From: Chairman, Board of Advisors, Naval Postgraduate School
To: Secretary of the Navy
Via: Superintendent, Naval Postgraduate School

Subj: THIRTY-NINTH MEETING OF THE BOARD OF ADVISORS TO THE SUPERINTENDENT, NAVAL POSTGRADUATE SCHOOL

Ref: (a) Public Law 92-463, Federal Advisory Committee Act
(b) SECNAVINST 1524.2A

Encl: (1) Member Attendance Record

1. In accordance with references (a) and (b), the thirty-ninth meeting of the Board of Advisors, Naval Postgraduate School was held at the National Defense University, Washington, DC on 4-5 February 2002. The membership attendance is reported in enclosure (1).

2. The view of the Board of Advisors is that the Secretary and CNO have accomplished much in the past several months to reaffirm the value of graduate education for officers of the Naval Service. Nonetheless, significant challenges remain in delivering more technically-oriented graduate education to a greater number of unrestricted line officers (URL), which the Board views as the most pressing educational need for the Navy and Marine Corps.

3. General Comments.

   (a) The Board expresses its appreciation to the Secretary and CNO for their strong support of graduate education, particularly in technical fields relevant to the Navy’s missions. Discussions with both officials at our recent Board meeting evidenced a clear appreciation of the need for such educational opportunities, the challenges in satisfying those needs, and the roles the Naval Postgraduate School can and should play.

   (b) Recent budget decisions provide some tangible evidence of the increased commitment to graduate education by senior Navy and Marine Corps leaders. At the NPS the restoration of previous reductions in infrastructure funding begins to restore workloads and funding into alignment. So, too, will increases in budgets for new initiatives and improvement of the physical plant. This support must be sustained, in our view, to avoid the turmoil of the past. New initiatives like Distance Learning (DL) also require the proper funding if they are to achieve the aspirations many have for their success. To improve the overall focus and quality of budget decisions involving NPS, we recommend strongly designation of the NPS as one of the Navy’s “Flagship Institutions” – together with the Naval Academy and Naval War College – recognizing
the unique contribution made by each institution to the intellectual capital of the Navy and Marine Corps.

4. Progress at the Naval Postgraduate School

(a) The Board commends the Superintendent, Provost, and their staff for following through on the Strategic Plan developed by NPS two years ago. By various means the Plan focuses the School on staying connected with the mainstream of the Navy and Marine Corps and the other services, while at the same time challenging the School to be a leader in innovative research and learning opportunities. Examples of the latter include specially-tailored short courses for senior officers on innovation, the Revolution in Business Practices, partnerships with other universities such as the Robert H. Smith School of Business at the University of Maryland; support for the new Information Professional community in the Navy; and the popular “Thirty-Something” seminars that allow mid-grade officers to share their experiences with peers and seniors.

(b) The Board remains committed to Distance Learning (DL) and the potential benefits it can bring to graduate education and lifetime learning. The Board recognizes that the NPS remains the Navy’s leader for the employment of Distance Learning in these areas. The NPS continues to innovate and push the boundaries – limited only by resources – of what can be done with these important tools. For example, NPS has developed online graduate courses in Information Systems Operations (ISO) that have been enthusiastically received by both ashore and afloat officers. NPS is now providing a four-course ISO certificate program to two cohorts that is entirely web-based and earns graduate credit to a master’s degree that can be completed either residually or through distance learning. Other DL initiatives are supporting the National Guard forces deployed to Eastern Europe, the nuclear power community in Charleston, and acquisition professionals both in the Army, as well as the Navy.

(c) The Board commends creation of three inter-disciplinary institutes at the NPS as a way of connecting educational goals with relevant research for the Navy and Marine Corps. Together with NPS leadership by senior faculty, the institutes provide an excellent example of how the NPS maintains the balance between teaching, research, and service to the Fleet. In the Institute for Defense Systems Engineering and Analysis, students and faculty from across the NPS campus participated in the development of a new warfighting system concept involving a small carrier deploying manned and/or unmanned aircraft and supported by a small, swift Combat Logistics Support Ship and accompanied by Small Inshore Combatants. The Institute for Information Superiority and Innovation meanwhile is developing a trustworthy infrastructure for information superiority that can sustain planned, coordinated, concerted, state sponsored deliberate attacks. And, in the Institute for Defense Modeling, Virtual Environments and Simulations (MOVES), one of the many projects involves development of an architecture for constructing scalable, dynamically extensible, networked virtual environments and semantic interoperability for large-scale, networked virtual environments. Each of the three institutes has a flag officer sponsor to oversee the work and approve specific projects. The Board suggests that a similar “ownership” arrangement by a senior flag officer for each of the four Schools within NPS would serve a similar purpose in connectivity to the Fleet. The four Schools are: School of International Graduate Studies; Graduate School of Business and Public Policy; Graduate School of
Engineering and Applied Sciences and the Graduate School of Operational and Information Sciences.

(d) The Board welcomes the pioneering efforts of the three Service Secretaries to make greater utilization of the NPS by increasing Army and Air Force student enrollment and providing faculty and staff in support. The Board commends Navy leadership actions to realign tuition costs for these students as an interim measure, and encourages further actions as appropriate to attract these students. The Board also continues to encourage enrollment of civilian students from the Department of Defense and the defense industry, as well as international students. Civilian students studying alongside students from all the military services promote jointness and mutual understanding. International students have an opportunity to learn about our military and our culture, providing valuable lifetime links that benefit both the United States and their home countries.

(e) During our recent meeting we received information about the ongoing study of the NPS and the Air Force Institute of Technology (AFIT) initiated by the Secretaries of the Navy and Air Force. We welcome the opportunity this presents. We understand that one expected outcome will be recognition of Centers of Excellence at each institution, and would note that excellence in a particular discipline results from a complex interaction between faculty, curricula, facilities and departments at each school. We accept the invitation of N79 to develop a deeper understanding of this study and to provide input as appropriate.

(f) Not least, the Board believes the NPS remains particularly well positioned to assist the Naval Service in its transformation agenda. As demonstrated by the war in Afghanistan, the Navy and Marine Corps – among all the military services – innovate tactically with the capabilities brought to the battlefield by new technologies and systems. Secretary England noted in our recent discussions that we are on the threshold of network centric warfare, with the many benefits allowed by the uncoupling of information from geographic proximity. The Board believes the NPS provides fertile ground for fresh thinking on transformation issues, and could serve as a “think tank” to harness the energy and enthusiasm of young officers fresh from Fleet experiences who gain the benefits of analytic thought processes at the NPS. Educational projects like the development of the Sea Lance Littoral Combat Ship concept and the formation of a curriculum focused on Homeland Defense provide clear evidence of the agility and commitment of the School.

5. Challenges

(a) To accomplish its missions the Navy is without doubt the most technology-reliant of all the military services. Nonetheless, as others and we have noted in the past, the Navy appears to be the least committed to graduate education, most particularly technical education for those at the “tip of the spear” – unrestricted line officers. Both the Secretary and CNO spoke forcefully and directly about this to us, saying in effect that we can’t run the Navy with people who don’t understand its technology.

(b) Despite this top-level awareness and commitment, about 500 graduate education “seats” remain consistently unfilled, largely through a combination of:
Under-investment in the personnel account and associated billet structure to support filling these seats. In a classic case of understating requirements and underfunding those understated requirements, the personnel system is only geared to fill 80 percent of the quotas at NPS. Yet, the annual number of quotas would need to be doubled to prepare enough officers to fill the billets coded as requiring education.

Faced with this situation, the low priority placed on providing graduate education opportunities

Career disincentives for officers to invest their time in taking graduate education

Inconsistent messages from their seniors to young officers about the value placed on graduate education, through such means as promotion rates and assignment policies

Lack of Fleet sponsorship for developing officers with technical graduate education, which leads to a lack of ownership of the outcomes

A “bean counter” approach to graduate education – consistently opposed by the Board -- that overvalues matching degrees to shore billets and undervalues the “mind stretching” opportunity and development of a lifetime learning culture provided by graduate education.

(c) The Board agreed to undertake a more thorough study of the causes for this situation and to expand upon its recommendations based on this work. N79 agreed to assist in this endeavor.

6. Recommendations

(a) The Board recommends a number of actions to help remedy the fundamental mismatch between the Navy’s need for officers with technical graduate education and the current situation:

(1) Immediate funding of increased officer end strength sufficient to fill the 500 empty in-residence technical graduate education seats. The Board continues in its belief that an in-residence period at NPS remains a highly desirable part of the graduate educational experience.

(2) Aggressive investigation of academically acceptable methods to provide alternative means of delivering graduate education and lifetime learning, including the use of Distance Learning to better prepare officers for in-residence opportunities; and establishment of regional “campuses” in Fleet areas and Washington, DC. Such a “campus” in the nation’s capital would also provide more regular opportunities to reach out to senior leadership.

(3) Greater outreach to the URL leadership to understand the educational interests and needs of their communities, and the development of curricula and delivery methods to meet those needs.

(4) Unambiguous statements valuing relevant graduate education in the precepts of promotion boards for grades O-4 and above.

(5) Direct, one-on-one contact with prospective students by successful NPS graduates, who can point out the value of their education to their careers.
7. The Board appreciates the opportunity to work toward the improvement of graduate education for the naval service. In concluding its meeting, the Board provided its sincere thanks to Mr. G. Kim Wincup for his strong leadership and outstanding efforts as Chairman for the past two years, and elected Dr. Lawrence J. Cavaiola to serve as Chairman for the next two year term. Dr. Cavaiola will choose a Vice Chair before the next Board meeting, sometime in the Summer/Fall 2002.

Very respectfully,

Lawrence J. Cavaiola

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THIRTY-NINTH MEETING OF THE BOARD OF ADVISORS TO THE
SUPERINTENDENT, NAVAL POSTGRADUATE SCHOOL
4-5 FEBRUARY 2002
WASHINGTON, DC

MEMBERSHIP ATTENDANCE LISTING

Present:
Mr. G. Kim Wincup, Chair
Dr. Lawrence Cavaiola, Vice Chairman
Mr. Walter Anderson
ADM Stanley Arthur, USN (Ret)
Dr. Jack Borsting
GEN Michael P.C. Carns, USAF (Ret)
LG Richard Chilcoat, USA (Ret)
RADM Jay Cohen
VADM Paul Gaffney
MG Donald Gardner, USMC (Ret)
ADM T. Joseph Lopez, USN (Ret)
Dr. Carolyn E. Staton
Dr. Allen Zeman
RADM David R. Ellison, Designated Federal Official

Absent:
Dr. Elisabeth Paté-Cornell
Senator Richard Polanco

Enclosure (1)