaneously as a means of assessment and faculty development and we will sustain them.

6. OFEC Formalization. EWS has never included a Record of Proceedings for its Occupational Field Expansion Course (OFEC). There is an EWS Program Outcome, a Student Learning Outcome (SLO), and two generic Educational Objectives (EO) for OFEC. Nevertheless, EWS has never moved formalization efforts beyond this, and these SLO/EOs provide little direction or guidance for EWS faculty and students in meeting program objectives. For AY20, OFEC leads proposed EOs appropriate to their course and tied to community-specific training standards where possible. EWS will formalize and codify these efforts to make OFEC a formal course prior to AY21 execution.

7. Facilities. EWS is planning on occupying Geiger Hall much longer than was originally anticipated. With this in mind, faculty and staff developed a "service life extension program (SLEP)" for the instructional facilities. The priority for this effort is to give the faculty and students the tools they require to facilitate the Information Age learning approaches detailed in the rest of this document. Key upgrades include the upgrade and repurpose of Draude Auditorium. This lecture hall currently seats up to 300, and the new upgrade will reduce that to 130-140. This will facilitate interaction between students and faculty and discourage the use of larger platform lectures as a primary means of instruction. We will further develop this concept and additional upgrades through AY21. See Encl (5) for more information.

8. Enrichment Programs. Enrichment Programs at EWS offer a broad range of opportunities for students to interact with each other, the curriculum, and their community. These optional programs have historically remained separate from the curriculum, but many provide possibilities for expansion. For AY21, the following guidance is in effect for Enrichment Programs:

    a. As depicted in the table below, Enrichment Programs are classified in a tiered fashion as a means of identifying course linkages.

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 2. Tiered Approach to Enrichment Programs

b. Curriculum Integration. Seek opportunities within each program for students to contribute back to the curriculum. For example, the Seminar on War covers Richard B. Frank's *Guadalcanal: The Definitive Account of the Landmark Battle.* Those students could facilitate the Operation WATCHTOWER case study delivered later in the curriculum. We will identify appropriate candidate programs and specific linkages to EWS course material.

c. We have transitioned the Game Theory enrichment program from Tier III to Tier II to incorporate a focus on digital and analogue game mechanics for use in the wider curriculum. This may include experimentation with new wargames such as PROTEUS or serve as a "train-the-trainer" for wargames that can improve student decision-making.

9. COVID-19 AY20 Preparation and Impacts

a. As the global situation regarding the COVID-19 pandemic developed in late February and early March, EWS leaned forward in planning and rehearsal for impacts to the Spring OFEC. We did not have to cancel any curriculum due to constraints resulting from the virus, however, some specific events, particularly those involving travel, required modification and transitioned to remote execution. While this caused "disruption" in a technical sense, there was no impact to program outcome assessment or achievement, though this clearly degraded the learning experience for our students.

b. The primary mitigation measure EWS made was to visualize the potential impact in the weeks prior and to begin branch planning for such constraints. This included rehearsing and confirming remote access with each student and faculty member and ensuring faculty and staff

familiarization with remote content delivery and teleworking. Effects at EWS were minimal as the majority of the curriculum was already complete.

c.   AY20 Sequel Planning. By early April 2020, it was clear that the virus's impact on curriculum delivery would occur longer than initially thought, and had the potential to impact graduation and student/faculty transition to follow-on assignments. With this in mind, the EWS faculty expanded their planning efforts to extend the curriculum through July, though we were able to amend this later to the end of June. This change represented an approximate two-month extension to the EWS academic year, and it would require EWS faculty to simultaneously deliver additional content for student engagement, develop AY21 curriculum, plan for subsequent impacts on AY21, and prepare faculty development for AY21. As it happened, the impact was minimal, graduation occurred on schedule, and the normal Curriculum Preparation Period (CPP) proceeded as planned. The sequel planning efforts may prove useful in future contingency planning and we will retain them.

d.   As AY20 came to a close, the EWS faculty considered late-start Courses of Action (COAs) for AY21. Initial planning included one-week, two-week, and one-month delays to the curriculum, and the consensus was that only a one-month delay would cause any significant constraints. With EDCOM guidance and direction, EWS has implemented a one-month delay into AY21 calendar development to ensure the incorporation of all planned changes to the curriculum. Ultimately, with adjustments, EWS will lose 13 calendar days from AY20 to AY21. This reduction, while not ideal, will not impact EWS Program Outcomes or mission accomplishment.

10. External Support Integration

a.   We will continue to leverage the expertise found at the U.S. Naval Academy and the Stockdale Center for Ethical Leadership. The impact of their integration into the AY20 Winter FACDEV was significant, and their potential impact on EWS in this manner only rises with the increased focus on decentralized teaching methodologies as discussed above.

b.   We will continue to invest in the relationship with EWS's Navy counterparts at Naval Station Norfolk and Joint Expeditionary Base Little Creek. This includes:

(1) Support of the EWS Naval Fleet Orientation.

(2) The Naval Integration Dinner, which was a new addition for AY20.

(3) An open invitation for any Expeditionary Strike Group 2 company grade officer to participate in the MAGTF Operations Afloat Course and ANGKOR CROSS.

(4) The ongoing instructor exchange with the faculty of the Surface and Mine Warfare Development Center's Amphibious Weapons and Tactics Instructor Course.

c.   MCU State Department Chair. The involvement of the MCU State Department Chair in the NEO portion of ANGKOR CROSS was a beneficial facet of the AY20 execution. Mr. Michael

Greene served as a liaison to both the Department of State and EWS in AY20, and his replacement for AY21 is a former U.S. Ambassador. We will cultivate this relationship and leverage this expertise to the maximum extent possible.

11. The point of contact for this report is Dr. Kirklin Bateman, EWS CAO, at 703-407-4498 and kirklin.bateman@usmcu.edu.

T. P. SIMMONS

Copy to:
Vice President for Academic Affairs
MCU Institutional Research and Planning
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From: Director, College of Enlisted Military Education
To: Director, Institutional Research Assessment and Planning (IRAP)

Subj: ACADEMIC YEAR 2019/2020 ASSESSMENT REPORT: COLLEGE OF ENLISTED MILITARY EDUCATION

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

1. <u>Director's Assessment</u>. Academic year 2019/2020 was another busy year for the College of Enlisted Military Education (the Enlisted College). To date, the Enlisted College has graduated 431 Gunnery Sergeants, 992 Staff Sergeants, and 1,882 Sergeants from the active duty resident schools located at the six regional Staff Noncommissioned Officer Academies (SNCOA). There have been 30 Gunnery Sergeants, 50 Staff Sergeants, and 258 Sergeants from the Marine Corps Reserves who have graduated from the Reserve component versions of our schools. In addition, the Senior Enlisted Academy has graduated 128 Master Sergeants and First Sergeants from the Senior Enlisted Professional Military Education (SEPME) course, 119 students from the First Sergeants Course, and 56 students from the Sergeants Major Cornerstone Course.

   a. Following the completion of two pilot Career School classes at the four large regional academies, an in-depth and thorough after action review was completed. The Career School curriculum underwent a series of minor revisions and then was launched live in February 2020.

   b. After the successful implementation of the new seven week Career School program of instruction, the Enlisted College staff then shifted their focus to being the revision of the Advanced School curriculum. The rewrite of the Advanced School is underway with the expectation of implementation in the spring of AY 2020/2021.

   c. The implementation of Career School classes at the Hawaii Academy was discontinued during AY 2020. An evaluation of the feedback collected from students, faculty and staff as well as an assessment of future feasibility, it was determined that there was not a sufficient benefit to justify continuing to offer an additional Career School at the Hawaii SNCOA at this time.

   d. During AY 2019/2020, a Reserve Sergeants School class was convened at the 29 Palms Academy to provide greater opportunities and more flexibility for reserve Sergeants to attend their resident professional military education.

   e. 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.

Enclosure (1-CEME)

f. In February 2020, the use of the Moodle learning management system was expanded and implemented across all Sergeants and most Career School classes. Following the implementation of the restrictions and limitations as a result of the COVID-19 pandemic in March 2020, Moodle was quickly expanded and used as a virtual classroom for all schools that were in session at the time.

g. A Course Content Review Board (CCRB) for Sergeants, Career and Advanced Schools for AY 2019/2020 is currently underway.

h. During AY 2019/2020 a CCRB was conduct on of the Senior Enlisted Professional Military Education (SEPME) Course. Focus groups with current SEPME students, MAGTF Instructor Group faculty, and MCU Directors were completed. In addition, surveys were implemented to collect feedback from former students and as well as likely SEPME graduate supervisors to include all Master Gunnery Sergeants, Sergeants Major, Lieutenant Colonels, and Colonels. Information collected and analyzed provided the basis for multiple recommendations for opportunities to improve the course.

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. At the beginning of AY 2020, the newly redeveloped Career School was implemented which featured curriculum that placed 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 the survey results indicate that the student satisfaction levels within the school are not currently meeting acceptable levels (80 percent or higher), the majority of schools either remained the same or experienced a small improvement over previous years. Within the Sergeants School, student satisfaction regarding critical thinking remained the same at 79 percent and saw a small increase for creative thinking from 74 to 75 percent. Within the Career School, student satisfaction regarding critical thinking remained the same at 64 percent, but saw a slight decline for creative thinking from 61 to 60 percent. Within the Advanced School, student satisfaction regarding critical thinking increased from 63 to 65 percent while creative thinking remained the same at 64 percent. While there were not 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. In addition to new curriculum specifically introducing and reinforcing these concepts, 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. Focus group sessions with students and faculty provided significant qualitative feedback regarding critical thinking and creative problem solving. Sergeants School students commented that the school incorporates a variety of activities that promote critical thinking and enhances the Marines' ability to operate in complex environments to include case studies, tactical decision games, 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. Both Career and Advanced School students commented that one of the best opportunities they have to develop their critical thinking capabilities is within the small group discussions. The faculty advisors foster an environment that encourages everyone to think critically and to understand varying perspectives.

d. Curriculum redevelopment within the Advanced School in AY 2019/2020 with implementation during AY 2020/2021 is focused on aligning the curriculum with the requirements within QEP and provide greater opportunities for creative problem solving, critical thinking and decision making, incorporating greater use of case studies, tactical and ethical decision games, as well as analytical writing assignments. In conjunction with current revision of the Advanced School curriculum, information environment operations will be integrated into relevant lessons as an explicit educational objective.

3. President MCU Priority Areas.

a. As a result of the global pandemic with COVID-19, there were numerous areas within the Enlisted College that were impacted. There were a total of 3,295 total seats lost for AY 2020 as a result of 27 active duty resident classes cancelled along with the 12 classes that convened with seat reductions due to social distancing requirements. An additional 600 total seats were lost for AY 2020 as a result of 2 reserve resident classes cancelled and 7 classes that convened with seat reductions due to social distancing requirements. There were also 417 Senior Enlisted Academy seats lost for AY 2020 as a result of 4 canceled classes and 1 class convened with seat reductions due to social distancing requirements.

b. In March 2020 the transition to minimum manning levels within the Enlisted College presented several challenges, but the faculty and staff quickly adapted to the new environment and continued to accomplish the mission. The resident classes that were in session throughout the Enlisted College quickly shifted to a modified environment in which the schools were able to leverage Moodle to better handle the workload and to ensure all key components within the curriculum were delivered and outcomes were met for graduation. In the months that followed, as the minimum manning levels were maintained, faculty used the time to progress within the Master Faculty Advisor Program, refine and fine tune lessons as well as take advantage of numerous faculty development opportunities. The Enlisted College headquarters staff continued to accomplish their daily tasks and made substantial progress in working towards the redevelopment of the Advanced School.

c. In July 2020, resident classes resumed with decreased capacity and implementation of CDC/DoD guidelines for social distancing. All school class size are reduced 50 to 70 percent to maintain social distancing requirements. The Sergeants School Small Unit Leadership Evaluation (SULE) was altered from a performance based evaluation to a written assignment due to restrictions and limitations. The Advanced School Staff Leadership ride was converted from a field evolution and battle site visit to a small group virtual event. Additional changes included active duty schools limiting enrollment to local area students only due to inadequate facilities to

accommodate restriction of movement (ROM) for out of area students. The Reserve classes were restricted to students originating from a "Green" classified state in conjunction with prescreening support from Marine Forces Reserve and Naval corpsmen.

d. Faculty Advisors from all six SNCOA locations completed the CDET online Faculty 101 course and transitioned to teaching the online seminars through Moodle. Working in conjunction with CDET, an Accelerated Online Sergeants School Seminar was implemented during April through June 2020 in an effort to provide alternative option for Sergeants to complete PME prior to the promotion board. The AOSS consisted of a total of 2 iterations that convened 52 seminars with a total of 538 students enrolled. In August 2020, an Advanced School Accelerated Online Seminar was convened with a total of 8 seminars and 94 students enrolled. These accelerated seminars were taught in 8 weeks instead of the 15-week seminars usually offered by CDET which required commands to acknowledge that the seminars were the Marines' primary duty while enrolled.

e. 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 students conduct a battle study using a SPMAGTF conducting an amphibious landing, read and discuss MCDP 1-0, *Operations* as well as read and discuss excerpts from JP 1, *Doctrine for the Armed Forces of the United States*.

f. 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 new 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 war game 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. War gaming will be specifically incorporated in the Advanced School curriculum revisions which will be piloted in AY 20-21.

g. The recent redevelopment of 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 and Advanced Schools, there are significant opportunities to further enhance coverage of both maneuver and amphibious operations. As the

ongoing modernization efforts continue in conjunction with the rewrite of the Advanced School, the curriculum will incorporate a more direct approach to addressing maneuver warfare and amphibious operations.

h. Curriculum redevelopment within the Advanced School during AY 2020/21 and subsequent revisions and updates for other areas within the Enlisted College schools are focused on incorporating and enhancing the MCU President's priority areas within the curriculum to ensure all priorities receive adequate coverage.

4. Core Institutional Effectiveness Areas.

a. During AY 2019/2020, 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 showed that the average passage rate for Sergeants School is 98.5 percent with 1.5 percent of students who failed evaluations. The mean grade point average is 93.24 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 positive impression of the Sergeants School and is reflected in the 87 percent overall satisfaction rating. The academics overall received a satisfaction rating of 79 percent and the faculty advisors overall received a rating of 90 percent positive.

c. An analysis of data from the four academies that host the Career School showed that the average passage rate for students is 99.5 percent. Less than 1 percent of students failed an evaluation. The mean grade point average is 93.08 percent, which is indicative of student mastery of overall content. Although the Career School graduate survey results reflect a 69 percent satisfaction, the decrease is directly attributed to the release of an entirely new program of instruction. However, there was clear evidence of improvement during the second iteration of the new curriculum and it is expected that there will continue to be a positive trend as the curriculum continues to mature and faculty advisors gain experience teaching this new material. While the academics overall experienced a small decline in positive rating from 71 to 68 percent, the Career School faculty advisors continue to receive the most positive ratings at 84 percent.

d. An analysis of data from the four academies that host the Advanced School showed that the average passage rate for students is 94.7 percent. Approximately 5.3 percent of students failed an evaluation. The mean grade point average is 92.23 percent, which is indicative of student mastery of overall content. The Advanced School graduate survey results indicate that the majority of students continue to have a positive impression of the Advanced School and is reflected in the 85 percent overall satisfaction rating. The academics overall received a satisfaction rating of 73 percent and the faculty advisors received a satisfaction rating of 83 percent. The Advanced School survey responses continues a trend in which they have progressively improved over the past three years.

e. During AY 2019/2020, 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 90 percent for the Sergeants School, 84 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 96 percent overall satisfaction rating. The academics overall received a satisfaction rating of 90 percent and the faculty advisors received a satisfaction rating of 97 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 for the Sergeants School is 70 percent with a graduation rate of 98.1 percent. The Career School seat utilization is 86 percent with an 89 percent graduation rate. However, this percentage includes the 104 Camp Pendleton Career School students who were administratively disenrolled halfway through the school in an effort to prevent an outbreak of COVID in the academy. The adjusted Career School graduation rate is 99.1. The Advanced School seat utilization is 66 percent with a 99 percent graduation rate. The Reserve schools have a combined 92 percent seats filled with a 99.1 percent graduation rate. While there is no discernable difference in the graduation rates among all of the Enlisted College schools in comparison to previous years, nearly all schools in all locations have experienced a decline in enrollment during AY 2019/2020. A portion of the decrease in enrollment rates is likely attributed to the pandemic, but many of the schools were experiencing a decline in enrollment prior to the pandemic.

j. Faculty recruitment, retention, and development. During AY 2019/2020 the contracting process to add Communications Directors to each regional academy continued and is progressing to potentially the hiring stage during AY 2020/2021. 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.
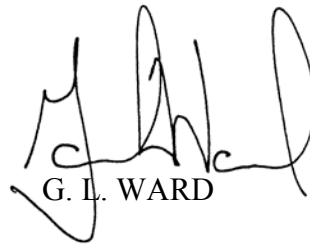
   k. The Enlisted College continues to build upon the relationship previously created with Palomar College. During this past year, Palomar College reviewed the 5-week Sergeants School Program of Instruction and determined the curriculum met their standards to award college credit to Sergeants School graduates. Upon successfully completion, Sergeants School graduates will be awarded 12 college credits and an Apprenticeship Certificate of Achievement in Military Leadership. If the Marines agree to continue in the program to track 2000 on-the-job training hours (approximately 1 year), they will be awarded 6 additional college credits and the State of California Apprenticeship Certificate of Achievement in General and Operations Management. Combined, the Marines would receive a total of 18 college credits toward an Associate's Degree and two certifications from the state of California. The success of this program at the Camp Pendleton SNCOA will 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. Continue to assess and evaluate the revised Career School curriculum.

   b. The Enlisted College curriculum development team will complete the redevelopment of the Advanced School curriculum and implement it during AY 2020/21.

   c. Conduct an assessment of the piloted Advanced School curriculum to evaluate the effectiveness of the curriculum in meeting the program and learning outcomes.

   d. Transition into a maintenance phase for the Sergeants, Career, and Advanced School curriculum after the implementation of the redeveloped Advanced School.

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

   g. Continue to expand the use of Moodle within the resident schools.

   h. Continue to monitor the impact of having Career and Advanced School faculty advisors also being required to teach Sergeants Schools. Identify best practices and implement change as needed.

   i. As a result of the CCRB, SEPME will seek to: expand the use of online classrooms to incorporate additional reading, discussion, thinking and writing; enriched study of deeper high-level topics such as NMS, NSS, and Great power Competition; and increase PSPT during the resident course.

   j. 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.

   k. Pilot a SNCOIC and Chief Faculty Advisors Course for the Marines who fill these billets. Currently, the only preparation they receive is an informal turnover with their predecessors. 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.

G. L. WARD

IN REPLY REFER TO:
15 Jul 2020

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

Subj: AY 19/20 ASSESSMENT REPORT COMMAND AND STAFF COLLEGE DISTANCE
        EDUCATION PROGRAM

Encl: (1) MCU Four Column Matrices
        (2) CSCDEP CCRB Reports
        (3) CSCDEP Survey Data (available upon request)

1. Director's Assessment

The CSCDEP continues to set and achieve a high standard in USMC Distance Education by keeping the curriculum relevant, with the immediate inclusion of current joint and Marine Corps doctrine, the CPG guidance on force structure and new operating concepts, and thought-provoking articles on national security issues from civilian scholars and think tanks. This effort was enabled through scholarly research, authoring articles, and visits to other academic institutions such as the Naval War College to share experiences and resources.

2. Quality Enhancement Plan (QEP) Assessment.

Within the national and international relations course, the research essay required learners to perform real-world research on a specific country selected by the learners. Learners were provided a list of thirty countries from various COCOMs, but encouraged to select a different country from the list if their interests lead them elsewhere. The success of the research construct is based on the learner's freedom to follow their own interests. The research centered on national security strategy and policy issues for the final exam. Coordination continued with Regional Culture Studies personnel to utilize OB4 workbook material for learners to read during their initial country research.

The study of the Marines' deployment to Beirut in the 1980s will be included in the Small Wars Course in AY21. This new addition enhances understanding of the challenges associated with establishing rules of engagement in small wars operations. This revision to the curriculum supports QEP objective #1, (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.

A final essay question in the Joint Operations Course will encourage 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 QEP Objective #1 by enhancing curriculum and

assessments which require students to identify creative approaches given challenges within our current security environment.

The curriculum includes an article written by Col Milburn on the morality and legality of orders, when it is appropriate to obey orders or not. This article supports QEP objective #2 by encouraging creative problem solving and critical thinking. This lesson also examines the transformation process of new Marine recruits and its sustainment through core values in education and training. It also promotes development of leaders of character which is addressed in MCU FRAGO #2.

This year the Practical Exercise (PE) incorporated great power competition, composite warfare, distributed operations, and combined naval operations. In AY21, the PE will be modified to incorporate Force Design 2030 changes and elements of concepts such as Expeditionary Advanced Base Operations (EABO) and Littoral Operations in a Contested Environment (LOCE).

3. President MCU Priority Areas

    (a) COVID-19 Impacts. All seminars moved to the online environment with minimal issues. Many of our seminars were already online so it took less than 2 weeks to transition all face to face seminars to an online format.

    (b) Naval and Joint Integration. In AY21, the title Amphibious Operations Course will be changed to "The FMF and Naval Expeditionary Operations." An additional lesson, "Naval Warfare," will be added to cover the concepts of "sea control" and "sea denial," central ideas in the latest naval doctrine (e.g. NDP-1) and contemporary warfighting concepts (e.g. LOCE).

        (1) New material will be included in the Theory and Nature of War Course pertaining to sea power to increase learner knowledge of concepts relevant to naval integration.

        (2) The Joint Operations Course material will be updated for AY21 and include the Competition Continuum, Global Integration, Dynamic Force Employment, U.S. Space Force, USCYBERCOM's concept of persistent engagement, and Service efforts at modernization and adaptation.

    (c) Integration of Wargaming. Two demonstrations were hosted to review the use of various commercial wargaming products. The products were judged to be useable at the tactical level, and possibly for the operational level, with some assistance through the commercial companies. A short electronic war game similar to chess was demonstrated to the course directors with mixed results. Our focus will remain on online war-gaming to ensure all distance students have access.

    (d) Cyber for All. Additional readings on cyber were added, and augmented by an instructional technique by which students submit relevant articles to the seminar on a variety of

topics, to include cyber. This technique allowed students to research topics such as IEO or Cyber to gain a deeper knowledge and personal/professional interest.

4. Core Institutional Effectiveness Areas

    (a) Student Learning and Curriculum. Through the use of an extensive Course Curriculum Review Board (CCRB) process, all aspects of student learning and the curriculum were carefully reviewed. Inputs for this process came from student and faculty surveys, assessment data, institutional research advisors, faculty development advisor, educational technology advisor observations, and the editorial staff. These efforts produced a detailed annual course binder and CCRB Report which discusses the previous year's course recommendations and how those were incorporated, plus a follow-on year's curriculum and instructional methodologies for the course.

    (b) Organizational Structure and Business Practices. CSCDEP is structured through a contract vehicle and a performance work statement (PWS) detailing general support requirements. The CCRB Process is the best example of a top business practice that drives much of the annual curriculum and course development recommendations for the eight courses.

    (c) Faculty Recruitment, Retention, and Development. CSCDEP adjunct faculty are recruited and developed as part of the DPME contract; the Performance Work Statement (PWS) provides detailed guidance/information. Each adjunct faculty member attends a four-week initial faculty development course, followed by an advanced faculty development course after three years of active faculty service. At each regional campus, adjunct faculty are further developed and mentored by regional chief instructors, who also monitor faculty performance.

    (d) Infrastructure and Technology. CSCDEP is reliant on the .edu network, CampusNet, and the E-Learning network for most of its infrastructure needs. The PWS requires the contractors to provide their own computers to make use of the current learning management system Moodle. MCU provides office space for the needed coordination between resident and nonresident full-time faculty.

    (e) Outreach and Scholarship

- Wargaming contractor outreach provided opportunities to observe product demonstrations from Stilman Strategies (LG-Raid) and MAK Technologies (VT MAK).
- CSCDEP course directors served as team members for Process for Accreditation of Joint Education (PAJE) visits to the U.S. Air Force Command and Staff College Non-Resident program at Maxwell AFB, AL (Jan 2020) and the U.S. Army Command and General Staff College Non-Resident Program (Feb 2020). One member inspected and prepared a report on OPMEP (Officer PME Program) standards, while two others inspected and prepared reports on OPMEP learning areas.
- Associate Dean for CSCDEP also serves as a member of the Distance Education Coordinating Committee (DECC) under the MECC working group.

- Coordinated with the Center for Regional and Security Studies to provide their COCOM focused, regional country descriptions for the international security studies research essays. Learners are required to read the first two chapters of the CRSS regional workbooks to get a regional geopolitical overview to help frame their research.
- CSCDEP was supported by the Stimson Center with video lectures by Yuki Tatsumi, East Asian, and Japan policy expert.
- International security studies course was supported by Jordan Northrup, Deputy Director, Marine Corps Intelligence Activity Finance Directorate, He provided a video lecture: "The Planning, Programming, Budgeting, and Execution (PPBE) and the POM Process."
- Coordinated and received support from the Marine Corps Association to allow CSCDEP students enrolled in the Small Wars course to submit essays for the Kiser Family Irregular Warfare Essay Contest.
- Published article "Operation POSTERN and the Capture of Lae"; A study in amphibious fires, maneuver, and logistics by Col Scott Erdelatz, USMC (ret) in the Marine Corps Gazette. The article is currently used in the CSCDEP , the Marine Corps Communications-Electronics School, and at the U.S. Naval War College.
- Visited U.S. Naval War College in Newport, RI with the Warfighting Director of the Command and Staff College. The purpose of the visit was to observe a Falklands naval wargame, and confer with faculty and staff from various schools and departments on naval integration, composite warfare, China, and wargaming.
- Arranged an online lecture by the Director of the Maritime Advanced Warfighting School (MAWS), Capt, Chris Senenko, on "A Theory of Combat at Sea." The lecture was attended by people from the NWC, MCU, MCCDC, MCWL, and MSTP.
- CSCDEP are regular participants of the TECOM Warfighting Society (TWS). The focus from March to June was a naval wargame. The scenario was based on a future U.S./China conflict in the Western Pacific in 2030. In June and July, the focus shifted to the writing of a new Tentative Landing Manual for Expeditionary Advanced Base Operation (TLM-EABO).
- A CSCDEP member served on the editorial board of MCUP's Marine Corps History, provided academic references, and advice to MCUP editorial staff.
- A CSCDEP member was selected for and completed first year of MCHF General Lemuel C. Shepherd Jr. Dissertation Fellowship.
- Advised members of the Marine Corps Tactics and Operations Group on how to conduct a zero-based curriculum review and the incorporation of maneuver warfare concepts in training.
- Met with the editor of the US Army War College's *Parameters* to discuss the military theory of John Boyd and its place in U.S. military doctrine.
- Provided peer review of an article submission to the editor of Marine Corps History.
- Attended the U.S Naval Academy Naval History Symposium from 19-20 Sep in Annapolis, Maryland. Conducted outreach for MCU and established contacts with resources for CSCDEP course directors and CEP.
- Conducted a video-recorded panel interview of 1980's maneuver warfare advocates.

Subj: AY 19/20 INSTITUTIONAL EFFECTIVENESS ASSESSMENT REPORT FOR
       COMMAND AND STAFF COLLEGE DISTANCE EDUCATION PROGRAM

5. Changes and Recommendations for Next Academic Year

    (a) Refer to enclosures (1) and (2).

    (b) Continue to work at institutionalizing CDET, by working towards having the
CSCDEP contracted course directors hired as Title X faculty.

    (c) Find full-time war-gaming personnel to join CDET to support the CPG initiative.

T.K. KERRIGAN

UNITED STATES MARINE CORPS
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MARINE CORPS UNIVERSITY
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From: Director, College of Distance Education and Training
To: Director, IRAP

Subj: AY 19/20 ASSESSMENT REPORT EXPEDITIONARY WARFARE SCHOOL
DISTANCE EDUCATION PROGRAM (EWSDEP)

Encl: (1) MCU Four Column Matrices for EWSDEP
(2) EWSDEP CRB Report

1. Director's Assessment

(a) The EWSDEP has completed a two-year development process for an entirely new curriculum (8670) for AY 20/21. The first year was dedicated to curriculum design, followed by one year dedicated to curriculum development. The transition to the 8670 curriculum is a significant milestone, because this is the first time the EWSDEP will be exclusively seminar based. Prior to the 8670 curriculum, the EWSDEP had an option that allowed students to complete the entire curriculum through independent guided study (IGS). 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. Seven 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, Hawaii, and Okinawa, and accomplish the same program outcomes as 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 has allowed CDET to transition to an all seminar program in AY 20/21.

(b) The curriculum was completely redesigned rather than simply moving self-study courses to seminar. The planning began with Program and 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 CDET EWSDEP faculty 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

Enclosure (1-EWSDEP)

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 manifested through the curriculum design/development.

(c) The same course directors who spent the entire last year creating the new AY 20/21 curriculum were responsible for the final execution of the 8660 curriculum this last year. Consequently, the last changes to that curriculum occurred after AY 18/19. Those changes were reflected in last year's Assessment Report. Enclosure 1 reflects the entirely new 8670 curricula and will serve as the framework for reporting going forward.

2. QEP Assessment

(a) Subjective assessments, issues for discussion, essay questions, and practical application exercises actively promote creative thought and problem-solving.

(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) 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.

(b) Naval and Joint Integration. 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.

(c) Integration of Wargaming. Wargaming is under experimentation in the amphibious exercise for blended seminar students.

(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 reviewed by the range of stakeholders throughout EWSDEP to ensure it presents the subject matter in the manner most conducive to student learning.

    (b) Organizational Structure and Business Practices. EWSDEP is structured through a contract vehicle and a performance work statement (PWS) detailing general support requirements. EWSDEP has adopted a collaborative model for curriculum development to leverage the available talent and experience across the enterprise.

    (c) Faculty Recruitment, Retention, and Development. EWSDEP adjunct faculty are recruited and developed as part of the contract vehicle and the PWS provides detailed guidance/information. Each adjunct faculty member attends a four-week initial development course followed by a more advanced faculty development course after three years of active faculty service. At each regional campus, adjunct faculty are further developed and mentored by regional chief instructors who also monitor faculty performance. Faculty materials have been staffed using the same process as used for the curriculum to maximize its effectiveness in preparing faculty for seminar.

    (d) Infrastructure and Technology. CDET continues to leverage technology to enhance student learning. EWSDEP is reliant on the .edu network, CampusNet, and the E-Learning Ecosystem its infrastructure needs. The PWS requires the contractors to provide their own computers to make use of the current learning management system Moodle. Audio-visual recordings have been embedded in Moodle books. MCU provides office space for the needed coordination between resident and nonresident full-time faculty.

    (e) Outreach and Scholarship. The EWSDEP maximizes outreach to the FMF to bring the most current and relevant information to the curriculum.

5. Changes and Recommendations for Next Academic Year.

    (a) Refer to enclosures (1) and (2).

    (b) Continue to work to institutionalize CDET, by hiring the EWSDEP contracted course directors as Title 10 instructors.

    (c) Find full-time war-gaming personnel to support the CPG.

T.K. Kerrigan
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IN REPLY REFER TO:
1200
30 June 2020

From: Director, CAOCL
To: Director, IRAP

Subj: AY 19/20 ASSESSMENT REPORT - CAOCL

Encl: (a) AY 19/20 Four Column Matrix for CAOCL

1. Director's Assessment.

During this reporting cycle, the external decision to divest CAOCL shifted our thinking and actions from future planning and programmatic advancement to transition of some capabilities to the Center for Regional and Security Studies, close-down of other capabilities, and documentation while maintaining support to Marines and Marine Corps entities, programs, and processes.

For our core lines of effort, CAOCL continued to press forward. In our institutionalization efforts, we continued to work to position LREC capabilities in Marine Corps policies and requirements to ensure lasting presence of these critical warfighting capabilities in the development of future policies and training and education requirements. As anticipated in last year's reporting, we resolved the contracting constraints limiting its training capability, which greatly improved our ability to meet the training requirements of the fleet. With the advent of COVID-19, requests for live training have stopped, but requests for training materials have continued. How the newly created post-divestment processes to access and deliver LREC deployment support will impact future unit preparation is unknown at this time. CAOCL's Cognitive Dimension classes and materials demanded much staff time during the reporting period, as they were very popular with both internal Marine Corps and external partners. CAOCL is transitioning the course materials and the framework to the Center for Regional and Security Studies for its use post-divestment.

CAOCL's support to the broader Marine Corps University was maintained through course delivery and support, participation in governance, student advising, and faculty development. Our Professor of Military Cross-Cultural Competence, Dr. Lauren Mackenzie, received the Rose Award this year, recognizing the passion and excellence she brings to her work and inspires in other CAOCL staff. On the research front, the Translational Research Group (TRG) focused on finalizing requested and researcher-driven outcomes from the Marine Corps Organizational Research Project and the administrative processes of closing down or transferring projects and data. Feedback from external Marine Corps entities on the research quality and relevance demonstrated the value these institutions found in this type of research and the insights of CAOCL researchers. Their requests for more and similar research endeavors had to be directed

Enclosure (1-CAOCL)

elsewhere due to divestment. Lastly, as anticipated in last year's reporting, CAOCL dedicated much of the year to refreshing all Regional, Culture, and Language Familiarization curriculum content and updating course structure, regional assignment algorithm, and assessment tools. The tactical language component was removed as a RCLF Program requirement, freeing up curricular space for more impactful, effective content. The RCLF Program remains fully accredited through 2027. Additionally, the long anticipated RCLF graduate surveys went active, which will support program effectiveness assessment efforts. The RCLF Program, rebranded as the Regional Culture Studies Program, will transition in full to the Center for Regional and Security Studies to continue the transformative efforts CAOCL initiated to align the program with the Marine Corps 21st century learning initiatives.

We also dedicated much time and energy to preparing for the divestment. The Marine Corps and the military in general have a history of short-term vision on the usefulness of dedicating thought and resources to LREC capabilities. Thus, CAOCL over the years has been preparing for this day, knowing that as the pressures of large-scale combat lessened, so too would the perceived need for "culture" and just as the real need increased due to the intensification of diversified missions and partners. CAOCL has crafted legacy resources, such as *the Culture General Guidebook for Military Professionals*, to guide future direction of training and education activities and is making its library of training materials available on MarineNet. CAOCL also developed an archive in partnership with History Division. The collection includes organizational information, examples of products, important policies, references, and other materials, along with a narrative document of lessons learned regarding the establishment and operation of culture centers between 2005 and 2020. The collection was developed to support historical research into the time period and topic and also includes information that may be useful to personnel involved in establishing similar capabilities in the future. Furthermore, to preserve and share research data collected by CAOCL researchers, CAOCL initiated the Marine Corps University effort to gain membership in a searchable external data repository. This, too, is a legacy resource for the university if it chooses to execute additional research with sharable datasets and is an example of how CAOCL worked over the years to transform organizational processes and practices and shape Marine Corps thinking about research overall, qualitative research in particular, and data.

As reported last year, CAOCL's strength was its diverse capabilities in terms of staff. Due to divestment, the Marine Corps is losing some of the perspective, experience, and capabilities that CAOCL staff brought to the table and that is absent elsewhere throughout the enterprise. However, some personnel will transition to the new Center for Regional and Security Studies. CAOCL staff has positioned the new center for success with lessons learned and a broad range of learning resources on which it can draw.

2. QEP Assessment.

CAOCL continued to support creative problem solving through its education and research activities. CAOCL provided its "Culture, Conflict, and Creativity" elective for Command and Staff College, delivered the School of Advanced Warfighting seminar, "The Impact of Culture on Critical & Creative Thinking," and integrated creative problem solving into its RCLF curricular refresh that finished this past January. Additionally, from the Professional Military

Education in the Professional Education Literature Project came an annotated bibliography that contained various resources dealing with creativity and creative problem solving in education. CAOCL staff also participated in the Brute Krulak Center's Creativity Curators Program, and one transitioning staff member will join Krulak and IRAP staff in delivering a faculty development session on creative teaching practices in August.

3. President MCU Priority Areas

   a) COVID-19 Impacts.
Restrictions on movement and limitations on gatherings had a significant impact on CAOCL's training mission and also affected the Professor of Military Cross-Cultural Competence's ability to deliver live instruction. CAOCL's distance education efforts, institutionalization, research, and other activities were able to proceed with minimal disruption.

   b) Naval and joint integration.
CAOCL fostered collaboration and extended expertise as educators, observers, and role players to joint and interagency partners to deepen relationships and LREC topical and conceptional understanding and practice. Such engagement facilitates collaboration and integration.

   c) Integration of wargaming.
During this reporting period, CAOCL emphasized laying the contractual foundation to support the warfighting capability that will facilitate the wargaming effort in the future.

   d) Cyber for all.
Not addressed.

4. Core Institutional Effectiveness Areas

   a) Student learning and curriculum.
CAOCL continued to improve its training and education initiatives throughout the year and to have a significant presence throughout Marine Corps University schools and administration, in MCU initiatives, and at MCU events in direct support to MCU's Strategic Plan Objective 1 (Professional Learning). CAOCL maintained ACE accreditation for its RCLF Program and positioned the new center well with updated curricula and student learning and programmatic assessment tools. In terms of gaps or unknown impacts, the post-divestment contract vehicle for fulfilling training requests may present challenges in terms of managing quality and control and assessing impact. Additionally, there has been a precipitous drop in training requests, due in part to COVID-19 but mostly due to the shifting of financial responsibility for training to the units and the elimination of CAOCL onsite presence at the major installations. The downward trend in requests preceded the COVID-19 restrictions. How this will play out in the end is unknown at this time.

   b) Organizational structure and business practices.
Despite losing contracted staff members and the redirection of some of its government staff as the divestment date approached, CAOCL continued to meet the needs of Marines and the Marine Corps as well as prepared for transition and closedown.

c) Faculty recruitment, retention, and development.
CAOCL developed and delivered faculty development sessions in support of MCU's Strategic Plan Objective 4. Recruitment and retention were not relevant activities this year due to divestment. As for internal staff development, one of our government staff became eligible for professional development offsite (PDO); however, the timing did not allow for application and execution before CAOCL shutdown. Therefore, as this individual is a transitioning member to the Center for Regional and Security Studies, she plans to apply under the new structure for the PDO for the Spring 2021 timeframe.

d) Infrastructure and technology.
With the RCLF Program, we volunteered to serve as a pilot for the College of Distance Education and Training's (CDET) initiative to replace legacy MarineNet to bring Marine asynchronous learning into the 21st century. CAOCL has long struggled with the limitations of the MarineNet platform and welcomed the opportunity to help CDET find a more impactful distance learning environment. CAOCL's inability to procure qualitative analytical software hampered our ability to conduct deeper and more structured analysis of our research data and limited the number of applied reports TRG could produce prior to divestment.

e) Outreach and scholarship.
CAOCL staff, as can be seen within the 4 Column Matrix, continued to produce academic and policy/practical publications, engage in outreach activities across the services and with interagency and academic communities, and participate in working groups across the enterprise. Their efforts provided a major contribution to MCU's Strategic Plan Objective 5.

5. Changes and Recommendations for Next Academic Year.
CAOCL closed its doors on 30 June 2020. To access the CAOCL archive, please contact the History Division. To access CAOCL research data, please contact the Qualitative Data Repository at Syracuse University (https://qdr.syr.edu/). Please note that to access some of the research material, you must have an approved human subjects research protocol in place.

It has been a great run for CAOCL. Subject to any unforeseen issues, we look forward to moving many of these same issues forward as well as developing new ways to serve Marines, the fleet Marine forces, and Marine Corps University with the establishment of the Center for Regional and Security Studies. Additionally, we look forward to working with IRAP to develop new outcomes and measures for the Center for Regional and Security Studies in the coming academic year.

G.M. Dallas

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IN REPLY REFER TO:

1300
10 Jul 20

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

Subj: AY 19/20 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
(b) CMC Fellows AY 2018-19 Final Conference Summary, Implementation Plan (NOTAL)

Encl: (1) AY 19/20 Four Column Matrix for Fellows, Foreign PME, Olmsted Scholars

1. Director's Assessment. The three programs include (a) between 27-30 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 (13 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 programs are, generally, steady-state from a programmatic perspective. That is, a proven framework annually 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 reference (a): " 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

Enclosure (1-FELLOWS)

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 reference (a) 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 program 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 19-20 Fellows validated their respective fellowship locations as solid, professionally applicable and rewarding. Previously, AY 18-19 Fellows provided multiple comments and recommendations which have been analysed and, where supportable, have been implemented. Those are detailed in reference (b) which remains a working document. Comments from AY 19-20 Fellows were generally in-line with those of previous Fellows. The Commanding General continues to be directly engaged on the AY 18-19 matrix of comments and has been briefed/updated multiple times. Note: The program receives high marks for focus, purpose, and administration. That being said, evaluation is a continuous process.

(1) A recurring comment from Fellows 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.

(a) A Green Letter emphasising the CMC Fellows program has been drafted and is awaiting CMC signature. If approved, through the Green Letter the CMC will highlight the existence and purpose of the CMC Fellows and direct General Officer and Senior Executive Service (SES) leaders to engage on a frequent basis with Fellows. COVID-19 has resulted in delayed staff action.

(b) All CMC Fellows are aware that they have a virtual "open door" to HQMC departments and commands. However, the key entry portal has and remains the Strategic Initiatives Group (SIG) under the Director, Marine Corps Staff (DMCS). While the initial engagement with the SIG point of contact was enthusiastic, as the year progressed, it became apparent that the SIG had multiple requirements as did the Fellows, all of which precluded meaningful interaction. The solution will include additional coordination with the office of the DMCS/SIG to develop and solidify the interaction. The above mentioned Green Letter, if approved, will assist in this.

(c) Utilization of Moodle accounts within the program continues to have potential to enhance exchange of information. All Fellows have accounts, but some were not able to access their accounts. Additional administrative coordination and use of the Moodle platform will be emphasised with the in-coming AY 20-21 Fellows. .

(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

19-20 orientation, commonly referred to as "regreening," included an opening by the DMCS and Deputy Commandants. CMC Fellows have an extra day of orientation to cover fellowship administration, focus and engagement with past Fellows. Building on a recommendation from AY 18-19 CMC Fellows (reference (b), item 12.0), an additional day was added to the AY 19-20 fellows' orientation which included a day at the Pentagon. During this additional day, the Fellows engaged with the Commandant, Principal Deputy Director J-5 (Strategy, Plans and Policy), Deputy Director, Communications, a representative from Plans, Policy and Operations (PP&O), and representatives from Information. Scheduling with our senior leaders is challenging and, while the Commandant was available last year, he is not available this year. An alternate format (perhaps virtual) is being explored. Additionally, liaison with the Navy's orientation program is being explored for potential leveraging. Of note and as a result of COVID-19, the final Fellows' conference held in May successfully shifted to a virtual format utilizing Google Meet. Planning for the AY 20-21 TLS/CMC Fellows orientation in late July 2020 will adopt a hybrid format with a limited number of Marine TLS students/CMC Fellow gathering at Marine Corps University with presenters while others join with Google Meet.

(3) Providing liaison between Senior Service Representatives (SSRs) and MCU was formally added 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.

(4) Pending is a mid-year Fellowship, Scholarship, Special Education Program (SEP) Review Board (FSSRB) focused on the Marine Corps' fellowship programs. The interaction and engagement generated by this forum will provide programmatic validation and/or recommendations. Note: The FSSRB will likely undergo a name change to Fellowship, Scholarship, Graduate Education Program (GEP), Review Board (FSGRB).

(5) Additional CMC Fellowships. 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). Both assigned Fellows reported positive and professionally rewarding tours. The advent of COVID-19 impacted these and all other fellowships, however, with all Fellows completing their assignments from a nearly 100% virtual format.

Based on item 3.0.1, reference (b) complemented by an HQMC Judge Advocate Operational Advisory Group (OAG), three new MOS 4402 CMC Fellowships have been added for AY 20-21. These additions are a credit to the vision of HQMC and MCU leadership and support the intent of FRAGO#2.

An additional ILS-level fellowship will be added beginning August 2021 at Watson Institute for International and Public Affairs at Brown University. The potential for another fellowship in International Security at Notre Dame University is under review.

   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.

(1) HQMC, PP&O/PLU hosted an inaugural Security Cooperation Operational Advisory Group (SC OAG) in Oct 2019 with attendance from regional Marine Forces representatives. TECOM and MCU attended and emphasized the contributions of FPME to the Marine Corps SC engagement program. A follow-on SC OAG working group was scheduled for May 2020 but had to be postponed due to COVID-19.

(2) During the period, PLU evaluated our FPME engagement with Norway as important but recommended that we attend the Norwegian Command and Staff course on a biennial vice annual basis. The main focus was to have the graduating FPME student assume a professional exchange program (PEP) assignment for a two year vice the current one year period. This adjustment was made with yet to be determined impact on our Norwegian instructor assigned to the staff of Marine Corps Command and Staff College.

Subsequently, increased interest in Colombia resulted in the Marine Corps joining two other U. S. Services in an every three year assignment to the Colombian Command and Staff course. The first Marine will attend beginning in January 2021.

Additionally, negotiations with our Army and Navy FPME colleagues resulted in the addition of another TLS/post-TLS "capstone-level" assignment to attend the French War College's Centre de Hautes Etudes Militaires (CHEM). This will be an every three-year rotating assignment for a Maine Colonel who is already fluent in French. The projected first Marine will attend beginning August 2021.

(3) Administratively receiving and distributing monthly FPME monthly situation reports 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. The Scholar assigned to Xiamen, China was evacuated in early February and reassigned. This evolution required a tremendous amount of coordination at multiple levels. Additionally, the Scholar selected to study in China beginning the summer of 2020 has been successfully redirected to Taipei, Taiwan, with an anticipated PCS date in August 2020.

c. Gaps. Several points are worthy of comment.

(1) Memoranda of Understanding (MOUs) are being either initially established or revised for all programs. 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. This goal was mentioned the past several years and will require additional focus and resources.

(4) Resourcing. It has been recognized previously that program management has a large administrative demand and requires at least on 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. Whereas a Government position may not be supportable in the near-term, it is recommended that hiring a Government contractor be explored to assist in managing the three programs.

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: 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 Marines shifted to a distance learning, virtual instruction platform. Noted exceptions were FPME in Japan (which later shifted) and New Zealand. 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 FPME students in their respective development of mil-to-mil relationships. The DL or virtual format will result in a degradation of this important aspect of both programs' support of

security cooperation objectives. Also of note, several PCS departure dates have been delayed and the Canadian program will not host international students for AY 20-21. 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. Comment: Should the completion of TLS fellowships be integrated into the Naval TLS requirement?

      c. Integration of wargaming. Wargaming remains an integral part of most FPME 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, FPME 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 highly recommended.

      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. Develop greater connectivity between CMC Fellows and HQMC departments and senior leadership.

b. Complete MOUs to include international PME reciprocal agreements.

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

Subj: AY 19/20 ASSESSMENT REPORT; LEJEUNE LEADERSHIP INSTITUTE
      (LLI)

Encl: (1) AY 19/20 MCU 4-Column Matrix

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

1. <u>Director's Assessment</u>. 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 19/20 AES 4-Column Matrix (Encl 1). 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. Assessment of the administrative outcomes addressed in the 4-column matrix for this year are:

   a. <u>Outcome 1.1</u>: 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. The LLI engagement plan included providing 14 leadership seminars for 336 federal employees and Marines (Tier 3). These 3-day seminars focused on both self and team leader learning objectives. The LLI also provided and coordinated participation for 38 employees in formal leader development courses provided by the Department of Agriculture's "The Graduate School" and DON sponsored formal schools (Tier 4).

Enclosure (1-LLI)

Subj: ACADEMIC YEAR (AY) 19/20 INSTITUTIONAL EFFECTIVENESS
      ASSESSMENT REPORT FOR Lejeune Leadership Institute

Because of significant FY 2020 funding reductions for the
MCCLDP, no funding was available to support Marine Corps
installation commander's local leadership development
initiatives (Tier 2). In previous years, annual participation
in Tier 2 opportunities exceeded 1,200 participants.
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 19/20 leader development. This
participation is in stark contrast to the start of the MCCLDP in
FY 2010 where the program was approved and funded for an annual
throughput participation of 12% of the workforce. The forecast
for AY 20/21 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 LLI/MCU Website
provided access to all of these leader tools. The LLI produced
case studies directly from Marine Corps history to provide
leaders with discussion materials in order to facilitate
leadership discussions amongst their Marines. The LLI provided
three mobile training teams that combined leader development
plans and activities with multiple commands at I, II and III
MEFs. These LLI MTTs were provided by select Marines and
faculty from MCU and TECOM. A key part of the MTTs (Train the
Trainer) was to imbue approximately 300 Marine leaders with the
MLD principles in order for them to promulgate the training to
their Marines and Sailors throughout AY 19/20.

   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 19/20, 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.

   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. The CMC directed Cornerstone be held twice annually and 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.

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 that 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 20/21 Cornerstones include the following:

Key strengths of note were:

        1) The use of highly regarded local Colonels to facilitate case study breakout classes, coupled with significant improvements to the LLI's case study discussion guide, resulted in better case study discussions.

        2) Through aggressive outreach, the LLI increased the size of the fall 19-1 Cornerstone by 30 percent over 18-1. Small fall classes had been an annual problem.

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

4) At CMC direction and in coordination with the U.S.
Army War College, successfully conducted a trial run of the NEO
PI-R personality assessment in Cornerstone 19-2. (The final
report is currently in routing to CMC.)

5) For 19-2, a concerted LLI/MCU scheduling effort to
integrate and coordinate class schedules of commanders, SgtsMaj,
and spouses, resulted in greater access for SgtsMaj and spouses
to attend any desirable commander class and that, in week two,
spouses and Marines could eat chow together.

Key weaknesses of note were:

1) Cornerstone's USMC "programs briefs" such as SAPR,
Military Whistleblower, and Family Readiness continued to be
poorly received.

2) The MARFORRES Social, Brown-Bag, and Reserves 101
class were poorly received.

3) LLI needs to more closely coordinate and manage
Advocate classes to ensure that all Advocates are the right ones
for the classes and they arrive at Cornerstone when scheduled.
One or two Advocates did not show up in 19-2, and in 19-1 at
least a handful of break-out sessions did not have appropriate
advocates.

4) There were problems with Warner's lapel mics. The
mics cut in and out regularly, especially during the first few
days of class before IT optimized them. But the problem
continued to be bothersome even after optimization.

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

The Ethics Branch was actively engaged in several important
academic engagement areas for MCU. The branch produced and
delivered 11 ethics and moral development classes for 835 AY
19/20 students attending the schools and colleges of MCU. The
branch provided 12 Ethics MTTs for 2,050 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 ethics and moral decision-making
presentations for 160 participants in the Commandant's
Commandership program (Cornerstone) as well as 395 other
military and federal employees of government and international
organizations. The branch head, Dr. Paolo Tripodi mentored five
CSC students and delivered an Ethics elective class for CSC.

   f. 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
19-20, 74 GO/SES participated in EEP courses.

During AY 19-20, 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 19-20 budget to ensure sufficient resources were available to
meet CMC's intent for all GO/SES to participate annually. This
review resulted in identifying seven 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 74 AY 19-20 participants, 85% responded favorably without
comment and 12% added constructive comments which included the
value of the content depth and width of available executive
courses available to them.

Cementing the value of the LLI review, CMC issued Green Letter
1-20 (13 May 2020) confirming the review and stressing
participation and engagement by all GO/SES in EEP.

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 and published on its website the Fire Brigade at Pusan Perimeter case study that directly supports 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. The LLI also worked on four LDGs during with an anticipated completion in AY 20/21.

3. <u>President MCU Priority Areas</u>. 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 18 civilian leader development Seminars (Tier 3) and 12 formal school development seats (Tier 4) cancelled because of travel restrictions and installation or organization social distancing policies due to COVID-19.

      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. <u>Core Institutional Effectiveness Areas</u>.

   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.

                              J. I. Van Zummeren
                              Deputy Director
                              By Direction

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

IN REPLY REFER TO:
1230
29 Jun 2020

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

Subj: AY 19/20 ASSESSMENT REPORT MIG

Encl:　(a) AY 19/20 Four Column Matrix for MAGTF Instructional Group
　　　　(b) SEPME CCRB AY19-20

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). 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 three times during the year (two courses were cancelled 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. For the first time in three years the MIG coordinated and executed a Strategy and Policy Course over February and March. There were fifteen attendees. In July the MIG ran its eighth 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.

c) An extensive CCRB was accomplished (virtual and actual meetings) during the COVID-19 slowdown that took a deep dive into the Senior Enlisted Professional Military Education (SEPME) curriculum to enhance this last of current structured educational opportunities for senior enlisted leaders who will serve as senior enlisted advisors to commanders. The results

Enclosure (1-MIG)

of that CCRB along with an extensive reboot of the curriculum was briefed to the CG and will be executed in new AY20-21 courses.

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. We will also increase the current wargaming in resident SEPME courses. Leadership courses, through the venue of critical thinking, are also being expanded to require more attendee interaction and personal study throughout the courses offered.

3. President MCU Priority Areas

a) COVID-19 has created some turbulence in the courses supporting by the MIG. As of this writing, two courses have been cancelled due to travel and quarantine restrictions.

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. The last SPC had a combined discussion with MajGen King and his Navy Counterpart.

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 will add rigor and assessable requirements to the current curriculum.
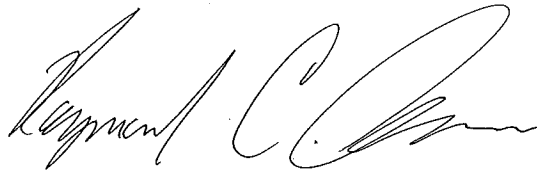
b) Organizational structure and business practices. Many of the most effective practices will remain in place and will be enhanced (Writing, Communication, on line instruction) while increasing chances to read, think, discuss, write, reflect, and test for both the faculty and the attendees. In the SEPME courses, a three week on line portion has been added to the curriculum.

c) Faculty recruitment, retention, and development. The calendar is very full for the MIG Faculty and there is more coming. A request for additional faculty (contracted) is 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. Since then, the roof has been fixed (and does not leak) and the air conditioning system was also replaced. The current concern is the 50 year old HVAC handling system and the lack of ability to grow faculty and student population.

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 newly revamped curriculum. Some courses were cut and others combined in order to create efficiencies within the schedule and to add academic rigor to a schedule previously based mostly upon participation. Also, as the enlisted academies 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.

RESEARCH & OUTREACH

This category for research and outreach consolidates institutional effectiveness reports from organizations whose primary functions are conducting research and/or outreach. In AY20, this includes the following 5 Directors' Reports:

1. Brute Krulak Center for Innovation and Creativity (KC)
2. History Division (HD)
3. MCU Press (MCUP)
4. Middle East Studies Center (MES)
5. National Museum of the Marine Corps (NMMC)

Outcomes Summary
In total, this category evaluated:

- 5 organizations;
- 37 administrative outcomes; and
- 47 assessments / measures

1600
15 Jul 20

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

Subj: AY 19/20 ASSESSMENT REPORT FOR THE KRULAK CENTER

Encl: (a) AY 19/20 Four Column Matrix for the Krulak Center

1. Director's Assessment.

   a) This is the second Director's Assessment for the Krulak Center since it gained initial operational capability on 23 July 2018. The main challenge during this first year was establishing the Center as a physical entity while developing a range of new programs to support the various schools across Marine Corps University (MCU). Having built that foundation in AY 18/19, the main challenge for AY 19/20 was expanding from that foundation to pursue new lines of effort identified in the Krulak Center's Strategic Plan while sustaining the successful programs created the previous year.

   b) The expanded efforts identified last year included: expanded lecture series and events collaborating with MCU schools, external academic and government institutions, and think tanks; leveraging social media and non-traditional messaging to increase visibility for the Center, MCU, and affiliated programs; and increase outreach and distance professional military education (PME) impact throughout AY 19/20.

   c) The Krulak Center achieved significant successes across all of these expanded lines of effort, despite the disruptions caused by COVID-19 and the extended non-availability of crucial personnel. Details of these successes are highlighted in the following paragraphs. Of note, the Center's ability to apply creative thinking to new priority areas and "punch above its weight" in execution made it the "go-to" organization for the President of MCU throughout AY 19/20. To sustain these successes and continue expansion across the Krulak Center's lines of effort, a critical requirement is maintaining a stable and fully-manned table of organization across the next AY and out-years following.

2. QEP Assessment.

   a) Increase student collaboration and enhance learning opportunities within MCU and other schools/agencies.

       i.   Measures to be used and success criteria include: promulgate Krulak Center initiatives through social media outreach and increase interagency, joint, and combined integration; organize and coordinate an annual Innovation Summit; participate/host one wargame for external agencies or schools per semester; and operationalize a website that allows students to discuss and debate issues facing the Marine Corps.

ii.   The use of social media and virtual conferences resulted in global connections for the Center with partner nations, academic institutions, and joint services. The Center built upon newly established relationships developed during roadshows and external liaison with two Marine Expeditionary Forces (MEFs) and our European allies in both the United Kingdom and Germany. Leveraging social media established connections with similar think tanks that operate in support of sister services like AFWERX, NavalX, the Center for Adaptive Warfighting (CAW), foreign partners: The Cove, GIDS, and CHACR, amongst many others. These relationships are maintained primarily through social media and organizational websites to expand our collective outreach, knowledge, and warfighting prowess. The Center cultivated relationships with industry partners and external agencies afforded students new and unique opportunities to explore areas of study that was of personnel interest to the students, their respective school, as well as the university. Opportunities arose to send CSC and EWS students to the Defense Entrepreneurs Forum (DEF), and the Center for Strategic and International Studies (CSIS) to dive deeper into military innovation and focus on niche topics like China's rise and One Belt, One Road project. This was a strength the Center capitalized on that is unique to the university; the ability to leverage an extensive network and our community of interest to broaden the education experience at MCU.

iii. This year's Innovation Summit was different in that we had to adapt to the constraints of a global pandemic and abide by social distancing protocols. The KC effectively utilized the newfound virtual learning environment to explore a more integrated and robust Innovation Summit. Partnering with the Naval Postgraduate School (NPS) and the Naval War College (NWC), the Center conducted its inaugural joint Summit paired with NPS' Big Ideas Exchange (BIX). This brought a fresh perspective to expanding the reach of the Summit and capitalize on both the Commandant of the Marine Corps (CMC) and MCU President's priority area of increased collaboration and integration with the Navy. No identified weakness could have been rectified given the current circumstances, but a noteworthy strength is the ability to stream a live presentation to a vast audience, which will be incorporated for future Innovation Summits. Next year, the focus will be to conduct another Innovation Summit similar to AY19 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.

iv.   Krulak Center wargames allowed students from across MCU to experience operations in the information environment (OIE), global war, and great power competition scenarios in novel ways to enhance ethical decision-making. In addition, the Krulak Center provided a robust catalog of wargaming support to all MCU schools as well as operational Fleet Marine Force (FMF) units. The "Sea Dragon" competition was a cross-school wargame which utilized the Defense Advanced Research Project Agency's PROTEUS software, allowing MCU students to experiment with future capabilities like tactical cyber and drone swarms in the "mosaic" form of warfare. Dr. Brandon Valeriano, the Center's Bren Chair of Military Innovation, hosted an open "matrix"-style crisis simulation with a focus on

the influence of technology. In collaboration with Georgetown University, the Center provided a demonstration to faculty and staff of different wargame design techniques from graduate student game designers. The Center also developed and executed a unit of instruction and practical application on wargaming for the MAGTF Instructional Group's Strategy and Policy Course for senior Marine officers. Prior to COVID-related minimum manning, the Krulak Center staff undertook a week-long wargaming certification course offered by the Military Operations Research Society, to better equip the staff with tools for wargame design, selection, and execution in support of MCU school curricula. The aforementioned wargaming initiatives provided students with an educational aspect of wargaming—in that the wargames were not designed to support programs and concepts; instead, they support decision-making by providing students with numerous opportunities to test and validate their strategic thinking against another thinking adversary with competing objectives. We will build upon this year's success with continued wargaming support to MCU's subordinate schools and augmenting that experience with exposure to our new Non-Resident Fellows wargaming experts and design tailor-made games to achieve specific curricula objectives. However, the Center must have an established and fully manned T/O to maintain the same level of success achieved in AY20. As with all the other endeavors, they will continue to grow and increase in complexity and occurrence, requiring an established personnel footprint capable of meeting increased future demands.

v. The Center was directly tasked by the President of MCU to develop a public-facing PME "portal" website, to curate and facilitate discussion on topics and resources relevant to military professional development. This is an ongoing and ambitious project, designed to be a repository of information and idea-sharing. This collaborative virtual space allows students, faculty, military professionals, and interested parties to share the latest in technological developments, programs, concepts, and ideas across the FMF. As an inter-school site, it enables MCU students and graduates to stay connected and facilitate dialogue on ideas and issues relevant to operational units. This is another reason why MCU must ensure it adheres to the Center's table of organization (T/O) to achieve it charter mandates per the QEP.

b) Support MCU schools in developing creative problem-solving opportunities in their curriculum.

   i. Measures to be used and success criteria included: establish one innovation scholars program per year; support MCU schools with three futuristic and relevant wargame scenarios per semester; provide 13 subject matter experts (SMEs) to MCU students, 25 visits to SMEs/MMS mentors per semester; and support Command and Staff College (CSC) electives.

   ii. The Center received overwhelming positive feedback from both students and faculty on Middle East Studies (MES) Director and Chair mentoring, providing MCU and students with a host of SMEs ranging from history, psychology, future

4

war, national security, and science/technology/engineering/mathematics fields. The MES Director and every Bren Chair instructed an elective course at CSC this AY; additionally, the Krulak Center offers its own internally developed elective called "Where Good Ideas Come From," which is taught by a Center staff member and has now been executed two years in a row with very strong student enthusiasm. All Bren Chairs also provided mentorship and thesis defense for CSC students pursuing a Masters in Military Studies.

iii. This AY, the Center launched two new scholarly programs for select students: the Barrow Fellows, focused on great power competition between the United States and China, which regularly met in the Krulak Center spaces to hear lectures from a distinguished roster of national security experts on that theme; and the LtGen Victor H. Krulak Scholars, which focused on analyzing and offering potential solutions to the many issues laid out in the 38th Commandant's Planning Guidance (CPG). Each program was highly selective, comprised of students and national security professionals from all schools, the College of Enlisted Military Education, the College of Distance Education and Training, and interagency experts within the National Capitol Region. The Center hosted and coordinated a robust guest speaker schedule of 16 different guest speakers, including a distinguished panel of retired and active Marine Corps general-grade officers coordinated by the MES office, as well as award-winning authors.

iv. The Krulak Center also added 27 new Non-Resident Fellows to its global community of interest, with expertise in areas not organic to MCU. These new Fellows will participate in our annual Innovation Summit, support instruction at MCU by guesting during one campus visit or Krulak Center event and support writing competitions. All Krulak Center Non-Resident Fellows will have the ability to collaborate with MCU staff, faculty, and the Marine Corps University Foundation, participate in wargames, and support staff rides.

v. There was overwhelming positive feedback on all electives, wargames, and academic programs. Some of the lessons learned were garnered while operating remotely; the Center will incorporate more virtual learning sessions to maintain recurring and iterative classes to complement and supplement the student learning experience.

c) Support to the USMC and broader DOD and national security community involving creative problem-solving in the profession of arms.

i. Measures to be used and success criteria included: five external partnerships (USMC, broader DOD, and civilian) developed and sustained that lead to collaboration and/or support to MCU students per year; 14 Krulak Center publications and seminars/talks on innovation and creativity per year.

ii. The Center's activities this year broadened the reach of the Center, MCU, and the Marine Corps globally to engage the broader innovation community of interest. These will be leveraged further in the upcoming AY for the benefit of the students.

Enclosure (2-KC)

Center personnel delivered briefings, PME webinars, submitted articles, hosted two writing contests (one with an external partner), produced three quarterly newsletters, conducted three BruteTalks and four BruteCasts (live and recorded online / virtual PME offerings). All of these topics will be covered in detail throughout the subsequent paragraphs—specifically 3 and 4, below.

iii. The impact of the Center's community of interest, guest lecturers, and publications cannot be overstated. The Krulak Center broadened student perspectives and educational opportunities by exposing them to SMEs and programs not offered through traditional curricula. The Center will capitalize on the existing programs and continue to expand them in their reach and scope by leveraging organizational partners and external affiliations. The Krulak Center staff must be stabilized to continue its aggressive pursuit of modern pedagogical designs and scholastic opportunities.

3. President MCU Priority Areas

a) COVID-19 Impacts. The Krulak Center felt the impact of COVID-19 as much as any MCU entity. It forced the cancellation of several physical events planned for the last quarter of the AY, including wargaming support to the schools, outreach roadshows to Marine Corps installations in Okinawa and Hawaii, and the Innovation Summit. It required the development of operating procedures for conducting outreach and school support in an entirely virtual/remote environment. There will also remain a continued impact on the ability of some of the Center's Marine Corps University Foundation (MCUF)-funded Bren Chairs to participate in physical school events, as they are in the demographic population at highest risk of infection.

In other ways, however, the Krulak Center was well-positioned to adapt and continue carrying out its mission under these unexpected circumstances. A significant part of the Center's outreach and collaboration was already done remotely, through social media and various video conferencing software applications. With MCU schools still connected through a common "system of systems" in Google Suite, the Krulak Center was still able to meet its support commitments to those schools, directly through a virtual medium. Finally, the requirement to work remotely created many opportunities for the Krulak Center to explore the "art of the possible" in creating new programs optimized for this new reality. By pushing the boundaries of the remote/virtual environment, the Center has built new and very successful initiatives that will be continued even after MCU resumes "normal" operations.

Among the existing programs that the Krulak Center successfully adapted to the remote environment was the annual Innovation Summit. A keystone event and direct QEP requirement for the Center, the Summit would feature keynote addresses from the MCU President, head of the Australian Defence College, and commanding general of Training and Education Command; displays of emerging technologies by commercial vendors; and presentations by MCU students on aspects of future war. While COVID-19 necessarily caused the cancellation of the keynote addresses and vendor technology demonstrations, the Center coordinated with the Naval Postgraduate School (NPS) to re-package the

future war projects as a collaborative virtual event, the "Big Ideas Exchange/Innovation Summit." Students presented their future war projects as a series of webinars, which the Krulak Center recorded and posted to its YouTube channel so that interested audience members who were not able to attend the Summit while it was "live" could nevertheless benefit from the information presented. This collaboration with NPS also fulfilled the President's Priority Area of naval and joint integration.

Another existing program the Center adapted was the Gen. Robert H. Barrow Fellowship, as discussed in par. 2.b. Once COVID restrictions were emplaced, the Barrow Fellowship transitioned entirely online, with the group finishing its lecture series remotely. All the Fellows met both the lecture and writing requirements for the program without disruption thanks to the adaptability of the Krulak Center action officer running the program. With several non-USMC MCU students participating in the program, the Barrow Fellows also met the needs of the President's Priority Area of naval and joint integration.

COVID restrictions created opportunities to aggressively explore new programs for outreach and PME support. A central feature of this effort was creating the "BruteCast," a series of live webinars featuring the Center's academic faculty, followed by new Non-Resident Fellows, lecturing on different pertinent PME topics, followed by a question-and-answer session. This allowed the Krulak Center to stay engaged with MCU faculty, staff, and students, and the Center's broader community of interest; and since each "BruteCast" was recorded and uploaded on YouTube, this also expanded the repository of PME material generated by the Center that was freely available online.

The Center also offered new support methods to existing partners. The Center had a pre-existing arrangement with the Training and Education Command (TECOM) Warfighting Society (TWS) – a collaborative effort between TECOM, the *Marine Corps Gazette*, and MCU distance education satellite campuses – to assist with wargaming various force design and expeditionary advanced base operations problems facing the Marine Corps in the South China Sea. Originally, the wargame was to be conducted with all parties physically present. Following COVID, Krulak Center personnel created a virtual wargaming hub instead, with TWS members sending mission planning products to the Krulak Center facilitator, who in turn built the scenario based on Red and Blue tables of organization and equipment; ran the game, to include "play-by-play" narration to facilitate situation awareness for Red and Blue, using Adobe Connect and its screen-sharing functionality; and provided post-game data on losses and expenditures by both sides to guide game-planning for future moves. This effort also contributed to the President's Priority Area of integration of wargaming.

The *Marine Corps Gazette* partnered with the Krulak Center amidst COVID on another virtual project: a "call to action" to explore concepts underlying OIE. Other partners in this effort included the office of the Deputy Commandant for Information, Ender's Galley, the Marine Corps Information Operations Center, MARFORCYBER, and the Commandant's Strategist Program. The "call to action" was hosted on the *Gazette's* website and promoted via the Center's extensive social media and community of interest networks.

The Center also provided its personnel to support virtual PME efforts hosted by many external organizations. This included webinars and podcasts held by the Atlantic Council, Center for Adaptive Warfighting, Middle East Institute, Jewish Institute for National Security of America, King's College London, George Washington University, NATO Defense College, Stanford University, and Center for International Maritime Security.

In sum, COVID-19 certainly disrupted the Krulak Center's planned activities, and until there is widespread treatment/vaccination available, it will also impede the ability of certain Bren Chairs to provide on-site support to MCU. However, the Center's personnel demonstrated significant agility in transitioning applicable existing programs to a remote/virtual environment and aggressively sought new opportunities to increase the Center's and MCU's, presence and visibility in the digital sphere.

b) Naval and joint integration. In addition to the Innovation Summit collaboration with NPS and Barrow Fellowship noted above, the Krulak Center undertook several other activities in conjunction with naval and joint partners. Center personnel contributed to NPS's annual Warfare Innovation Continuum workshop, which focused on Logistics in Contested Environments. The Center also assisted a team from the Army War College in play-testing an information warfare wargame, in collaboration with the Marine Corps Civil-Military Operations School. And to build on the significant success of one of its enduring creative writing projects, "Destination Unknown," the Center expanded the writer/artist teams to include U.S. Air Force and Navy enlisted personnel, as well as a creative team from all branches of the Australian military.

c) Integration of wargaming. In addition to the wargaming activities with the TWS and Army War College noted above, the Krulak Center provided a robust catalog of wargaming support to all MCU schools as well as operational Fleet Marine Force (FMF) units. The "Sea Dragon" competition was a cross-school wargame which utilized the Defense Advanced Research Project Agency's PROTEUS software, allowing MCU students to experiment with future capabilities like tactical cyber and drone swarms. Dr. Brandon Valeriano, the Center's Bren Chair of Military Innovation, hosted an open "matrix"-style crisis simulation with a focus on the influence of technology. In collaboration with Georgetown University, the Center provided a demonstration to faculty and staff of different wargame design techniques from graduate student game designers. The Center also developed and executed a unit of instruction and practical application on wargaming for the MAGTF Instructional Group's Strategy and Policy Course for senior Marine officers. Prior to COVID-related minimum manning, the Krulak Center staff undertook a week-long wargaming certification course offered by the Military Operations Research Society, to better equip the staff with tools for wargame design, selection, and execution in support of MCU school curricula. The Center also used its many interactions with members of the wargaming community to develop a list of tabletop and digital games that will be purchased and made available as a gaming repository for MCU resident and distance schools, and the Marine Corps Base Quantico community.

Finally, the Center facilitated a wargaming effort rooted in MCU but with direct operational relevance to the FMF. A student at Expeditionary Warfare School had

undertaken a project proposing to use the commercial off-the-shelf digital wargame "Command" to explore the operational impacts of the force design guidance given to the 12th Marine Regiment directly by the Commandant of the Marine Corps to transition from conventional artillery to long-range rocket artillery systems. The Krulak Center acted as the hub between the leadership of 12th Marines, the student, and expert scenarios designers for "Command" to create a series of gaming events and data analysis. This series directly fed into the detailed planning and decision-making needed by the leaders of 12th Marines to effectively implement the force design requirement given them by the Commandant.

d) Cyber. Mr. J.D. Work, Bren Chair for Cyber Conflict and Security and Dr. Brandon Valeriano, Bren Chair of Military Innovation, were the linchpins of the Krulak Center's cyber efforts. Both wrote and lectured extensively for external organizations such as the Atlantic Council, *Washington Post,* Oxford University, George Washington University, and Columbia University. Each taught cyber-related electives to MCU's Command and Staff College during the electives period. They were also able to arrange lectures at MCU by cyber experts, such as Jason Healey of Columbia University, who helped craft the Defense Department's cyber strategy of "persistent engagement." Dr. Valeriano was also a Senior Fellow and embedded task force member for the United States Congress' Cyberspace Solarium Commission. Finally, Mr. Work provided analysis to MCU leadership on suggested student learning outcomes for cyber education through all schools and programs.

4. Core Institutional Effectiveness Areas

a) Student learning and curriculum. This is the core focus of all Krulak Center 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. Concerning direct curriculum support and student learning opportunities, in addition to items described in par. 3, the Center provided numerous other programs. As discussed in par. 2.b., every academic faculty member instructed an elective course at CSC this AY, and the Center continued offering its own internally developed elective.

This AY, the Center launched two new scholarly programs for select students: the Barrow Fellows, already discussed in par. 2.b. and 3.a., and the LtGen Victor H. Krulak Scholars, which focused on analyzing and offering potential solutions to the many issues laid out in the 38th Commandant's Planning Guidance (CPG). Each program required a rigorous application and screening process supported by select Bren Chairs. The students selected to each program came from all schools, including the College of Enlisted Military Education, and included one student from the College of Distance Education and Training.

Other enhancements to student learning including a robust guest speaker schedule of 16 different guest speakers, including a distinguished panel of retired and active Marine Corps general-grade officers coordinated by the Middle East Studies office on the anniversary of 9/11, as well as award-winning authors such as August Cole and Donald

Robertson. The Center also sponsored and funded select students to attend unique extracurricular professional development opportunities like the Defense Entrepreneurs' Forum and a three-day Executive Course provided by the Center for Strategic and International Studies focused on China's One Belt/One Road initiative.

b) Organizational structure and business practices. The Krulak Center's organizational structure is the critical challenge requiring attention at MCU to ensure that the Center can fulfill the mandates of its charter as derived from the Quality Enhancement Plan (QEP), and carry its successes this AY into the future. The Center's table of organization (T/O) lists five active-duty personnel billets, including that of deputy director. In practice, however, this T/O regularly operated at half-strength or below, with little stability between AY19 and AY20. Going into its third year of operation in AY21, the Center will also have its third deputy director. The Center's Technical Information Operations (IO) Officer was pulled for an individual augment (IA) assignment at the end of AY19 and spent most of AY20 with another unit, and retired shortly after returning from the IA. The Center was fortunate to have the skills of an excellent IO/Academic Officer, but the individual was there under a unique combination of mobilized reserve orders and medical hold, and thus there existed uncertainty throughout AY20 of how long the Center could enjoy the talents of that individual before the unique conditions placing them there went away. Therefore, to ensure continuity of operations across AY20, and minimize the impact of transitioning between deputy directors from AY20 to AY21, the majority of the Center's activities fell on the shoulders of two of the five officers rostered on the T/O. While the vast array of activities and programs listed in the preceding pages are a testament to the imagination and hard work of those individuals, the fluidity of the Center's manning and correspondingly truncated manpower bandwidth has meant that the Center has had to turn down other opportunities for outreach and engagement, and sometimes delay potential programs that would benefit MCU. To effectively fulfill the requirements mandated by the Krulak Center's charter which directly support the goals of the QEP, and to continue the exponential growth of unique educational enhancement opportunities the Center has developed in the last two years, the Center requires a consistent and reliable manpower foundation.

c) Faculty recruitment, retention, and development. The Krulak Center played a central role in the hiring of two new MCUF-funded Bren Chairs, specializing in the strategic thought of China and Russia, respectively. The Center also facilitated and provided recommendations in the hiring process of a new Title 10 Associate Professor of Cyber Security. As a faculty development resource, the Center's activities always included active cultivation of faculty participation, and by the end of AY20 had provided over 24 faculty development opportunities.

d) Infrastructure and technology. While the Krulak Center is not directly tasked or budgeted for infrastructure and technology support, it has nevertheless actively sought to contribute its resources and resident knowledge to enable MCU to achieve the educational technology goals laid out in the Navy's "Education for Seapower" (E4S) vision, CPG, and recent TECOM "21st Century Learning" guidance. It has heavily used social media to increase awareness of and participation in MCU and Krulak Center

activities, as well as store and publicly share PME resources like the previously
mentioned Innovation Summit projects and "BruteCast" lectures. The Center has a
computer wargaming lab with a curated selection of game titles and mobile computing
options, and both MCU schools and external agencies like the TWS have leveraged
these resources. The Center was directly tasked by the President of MCU to develop a
public-facing PME "portal" website, to curate and facilitate discussion on topics and
resources relevant to military professional development. Finally, all of the educational
directives mentioned above – E4S, the CPG, and "21st Century Learning" – emphasized
the importance of increased integration of wargaming into PME curricula and activities.
The Krulak Center received additional funds specifically to expand its wargaming
efforts in direct support of PME wargaming and has submitted for purchase an
extensive list of hardware and digital and analog wargames that will be available to this
end for AY21.

e)   Outreach and scholarship. Perhaps the Krulak Center's most aggressive expansion,
when compared to AY19, has been its outreach effort. 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
accomplished the following outreach. On MCU's campus, the Center hosted
contingents from the Belgium National Defence College; Australian Defence College;
George Mason University; Georgetown University; Saudi Arabian Command and Staff
College; Columbia University; National Counterintelligence and Security Center;
Federal Bureau of Investigation; Deputy Commandant for Combat Development and
Integration; Lincoln Labs at the Massachusetts Institute of Technology; and the German
Fuhrungsakademie der Bundeswehr.

The Center had extensive off-campus engagements as well. These included: The World
Innovation Network; Defense Entrepreneurs' Forum; Naval Agility office; Norwich
University; AFWERX; "War Remains;" Task Force Southwest command element in
Camp Lejeune; MARCORSYSCOM; 1st Intelligence Battalion; University of Mary
Washington; The Citadel; Institute for World Politics; #NatSecGirlSquad; and Military
Libraries Training Workshop.

Aside from individual off-campus engagements, the Center undertook a series of
broader "roadshows" to visit satellite MCU schools, FMF units, and current or potential
future partners in the PME community of interest. The first roadshow focused on the
East Coast, with visits to the Staff Noncommissioned Officers Academy and College of
Distance Education and Training staff at Camp Lejeune, NC; the G-3 staff at Marine
Corps Recruit Depot Parris Island, SC; and PME classes to Marine Aviation Logistics
Squadron 26. The second roadshow stop was 29 Palms, CA, with visits and PME
lectures to the MAGTF Communications Planners' Course, 2nd Light Armored
Reconnaissance, and Marine Corps Tactical Operations Group. The final roadshow
took the Krulak Center team to Europe before COVID restrictions were implemented.
In the United Kingdom, liaisons included the King's College London Wargaming
Network, and Department of Communications and Applied Behavior, and Center for

Historical Analysis and Conflict Research at the Sandhurst Royal Military Academy. In Germany, Center personnel visited the German Fuhrungsakademie der Bundeswehr, German Institute for Defense and Strategic Studies, and provided PME classes to Marines assigned to U.S. Marine Forces, Europe and Africa.

As a scholarship resource, in addition to the expertise offered by the Bren Chairs, and scholastic enhancement programs such as the Barrow Fellows and Krulak Scholars, the Center has two new initiatives developed for AY21. The first is the recruitment of 27 Non-Resident Fellows, who represent an extensive repertoire of disciplines not organically available at MCU. The Fellows will be used to provide unique lectures, periods of instructions, and augmentation to existing MCU curricula and Krulak Center programs. Finally, the Center has budgeted for select research grants, which will allow MCU faculty and students to travel in support of vetted research projects.

5.   Changes and Recommendations for Next Academic Year. Based on student, staff, faculty, and non-PME audience feedback, the Krulak Center will continue its program of activities from AY20 with a focus on better deconflicting with individual MCU school calendars, and recording for later use, to maximize the ability of those audiences to participate. The expanded use of the YouTube channel and PME portal as online resources will facilitate this increased availability. Additionally, the roster of Non-Resident Fellows will provide a more comprehensive potential array of guest speakers, increasing the number of opportunities available for MCU students and faculty to participate in Krulak Center events. To support the increased emphasis on wargaming, in addition to the extensive purchase of actual gaming resources, the Center has already engaged in preliminary planning with all MCU schools to integrate those resources, along with the resident expertise in the Center, into school curricula. Subject to COVID movement restrictions, the Center also intends to target its roadshow itineraries to locations that were scheduled but cancelled due to the COVID outbreak. This includes Marine Corps installations in San Diego, Hawaii, and Okinawa. To achieve these goals, as well as sustain the high level of activity and engagement carried out during AY20, a key recommendation is stabilizing the Center's T/O. The Center has provided MCU with a flagship ambassadorial organization, offered unique resources and expertise to enhance MCU school curricula, and become the "go-to" entity for challenging or non-traditional MCU initiatives. To sustain these successes, and continue to meet its chartered QEP responsibilities, the Center must be able to rely on a reliable and consistent manpower foundation.

V.A. JACKSON

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

IN REPLY REFER TO:
1056
24 Jul 20

From: Director, History Division
To: Director, IRAP

Subj: AY 19/20 ASSESSMENT REPORT HISTORY DIVISION

Encl: (1) AY 19/20 Four Column Matrix for History Division

1. Director's Assessment. Over this reporting period, History Division reorganized in an attempt to maximize the output of a limited number of historians while still meeting its MCO 5750.1H mandated tasks. Additionally, the President, Marine Corps University approved the proposal to separate the Editing and Design Branch from the Division and for it to be the stand-alone entity, Marine Corps University Press. The Archives Branch absorbed the responsibilities and resources of the former Reference Branch while its historians moved to the Histories Branch where they will now concentrate on researching and writing official histories. This reduction in redundancies and streamlining of resources should allow for greater efficiencies and output.

2. QEP Assessment. The Marine Corps History Division had no QEP assignments for this reporting period.

3. President MCU Priority Areas

   a) COVID-19 Impacts. At this point it is somewhat difficult to assess COVID-19's impact on the Division's operations. Most of our employees are teleworking, which is proving to be very successful in terms of meeting research/writing benchmarks. When necessary, employees come to the office to refresh research materials, or in the case of the archivists, to turn in work and begin a new project. Despite the Division's low threshold of experience with telework, productivity has remained high and we are composing a proposition to establish a broader telework program post-COVID-19. As expected, visits from researchers has all but stopped. The Archives Branch is now accepting researchers on an appointment-only basis and will for the foreseeable future.

   b) Naval and joint integration. With the release of the Commandant of the Marine Corps' Planning Guidance and Force Design, the Marine Corps History Division anticipates some changes in its research, writing and, when engaged, in it teachings. Specifically, when writing on operational and institutional topics the focus should include when and where appropriate the Marine Corps' role in the overall naval integration effort. This includes when writing and vocalizing the changes to Marine Corps doctrine to reflect both naval and joint integration. The Division will also need to prepare to teach these concepts in the context of service history and lineage.

c) Integration of wargaming. The Division anticipates that we will be tasked with providing the research materials to write the scenarios for the war gaming but does not have the personnel to write the necessary narratives.

d) Cyber for all. N/A.

4. Core Institutional Effectiveness Areas
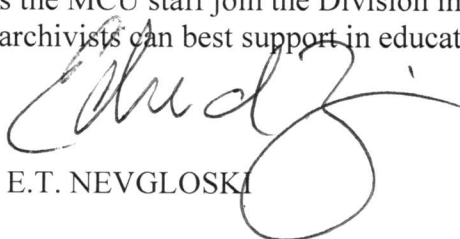
a) Student learning and curriculum. N/A

b) Organizational structure and business practices. The recently published MCU Business Regulations should make MCU functions easier to access and understand; making inter-departmental coordination smoother. If other sections increase their percentage of telework, this is an important step to increase integration and speed internal processes.

c) Faculty recruitment, retention, and development. Recruitment continues to be challenging, not only for fiscal reasons but getting good quality applicants is problematic. Petitioning OCHR to allow longer dwell times on USA JOBS could go a long way in solving this.

d) Infrastructure and technology. As we return to work, the History Division will once again explore migrating to a commercial website, potentially alongside the NMMC, and a robust commercial data storage and management site, such as Content DM. This will enable the division to have wide public access and the storage capacity to digitize our files.

e) Outreach and scholarship. History Division is exploring options to install contract historians at the MEFs. These historians will answer to the Director, but will be part of the general staff at these commands. We anticipate that this will improve the quality and content of the annual command chronologies and improve the division's support to the Marine Corps.

5. Changes and Recommendations for Next Academic Year. For the next AY, the Division will focus on the first chapters of both the official histories of Marines in Iraq and in Afghanistan. In addition, the Division will enter into the edit and design process the first two definitive official histories to come out in more than 20 years. The Division will also publish two of the last three commemorative volumes of the Marines in Vietnam as well as two more-academically focused histories focusing on women general officers in the Marine Corps and the African American Marines in the Second World War. The Division will also seek to educate both the students of ESW and CSC on the importance of command chronologies and how to build a proper chronology. To do this the Division recommends the MCU staff join the Division in reviewing its mission and consider areas its historians and archivists can best support in educating Marines.

E.T. NEVGLOSKI

Enclosure (2-HD)

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

Subj: AY 19/20 ASSESSMENT REPORT MARINE CORPS UNIVERSITY PRESS

Encl: (a) AY 19/20 Four Column Matrix for Marine Corps University Press
        (b) IET Document Download Report
        (c) DOI Reports
        (d) MCUP Social Media Analytics

1. Director's Assessment.

    a) Strengths:
        i.   With a variety of publishing opportunities now available, we can offer both
             print and digital publishing solutions, particularly through the MCUP, History
             Division, and MCU imprints. Our imprints on both the contemporary and
             historical side also offer significant resources for classroom use.
        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 both board members and contributors.
        iii. 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.
        iv. 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, increasing the
             opportunities for print on demand and classroom adoption.
        v.   In-house editorial and design support: unlike many university presses across the
             country, we are able to support all publishing projects onsite instead of having
             to rely on the expense and inefficiency of freelancers or overseas corporations.

    b) Weaknesses
        i.   Faculty/staff participation, particularly for submissions to *Marine Corps
             History*, which struggles to get a decent quantity of articles through the peer
             review process, remains low as does classroom use of resources.

Enclosure (2-MCUP)

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. Space: storage space in the Simmons Center is at a premium. With the loss of the warehouse on campus, we will be hard pressed to properly store and distribute our current inventory, let alone accommodate for continuous new deliveries, without additional warehousing space.

iv. OA publishing and government copyright regulations: our open access and federal publishing status impact our ability to attract and retain high-quality scholars. For example, in the past six months, three projects have been withdrawn because the authors decided a signing bonus was more important than the opportunities publishing with MCUP could provide. Open access status is not an issue we are interested in addressing as we see it as a future 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.

c) Opportunities

i. An Association of University Presses membership adds another layer of support and credibility to the organization, adding to our acquisitions and outreach efforts and overall reputation with the university and the larger academic community.

ii. MCU publishing partnerships have been a challenge with both internal and external organizations. We have the ability to support most publishing efforts faculty and staff may be interested in pursuing.

iii. Acquisitions: with 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 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 and currently causes storage issues within the Simmons Center, where we encroach on archival space.

vi. Working remotely during the COVID epidemic has proved that the bulk of MCUP activities can be accomplished quite successfully in remote status. The ability to increase telework opportunities offers the ability to address several of the weaknesses and threats listed here, including staffing and space. Increasing telework capabilities or working fully remote, with the occasional campus presence, improves staff morale, reduces the stresses of commuting, and reduces the expenses related to an on-base presence. If, for example, the all staff shared use of the basic office area (rooms 3010B-H) when present, we could convert 3010A into additional warehouse space similar to that in 3010J, increasing our ability to store publications long term and reduce our footprint within the Simmons Center archival area.

d) Threats
i. External competition: until scholars see MCUP as a fully vested member of the scholarly publishing industry, we will continue to lose submissions to those who offer royalties, signing bonuses, and marketing/PR services.
ii. Internal support: MCUP needs to be fully integrated into the fabric of the university campus, whereby the faculty and the administration fully support, promote, and participate in our publishing activities.
iii. Budget: fiscal activities serve as the basis for MCUP remaining fully operational, including the purchase of supplies, printing, and budgeting.
iv. Staffing: in the past 5 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 the length and complexity of the hiring process.
v. Space: MCUP recently lost its warehousing space, which required the movement of thousands of publications into an already-cramped facility. Further, we continue to produce multiple journals and books annually, contributing to space issues that will soon have an impact on distribution and safety in and from the Simmons Center unless an external storage solution is found.

2. President MCU Priority Areas

a) COVID-19 Impacts.
a. Lost content: due to closures, MCUP lost several authors who could not complete their projects due to access to reference and research materials. Further, we had several authors withdraw their projects due to financial issues caused by COVID, whereby they had to submit their content to publishers who could offer them a financial incentive. The cancellation of several events that serve as our primary acquisitions' vehicle (SMH and McMullen) also had an impact on current and future content.
b. Hiring: remote status did cause some hiccups in the hiring process for several vacant billets. All interviews were completed via Google Meet or phone and all onboarding activities were completed virtually, which at times caused significant slowdowns.

c. Operations: MCUP was one of the few presses able to remain fully operational during the COVID crisis as a result of remote work and the ability to support minimum manning. Our distribution efforts have not stopped and we continue to have new content delivered. A plan is being prepared to address the short-term needs of staff being present in the office, but also the long-term capabilities of fully remote staffing where possible. Coordination continues between the press and the union representatives on a strategic plan for bringing bargaining unit employees back to base.

b) Naval and joint integration. Though it would not seem as if MCUP would have feedback on this element, we have several active publishing projects that support this effort, including a new book on amphibious operations and our fall issue of JAMS focuses on naval integration and the future of the Marine Corps.

c) Integration of wargaming. Talks ongoing with potential authors to produce books and articles on this topic.

d) Cyber for all. Our spring issue of the Journal of Advanced Military Studies (JAMS) addresses information warfare and propaganda in the cyber age.

3. Core Institutional Effectiveness Areas

a) Student learning and curriculum. We need to improve faculty/staff awareness of MCUP resources for researching, writing, and publishing, including our ability to support 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. We are also receiving support from the Heritage Foundation to reprint two out-of-print series in great demand by the schoolhouses: U.S. Marines in the Korean War and U.S. Marines in World War II. 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*, essay contests, and the graphic novel *Destination Unknown*.

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. 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. It would be an improvement to have a direct link on the MCU landing page or a standalone site (https://www.mcupress.edu) like other university presses.

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 process. 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 at Manpower 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, particularly those in at-risk categories for COVID.

   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. MCUP should be included in campus activities that support more visibility to faculty/staff, including faculty and staff development events, faculty advisory board meetings, participating in faculty conference creation to discuss publishing opportunities, etc.

   c) Honoraria and outreach: MCUP does not offer royalties or signing bonuses, 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 a marketing/promotions/outreach activities.

   d) Website metrics: IET measures downloads, but not other user-specific metrics that could help us better understand our customers, internal and external, and the quality of our outreach efforts. Recommend that data collection efforts increase to support market research and outreach efforts.

   e) Warehouse space: MCUP recently lost warehousing space, which required the movement of thousands of publications into an already-cramped facility. Further, we continue to produce multiple journals and books annually, contributing to space issues

that will soon have an impact on distribution and safety in the Simmons Center unless an external storage solution is found. Recommend that MCUP partner with other organizations, such as the archives branch and/or the museum, to locate future warehouse facilities for long-term storage.

Angela Anderson

IN REPLY REFER TO:
1200
02 July 2020

From: Director, MES
To: Director, IRAP

Subj: AY 19/20 ASSESSMENT REPORT - MES

Encl: (a) AY 19/20 Four Column Matrix for MES

1. Director's Assessment.

During this academic year, MES as part of the Krulak Center maintained its optempo in course delivery, publication production, and academic programming. 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 (both domestic and international) and academia. MES did this with a 50% reduction in staff half way through the academic year. The loss of the MES research assistant professor strained our resources; however, I met all requirements with support from the Krulak Center, initiated new and expanded existing collaborations—especially dealing with the maritime domain, offered impactful courses, lectures, and presentations, and mentored and advised PME students. The advent of COVID-19 did not hamper my ability to carry out MES's mission. I continued to offer classes, give lectures, publish in academic journals, mentor students, and manage in-house publications. 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 collaborating with NATO colleagues. I initiated the hiring process to fill the assistant position and am looking forward to leveraging that individual's strengths to advance MES's mission.

2. QEP Assessment.

From its inception in 2007, MES has sought creative ways to initiate, expand, and, when required by Marine Corps' overall policy requirements, change the content of its PME offerings and its related research and outreach programs. For example, sensing a shift of focus from land-based operations to the maritime domain, MES shifted the main areas of its focus to the maritime domains and the littorals within the Middle East and Eastern Mediterranean. Additionally, MES's panel on Afghanistan is an example of creative program design to elevate dialog and debate on a critical topic for our students that exposed students to alternative perspectives from respected leaders and allowed them access to question and challenge ideas and actions.

3. President MCU Priority Areas

Enclosure (2-MES)

a) COVID-19 Impacts. While COVID-19 moved MES offsite, I was able to continue MES's work largely unaffected. In fact, as noted above, the technologies now commonplace have expanded MES's teaching and research collaboration opportunities.

b) Naval and joint integration. MES has shifted its core focus to the maritime domain within the Middle East and Eastern Mediterranean zones. In addition to offering PME support on Iranian maritime tactics and strategies to MCWAR, EWS, SEPME Course, 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.

c) Integration of wargaming. Additionally, MES has offered support in coordination, participation, and innovation in wargaming as requested by PME components within MCU.

d) Cyber for all. Not addressed.

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. MES also organized its panels and lecture series. MES continues to seek ways to expand student experience beyond the classroom. During this academic year, MES organized a conference on Afghanistan, leveraging professional and personal networks to bring in active duty and retired flag officers to discuss Afghanistan 10 years on and a lecture on China's expanding role into the greater Middle East. Both were highly regarded events, based on student surveys.

b) Organizational structure and business practices. As noted, MES lost 50% of its manpower when the MES assistant departed in January 2020 and initiated hiring procedures in the spring to backfill the position. I am in the interviewing stage at this point and am looking forward to welcoming a new assistant in late summer/early fall. The ambiguity of MES's organizational position has been a distraction from the mission, and I hope that this is resolved soonest to avoid further interruptions.

c) Faculty recruitment, retention, and development. In hiring for the MES assistant, I have been able to attract exceptionally qualified individuals. It is a testament to the work MES has done over the years to build and cement its place in the Middle East Studies academic and policy communities and to the reputation and relationships MES has within those communities.

d) Infrastructure and technology. No changes.

e) Outreach and scholarship. As can be seen from the four column matrix entries, we have been very active in this area. We also publish biennially *MES in Review* that outlines our PME contributions, outreach activities, and reproduction of our MES *Insights*, which now entering its eleventh volume of uninterrupted scholarly publication.

5.   Changes and Recommendations for Next Academic Year. MES is looking forward to the expanded capability that will arrive with the research assistant professor. This will shape future programming and course development, as we will be incorporating individual strengths and interests. Also, as of 1 September, MES will move to become part of the newly established Center for Regional and Security Studies. My intention is to keep our excellent and fruitful working relationship with the Krulak Center unhindered while integrating into the new outfit.

A. Tarzi

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

Subj: AY 19/20 ASSESSMENT REPORT NATIONAL MUSEUM OF THE MARINE CORPS

Encl: (a) AY 19/20 Four Column Matrix for 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 challenges, gapped billets, contractual challenges, substandard facilities, and the closing of the Museum due to COVID-19, we continue 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) Additionally, last September, the CG directed NMMC to divest itself of five of six storage buildings aboard Base by late summer 2020, reducing the total storage space on Base by about 80%. These buildings housed macro artifacts, not easily moved or disassembled. To date, NMMC has cleared out of Buildings 2125, 710, 3034, and is almost out of Buildings 72 and 3. Some of the macro artifacts have gone to the Pima Air & Space Museum in Tucson; other artifacts have either gone to or are awaiting transport to other museums; and some items are awaiting the DRMO process. The divestiture project has taken up a significant amount of time from Collections and Restoration staff.

   c) Although the Museum had to close on 14 March 2020 due to COVID-19, staff have worked hard to meet most goals for outreach, visitor support, and PMEs:
      1. Supported 52 PME events with 2,744 participants.
      2. Welcomed 8,032 visitors at 12 outreach events.
      3. Hosted one teacher workshop with 10 attendees.
      4. Partnered with the Medal of Honor Foundation to bring Marine Corps leadership traits into the classroom. Additionally focused on USMC history topics specifically from WWI, WWII and Vietnam.
      5. Reached 7,244 students at trunk programs.
      6. Recruited and trained 22 new docents and 14 hospitality ambassadors.
   d) Strategic Communications staff:
      1. Hosted five media events. In addition, media attended four public events at NMMC.
      2. Published eight press releases/alerts.
      3. Published/broadcast 30 PSAs by 90 media outlets throughout DC, MD, and VA.

Enclosure (2-NMMC)

e) NMMC's largest growth was in social media engagement which grew by 25%. Much of this came during the museum closure imposed by COVID-19 when the only access to NMMC collections, exhibits, and educational programs was online.

f) Collections staff :
   1. Continued to oversee a contract for cataloging the entire collection. In AY20, contractors cataloged 3,796 objects (goal of 4,000). The decrease from the goal was due to IT issues at the Museum Support Facility which limited access to the DONHAMS database.
   2. Completed draft revisions of the NMMC Collections Rationale by 15 July. Final review and sign-off delayed by COVID-19; anticipating review and approval by early FY21.
   3. Accessioned 1,975 new objects into the permanent collection and cataloged collections based on predetermined standards.
   4. Reviewed approximately 2,000 artifacts in the OCS storage buildings. Disposed or transferred approximately 750 artifacts with 34 macro artifacts (and additional support items) placed on loan to other museums. COVID-19 delayed the ability of other museums to collect artifacts for loans and slowed down the DRMO process.

g) NMMC opened the extension of Legacy Walk (Gallery 5) to the public shortly before the Museum closed due to COVID-19.

h) The Gallery 13 & 14 Macro Artifact placement contract is on schedule for a FY20 award. COVID-19 impact on SBA review period has pushed the Macro Artifact award to early August.

i) The Gallery 13 & 14 Base Construction project is planned for FY20 30SEP award. Due to COVID-19 imposed delays, this leaves a very short time frame for government review.

j) The Waterhouse Art exhibit installation was delayed by COVID-19 but will be completed by mid-July 2020.

k) NMMC staff completed all work for the Lejeune Hall outreach project but MCB Quantico ran out of funds and cancelled the project. The drawings will be available should the project be revived in the future.

2. President MCU Priority Areas

a) COVID-19 Impacts. The Museum had to close to the public on 14 March 2020. Nearly all staff went on telework status beginning during the week of 16 March, while NMMC maintained a ten-person minimum manning status. Between 14 March and 29 June, NMMC has cancelled more than 320 scheduled events that would have brought nearly 32,000 visitors to NMMC. This is in addition to the estimated 90,000+ visitors traditionally expected during this period which includes Memorial Day, end of the school year field trips, spring break trips, and family vacations. NMMC has cancelled more than 17 PME sessions during this period.

Most employees had sufficient work to do while on telework, although poor technology hampered some of their abilities. There were employees who were limited to training in TWMS (which unfortunately went down shortly after nearly all staff went to telework status) and professional reading because their jobs require them to be on site.

The biggest challenge for staff has been the poor functionality of .edu computers. Even after MCU IT announced that it had "unlocked" the cameras and microphones on all .edu machines, more than half of the computers still did have that functionality. On multiple occasions, NMMC employees needed to have specialty software be pushed to their computers (VMWare and/or DONHAMS), which required them to physically come to MCU IT to have that software installed, only to have the software "disappear" after the next mass software push/update. This required these employees to make a second round of trips to MCU IT at a time when the Governor of Virginia ordered residents to stay home. Several employees had computers that were so old that even the mass software pushes would not work.

The Collections Team has been unable to have face-to-face interactions with artifact donors or to physically interact with the collection. This has resulted in a backlog of artifacts which have not been processed as well as a growing number of donors who have been denied the opportunity to send new donations of artifacts to NMMC.

With a large staff, including the Marine Corps Heritage Foundation, and many contractors assigned to the NMMC facilities, rumors regarding COVID-19 cases spread rapidly and leadership had to struggle to contain such rumors. Information regarding the COVID-19 positive status of contracted housekeeping, security, and facilities staff was very difficult to ascertain because the Contracting Officer's Representative (COR) was not forthcoming, or at least not quickly enough to quell such rumors. In total, eight of the contractors tested positive including one who suffered from severe symptoms and was out for three weeks (NMMC only learned of this from the contractor directly, not from the COR as required).

Closing the doors to the public meant that NMMC was limited in accomplishing its mission with no physical visitors to enjoy interpretive exhibits and educational programs, no PMEs, and no opportunities for Marines to have promotions and retirement ceremonies in their museum. However, Public Affairs, Distance Learning, and Education staff focused efforts on virtual programs, distance learning, social media posting, and outreach. Distance Learning staff presented Marine Corps-related programs to elementary, middle, and high school students, for a total of 18 periods of instruction that were presented to 731 students from 14 schools, including one school in Australia.

3. 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.

b) **Organizational structure and business practices:** NMMC drafted a new Strategic Plan with an emphasis on reaching beyond NMMC walls and focusing on virtual/online exhibits and collections access and distance learning. NMMC restructured by moving Strategic Communications (formerly Public Affairs) staff to the Director's office and

focusing on a consistent brand and messaging, and reaching underrepresented audiences. Work began and continues on standardizing and documenting processes, protocols, and roles and responsibilities.

c) **Staff recruitment, retention, and development:** NMMC is nearing completion of a reorganization that started in late 2017. In addition, during this reporting period, NMMC hired a new Director, Deputy Director, two curators, a Museum Specialist, the Artist in Residence, and two Facilities Specialists. The HR process makes recruitment and hiring especially cumbersome and challenging. For example, NMMC has had to advertise an Exhibits Specialist position multiple times since October 2018 with the last posting running for only a week over the July 4 weekend. Challenges included OCHR not using technical language to recruit for specific skills as provided by NMMC Exhibits professionals, 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 travel to professional conferences. The impacts of COVID-19 prevented all travel after March, and employees have grown weary of all the virtual training, craving face-to-face instruction and interaction with other museum professionals.

d) **Infrastructure and technology:** NMMC monitors the status of facilities work tickets, some of which have been pending for an extended period. NMMC struggles with getting timely responses and action for facilities' needs. Once NMMC staff received newer laptops, it improved access during COVID-imposed telework. NMMC and the Museum Support Facility (MSF) still await the installation of critically needed additional wireless access.

e) **Outreach and scholarship:** NMMC continues to increase outreach efforts to local, regional, national, and international audiences through online and in-person educational programming.

4. Changes and Recommendations for Next Academic Year.
   a. Continue to focus on improving the variety and frequency of PMEs. Gather and analyze feedback from participants to improve quality.
   b. Continue to expand 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. Increase efforts to minimize competing priorities so staff can focus on Final Phase, cataloging, and educational programming.

SUPPORT SERVICES

This category for research and outreach consolidates institutional effectiveness reports from organizations whose primary functions are administrative and/or educational support services. In AY20, this includes the following 12 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 and Plans
13. Vice President of Academic Affairs Cover Letter

Outcomes Summary
In total, this category evaluated:

- 12 organizations;
- 59 outcomes (57 administrative and 2 student learning); and
- 123 assessments / measures

1000
ASD
13 Jul 20

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

Subj: AY 19/20 ASSESSMENT REPORT ACADEMIC SUPPORT DIVISION / DEPVPAA

Encl: (a) AY 19/20 Four Column Matrix for Academic Support Division
         (b) AY 19/20 Four Column Matrix for Academic Affairs Deputy / Operations / Fiscal

1. Director's Assessment

    a)   Approved ASD and Deputy VPAA AY20 outcomes, assessments, measures, and recommendations for change are outlined in the enclosures. This report highlights the implementation status of the most significant recommendations from AY19, and elaborates as necessary on key recommendations for change to be implemented in AY21. The Director, Leadership Communication Skills Center (LCSC) provides a separate report and 4CMs for AY20.

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

        i. Top priority: developing the Fifth Year Interim Report. Generally met and on track for submission when due in March 2021. A letter of instruction, containing major milestones timeline and identifying functional area oversight, was approved by the President, MCU. An Accreditation Working Group (AWG) has been established, is actively working, and will be codified in the forthcoming Academic Regulations. That said, this effort remains the top priority and requires continued attention and effort between now and submission.

        ii. PME initiatives. Met, except for revising the PME Order. Numerous PME initiatives from the Secretaries of Defense and Navy, the Chairman of the Joint Chiefs, the Commandant of the Marine Corps, MCU's higher headquarters, and within MCU itself have been researched, reviewed, evaluated, rendered recommendations upon, and / or implemented. Revision of the PME Order will commence in AY20-21 with the goal of a draft in December.

        iii. Maintain LCSC effectiveness during transition. Met, with all credit going to Ms. Andrea Hamlen-Ridgely for her leadership during the Director billet gap, and to the abilities and talent of the new Director, Dr. Brandy Lyn Brown, to seamlessly onboard and integrate into the LCSC. MCU is extremely fortunate to have them, along with Ms. Stase Wells, providing that support capability.

iv. Academic Regulations reviewed and revised. Mostly met, while ongoing with the goal of publishing and disseminating during the August faculty development conference.

v. Registrar student records archival plan. Ongoing. With the outstanding assistance of support from lieutenants awaiting the Basic Officer Course or follow on orders to MOS school, greater progress than anticipated has been made in organizing and digitizing historical manual records. The priority of effort for the Registrar herself was the development of automated student information gathering, processing, and sharing between existing online systems in order to speed data transfer and maintain data integrity by eliminating the need to duplicate existing information. Maturity of these processes will facilitate the future migration of historical data into a comprehensive standard student database. This work will continue in AY20-21.

vi. Review of assessment outcomes and measures. Met, to include development of outcomes and assessments associated with role of Deputy VPAA, the AA Operations Officer (OpsO), and fiscal functions. This will remain a continuing assessment area to ensure that the appropriate outcomes and measures are in place. For FY20-21 primary goals will be to seek command approval to formally establish the AA OpsO billet, clarify the respective duties of the Deputy and the OpsO, and to establish and reach full operational capability of the nascent AA Business Management Office.

c) Strengths. Without a doubt, the key factor in whatever levels of effectiveness achieved has been the personal capabilities and acumen of ASD/Ops personnel.

i. As usual, the LCSC remains extremely well led, efficient and effective in all its efforts.

ii. The Registrar continues to mature that office's policies, procedures, and practices in migrating from a hard copy / manual data collection model to an automated model.

iii. The additions of LtCol Erin Berard as AA Operations Officer and Major Tim Sparks as second Education Officer were the two most important factors in achieving an acceptable level of managing requirements. With Major Sparks arrival, the past AY was the first time in four years that ASD had two Education Officers neither of whom were assigned to full-time additional duties other than their primary roles in support of educational programs and requirements.

d) Weaknesses. Accomplishments are still mainly addressed through the strength of individual personalities on hand rather than an established systemic approach to functional requirements. That said, significant progress was made in improving task management and attempting to establish regularity in practice, such as with standardizing the staff meeting format, establishing regular fiscal review meetings, and conducting quarterly IPRs on institutional effectiveness and strategic planning. Current efforts to develop military "billet descriptions" akin to civilian position descriptions will further institutionalize roles and responsibilities.

e) Opportunities. Assuming that projected inbound personnel arrive as anticipated, ASD has capacity to reinitiate direct Education Officer curriculum and faculty development support to the educational programs.

f) Gaps. The goal of revising the PME Order was not accomplished during this past year. In no small part, the ability to do so was prevented by the myriad new PME related initiatives that needed to be reviewed, assessed for feasibility, and implemented.

2. QEP Assessment. QEP requirements indirectly affected ASD as a whole; primary impact was upon the undersigned as the MCU SACSCOC Liaison and Chair of the AWG, along with Major Tim Sparks, Education Officer, as the lead coordinator of the Fifth Year Interim Report requirements. The AWG focused primarily on that Report, of which the QEP results are a part, rather than on the QEP specifically. At this point, QEP activities are facilitated by the Krulak Center and the schoolhouses themselves. However, due to the initial challenges in implementing the QEP, the AWG recommended, and the President, MCU approved, continuing formal assessment of the QEP goals for another two years after the report is submitted. This will support continued institutionalizing of its goals throughout MCU.

3. President MCU Priority Areas

    a) COVID-19 Impacts. Because of the minimal manning requirements imposed, ASD serendipitously validated its ability to operate in a "distance" environment; arguably, its ability to leverage the collaborative capability within Google Apps for Government have been enhanced. In my assessment, a negative impact has been the delayed relocation of AA personnel to intended new office spaces on the first floor of Breckinridge Hall and the inability to devote adequate time and attention to the pending re-alignment of personnel in AA from CAOCL to establish the Center for Regional and Security Studies.

    b) Naval and joint integration. ASD's role in these areas is primarily in supporting educational program efforts by coordinating Curriculum Review Boards, responding to requests for information, and representing MCU in various educational fora. That support would be enhanced by the adoption of a curriculum development system which could be leveraged to map curricula between programs to identify redundancies and gaps, respond to requests for information without having to burden program personnel with additional administrative work, and facilitate further automating of the curriculum review process.

    c) Integration of wargaming. ASD's role in this area is also primarily in support of educational program efforts and primarily met by participating in the development of proposals for wargaming support requirements.

    d) Cyber for all. Not directly applicable to ASD, except to ensure that it was addressed by program directors during the OPME CRB.

4. Core Institutional Effectiveness Areas

    a) Student learning and curriculum. ASD's role during AY19-20 was primarily in coordinating the officer PME CRBs. Until a few years ago, ASD Education Officers also regularly supported educational program curriculum development, primarily at CSC and EWS;

this practice lapsed in 2017 when one of the Education Officer billets was gapped. With current manning, this is an area in which greater support can be offered during AY20-21.

b) <u>Organizational structure and business practices</u>. The respective duties and roles of Deputy VPAA vice Director, ASD remain undefined, as are those of the OpsO. This has been mitigated by the superb performance of the OpsO.

c) <u>Faculty recruitment, retention, and development</u>. Generally not directly applicable; however, ASD Education Officers did present two faculty development sessions. Additional opportunities may present themselves within program faculty as direct support to educational program curriculum development is reinitiated at CSC and EWS.

d) <u>Infrastructure and technology</u>. Repeating from last year's report, the lack of adequate educational technology to support the requirements of a resident degree granting institution remains, in my opinion, a serious deficiency. This is not to gainsay the strides made during this past year; only to highlight the distance still to be traveled. In particular, the lack of curriculum management, student information, and assessment systems continues to make even the simplest data efforts laborious time consuming tasks. An even more obvious example of this than last year's examples of inability to mine student data is the requirement to prepare and submit this report and its enclosures via documents and PowerPoint slides. On a positive note, the Registrar has made great progress in helping various program directors with leveraging the capabilities of current systems, and should be able to accomplish even more in the next year given the anticipated addition of an assistant to perform regular office functions.

e) Outreach and scholarship. N/A.

5. <u>Changes and Recommendations for Next Academic Year</u>. Top priorities are:

a) Develop an acceptable and timely submit MCU's Fifth Year Interim Report. This priority includes approval and dissemination of revised Academic Regulations.

b) Revise the PME Order.

c) Enhance LCSC effectiveness with augmented contract support.

d) Re-institute Education Officer direct support to CSC and EWS, to include possibly establishing regular "business hours."

e) Complete transition of student records into functional relational student database.

f) Seek formal approval to amend Table of Organization to institutionalize an O-5 AA Operations Officer BIC and codify roles and responsibilities.

Richard B. Jaques
R. B. JAQUES

UNITED STATES MARINE CORPS
MARINE CORPS UNIVERSITY
EDUCATION COMMAND
2076 SOUTH STREET
QUANTICO, VA 22134-5129

From: Director, Administrative Services
To: Director, IRAP

Subj: AY 20 ASSESSMENT REPORT FOR ADMINISTRATIVE SERVICES

1. Director's Assessment

Student survey results gave us numerous areas to improve upon for student check-in. With the help of CDET and IT, we were able to improve the New Student portal on the website. The changes allowed for a more thorough check-in process, as well as the ability to contact the students with time sensitive information. The Student Service section initiated several procedures to effectively check-in students in the Defense Travel System and Government Travel Charge Card. This greatly decreases time spent on travel authorizations and claims. Student Surveys were above 90% satisfied with the Student Service Section. In the adjutant section, we worked continued to improve the tracking process to ensure packages were streamlined and processed for signature quicker. Teleworking created additional gaps in tracking that continue to be improved upon. Great strides were made in our logbooks and electronic tracking system. We continue to seek ways to improve the system.

2. QEP Assessment

See paragraph 1.

3. President MCU Priority Areas

Improving student services ensures students are administratively sound, which enables them to fully focus on professional learning. It is our mission to ensure the process is easy, fast, and effective. I feel we have made great improvements in this area and we are supporting the President's priorities.

4. Changes and Recommendations for Next Academic Year

We continue to use the feedback from the student surveys, as well as from staff and faculty, to improve our processes. We have continued to make great strides in the on-boarding which has been noticed by the Faculty and Staff. The staff non-commissioned officers continue to work hard in developing our Marines into more effective administrators. In addition, during this period we were inspected by the Headquarters Marine Corps Inspector General. All of our areas were mission capable, a huge success for a first time inspection.

/s/
R. E. PITTS

Enclosure (3-G3)

IN REPLY REFER TO:
CIVMAN
23 JUL 20

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

Subj: AY 19/20 ASSESSMENT REPORT FOR CIVILIAN MANPOWER

Encl: (a) AY 19/20 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 offer spends more time getting supervisors to provide us documents to process personnel actions, 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)   82 military and civilians responded to the AY20 Annual Employee Survey. 80% received overall quality of support. 83% received prompt responses from the Civilian Manpower staff, 87% received professionalism from the Civilian Manpower staff, and 72% has clarity of civilian manpower processes. 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

Enclosure (3-CIVMAN)

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

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

Subj: AY 19/20 ASSESSMENT REPORT FOR THE EDUCATIONAL TECHNOLOGY
DEPARTMENT

Encl: Ed Tech 4 Column Matrix

1. Director's Assessment.

During AY20, the Educational Technology (Ed Tech) Department focused on integrating
and enhancing the subsystems of the eLearning Ecosystem. The Ecosystem achieved
IOC during February of CY 20. IOC provided for a single-sign-on capability 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.

2. QEP Assessment.

There are nearly 300,000 accounts in the Ecosystem. This includes over 500 host
accounts in Adobe Connect and 32,679 active learners in Moodle across the USMC..

All ecosystem capabilities continue to be designed to enhance and enable resident and
distance curricula at MCU and across the Corps.

3. President MCU Priority Areas.

a) COVID-19 Impacts. COVID-19 has not directly impacted the Ed Tech department.
Impacts, however, are being seen 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.

b) Naval and joint integration. The Ecosystem can be programmed to interface or
provide learner data to other systems as required.

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

Enclosure (3-ET)

d) Cyber for all. N/A

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 Ecosystem 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, Ed Tech will continue to work towards enhancing capabilities of the eLearning ecosystem. Of note is the planned inclusion of a tool to aide IRAP in the assessment of curricula offered by MCU schools. Completion of Phase II is planned for the end of FY 21. Once FOC is achieved, training on the use of the ecosystem components will be enhanced for resident and distance training and education organizations.

L. E. Smith II
Director, Ed Tech

Enclosure (3-ET)

UNITED STATES MARINE CORPS
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IN REPLY REFER TO:
1000
F&L
11 Jul 20

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

Subj: AY 19/20 INSTITUTIONAL EFFECTIVENESS ASSESSMENT REPORT AES UNIT MARINE CORPS UNIVERSITY

Encl: Four Column Matrix

1. Discussion/Comments.

This year's focus of effort has been to upgrade the academic environment for Expeditionary Warfare School. A project was submitted to convert Draude Auditorium to a lecture hall similar to Lecture Hall #1 in Warner Hall. Tied to this project was the replacement of three Direct Exchange units that service the HVAC requirements of Geiger Hall, these units are obsolete and need to be replaced. The project would also renovate the basement creating two larger conference group rooms which is a common comment on the student surveys.

Food service in Warner Hall has proved to be an important component to the MCU campus and will be an avenue to show improvement. In our response to the AY18/19 survey we made changes to the menu options in the Warner Café and the survey results reflect better service.

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 hit in the second half of the AY and responding to the physical safety of the campus. Creating a safe environment now has a new definition.

2. Results.

The results of the AY19/20 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.

Enclosure (3-G5)

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 TECOM's number one 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 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.

R. L. Reese

UNITED STATES MARINE CORPS
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IN REPLY REFER TO:

1105
14 July 2020

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

Subj: AY 19/20 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 will 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 during AY 20. New Faculty Orientation is designed to orient new faculty and to offer faculty and 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 18 July 2019. 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 AY 20: New Faculty Orientation, Faculty Sharing, Panel Discussions, Lunch-n-Learn, Series and Staff Training.

New Faculty Orientation 2019 received 53% overall Superior rating from respondents, which indicates a successful outcome because it was the first year that the annual Faculty Development Conference was not offered as part of a two-day event. Ay 19 New Faculty Orientation survey questions were combined with the Faculty Development Conference so that a true comparison cannot be analyzed. Going forward, AY 20 New Faculty Orientation survey results will be able to reveal an increase or a decrease in overall satisfaction.

Surveys were conducted after each Faculty Development event. An approximate overall average of 79% of survey respondents strongly agree that
   ● Discussions were substantive

Enclosure (3-FDOC)

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

The Faculty Development Advisory Group (FDAG) did not convene during this FY. (The intent of the FDAG 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; however, this group is an ad hoc group that meets as required. No meetings were necessary during this FY). Plan is to reorganize this team as a Faculty Development Working Group, utilizing internal schoolhouse representatives IOT better tailor FACDEV events according to the respective schools' needs. The AY 21 group is in place as of June 2020.

Reporting templates were developed for schools to submit their faculty development and publications updates for the AY. As of 25 June 2020, response rate is at about 50%.

Outreach

Speakers Bureau

Faculty Development and Outreach Coordinator coordinated speaking activities for MCU Speakers Bureau members. There was an increase in speaking requests from Fall 2019 to Spring 2020 even with the pivot to COVID response.

Reciprocal Working Relationships

In addition, reciprocal working relationships continued in collaborations with FBI NA and University of Mary Washington (UMW), Dahlgren. 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. New initiatives began with NCIS, Quantico.

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.

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.

Outreach Social Media

LinkedIn: Speakers Bureau (Is not current)

Facebook: Speakers Bureau (Is not current)

Instagram (Is not current)

Twitter (Is not current)

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. Alternate Designated Federal Officer (ADFO) coordinated the Spring Board of Visitors meeting but the meeting was disrupted due to COVID-19 pivot. ADFO completed all documentation required for the annual renewal of the SECNAV appointment for BOV members, and supported the transition process for outgoing and incoming members, with temporary support from 2nd Lt Karen Gusmer.

The Office of the Chief Learning Officer has been integrated into the BOV processes which has helped to steer new processes for doing business. In addition, the White House Liaison Office is also now involved in the vetting processes of new nominees. This process is helpful for reducing SECNAV appointment time.

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. Although the Deans voted to discontinue the annual Faculty Development Conference in AY 20, a new pilot program was launched to address the Quality Enhancement Plan SACS requirement. The pilot program was based on an event hosted by the Krulak Center for Creativity and Innovation and is entitled, "Innovation Bound Project." This Project included elements of the Quality Enhancement Plan, surrounding the topics of 'creativity' and 'innovation.' Because of conflicting priorities with all parties, this program was discontinued. There was a 38% response rate to the faculty development events throughout the AY. Faculty Development Reports are currently being gathered from schools. In addition, according to the Faculty and Staff Survey Results, some faculty members would like to see more faculty development opportunities along the lines of research, etc.

3.   President MCU Priority Areas

COVID-19 Impacts. Fifteen Faculty Development events were offered in Fall 2019. Thirteen events were scheduled for the Spring 2020 MCU Faculty and Staff Program during FY20. Of those 13 events, three events did not take place due to the COVID-19 pivot and MCU transition to teleworking. Five of the Fall events were related to the Quality Enhancement Plan and one face-to-face Spring event was QEP related . Fall Lineup: https://drive.google.com/file/d/1NhcKTb1YJoZbGzY_FkYj58Bt8PeKtfSl/view?usp=sharing Spring Lineup: https://drive.google.com/open?id=1YbUELuHqq0oVppIgcHxtMYISfZ-gdbmN

Virtual intermittent faculty development sessions were offered during the month of June

Attendance was tracked but current information is not readily available because of the telework situation. (Hard copies only.) At least one of the events was cancelled due to low attendance. On average approximately seven people attended these events. A more effective attendance tracking method is currently under consideration. Consideration is being given to offering more online faculty development event opportunities.

At least one faculty development event centered on the topic of war gaming during AY 20. Plans are underway to include more events next AY on the following recommended topics: Use of Wargames to Achieve Student Learning Outcomes, Great Power Competition, Joint Warfighting, and Educational Technology.

A virtual Faculty Development Google site was developed as a result with 28 online topics listed for reference: https://sites.google.com/d/1fE4-6Nc5afCJD0AW4hQOlf7Uwy_UubuV/p/1WD8hXQC8nsZAG22L7hafu0kdx7cTx8Mg/edit. In addition, discussion boards were created in Google Groups for faculty and to continue online conversations about the shared topics. Twelve of the virtual sessions were related to Creativity for a total of 18 QEP-related events offered in AY 20.

4. 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 enhance classroom teaching effectiveness.
Fall lineup:
https://documentcloud.adobe.com/gsuiteintegration/index.html?state=%7B%22ids%22%3A%5B%221NhcKTb1YJoZbGzY_FkYj58Bt8PeKtfSl%22%5D%2C%22action%22%3A%22open%22%2C%22userId%22%3A%221149845512012936120039%22%7D

Spring lineup:
https://documentcloud.adobe.com/gsuiteintegration/index.html?state=%7B%22ids%22%3A%5B%221FMTV5uKcZuUocb1P6y-h75D4gLJsFTgi%22%5D%2C%22action%22%3A%22open%22%2C%22userId%22%3A%221149845512012936120039%22%7D

    a) Outreach and scholarship.

5. Changes and Recommendations

Faculty Development

The post-survey results are an opportunity to identify how we might improve upon attendance at not only this event but others as well. The survey is an effective tool for presenters to learn how to better hone their presentations IOT achieve President MCU's Priority Areas. A very small percentage of event attendees typically participate in the post-surveys so that consideration is being given to surveying participants upon completion of the actual event.

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.

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 will help to fill in this gap going forward.

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.

President MCU BGen Bargeron has a distinct interest in making MCU Faculty Development one of his primary priorities for the University this AY. 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.

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 BGen Bargeron'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.

Outreach
Speakers Bureau
Speaking requests were received from NMMC for May, June, and July but were unable to be filled due to COVID-19 pivot. However, some parties submitted requests for virtual speaking events so that this may continue as a considerable option going forward.

Reciprocal Working Relationships
A working relationship with Army War College was established for virtual faculty development purposes. In addition, a faculty development consortium to include other PME institutions is under consideration for collaboration purposes.

Internships

A new relationship was established with New American Studies to place one of their interns with Mr. Don Bishop, Krulak Center. One other outside relationship for internships is presently under discussion.

Faculty Newsletter

All following newsletters will be posted as Current Events on the MCU website IOT stay current with events and activities as well as for manageability purposes.

Social Media

Sites are not up-to-date due to competing priorities.

Recommendations

Concur with VPAA's recommendation to replace the current Faculty Newsletter with a live current events feed within the MCU website. Efforts will be coordinated with IT to ensure a successful end product. (This effort could actually become a formal component of the recommended restructuring improvements for Faculty Development above.) Although the Outreach Program has been enhanced somewhat this AY, there is much more potential for this program, time permitting.

Board of Visitors

Recommendations

Board of Visitors management requires extremely comprehensive and tedious attention-to-detail because of FACA laws and requirements. One major gap is lack of 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. Lt Gusmer of TBS was of tremendous help with BOV administrative processes, which allowed ADFO to focus on other priorities within the scope of that position to include outside assignments such as writing Academic Regulation policies, writing Director Reports such as this, Strategic Plan/IE Reporting (15 KPIs assigned), etc. The reality is that most other federal BOV DFOs and ADFOs are equipped with a 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 required (extensive) administrative paperwork, especially during membership nomination and renewal periods.

Other duties as assigned during the AY:

Responsible to write the following 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.)

Kimberly Florich, Ed.D.
Faculty Development, Outreach, and BOV
14 July 2020

IN REPLY REFER TO:
FMO
5 Aug 20

From: Director, Financial Management Office
To: Director, IRAP

Subj: AY 19/20 ASSESSMENT REPORT FINANCIAL MANAGEMENT

Encl: (a) AY 19/20 Four Column Matrix for Financial Management

1. Director's Assessment. The Financial Management Office continues to provide financial management guidance and oversight to the command in accordance with laws and regulations. Our office reorganized to improve customer service support and eliminate single points of failure.

2. President MCU Priority Areas

   a) COVID-19 Impacts. Minimum manning was able to be accomplished within our office. We were able to accomplish all tasks teleworking. There were some delays due to using email to route vice hand walking packages. Impacts on funding have grown beyond what was originally anticipated and has caused shortfalls in other areas due to not yet being reimbursed for those costs.

   b) Naval and joint integration. N/A

   c) Integration of wargaming. N/A

   d) Cyber for all. N/A

3. Changes and Recommendations for Next Academic Year. Continue process improvement to support the changing financial environment.

S. M. Patzman
S. M. PATZMAN

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Enclosure (3-FISCAL)

30 Jul 2020

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

Subj: AY 19/20 ASSESSMENT REPORT INSTITUTIONAL RESEARCH, ASSESSMENT, AND PLANNING (IRAP)

Encl: (a) AY 19/20 Four Column Matrix for IRAP

1. Director's Assessment.

    a) Strengths. The Institutional Research, Assessment, and Planning (IRAP) office was able to adapt to the growing demands for participation in cross-cutting working groups, IRB consultations, and school-level assessment support during this academic year while still meeting our success criteria per enclosure (1); however, it was the first year that IRAP was unable to support all requests for school-level support. Of particular note were the newly developed Director's checklists to aid in evaluating the quality of Institutional Effectiveness (IE) plans and reports, as well as successful coordination of the cross-functional IE Working Group. IRAP continued to improve upon tailored analyses for Directors, Vice Presidents, and the University that integrated information from surveys, focus groups, and student performance data. The University better leveraged and closed the loop on the lessons from these analyses this year, particularly through the new President's Assessment Report, Strategic Planning Goal Lead Integration Meeting, and a special Winter President's Planning Council. As a support-oriented organization, IRAP continued to expand its relationships within, and outside of, the University. In addition to chairing the IE Working Group, IRAP was an active contributor to, among others, the Accreditation Working Group, the Task 3.1.5 Working Group on rigor and accountability, and the Educational Technology Working Group. IRAP also represented university interests and provided expert advice as a member of the TECOM Assessment Working Group, the Military Education Assessment Advisory Council, the Chief Learning Officer's Metrics Working Group, and the Naval Mid-Career Warfighter initiative.

    b) Opportunities and Gaps. Continued and growing emphasis on assessment, rigor, and evidence-based decision-making presents both opportunities and challenges for the coming year. The creation of assessment coordinating bodies at the TECOM, CJCS, and CLO levels provide a unique opportunity to synchronize reporting requirements and share best practices across the military education enterprise; they also require additional time and resources. The work of the 3.1.5 Working Group on rigor and accountability outlined a plan to enhance and mature assessment and evaluation practices at MCU to meet the perceived demands of a 21st century learning environment. This vision seeks to breakdown silos and establish connections in lessons learned across the PME continuum as well as ensure educational stakeholders have access to rigorous and meaningful information at the right time. MCU has invested in this vision in

funding a University assessment Platform which will fulfill a long-time priority to automate university data and reporting processes. The University also received permission to create and staff 4 additional IRAP billets, which would facilitate this transformation and meet the growing demand at the school, university, and higher headquarters levels. Unfortunately, due to changes in SECNAV funding, IRAP will be staffed at 50% for the coming year. Although this represents net growth (+1 person) for our office, it will have significant impact on the rigor and accountability initiatives, as well as projected support needed for the implementation of the demands of JPME reaffirmation and TECOM reporting.

2. QEP Assessment. Continuing upon the practice of the prior year, IRAP supported the compilation of data and analysis of QEP activities in AY20. In this regard, the Creativity Curators initiative fostered by the Krulak Center this academic year deserves particular note as a means of fostering creative teaching and assessment practice across the university. The group consisted of faculty volunteers from across the organization and enabled unique exchange of ideas and innovations. Going forward, the group is looking to find mechanisms for making such exchanges more transparent and inclusive across the MCU community, perhaps through a creative assignment library or online discussion forum.

3. President MCU Priority Areas

    a) COVID-19 Impacts. IRAP was able to fulfill and adapt all its services to meet stakeholder requirements during minimum manning. In order to capture the impact on students and employees more broadly, we added questions to both annual surveys and conducting in depth analyses of those responses to inform future planning. Those analyses will be available in the annual executive reports.

    b) Naval and joint integration. Naval and joint integration efforts have a twofold focus: curriculum and collaboration. In terms of curriculum, IRAP support centers around assessment of student and graduate capabilities in this area. To this end, we adapted questions on student and graduate surveys to better capture these outcomes. Additionally, we assisted with the development of MOPs/MOEs for assessment of those initiatives as part of the TECOM B2C2 efforts. In the context of collaboration, IRAP has served on three Naval-focused collaborative efforts, including the CLO Metrics Working Group, the Naval Mid-Career Warfighter Working Group, and the NPS Cooperative Research Tool Group that is developing the Athena platform. As a part of that effort, IRAP coordinated with NPS to automate the MCU Research Topic Solicitation this year to better facilitate integration of that information.

    c) Integration of wargaming. IRAP is participating in the University's Wargaming WG and will assist in the upcoming year with the development of assessment tools and metrics to evaluate the success and progress towards fulfillment of the MCU Wargaming Vision.

    d) Cyber for all. N/A

4. Core Institutional Effectiveness Areas

a) Student learning and curriculum. As the JPME programs transition to outcomes-based military education (OBME) requirements under OPMEP F, IRAP is anticipating impacts on demand for support, reporting structure, and policy requirements. In order to synchronize our efforts across all three programs and the support units, the university could benefit from a more formalized mechanism for collaboration and planning to meet these new requirements.

b) Organizational structure and business practices. In the coming year, finalization and digitization of VPOP regulations regarding operations, planning, and institutional research functions will be a top priority. This will support both accreditation and Strategic Planning efforts.

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

d) Infrastructure and technology. The purchase and implementation of the university assessment platform will be a major effort going forward that will require close cooperation between ET, IT, IRAP, and other key stakeholders. Whether through the ET Working Group or a smaller team, IRAP looks forward to ensuring the lines of communication stay open as the platform goes live.

e) Outreach and scholarship. N/A

5. Changes and Recommendations for Next Academic Year.

a) Going forward, IRAP needs to re-examine its performance criteria to ensure that special initiatives (e.g., 3.1.5) are measured and evaluated. This might include a new performance area that covers assessment data management and reporting, addressing a data management council, as well as development and implementation of a phased integration plan for the university assessment platform. We might also propose expanding the area currently focused on accreditation support to encompass additional areas of support, including the internal and external working group efforts that are currently not captured in the matrix.

b) IRAP will consult closely with VPOP in the coming year to prioritize and plan execution of university initiatives while continuing to prioritize accreditation and compliance-related lines of effort. The office will focus on retaining excellence in our core functions, while also implementing a new assessment platform that should create greater efficiencies in future years. In addition to those core functions, efforts for data management and implementation of the university assessment platform are essential to laying the foundation for many of the longer term assessment tasks outlined in the CPG, TECOM Campaign Plan, and emerging CJCS guidance on JPME. IRAP will continue to examine other mitigation opportunities in the coming year to maximize support to the full range of our stakeholders.

Kathleen D. Kuehn

IN REPLY REFER TO:
1233
5 Aug 2020

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

Subj: AY 20 ASSESSMENT REPORT IT DIRECTORATE

Encl: (1) AY 20 AES 4-Column Matrix Closeout for IT Directorate

1. Director's Assessment.

   a. This academic year saw some additional 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 secured the resources needed to support this 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 google meet platform, 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 in support of 21st Century learning initiatives.

   b. While there 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. The directorate is in the process of uploading the necessary artifacts and POAMs for the 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, it will first require an increase to the network capacity, from 1 to 10 Gbps. This will require not only upgrading C-ISP circuits, but also the .EDU domain infrastructure in Warner Hall. MCU IT worked with MCMO to obtain costs to upgrade all of the circuits with the .EDU domain. This will increase the network capacity in FY20/21 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 sustain them throughout their lifecycle.

c. After the AV system in Warner Hall has been baselined, the next step will be to plan for its lifecycle support. This will include identifying components that require spares to ensure system redundancy and fault-tolerance, as well as a longer-term plan for refresh. The IT Directorate recommends that the University upgrades to the latest

          Enclosure (3-IT)

technologies more in line with what is being implemented in the SNCO academies, this would standardize the equipment plus provide redundancy across the university.

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. Additionally, MCU IT has procured the CrowdStrike cloud based cyber security tool that will enhance the organization's cyber-security posture. Since this tool is cloud based it can monitor MCU IT assets no matter where in the world or network those assets are located.

e. The IT Directorate recommend 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 attempting to add Google cloud services to move our on-premise infrastructure to the cloud to give the university a more flexible environment to support the 21st learning initiatives.

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Anne Tolbert
Director, IT

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

Subj: AY 19/20 ASSESSMENT REPORT LEADERSHIP COMMUNICATION SKILLS CENTER

Encl: (a) AY 19/20 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 instructors. In some academic years, the LCSC also employs a part-time adjunct faculty member (as MCUF funding allows) who works 15 hours each week. The LCSC is located in the Gray Research Center (rooms 123-125) and is open Monday through Friday from 0800-1630.

From July – December 2019 the LCSC operated with only two full-time faculty and one adjunct faculty during the search to fill the LCSC director position.

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 at CSC, MCWAR, and, as requested, SAW: five-week writing refresher courses designed by the LCSC and tailored to the curriculum in each of the three degree-

Enclosure (3-LCSC)

granting schools with separate sections for International Military Officers. Successive sessions are offered for the CSC students.
- 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.

1.4 MCU Communications Style Guide
The *MCU Communications Style Guide* is a professional and accurate guide that is revised 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 edition will be available for AY 21 MCU students and faculty at degree-granting schools by the end of July 2020.

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 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 1876 visits from students, faculty, and staff in AY 2020 with a 96% student satisfaction rate, as indicated by responses to the AY2020 Student Survey. STUDENT COMMENTS indicating support of the LCSC instructors include the following:
- ALL of the above! The LCSC is without question one the THE strongest + best aspects of the MCU. They are extremely effective and worth every penny! Their professionalism and dedication on an individual level is beyond reproach.
- I just appreciated their candid feedback and questions over the year.
- Every time I needed something, the LCSC was eager to help me in everything I requested. They did a great job.
- It was exceptional no recommendations
- The LCSC was very helpful and timely in their response. I feel that their support helped me develop as a writer and contributed to a higher GPA.
- The staff is amazing.
- I was very satisfied with the service and feedback that I received from the LCSC.
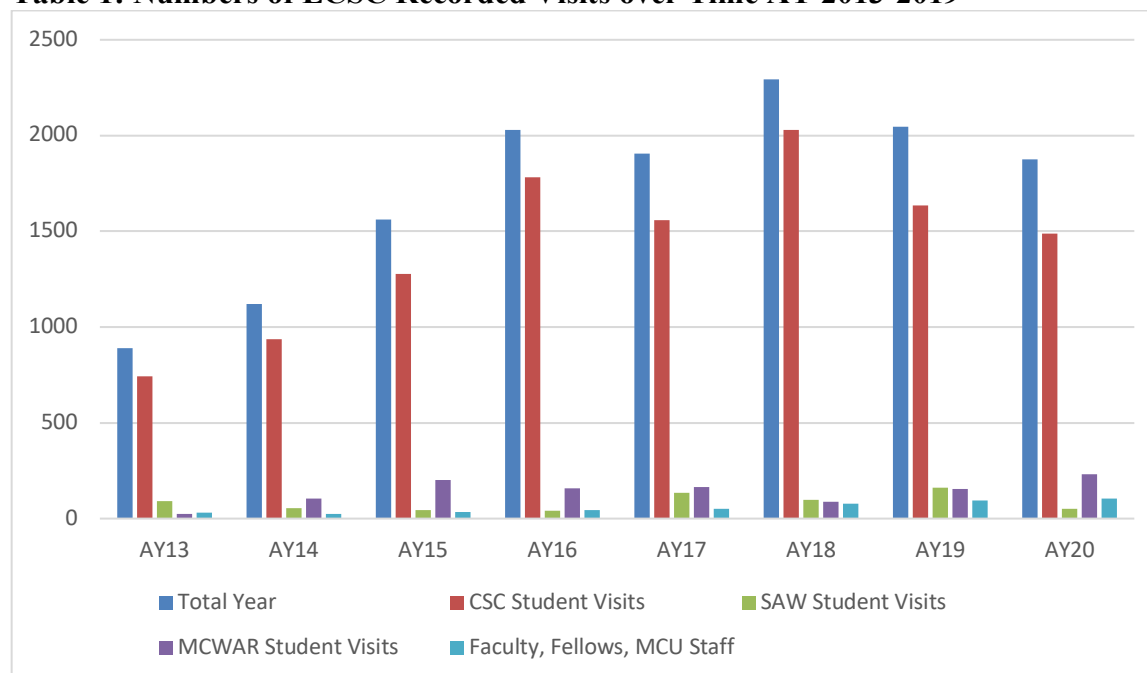
- The thesis writing lecture Andrea gave at the very beginning of the AY was a light bulb moment for me. So awesome and easy to understand. That was really the extent of my use of the LCSC, but it was critical!
- The staff on the LCSC ware very kind and supportive.
- I am very much impressed by the speed they have been working and how quickly they reply to requests.

Faculty comments from AY 20 were unavailable; however, AY 2019 faculty survey results indicate that 94% of faculty believe their students' writing improved after using the LCSC. Below are comments from the faculty survey indicating support for the LCSC.
- The LCSC is another one of the university's jewels. I used to run assessments by them and get feedback, so when my students went over there for help, they could tailor it better knowing what my assessments were trying to measure.
- The studio classes are excellent.

The LCSC's early involvement in the schools—teaching classes, evaluating diagnostic essays, and offering Studio Courses—may have contributed to its strong relationships with students and faculty in the past several years; these strong relationships seem to be reflected in highly increased usage over recent years, particularly since AY 2016, from students in all the degree-granting schools. Table 1 displays LCSC usage trends by school over the past eight academic years.

Table 1: Numbers of LCSC Recorded Visits over Time AY 2013-2019

In AY 2020, the LCSC saw 1876 total visits: 1488 visits from the CSC students, 50 from SAW students, 232 from MCWAR students, and 106 from Faculty, Fellows, and MCU Staff.

As the table indicates, recorded visits (1876) in AY 2020 were about 8% fewer than in the previous year (2047). The LCSC's tracking of student visits indicates that 77% of all MCU students have worked with the LCSC at least once this year (excluding reviews of diagnostic essays). For the most part, the LCSC has been able to meet demands for individual reviews and consultations without inconveniencing students, though at a cost to the personal time and professional development of LCSC faculty members.

In AY2020, the LCSC received 1631 requests for either face-to-face or online support from MCU students, faculty, staff, fellows, and individuals external to the university. Only 19 (1.1% total visits) were turned away due to short staffing. In addition to the consistently high volume of CSC student usage, MCWAR student visits increased by 50% last year, which could be linked to the LCSC's increased exposure to the schoolhouse over the past year. During AY2020, the LCSC taught a series of MCWAR studio courses, and while the classes in each series were not scheduled as regularly as LCSC faculty would have liked, they may have helped to create relationships with the students and faculty at the schoolhouse. Additionally, the LCSC has seen a consistent increase in fellows, faculty, and staff visits since 2013, with visits increasing by 14% between AY 2019 and AY 2020, and increasing by 231% since AY 2013.

The LCSC saw a steep (45%) decline in SAW student visits from AY 2019 (162) to AY 2020 (50). There are a few factors that might explain this reduction in visits. First, the LCSC had its highest recorded number of SAW visits during AY 2019, with the LCSC seeing 93% more visits from SAW students than its eight year average. Second, the LCSC only provided one class to SAW in AY 2020, while it provided five classes in AY 2019. Given the LCSC's short staffing in AY 2020, LCSC faculty did not reach out to SAW to coordinate studio courses; SAW also did not request additional instructional support from the LCSC, likely because the school was undergoing its own organization changes. In AY 2021 the LCSC faculty will reach out to create closer coordination between the director and dean to increase LCSC support for SAW students.

Table 2 indicates that working with the LCSC also correlates with student academic achievement as a whole—not just with improvement of communication skills—so the LCSC is not simply a resource for weak communicators. Throughout AY 2020, the LCSC worked with 50% of the Barrow Scholars, 60% of writing award winners, 86% of SAW selectees from CSC, 65% of distinguished graduates, and 77% of ASP students on at least one paper (excluding the diagnostic writing exam). However, it is also important to note that the LCSC worked with many of these high achieving students regularly. In fact, as Table 2 "LCSC Use by Demographic" demonstrates, over half of SAW selectees and over one third of Distinguished Graduates consulted with the LCSC more than five times over the course of the academic year.

A significant portion of needier writers sought support from the center as well, with 85% of IMS and 67% of studio-referred students visiting the center at least five times; 70% of IMS and 45% of studio-referred students used the center at least ten times.

Table 2: LCSC Use by Demographic AY 2018/ AY 2019 *(prepared by Andrea Hamlen-Ridgely)*

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

A surprising finding from the AY 2020 data is that visits from American students declined significantly, with 63% of American students visiting the center at least once compared to 82% in AY 2018 (23% decrease). American students visiting the center five or more times and ten or more times has declined significantly over the past two years as well (45% decline in American students using the center five or more times, 66% decline in American students using the center ten or times). A few factors might explain this decrease: a decline in the number of American students referred to studio courses in AY2020, confusion about the LCSC purpose and processes, and perceptions of inconsistencies between MCU faculty feedback and LCSC faculty feedback. These issues will be further discussed in the section titled "*ISSUE 2: The LCSC may not be effectively targeting some of MCU's less proficient American student writers.*"

LCSC Data from survey responses and from Tables 1 and 2 reveal several potentially significant issues in AY 2020, which are similar to the issues in AY 2019. These issues are:
1. The LCSC is working beyond its capacity.
2. The LCSC may not be effectively targeting some of MCU's less proficient American student writers.
3. Student misperceptions about writing authority exist.

ISSUE 1: The LCSC is working beyond its capacity.

In AY 2020, the LCSC has documented turning away 19 paper review requests because LCSC faculty had already been beyond capacity with their paper reviews. In addition to having turned down these requests for paper reviews, growing demands on the LCSC have necessitated additional rejections for assistance in AY 2020:

- LCSC rejected a request to lead a professional development session for NCIS.
- LCSC rejected a request to provide an effective communication lecture for EODGRU in Virginia Beach.

LCSC staffing reached a critical low in the fall of AY 20. LCSC Director Dr. Linda Di Desidero retired, leaving Ms. Hamlen-Ridgley and Mrs. Wells the only full-time faculty members. From August – October 2019, part-time adjunct faculty member Ginger Seip Nuno supplemented the staff by working 15 hours a week. Although the faculty worked heroically to maintain the level of service for which the LCSC is known, the understaffing of the center is likely reflected in the drop in the number of students served in AY 20.

While the LCSC remains understaffed, measures to improve the issue are in progress. New LCSC Director Dr. Brandy Lyn Brown joined the LCSC faculty in January of 2020, returning the faculty to its minimal full complement. Having a full faculty enabled Ms. Hamlen-Ridgley and Mrs. Wells to lead a faculty training session for the Personnel Recovery Education and Training Center (PRETC) organization, which was highly praised by PRETC staff and Col Thomas Johnson of the Joint Personnel Recovery Agency. BGen Bargeron recognized Ms. Hamlen-Ridgley and Mrs. Wells by presenting them with an MCU challenge coin.

Additionally, BGen Bargeron approved hiring a full-time contracted staff member for the LCSC. The position work statement (PWS) for that position was submitted to the contractor and has been approved for fulfillment. The LCSC faculty took forward to welcoming the additional faculty person soon.

ISSUE 2: The LCSC may not be effectively targeting some of MCU's less proficient American student population.
As noted above, the LCSC faculty are concerned that the drop in visits from American students indicates that some of the less proficient English speaking students might not be making contact with the LCSC. Working with a full complement of faculty should help the LCSC address this concern in AY 2021 by increasing the number of studio courses that can be taught and students who can be referred.

1. Decline in the Number of American Students Referred to Studio Courses:
   The LCSC did not refer nearly as many American students for studio courses in AY 2020 out of concern that its faculty could not handle a full studio teaching load with a reduced staff. In AY 2019, the LCSC referred 39 American students to studio courses, while in AY 2020 the faculty referred only 26 American students (a 33% decrease). Students who are studio referred are more likely to make initial contact with the center (96% of studio-referred students used the center at least once), and thus the reduction in studio referrals could have resulted in fewer American student visits overall. The decrease in the number of American students who used the center—even for an initial visits—suggests that the LCSC

might be missing opportunities to engage with some of MCU's less proficient American writers.

With a full complement of LCSC faculty in place, in AY 2021 the LCSC will not need to be as conservative with studio referrals, which will increase outreach to the least proficient p American writers. LCSC faculty will also use promotional materials to emphasize the benefit for all writers to utilize the service.

2. Confusion about LCSC Purpose:
    Responses from the AY 2020 student survey highlight an issue that is a perennial tension for writing support services. The LCSC mission states that it will support the university's mission "to prepare and develop effective leaders who are strong thinkers, writers, and speakers." Therefore, LCSC faculty's instructional mission and feedback focuses on helping students to become better writers, broadly. Students, however, often see the LCSC's purpose as improving their writing specifically for their faculty advisors, believing that a visit to the LCSC should equate to meeting faculty expectations and a better grade. The following student's comment most clearly demonstrates this issue:
    - They need to be on the same page with instructors. Writing to meet the LCSC standards made me feel confident in my paper submittals, until I realized meeting their requirements didn't always match with instructor requirements. Stopped going.

As noted, this is a persistent issue in writing support services. LCSC faculty will continue to address this issue by reinforcing their mission to help students become better writers in every situation, not just the classroom, in their promotional presentations, courses, and individual feedback.

3. Perceptions of Inconsistencies between MCU & LCSC Faculty Feedback:
    A lack of consistency between MCU and LCSC faculty feedback is an issue also referenced in the above comment, and distinctly highlighted in other student responses. The student survey typically highlights some inconsistencies between LCSC faculty feedback and MCU faculty feedback because writing is subjective, and differences in writing preference and style will always persist. These differences in writing preference seemed most pronounced when working with students from the Command and Staff College based on AY2019-2020 student survey data. LCSC student usage data show that LCSC use varied widely by CSC conference groups. Some conference groups had as many as 112 visits, while others had as few as 25. Table 3 depicts the number of LCSC visits per conference group.

Table 3: Command and Staff LCSC Visits by Conference Group

CG Number	Number of Student Visits
1	61
2	59
3	94
4	98
5	73
6	105
7	81
8	101

9	92
10	76
11	112
12	53
13	46
14	103
15	101
16	25

Given this disparity in frequency of visits, it seems likely that the highest predictor of LCSC use might be a student's faculty member and how closely his or her expectations align with LCSC guidance. Furthermore, data from many of the conference groups with low LCSC usage rates shows that visits dropped off after the first or second paper, indicating that students may have been interested in improving their writing but stopped because their grades did not improve after using the LCSC. The following comments from the student survey highlight student frustrations with inconsistencies in LCSC and CSC faculty feedback.

- Feedback I received from other students who utilized the LCSC reinforced my perception that they would not be helpful. (Wide disparity and conflict in feedback. Often too detailed, or too general.)
- While I did not use the LCSC, I experienced it peripherally. I was an IMS sponsor. My sponsee used the LCSC a lot. He was frequently frustrated that the LCSC seemed to be giving him advice that was the opposite of our CIVFAC. I think there is a lot of room for improvement on standardizing style and communication policy at this school.

As with other issues between internal mission and outsider expectations, discrepancies between MCU and LCSC faculty are bound to persist. However, LCSC faculty will do their part to minimize discrepancies by increasing faculty outreach and communication.

ISSUE 3: Student misperceptions about writing authority exist.

As students' comments indicate, a consistent misperception about writing authority is persistent. Although the LCSC faculty maintain a good relationship with MCU faculty, some faculty have idiosyncratic approaches to evaluating student writings, which leads to frustration for students, as evidenced in the following student comment.

- Shortfalls of personal improvement in writing and writing confidence not the fault of LCSC. I have issues with the disparity of expectations across the CSC faculty. Faculty should be reminded that it is not LCSC's function to assist us in writing to their individual preferred styles. Complex sentence structure should be allowed in academic writing.

Some faculty members inform the LCSC about their pet peeves and preferences, so that LCSC instructors can advise students accordingly. Other faculty members diminish our work or tell students to disregard our advice, as evidenced in this student comment.

- Also, I formatted my notes EXACTLY as the communications guide said, but my advisor recommended I alter it to something that actually seemed more intuitive to me as well. (For example, see the section on how to do a proper note for an academic journal in the Communications Guide ... it says that the publication number ("no. 3",

"no. 5") should not be capitalized. Is this right? I didn't think so and neither did my advisor.

The LCSC Communications Guide and faculty feedback are not capricious; they follow the rules of the *Chicago Manual of Style* (CMoS), which is the official style guide of MCU. While it is true that faculty members are the ones with authority over student paper evaluations and have their own preferences, their failure to acknowledge that the students are meeting their own personal standards, not that of the CMoS, perpetuates student misperceptions about writing authority.

2.2 Class and Workshop Teaching Summary

Throughout AY2020 the LCSC provided 116 hours total hours of classroom teaching. Workshops and classes accounted for 37.5 of those 116 hours. The LCSC provided 30 workshops for MCU students, faculty, and staff throughout AY 2019-2020. The student attendance of these workshops varied widely, with some being attended by as many as 100 students while others were attended by as few as three (3) students. Many workshops in the AY2019- AY2020 series focused more specifically on the research and MMS writing process and included a two-part research series, as well as a five-part MMS writing series. These classes were well received and will likely be more widely attended in AY2020 –AY2021 when all American students will be expected to complete an MMS paper. In order to address a likely increased demand for these courses while adhering to social distancing requirements, the LCSC may need to convert these classes into an online format.

MMS Pilot program

In addition to offering MMS writing workshops that were open to all CSC students, Ms. Hamlen-Ridgely partnered with Dr. Paul Gelpi, a CSC faculty member, and Ms. Christi Bayha, CSC's reference librarian, to pilot an MMS research and writing program for Dr. Gelpi's 11 MMS mentees. The program took a team-teaching approach to provide students with the writing, information literacy, and research strategies needed to complete their MMS papers. Ms. Hamlen-Ridgely developed scaffolding assignments (e.g., a problem paper, a literature review) that students were required to complete in addition to the MMS program's regular writing milestones. Dr. Gelpi and Ms. Hamlen-Ridgely reviewed each of these scaffolding assignments and provided students with feedback designed to help them refine their arguments and the way they articulated those arguments. Anecdotally, Ms. Hamlen-Ridgely, Dr. Gelpi, and other civilian faculty members agreed that students in the pilot project tended to produce papers that were more rigorous than most CSC papers in terms of research and the clarity of the writing. The LCSC is considering the possibility of offering the MMS research and writing program to more conference groups next year.

PRETC Workshop

Mrs. Wells and Ms. Hamlen-Ridgely also offered a virtual two-day writing refresher course for the Personnel Recovery Education and Training Center (PRETC) in May 2020. The course had eight participants and was extremely well received, with Mrs. Wells and Ms. Hamlen-Ridgely receiving official recognition for their efforts from BGen Bargeron.

2.3 Course Teaching Summary

In addition to classes, lectures, and workshops—which are typically "one and done" events—the LCSC also teaches several types of courses: the IMS Graduation Communication Preparatory Course, the TOEFL course, and a series of Studio Courses for CSC students and MCWAR students. Courses run for multiple weeks with the same groups of students.

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 July 2019, the LCSC offered its sixth 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.

Several IMS visited the LCSC after their CSC classes had begun to tell us how well prepared they felt because of the IMS Prep Class. Student survey responses are consistently overwhelmingly positive—98% of IMS students surveyed on the MCU end-of-year student survey agreed that the IMS Prep Course helped them approach MCU writing assignments. The IMS Prep Course Survey from 2020 produced several findings: 100% of students surveyed felt the class increased their knowledge about academic writing in American English, and 93% of students agreed the class helped them improve as writers of academic American English. Open-ended responses also were overwhelmingly positive:
- The staff were exceptional in their dedication to providing the IMS with nuanced training to help us write better essays.
- The LCSC staff provides an outstanding support to improve communication skills, especially academic writing.
- Very important and valuable course for IMS to prepare for CSC course and the approaches to the assignments. Strongly recommended to continue course for future students

That said, only 85% of students surveyed reported satisfaction with the length of the class. In the open-ended responses some respondents requested more preparation class time prior to starting the academic year.
- It was not much long regarding the size of the materials. More days may be necessary
- Two weeks of class will be more helpful.

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 AY2020 course met once weekly for five weeks with additional one-on-one and smaller group sessions for those needing supplemental remediation. 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 IMS Programming Coordinator, Mrs. Stase Wells. On the MCU end-of-year student survey, IMS students reported 89% satisfaction rate with LCSC courses' ability to prepare them for the TOEFL. Despite these high satisfaction levels, nine (9) survey respondents indicated that they believe more TOEFL instruction should be offered.

Studio Courses
The LCSC first implemented Graduate Writing Studio Courses for CSC students in AY 2014, so AY 2020 saw the seventh 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 2018 and 2019, the LCSC offered four sections of studio classes, but in AY 2020 the LCSC ran only three sections due to staffing shortages. CSC studio courses ran through December 2019.

The LCSC also offered a MCWAR studio course, which began in October and ended in January. Anecdotal responses indicate that MCWAR students felt the course was helpful.

2.4 MCU Communications Style Guide
The *MCU Communications Style Guide* was distributed to CSC, SAW, and MCWAR students at the end of July 2019. A digital copy, which is available on the GRC and LCSC websites, was made available by August 2019. The 13th edition will be available for AY 21 MCU students and faculty at degree-granting schools by the end of July 2020.

Student survey results indicate that 99.5% of students were satisfied with the *MCU Communications Style Guide, 12th edition*. Student comments were overwhelmingly positive about the usefulness of the style guide.

- "The style guide was invaluable. Great resource."
- "Extremely helpful and will go with me when I leave."
- "I never went to that guide and didn't find what I needed."
- "It was helpful thank you for doing it for us."
- "I referenced the Style Guide every time I wrote a paper. I am so grateful it was provided to us in digital form and hard copy."
- "Great resource! Especially appreciated the hard copy provided"

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.

- 95-100% of CSC, SAW, and MCWAR students who had used the LCSC reported 1) satisfaction with the LCSC services, 2) and 96-100% reported that their ability to write had improved throughout the school year (AY 20 Student Survey).
- 94% of AY 2019 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. Oral communication is also a subject in LCSC courses and in workshops given throughout the year. Mrs. Wells offers oral communication strategies and practice sessions as part of her TOEFL course. In addition, Mrs. Wells provides individual consultations for IMS oral defense practice. During spring 2020, Mrs. Wells offered these sessions virtually in response to COVID-19. The LCSC has conducted additional CSC workshops on oral communication topics such as the MMS Oral Defense. Oral communication consultations constitute less than 2% of the LCSC's work with students.

2.7 *MCU and Professional Outreach*
The LCSC establishes and maintains 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, in collaboration with Cherie Lemons, offers an English Conversation course on Friday mornings for the spouses of International Military Students. This course ran through both fall and spring semesters but ended once minimum manning requirements were issued.

- 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. While COVID-19 travel restrictions prevented the WCCG from having an official meeting this year, the LCSC has continued to share best practices with the group throughout AY 2020 and participated in a few virtual meetings. The LCSC also nominated an MCU faculty member for the "faculty spotlight" segment of the WCCG newsletter.

- The LCSC Director serves as the point of contact for the NDU Press contests and recruits MCU faculty to serve as judges. In AY 2020 Dr. Brown, Dr. Holm, and Dr. DiNardo served as judges for the NDU press contests. Two students from EWS, one from CSC, and eight from SAW submitted entries. No students from MCU placed in the contests this year.

The LCSC has worked with several faculty, staff, and student writers this year who have written for publication. Privacy concerns prevent us from displaying those papers on our website. The LCSC also maintains professional relationships with former students; LCSC faculty have worked with members of the Commandant's communication team and with former students on their

writing and public speeches as time has allowed.

Professional Outreach: The LCSC faculty members both create and keep abreast of new professional knowledge by maintaining regular memberships in professional organizations, by reading journals, by attending and presenting papers at professional conferences, and by submitting their work for publication.

- LCSC faculty members belong to national professional organizations that include the College English Association, the National Communication Association, the International Writing Centers Association, and the Council for Writing Program Administrators.

- COVID-19 significantly limited opportunities for professional outreach during AY 2020 (see full narrative in section III for details).

III. President MCU Priority Areas

a) COVID-19 Impacts.

The LCSC transitioned to online operations on March 11, 2020 due to COVID-19 concerns. Between March 11, 2020 and June 6, 2020, the LCSC had 194 total recorded visits as compared with 238 visits between March 11, 2019 and June 6, 2019. This represents an 18% decrease in overall visits; however, it's important to note that total volume of LCSC visits fell 8% between AY 2019 and AY 2020. While the reduction in visits is worth noting, it doesn't represent a significant decline in LCSC use.

Further, because the majority of LCSC Spring visits consist of online paper reviews, the nature of LCSC faculty members' work did not significantly change. In fact, 72% of all visits during AY 2019 occurred online, with less than 28% of students and faculty visiting the center face-to-face during that time. In the Spring of AY 2020, the LCSC introduced Google Hangouts visits to allow students and faculty the experience of interacting with an LCSC instructor while adhering to minimum manning guidelines. Approximately 13% of all LCSC visits between March 2020 and June 2020 occurred via Google hangouts.

Because most of the LCSC's teaching occurs in the fall, minimum manning had a negligible effect on the LCSC's course offerings. The LCSC offered one workshop between March and July of 2020, which was consistent with the LCSC AY 2029 workshop schedule. However, one unique teaching opportunity outside of the university emerged as a result of stop movement orders: Two LCSC faculty offered a virtual written communication training session for the Personnel Recovery Education and Training Center (PRETC). The workshop was originally scheduled to be held face-to-face over two days, but LCSC faculty were able to redesign the class for an online environment.

While COVID-19 did not have a significant impact on the LCSC's teaching and consulting practices, it significantly limited LCSC faculty members' professional development opportunities. LCSC faculty were precluded from attending the following meetings and

conferences due to COVID-19 closures and stop movement orders:

- Joint Professional Military Education Scholarship of Teaching and Learning Forum (JSOTL): Two LCSC faculty submitted a conference panel proposal and were accepted to present at the conference on 31 March 2020.
- Writing Center Consortium for Graduate-level PME (WCCG) annual meeting: LCSC faculty were invited to be guest speakers; conference originally scheduled to take place April 22-24, 2020.
- College English Association (CEA) conference 2020 cancelled (March 2020).
- International Writing Centers Association conference 2020 cancelled (October 2020).

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 mentioned below in the changes and recommendations for next year, providing more of LCSC instruction in online environments could have an effect on participation in courses and workshops. While the LCSC will adapt to current conditions, it is good for the university to be aware that those adaptations may not meet the needs of all students.

        Organizational structure and business practices.
        The LCSC is adopting new online scheduling software that will help facilitate working in a primarily online environment. It does, however, require shifts in our practice and operating procedures as we will be operating primarily as an appointment service. Making the shift from a primarily drop-in and as-needed service to one that is appointment driven requires us to review and revise our business practices. Ultimately, though, the LCSC anticipates this to be a positive move, as the new software enables more robust and automated data collection.

        Faculty recruitment, retention, and development.
        The LCSC is in the process of recruiting a full-time adjunct faculty member. Given data at the time, the contract was initially written for two-years, but we have received approval to plan for four, and will work to retain and develop our new colleague for as long as possible.

        Also, while this new full-time adjunct faculty addition to the LCSC certainly benefits the service, it is worth noting that changes at MCU are likely to increase demands on LCSC faculty. Requiring all American CSC students to complete an MMS will significantly impact the LCSC workload. Anecdotally, the LCSC has been told that approximately 2/3 of CSC students currently complete their MMS. It is likely that the 1/3 who choose not to do so share a lack of confidence in their writing skills, a lack of ability, and / or a lack of desire to write. These are all traits that typically require extra support from LCSC faculty.

Additionally, the increase in IMS students projected at MCU will also likely increase demands on LCSC faculty, both in the preparatory courses offered and routine use.

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.
Purchasing the WCONLINE scheduling software provides the LCSC with much needed infrastructure and technology for managing appointments and data.

Moving forward, however, it is important for the University to recognize that the LCSC will need the physical infrastructure to support our growth. Adding to our staff and returning to a physical service model will require additional space.

V.   Changes and Recommendations for Next Academic Year.

In AY 2021, the LCSC faculty will focus on using the full complement of faculty to resume and increase the service provided to students. The LCSC will provide an increased number of Studio Courses as needed and will support schoolhouse requests whenever possible. When the additional full-time adjunct faculty member joins the LCSC, the permanent faculty will increase outreach to students and faculty in hopes of attracting some of MCU's least proficient English speaking writers. Additionally, permanent LCSC faculty will have the opportunity to pursue professional development opportunities to supplement those lost to COVID-19.

To maintain LCSC service at expected levels, while meeting the health safety requirements during the COVID-19 pandemic, LCSC faculty will maintain online service for students, providing options for Google Hangout meetings to work individually with students. Also, studio courses and workshops will be conducted virtually until social distancing guidelines are adjusted. While these changes are necessary in the current health conditions, student preferences for working (or not working) online could affect participation and usage rates.

Recent changes requiring all American CSC students to complete the MMS program, however, will impact the LCSC load. The LCSC faculty, including adjunct support, could find themselves quickly working at, and beyond, capacity again.

Director, Leadership Communications Skills Center

Enclosure (3-LCSC)

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

From: Director, Library of the Marine Corps
To: Director, IRAP

Subj: AY 19/20 ASSESSMENT REPORT: LIBRARY OF THE MARINE CORPS

Encl: (a) AY 19/20 Four Column Matrix for Library of the Marine Corps
(b) AY 19/20 MCU Student Survey Analysis

1. Director's Assessment.

   a) Based on MCU Student Survey results and ongoing internal observation/assessment, the Library of the Marine Corps (LoMC) is thoroughly accomplishing its mission. Its abilities to support patrons, acquire pertinent collections, and facilitate access to both the collections and the facility are satisfactory. With existing support levels and structure from MCU, LoMC is well positioned to continue with its mission capability. Financial and administrative support for resources, personnel, and facilities have been consistently excellent.

   b) LoMC patron support provided via both staff and collections is an organizational strength. Survey results point to the staff being knowledgeable, solution-oriented, and professional. Survey results also indicate overall satisfaction with the collections—content, format, and accessibility.

   c) Issues with patron-facing IT are a potential weakness for the LoMC. Survey results point to frustration with Wi-Fi reliability; functionality of patron computers; interruptions to service with networked printers and scanners; as well as the inability to log on to patron computers and Ricoh multifunction devices in the GRC using CACs. Would like to explore designating an IT liaison on the LoMC staff to work with MCU IET personnel to address these issues on a systemic level.

   d) Survey results reveal opportunities for improvement/enhancement to LoMC resources and facilities. Work is underway to align periods of performance for database contracts (i.e. Jane's and JSTOR) to begin and end in the summer so that any financial or administrative issues can be resolved between academic years, removing any potential interruption to students' access. Work is also underway to rearrange and build out study areas better suited to current library usage trends and stated preferences.

   e) The February 2020 organizational realignment under VPAA provides opportunities to enhance LoMC's mission capability. Now closer to the hub of MCU academic action,

LoMC will have access to timely and critical information regarding MCU initiatives and activities. This enables LoMC to better develop and tailor resources, services, and facilities to meet the current and future needs of MCU students and faculty.

2. QEP Assessment.

   a) Not applicable

3. President MCU Priority Areas

   a) COVID-19 Impacts. Minimum staffing mode required shutting down all patrons' and most of the LoMC staff's access to LoMC facilities in order to safeguard health of patrons and staff. During the shutdown, LoMC staff continued to facilitate patrons' access to physical and electronic resources and provide a full suite of research support services. This shutdown is temporary and the LoMC is scheduled to reopen on 20 July. Concerns in this area include (1) safeguarding health of patrons and staff, (2) procurement of ample PPE and cleaning/sanitization supplies, and (3) managing patrons who do not comply with mitigation regulations.

   b) Naval and joint integration. As part of scheduled collection development work, Reference Librarians actively worked to identify and add resources that support research in this area of activity.

   c) Integration of wargaming. Research Library Branch personnel worked with Krulak Center personnel to identify and inventory wargaming-related items in the LoMC's holdings.

   d) Cyber for all. As part of scheduled collection development work, Reference Librarians actively worked to identify and add resources that support research in this area of activity.

4. Core Institutional Effectiveness Areas

   a) Student learning and curriculum. No additional initiatives or concerns to report.

   b) Organizational structure and business practices. The February 2020 organizational realignment under VPAA divorced LoMC from direct supervision of GRC conference management. This does create potential for inefficiencies in execution of and communication in conference management. This warrants monitoring for any necessary adjustments to support customer service as LoMC Circulation and Reference personnel— by virtue of their work being public-facing—end up fielding and supporting GRC conference requests on a daily basis.

   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 needed for the LoMC to successfully execute its mission. In the coming academic year, LoMC will stay focused on carefully and consistently developing its resources, services, personnel, and facilities to support MCU students and faculty and the larger USMC research community in a manner that is both effective and cost efficient. In terms of resources, LoMC will continue to enhance its collections of and access to electronic resources—databases, books, and journals. In terms of facilities, LoMC will continue to explore ways to arrange and manage space to provide the best possible physical environment for patrons. Will engage MCU IET leadership about the viability of designating a LoMC IT liaison who can be a conduit for resolving patron-facing IT hardware, software, and network issues on a systemic level.

GREGORY CINA

IN REPLY REFER TO:
3000
21 Jul 20

From: Director of Operations/Deputy Vice President for Operations and Plans (VPOP)
To: Vice President for Operations and Plans

Subj: AY 19/20 ASSESSMENT REPORT FOR OPERATIONS AND PLANS

Encl: (1) MCU Four Column Matrix, Director of Ops/Deputy VPOP

1. Director's Assessment.

   a.   Strengths. In times of uncertainty during the global COVID-19 pandemic, the Operations and Plans department continued to be the driving force of synchronizing all the education operations across MCU/EDCOM. Accomplished in a multitude of ways, the VPOP staff successfully manages the MCU Operations Calendar, execution of monthly 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 and Plans continued to effectively and efficiently manage MCU/EDCOM Operations despite being undermanned while experiencing personnel turnover through overseas operational augmentation. Our success was due to the dedication and experience of key staff members. Operations and Plans' ability to support future requirements in the coming year will be challenging as our organization will experience some continued turnover of seasoned personnel but will benefit from the hiring of additional employees. 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, utilizing the new MCU Business Regs share site, expanding out the MCU Coordination Cell, and the implementation of the new TMT will better synchronizing 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. <u>Professional Learning</u>. This past year Operations and Plans has been heavily involved in the review and update of Officer PME programs in order to make them as academically rigorous as possible and no longer consequence-free (Task 3.1.5). Derived from the Commandant's Planning Guidance (CPG), this task further developed and codified the strength of MCU's PME programs as well as made academic fitness reports observed for all resident PME schools. This task has strong linkage to our own MCU Strategic Plan.

5. Changes and Recommendations for Next Academic Year.

    a. Operations and plans 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 will allow for greater depth and breadth in the day-to-day processes as well as within the MCU Strategic Plan.

    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 under revision, we within Operations and Plans will take a closer look and 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.

    e. As always Operations and Plans we 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

EDUCATION COMMAND
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IN REPLY REFER TO:

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ASD
15 Jul 20

From: Vice President for Academic Affairs
To: Vice President for Operations and Plans (Dir, IRAP)

Subj: ACADEMIC AFFAIRS AY 19-20 ASSESSMENT REPORT

Encl: (a) AY 19-20 Director's Report - Academic Support Division / Deputy VPAA
      (b) AY 19-20 Director's Report – Brute Krulak Center for Innovation and Creativity
      (c) AY 19-20 Director's Report – Faculty Development and Outreach Coordinator
      (d) AY 19-20 Director's Report – Fellows, Foreign PME, Olmsted Scholars
      (e) AY 19-20 Director's Report – Libraries of the Marine Corps
      (f) AY 19-20 Director's Report – MAGTF Instructional Group

The enclosures, and their associated 4-column matrices, are forwarded for review and analysis. Each contains a detailed assessment demonstrating that for the most part the Academic Affairs department functional requirements are being accomplished in an effective, if not always efficient, manner.

2. General observations

    a. Strengths. The strength of the department remains the dedication and abilities of the people in it to accomplish the mission. For AY19-20, long-standing personnel shortages were addressed through aggressive direct coordination with MMOA-3 for assignment. Specific notable areas are:

      (1) Performance of the LCSC during a period of gap and turnover in the directorship;

      (2) Responsive services and support provided by the Libraries of the Marine Corps;

      (3) The establishment of an Academic Affairs Operations Officer to solidify the coordination of diverse requirements across AA divisions and MCU sections and programs.

      (4) Department response to the minimal manning posture to mitigate the impact of COVID-19 was superb, resulting in increased use of collaborative platforms without degrading task accomplishment. Lessons learned hold promise for increased process efficiency in the return to normal operations.

    b. Challenges. While personnel shortages were 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.

Further, key capabilities are performed by individuals who are "single points of failure," such as the Director, Fellows or the Faculty Development and Outreach Coordinator, i.e. in their absence the programs they manage have no back stop. Further, even with the increased personnel, "steady state" has 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.

    c. Weaknesses. The primary weakness remains the inability to readily and rapidly fill vacant positions. The Middle East Studies Research Assistant Professor position has been gapped for over six months; numerous Library positions have taken an inordinate amount of time to fill; funding is insufficient to fill a Maritime Warfighting Chair or to permanently increase writing instructors despite a clear, consistent, and repeated demand signal for increased writing instruction capacity.

3. While attention to all areas identified in the enclosures will be given, priorities within the Academic Affairs department for AY20-21 will be:

    a. Development and submission of a satisfactory Fifth Year Interim Report to SACSCOC, to include the supporting effort of completing revision of and publishing updated Academic Regulations;

    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. Drafting a revised and updated Marine Corps Order on Professional Military Education Management to incorporate the numerous changes and initiatives developed since last promulgated;

    d. Develop Sponsored Project policy, processes, and SOPs to support faculty from grant submission through final audit and develop a Master Plan to identify resourcing needs across the FYTP;

    e. Develop and publish a thematic approach to Faculty Development efforts linked to enhancing teaching qualifications and provide monthly programming in theme areas;

    f. Expand the Krulak Center's role in outreach by launching the PME portal "The Landing," and in enhancing and promoting applied creative problem solving throughout MCU's educational programs; and,

    g. 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.

R. J. JOHNSON