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OVERVIEW OF THE INSTITUTION

NPS History, Mission, Organization

History: The Naval Postgraduate School (NPS) was established as the School of Marine Engineering at the United States Naval Academy in 1909, reflecting a shift in educational priorities fostered by the Navy’s transition from sail to steam. Within three years, the school had added courses of study in ordnance and gunnery, electrical engineering radio telegraphy, naval construction, and civil engineering. NPS was developing to become the Navy post-graduate school for technical studies. During World War II, Congress passed legislation that led to the school becoming a fully accredited, degree-granting graduate institution. In December 1951, NPS moved to its current campus in Monterey, California where its range of programs has continued to increase. From its origins as a technical and engineering school, NPS has added programs related to defense operations, defense management, and national security affairs.

Mission and Purpose: The primary purpose of NPS is to serve the graduate education and applied research needs of the U.S. Navy. It also serves the needs of officers and civilians in all of the services, other U.S. government agencies, and allied and partner governments. NPS’s current Mission Statement is:

<table>
<thead>
<tr>
<th>NPS Mission</th>
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<tr>
<td>Provides relevant and unique advanced education and research programs to increase the combat effectiveness of commissioned officers of the naval service to enhance the security of the United States. In support of the foregoing and to sustain academic excellence, fosters a program of relevant and meritorious research that provides thesis and research experiences for NPS students; informs the curricula; supports the needs of Navy and DoD; and builds the intellectual capital of NPS faculty. To support the core Navy mission, NPS’s programs are inherently joint, inter-agency, and international.</td>
</tr>
</tbody>
</table>
Within the past year, in coordination with the Chief of Naval Operations (CNO), NPS has proposed a substantive revision to its mission statement (discussed in Component 8). (CFR 1.1)

**Graduate Programs:** NPS offers over 40 master’s and 18 doctoral degree programs in engineering, science, technology, defense business, and national security. All programs strive to be both excellent in academic quality and relevant to the needs of the Navy and national security interests. NPS provides unique graduate programs including combat systems; defense analysis for special operations; space systems engineering and space systems operations; joint command, control, communications, computers, and intelligence (C4I); cyber systems operations; operational logistics/operations analysis; manpower systems analysis; meteorology and operational oceanography; total ship systems engineering; undersea warfare; and foreign area officer studies.

**Students:** Each year, more than 1,400 students attend NPS in full-time, residential programs. The resident NPS student body consists of military officers from the five U.S. uniformed services, military officers from approximately thirty partner countries, and a small number of civilian federal and state employees. Additionally, NPS currently has over 20 distance learning (DL) master’s programs, in which nearly 1,100 students enroll annually. DL programs are predominately part-time, with the majority of students being civilian government employees. In addition to degree programs, thousands of students participate annually in short-term, executive education, and professional development education programs throughout the U.S., aboard underway U.S. Navy warships, and abroad.

**Academic Organization:** NPS is organized into over twenty academic departments, academic groups, or academic areas within four graduate schools.
The Graduate School of Defense Management (GSDM) offers a unique, defense-focused resident MBA program and a distance learning Executive MBA program in addition to master’s degrees in five other DOD-relevant areas. Faculty research, primarily sponsored by Navy and DOD agencies, brings current, relevant issues to the school and the curricula and returns valuable results to the sponsors.

The Graduate School of Engineering and Applied Sciences (GSEAS) provides cutting-edge graduate technical education, at both the master’s and doctoral levels, to military officers from all services, DOD civilians, and their counterparts from allied countries. Linked to this educational mission, it performs relevant, high-quality applied and classified research in the fields of engineering and applied sciences.

The Graduate School of Operational and Information Sciences (GSOIS) delivers both master’s and doctoral education and conducts cutting-edge research responsive to naval and military sponsors. GSOIS focuses on information and operational knowledge domains that have become increasingly important in recent decades: cyber and information technology and operations, military computer science, military operations analysis and research, and special operations and defense analysis.

The School of International Graduate Studies (SIGS) conducts research and offers master’s and doctoral degrees in international security studies. Its programs seek to identify and address current and emerging security challenges and to strengthen multilateral and bilateral defense cooperation between the United States and other nations. SIGS’s curricula include regional security studies, strategic studies, civil-military relations, defense resource management, and homeland security.

Faculty: To strengthen expertise and program relevance, and to expedite research successes at NPS, tenured faculty, research faculty, lecturers and visiting professionals integrate applied research into ongoing instruction, demonstrating the immediate applicability of scholarly solutions to defense-related problems. More than 200 tenured and tenure-track faculty members are part of a robust mix that also includes over 300 non-tenure-track faculty. All tenure-track faculty hold doctorates, while the non-tenure-track faculty have a minimum of a master’s degree and bring extensive operational expertise to both research and teaching. About ten percent of the faculty are active-duty military officers. (CFR 3.1, 3.3)
Learning Culture: The driving force behind NPS are student-faculty-sponsor teams that create unique learning environments that continuously adapt to meet changing requirements. NPS programs are reviewed by curriculum sponsors and are continuously updated to reflect sponsor requirements. Students bring recent operational experience, sponsors bring research requirements, and faculty bring both subject matter expertise and methodological acumen to create a synergy designed to increase the combat effectiveness of the force. The faculty place student success above competing demands. Students recognize and respond to this commitment and benefit from personalized attention from the faculty. The result is a highly applied educational experience that meets sponsors’ requirements and students’ professional goals. The institution serves the broadest public interest by enhancing officers’ ability to preserve the peace, terminate threats quickly, and end conflicts on favorable terms. (CFR 2.7)

Accreditation: NPS operates under the authorities granted in U.S. Code 10 Chapter 8548, which requires maintaining accreditation. NPS was first accredited by the Western Association of Schools and Colleges in 1955. In addition to WSCUC accreditation, NPS also maintains programmatic accreditation through AACSB for the Graduate School of Defense Management, NASPAA accredits two degree programs (MBA and MS in management), and ABET accredits five engineering degree programs (astronautical, electrical, mechanical, systems engineering, and systems engineering-DL).

Staff: Approximately 400 staff members execute a host of functions ranging from office support, financial services, travel, laboratory assistance, IT services and domain management (.edu), management of classified facilities and systems, registrar services, and student services. Because NPS is a tenant on the Monterey campus, Naval Support Activity Monterey provides facilities management (e.g., base maintenance and security). (CFR 3.1)
Facilities: The Monterey campus is comprised of more than 45 buildings on 133 acres, plus 51 oceanfront acres containing several oceanography labs and additional remote lab facilities. NPS leases aircraft hangar space locally for the remotely piloted aircraft program. Partnerships with the U.S. Army Garrison at the Presidio of Monterey and a private developer provide more than 2,100 student housing units.

**Significant Changes Since the Last Accreditation Review: Education for Seapower (E4S)**

NPS’s last WSCUC review was in 2010, with a decision letter in 2011, followed by an Interim Report in 2014. Since then, NPS has progressed, adapting to rapidly advancing technology and an evolving higher education environment. But the most significant change for NPS has occurred during the past two years. Under the label “Education for Seapower” (E4S), the Navy has conducted a major review of naval education, re-organized education commands within the Navy, and issued an education strategy. This section briefly summarizes these pervasive changes.

**Background:** Senior officers in the Navy had long recognized that the service was not fully utilizing its educational institutions to shape its workforce for the future. While control of Naval educational institutions was formally in the hands of the Chief of Naval Operations (CNO), operationally, the Vice Chief of Naval Operations for Personnel (N1) was responsible for policy and budgetary decisions. This arrangement tied educational programs to current, not future, operational requirements. Responding to this situation, the Secretary of the Navy (SECNAV) initiated E4S while the CNO conducted a review of the role and importance of graduate education in the careers of naval officers. These reviews envision substantive educational reform in an attempt to break the link between educational requirements generated by the current naval personnel structure in order to create a system that would better integrate
future operational needs into today's educational offerings. The Navy was midstream in conducting these education reviews while NPS was developing its WSCUC TPR themes in early 2018.

**E4S:** The E4S study was completed in December 2018 (Appendix 1.1), and a follow-on SECNAV Action Memo was issued in February 2019 (Appendix 1.2). These studies resulted in reorganization within the Navy for the oversight of education. E4S established the Naval Education Enterprise (NEE) and the Naval University System (NUS), consisting of the United States Naval Academy, the Naval War College, the Marine Corps University, NPS, and a new Naval Community College. The NEE/NUS provides a way for the DoN to coordinate its educational institutions and programs. Two new positions, the Chief Learning Officer (CLO) and the Director of Warfare Development (OPNAV N7), oversee the NEE/NUS. The CLO, a civilian Secretariat position, coordinates policy development, while N7, a Navy admiral, develops education requirements and determines resources. A year later, in February 2020, an E4S Strategy (Appendix 1.3) was completed, outlining major actions and initiatives to implement the E4S recommendations. (CFRs 1.5, 3.9)

**Implications for NPS:** Early in these reviews, it was apparent that these potentially significant changes in naval education would influence NPS directly. Following the publication of the E4S Strategy, CLO/N7 tasked the NEE/NUS member institutions to review their respective mission statements for alignment with the E4S Strategy. Concurrently, NPS has been required to evolve its graduate curricula toward more innovative, flexible, and future-oriented programs to better serve the current needs of the warfighter. (CFRs 1.1, 4.5)

Another direct consequence of E4S was a necessary reorganization of the Board of Advisors structures of the Navy’s Flagship graduate institutions—NPS and the Naval War College. The new vision included a shift from stand-alone advisory boards to an overarching
body that would have oversight of Navy graduate education, with sub-committees to serve as advisors to individual institutions (Appendix 1.4 outlines the structure of the resulting boards). While the E4S board is currently operational, the membership for the NPS Subcommittee is in the nomination process. (CFRs 1.5, 3.9)

Connection to NPS Themes: In pursuing its TPR themes, NPS was already reviewing and redesigning its curricula. NPS has initiated various new programs to reach a broader community of Navy learners. NPS faculty are building a constructive relationship with N7 to provide a technical, interdisciplinary, responsive, and secure educational platform to address key Navy issues through education and applied research. NPS’s evolving mission, and evolving educational programs, are discussed more thoroughly in the Component 8, Themes, section of this Institutional Report. (CFRs 1.1, 4.7)

COVID-19: While not discussed in any depth here, NPS acknowledges that, in common with all higher education institutions, the COVID-19 pandemic has had a significant effect on the delivery of NPS’s education programs. NPS is prepared to address COVID-19 impacts with the review team as needed. Selected relevant documents are in Appendix 1.5. (CFR 4.7)

Comments on Recommendations from Prior Reviews

The prior 2010 WSCUC accreditation review provided recommendations in three areas, as outlined in the 2011 Commission decision letter (Appendix 1.6). NPS reported progress in its 2014 Interim Report (Appendix 1.7), followed by Commission acknowledgment (Appendix 1.8). In this section, we comment briefly on actions and events since 2014 relevant to the three recommendation areas.

1. **Commitment to a Quality Education:** Completion of assessment protocols across all academic units with the assistance of groups such as the EESG (Educational Effectiveness Steering Group) and PETAL (Promoting Excellence in Teaching to Advance Learning).
Promoting Excellence in Teaching to Advance Learning (PETAL): Since 2009, the Office of Teaching and Learning’s PETAL programs and services have impacted 70% of the teaching faculty, providing significant levels of support for approximately 100 faculty each year. PETAL programs have advanced the broader adoption of learning outcomes and comprehensive assessment plans at the course level and have also contributed engaging students in applied and relevant learning. Course level outcomes, critical content, assessment plans, and further refinements in learning experiences and assessments have been aligned at the curriculum level. NPS is advancing this work through the Teaching Fellows Program (TFP) and the Learning, Education, and Assessment Fellows (LEAF) Program. Participants in these newly developed fellowship programs (see Component 8, Theme Two) have begun to lead continuous improvement initiatives within schools and departments to improve learning and instruction in resident and DL academic programs. (CFRs 3.2, 3.3)

Graduate Education Advancement Center (GEAC)/Teaching and Learning Commons: In 2018, NPS established the GEAC and the TLC, which are now focal points for improving teaching, learning, and assessment across NPS’s graduate education programs (see Component 8, Theme Two). (CFR 3.3)

Review and Assessment Program (RAP): Since the last WSCUC review, NPS has continued with its overall RAP, including the full range of review, assessment and improvement processes in place across NPS at the institution, school, and department levels. A summary of NPS’s RAP practices is provided in Appendix 1.9, along with a study of related NPS academic practices (Appendix 1.10). (CFRs 4.1, 4.3)

2. Expanding the Institution’s Reach: Progress in expanding international partnerships, recruiting distinguished research scholars from the international pool, broadening sources of revenue and strengthening delivery systems in distance learning.
This set of recommendations encouraged NPS to continue with strategic initiatives underway in 2010/2011. NPS reported progress in its 2014 Interim Report, but cited a significant shift in strategic direction, undertaken in reaction to a 2012 Navy Inspector General report, to refocus on NPS’s core naval mission. The Commission acknowledged this shift in its response to NPS’s Interim Report.

While some specific elements of the 2011 recommendations are no longer relevant today, the larger matters of NPS’s mission and strategic direction most definitely are. In the past four years, NPS has conducted reassessments of its mission and of its strategic direction and continues doing so today. Major related events include:

- NPS Strategic Plan 2018-2023 – (Appendix 1.11)
- Revision of NPS Mission and Functions (2019) – (Appendix 1.12)
- E4S Study (2018) and Strategy (2020) – discussed above.
- Revised Mission Statement (2020) – discussed in Component 8, Theme One.


This diverse set of recommendations focused on the improvement of NPS support organizations. In the 2014 Interim Report, NPS reported on improvements in 1) information technology and systems infrastructure, 2) civilian personnel management, 3) internal control for business operations, 4) reputational advancement strategy, 5) diversification, and 6) enhancement of the physical plant. Numerous initiatives and continuous improvement efforts are ongoing in these areas. By way of example, here is a small set of recent, noteworthy business/support improvement efforts:

- **Business**: Reorganization of the Command Directorates (business functions). Establishment of the Chief Operating Officer (COO) position. Establishment of the

- **Information Technology**: Partnership with Defense Language Institute for network services. Creation of the Computer Security Operations Center. Movement of critical NPS functionality to the Cloud. (CFRs 2.3, 3.5)

- **Dudley Knox Library**: Establishment of the Graduate Writing Center. Enhancement of the Thesis processing and review function. Enlargement of access to electronic content. (CFRs 2.3, 3.5)

- **Human Resources**: Establishment of NPS Manpower Office. Establishment of NPS Workforce Management Board. Adoption of Defense Personnel Management Assessment Program. (CFRs 3.1)

- **Office of Inspector General**: Manager’s Internal Control Program improved and expanded as new tracking software is implemented. Engaged in 2020 IG Inspection process. (CFRs 1.7, 4.1)

- **Diversity Initiatives**: Establishment of the Inclusion and Diversity Council and subcommittees. (CFRs 1.4, 2.10)

- **Reputational Advancement**: Establishment of the Inclusion and Diversity Council and subcommittees. (CFRs 1.4, 2.10)

**Developing TPR Themes:**

In 2017-2018, NPS engaged faculty, staff, students, and NPS stakeholders to develop the NPS Strategic Plan, 2018-2023 (Appendix 1.11). The strategic plan identified three themes, supported by ten action areas across three domains, where NPS would focus attention during the next five years. This strategic plan was presented to Navy leadership in April 2018 and received strong endorsement by then-Secretary of the Navy, Richard V. Spencer.

Concurrent with the development of the strategic plan, NPS formed the Accreditation Steering Committee (ASC) to prepare our TPR proposal (Appendix 1.13) and to coordinate preparation for reaffirmation of accreditation in 2020. From the strategic plan, the ASC identified a set of actions and initiatives most directly related to the improvement and
development of our core graduate education programs. NPS has consciously used the TPR opportunity to move forward on its strategic plan in areas that most impact students’ learning experience. (CFRs 3.6, 3.7, 3.8, 3.9, 3.10)

The overarching theme that has defined NPS effort during the past two years of this TPR accreditation process is **Pursuing Graduate Education Excellence**. Aligned with this, we identify three subthemes, each with a targeted focus.

- Curriculum 2020: Strategically Redesigning the Curricula
- Classroom 2020: Enhancing Teaching and Learning
- Colleagues 2020: Strengthening the Faculty

**Component 9** reports on NPS’s efforts and accomplishments in pursuing these themes.
Component 8

**NPS INSTITUTION THEMES**

*Pursuing Graduate Education Excellence* is the overarching theme that has defined NPS efforts through this current accreditation cycle, with three subthemes:

- **Curriculum 2020**: Strategically Redesigning the Curricula
- **Classroom 2020**: Enhancing Teaching and Learning
- **Colleagues 2020**: Strengthening the Faculty

The following sections discuss each theme and describes NPS initiatives, actions, and accomplishments during the past two years. Each activity in each theme can be traced back to the NPS Strategic Plan. Relevant WSCUC Standards and CFRs are noted.

**Theme One: CURRICULUM 2020: Strategically Redesigning the Curricula**

Curriculum 2020 describes efforts by NPS to review its mission and its graduate curricula offerings, resulting in evolving existing curricula and developing new curricula. During the Curriculum 2020 effort, two major documents have governed the evolution and development of the curricula: NPS’ Strategic Plan and the Navy’s Education for Seapower Strategy. The discussion of Curriculum 2020 is in four sections:

- **Context**: The NPS Strategic Plan and the wider Navy education environment
- **Mission**: Review and Revision of NPS’s Mission Statement
- **Developing New Programs**: Process and Criteria
- **Programs**: Curricula Initiatives and New Programs

**Context: The NPS Strategic Plan and Navy Environment**

When NPS identified *Strategically Redesigning the Curricula* as a WSCUC reaccreditation theme in 2018, NPS was at a turning point, with several factors indicating the time was right for a review and re-invigoration of NPS’s core master’s degree curricula. By
2018, NPS had clarified its mission, had developed its next strategic plan, and was operating in a rapidly changing defense and national security environment. In the two years since, NPS’s environment has continued to change, with the completion of the Navy’s E4S study and follow-on E4S strategy the major drivers (see Component 1). These forces have shaped the context in which NPS has conducted the review of its master’s degree programs and curricula, and in which NPS has established a number of new or redesigned curricula to most effectively serve the educational needs of the Department of the Navy (DON) and Department of Defense (DOD).

**NPS’s Mission and Functions:** In 2018, working with the Department of the Navy (DON) and the Office of the Chief of Naval Operations (CNO), NPS reviewed, clarified and revised its statement of mission and functions, receiving endorsement and approval of an updated Mission and Functions document (Appendix 1.12). This set a context for implementing the NPS strategic plan and evolving the NPS curricula. Subsequent reviews of Naval Education have led to a new revision of the NPS Mission Statement (discussed below) that now provides the reference point for developing NPS curricula. (CFR 1.1)

**NPS’ Strategic Plan:** In 2018 NPS had finalized its current five-year (2018-2023) strategic plan, which calls for, “Excellence and Innovation in Emerging Fields Critical to National Defense.” The defense environment is being shaped by rapidly advancing technologies triggering sudden and disruptive change, a rise in great power competition, intractable insurgencies, and contests for resources across the planet. The NPS strategic plan committed the institution to stay ahead of the emerging changes through forward-looking innovation in its academic programs and provides the reference for redesigning and evolving the curricula. (CFRs 4.5, 4.6, 4.7)

**Navy Education Reviews:** In 2018, the Navy was midstream in conducting a comprehensive review of Navy education, while the CNO was conducting a review of the role
and importance of graduate education in the careers of naval officers. These reviews, culminating in the E4S study and the follow-on E4S strategy, pointed to changes in Navy education that would provide both the opportunity and necessity for NPS to evolve its graduate curricula toward more innovative, flexible and future-oriented programs. NPS’s curriculum redesign and development initiatives now occur in the context of the E4S. (CFRs 4.5, 4.6, 4.7)

**Mission: Revision of the NPS Mission Statement**

One immediate consequence of E4S has been that NPS has been asked to review and revise its mission statement (completed), to review the functions NPS serves (in process), and to analyze the alignment of the NPS strategic plan with the E4S strategy (in process). As part of the WSCUC TPR review, NPS had also initiated a review of its Institutional Learning Objectives (ILOs) in the context of this modified mission (addressed further in Appendix 8.1). This section focuses on the mission statement revision. (CFRs 1.1, 2.3)

**NPS Instructions:** The mission statement for NPS is approved and documented in two DON Instructions, which together describe the rationale, purpose, and functions of NPS:

- OPNAVINST 5450.210E: Naval Postgraduate School Mission and Functions (Appendix 1.12)
- SECNAVINST 1524.2D: Policies Concerning the Naval Postgraduate School (Appendix 8.2)

These Instructions are reviewed and revised every few years. Past changes in NPS’s mission statement have typically been evolutionary. NPS’s prior mission statement was:

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<tr>
<th>NPS Mission:</th>
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<tr>
<td>Provides relevant and unique advanced education and research programs to increase the combat effectiveness of commissioned officers of the naval service to enhance the security of the United States. In support of the foregoing and to sustain academic excellence, fosters a program of relevant and meritorious research that provides thesis and research experiences for NPS students; informs the curricula; supports the needs of Navy and DoD; and builds the intellectual capital of NPS faculty. To support the core Navy mission, NPS’s programs are inherently joint, inter-agency, and international.</td>
</tr>
</tbody>
</table>
Development of a Revised Mission Statement: Following the publication of the E4S strategy, the CLO and N7 tasked the member institutions of the NEE/NUS to review their respective mission statements for alignment to the E4S strategy. During a campus visit in February 2020, the CLO and N7 provided their initial thoughts as a starting point for a revised NPS mission statement. NPS then established a small mission statement working group to draft a revision. This initial draft went through several iterations of campus review by NPS stakeholders and additional review by CLO and N7. This process is not fully complete, so the revised statement, while close to final, should be considered a draft. This revised statement consists of a short core mission statement, along with execution elements:

**NPS Mission:**
NPS provides defense-focused graduate education, including classified studies and interdisciplinary research, to advance the operational effectiveness, technological leadership and warfighting advantage of the Naval service.

**To Execute the NPS Mission:**
- Defense-focused graduate education in sciences, engineering, cyber, information warfare, emerging technologies, operations, management, strategic studies and international policy, tailored to the requirements of the Naval service, advances warfighting advantage.
- Defense-relevant research leverages NPS’s classified and interdisciplinary capabilities with the breadth of faculty expertise and the diverse operational experience of students in their warfare subspecialties to develop innovative solutions to key operational problems and resolve complex defense challenges in a secure environment.
- NPS Faculty are developed to accomplish NPS’s defense-focused education and research mission, and provide specialized expertise to address technical, operational, policy, and national security problems for DON/DOD.
- Educational leadership develops new pedagogy, technology and program delivery methods to complement in-residence programs with low-residency and global distance learning that support operational forces.
- Inherently diverse interservice, interagency and international environment for studies and research develops graduates’ critical thinking as strategic decision-makers, prepared to lead effectively at higher levels and meet Component Commanders’ objectives.
- Collaboration with emerging technology entrepreneurs and industry leaders advances innovation partnerships to conduct experimentation and demonstration of new technology for warfighting applications.
- Leadership programs focus on technology innovation, communication, leading change, executive education and professional development for leaders of technology-enabled forces.

**Next Steps:** Along with the NPS Strategic Plan, this revised mission statement is now the reference for reviewing NPS’s degree programs and curricula. Are they aligned? Do proposed
new curricula advance NPS’s mission and strategic plan? Following this first step of redrafting the mission statement, NPS has initiated two additional reviews:

- Review of NPS Mission and Functions (OPNAVINST 5450.210.E): Are the functions of NPS outlined in this instruction consistent with, aligned with, NPS’s revised mission?
- Review of NPS’s Strategic Plan: Is the NPS Strategic Plan consistent with, aligned with, the Navy’s E4S Strategy?

**Developing New Academic Programs: Process and Criteria:**

NPS must remain flexible and adaptable in developing new academic programs. Initiatives can come from campus leaders, from the schools and departments to advance their academic disciplines, or from requirements identified by DOD or DON sponsors. During the past three years, most proposed new programs have been motivated by NPS’s strategic plan and/or the Navy’s E4S strategy. *Curriculum 2020* describes NPS’s efforts and accomplishments in revising and developing curricula responsive to the university’s current strategic direction and circumstances.

**New Program Review:** NPS’s New Program Review (NPR) process assures that both academic standards and resource infrastructures are sufficient to ensure the quality and success of a new program. NPR addresses the business case for each proposed program, including the requirements driving it, as well as strategic, academic, programmatic, support, and resource elements. New programs are reviewed at the department, school, and university level. The NPS Deans and Chairs Council provides final review and acceptance of the *strategic and business case merits* of a new program, while the NPS Academic Council decides on the *academic merits*. *(Appendix 8.3) (CFRs 2.1, 2.7, 3.3, 4.1)*
Criteria for Redesigning the Curricula: In the 2018 TPR proposal, NPS identified criteria to guide curricula redesign. These criteria are outlined more fully in Appendix 8.4, but centered on two elements:

- Alignment with NPS’s mission and strategic plan, Navy education requirements, and the NPS Institutional Learning Objectives (CFRs 1.1, 1.2, 2.3)
- Attention to emerging defense and national security fields, the student learning environment, and teaching and learning best practices (CFRs 2.1, 2.2b, 2.4, 2.7)

The Strategic Guidance: As noted, NPS is reviewing and redesigning its curricula with reference to its own strategic plan and to the Navy’s new E4S strategy. The major themes from each are:

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<th>NPS Strategic Plan Themes:</th>
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<tr>
<td>NPS will continue to provide the highest quality, defense-focused programs of education and research, with future actions guided by three main strategic themes:</td>
</tr>
<tr>
<td>• Theme 1: Excellence and innovation in emerging fields critical to national defense</td>
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<tr>
<td>• Theme 2: Interdisciplinary education and research programs</td>
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<tr>
<td>• Theme 3: Institutional innovation and effectiveness</td>
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<table>
<thead>
<tr>
<th>Education for Seapower Strategy Objectives:</th>
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<tr>
<td>The E4S strategy will create a decisive competitive advantage by:</td>
</tr>
<tr>
<td>• Developing leaders and warfighters who possess good judgment, creativity, a commitment to ethics, and excellent analytic and problem-solving skills.</td>
</tr>
<tr>
<td>• Providing naval forces with an intellectual overmatch against our adversaries.</td>
</tr>
<tr>
<td>• Making the naval force more proficient by improving strategic thinking, increasing geopolitical awareness, building key technical and professional capabilities, and deepening our understanding of the conditions in which military force can be used effectively.</td>
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Curricula Initiatives and New Programs: This section describes programs and curricula created or redesigned during the past three years. Most have been approved and implemented, and a few are in progress. All are motivated by the NPS strategic plan and/or support the Navy’s E4S strategy. (CFR 4.7)
Global Security: Developing Future Naval Strategic Leaders

NPS is designing and offering programs that develop strategic-thinking naval leaders in the age of Great Power Competition (GPC). Examples:

**Strategic Studies:** At the request of the Navy, the Department of National Security Affairs (NSA) created a specialized MA program in Strategic Studies in 2014. This curriculum aims to provide the Navy with a cadre of officers who could develop and coordinate national, military, and naval strategies and policies; translate national level security strategy and guidance into naval strategy at the service, COCOM, and fleet levels; and evolve concepts and strategies to employ military forces at national and theater levels. Originally designed for Navy officers to provide a specialty in Strategic Studies, the curriculum has grown to enroll US Army and international officers as well. This program has recently evolved to emphasize both GPC and emerging technologies.

**Great Power Competition:** As US defense strategy has recently shifted toward a renewed focus on GPC, the Navy has requested more focus on GPC in NSA curricula. NPS has also recognized the importance of GPC education for all students. In 2019, NPS introduced lecture series courses on significant national security topics for all, beginning with Great Power Competition: Current Policy and Strategy (NS4000). This course focuses on China and Russia, with attention to history, politics, policy, strategy, military issues and economics. NSA now offers an asynchronous, video version of NS4000 both at NPS and to a wider Navy and DOD audience. The course appears to be in considerable demand among operational Navy commands, within Pentagon offices, and even at the State Department.

**Strategy and Technology:** The Navy’s E4S report and other recent defense documents stress the importance of naval officers understanding emerging challenges in both strategy and technology. To address this requirement, NPS’s NSA department partnered with the Graduate
School of Engineering and Applied Sciences (GSEAS) to design two new degree programs that merge NSA’s expertise in strategy with GSEAS expertise in technical subjects. The result has been two specific degree programs coupling military strategy with technical courses in space operations and in nuclear command, control, and communications (NC3). The target audience is mid-career, naval line officers who, per recent guidance, will need to complete an advanced degree in strategic issues as a prerequisite for consideration for flag rank. The program will also be open to officers from other services; NPS expects interest from the Air Force and Space Force, in particular. Expanding on this model, NPS intends to add possible new technical tracks in cyber warfare, robotics, artificial intelligence, undersea warfare, and unmanned systems, depending on demand. These tracks will assist the Navy and other services in developing a new generation of officers able to develop effective strategies in a variety of emerging military-technical fields.

*Innovation and Design:* NPS is beginning to establish a cross-campus Consortium for Innovation and Design to develop leaders to support the strategic objectives of the DON and DOD in accelerating the pace of innovation in the face of GPC. The consortium currently includes three departments, with new innovation education programs developed in each. The computer science department and the Cebrowski Institute have established a non-degree innovation leadership program that focuses on getting innovations into practice, so far educating about 50 students. Plans include scaling up the program to reach DOD and DON personnel across the country via distance learning (DL) and creating an intermediate course and a master’s program. The Department of Defense Analysis has established a new certificate in applied design for innovation that teaches the use of design thinking in military affairs. The Graduate School of Defense Management (GSDM) has implemented a program in military entrepreneurship to teach students how to apply entrepreneurial ways to achieve military innovation. An Innovation
Design certificate that will include one course from each of these three groups and a capstone innovation project that aims to get student innovations into early adoption is being developed

**Emerging Technologies: Education for the Future Defense Environment**

NPS is designing and offering programs at the leading edge of technologies critical for national defense. Examples:

*Data Science and Analytics:* While the Department of Operations Research has offered a degree track focused on data science since 2013 and added a new data science graduate certificate program in 2016, there is growing demand for data science and analytics education and research throughout DOD. Few organizations in the world collect more data than the DOD across disparate domains, including intelligence, oceanography, personnel, logistics, cybersecurity, meteorology, acquisition, and command and control, to name a few. Successful navigation of this data remains a critical challenge to U.S. national security. The NPS strategic plan called for increased interdisciplinary attention to data science and NPS formed the Data Science and Analytics Group (DSAG) in 2018. The DSAG will coordinate and focus the unique faculty talent, student population, infrastructure, relationships, and geography of NPS to provide an educational platform, research program, and advisory service to organizations within the DON and DOD that seek to make better decisions through data science. DSAG now enables NPS faculty and students to transcend traditional academic boundaries to better provide education, research, and advising across the DOD in this critical area.

*Intelligent Systems:* The NPS Strategic Plan called for increased attention to artificial intelligence (AI) and autonomous systems. One response has been the establishment a cross-campus Consortium for Intelligent Systems Education and Research (CISER). CISER supports the strategic objectives and diverse missions of the DON and DOD in AI, machine learning, and
data science and analytics by fusing the long traditions of NPS in computer science, operations research, data science, modeling, and simulation. CISER also provides a DOD-wide community of interest to exchange education products and research results. In 2019, CISER created a lecture series course introducing AI to non-specialists, Harnessing AI (CS4000), with 20 lectures by faculty specialists surveying all aspects of AI. An AI certificate program, offered through the CS department, is planned for 2020.

**Modeling and Simulation**: NPS has long had a robust research program related to Modeling and Simulation (M&S) and has offered M&S certificate education. NPS’s newest M&S program is the Applied Modeling and Simulation in Healthcare (AMSH) master’s degree, focusing on both the fundamentals of M&S and its broad application to healthcare training. M&S has become a significant part of DOD’s efforts to reduce healthcare costs and to decrease costly medical errors. However, many DOD healthcare professionals, while experts in their fields, lack a working knowledge of M&S foundations. Such knowledge would optimize the training and education of healthcare professionals and minimize medical errors. The AMSH is the first and only program in the U.S. that focuses specifically on the M&S needs of DOD healthcare professionals. The program combines the expertise of NPS and Uniformed Services University in Health Sciences (USUHS) faculty, blending courses from both institutions. This program aligns with both the SECNAV’s vision of collaborating with other DOD universities and the NPS Strategic plan and mission.

**Cyber Security**: NPS has long been recognized for its leadership in cyber programs, both within the Department of Computer Science (CS) and the Cyber Academic Group (CAG) and cyber education has long been included in resident master’s degrees and programs. The NPS strategic plan called for the increase in cyber education and the further development of cyber education via DL. The Cybersecurity Certificate program, consisting of three certificates, has
been developed to extend cyber education more widely to naval officers, through DL. Each of
the three certificates—Cybersecurity Fundamentals, Cybersecurity Defense, and Cybersecurity
Adversarial Techniques—consists of three specific CS courses, each part of the cybersecurity
and cyber operations specializations regularly offered in the degree program. DL students in
these programs can apply multiple certificates toward a graduate degree. Each course reflects the
critical nature of cybersecurity to the overall naval mission and differentiates the NPS courses
from those offered elsewhere. The audience for the certificates ranges from naval officers,
increasing their understanding of security in cyberspace, the newest warfare domain, to seasoned
civilian engineers, recognizing that cybersecurity is a critical requirement in all modern naval
systems. Within three years, the Cybersecurity Fundamentals certificate has become the largest
individual certificate program at NPS reaching naval students via DL.

**Nuclear Command, Control, and Communications**: The Space Nuclear Command,
Control, and Communications Certificate (NC3) was created for Air Force, initially with
extension to the Navy, for officers to better understand the current state of NC3. The resurgence
of Great Power Competition also creates an increased need to understand nuclear deterrence and
for officers who are well educated in this area. The Space NC3 Certificate supports objectives
corresponding to required space, ground, and classified elements of the US Air Force Global
Strike Command’s strategic nuclear education components. The DL certificate is an
asynchronous education program covering basic orbital mechanics, satellite technology, and
communications fundamentals relevant to U.S. strategic nuclear operations, deterrence, and
assurance.
Reaching the Fleet: Flexible Education Programs to fit the Naval Career

The NPS Strategic Plan included two action items: create more flexibility in residential degree curricula and explore expansion of new programs and modes of delivery. The Navy’s E4S strategy also called for NPS to “create a more flexible education model based on stackable ‘certifications’ and courses that have the potential to be aggregated for graduate degrees along the course of a sea-centric naval career.” NPS is developing and offering flexible programs with different modes and delivery methods designed to fit into naval officers’ career paths. Examples:

**Stackable Certificate Programs:** The stackable certificate model exists in several NPS departments. The Graduate School of Defense Management (GSDM) has developed and deployed a series of certificates, typically containing four courses, to be offered mainly to non-resident students, especially non-resident federal government civilians. The same certificates are available to resident students, from both GSDM and across the university, who seek to augment their NPS education. In conjunction with their certificate initiative, GSDM has also developed a DL Professional MBA (PMBA) degree that can be satisfied by stacking GSDM certificates, including a certificate from another NPS school. In line with trends in higher education, prospective DL students might choose to pursue targeted education initially through a single course or a certificate rather than through a full degree program. The DL PMBA allows these students an option to complete the remaining requirements for a graduate degree at a later time that fits their personal and professional needs.

**One-Year Residency Programs:** Recent Navy policy (Appendix 8.5) calls for at least one year of resident graduate education as a precondition to an officer assuming major command. NPS has responded with a new one-year resident Professional MBA degree (PMBA) to meet the needs of officers who can afford only twelve months away from the fleet. Offered by GSDM,
this degree combines a general core of MBA knowledge combined with the ability to customize with certificate courses from GSDM or from another NPS academic department.

*Low-Residency Programs:* At the behest of the Navy’s Chief Learning Officer (CLO), GSDM has also developed a low residency degree program. This hybrid program requires students to attend classes in residence for three one-week periods each year during a 24-month Executive MBA degree program. This GSDM program pilots the low residency model for NPS.

**Curriculum 2020 Next Steps:**

2020 has been an unexpectedly active year at NPS. In 2018, when NPS proposed the Curriculum 2020 Theme: *Strategically Redesigning the Curricula*, NPS anticipated reviewing and re-designing its curricula in line with its 2018 Strategic Plan. Over the past two years, the E4S study and E4S strategy have shifted the context in which NPS operates. In the near future, NPS will continue to be very active in developing new programs and new program modes to best serve the Navy’s graduate education requirements.

**Theme Two: CLASSROOM 2020: Enhancing Teaching and Learning**

The Classroom 2020 theme encompasses a variety of strategic activities that emphasize innovative and engaged teaching and learning, the integration of educational technologies to enhance instructional effectiveness, and efforts to provide cohesive organizational collaboration, clear priorities, and procedures to ensure quality and continuous improvements in the NPS education programs. Theme Two has four sections:

- Strategic Restructure to Enhance Educational Effectiveness
- Teaching and Learning Commons
- Teaching Initiatives of the Office of Teaching Learning
- Emphasizing Student Transition, Learning, and Academic Success
**Strategic Restructure to Enhance Educational Effectiveness**

In 2017, the NPS faculty and administration identified the need for more cohesive, coordinated, and accessible resources to support faculty in their teaching and learning activities. The Office of the Associate Provost for Graduate Education (OAP-GE), as well as the new Associate Provost for Graduate Education (AP-GE) position, was created in April 2018 to advance the quality of education campus wide. These include promoting continuous improvements; fostering innovation in teaching, learning, and assessment practices; and coordinating and streamlining accessibility to established educational resources and services.

OAP-GE’s vision statement:

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Inspire, Innovate, Shape & Support!
The Office of the Associate Provost for Graduate Education aspires to be a team of visionary educators known for and dedicated to supporting impactful quality education. We inspire and support faculty and students to be leaders for classroom innovation, shaping the future of DoD Education to support fleet-responsive learning through initiatives.
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**Organizing for Continuous Educational Improvements – GEAC:** Under the OAP-GE in 2019, the Office of Teaching and Learning (OTL) and Center for Educational Design, Development and Distribution (CED3) were brought together to form the Graduate Education Advancement Center (GEAC), which better aligns resources and facilitates collaboration to improve education and to support the programmatic outreach efforts in the strategic plan. (CFRs 4.4, 4.6, 4.7)

**Educational Research to Enhance Educational Effectiveness:** In 2019, the OAP-GE teamed with the Graduate Writing Center (GWC) to examine internal academic and instructional resources as well as the types of academic resources provided by other universities. Research focused on the scope of current NPS programs and resources for faculty and students; the different types of data available to inform educational decisions and priorities; and identified the
types of services, specific educational technologies, and capabilities of educational centers that support learning and instruction at comparable institutions. Recommendations went to faculty, staff, and administrators in a series of reports (Appendix 8.6). For this effort, the OAP-GE surveyed NPS faculty about the integration of pedagogy and technology resulting in GEAC’s initiative to identify research opportunities through federal grants, Department of Navy (DON) sponsorship, and industry collaborations. (CFRs 2.10, 4.2)

**The Teaching and Learning Commons (TLC)**

The TLC was established “to enhance the quality of NPS teaching and learning for residential and distance-learning programs through collaborations that create distinctive and effective learning experiences” which aligns with “Educational Improvement” actions specified in the NPS strategic plan. The TLC is a collaborative effort co-directed by the AP-GE (lead director), University Librarian, and Chief Information Officer to unify teaching, learning, and technical efforts for the benefit of faculty and students.

The TLC’s activities are supported by GEAC, the Dudley Knox Library (DKL), the GWC, the Thesis Processing Office (TPO), and the Information Technology and Communications Services (ITACS). Matrixed teams include representatives from these organizations to align necessary resources for teaching, learning, and instructional technology projects that support resident and DL programs. The TLC maintains partnerships across NPS to support innovative learning initiatives and serves as a bridge between NPS academic units and external sponsors to promote educational research, learning space enhancements, and technology-enabled education and training. The TLC intends to serve as a single face to external partners in government, industry, and academia for innovative educational initiatives that support multiple NPS schools. To support a community of practice where faculty and students share
promising practices and challenges in teaching and learning, the TLC has conducted a series of open forums.

To date, the TLC has undertaken three key campus-wide initiatives:

1. The Classroom of the Future Initiative (FLEx spaces)
2. TLC Mini Grants
3. Distributed Learning Quality Initiative

The Classroom of the Future (CoF) Initiative: The CoF initiative advanced the quality of education at NPS by introducing innovative educational technology to foster experiential learning, increase meaningful student engagement, and encourage experimentation with novel methods for teaching and assessments of learning. This initiative involved a phased implementation plan for the design and creation of four newly-equipped and redesigned Flexible Learning Experiences (FLEx spaces).

Phase One: Research. During 2018-19, the TLC leadership team conducted open forums and listening tours with departments. Faculty and student surveys were also administered to identify desired capabilities not currently supported within classrooms. Concurrently, NPS contracted design support for classroom furniture and space configurations to support varied research-based instructional approaches and engage learners in direct instruction. These designs provided an initial framework and flexible configurations within the four FLEx spaces.

Phase Two: Faculty Engagement & Preparation. The CoF team collaborated with representatives from each school to define specific needs and requirements for their FLEx Space to support learner engagement and differentiated instructional activities within a single classroom environment, and to emphasize experiential learning, innovation, and collaborative problem solving. During the pilot phase, faculty explored instructional opportunities and the range of learning activities that are supported by new classroom capabilities. Resources for
course development and technology and pedagogy integration to align course outcomes with instructional methods and assessments of learning accompanied the new spaces.

*Phase Three: FLEEx Spaces Implementation.* The new FLEEx Spaces were available for instruction at the beginning of winter 2020. The FLEEx spaces support team developed training and support for early adopters. It also solicited faculty and student feedback and observations about the FLEEx space capabilities and perceptions about their effectiveness in supporting cohesive learning experiences, information sharing, discussions, and increasing the immediacy of feedback between peers and between students and instructors. This will inform ongoing faculty resource development and the consideration of additional classroom capabilities to improve learner engagement, the ability to assess teaching and learning, and to iterate feedback improve learning and instruction.

*TLC Mini Grants Initiative:* In parallel to the larger FLEEx Space project, the TLC supported faculty and students in investigating new ideas to enhance learning and instruction using mini grants. The TLC mini-grant program included:

- *Student-centered mini grants* for resources that foster significant learning experiences that reinforce and integrate important skills and competencies in support of courses and applied learning.
- *Travel mini grants* for faculty and faculty-student team travel focused on enriching both teaching and learning experiences.
- *International student focused mini grants* for resources or experiences that foster greater relevance, personalization, collaboration, student engagement, and effective teaching directly impacting teaching and learning involving international students.
- *Instructional mini grants* for faculty interested in experimenting with new pedagogy and tools.

Faculty and students have responded positively to the mini grants and the TLC has used this feedback to improve institutional decision-making.

*The Distance Learning Quality Initiative (DLQI):* From 2012 to 2019, the number of DL courses offered increased by 21%, from 168 to 204. By 2019, NPS was offering 23% of its
degree programs in DL formats and 70% of its certificate programs through DL. By 2020, 43% of students took one or more DL classes, 32% of NPS graduates had only DL experiences, and 37% of faculty taught one or more DL courses. Given the magnitude of DL course offering and growing emphasis on DL quality, TLC is prioritizing improving distance learning quality for FY20-FY21.

The DLQI will focus on course-level improvements during FY20 and degree/certificate program improvements for FY21. The primary goal is to develop robust orientation and training and course assessment tools for individual NPS faculty that incorporate accreditation standards, best practices, and available technologies to promote teaching and learning excellence. Applying the lessons learned from phase one, the second phase will concentrate on DL quality at the degree/certificate program level. Initially, the TLC strategy will work with selected faculty and Academic Associates to help them share knowledge. The DLQI prioritizes DL students’ academic experiences while indirectly enhancing resident student experiences. (CFRs 4.3, 4.4, 4.5, 4.6, 4.7)

**Teaching Initiatives from the Office of Teaching and Learning (OTL)**

The alignment of the OTL within the GEAC and the TLC offers opportunities to better serve faculty through collaboration and strategic coordination of resources and services. OTL efforts maintain quality courses and expand the application of effective practices for teaching and learning, promoting knowledge integration and more cohesive learning experiences. The following programs, designed and provided through OTL, support Classroom 2020:

**Promoting Excellence in Teaching to Advance Learning (PETAL):** The NPS PETAL Program has provided education, coaching, and a variety of resources for faculty to develop cohesive courses and to expand their repertoire of teaching, learning, and assessment practices
for the past twelve years. Voluntary participation in PETAL programs and services remains widespread. New programs, aligned with faculty needs and interests, have been regularly introduced, including opportunities for large/small group interactions as well as individualized and directed studies. OTL works developmentally with faculty across all stages of their academic careers, providing ongoing professional resources for 70% of the teaching faculty. (CFRs 2.3, 2.4, 2.5)

Starting in 2017, the Provost approved the introduction of two annual fellowship programs to develop learning communities campus wide and to promote teaching as a scholarly activity. These programs expanded the outreach of PETAL through the development of faculty instructional leaders for the continuous improvement of teaching and learning within departments. (CFRs 2.8, 2.9)

The Teaching Fellows Program (TFP): The Teaching Fellows Program involves newer faculty in a community of practice. Group and individual interactions foster collegial support and provide opportunities for learning and reflection. During this year-long program, participants develop instructional competencies and apply learning theory and evidence-based practices to build their classroom confidence and to cultivate scholarly teaching. This program is open to all faculty, tenure- or non-tenure-track and military faculty, emphasizing participation of faculty who have been at NPS between one and eight years. Since its introduction in 2018, 25 faculty have been selected for TFP.

Learning, Education, and Assessment Fellows (LEAF): The Learning, Education, and Assessment Fellows Program (LEAF) is a one-year fellowship that supports experienced faculty to lead efforts that foster a strong teaching culture at NPS. Senior faculty build learning communities within their departments and lead efforts to address teaching and learning challenges that advances learning and the educational goals of the department. Since 2018, eight
faculty have submitted proposals to lead instructional improvement teams within their
departments; four LEAF Fellows have been selected.

**COMPASS New Faculty Orientation:** NPS welcomes new faculty throughout the
academic year. The OTL, in collaboration with institutional academic support units and
academic leaders, has sponsored an annual COMPASS New Faculty Orientation program in
various formats since 2008. COMPASS enhances the departmental orientation programs
provided for new faculty and introduces faculty to important campus resources that support
successful teaching and learning in resident and DL courses. Because participants have
recommended that COMPASS orientation materials and resources be made available online
throughout the year, OTL and TLC have recorded all COMPASS orientation topics, with
sessions archived on the TLC website and accessible for faculty throughout the year. (CFR 3.3)

**Emphasizing Student Transition, Learning, and Academic Success**

In support of the Classroom 2020 program, the Graduate Writing Center (GWC) and
Dudley Knox Library (DKL) have developed a number of programs to support student success.
GWC/DKL provide all students with an overview of graduate-level research and writing,
workshops, online self-study resources, and one-to-one consultations. These resources are
designed to help students successfully transition back into academia; become active and
reflective learners; and develop critical thinking, research, and communication skills that will
serve them well throughout their careers. (CFRs 2.10, 2.13)

**Foundations of Academic Writing:** This mandatory workshop includes four presentations
covering the norms, purpose, and expectations of academic writing. New students learn how to
balance source material with original thought and attribution norms and rules related to
attribution; critical steps in the writing process that help students better manage their time and produce stronger work; and an introduction to human subjects research guidelines.

**Workshops:** Each quarter, the GWC and DKL offer 25–30 different workshops covering topics such as writing mechanics, presentations, research, active reading, argumentation, developing research questions, executive summaries, technical writing, literature reviews, and writing about graphics. Approximately 15 workshops and resource orientations have been adapted to specific NPS academic disciplines and are offered in resident and DL courses.

**Online Resources:** The GWC has so far recorded 17 workshop recordings and online self-paced learning modules, while its Writing Resources website offers many more videos and handouts. The GWC, DKL, and TPO provide additional short videos on how to use various resources and navigate NPS software and processes. All three organizations provide robust online and one-to-one support on attribution principles, citation formatting, and the use of citation-management software.

**Coaching:** The GWC, DKL, and TPO all provide one-to-one coaching to students. Approximately 77% of resident students and 7% of DL students take advantage of one-to-one writing coaching from a dozen professional GWC coaches. Coaches work closely with NPS faculty to build students’ writing, research, critical thinking, and learning skills through pre-conference draft review, tailored approaches and resources, guided conversations, and instruction. They refer students to faculty for discipline-specific feedback on content. While reference librarians support students and faculty across NPS, they also serve as liaisons to each school, center, institute, or curriculum to provide more tailored research support. Thesis processors hold approximately 350 in-person sessions and many email and phone conversations per quarter, to help students produce publication-ready theses, capstone reports, and dissertations.
Classroom 2020 Next steps:

NPS constantly seeks to advance the quality of education by promoting effective pedagogical practices and leading a conceptual shift from educator-centric to learner-centric culture. The partnership between major stakeholders supporting instruction and student learning has catalyzed a teaching and learning culture focused on active and collaborative instruction to encourage student engagement. As NPS continues to explore ways to support the mission of educational leadership and the NPS Strategic Plan, our efforts will focus on ensuring cutting-edge graduate education delivery methods and institutional readiness for the changing circumstances surrounding teaching, learning, and assessment.

Theme Three: COLLEAGUES 2020: Strengthening the Faculty

Our third theme is focused on the NPS faculty. Composed of approximately 225 tenure-track and 350 teaching and research faculty, the quality and dedication of the NPS faculty is essential to providing the most focused and relevant educational and research experience to students. To that end, NPS has developed new programs and processes to further strengthen the faculty, all while continuing and expanding on existing efforts. The Colleagues 2020 Theme is divided into four sections:

- Recruitment: Efforts to ensure the best potential faculty are being recruited
- Development: Programs for developing existing faculty
- Retention: Efforts to improve the retention of faculty
- Engagement: The expanded roles and increased engagement of the faculty

Faculty Recruitment:

Recruitment of the best qualified faculty is essential to the performance of the NPS mission. Yet, because of NPS’s focus on educating Navy and other military officers, NPS, as an institution of graduate education, may not be understood or even well-known to potential faculty
members, especially newly minted PhDs on the job market. To improve efforts at faculty recruitment, NPS has continued and expanded several programs.

**Recruitment Incentives:** NPS offers recruitment incentives to new faculty members. For highly competitive fields, NPS can offer a hiring incentive up to 25% of proposed salary. Additionally, all tenure-track faculty are eligible for full reimbursement of their moving expenses. This allows NPS to compete nationally and even internationally for the best faculty. (CFR 2.1)

**Student Loan Repayments:** In 2018, NPS initiated a student loan repayment program. This program allows for all NPS employees, including faculty, to apply for up to $10,000 per year for 6 years of student loan repayments if all eligibility requirements are met and budgets allow. This important incentive not only recruits but retains the best faculty. In the past year, about half a dozen employees have participated in this program. (CFR 2.1)

**Postdoctoral Faculty:** One way to recruit the best faculty is through the use of postdoctoral programs. Through these programs, both recent Ph.D. graduates and an academic department can evaluate each other with minimal risk. Traditionally at NPS, most postdocs have come through the National Research Council (NRC). Following the 2012 Inspector General review, the use of NRC postdocs was restricted for several years until critical authorities were restored in 2018. Additionally, NPS has begun utilizing the federal government’s volunteer program to maximize the number of academic colleagues from other institutions that who come to campus for significant periods of time, which builds collaborations and identifies potential faculty recruits. (CFR 3.1)

**Diversity:** Issues of diversity and inclusion are important to any institution, and NPS is no different. To best achieve NPS’s mission, the best faculty must be recruited from every demographic category without bias or prejudice. If potential faculty from certain demographics,
for whatever reason (lack of applications, government hiring process, etc.) do not come to NPS, then NPS cannot offer the best possible education to its students. In 2018, NPS established the Inclusion and Diversity Council (IDC) made up of both faculty and staff. Its mission is to analyze diversity and inclusion issues and make recommendations to NPS leadership on how to improve. To date, the IDC has studied several discreet concerns, including the relationship between gender and pay and the diversity of committee membership and chairs. The ongoing efforts of the IDC, and NPS’s commitment to be inclusive and diverse, will be an important element in recruiting the best possible faculty. (CFR 1.4)

Permanent Military Professors and Military Faculty: While NPS hires primarily civilian faculty for teaching and research, NPS also benefits from a professional cadre of military faculty. Permanent Military Professors (PMPs) are an invaluable asset because not only do these officers have both the military operational experience relevant to the students and their research, they also hold PhDs in appropriate and relevant disciplines, thereby bridging academia and the military. PMPs are dedicated to the academic mission of the Navy and serve at NPS for the remainder of their careers, often 10-12 years. As of 2020, NPS had a total of four PMPs, but efforts are underway to substantially increase this number to somewhere between 12 and 18 PMPs over the next decade. In addition to the PMPs, NPS also benefits from military faculty members who do not necessarily have a PhD and serve short tours at NPS, yet still connect NPS to the Navy and military requirements driving our students and their research. (CFRs 1.4, 2.1)

Faculty Development:

Faculty development is particularly important and sometimes challenging to NPS because of its unique mission. Most faculty come from traditional civilian academic institutions and have little to no background with or knowledge about the military. Yet, they must not only be experts
in their disciplines, they must also make their teaching relevant to the students as well as the needs of their sponsoring commands. Additionally, tenure-track and research faculty are expected to and rewarded for conducting their research and scholarship in a way that either directly supports a defense community sponsor or is broadly applicable to the educational requirements of the students from that community. Because of these unique challenges, NPS has undertaken a range of programs to aid in faculty development, both as traditional academic scholars as well as scholars doing work for the Navy and larger defense community.

Mentorship: Mentorship is a key component of faculty development. To date, NPS has had a fairly decentralized mentorship program in each school and department. Mentorship is also a component in tenure and promotion packages. In 2019, the Faculty Council began to study the practice of mentorship; a committee was formed and will issue their report later in 2020. (CFR 3.1)

Sabbaticals: For tenured faculty, sabbaticals are an important program to reinvigorate faculty research and explore new directions, like at any other university. At NPS, starting in 2018-2019, support for sabbaticals increased from five to six months to better correspond to the NPS work/labor/teaching calendar. This continues to be a robust program, supporting somewhere between five and eight faculty members per year. Faculty apply for sabbaticals and a committee of peers judges the applications. NPS is also initiating a new program for faculty to take their sabbaticals at sister Navy schools (Naval Academy, Naval War College, and Marine Corps University) to improve connectivity and collaboration. (CFR 2.8)

Copyright: As employees of the federal government, NPS faculty previously were unable to hold copyright for their scholarly work, unless the work was done completely outside of NPS time and without any NPS resources. For almost all the disciplines represented at NPS, this restriction on copyright has often been a barrier to getting work published as potential publishers
had to assume some risk that other publishers would reprint the material after the initial
publishers had spent their own resources preparing it. The 2020 National Defense Authorization
Act (NDAA) relaxed this prohibition against controlling copyright, which is a positive change
removing this barrier for NPS scholars. (CFR 1.3)

**Research Initiation Program:** For tenure-track faculty, the NPS budgeting model covers
salary for the academic year, during which faculty are generally expected to teach four classes,
advise theses, and engage in service. Tenure-track faculty are usually expected to cover their
“fourth quarter” with reimbursable research performed at NPS but for outside, usually DOD or
Navy, sponsors. For new faculty, this expectation that they will be responsible for covering their
fourth quarter can be daunting at worst and stressful at best. To assist new faculty, NPS has long
had the Research Initiation Program (RIP) that covers the fourth quarter for the first two years,
designed to provide new faculty members the time to work with potential sponsors and submit
proposals. In the past few years, RIP has become more standardized in terms of the additional
non-labor assistance given to faculty to support equipment purchases and travel. This program is
important in recruitment efforts as well as development of new faculty, giving them time and
resources with which to engage with sponsors. In order to compete with other graduate research
institutions, NPS must continue to have the ability to offer competitive startup packages. (CFR
2.8)

**Faculty Familiarization Tours:** Faculty at NPS are expected to be scholars and experts in
their academic discipline as well as work on projects and scholarship relevant to the defense
community. Most academics (except perhaps those with prior military experience) who come to
NPS have little familiarity with the military or how it operates. To date, several disparate
programs exist across NPS to better familiarize faculty with the military. At the lower levels,
academic departments often take small cohorts to meet with major student or research sponsors.
At the institutional level, there are occasional ad hoc opportunities for familiarization, such as spending a couple of days on an aircraft carrier at sea. Moving forward, NPS hopes to offer a more robust set of faculty “familiarization tours” so that there will be regular, recurring, and broadly available opportunities for all faculty to learn more about the military. (CFRs 2.9, 3.1)

**Industry Partners:** NPS sits at an intersection of the military and higher education but looks to add another dimension: industry partners. Because of the technical components of much NPS research (AI, data science, virtual modeling, additive manufacturing, unmanned vehicles, satellites, etc.), in addition to its close proximity to Silicon Valley, NPS is actively seeking to increase its industry partnerships in various forms. The newly established Emerging Technologies Consortium is working to bring in the newest technologies for students and faculty to explore in their research. It also coordinates student internships at industry firms and works to build public-private research institutes to allow NPS faculty to patent and license their work for industry partners to use in turn.

**Faculty Retention:**

NPS also faces challenges in retaining the best faculty, especially given the relatively low pay ceiling compared to other academic institutions and the market demand for top faculty in many disciplines. In an effort to retain faculty, even with these constraints, NPS has enacted the following programs. (CFR 3.1)

**Salary Cap Relief:** NPS, along with other DON educational institutions, is seeking pay cap relief to recognize and retain the most distinguished faculty members. In the E4S strategy, Navy leadership for competitive civilian faculty compensation for the most senior and distinguished professors. To better retain junior faculty, NPS has adopted a practice of limiting
the number of performance steps for senior faculty already at the pay cap to shift more steps to junior faculty who would benefit more. (CFR 3.1)

Awards and Recognition: To recognize and celebrate the best faculty at NPS, several campus-wide awards are given, most of which include a financial component. The Schieffelin Award recognizes excellence in teaching; the Hamming Teaching Award recognizes excellence in teaching, student thesis advising, and student education beyond the classroom; the Hamming Interdisciplinary Award recognizes innovative interdisciplinary work; and the Menneken Awards recognize a junior and senior faculty member for excellence in research. In the future, NPS hopes to engage with potential donors for additional awards for mentorship, inclusion, pedagogical innovation, and perhaps others. These awards are open to all faculty; other awards are available at the academic unit level. These awards are important for recognizing and celebrating the best of the faculty at NPS. Additionally, NPS confers the honorary title of “Distinguished Professor” in recognition of meritorious scholarly accomplishments and sustained, significant contributions to their fields of expertise. Approximately twenty faculty members currently hold this title. (CFR 2.8)

Inclusion and Diversity: The NPS Inclusion and Diversity Council, described earlier in terms of recruiting the best diverse faculty, is also an important effort for retention. For all faculty, regardless of demographic or other forms of diverseness, inclusion at every level matters. By creating a more inclusive workplace where all voices and views are heard, NPS will be better positioned to retain faculty who might otherwise feel marginalized in decision-making processes. (CFR 1.4)

Bonuses: For pay and promotions, NPS tenure-track faculty quickly reach the government mandated pay caps. After the 2012 IG report, retention bonuses were severely curtailed for faculty. In recent years, however, NPS faculty have become eligible for yearly
performance-based monetary awards. Faculty have always been eligible for within-year awards that recognize specific accomplishments during the course of the year (Special Act and Spot Awards), which have been awarded in greater numbers and with more consistency across campus. (CFR 2.8)

**Endowed Chairs:** To recognize, reward, and retain the most esteemed faculty, NPS is pursuing the creation of endowed, named chairs within the academic units, much like other academic institutions do. These endowed chairs could provide funds to support additional research time. (CFR 2.8)

**Emeritus Faculty:** Lastly, NPS values its retired faculty members and seeks to continue to benefit from them. Like many other institutions, NPS grants the most distinguished of its faculty the title of emeritus or emerita upon retirement. Additionally, NPS runs a robust government volunteer program, primarily for retired faculty, whereby they can continue to serve NPS and the students after retirement. (CFR 3.1)

**Faculty Roles and Engagement:**

Since the last accreditation visit, NPS has deliberately reviewed and updated the various faculty positions, their formal descriptions, and their roles.

**Faculty Positions:** Following the 2012 Navy Inspector General report, NPS first turned to the DOD Instruction on Civilian Faculty Positions as a basis for roles and position descriptions. This Instruction defined faculty positions within the DOD to be consistent with other academic institutions. These roles and descriptions for faculty within DOD educational institutions were reaffirmed in January 2020 by an updated, but not substantively changed, instruction (Appendix 8.7). Importantly, this Instruction states that “titles and duties of civilian faculty positions should be comparable to those of other federal and non-federal academic institutions for the DoD to
remain competitive”, and that “all civilian faculty are expected to do scholarly work, research and write, publish, review works of others, or do other academic activities that are integral to the continuing professional development of civilian faculty.” (CFR 3.1)

**Position Descriptions:** Also, as a direct result of the IG report, NPS worked with Navy human resources officers to rewrite the HR Position Descriptions (PDs) to describe all faculty ranks consistent with the DOD Instruction. There had been concerns that personnel had been improperly placed in the wrong faculty position or had been placed in a faculty position instead of a staff position. To mitigate these potential problems, NPS has adopted a Position Description Addendum form which requires supervisors to justify faculty positions based on the expected allocation of time spent on appropriate faculty activities and duties. (CFR 3.2)

**Pink Book:** In 2015, the NPS “Pink Book” (NPS Policy Regarding Appointment, Promotion, Salary, and Tenure of Office of the Civilian Members of the Faculty) was modified to reflect the faculty position updates and was signed by the Assistant Secretary of the Navy (Manpower). Additionally, after faculty-led revisions, NPS issued a new version of the Faculty Handbook in 2016 to reflect these updated faculty positions and clarify some ambiguous sections. The Faculty Handbook was updated again in 2020. (CFR 2.9, 3.2)

**Governance:** The NPS faculty have also taken on an increased role in terms of campus and administrative governance. For example, the Provost and President are now expected participants in every Faculty Council meeting, there was strong faculty participation on the teams created to address all faculty issues after the 2012 IG report. Continuing today, nearly all campus meetings about strategy, resources, programs, budgets, and other administrative issues include faculty representation. (CFR 3.10, 4.6)

**New Leadership Positions for Faculty:** In 2018, two new associate provost positions (for faculty affairs and for graduate education) were created and both are filled by tenured faculty
members. One explicit goal of these new positions was to create more opportunities for faculty leadership within the NPS administration. (CFR 3.10)

**Colleagues 2020 Next Steps:**

Overall, NPS continues to support and develop the best possible faculty to execute the unique mission of NPS. NPS has faced, and will continue to face, obstacles as described above. Yet, through a continued emphasis on faculty development, a commitment to recruit from the best talent, the support and expansion of existing programs, and the creation of new programs, NPS is well-situated to continue its record of faculty excellence.
CONCLUSIONS: REFLECTIONS AND PLANS

As we complete and submit our Institutional Report, we note this moment culminates three years’ attention to our reaffirmation of accreditation effort and value how this process has improved and advanced NPS’s academic programs. In 2017, NPS was asked to join the first universities to follow the Thematic Pathways for Reaffirmation (TPR) approach – The Pioneers. WSCUC accepted our three Themes for structuring our accreditation review in 2018. These Themes have guided both our improvement efforts and the structure of this Component 8 in this Report. In parallel, we have reviewed NPS academic programs and operations using the WSCUC Standards and Criteria for Review (Component 2). Although our Report narrative touches little on the Standards/CFR, this parallel CFR review has been equally valuable, providing the opportunity for self-assessment and improvement of our programs, operations, and processes, both business and academic.

In this final section of our Institutional Report, we offer a few reflections on the context in which NPS has conducted its accreditation review and highlight plans for further development along our Themes.

Reflections:

Our reaccreditation self-study and review, and our efforts along our TPR Themes, have occurred in NPS’s larger operational context: Education for Seapower (E4S), Naval Inspector General (IG) Inspection, and the Review and Assessment Program (RAP).
The Impact of Education for Seapower (E4S): E4S has been well-described throughout our Institutional Report (Component 1; Component 8 – Theme 1), but the impact on NPS has been substantial and bears repeating. The E4S Study resulted in recommendations that have had impacts across the whole Naval Education domain, including the establishment of the Naval Education Enterprise (NEE) and the Naval University System (NUS), and reorganized NPS within the Navy. The follow-on E4S Strategy proposed and initiated a range of strategic and program changes across the NEE/NUS, leading directly to a review and refocusing of NPS’s mission. Our review of the Standards and CFRs has been conducted through the lens of E4S, which has influenced the governance, stakeholders, oversight, mission, and programs at NPS (CFR 1.5, 3.9, 4.5, 4.6)

These changes will continue to influence NPS going forward. NPS expects to work with Navy leadership (CLO/N7) toward further re-focusing of NPS’s mission and education and research programs. CLO/N7 continues to review and discuss NPS’s curricula offerings and their alignment with future Naval needs in the context of the NEE/NUS.

The Parallel Review: Naval Inspector General (IG) Inspection: While little mentioned in our narrative report, during the past two years, concurrent with our preparation for our WSCUC reaccreditation, NPS has also been engaged in review, self-study, improvement, and preparation for an institutional Inspection by the Naval Inspector General. These IG inspections are conducted periodically, most recently in 2012 and 2016. The IG performs a comprehensive inspection of NPS to assess compliance, effectiveness, and risk. While the IG inspection dominantly focuses on the functioning and operations of NPS as a federal entity rather than an academic institution, the two parallel review processes overlap. The IG inspection process assesses NPS’s accomplishment of its mission, which includes NPS’s core education and research programs. Like accreditation, the IG inspection is a self-study and self-improvement
process concerned with all areas of NPS, with the intent of improving NPS’s operations both as a university and as a Navy command. (CFR 1.7)

The IG inspection is scheduled for late October 2020, the same month as our WSCUC review. In preparation for the IG inspection, NPS has been conducting two parallel internal review and self-assessment processes: The Command Assessment Board (CAB) and the Academic Command Assessment Board (ACAB). The CAB is a governance forum where NPS managers and leaders examine key business processes, assess risks, and make recommendations to achieve greater efficiencies. The CAB is an integrated effort for continuous performance monitoring to ensure accountability and assess and manage risks. This process reviews NPS’s core business processes and program self-assessments, assessing them for both compliance and effectiveness and making recommendations for greater efficiency and risk reduction. Analogously, the Academic Command Assessment Board is an academic governance forum where NPS academic leadership examines NPS’s performance in accomplishing its stated Mission and Functions. (CFR 1.7, 4.1, 4.3, 4.6)

The Value of the Review and Assessment Program (RAP): NPS’s 2010-2011 WSCUC reaffirmation review focused on “Educational Effectiveness.” NPS used that prior reaccreditation effort as an opportunity to document, examine, and improve its institutional and campus-wide policies and practices devoted to strengthening its academic programs, resulting in the Review and Assessment Program (RAP) framework. A summary table of the RAP framework is in Appendix 1.9. The RAP continues to serve NPS well as a framework for review, assessment, and assurance of high-quality, effective programs. The RAP framework drives NPS’s attention to practices that contribute to NPS’s compliance with the WSCUC standards and CFRs, particularly Standard 2: Achieving Educational Objectives Through Core Functions. (CFR 2.4, 2.6, 4.1)
RAP has been in the background throughout this 2020 reaccreditation process, and we continue to improve RAP practices. This short list of recent major improvements to RAP all resulted from substantive faculty-administration collaboration toward improved practices:

- **Institutional Learning Objectives:** Campus review of NPS’s ILOs, and alignment of program objectives with ILOs. (CFR 2.3)

- **Capstone Assessment:** All NPS master’s programs require a thesis or equivalent. NPS-wide capstone assessment was initiated in 2010, with two subsequent reviews and improvement of the Capstone Assessment process in years since. (CFRs 2.6, 4.1)

- **Course Evaluation Forms:** Conducted as clean-sheet review of NPS’s process of student-based evaluation of courses and instruction. Designed to adopt best practices and result in more useful evaluations, this review resulted in the first substantive change in course evaluations in decades. Course evaluations are now designed to provide information on student learning in courses. (CFR 2.6)

- **Grading Standards and Practices:** Campus-wide review of grading standards and practices. Resulted in an articulation of grade standards in NPS’s Academic Policy Manual. (CFRs 2.2b, 4.4)

- **Curriculum Review:** The “Curriculum Review” is an NPS signature process for improving the curricula. Biennially, each NPS master’s curriculum is reviewed in partnership with flag-level curriculum sponsors. Educational Skills Requirements (ESRs) and individual courses are reviewed, revised, and updated to meet current educational requirements. (CFR 2.4, 4.1, 4.3, 4.5)

**Future Plans:**

The Themes-based approach to reaffirmation has allowed NPS to directly support the NPS strategic plan (see Component 8). Although much has been accomplished in the past two years, NPS’s efforts along our Themes will continue. We briefly note some specific next steps for continuing advancement of our Themes.
Theme 1: Strategically Redesigning the Curricula:

Relevant Curricula: As discussed in Theme 1 of this report and guided by its 2018 strategic plan, NPS has been redesigning its curricula, in both content and modality, to provide educational experiences to best serve the current and future officer corps of the Navy and sister services. This effort will continue and perhaps increase. Going forward, the E4S strategy and NPS’s revised mission statement will most strongly influence the evolution of the curriculum. In 2020, NPS will adapt an existing distance learning program to a “low-residency” program to better engage students in learning activities. Other projected developments include the increased incorporation of strategy, technical and warfighting topics, and classified content in curricula serving the Navy Unrestricted Line communities. (CFR 4.7)

Relevant Research Opportunities: Active research engagement through theses and capstone projects is a critical component of the NPS educational experience. Here, student success is linked to faculty success. NPS is engaged in a range of new initiatives designed to improve the research experience of students through development of research opportunities in government and industry that will connect faculty and student research programs to key defense-relevant problems and technologies. One highlight of the effort is the further development of the Naval Research Program (NRP), designed specifically to link NPS faculty and students to operational problems of high interest to the Fleet. (CFRs 2.8, 4.3)

Theme 2: Enhancing Teaching and Learning

Faculty Professional Resources and Education Program (PREP): Newly initiated, PREP will make a comprehensive, online set of resources and access to training plans and programs continuously available to faculty. Tailored to individuals, PREP training plans will emphasize
NPS educational resources and best practices to advance teaching and learning. PREP will continue and extend the efforts of the Teaching Learning Commons (TLC) and the COMPASS faculty support program discussed in Theme 2. PREP will provide support for faculty in areas including the Research initiation Program (RIP), student advising, IRB protocol, sponsored research, accreditation activities, faculty policies, as well as training in the use of NPS organizational systems and processes. (CFRs 1.2, 2.8, 2.9, 3.3, 4.3)

**Technology and Teaching:** While NPS has been significantly involved in distance learning for over two decades, COVID-19 has provided a catalyst for widespread faculty interest in the interaction of technology and teaching. NPS will continue to enhance quality and support for instructional faculty to integrate educational technologies with flexible teaching methods to support resident, DL, hybrid, and blended instructional platforms. We are currently examining blended learning tools and strategies we expect to implement during the Fall of 2020 and identifying the longer-term practices that will provide a foundation for the “new normal.” Important considerations include identifying a suite of tools and resources that meet the needs of both faculty and students. Adoption of, and support for, new technologies and pedagogy will directly involve both faculty and students. (CFR 3.5)

**Theme 3: Strengthening the Faculty:**

**Inclusion and Diversity:** NPS’s Inclusion and Diversity Council (IDC), is highlighting, studying, and promoting increased inclusion and diversity at NPS. Inclusion and diversity clearly extends beyond NPS. Recent nation-wide events have only served to reinforce the need for increased attention and action to diversity matters within the DoN and Navy and at NPS. The Secretary of Defense, the Chief of Naval Operations, and other national leaders have spoken
strongly about the need for and benefits of a diverse workforce in the military services, one that reflects our national population. The NPS president has similarly spoken on the importance of diversity at NPS and has initiated a campus-wide conversation. Going forward, NPS will redouble efforts to make inclusion and diversity a campus priority. (CFRs 1.4, 2.10)

Final Comment:

NPS is an enthusiast for accreditation. We understand and appreciate the value of accreditation as an institution-level peer review process, and we fully support WSCUC’s approach to accreditation as a means and an opportunity for institutional self-assessment and self-improvement. NPS has been granted the opportunity to be in the first set of institutions seeking reaffirmation following the TPR approach, and we believe TPR has worked well for NPS. TPR has provided the opportunity and the motivation for NPS to focus attention on initiatives of high value and importance to us, initiatives that have been both directly beneficial to NPS academic programs and supportive of NPS’s strategic advancement.

We look forward to the next steps in the reaffirmation process. We welcome, and stand by to assist, WSCUC and the review team through the upcoming review visit.