

**Summary Minutes of the  
DAU Board of Visitors Meeting  
DAU Headquarters, Fort Belvoir, VA  
May 20, 2015**

**BoV members present:** David Venlet, Caroline Avey, Michael Brogan, Gene Fraser, Kimo Kippen, Erwin Lessel, Walter Massenburg, William Phillips, Anne Reed, Allison Rosset, Charlie Williams

Welcome and introduction from BoV Chairman, Dave Venlet

Dave Venlet opened his first meeting as board chairman by welcoming everyone and recognizing the members who have recently retired from the board. He referred to the charter and ethics regulations as guiding documents for the board. He posed thought provoking questions to get the board members thinking about the real issues facing the university and the Defense Acquisition Workforce as a whole. These questions ranged from the role of DAU to the culture in the workforce, including, "Does DAU have the ability to impact the culture, and should it?"

Introductory remarks and DAU Overview from DAU President, Jim Woolsey

Jim Woolsey welcomed the new board members and candidates as well as one attendee from the Program Management Institute. He emphasized the need for DAU to stay focused on the future. He highlighted some of the events and accomplishments since the fall including the CUBIC and CLO LearningElite awards and course equivalencies, and the retirement of the vice president.

Woolsey explained the role of DAU to the new members and candidates. He stated that the university was established by law and is driven by mission. DAU has a strong culture and dedication to warfighter.

A board member asked about the relationship between workforce qualification and certification. Woolsey responded that those in the Pentagon recognize that the certification levels need to blend with experiences. AWQI is structured to formally track the experience. DAU created the list of competencies which each Service will be able to tailor to their needs.

Woolsey talked about the importance of accreditation and how DAU leadership uses it to benchmark other learning organizations and get better. He explained the evolution of DAU as a training organization, how the institution has changed to meet the needs and requirements of the Defense Acquisition Workforce and how it is aligned with the current and future needs based on objectives from the Under Secretary of Defense for Acquisition, Technology, and Logistics. Woolsey then displayed the Acquisition Learning Model (ALM) and went through the different diamonds to explain what each means and the integrated nature of the entire model.

A board member asked who curates online content. The Mission Assistance/Knowledge Repository currently curates, but DAU is in the early stages of creating a more robust and connected online environment where information is more discoverable. The intent is for people to find both what they are looking for, and additional pertinent information. Users will be able to curate for themselves.

✓ A board member pointed out that DAU should encourage faculty to be involved in creating and promoting tools and finding ways to insert them into the classroom to help build good workflow

learning habits. There was general agreement on the importance of this and Woolsey commented that it is part of the faculty performance plan and is expected of them.

Classroom teaching (foundational learning) will always be important and will never go away, but there will be more focus on workflow learning. Woolsey added that he has received a lot of positive feedback about mission assistance (MA) efforts (performance learning) and how much positive impact they have had on program offices. It also helps the faculty remain current. Because the approach to program offices focuses on offering assistance rather than fixing their perceived problems, the feedback has been positive. DAU looks at programs that are coming up on milestones or that might have unique challenges ahead to see if there are ways DAU faculty can help them. Participating in MA efforts is also part of the faculty development plan.

There was a question about how DAU measures the effectiveness of performance learning. Through interviews, the faculty and MA recipient identify what the unmodified future would have looked like. Then they consider the course of action taken with the assistance of DAU. The difference in the outcomes—of problems avoided and opportunities realized is the effectiveness measure. There are follow up interviews three to five months later to determine if there were unintended consequences, unexpected benefits, or if results were as expected. Additionally, the information is captured and brought back to the DAU team as a refresher/learning opportunity for other faculty.

The discussion about measurement continued with regard to how and what DAU measures. A third party conducts extensive surveys with students and their supervisors. DAU averages 6.4 on a 7 point scale for students' overall experience. When asked if the data results in action, the answer was yes. Examples of this included the revamped contracting curriculum and an assurance that center directors, course managers and faculty all review feedback to identify proven practices and areas needing improvement.

The discussion turned to online versus resident training. Despite survey scores for online courses traditionally being lower than those of resident courses (across the industry), it does not mean they are less effective. The point was made that DAU does not have complete autonomy in what is taught or how. Functional Integrated Product Teams (FIPTs) led by policy makers in the Pentagon determine the competencies and work with DAU to decide which courses should be taught in what manner. Ultimately, the customers determine the curriculum. However, as the learning experts, DAU can influence which courses can be taught just as effectively online.

The approach to online learning at DAU is more complex than just hosting courses on the internet. One example of blended learning where an online asset was used to improve the classroom is the CON 090 course. It had a failure rate of 10%, but after DAU created a video for people to watch before they came to class, the failure rate dropped to 5%.

Online courses have grown more than classroom courses. As the size of the workforce is beginning to decrease, demand for certification training matches the demographic as does the size of the DAU workforce. Woolsey stated that he would like to get to a point where students have more choice about what classes they take to get certified and have a more modular approach to education. There was discussion around cross-training and whether it is encouraged in the workforce and what the limitations are. DAU does not place any restrictions on students regarding taking courses outside their career field. In the past, availability has been somewhat constrained by capacity and the willingness of commands to send people. Cross-training is beginning to be recognized as more valuable in the workplace, so it is

becoming more common. It was noted that continuous learning module completions have remained high. These are not required for certification, but are job support. Also, the rates of certified workforce members are very high.

A board member asked if DAU has seen examples of improved program outcomes that are directly attributable to training. Due to the exogenous factors surrounding the acquisition process, it is very difficult to make that direct correlation. There was an IDA study that showed strong correlation between programs begun in less fiscally constrained environments with less cost growth than those begun in financially lean environments resulting in greater cost growths. This created discussion around the human tendency to want to believe unrealistic schedules, because the extra money just is not there. However, when money is available, people feel the freedom to be more realistic. It was also pointed out that the Defense Acquisition Workforce is not well equipped to estimate the cost of invention; it is inherently impossible.

DAU encourages professional development of the workforce beyond DAWIA compliance. In the courses, DAU strives to give people experiences, to help them with their thinking, their teambuilding, and their negotiating skills. DAU has limited control over whether people cross-train; perhaps there are things DAU can do to help build that into the culture.

There was a question about the follow-on surveys and whether students are asked what barriers they are finding on the job that prevent them from doing what they learned in the DAU courses. The question is whether there are cultural factors driving behavior in the Defense Acquisition Workforce. The USD's effort to shift the culture to tailoring the process still is not happening. Bureaucracy still favors doing it the standard way. Culture is very powerful.

The discussion turned to the timing of training. The culture tends to focus on foundational learning which is most impactful if given at the right time. If students get great learning in the classroom and then do not have an opportunity to use it, the Department has lost the value it invested in that training. The value is getting the training when it's needed, where it's needed. It is important to be able to align the budget with what is most needed, not just in foundational learning because culturally, that is what is expected. There seems to be a push within the workforce for students to get certified as quickly as they can and the result is that they get into classes that they are not ready for. DAU has limited control over that as the FIPTs and the DACMs control who gets into what classes when. DAU should consider providing more input in this area.

DAU teaches policy and process in lower-level courses so students have a basic understanding of the rules before they begin to tailor the processes. The mid- and upper-level courses are focused on critical thinking skills and problem solving. Woolsey talked about different courses that use experiential learning and real world scenarios. He also explained ACQ 315 and how it is helping bridge the understanding gap about the industry perspective and what motivates them. Student comments illustrate that there is an unfavorable perception in the government about industry contractors. DAU courses can help the two sides better understand each other, but without a cultural shift in the workplace, the old attitudes are likely to prevail. There needs to be both a better understanding of the business models industry uses and a higher level of personal respect. There was much discussion around the government and industry relationship. It was suggested that some of the fundamentals from the ACQ 315 course be infused throughout other courses such as contracting and program management where students will likely be dealing directly with industry. It was suggested that DAU look for more ways to encourage opportunities

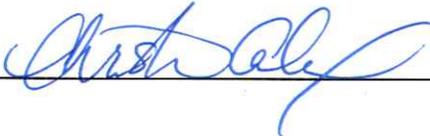
for training with industry. The board recognized that the government/industry relationship is also a cultural issue.

The discussion shifted to workflow learning and how more emphasis is being placed on learning on the job. One example of a resource DAU has created recently is the should-cost repository. It includes examples of success stories where programs were able to save money through should-cost principles and related tools. DAU is working toward creating a much more robust and integrated online presence to better facilitate workflow learning.

The board discussed performance learning in terms of consulting, leadership development, executive coaching and requirements. There was agreement in the overall value performance learning provides to the workforce. There were some questions related to measuring outcomes and working with the requirements community.

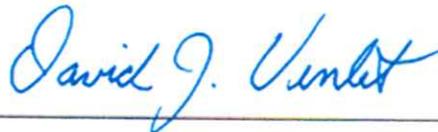
The chairman ended the meeting by asking each of the board members for their closing thoughts. There was a desire for more discussion related to the strategic plan for the next 5-10 years. The board was very interested in helping to identify specific ways they could assist DAU in its mission. There were some concerns about being able to quantify the value of performance learning. There were also comments related to both moving beyond the traditional boundaries of the university to influence the workforce and to thinking more carefully about deviating from the delivery of training.

DAU BoV summary minutes for May 20, 2015 meeting prepared by Christen Goulding, DFO.



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DAU BoV summary minutes for May 20, 2015 meeting approved by David Venlet, Board Chairman.



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