

U.S. DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

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NATIONAL ADVISORY COMMITTEE ON
INSTITUTIONAL QUALITY AND INTEGRITY

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MEETING

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THURSDAY
JULY 30, 2020

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The Advisory Committee met via Video
Teleconference at 9:00 a.m., Arthur E. Keiser,
Chair, presiding.

ADVISORY COMMITTEE MEMBERS PRESENT:

DR. ARTHUR E. KEISER, Chair, Chancellor and CEO,
Keiser University
DR. KATHLEEN SULLIVAN ALIOTO, Strategic Advisor,
Fundraiser and Consultant
DR. RONNIE L. BOOTH, President Emeritus, Tri-
County Technical College
DR. WALLACE E. BOSTON, President, American
Public University System, Inc.
MS. AMANDA DELEKTA, Student Member, Michigan
State University College of Law
DR. JILL DERBY, Senior Consultant, Association
of Governing Boards of Universities and
Colleges
DR. DAVID A. EUBANKS, Assistant Vice President
for Assessment and Institutional
Effectiveness, Furman University

DR. GEORGE T. FRENCH, JR., President, Clark
Atlanta University
DR. PAUL J. LeBLANC, President, Southern New
Hampshire University
DR. D. MICHAEL LINDSAY, President, Gordon
College
MS. ANNE NEAL, Senior Fellow of American Council
of Trustees and Alumni and President, National
Association for Olmsted Parks
MR. RICHARD F. O'DONNELL, Founder and CEO,
Skills Fund
DR. MARY ELLEN PETRISKO, Education Consultant
DR. CLAUDE O. PRESSNELL, JR., President,
Tennessee Independent Colleges and
Universities Association
DR. STEVEN VanAUSDLE, President Emeritus, Walla
Walla Community College
RALPH WOLFF, J.D., The Quality Assurance Commons
for Higher and Postsecondary Education

DEPARTMENT OF EDUCATION STAFF PRESENT:

DR. GEORGE ALAN SMITH, NACIQI Executive
Director, Designated Federal Official
HERMAN BOUNDS, Director, Accreditation Group
ELIZABETH DAGGETT, Staff Analyst
DR. NICOLE S. HARRIS, Staff Analyst
CHARITY HELTON, Staff Analyst
VALERIE LEFOR, Staff Analyst
REHA MALLORY, Staff Analyst
DONNA MANGOLD, ESQ., Acting Deputy Assistant
General Counsel
DR. STEPHANIE McKISSIC, Staff Analyst
MICHAEL STEIN, Staff Analyst

ACCREDITATION AGENCY REPRESENTATIVES PRESENT:

New York State Board of Regents, State Education
Department, Office of the Professions (Nursing
Education)
RENEE GECSEDI, Associate in Nursing Education
JEANNE-MARIE HAVENER, Associate in Nursing
Education

U.S. Army Command and General Staff College

DR. JIM MARTIN, Dean of Academics

National Intelligence University

J. SCOTT CAMERON, President

JOHN GANNON, Chair, Board of Visitors

TERRENCE MARKIN, Provost

DAVID SMITH, Assistant Provost

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(9:03 a.m.)

DR. SMITH: Thank you. Good morning and welcome, everyone. This is day two of the meeting of the National Advisory Committee on Institutional Quality and Integrity, also known as NACIQI.

My name is George Alan Smith and I'm the Executive Director and Designated Federal Official of NACIQI. NACIQI was established by Section 114 of the Higher Education Act of 1965 as amended, or HEA, and is also governed by provisions of the Federal Advisory Committee Act as amended, or FACA, which set forth standards for the formation and use of advisory committees.

Sections 101 C and 487 C-4 of the HEA and Section 8016 of the Public Health Service Act, 42 USC Section 2966, require the Secretary to publish lists of state approval agencies, national accrediting agencies and state approval and accrediting agencies for programs of nurse education that the Secretary determines to be

1 reliable authorities as to the quality of
2 education provided by the institutions and
3 programs they accredit.

4 Eligibility of the educational
5 institutions and programs for participating in
6 various federal programs requires accreditation
7 by an agency listed by the Secretary.

8 As provided in HEA Section 114, NACIQI
9 advises the Secretary in the discharge of these
10 functions and is also authorized to provide
11 advice regarding the process of eligibility and
12 certification of institutions of higher education
13 for participation in the federal student aid
14 programs authorized under Title IV of the HEA.

15 Further, in addition to these charges
16 NACIQI authorizes academic graduate degrees for
17 federal agencies and institutions.

18 This authorization was provided by
19 letter from the Office of Management and Budget
20 in 1954 and this letter is available on the
21 NACIQI website along with all other records
22 related to NACIQI's deliberations.

1 Thank you again for participating
2 today. And at this point I'll turn the meeting
3 over to our Chairman, Arthur Keiser.

4 CHAIRMAN KEISER: Well good morning,
5 everyone. Welcome to day two. We'd like to
6 begin by having the members of the committee
7 introduce themselves to you.

8 So, we will start with Amanda, our
9 student representative. Amanda, introduce
10 yourself.

11 MS. DELEKTA: Good morning. I am
12 Amanda Delekta and I am a rising 2L student at
13 Michigan State University College of Law.

14 CHAIRMAN KEISER: Anne?

15 MS. NEAL: Anne Neal, Senior Fellow of
16 American Council of Trustees and Alumni.

17 CHAIRMAN KEISER: Claude?

18 VICE CHAIRMAN PRESSNELL: Claude
19 Pressnell, President of the Tennessee Independent
20 Colleges and Universities.

21 CHAIRMAN KEISER: David?

22 DR. EUBANKS: Good morning. David

1 Eubanks at Furman University.

2 CHAIRMAN KEISER: Jill?

3 DR. DERBY: Senior Consultant,
4 Association of Governing Boards of Universities
5 and Colleges, Jill Derby.

6 CHAIRMAN KEISER: Kathleen?

7 DR. ALIOTO: Kathleen Sullivan Alioto,
8 educational advocate for children from birth to
9 five.

10 CHAIRMAN KEISER: Mary Ellen?

11 DR. PETRISKO: Mary Ellen Petrisko,
12 Educational Consultant.

13 CHAIRMAN KEISER: Michael?

14 DR. LINDSAY: Hi, I'm Michael Lindsay.
15 I serve as the President of Gordon College in
16 Boston.

17 CHAIRMAN KEISER: Rick?

18 MR. O'DONNELL: Rick O'Donnell,
19 Education Entrepreneur.

20 CHAIRMAN KEISER: Steven?

21 DR. VANAUSDLE: Steven VanAusdle,
22 President Emeritus, Walla Walla Community

1 College.

2 CHAIRMAN KEISER: Wallace?

3 DR. BOSTON: Wally Boston, President
4 of the American Public University System.

5 CHAIRMAN KEISER: Last, but on the
6 bottom without a camera is Paul.

7 DR. LEBLANC: Paul LeBlanc, President
8 of Southern New Hampshire University. Sorry, I
9 didn't put my camera back on.

10 CHAIRMAN KEISER: And my name is
11 Arthur Keiser. I'm Chancellor of Keiser
12 University in Florida. And welcome, everybody
13 who is joining us.

14 We have a couple of institutions that
15 we're going to be dealing with and some topics of
16 discussion. First, I would like to -- did
17 somebody say something?

18 DR. FRENCH: Yes. This is George
19 French. I'm on the call and on the screen.

20 CHAIRMAN KEISER: Oh, George.

21 DR. FRENCH: President of Clark
22 Atlanta University.

1 CHAIRMAN KEISER: You were not on the
2 screen for some reason. George, introduce
3 yourself. Go ahead.

4 DR. FRENCH: Okay, thank you. George
5 French, President, Clark Atlanta University.

6 CHAIRMAN KEISER: You were on earlier
7 you were not on --

8 DR. FRENCH: I was on earlier and now
9 the little thing is going on a circle. So, what
10 I do is I'll sign off and sign back on because
11 it's going in a circle. I'm sure the host can
12 help me. Thank you, sir.

13 CHAIRMAN KEISER: Well, thank you.
14 I'm sorry to have missed you. I also would like
15 to introduce George Smith who will introduce his
16 team, which I think is him.

17 DR. SMITH: You mean Herman Bounds.

18 CHAIRMAN KEISER: I thought I was
19 going to, George, don't you have you and Donna?

20 DR. SMITH: Donna is -- go ahead,
21 Donna. You can introduce yourself. She is part
22 of OGC.

1 MS. MANGOLD: Donna Mangold, from the
2 Office of General Counsel of the Department of
3 Education.

4 CHAIRMAN KEISER: And then Herman?

5 MR. BOUNDS: Yes. This is Herman
6 Bounds. I'm the director of the accreditation
7 group. And the accreditation staff that should
8 be on today are Mike Stein, Karmon
9 Sanders-Coates, Charity Helton, Stephanie
10 McKissic, Nicole Harris, Valerie Lefor, Reha
11 Mallory , Elizabeth Daggett. And we also have an
12 intern that worked with us this summer, Angela
13 Chiang.

14 CHAIRMAN KEISER: Well, thank you,
15 Herman. Again, thanks to the whole staff for
16 their hard work.

17 Before we get started let me go over
18 what we normally do in terms of our standard
19 review process. We have primary readers who are
20 assigned to each agency to look at the report.

21 The primary readers introduce the
22 agency's application. From that point, the

1 department staff provides a briefing based on
2 their findings at which point the agency
3 representative provides comments in response to
4 findings of the staff.

5 The primary reader then begins the
6 process of asking questions of the agency,
7 including potentially the standard questions
8 adopted by NACIQI for initial and renewal
9 applications.

10 Questions by the rest of the committee
11 is followed by a response and a comment from the
12 agency. There will be third party comments if
13 there are any signed up at this point or
14 requested in advance to appear.

15 The agency then has the opportunity to
16 respond to the third party comments. The
17 department staff then responds to the agency in
18 third party comments.

19 The committee will then have a
20 discussion and vote on the agency's application.
21 Then potentially a finer set of standard
22 questions on improving instruction program

1 quality for initial renewal applications. Any
2 questions?

3 Hopefully everybody is comfortable
4 with this process. It's been going on for a long
5 time.

6 At which point now I'd like to
7 introduce, we are going to be reviewing the New
8 York State Board of Regents, State Education
9 Department, Office of Profession, specifically
10 Nursing Education.

11 Our primary readers are Wally Boston
12 and Anne Neal. And I will turn it over to you
13 folks. You're muted, Anne.

14 MS. NEAL: Yes. Wally, do you want to
15 start or you want me to?

16 DR. BOSTON: Go ahead, I'll yield.

17 MS. NEAL: Okay. Just to summarize,
18 we are starting with the New York State Board of
19 Regents. They are here for a petition for
20 continued recognition.

21 The Regents were established by state
22 law in 1784 and were granted authority to

1 accredit educational programs through a
2 registration process in 1787. All educational
3 and related institutions in New York State are
4 under the leadership of the Regents.

5 They oversee the education licensure
6 practice in terms of the practitioners in 45 or
7 the 47 licensed professions. So, they are before
8 us today and that's my introduction.

9 CHAIRMAN KEISER: Well, I'd like to
10 welcome the department staff, Charity Helton to
11 give her report.

12 MS. HELTON: Good morning, Mr. Chair
13 and members of the committee. My name is Charity
14 Helton and I am providing the summary of the
15 petition for renewal of recognition for the New
16 York State Board of Regents in the area of
17 Nursing Education.

18 The state most recently appeared
19 before NACIQI for renewal of its recognition in
20 2016. At that time, the state was asked to
21 submit a compliance report which was accepted by
22 NACIQI in 2018.

1 The state's recognition for its
2 accreditation of nursing programs does not
3 includes access Title IV HEA programs.

4 It should be noted that this review of
5 the state's recognition for its nursing education
6 which encompasses RN programs is distinct from
7 the state's recognition for vocational education
8 which is limited to licensed practical nursing
9 programs and which was the subject of review at
10 the February 2020 NACIQI meeting.

11 The staff determination identified one
12 outstanding issue related to the agency's on-site
13 visits which I will discuss in a moment.

14 The staff recommended to the senior
15 department officials to continue the agency's
16 current recognition and require the agency to
17 come into compliance within 12 months and to
18 submit a compliance report 30 days after the 12
19 month period that demonstrates the agency's
20 compliance with its bylaws and with the criteria
21 for state agencies.

22 The staff analysis consisted of a

1 review of the agency's petition and supporting
2 documentation. Department staff observed a site
3 visit in the spring of 2020 which was held
4 virtually due to the COVID pandemic.

5 The agency has not had any complaints
6 or third party comments submitted to the
7 department since its last review. The one
8 outstanding issue for this petition is related to
9 the agency's site visit.

10 During the past review cycle, the
11 agency documented site visits to registered
12 nursing programs including a mix of on-site, desk
13 or virtual reviews for each program listed within
14 the eight or ten year time frame required by the
15 state depending on the type of program.

16 The state provided a narrative
17 description and documentation to demonstrate its
18 efforts to provide in-person site visits in most
19 cases and provided documentations of its process
20 for desk reviews or virtual site visits for those
21 cases where an on-site review did not occur.

22 Based on the documentation provided,

1 it is not clear that the state is providing on-
2 site reviews to all registered RN programs as
3 part of its periodic review of those programs.
4 There are representatives from the State of New
5 York here today to respond to your questions.

6 CHAIRMAN KEISER: I'd like to
7 introduce Renee Gecsedí, the Associate of Nursing
8 Education to talk to us about the New York State
9 board admission. Ms. Gecsedí?

10 EVENT PRODUCER: Please hold on one
11 moment, Renee. You should be able to speak now.

12 MS. GECSEDI: Thank you. Good
13 morning, Chairman Keiser and members of the
14 NACIQI committee. My name is Renee Gecsedí and I
15 am one of two associates in nursing education at
16 the Department of Education in New York State.

17 To the point that, I think Charity was
18 discussing, when we submitted our response to the
19 initial analysis we understood that we were
20 focusing on the visit that occurred during our
21 last term of approval.

22 And we have been doing either eight

1 year or ten year renewal reviews depending on the
2 type of program that we were dealing with.

3 On our website which still is new, we
4 put up there if the program was a ten year
5 renewal but we felt that there was a need to go
6 back sooner as a result of a prior visit our time
7 frames were shorter.

8 So, we might have been there in let's
9 say 2018 and you might see on our website that
10 the visit was there. They are a ten year. But
11 we're going back in 2021.

12 And the reason being that we found
13 deficiencies during the site visit that warrant
14 us going back. And the reason we sometimes will
15 do a desk review is oftentimes we have to do
16 visits, in person visits when there is a new,
17 there is a change to the master plan amendment.

18 So, we have to go out and conduct
19 visits then too and so sometimes if the actual
20 site visit was relatively close to when we did
21 the master plan amendment visit we wouldn't
22 necessarily just go into another physical visit

1 at that time because we had just been there.

2 We would review all the documentation
3 that was submitted in to us.

4 CHAIRMAN KEISER: Is that your report?
5 Just to remind the members of the committees if
6 they have questions to use the hand at the bottom
7 of the participant list.

8 And then of course when we vote we'll
9 use the megaphone for that. And we're going to
10 do it a little slower today because they were
11 having a hard time getting the counts on the
12 votes.

13 So, if you have questions, Jill, then
14 Anne and then Wally. Actually, I'm sorry, Wally
15 and Anne first and then Jill. Go ahead.

16 MS. NEAL: So, Renee, welcome. Just
17 to clarify, are you saying that in fact you have
18 followed and are in compliance with the
19 requirement that you do site visits within an
20 eight and ten year calendar?

21 MS. GECSEDI: Yes.

22 MS. NEAL: So, you disagree -- so

1 you're saying that you disagree with the staff's
2 analysis of your website and your visit?

3 MS. GECSEDI: Yes, because what we had
4 submitted in response we understood we were just
5 focusing in the four year period. Our website,
6 as I said, is relatively new.

7 So, the list -- we gave, we submitted
8 in to the staff a list of the schools that was
9 not encompassing of all of our schools. It was
10 just the schools that we had conducted a site
11 review during this last term.

12 I know that there was a comment made
13 in the final report that, for example, one of the
14 schools, from her vantage point, it appeared that
15 we hadn't visited it in 30 years. And the fact
16 of the matter is that it had been visited and it
17 was a ten year renewal.

18 It was visited in 2015. So, they're
19 not going to be reviewed again until 2000-
20 whatever, 25.

21 MS. NEAL: Thank you for that
22 clarification.

1 CHAIRMAN KEISER: Yes, Wally?

2 DR. BOSTON: I have a question on that
3 exhibit too. So, this is Wally Boston. The
4 Office of the Professions Nursing Accreditation
5 Programs and Nursing Accreditation, I think the
6 example cited by the department was Adelphi.

7 The listing clearly says the last
8 visit spring of 2003. And I don't believe that
9 is the only one. Adirondack Community College
10 says spring of 2005.

11 So, you know, without reviewing the 50
12 page list which, you know, I can understand you
13 have a substantial number of institutions that
14 you're evaluating. But at the same time, if this
15 is the evidence and the documentation I can
16 understand why the Department believes that
17 you're not visiting every eight to ten years.

18 Is there a master list that you
19 maintain that's just not published?

20 MS. GECSEDI: I didn't catch the
21 question, I'm sorry.

22 DR. BOSTON: I said is there a master

1 list that you maintain that doesn't match the one
2 that was published?

3 MS. GECSEDI: We do have a separate
4 documentation that we do keep which prior to
5 going on our website is what we maintained.

6 And again, like I said we understood
7 that we were only looking at the school, updating
8 on our website at the point the schools that we
9 had visited during our previous term.

10 DR. BOSTON: Which means this is the
11 master list?

12 MS. GECSEDI: Right.

13 CHAIRMAN KEISER: Jill then Kathleen
14 unless, Wally, do you have another question? I'm
15 sorry if you do.

16 DR. BOSTON: I'm good for now, thank
17 you.

18 CHAIRMAN KEISER: Jill.

19 DR. DERBY: Yes. This is maybe more
20 of a general question. Eight to ten years seems
21 like a long span. But now we're in a new world
22 with coronavirus when it comes to site visits and

1 virtual site visits.

2 How are you doing those? How are you
3 planning to do those? How do you compensate for
4 the fact that you're not going to be physically
5 there?

6 MS. GECSEDI: For virtual visits we've
7 actually just recently done several of them. We
8 arrange to meet with the administration, excuse
9 me.

10 We set up a schedule and we arrange to
11 meet with the administration. We meet also with
12 all of the support services personnel, all the
13 faculty.

14 We have met with students and it's all
15 been via Zoom. And the one I recently did,
16 actually the nursing administrator went back on
17 campus and with his camera did a video image of
18 the space where the school -- where the nursing
19 program is.

20 So, we could get a decent sense of the
21 space where the program is offered.

22 DR. DERBY: Thank you.

1 CHAIRMAN KEISER: Kathleen?

2 DR. ALIOTO: Well, first of all,
3 Charity, I think it's great that you picked up
4 this seeming long time between visits.

5 And I guess that if it's in your
6 bylaws that you just make a visit once every ten
7 years that to me seems a little frightening with
8 all the changes that are going on, even before
9 the coronavirus.

10 You know, with the opioid crisis and
11 now of course this. And I do think that you
12 oversee the host of angels in our midst who are
13 taking such courageous care of us in the nation
14 and the world which is all the more reason that
15 your analysis of what's going on is so critical.

16 So, when I saw these dates I thought,
17 do you have those rules as part of your bylaws
18 because the rates of -- graduation rates, student
19 default rates are so low or the graduation rates
20 are so high or how do you know what the students
21 success and quality is of what's going on in your
22 programs if you only visit once every ten years

1 or once every 30 years?

2 MS. GECSEDI: I appreciate that.

3 Actually, what we have done is nursing has
4 national programmatic accreditation also.

5 So, depending on which of the national
6 programmatic accreditors the school has, we
7 follow their schedule. So, we've been doing
8 that. So, one is eight years and one is ten
9 years, excuse me.

10 In the meantime though the schools are
11 having to give us annual reports. So, we monitor
12 them through that. If they make changes to,
13 we're always in touch with the programs.

14 If they change, want to change a
15 program or offer a new program oftentimes that
16 warrants us going out and conducting a site
17 visit. So, although it might be -- let's say a
18 ten year period we are aware of what's going on
19 at the school constantly.

20 And we are oftentimes on campus more
21 than just once every ten years.

22 DR. ALIOTO: When I looked at the

1 documents, I must admit I did not go to the
2 scorecard to find out how each one of these
3 schools is doing. But can you tell us how
4 they're doing?

5 I mean how do we -- in the documents
6 that you submitted to us, to the Department --
7 the documents were primarily historical documents
8 talking about the Board of Regents and, you know,
9 a lot of discussion about the system under the
10 Board of Regents and having taken the Regents
11 exams as a kid, if that all is still around.

12 But that's not what we're interested
13 in. We're interested in the quality of the
14 programs and that does not come through and
15 particularly not with this it's so far between.
16 But I'm glad, so we could get all of that
17 information through the national accreditors or
18 regional accreditors and not through you?

19 MS. GECSEDI: Well, we collect all of
20 the same things. That's why we align our site
21 visits with the national programmatic accreditors
22 because we look at all the same things.

1 And I think in some ways we scrutinize
2 it a little bit more. But we have all of that
3 information and we keep records of that at the,
4 in the office, yes. I'm sorry.

5 DR. ALIOTO: What is your record?
6 What is your graduation record?

7 MS. GECSEDI: I would have to go back
8 into looking that up. It's been very good. Our
9 national -- our pass rates on our NCLEX, the
10 licensing exam is above the national average.

11 DR. ALIOTO: Glad to hear that,
12 congratulations. Okay.

13 CHAIRMAN KEISER: Ms. Gecsed, I have
14 a question. And I still didn't think you
15 answered Wally's question.

16 Adelphi, I was looking on your, the
17 information you submitted and they were not on --
18 Adelphi was not on the summary chart. Were they
19 last visited in 2003?

20 I don't see a response to the concern
21 of the staff. When was their last visit prior to
22 us bringing it to your attention?

1 MS. GECSEDI: So, they had a site
2 visit in 2013. And then we were on campus again
3 for a master plan amendment review for
4 institutional readiness in 2015. So, they're not
5 due for another visit until 2023.

6 CHAIRMAN KEISER: Okay, because I
7 didn't see that documentation. That was what
8 seems to be missing from the report.

9 MS. GECSEDI: I'm sorry.

10 CHAIRMAN KEISER: You were saying
11 something.

12 MS. GECSEDI: Yes. The list that we
13 provided in response to the staff analysis was
14 just the schools that we had visited during this
15 last approval period that we've had.

16 It was not encompassing of all of our
17 schools.

18 CHAIRMAN KEISER: Claude?

19 VICE CHAIRMAN PRESSNELL: Yes, thank
20 you. Could you talk to us more about interim
21 reporting? And maybe you touched on it a little
22 bit.

1 But just further explain what you
2 expect the institutions to submit to you between
3 visits and whether or not there is an annual
4 review of, you know, passing grades or other
5 success measures and so forth that you get on a
6 regular basis that might throw a flag that would
7 necessitate a visit.

8 So, could you talk more about what
9 happens between the visits and reporting.

10 MS. GECSEDI: Sure. I'm also going to
11 ask that my colleague, Jeanne-Marie Havener come
12 on here too because she's the one, I mean, we
13 both look at the annual reports.

14 But she's the one that actually does
15 the analysis of them. But we look at faculty
16 staff ratio. We look at pass rates. We look at
17 retention. Jeanne-Marie, what else do we look
18 at?

19 MS. HAVENER: Sorry, I was muted. Can
20 you hear me now?

21 MS. GECSEDI: Yes.

22 CHAIRMAN KEISER: Yes.

1 MS. HAVENER: So, on an annual basis
2 we ask all of the schools to report to us
3 information about their current director, their
4 current director's level of experience in running
5 a program and in higher education and in
6 practice.

7 We ask them information about their
8 faculty. Numbers of faculty, qualifications of
9 faculty, level of education, years of experience,
10 the areas in which they are teaching.

11 Admissions information, enrollment
12 information, demographic information related to
13 their students. We look at student retention,
14 graduation rates and of course pass rates,
15 certification pass rates.

16 We ask for their annual budget. And
17 on a semi-annual basis we ask them for an audited
18 financial statement. Can you think of other
19 things, Renee?

20 It's a pretty complex report. Also,
21 we also ask them for a copy of their systematic
22 evaluation plan and a summary of their systematic

1 evaluation for the year for each of the programs.

2 VICE CHAIRMAN PRESSNELL: Okay. So,
3 this is required annually on behalf of every
4 institution that you accredit?

5 MS. HAVENER: Yes.

6 VICE CHAIRMAN PRESSNELL: And you do
7 annual reviews. So, a couple more quick
8 questions related to this.

9 Has there ever been an instance that
10 based on the annual report it necessitated or it
11 arose to the cause of a visit and how did that
12 play out?

13 MS. HAVENER: Sure. Well, I can just,
14 I can just give you a very recent example in
15 which we have a school that has had some
16 financial difficulties.

17 So, their composite score is less than
18 1.5. And so, we have been in communication with
19 that school. We have asked them for a report
20 within 30 days.

21 And based on the findings of that
22 report we will either move on with continued

1 reporting or we will conduct a visit. So, that's
2 an example of how things might be driven by
3 information that's an annual report.

4 We have schools that have a drop in
5 their NCLEX pass rates to provide us with an
6 action plan for how it is they will improve this.
7 Looking not just at what students will be
8 required to do, but does this perhaps require
9 them to think about different resources that are
10 needed, faculty needs in terms of faculty
11 development, et cetera.

12 VICE CHAIRMAN PRESSNELL: That's
13 really helpful. One last question. And again, I
14 assume you get very diverse programs. You've got
15 some that are cast to larger institutions and you
16 make them freestanding programs so that adds some
17 complexity on the finance side.

18 But now here we are in the midst of a
19 pandemic which is really transforming what
20 education looks like.

21 What planning has the accrediting
22 agency taken on to make adjustments to take a

1 look at institutional health and programmatic
2 health in the midst of this pandemic because
3 there are so many shifting pieces?

4 Can you kind of just enlighten us a
5 little bit as to what planning you're doing
6 around this crisis situation?

7 MS. HAVENER: So, we have been
8 providing schools with guidance with regard to
9 COVID-19 and in particular how it is to handle
10 the clinical teaching experience for students
11 using of course some guidance that comes out of
12 the Governor's executive orders.

13 We have also been working with higher
14 education running regional meetings, Zoom
15 meetings with schools from each of the regions in
16 New York State to try and determine what are some
17 of the particular barriers that they are
18 experiencing in trying to perhaps reopen.

19 What are some of the successes they
20 have been experiencing and asking them to share
21 with others how it is that they might also think
22 about doing things differently given the current

1 pandemic.

2 I do know that other offices have
3 certainly been involved and engaged in schools at
4 the higher level. We're oftentimes more engaged
5 at a programmatic level in the Office of
6 Professions.

7 But I do know that the Office of
8 College and University Education are, you know,
9 that they are working with the schools as well.

10 VICE CHAIRMAN PRESSNELL: Yes. I
11 appreciate the fact that you're doing things that
12 support the institution.

13 Is there any, is your Board
14 considering any -- what about as an accreditor of
15 the institutions are you thinking through any
16 adjustments you may need to make say for
17 temporary policy adjustments or anything like
18 that in light of the reality of --

19 MS. HAVENER: Certainly. We have, the
20 guidance documents that we have provided to the
21 institutions have allowed them to provide
22 alternative clinical experiences during COVID-19.

1 And we're continuing to evolve that
2 guidance as we move forward. You know, we've
3 been having discussions around virtual
4 simulation, simulation, telehealth, social
5 distancing guidelines for getting back onto the
6 campus and working in the lab and simulation
7 settings.

8 Many schools have been asking us about
9 how it is that they can continue to provide
10 classroom education, particularly with the larger
11 schools and looking at all sorts of creative ways
12 in which they can continue to engage their
13 learners and while also doing forms of or sort of
14 hybridized forms of education.

15 So, lots and lots of conversation. I
16 think that Renee and I probably respond to at
17 least ten or so communications per day.

18 And I think that we've handled
19 somewhere over 400 proposals for alternative
20 types of experiences during the spring and summer
21 semesters.

22 VICE CHAIRMAN PRESSNELL: Okay, thank

1 you.

2 CHAIRMAN KEISER: Thank you. Please
3 do me a favor. If you've asked a question lower
4 your hand so I can make sure that and if you want
5 me to call you again raise it.

6 But I right now have Mary Ellen and
7 George and if everybody would drop their hands I
8 would be most appreciative unless you want to
9 speak. So, Mary Ellen, you're up.

10 DR. PETRISKO: Thank you. I may have
11 missed it. Forgive me if you introduced the
12 topic and answered it and somehow I was paying
13 attention to a different facet or issue.

14 The analysts final comments in this
15 note that there was not any clarification about
16 why some of the programs listed on the website
17 have less than (audio interference) over ten
18 years ago.

19 You addressed Adelphi which in fact
20 had a review and it wasn't somehow registered.
21 Are there now institutions that you know had a
22 review more than ten years ago?

1 Is there a list of those institutions
2 and what are you planning to do to catch up with
3 whatever site visits that have to happen? And I
4 have a second question after that.

5 MS. GECSEDI: Sure. Like I said, we
6 do have a master list. And we really, I'm
7 looking at the master list right now.

8 And there really aren't really any
9 true outliers that are beyond ten years. Jeanne-
10 Marie, can you think of any off the top of your
11 head?

12 MS. HAVENER: I think that we have
13 maybe one school that we visited at 11 years,
14 maybe. And some of that, I think, were just
15 scheduling issues for them as well as for us and
16 the fact that they had a new program that they
17 were trying to bring up and we were trying to
18 coincide with those issues.

19 But my recollection is that we're in
20 compliance.

21 DR. PETRISKO: Okay.

22 CHAIRMAN KEISER: Mary Ellen?

1 DR. PETRISKO: Yes. So, this kind of
2 goes on to Claude's question, I think as well
3 about future planning.

4 Not so much about the institutions.
5 But if you have site visits that were formerly
6 scheduled --

7 CHAIRMAN KEISER: Mary Ellen, you just
8 froze.

9 DR. PETRISKO: Yes, my whole computer
10 just died for some reason. But you can still
11 hear me, I can still ask my question.

12 So, site visits that would happen now
13 or this year, what are you doing about those?
14 Are those being postponed? I mean, the point
15 seems to be that a virtual visit doesn't count.
16 So, how are you addressing that?

17 MS. GECSEDI: Well, for right now we
18 are doing, planning to do virtual visits, keep
19 them on schedule.

20 But then as soon as we're able to
21 travel again and be on campus then we'll make a
22 point of going to these schools and following up

1 with the virtual visit.

2 DR. PETRISKO: Okay, thank you.

3 CHAIRMAN KEISER: George?

4 DR. FRENCH: Thank you. I have a very
5 brief question. It sounds like the information
6 is gathered institutionally as far as the budgets
7 and the institutional health is quite thorough.

8 Could you speak more, however, to your
9 measures for student success? I heard you say
10 graduation and retention. Do we build any deeper
11 into SLOs, Student Learning Outcomes or any other
12 measures of student success?

13 MS. HAVENER: Sure. So, this is
14 Jeanne-Marie. And we do ask each program to
15 provide us with a systematic evaluation plan.

16 And we do allow them, I mean there are
17 certain things that everybody has to report on.
18 And those are, have to do with student retention
19 and graduation and certification or licensure of
20 examination pass rates.

21 But beyond that, programs are required
22 to provide us with their Student Learning

1 Outcomes or program outcomes. And in their
2 systematic evaluation plan they provide us with
3 benchmarks that they are using to determine
4 whether or not the students are meeting those
5 outcomes.

6 And in their annual report they
7 provide us with a summary of where they are in
8 terms of meeting those benchmarks and if they're
9 not meeting the benchmarks what their plan is to
10 make systematic improvements.

11 It's very individualized. Every
12 school, of course, is different.

13 DR. FRENCH: No, you've answered it.
14 That's exactly what I was looking for. Thank
15 you.

16 (Simultaneous speaking.)

17 CHAIRMAN KEISER: Mary Ellen, I don't
18 know if you're still on. Do you have your hand
19 raised?

20 Anne, you have your hand raised. Did
21 you have a question? Okay. And Jeanne-Marie,
22 you can lower your hand too.

1 Since there are no more questions, I
2 would like to call Charity back to discuss the
3 report of the Commission. Charity?

4 MS. HELTON: Good morning.

5 CHAIRMAN KEISER: Do you have any
6 comments concerning the report?

7 MS. HELTON: In my discussions with
8 the nursing staff and their responses to our
9 draft staff analysis they did indicate that they
10 had a plan to update their website and that part
11 of the confusion was due to the website being out
12 of date.

13 And so, that -- those updates that
14 have occurred did not occur in time to make it
15 into the final staff analysis. And so, our staff
16 haven't had a chance to review those.

17 But I can see looking at the website
18 today that some of the changes have been made to
19 it and it does look as if there has been some
20 part of that process of updating the website with
21 more recent data.

22 CHAIRMAN KEISER: Herman, you have a

1 comment?

2 MR. BOUNDS: Yes, I do. I just wanted
3 to make one other comment too. I know the agency
4 talked about the review being of the four year
5 period.

6 But I just wanted to remind everyone,
7 you know, part of our reviews are kind of fluid.
8 So, in that process again if we go to a website
9 to verify things if there are things out of date
10 regardless of whether that is inside or outside
11 of the recognition period we would make note of
12 that.

13 But I just think the other issue was
14 the issue of the desk reviews. We just wanted to
15 make sure that the desk reviews were not taking
16 the place of an actual virtual site visit or a
17 site visit.

18 CHAIRMAN KEISER: Any questions for
19 the staff from the readers? Kathleen, you had a
20 question.

21 DR. ALIOTO: Yes. Thank you again,
22 Charity, for your due diligence on this (audio

1 interference) Department and State of New York.

2 I wanted to, in terms of your analysis
3 did you -- beyond the problem of the distance
4 between visits. Did you have other concerns
5 about the quality of what's going on in these
6 colleges and institutions?

7 MS. HELTON: So, you were a little bit
8 muffled. But I believe your question was if I
9 had concerns about the quality of what's
10 happening in the institutions.

11 And certainly no concerns of that
12 nature were identified in the staff analysis, no.

13 DR. ALIOTO: Thank you.

14 CHAIRMAN KEISER: Wally, do you have
15 a question?

16 DR. BOSTON: Yes, I do. So, Charity,
17 did you resolve the issue that was documented in
18 the files about the quality of the desk review
19 versus the on-site visit?

20 MS. HELTON: So, the concern was not
21 related to the quality of the desk review, but
22 related to the fact that the nursing registration

1 regulations specifically require on-site visits.
2 And it uses that term on-site visits.

3 So, the fact that some of the periodic
4 program renewals were taking place through a desk
5 review rather than an on-site visit didn't seem
6 to meet that requirement.

7 Of course, at this point in time all
8 accrediting agencies have temporary flexibility
9 so that at this time virtual site visits are
10 allowed. At the time they were occurring they
11 were not.

12 DR. BOSTON: Right. And that was, my
13 follow up question to that was going to be if we
14 were to vote in favor of your recommendation for
15 the 12 month extension so all the documentation
16 is correct, on a theoretical basis they wouldn't
17 be able to come into compliance if COVID keeps
18 them from doing on-site visits, right?

19 MS. HELTON: Any site visits that
20 occur virtually at this time would be compliant
21 site visits. So, it's a difficult issue.

22 DR. BOSTON: Okay.

1 CHAIRMAN KEISER: Okay, I'm sorry.
2 Folks, if you would please raise or lower your
3 hands after you ask a question. Herman, do you
4 have something you wanted to say?

5 MR. BOUNDS: Yes, I do. I just wanted
6 to add that remember the virtual site visits are
7 adequate to replace an on-site visit.

8 At some point in time you have to go
9 back out and conduct an on-site visit. The issue
10 here was whether the desk reviews were equivalent
11 to what a virtual site visit would be.

12 So, I think that's the issue. What
13 was the extent of these desk reviews? Are they
14 adequate in the place of a virtual site visit or
15 an on-site visit? Not that the desk audits were
16 somehow equal to or the same thing as a virtual
17 site visit.

18 CHAIRMAN KEISER: I would be remiss to
19 say that there were no third party commenters.
20 So, it's not that I skipped that, but there were
21 no third party commenters.

22 Any further questions of staff?

1 Sensing none, either Wally or Anne, would you
2 like to make a motion?

3 DR. BOSTON: Anne, I'm glad to unless
4 you -- go ahead.

5 MS. NEAL: All right. I move that we
6 approve the staff recommendation to continue the
7 agency's recognition at this time and require the
8 agency to come into compliance within 12 months
9 in terms of its reporting and submit a compliance
10 report due 30 days thereafter.

11 CHAIRMAN KEISER: Is there a second?

12 DR. BOSTON: Second.

13 CHAIRMAN KEISER: Herman, do you have
14 a question or a comment?

15 MR. BOUNDS: I'm sorry. There we go.

16 CHAIRMAN KEISER: Any discussion? Is
17 there discussion?

18 DR. PETRISKO: This is Mary Ellen. I
19 did not wave my hand because I was thrown out of
20 the participants.

21 So, I have a screen here but I can't
22 chat, I can't raise my hand and I have no video.

1 So, if somebody could let me back in I'll be able
2 to vote.

3 CHAIRMAN KEISER: Okay. Do you have
4 a question? Ralph, is that you?

5 MR. WOLFF: Yes, it is me. But I'm
6 listed as an attendee. I don't know why I'm not,
7 I don't know if that enables for you to see me
8 when I raise my hand.

9 CHAIRMAN KEISER: You are still, I see
10 your hand. I don't see you. But, Candace, would
11 you fix that for him, please? Do you have a
12 question, Ralph, or a comment?

13 MR. WOLFF: I do. And that is I
14 support the motion. It's not a problem with
15 that.

16 But I just would like to make sure
17 that the agency addresses in the next response to
18 us that the ten year period, that there's an
19 adequate, that it addresses the issue that
20 several people have raised, including Claude that
21 during the interim period, ten years is a long
22 time.

1 That during the interim period there
2 is an adequate interaction with the programs and
3 demonstrations where there are problems that they
4 have addressed those problems.

5 CHAIRMAN KEISER: David, you had a
6 comment.

7 DR. EUBANKS: Yes, thank you. I have
8 a couple of comments too. I'm in favor of the
9 motion.

10 I think there's a couple of questions
11 that need to be clarified. One is that the
12 agency places some importance on public
13 communication and accreditation status and that
14 they take seriously the recordkeeping in the
15 background.

16 I didn't get a sense of confidence
17 from that discussion. And secondly, the
18 statement was made that the pass rates were
19 higher than national averages.

20 But Appendix 14 in their presentation
21 seems to contradict that. So, they might want to
22 clear that up.

1 CHAIRMAN KEISER: Okay. Will that be
2 as part of the motion or is just a supplemental
3 for the staff to follow up on?

4 DR. EUBANKS: I would accept that as
5 just supplemental.

6 CHAIRMAN KEISER: Okay. I had also,
7 from my perspective, I think I have a real
8 concern that there are still outliers beyond 11,
9 you know, ten years.

10 I don't think the fact that the school
11 is scheduled should dictate whether the visit is
12 done prior to the expiration point. So, I think
13 they need to be more careful with that.

14 But again, I support the motion also.
15 Is there any further discussion? I don't see
16 anybody's. Okay. I'll call the question.

17 Now, what we do is there is a
18 megaphone at the bottom corner. Hello. Did
19 somebody say something?

20 DR. PETRISKO: I am still unable to
21 vote. I'm going to reset this. I'm sorry.

22 CHAIRMAN KEISER: Are you in favor of

1 the motion or not because --

2 DR. PETRISKO: I'm in, this is Mary
3 Ellen and I'm in favor of the motion. Thank you.

4 CHAIRMAN KEISER: Okay. Would you get
5 that, go to the megaphone and vote for yes or no.
6 No is against the motion, yes is for the motion?
7 Kathleen, you have not voted yet. If you want to
8 vote.

9 DR. ALIOTO: I'm doing, there it is.

10 CHAIRMAN KEISER: Okay. Does the
11 staff have what they need? George?

12 DR. SMITH: Let's see. So, she's
13 typing now. Angela, are you on? Can you hear
14 us?

15 CHAIRMAN KEISER: Just to explain,
16 yesterday was a little fast for the person who is
17 taking all the notes. So, this is what is taking
18 us a little bit of extra time.

19 DR. SMITH: She may not be able to
20 see. So, what you see or perhaps what the Webex
21 representative sees, we'll need a call of those
22 numbers so that she can record it.

1 CHAIRMAN KEISER: Okay. Well, it
2 looks unanimous. So --

3 DR. SMITH: Okay, great.

4 DR. ALIOTO: Arthur, you didn't vote.

5 CHAIRMAN KEISER: Okay, well thank
6 you. What?

7 DR. ALIOTO: You didn't vote.

8 CHAIRMAN KEISER: Yes, you voted. I
9 see it.

10 DR. ALIOTO: You didn't.

11 CHAIRMAN KEISER: I don't normally
12 vote. Okay. Thank you. Let's move to the next
13 --

14 EVENT PRODUCER: Can you just hold on
15 just one more moment? Okay, thank you.

16 CHAIRMAN KEISER: Okay. We'll move to
17 the next Agency. Now, I was one of the primary
18 readers.

19 So, I'm going to turn the gavel over
20 to Claude who is our Vice Chair. Claude, you are
21 now in charge.

22 VICE CHAIRMAN PRESSNELL: All right.

1 Thank you, Art. So, the Agency now up for review
2 is the U.S. Army Command and General Staff
3 College which is undergoing a substantive change
4 and curriculum change.

5 I might mention ahead of time here
6 that NACIQI is in a position of privilege to not
7 only review these but also serve as the
8 accreditor for these federal agencies. And so,
9 and that's where the U.S. Army Command and
10 General Staff College falls under.

11 The primary readers to introduce are
12 Amanda Delekta and Art Keiser. And, Amanda, I
13 think you're going to be primary on this.

14 MS. DELEKTA: Yes. So, the U.S. Army
15 Command and General Staff College is a graduate
16 school for United States Army and sister service
17 officers, interagency representatives and
18 international military officers.

19 CGSC is a unique institution with a
20 mission focused on the tactics and operations
21 associated with ground warfare. CGSC currently
22 offers a master's of military arts and sciences,

1 which is a thesis-driven master's program in
2 which over 1,100 students enroll in each cohort.

3 But CGSC is only able to confer 150
4 master degrees to graduates in a single year
5 because thesis work is so labor intensive for
6 faculty.

7 The subject of this review is to
8 expand the scope of CGSC's recognition to
9 recognize a new, non-thesis master's program, the
10 master's of operational studies, which unlike the
11 existing program is based on military operations
12 instead of being research focused. And with
13 that, I can yield to Valerie.

14 VICE CHAIRMAN PRESSNELL: Okay, very
15 good. Yes, Valerie is the Department staff.
16 And, Valerie, you want to provide your briefing.

17 MS. LEFOR: Good morning. Happy to do
18 so.

19 Good morning, Mr. Vice Chair and
20 Members. For the record, I am Valerie Lefor and
21 I will be providing an update for NACIQI
22 regarding a substantive change request for an

1 existing degree granting institution.

2 Specifically, the U.S. Army Command
3 and General Staff College, hereafter referred to
4 as CGCS, has submitted a request for modification
5 of an existing degree granting authority to the
6 U.S. Secretary of Education.

7 NACIQI has designated the review
8 committee for matters concerning degree granting
9 authority of military educational institutions as
10 outlined in the U.S. Department of Defense
11 Instruction 5545-04 and the federal policy
12 governing the granting of academic degrees by
13 federal agencies and institutions.

14 Department of Defense Guidance 5545.04
15 from April 2, 2011, recommends notification of
16 NACIQI in regards to changes when seeking to
17 modify an existing degree granting authority.

18 It explains that the institution
19 should submit notification to the Department of
20 Education when there are changes that are made by
21 the military educational institution.

22 The process outlined in this guidance

1 explains that a copy of the substantive change
2 request within 60 days of its submission also
3 goes to the applicable accrediting agency.

4 Under this guidance recommendations by
5 the U.S. Secretary of Education regarding
6 substantive change requests submitted by military
7 educational institutions will be included with
8 subsequent notification to the House and Senate
9 Armed Service Committees.

10 Department staff and a subgroup of
11 NACIQI members have reviewed the information
12 submitted by CGCS and determined that the change
13 is related to a curriculum change, the master's
14 of operational studies, or MOS degree.

15 The MOS degree was derived from the
16 master of military arts and science program and
17 then the AS degree to better meet the needs of
18 the Army and its officers as they further their
19 graduate level education.

20 The aspects of the existing degree
21 granting program meet the standards for the
22 master's degree which is encompassed in the

1 existing accreditation of the institution by the
2 Higher Learning Commission.

3 Since notification to NACIQI is
4 required this report serves as the means of
5 formal notification. The recommendation is to
6 accept the report with the curriculum change with
7 any additional comments provided by the NACIQI.

8 Further requested is the retroactive
9 approval status of the curriculum change for
10 those who are currently enrolled in this program.
11 I'll be happy to answer any questions that you
12 have and I believe that there is a representative
13 from the institution also here and will receive
14 your questions. Thank you.

15 VICE CHAIRMAN PRESSNELL: Thank you,
16 Valerie. So, it's my honor at this time to
17 introduce Jim Martin who is the head of academics
18 for the U.S. Army Command and General Staff
19 College. Jim, are you with us?

20 EVENT PRODUCER: Just one moment. If
21 you could please press pound 2 on your phone.

22 DR. MARTIN: I raised my hand. I

1 apologize. I was trying to unmute myself. Can
2 you see me, sir?

3 VICE CHAIRMAN PRESSNELL: Not yet, but
4 I'm sure we'll get it. And, Jim, I don't know if
5 you have any staff with you that, if you could
6 reintroduce yourself and if you do have other
7 introductions to make that would be great.

8 DR. MARTIN: Yes, sir. I have no one
9 with me. I'm working from my home office.
10 Because of COVID we are still in a distributed
11 mode.

12 Mr. Vice Chairperson, Members of the
13 NACIQI Committee, public attendees, I am Dr.
14 James Martin, the Dean of Academics for U.S. Army
15 Command and General Staff College located at Fort
16 Leavenworth, Kansas.

17 The college tracks its history back to
18 the creation of the first U.S. Army school of
19 professional military education in 1881 by
20 General William Tecumseh Sherman.

21 Since that time the college has
22 educated the Army's leaders for over 130 years

1 for service to our country. Yesterday a Member
2 of this Committee maintained that one important
3 measure of quality in institutions of higher
4 learning is what its graduates can do.

5 I would submit that such a measure
6 should put the Army Staff College on positive
7 ground. Our graduates have led American military
8 formations in every conflict since the Spanish
9 American War and during the intervening periods
10 of peace.

11 In World War II they included most of
12 the senior Army officers who led our forces,
13 including MacArthur, Eisenhower, Bradley,
14 Marshall, Arnold and Patten.

15 Since then they have included other
16 well-known figures such as Colin Powell and H.R.
17 McMaster who have served our country in the
18 military and civilian roles. The current
19 Chairman of the Joint Chiefs of Staff and Chief
20 Staff of the Army are both graduates.

21 Beyond just our American graduates our
22 college has thousands of international military

1 students who have studied at Fort Leavenworth
2 including 27 foreign heads of state.

3 More important to me, my son has just
4 finished a deployment from the Middle East and
5 all three of his senior leaders were graduates of
6 this institution. Though a relatively small
7 student body comes to Fort Leavenworth, we
8 believe that our education has an impact on our
9 nation.

10 Since the legislation authorized the
11 awarding of a graduate degree, a master's of
12 military art and science in 1974, the college was
13 accredited by the Higher Learning Commission.

14 After a change in federal legislation
15 in 2011, the institution has expanded its degree
16 offerings at appropriate times. Previously,
17 NACIQI and the Department of Education have
18 approved the renaming of two graduate degree
19 programs at the college.

20 And the college has added an
21 undergraduate degree for enlisted soldiers.

22 Today I am here to speak to our request to add a

1 new graduate degree to our authorization.

2 The master's of military art and
3 science is a degree focused on discipline and
4 military science at the operational level of war.
5 And since its inception in 1974 has included full
6 thesis and an oral comprehensive examination. It
7 is based on the course work of the year-long
8 Command and General Staff Officer Course which
9 educates approximately 1,200 students each year
10 and results in between 140 and 150 graduate
11 degrees each year.

12 After changes in legislation in 2011,
13 the college has been modifying the curriculum and
14 staff officers course to move towards the ability
15 to offer a professional degree to a larger number
16 of students.

17 The college has a strong assessment
18 program, data from which has driven us to add
19 additional components to the course such as a
20 universal oral and written comprehensive
21 examination, increased writing requirements and
22 improved experiential program in military art and

1 science.

2 At this time we have achieved a level
3 of rigor and resources where we're comfortable to
4 offer our students a graduate degree opportunity
5 on a broader basis and a desire to add the
6 master's of operational studies, a non-thesis
7 option of the master of military art and science
8 through our authorization.

9 We wish to move forward with the
10 thesis-based option with a research focused and
11 non-thesis option which is a professional degree.
12 We have asked that the class which studied in '19
13 through '20 that has just graduated be
14 grandfathered as they went through the curriculum
15 that is under consideration.

16 Thank you for your time today and I
17 stand ready to answer any questions.

18 VICE CHAIRMAN PRESSNELL: Thank you,
19 Dr. Martin. I appreciate that very much.
20 Questions from the primary readers, Amanda or
21 Art?

22 CHAIRMAN KEISER: I have no questions.

1 MS. DELEKTA: I have no questions
2 either.

3 VICE CHAIRMAN PRESSNELL: Okay.
4 Questions from the rest of the Committee? Well,
5 isn't this one easy or easier anyway. Okay,
6 Kathleen, I see your hand. Thank you.

7 DR. ALIOTO: Sorry. I have two
8 questions. First, I was curious that you have
9 150 graduates a year when you're training 1,200
10 people.

11 Is that because people are doing this
12 part-time like a community college situation?
13 Why is that?

14 DR. MARTIN: Ma'am, that's because the
15 graduate degree program, the master of military
16 arts and science is an optional program. So,
17 students are going through a military education
18 program for which they get a military credential.

19 But they have the opportunity to take
20 the thesis-based master's degree. We are trying
21 to open that up to a non-thesis based master's
22 degree for a broader audience of students.

1 DR. ALIOTO: All right. So, when
2 somebody is serving our country and they're
3 taking one set of training plus they're taking
4 one or two courses, is that it? How long does it
5 take them to get through the 1,200 or however
6 presently?

7 DR. MARTIN: Ma'am, they come to
8 school at Fort Leavenworth at the present time.
9 That is their job. And they are with us for a
10 year.

11 DR. ALIOTO: So, can you get more than
12 1,200 through then? I mean, more than 150?

13 DR. MARTIN: No, ma'am. We put 1,200
14 through overall. But right now 150, generally,
15 on average, choose to pursue the master's degree.
16 The others can pursue master's degree from
17 multiple universities which teach in the evening
18 in our building.

19 DR. ALIOTO: I see, okay. Now, let me
20 go to this other.

21 When you're talking about what the
22 requirements are in CGSC Bulletin 690, Appendix

1 B, you say because of this unique situation the
2 standard in graduate programs is to -- either
3 hiring a new civilian faculty member with a
4 terminal degree which you later say is a PhD or
5 hire a civilian faculty member with a master's
6 degree and the formal stipulation that they will
7 undertake a terminal degree and finish within a
8 six year time frame.

9 I wondered about that when you have
10 people who have given their lives to service. I
11 mean, I would think that people would know things
12 that are far beyond doctors.

13 I love my doctorate, but I think that
14 when people have service in the military that
15 they probably have other qualifications that
16 might be more pertinent to the lives of leading
17 other members of the military.

18 So, have you thought about having
19 other qualifications beyond what you're having
20 for the master's degree presently? Have you
21 thought about a degree in what you actually do?
22 Do you see what I'm saying?

1 DR. MARTIN: Yes, ma'am.

2 DR. ALIOTO: I'm saying why does
3 somebody have to have a doctorate to be teaching
4 in this program? I would argue that there would
5 be an in service doctorate in kind for heroism or
6 --

7 DR. MARTIN: Ma'am, also in 690
8 Appendix B, you will find that we talk about
9 hiring people based on tested experience. Tested
10 experience is exactly what you're talking about.

11 I will hire a former brigade commander
12 who has a master's degree but not a doctorate but
13 who basically has an experiential doctorate in
14 war fighting. They have led soldiers in combat
15 and they have the knowledge.

16 For our tactics department, there is
17 no doctorate in tactics in America. Now, there
18 is nowhere for me to send them to get that
19 preparation. That preparation is experiential in
20 nature.

21 As to the question of why don't we
22 have our own degree in that vein, actually you

1 won't see me because I'm going to require it.
2 But you will see my successor somewhere down the
3 road probably with a discussion of a professional
4 doctorate for the military.

5 But that's under discussion at this
6 time. But our accreditor says that to teach in a
7 graduate program you must have the degree higher
8 or tested experience. So, we require a
9 doctorate.

10 DR. ALIOTO: Well, I think that is
11 exactly my point. I did not see that in the
12 documents. But I'm very glad to hear and thank
13 you very much for your service to our nation.

14 VICE CHAIRMAN PRESSNELL: Wally, do
15 you have questions?

16 DR. BOSTON: Yes, yes. I just ask for
17 one clarification which I think this may or may
18 not be a staff question.

19 But the request is also for us to
20 grandfather the graduating class that, I guess,
21 graduated in June since they went through this
22 program.

1 And since, you know, we had not the
2 exact issue yesterday, but yesterday we had an
3 issue about backdating accreditation the
4 institution is already accredited.

5 VICE CHAIRMAN PRESSNELL: Yes, why
6 don't we -- can we bring Valerie back up because
7 I think you're right. This is probably more of a
8 staff and Herman question.

9 And maybe Valerie can explain whether
10 or not that's actually a formal portion of the
11 request of the agency as well. Does that make
12 sense?

13 DR. BOSTON: Yes.

14 VICE CHAIRMAN PRESSNELL: Okay, thank
15 you. Any other questions though for, Dr. Martin?
16 Okay, seeing none my understanding is there are
17 no third party comments.

18 And so, I think, Valerie, if we could
19 have you come back then and answer Wally's
20 question and then have any final comments before
21 we -- thank you, Valerie.

22 MS. LEFOR: Yes, no problem. So, to

1 answer the question this has actually been sort
2 of common practice with our federal degree
3 granting.

4 We've done it with other entities in
5 the past just due to timing and how the process
6 works in order to get through all of the
7 different steps and the reviews and all of that.
8 More often than not the institution has started
9 the process with their institutional accreditor.

10 They started the substantive change process
11 under the traditional regulations that you're
12 used to. And then they're also working on the
13 process with you all for the NACIQI federal
14 degree granting process.

15 And because of the amount of time that
16 it takes we have in the past grandfathered those
17 other classes in previously. And so, this is not
18 an uncommon request.

19 We've done it previously and for other
20 federal degree granting institutes.

21 VICE CHAIRMAN PRESSNELL: Before I
22 call on George and other questions, can you tell

1 me what's HLC's position on this particular
2 request?

3 MS. LEFOR: So, HLC issued a letter
4 stating that they did not to do an additional
5 petition, that they felt this degree and content
6 information had been reviewed under the master of
7 military arts and science program.

8 It was just the removal of the thesis
9 option. And so, they approved the request but
10 they did not do an additional review because they
11 felt they had already encompassed that.

12 VICE CHAIRMAN PRESSNELL: Great, thank
13 you. Herman?

14 MR. BOUNDS: Yes. So, I just wanted
15 to bring up that the military degree granting
16 role is not covered under any of the regulations
17 in 602 or the Higher Education Act in general.

18 So, the retroactive accreditation
19 issue, you know, is not an applicable issue for
20 military degree granting.

21 The other thing to bring up and, Val,
22 you can correct me if I'm wrong. But this

1 process is more associated with the state
2 authorization role of establishing an
3 institution.

4 So, we're performing that function for
5 the military organization. They still have to go
6 to the accrediting body to be accredited. But
7 we're performing that role as the authorizer.

8 We're saying that, yes, this degree
9 is, you know, it's college level and it's, you
10 know, a higher education, it would qualify as a
11 higher education program with these special needs
12 that can't be established in regular
13 institutions.

14 I just wanted to make that
15 distinction.

16 VICE CHAIRMAN PRESSNELL: Yes, thank
17 you very much, Herman. Any other questions for
18 the staff for Valerie or for Herman?

19 Seeing none, Amanda or Arthur, do you
20 have a recommendation, a motion to make?

21 DR. DERBY: I move that we grant the
22 staff recommendation for the expansion of scope.

1 VICE CHAIRMAN PRESSNELL: Okay. Is
2 there a second?

3 CHAIRMAN KEISER: I'll second that.

4 VICE CHAIRMAN PRESSNELL: Thank you,
5 Art. Any comments, questions, discussion among
6 the Members?

7 CHAIRMAN KEISER: Just, if I may just
8 add a little. One of the biggest issues that
9 came up in this review, and Kathleen kind of
10 focused on it a lot, is the need to have the
11 comparability between a regular degree and a
12 military degree and that was a discussion that
13 was fully vetted by staff.

14 And Valerie did a great job doing
15 that. So, I just wanted that to be aware.

16 VICE CHAIRMAN PRESSNELL: All right.
17 Thank you, Art. Any other questions or points of
18 discussion, comments?

19 All right. Seeing none, if you would
20 go to your megaphone and all in favor of the
21 motion vote, yes. Those opposed vote, no.

22 Everybody make sure you cast your

1 votes. And would the staff record the votes?
2 And let me know when you feel like you've got it.
3 Have the votes been recorded? George, do you
4 know?

5 DR. SMITH: I cannot see it.

6 (Simultaneous speaking.)

7 VICE CHAIRMAN PRESSNELL: Here it is.
8 The Board just lit up. We've got it. All right.
9 Thank you all very much.

10 And thank you, Dr. Martin, for your
11 presentation today and thank you, Valerie as
12 well. Mr. Chairman, I'm going to turn the gavel
13 back to you.

14 CHAIRMAN KEISER: Thank you, Claude,
15 for an outstanding job. Appreciate that. We
16 move to our last recognition requirement, the
17 Reorganization and Curriculum Change by Federal
18 Agencies and Institutions.

19 This is the National Intelligence
20 University: Undergoing Substantive Change from
21 Department of Defense to the Director of National
22 Intelligence. The two primary readers are David

1 Eubanks and Claude Pressnell.

2 The departmental staff is Valerie
3 Lefor. David, Claude, you're up.

4 VICE CHAIRMAN PRESSNELL: Yes. I've
5 got this one, Art, thank you.

6 So, just to introduce the Agency, the
7 National Intelligence University is the only
8 higher education institution in the nation whose
9 primary mission is to educate and conduct
10 intelligence research at the classified level.

11 The university aligns its curriculum
12 with mission-specific requirements provided by
13 the Director of National Intelligence and the NIU
14 curriculum provides classic academic learning
15 outcomes informed by the professional
16 competencies articulated by the intelligence
17 community.

18 First, recognized in April of 2012 by
19 a team visit by NACIQI and also the U.S.
20 Department of Education, the National
21 Intelligence University has gone through the
22 degree granting process and has met those

1 requirements.

2 And to offer graduate level, master's
3 level programs NIU is providing an update to
4 NACIQI as a result of Public Law Number 116-93 as
5 part of the National Defense Authorization Act of
6 the Fiscal Year 2020.

7 The law changes who is in control of
8 the institution as the executive agency transfers
9 from the Department of Defense to the Office of
10 the Director of National Intelligence.

11 So, this request is a change in
12 control and it's a substantive change that needs
13 to be brought before NACIQI. And so, I'll turn
14 it over to Valerie.

15 MS. LEFOR: Great. Thank you, Claude.
16 Good morning, Mr. Chair and Committee Members.
17 For the record, I am Valerie Lefor and I will be
18 providing updates for NACIQI regarding a
19 substantive change request for an existing degree
20 granting institution.

21 Specifically, the National
22 Intelligence University has submitted a request

1 for modification of existing degree granting
2 authority to the U.S. Secretary of Education.

3 The NACIQI has designated the review
4 committee for matters concerning degree granting
5 and the federal policy governing the granting of
6 the academic degrees by federal agencies and
7 institutions.

8 The guidance recommends notification
9 of the NACIQI in regards to changes when seeking
10 to modify an existing degree granting authority
11 and explains that the institution should submit
12 notification to the Department of Education when
13 there are changes that are made by the military
14 educational institution.

15 Upon review, staff recommendation by
16 the U.S. Secretary of Education regarding the
17 substantive change is submitted to, by the
18 military educational institution and will be
19 provided to subsequent notification of the House
20 and Senate Armed Services Committee.

21 Department staff and a subgroup of
22 NACIQI Members have reviewed the information

1 submitted by NIU and have determined that this
2 change is related to a reorganization at the
3 institution.

4 This request of the substantive change
5 is in the form of control of the institution as
6 the executive agency transfers NIU from the
7 Department of Defense to the Office of the
8 Director of National Intelligence.

9 The aspects of the existing degree
10 program meet the standard for the master's degree
11 which is encompassed in the accreditation of the
12 institution by the Middle States Commission on
13 Higher Education.

14 Department staff was notified of a
15 letter from Middle States to NIU approving them
16 of the reorganization and indicating their plan
17 to conduct the site visit within six months.
18 Since notification of NACIQI is required, this
19 report serves as means of formal notification.

20 The recommendation is to accept the
21 report with additional comments from NACIQI.
22 We'll be happy to take any questions that you

1 have and there are members from the institution
2 who are also here who will receive your
3 questions. Thank you.

4 CHAIRMAN KEISER: Thank you. Any
5 questions? I'd like to introduce J. Scott
6 Cameron, President of the National Intelligence
7 University. President Cameron?

8 MR. CAMERON: Good morning. Audio
9 check, can you hear me?

10 CHAIRMAN KEISER: Yes. We can hear
11 you fine.

12 MR. CAMERON: Okay, excellent. Thank
13 you. Good morning, everyone. And thank you for
14 the privilege of speaking with you today.

15 I'm Scott Cameron, President of the
16 National Intelligence University. I am honored
17 to be here. But just to let you know, I had
18 emergency surgery 48 hours ago to reattach all
19 the tendons of my right hamstring.

20 So, any pained look on my face is on
21 my end. It's nothing to do with you. Bear with
22 me if I'm not on my A-game. But I have a great

1 team with me here today.

2 So, allow me a few minutes to
3 introduce myself, my team and my institution. I
4 began my career in academia as a scientist who in
5 the 1980s and 1990s led efforts globally to
6 understand the biology of plants and conserve
7 genetic resources worldwide with a goal of ending
8 world hunger, high consequence science in a role
9 that took me around the world.

10 After 9/11, I came to the intelligence
11 community to strengthen the foundations of
12 science and analysis dealing with high
13 consequence national security threats in another
14 role that took me around the world.

15 For 14 years, my 24/7 at the strategic
16 policy and tactical operational level is to
17 prevent terrorists from acquiring biological,
18 chemical, radiological and nuclear weapons.
19 During this part of my career I've had the honor
20 of working with thousands of outstanding women
21 and men of the national security enterprise.

22 I've known true heroes whose stories

1 will never be public and I've mourned the loss of
2 my friends and colleagues who fell in the line of
3 duty. Whether in crisis or state operations
4 nothing deters the commitment and hard work of
5 those who are sworn to protect this nation.

6 That's why there is no other
7 organization I'd rather lead and no more
8 inspiring mission to oversee than preparing the
9 next generation of national security leaders at a
10 university whose primary goal is to support the
11 intellectual development of those who have
12 dedicated themselves to defend the nation while
13 helping them to maintain decisions advantaged in
14 the future.

15 So, on behalf of the women and men of
16 NIU, please accept our heartfelt thanks for your
17 help, your support and your encouragement during
18 this critical moment of transition in our
19 institution's history.

20 As you know, any change such as this
21 should first do no harm. And beyond the many
22 ways the proposed change will greatly strengthen

1 our institution, I want you to also know that NIU
2 has greatly benefitted from the process itself in
3 ways that while perhaps less visible to you are
4 no less impacting.

5 As we've worked through the
6 substantive change process with you our
7 institution has become even more self-aware, more
8 student-centered. We have a greater for our
9 institution's future since its founding 58 years
10 ago and even more so today than when we first
11 were designated as a university in 2011.

12 Our institution has been part of the
13 Department of Defense for 58 years and has its
14 roots in the Eisenhower Administration in a study
15 that was commissioned to better understand the
16 organizational and management structure of U.S.
17 foreign intelligence.

18 In 1961, the Department of Defense
19 consolidated training and education in a manner
20 that led to the creation of the Defense
21 Intelligence School in 1962. Regional
22 accreditation was attained in 1983 and the

1 institution was rechartered as the Defense
2 Intelligence College.

3 The college continued to chart its
4 focus on intelligence education research and it
5 was renamed the Joint Military Intelligence
6 College in 1993. In 2006, it became the National
7 Defense Intelligence College.

8 The institution's ongoing intelligence
9 focus drove discussion in the Department of
10 Defense on transitioning the college to a
11 university with even greater focus on research
12 and engagement with stakeholders to further the
13 goals of national security education.

14 In 2010, the Director of National
15 Intelligence, the DNI and the Secretary of
16 Defense agreed to build one national university
17 under the DNI for intelligence education,
18 research and engagement.

19 In 2011, the National Defense
20 Intelligence College was renamed the National
21 Intelligence University. The DNI then asked the
22 Director of the Defense Intelligence Agency, DIA

1 to serve as NIU's executive agent.

2 I would like to offer my personal
3 thanks to DIA Director Lieutenant General Bob
4 Ashley for his commitment to my institution, its
5 mission, its academic freedom and to our
6 students. General Ashley understands NIU very
7 well.

8 He was a graduate student here 30
9 years ago and today is a proud alum. More than
10 80,000 of our graduates have gone on to lead in
11 positions across the military, including
12 Secretary of Defense.

13 And in the intelligence community our
14 graduates have served as directors of the Central
15 Intelligence Agency, CIA; National Security
16 Agency, NSA; the National Geospatial-Intelligence
17 Agency, NGA as well as the Director of National
18 Intelligence.

19 The current directors of DIA, General
20 Bob Ashley and NSA, General Paul Nakasone are
21 both proud alumni. That brings me to today.

22 Why does the nation need a National

1 Intelligence University and why should its
2 governance structure be moved under the Director
3 of National Intelligence?

4 Our unique mission is to serve as the
5 nation's regionally accredited university focused
6 primarily on the profession of intelligence and
7 the classified mission of the U.S. intelligence
8 enterprise.

9 We're committed to serving as the
10 intelligence community's knowledge bank and our
11 institution is dedicated to harvesting
12 intellectual capital in our closed community
13 while allowing its people to reflect and think
14 strategically.

15 Our community has been working at a
16 very high operational tempo for many years and
17 our students play a critical role in helping us
18 to understand how the mission of defending our
19 nation's security is evolving given that they are
20 on the front lines of the intelligence, military
21 and law enforcement and diplomatic missions to
22 come together to form the backbone of our

1 nation's security.

2 We give them the time to step away
3 from that high ops tempo to learn, reflect and
4 then build, envision and build a stronger
5 foundation for the nation's security.

6 Our faculty serve as educators,
7 subject matter experts and guides to elicit
8 information and knowledge from our students and
9 intelligence community experts and our
10 community's thought leaders.

11 It's a meld with the knowledge and
12 expertise of our higher education partners
13 worldwide. After a decade under the Secretary of
14 Defense it is time to move NIU's national
15 intelligence mission under the Director of
16 National Intelligence.

17 It sets the standards for education
18 and workforce development across the 17 agencies
19 engaged in the U.S. intelligence mission. Our
20 commitment to the men and women of the military
21 will never change.

22 But as the institution's primary

1 responsibility is to harvest intellectual capital
2 of that intelligence enterprise our mission and
3 our military partners will even be better served
4 by NIU as we work from the center of the hub of
5 the intelligence community.

6 The work of our community flows from
7 the intelligence cycle. In order to bank and
8 integrate that knowledge every agency, every
9 mission, every functional discipline and every
10 voice of our community must be representative of
11 the mission of diversity.

12 In order to fully accomplish this goal
13 NIU must be more central to our community. And
14 this change will allow more direct access and
15 integration across our landscape of stakeholders
16 while strengthening our education, research and
17 engagement missions.

18 I greatly appreciate the opportunity
19 to be here on a conversation about our
20 university's future and I offer you my sincere
21 thanks for all of your help and support during
22 this process. Thank you.

1 I would like to introduce the Chairman
2 of our Board of Visitors, Dr. John Gannon.

3 DR. GANNON: Thank you, Mr. President.
4 And I want to say it's an honor for me to be able
5 to speak to you folks and I appreciate your time.

6 I have been a member of the Board of
7 Visitors for the National Intelligence University
8 since 2011. And now, the past year the Chairman
9 at a very critical period in the transition to,
10 from the agency of the Defense Agency to the DNI.

11 When I became a member of the Board,
12 I looked back on the history that Scott has well
13 spoken to back to 1962 when the Defense
14 Intelligence School really was a traditional
15 military school where you had a block of
16 knowledge that was codified and taught in
17 prepared lesson plans to students and created a
18 graduate that was informed as DoD and
19 intelligence wanted.

20 But in the period in the 1980s there
21 was a conscious decision to want to move to a
22 situation where we were not just talking about

1 the training in an upscale sense but also in
2 education where you were expanding the
3 consciousness and the challenge to those students
4 to research.

5 And that's when the master's degree
6 program was introduced and the oversight of the
7 NSCAT was introduced in a very positive
8 instructive way that continues to serve this
9 university.

10 I've mentioned that in 1993 and then
11 in the period of a very productive President
12 Dennis Clift, almost a 15 year period that he was
13 President of this school. Again, strength to
14 strength in terms of building research
15 capabilities and a dedication to diversity.

16 Again, in 2011 when I came on board we
17 were also as a Board that was constituted with
18 members, former members of the intelligence
19 community, largely senior level folks some from
20 academia and several from outside.

21 Again, that emphasis was on building
22 capability as a research institution. Then in

1 the period after 9/11 however, there were some
2 significant developments that affected the
3 mission of the university.

4 We had the 9/11 Commission itself
5 which was eventually decommissioned. And then
6 the Intelligence Reform and Terrorism Prevention
7 Act or established in 2004 and implemented
8 beginning in 2005.

9 And it was inherent in those
10 conditions and reports a criticism of the
11 intelligence community it was not being
12 integrated enough with regard to the various
13 intelligence capabilities and producing
14 professional intelligence officers that did not
15 have the kind of unified sense of intelligence as
16 a profession.

17 So, there was a need indicated in all
18 those reports for intelligence community to
19 dedicate itself more to the development of
20 intelligence professionals who had kind of a
21 holistic experience in education about the
22 capabilities they were integrating in their work.

1 Then, of course in response to that we
2 had in 2010 and 2011, Jim Clapper who was the new
3 DNI. Bob Gates was the Secretary of Defense to
4 redesignate the NDIC as the NIU.

5 And that was going to incorporate the
6 commitment to response to the criticisms that we
7 had received in the various commissions and also,
8 and critically that we were going to move from
9 largely a defense community benefitting from this
10 university to the full intelligence community.

11 And it was regarded as a critical,
12 imperative but also very difficult challenge.
13 The President of the university, Dave Ellison
14 responded also in late 2016 with the development
15 of a strategic plan for the university which
16 again incorporated all the goals that were set by
17 the critiques in the various commissions I have
18 mentioned.

19 And with the intention of building a
20 more capable faculty, more dedication to research
21 and more engagement to a larger intelligence
22 community of 17 members. In that period under

1 the strategic plan the stress on science and
2 technology.

3 Again, responding to the critiques
4 that the university had received to developing
5 three schools, one for science and technology,
6 one for strategic intelligence and the other for
7 the center of strategic research again
8 emphasizing research as a critical component of
9 this university in producing critically thinking
10 leaders for the community.

11 The BOV that I'm a member of now again
12 constitutes, is constituted with senior members
13 of or members of the intelligence community
14 including a former Commandant of the Coast Guard,
15 Thad Allen.

16 We have Chris Inglis a former Deputy
17 Director of the NSA. Joanne Isham, former Deputy
18 Director of the National, NGA, National Defense,
19 Joanne Isham, National Defense Intelligence.

20 And then Ron Milton who is the former,
21 Ron is the former Director of Operations at NSA.
22 Carmen Medina, senior CIA. Matt Olsen formerly

1 the Director of the National Terrorism Center.

2 John Pistole who is the President of
3 a university in Indiana but also a former
4 Executive Director for CIA. Harvey Rishikof,
5 former intelligence community leader and
6 consultant and particularly in legal affairs and
7 Timothy Sands who is now the President of
8 Virginia Tech.

9 A tremendous group of leaders who have
10 brought great expertise to bear on recent years
11 in building this university in the direction that
12 now Scott is so committed to in making a former
13 research institution dealing with the priorities
14 of the intelligence community in response to the
15 DNI's guidance and making it a university that
16 the graduates will see themselves as intelligence
17 community officers, not just coming from the
18 stove pipe.

19 So, we are now involved in the
20 transition. And I believe that the Board is
21 quite pleased with how it is proceeding. One
22 thing I should also mention is that the Congress

1 has been engaged and very supportively in this
2 effort.

3 And in 2017, this comes after the NIU
4 developed its first plan, the NIU gave us a
5 congressionally directed panel made up of
6 outsiders which included Don Yader (phonetic)
7 from the National Defense University, Bruce
8 Hoffman who launched the security program at
9 Georgetown University, Jeremy Basu (phonetic) a
10 senior office at both CIA and DoD.

11 Eliot Cohen, a military analyst
12 scholar. At Johns Hopkins University Erin
13 Watkins who had been most recently the Deputy
14 Undersecretary for the Department of Homeland
15 Security but also a senior intelligence officer
16 in the Defense Intelligence Agency.

17 So, that group, by the way, made the
18 decision that while the strategic plan was to be
19 commended, the panel of outsiders did not believe
20 that the university would be able to achieve the
21 noble goals of that plan under the agency of the
22 DIA. So, because the larger community regarded

1 its home and DIA as really a defense, exclusively
2 a defense program, and the employees and the
3 staff really the DIA employees.

4 So, it was a impediment to doing the
5 evangelical work that was needing to be done
6 around the community to build support for the
7 university as a community wide institution.

8 And at the same time the House of
9 Representatives was concerned about the HPSCI the
10 staff was concerned that DIA perhaps had taken on
11 too many responsibilities and there is a
12 possibility that it would want to be considered
13 by another agency.

14 So, what the congressional panel
15 recommended was that the DNI was the logical
16 place to bring this university so that it could
17 fulfill its larger goal to be an IC wide
18 institution serving both and the intelligence
19 community.

20 And it would be clear there outside of
21 the DIA structure to build a high quality staff
22 committed to research and to academic freedom and

1 all those qualities that the institution has long
2 inspired to have as standards.

3 So, that is the recommendation. And
4 that report circulated around the community did
5 foster, I think, a concentrated debate.

6 And now here we are. And I'm very
7 proud to be moving into what is really an
8 opportunity for the National Intelligence
9 University to achieve its longstanding ambition
10 to be a community wide institution that really
11 codifies intelligence as a profession and
12 produces critically thinking leaders who can make
13 this community, make this university the center
14 of academic excellence.

15 So, I will stop there. But again,
16 thank you for the opportunity to talk with you
17 today.

18 MR. CAMERON: Thanks, Dr. Gannon, for
19 the remarks and for your service to the nation.
20 To quickly wrap up, I'd like to turn to our
21 Provost, Dr. Terry Markin. Terry.

22 DR. MARKIN: Thank you, Scott. As the

1 Provost of the National Intelligence University
2 it is my great honor to be here today.

3 I would like to thank the Department
4 of Education staff and Members of the Committee
5 for their time and support extended on behalf of
6 us getting to this point. This is a monumental
7 effort.

8 And we could not have done it without
9 your assistance. NIU provides a unique education
10 focused on national security and the transition
11 to the Office of the Director of National
12 Intelligence will bolster our position in the
13 intelligence community.

14 We look forward to any comments or
15 questions you may have. Thank you.

16 MR. CAMERON: Thanks, Dr. Markin. And
17 last but not least, Assistant Provost Dave Smith.
18 Dave.

19 DR. SMITH: Thank you, sir. I echo
20 all the previous comments thus far. It is my
21 honor as well to represent NIU here today.

22 I am an Assistant Provost and also

1 NIU's accreditation liaison officer to Middle
2 States Commission on Higher Education. And I've
3 had the pleasure of working closely with our
4 liaison there as well as the Department of
5 Education staff throughout this endeavor.

6 We have received outstanding support
7 and guidance throughout this, throughout the
8 entirety of this process and look forward to
9 continuing the relationship with the finalized
10 transition. And we look forward to any comments
11 or questions you may have. Thank you.

12 MR. CAMERON: Thank you, Dave. In
13 summary, we're a smaller institution. We have a
14 lot to say because our mission has gone on for 58
15 years and we're looking forward to the future.

16 And we really do appreciate all your
17 help and support through this process as we move
18 into the future under DNI. Thanks very much.

19 CHAIRMAN KEISER: Thank you, President
20 Cameron. We have questions from the Panel.
21 David Eubanks first.

22 DR. EUBANKS: Thank you. Claude, if

1 you have questions you would like to start with
2 I'll defer to you otherwise I can go ahead.

3 VICE CHAIRMAN PRESSNELL: No, go
4 ahead. I'll follow you. Thanks, Dave.

5 DR. EUBANKS: Okay. Thank you for
6 that introduction and also for the lucid pros and
7 the substantive change document; any failure to
8 understand is on my part.

9 I just had some questions about the
10 nuts and bolts of the transition. I think I
11 understand the reasons for it.

12 One of my questions was about the role
13 of the Board of Visitors. And some places it's
14 described as advisory. But also the document
15 says that it approved the strategic plan which
16 hints at executive oversight.

17 So, could you just say a few words
18 about what the role of that Board is?

19 MR. CAMERON: Thanks for the question,
20 great question. I'll put something on the front
21 end here and turn it over to my Board Chair for
22 his perspective.

1 But I do want to say that, you know,
2 we are under DoD or a FACA Board. Under ODNI we
3 would still be a FACA Board. We are well into
4 the conversation with ODNI about how we will
5 operate our Board there.

6 We see no changes. We will continue
7 to strengthen our ties to our stakeholders
8 through being more centrally located with our
9 stakeholders.

10 I would like to ask Dr. Gannon to
11 please comment.

12 DR. GANNON: I think, first of all,
13 that's an excellent question and I think we will
14 be in the coming weeks actually working with the
15 DNI staff to clarify the charter for the Board.

16 The Board really has functioned, I
17 think particularly with regards to the strategic
18 goals of the university are a lot of engagement.
19 I chaired the panel, the congressional hearing to
20 the panel.

21 We, the Board has seen itself and I
22 think the charter enabled it to see itself as not

1 subservient to the university but subservient to
2 all the stakeholders which include USDI Defense
3 and defense programs for which the university is
4 responsible, also to the intelligence community,
5 writ large and particularly to the DNI.

6 So, the DNI actually was providing
7 guidance since 2011 to the Board and we were
8 taking that guidance. And the guidance always
9 was for the Board to act as, in response to all
10 the stakeholders, and by the way, including
11 Congress in that.

12 And to conduct oversight over
13 particularly the strategic plan and
14 implementation of that plan of the university.
15 And part of it -- because we need to get ahead of
16 this with the DNI in the coming weeks, but
17 because of the stature of the people on the Board
18 and the way they were carefully selected and
19 their particular commitment, the Board has
20 probably punched above its weight, to some
21 extent, but punching in a very conservative way
22 and assisting the administration of the

1 university to move ahead in the constructive
2 direction that it has moved.

3 DR. EUBANKS: Thank you. Just briefly
4 --

5 MR. CAMERON: Thanks, Dr. Gannon. Go
6 ahead.

7 DR. EUBANKS: I just have a quick
8 follow up. Does the Board approve budgets and
9 staffing?

10 DR. GANNON: It does not approve. It
11 does not have that mission or authority. The
12 President has consulted us and sought the
13 consultation and approval of such, but he is not
14 obliged to do so.

15 DR. EUBANKS: Okay, thank you. I
16 appreciate that.

17 MR. CAMERON: I would add that --
18 sorry. Claude, I would just add that --

19 VICE CHAIRMAN PRESSNELL: Yes. I
20 guess one recommendation I would make, because
21 I've got the same kind of confusion that Dave
22 has, is that in the future you might move away

1 from governing language and use, instead of
2 approve, maybe affirm or something. That if they
3 have no governing authority, if they're really
4 truly more of Board of Advisors, Board of
5 Visitors, then I would just say, you know, just
6 be careful on what language you use in terms of
7 what role they play.

8 They still play an incredibly
9 significant role. I'm not trying to diminish
10 that. But if it's not a governance role then you
11 might want to be careful in what language you use
12 in terms of what they're voting on and so forth.

13 But you wanted -- Mr. President, you
14 wanted to follow up on that as well.

15 MR. CAMERON: Yes, sorry, not to
16 interrupt. Thank you. That's really helpful and
17 constructive.

18 It's a bit of a hybrid situation to
19 some degree, because we will bring -- we're
20 transparent about what we're doing about our
21 budget, about our staffing, about our programs.

22 And what's really powerful about the

1 Board, as you suggest, in an advisory role, maybe
2 it's advisory plus, is to be able to look at the
3 strategic guidance that the Director of National
4 Intelligence provides to the university.

5 And then they look at what we're doing
6 as we bring programs to them as we develop the
7 university kind of along with that strategic
8 guidance, they provide that oversight and
9 validate back to the DNI and to the leadership of
10 Defense as to whether we're actually hitting
11 those goals, meeting those objectives, and
12 calling that out.

13 And we will keep them very heavily
14 engaged during this transition, because oversight
15 of this transition and landing safely on the
16 other side strong and secure is their highest
17 goal as well as ours.

18 So, they're playing a very incredible
19 role in kind of that oversight to make sure the
20 moving parts are all working together. Thanks
21 for that.

22 VICE CHAIRMAN PRESSNELL: Right. You

1 know, you've dealt with Middle States. I'm sure
2 you're aware that their requirements on
3 governance need to be -- need for the institution
4 to be exceptionally clear who is the master, if
5 you will.

6 In other words, who is the governing
7 Board, and then who is those that provide
8 affirmation or advise for visitor input on it?
9 And so, and I know Middle States is working with
10 you on this transition as well.

11 CHAIRMAN KEISER: Jill?

12 DR. GANNON: I think that's an
13 excellent recommendation, and it actually
14 reflects some of the concerns that I have already
15 expressed to our staff about the need for
16 absolute clarity, because to some extent I think
17 the Board has operated with much greater
18 authority than its charter would provide and that
19 is not a healthy way to proceed as we're moving.

20 So, we will be in the coming weeks, I
21 think, addressing the issue. Thank you.

22 CHAIRMAN KEISER: Jill?

1 DR. DERBY: Yes. So, I have really
2 two kinds of questions. But the first one is
3 about -- what is it that precludes the Board of
4 Visitors from providing governance?

5 Claude, you talked about advising.
6 There is quite a difference between governance
7 and advising. So, what is it about the
8 particular structure that precludes this Board of
9 Visitors from being a governing Board?

10 MR. CAMERON: Dr. Gannon?

11 DR. GANNON: So, basically the charter
12 doesn't provide us with that authority. What has
13 actually happened in practice is when you have
14 former senior members of the intelligence
15 community who have led major agencies and we now
16 have the, you know, several of them on the Board
17 now, they are naturally consulted and their
18 advice is naturally presented and often taken
19 simply because of its prominence.

20 But that does need to be, that needs
21 to be clarified in terms of basic
22 responsibilities that the Board has and what

1 authority it has to provide either advice or
2 direct -- having direct authority over
3 governance.

4 MR. CAMERON: So, can I add to that --
5 thanks, John. I could add to that. But budget
6 approval is at the agency level.

7 As we get our budget, as we invest --
8 we're going through some modernization -- as we
9 invest we inform our Board, talk to them about
10 those investments, and that is kind of part of
11 how we meet our objectives for -- under the DNI
12 as well.

13 DR. DERBY: I ask the question because
14 there is an important component of academic
15 integrity and oversight and quality that boards
16 play an important role in.

17 And I just wondered about the
18 distinction between advising and governing in
19 that regard, because it being an academic
20 institution that's an important issue.

21 Was there anything you want to add?

22 MR. CAMERON: Yes. For us, the

1 arrangement we've had, under the Defense
2 Intelligence Agency, is one of a high level of
3 autonomy. And that same level of autonomy is
4 being structured under the ODNI. And as we write
5 the charter for that, for our Board with Dr.
6 Gannon, these are things that we really need to
7 kind of work through, absolutely.

8 DR. DERBY: Good, okay. But I would
9 reiterate --

10 (Simultaneous speaking.)

11 CHAIRMAN KEISER: Go ahead, Jill.

12 DR. GANNON: This is John. This is a
13 very important issue.

14 But as we began the transition earlier
15 this year, I did send a memo out to all the
16 stakeholders, which simply said you've got a
17 Board here with tremendous expertise and
18 experience, it needs to be engaged as we move
19 along. And the response I got, whether we had
20 the authority or not, was quite positive.

21 I think we saw some constructive
22 responses, particularly from the Defense

1 Intelligence Agency and some, and the DNI
2 organization. But again, it's because I think of
3 the heft of the people that are on this Board
4 that they have been able to punch above the
5 weight of the charter.

6 The charter has got to catch up with
7 the, actually, authorities you want the Board to
8 have. By the way, I am one of the ones that
9 support --

10 (Simultaneous speaking.)

11 DR. GANNON: Because I think issues
12 like academic freedom are critical ones as the
13 university proceeds in the direction that it is
14 going in.

15 And when it encounters the other major
16 agencies who have great sensitivities about
17 sources and methods but have less experience with
18 the issue of academic freedom.

19 So, we've got to be, the Board has got
20 to be champions, I think, of the strategic in
21 this new environment.

22 DR. DERBY: Good. I appreciate that

1 reassurance about academic freedom. It's central
2 and critical.

3 The other thing I wanted to ask is
4 really rather a general question. You know, from
5 public perception too often there is a sense that
6 there is a great deal of siloing among the
7 different aspects of national defense.

8 And I'm wondering if there are ties
9 and relationships with the State Department,
10 people in the State Department that are really
11 regional experts that bring that kind of cultural
12 expertise that I think is such an important
13 component when we're talking about national
14 intelligence. Can you speak to that, please?

15 MR. CAMERON: Yes. Thanks for the
16 question. And I'm sorry I didn't actually cover
17 that in my opening remarks, because it is very
18 important. So, thanks for bringing it up now.

19 Seventeen agencies in the intelligence
20 community. The national security landscape is
21 much broader than that, as you know, all the way
22 out to USDA, HHS, who have classified programs,

1 you know, as part of the infrastructure of how we
2 understand to respond to threats against the
3 nation.

4 So, for us we're looking at 17 IC
5 partners, 22-plus, different other agencies that
6 work with us. So, while we have each department
7 --

8 (Simultaneous speaking.)

9 PARTICIPANT: Someone needs to mute
10 their phone, please.

11 PARTICIPANT: Yes, there is background
12 interference. Please, go on.

13 MR. CAMERON: Thank you. While we
14 have 22 plus partners in national security beyond
15 the 17 intelligence agencies, NGA, State
16 Department, the FBI, law enforcement, they all
17 need to be there. They have to be part of this
18 mix, right?

19 So, as a result of getting people from
20 the State Department it's not just from their
21 intelligence bureau. It's from their regional
22 shops. It's their -- it is people who go out in

1 the field who have contacts in diplomacy for a
2 greater sense of how the national security
3 enterprise operates. So, we not only draw
4 students from these other areas for
5 familiarization, and that is really one of the
6 most important things that we do.

7 We have analysts sitting next to
8 collectors sitting next to operators sitting next
9 to policy people sitting next to diplomats and
10 law enforcement officials sitting next to pilots.

11 And we kind of put that mix together,
12 the conversation about how national security is
13 evolving is a very rich discussion. And we have
14 to elicit that and we have to adjudicate that in
15 a classroom.

16 And so, the more voices in the better
17 we are. And that is exactly what our goal is.

18 And I believe this move to ODNI in
19 that way will make us more central for all of
20 those people and allow us to even have a greater
21 landscape of participation from all of those
22 partners. So, thanks for the question.

1 DR. DERBY: Yes. Thanks for your
2 response. I find it reassuring to hear about the
3 efforts at integration that you've laid out and
4 also just all the history, the evolution of this
5 institution, it sounds very promising. Thank
6 you.

7 CHAIRMAN KEISER: Kathleen? You're
8 muted, Kathleen. Kathleen, you're still muted.

9 DR. ALIOTO: Better?

10 CHAIRMAN KEISER: There you go.

11 DR. ALIOTO: What does the Department
12 of Defense think about this?

13 MR. CAMERON: Well, thank you for the
14 question. This has been a two-year conversation.
15 There is a policy document in DoD 3305.01 which
16 describes the relationship between the USDI, the
17 Undersecretary for Defense Intelligence, the
18 Director of DIA, the DNI and the President of
19 National Intelligence University.

20 So, these four parties are described
21 as having very distinct roles in how we work
22 together and how we, kind of, provide assurances

1 that we're meeting the missions of each our
2 stakeholders.

3 From the beginning, the Department of
4 Defense has been very committed to this because,
5 if you think about it, in order for those in the
6 military to get a very rich understanding of what
7 we call decision advantage, right, decisions
8 based on intelligence in real time, I have often
9 been told by military leaders at many levels that
10 sending their best and brightest future leaders
11 to our institution to have that entire-enterprise
12 perspective on how intelligence is collected,
13 gathered, analyzed, and then put to policymakers,
14 how decision making happens so that when they hit
15 their second, third star they will be able to not
16 have their decision space shrink.

17 To be able to maintain decision
18 advantage because they are able to, as John said
19 before, think critically. They understand the
20 basics of what the system is.

21 So, this is a very value-added program
22 for the military in particular. And we have

1 joint professional military education level one,
2 which actually is kind of a little bit beyond
3 level one because it's also, they get a master's
4 degree from their time. And they also get to
5 integrate themselves with the entire intelligence
6 community. So, they look quite unique in that
7 way and it broadens the perspectives of the
8 military.

9 Their big concern, to be fair, was
10 that the joint professional education, military
11 education would continue under ODNI the way it
12 has. And that has been signed off on and that is
13 the plan.

14 In essence, I would wrap that up
15 saying I described to my colleagues in the
16 military that in order -- we need to kind of pull
17 away a bit from them in order to center ourselves
18 in the intelligence community to continue to make
19 our knowledge bank and our education to be even
20 of greater value to DoD as they send our folks to
21 NIU.

22 So, this has been a very good

1 conversation. It's actually enriched the
2 conversation in how we serve all of our
3 stakeholders, in particular the military.

4 But this has been signed off, as John
5 noted before, by the Secretary of Defense. Thank
6 you.

7 CHAIRMAN KEISER: Thank you, President
8 Cameron. Any other questions?

9 DR. ALIOTO: Yes. You also indicated
10 that Congress was involved. Was there a vote
11 from Congress in terms of this involvement?

12 MR. CAMERON: Yes. I'll turn to Dr.
13 Gannon for that. He's been very heavily
14 involved. John?

15 DR. GANNON: Yes. I'm sorry, I missed
16 the question. We got muted. Could you repeat
17 the question, please?

18 MR. CAMERON: So, as John described
19 earlier both of the House and Senate Intelligence
20 Committees have been tracking this for two years.

21 John described in detail the study
22 that was done that was commissioned by the Senate

1 Select Committee on Intelligence in 2016. John
2 led that panel, did an amazing job.

3 That process of actually studying
4 ourselves, I was just coming on board when the
5 study started, and it asked a series of pretty
6 deep questions of the institution. And that was
7 a gift to me because in starting I was able to
8 kind of start with this framework of having
9 people understand where we were and where we were
10 going.

11 So, that study then started a two-year
12 conversation on the Hill about the future of the
13 institution. And that has been a very productive
14 and positive conversation throughout.

15 CHAIRMAN KEISER: Thank you. Any
16 other questions from the Committee?

17 VICE CHAIRMAN PRESSNELL: Art, I have
18 --

19 (Simultaneous speaking.)

20 DR. ALIOTO: Was there a vote?

21 CHAIRMAN KEISER: Are there any other
22 questions from the Committee?

1 DR. EUBANKS: Yes, Art. I've got two
2 more questions.

3 CHAIRMAN KEISER: Okay. Who is that,
4 David?

5 DR. EUBANKS: Yes.

6 CHAIRMAN KEISER: David, go ahead.

7 DR. EUBANKS: Sorry, I just have --
8 you know, in the name of due diligence I just
9 have a couple more questions. I imagine that
10 this operation is like taking the plumbing out of
11 one building and transplanting it into another
12 building.

13 It's got to be complicated. I think
14 I understand the Board now. Your exposition of
15 how the budget change works is very clear. I
16 understand that.

17 You note that the student policies
18 about admissions and retentions and so forth will
19 not change, and that's very important. I did
20 want to ask about the other, there must be a lot
21 of other kinds of policies that you have port
22 from the Department of Defense over.

1 So, could you just give me a very
2 brief status report on how that is going?

3 MR. CAMERON: Thanks for the question.
4 And I like the plumbing analogy. There is a --
5 part of this is very, as you can imagine, a very
6 inter-governmental transition, right.

7 We're transferring budgets, the things
8 that you mentioned, and that has all gone very
9 well. We have a very, very detailed transition
10 plan for this, as you can imagine.

11 And one of those, one part of that,
12 was to review all policies in ODNI as they
13 related to all policies related to DIA. And
14 those number in the hundreds.

15 So, we have combed through hundreds of
16 policies to look for differences and ODNI is
17 making adjustments. Their lawyers were working
18 with them and they are making adjustments to
19 accommodate whatever unique needs that were in
20 those policies before we joined them.

21 So, that has been part of a
22 painstaking process as well, but a very

1 educational one.

2 DR. EUBANKS: Thank you. That helps
3 me understand the scope of the problem. I
4 appreciate that.

5 My last question is will the -- do you
6 anticipate that the current NIU leadership will
7 persist through this transition?

8 MR. CAMERON: Yes. We have --
9 structurally and functionally we have been placed
10 in the org chart at ODNI.

11 We are -- I am a direct report to the
12 Director of National Intelligence and our
13 institution is not melded into or with any of the
14 other business units of ODNI. We are a
15 standalone organization in that sense. So,
16 essentially, lock, stock, barrel, as we are, that
17 was congressional language, as well: move the
18 university as is.

19 And I am very heartened by ODNI
20 leadership's warm reception for our arrival in
21 the near future.

22 DR. EUBANKS: Great. I greatly

1 appreciate your comments. Thank you very much.
2 Art, I'm finished.

3 DR. GANNON: This is John Gannon. Can
4 you hear me, folks? Can I make an additional
5 comment here? Hello?

6 MR. CAMERON: Go ahead, John.

7 CHAIRMAN KEISER: You may.

8 DR. GANNON: Yes, John Gannon, back
9 with the BOV. A couple of comments.

10 One is that, again, whatever the
11 charter actually says about the BOV that, when I
12 made a request to be engaged in the transition,
13 Scott, partly because of his own inclinations,
14 has kept us extremely well informed as the
15 progression has moved ahead.

16 Also, the Office of the DNI has done
17 the same. And it was a little harder to get that
18 communication going, but we've done it. And the
19 Board is quite satisfied that we are not only
20 being well informed but we're being engaged with
21 the idea that the Board does have expertise and
22 experience to bring to bear on the decisions that

1 are being made.

2 So, again I think the stature of the
3 Board has delivered results through this
4 transition, which we hope to get incorporated in
5 a new charter for the Board as we move ahead
6 under the DNI.

7 I got muted before and I wanted to add
8 to Scott's comment that when we were conducting
9 the interviews with the stakeholders during the
10 congressionally-directed panel, there was concern
11 at DoD expressed by the USDI about JPME, Joint
12 Military Program of Education and how it would be
13 able to continue to prosper under DNI management.

14 That was a real concern in the
15 beginning. What I saw was that worked out very
16 well in the discussions that occurred, and
17 ultimately led to the recommendations to move
18 ahead fully with the integration that have
19 occurred in the most recent Intelligence
20 Authorization Act.

21 So, that's an example. So, again it's
22 good to note that there was discussion about some

1 of these. There was concern. We had ultimately
2 a very good collaboration and the Board played a
3 role in this too.

4 And I think we're in a very good
5 position now, not by accident, not because of
6 anything random, but because people and leaders
7 engaged in a very constructive way to get us in a
8 very positive position with regard to this
9 transition.

10 CHAIRMAN KEISER: Thank you.

11 Kathleen, you had another question?

12 (Simultaneous speaking.)

13 CHAIRMAN KEISER: Excuse me, Kathleen,
14 you had another question?

15 DR. ALIOTO: Well, you may have just
16 answered this. Was this included in intelligence
17 legislation?

18 MR. CAMERON: Yes. Thank you,
19 Kathleen. I'm really sorry I missed the question
20 earlier. I didn't pick up on what you were
21 saying.

22 But, yes. This was a part of the

1 Intelligence Authorization Act that was voted
2 into law. So, this is public law and that was --
3 yes.

4 DR. ALIOTO: All right. Thank you
5 very much.

6 CHAIRMAN KEISER: Are there any more
7 questions? If you still have your hands up,
8 please pull them down, if you can. Valerie --
9 thank you, gentlemen and I'd like to invite
10 Valerie back on to make any comments or
11 observations.

12 MS. LEFOR: Thank you. I thought --

13 CHAIRMAN KEISER: Just one second.
14 I'm sorry, Valerie. There are no third party
15 commenters that I'm aware of and so now we can go
16 to you, Valerie.

17 MS. LEFOR: No problem. I was just
18 going to say I thought it was really good
19 conversation. I do not have any additional
20 comments at this time.

21 CHAIRMAN KEISER: Any questions for
22 Valerie?

1 DR. EUBANKS: Yes. I do have a quick
2 question, Art.

3 CHAIRMAN KEISER: Is that you, David?
4 Okay.

5 DR. EUBANKS: Yes. So, for the
6 record, the Middle States requires formal
7 approval by the Department of Education and the
8 Department of Education requires formal approval
9 by Middle States.

10 So, there is this logical
11 contradiction that has to be resolved for
12 anything to move forward. So, my understanding
13 is that we have accepted the Middle States
14 preliminary approval, which then will lead to a
15 site visit and so forth, that resolves this
16 catch-22. I just wanted to verify that this is
17 the case and that it was on the record.

18 MS. LEFOR: Yes, that is the case.
19 So, we refer to this, kind of, as our chicken and
20 egg situation. Who goes first in terms of
21 seeking approval and what does that look like?

22 So, we work very closely with the

1 institutional accreditor, whoever that may be,
2 throughout the process. We did get approval from
3 Middle States to move forward with -- they had
4 done a review on paper.

5 The remaining part for them is the six
6 months, within six months from that approval,
7 which happened in March, of course, so I'm not
8 sure due to COVID if there will be any delays in
9 that. But they would conduct a site visit with
10 the institution and then sort of do a final
11 approval.

12 And that timing coincides,
13 traditionally letters from the NACIQI meeting
14 have been issued 90 days following a NACIQI
15 meeting.

16 And so, by the time we get ready to
17 have the final letters that come from the FCO and
18 the Secretary, in this particular instance, there
19 is usually that completed process with the
20 accrediting agencies, so that we can have like a
21 final, final letter as well as the NACIQI
22 recommendation and Secretary's letter that then

1 go back over to Congress for their review.

2 DR. EUBANKS: Thank you. Last
3 question, when the statute expires in 2022, where
4 the Department of Education -- sorry, the
5 Department of Defense is appointing the Board of
6 Visitors and it transitions over, does NIU have
7 to resubmit a substantive change, or does this
8 just go forward and they're done?

9 MS. LEFOR: That is a good question.
10 I'm not sure I know the answer to that. I don't
11 know, Herman, if you had any insights into that?

12 MR. BOUNDS: No, I don't. I think
13 it's something we'll have to look at, you know,
14 at that time. I'm not clear if that will require
15 some change at this point.

16 DR. EUBANKS: Okay. This was a
17 comment, I would say, based on the conversation
18 today, personally I would be comfortable with
19 that change going forward without another round
20 of paperwork. But of course that's all up to
21 you.

22 And finally, thank you very much,

1 Valerie and others at the Department for
2 supporting me and helping me do this review.

3 Your communication was clear and
4 timely and really helped me understand these
5 complicated issues. Thank you.

6 MS. LEFOR: You're welcome.

7 CHAIRMAN KEISER: Well, thank you.
8 Any other questions for Valerie? Thank you,
9 Valerie. David, and I guess, Claude, would you
10 like to make a motion? Do you have a motion to
11 make?

12 VICE CHAIRMAN PRESSNELL: We have a
13 motion to make, Mr. Chairman. And the motion is
14 to approve the realignment and substantive change
15 request of NIU.

16 CHAIRMAN KEISER: Is there a second?

17 DR. EUBANKS: I second.

18 CHAIRMAN KEISER: Second by David.

19 Any questions, comments, concerns?

20 Sensing none, if you would then vote
21 on the motion. The motion is to accept the
22 report. Go to your megaphone and begin the

1 voting process.

2 (Pause.)

3 CHAIRMAN KEISER: I guess we'll know
4 what the votes are when she puts it on the page.
5 Are we going to get that? There it is.

6 Okay, great. Thank you, the motion
7 passes. And we are finished our formal business.
8 We now move to a subcommittee and then a report,
9 or presentation.

10 The first is the Subcommittee on
11 Governance. And I want to say to Rick and to all
12 the members, you did a phenomenal job. There was
13 a lot of work done, a lot of back and forth, and
14 again, I think the whole Committee should be
15 appreciative of that work.

16 Rick, it's yours now.

17 MR. O'DONNELL: Art, thank you,
18 appreciate that. And I would just echo my thanks
19 to the entire subcommittee, Kathleen, Jill, Paul,
20 Anne, Ralph, and Art for their work and their
21 time and attention.

22 We have a several-page report, which

1 has been posted online and should have been
2 distributed to all the members. I'm not going to
3 read it. I just want to kind of quickly
4 highlight a few things and then if there is
5 discussion among the full Committee and the full
6 subcommittee we can have that discussion.

7 We've heard from a number of
8 accrediting agencies and a number of related
9 associations. We tried to hear from, what I would
10 call, state officials, and for scheduling and
11 other reasons we weren't able to hear from them.

12 And what we heard primarily from the
13 accrediting agencies was that over the last
14 decade or more they don't believe there has
15 really been very many instances of accrediting
16 agencies weighing into issues of governance over
17 political interference.

18 There was a sense that sometimes these
19 come up when people are, when boards are
20 appointing presidents, and politicians may weigh
21 in, but they tend to resolve themselves with more
22 questions.

1 And that when accrediting agencies are
2 concerned about governance issues it tends to be
3 tied into other matters, such as financial
4 insolvency or fraud, where maybe poor governance
5 has led to other problems.

6 We did hear from one non-agency
7 witness who disagreed with the accrediting
8 agencies and thought that there -- and asserted
9 that there had been a number of times when
10 accrediting agencies interfered in governance of
11 institutions and they cited a number of examples
12 again, typically around the appointment of
13 presidents.

14 I think the subcommittee spent a lot
15 of time kind of discussing and acknowledging that
16 the owner of institutions vary, whether it be a
17 state government, a tribe, a religious order or
18 just an independent for-profit or non-profit,
19 that the governance of institutions varies and
20 that accreditors need to be aware of that, of
21 those varying structures, particularly with
22 religious and tribal owned or run colleges that

1 have unique needs in their governing boards.

2 We also spent some time just kind of
3 acknowledging that, in some cases, you see state
4 legislators or government bodies setting budgets
5 for our institutions, and that right now it will
6 probably increase.

7 But that at time accreditors need to
8 understand that, you know, their job is to, if
9 the state makes substantive changes to the budget
10 allocation for a university, it's a fair question
11 to ask how those changes may impact quality of
12 education at that university.

13 But that's really not the accreditor's
14 job to inform state legislators of how to set
15 their budgets, and then just to be cognizant of
16 the different lines and the triads.

17 And then we spent some time talking
18 about the fact that governance is not a criteria
19 for Title IV in the HEA Act or in the Department
20 regulations and that it's very clear that
21 accrediting agencies can have standards beyond
22 those ten that are in the Act.

1 I think, and we spent a lot of time on
2 the subcommittee debating, you know, is there a
3 plausible scenario where an accrediting agency
4 could revoke accreditation based on a governance
5 standard, and that the Department and NACIQI
6 would not be able to review that because it's
7 outside the ten enumerated Acts.

8 I think the Committee thought that,
9 you know, the chances of that happening might be
10 low. There were some Committee members who were
11 very concerned that it seems strange that the law
12 would allow Title IV to be revoked on standards
13 that can't be reviewed by the Department or
14 NACIQI, even though that's sort of been the way
15 it's been for quite some time.

16 And I think, you know -- that's where
17 I'll stop there. I think that's a summary.
18 Again, it was a good -- we had multiple meetings,
19 multiple discussions. There was not unanimous --
20 unanimity on the subcommittee on every point, but
21 we were working collegially and I really
22 appreciate every one's hard work on this issue.

1 CHAIRMAN KEISER: Thank you, Rick.
2 Anybody have any questions or comments?

3 I think everybody is getting tired.

4 Well, Rick, again well done. Do we
5 want to make a motion to send this to the
6 Secretary?

7 MR. O'DONNELL: Mr. Chair, was there a
8 question from Jill, or did they just -- Jill and
9 Ralph had their hand up.

10 CHAIRMAN KEISER: I didn't see that.
11 I'm sorry.

12 DR. DERBY: No, just quickly. I just
13 wanted to really thank Rick and acknowledge, I
14 think that the Committee went through a very big
15 process and had a very good and searching kind of
16 deliberation at the end.

17 I think the report reflects all that.
18 And thanks, Rick, for his leadership in all of
19 it.

20 CHAIRMAN KEISER: Kathleen?

21 DR. ALIOTO: I would like to, once
22 again, chime in with Jill and thank Rick because

1 having to deal -- you can imagine having to deal
2 with me on that committee. And he was so patient
3 and followed through on everything.

4 We spent hours on trying to listen to
5 people on the phone and see them on the, you
6 know, and it was complicated and it was also
7 complicated in terms of our thinking.

8 So, I would like to thank him and also
9 the other members of the Committee and Anne and
10 everybody who was so really flexible about having
11 our judgments questioned.

12 And I think this may be my last
13 meeting. So, I also wanted to thank you, Art,
14 and everybody else on the Committee. It's been a
15 real pleasure working with you.

16 CHAIRMAN KEISER: Absolutely a
17 pleasure to work with you, Kathleen. Ralph, you
18 have your hand up.

19 MR. WOLFF: I do. Can you hear me?

20 CHAIRMAN KEISER: Yes.

21 MR. WOLFF: Okay, great. Then I'll
22 just add my thanks to the Committee members and

1 to Rick for dealing with all the multiple edits
2 that we made.

3 But the one point I wanted to make
4 was, we started off with the whole issue of
5 political interference. And the issue as we
6 understood it became much more complicated. And
7 there are church-sponsored institutions. The
8 whole issue of governance, not just on the
9 selection of presidents. But as we saw in the
10 case of Alaska where there are budget issues.

11 And so, I think our report reflects
12 that we started at one point but expanded to
13 raise a set of issues that I think are really
14 important and we would agree that accreditors
15 need to be sensitive to.

16 So, with that again I thank all the
17 Committee Members and, I guess, Rick, you can
18 move acceptance by the full Committee.

19 MR. O'DONNELL: Thanks, Ralph. Yes, I
20 would make a motion that we move the
21 subcommittee's report be accepted by the full
22 Committee and forwarded on to the Secretary for

1 her review.

2 CHAIRMAN KEISER: Is there a second?

3 DR. DERBY: I second the motion.

4 CHAIRMAN KEISER: Second was Jill

5 Derby. Any further discussion?

6 All in favor, hit your megaphone.

7 (Pause.)

8 DR. SMITH: It looks unanimous. There
9 is no scribe for this. We did it for the
10 agencies. I can't hear you, Art. I think you're
11 muted.

12 CHAIRMAN KEISER: I'm sorry. Again,
13 thank you for that. Again, thank you, Rick, and
14 everybody on the Committee.

15 The next, one of our new members put
16 together an incredibly deep and thoughtful report
17 on student success. David, would you like to
18 make a presentation?

19 DR. EUBANKS: Thank you, yes. And
20 with that lead up, you might think that it's
21 quite long. It's not. I feel like I'm holding
22 you all hostage this morning, so this will be

1 very brief.

2 And the purpose is to bring to the
3 Committee's attention, I think a quite
4 extraordinary opportunity we have related to the
5 new guidance in the 2019 handbook.

6 So, the Student Achievement Rule,
7 602.16, requires accreditors to set clear student
8 achievement standards, as you know. And the new
9 guidance in the handbook for accreditors
10 emphasizes transparency in publishing those
11 standards, the standards for review; so, what
12 institutions have to do to get reviewed.

13 As well as flexibility for those
14 institutions to meet those obligations and data
15 that's suitable to the mission. This guidance is
16 much needed.

17 For many institutions seeking
18 accreditation, student achievement standards are
19 reviewed with criteria that are in fact much more
20 specific than what's in the published standards.
21 And I'll just give you one example of several I
22 can give you.

1 But the most important one probably is
2 that course grades are almost uniformly banned as
3 a primary data source about student learning when
4 evaluating academic programs.

5 This prohibition does not appear in
6 the published standards, as far as I've been able
7 to tell, and it's not clear to me if it's
8 supported by policy at all.

9 Now, one cannot simultaneously believe
10 that course grades are worthless as learning
11 data, and believe that transcripts contain useful
12 information. So, this contradiction is an
13 example of what might be illuminated under the
14 new guidance.

15 The ban on grades as data has been,
16 however, a boon to a service industry that has
17 sprung up to produce a report on the kind of
18 secondary grades, with the electronic system to
19 maintain them, that the accreditation reviewers
20 like to see.

21 The secondary grading system costs
22 colleges a lot of money. And ironically, in most

1 cases doesn't even produce good data.

2 So, the current situation is
3 unfortunate, but it is also understandable.
4 Accrediting agencies have had to negotiate a
5 sometimes difficult regulatory environment in
6 recent times, especially with respect to student
7 achievement. And it's probably inevitable that
8 compromises had to be made. My purpose in
9 bringing this matter forward is twofold.

10 First, as a collegial signal to
11 agencies that they have the freedom to reimagine
12 student achievement measures.

13 And secondly, I'd like to propose to
14 the NACIQI that a subcommittee be appointed to
15 investigate the transparency and flexibility
16 guidance as cited, and to make appropriate
17 recommendations to the Committee so those
18 intentions will be realized.

19 Collectively, we have an extraordinary
20 opportunity to help students, institutions, and
21 accreditors by helping to realign the goals for
22 student success measures with effective and

1 modern techniques for achieving those goals.

2 That's it, Mr. Chairman.

3 CHAIRMAN KEISER: Thank you, David.

4 Unless there is an objection, I would recommend
5 that we do appoint a subcommittee, David being
6 the chair, and anybody who would be interested in
7 serving on the committee please notify David or
8 myself and we would move forward with that,
9 because I think that would be a very interesting
10 and important report.

11 I don't think we need a motion for
12 that, but if there are any objections please let
13 me know. With that --

14 DR. DERBY: Art, I have a question.

15 CHAIRMAN KEISER: Yes, sure.

16 DR. DERBY: Yes. I just wanted to ask
17 David, this sounds really great and I support the
18 idea of a subcommittee and would like to be on
19 it.

20 Where can we access the new handbook
21 for the guidance for the accreditors?

22 DR. EUBANKS: It's posted online. I

1 can just email you a copy. That might be the
2 easiest thing.

3 DR. DERBY: Great, thanks.

4 CHAIRMAN KEISER: Okay. Just --
5 Kathleen, you had your hand raised.

6 DR. ALIOTO: Yes. I wondered, David,
7 if you had looked at the report that was created
8 by NACIQI over the last, well it was not last
9 year but the four years before that: a study on
10 this subject on student achievement. Have you
11 looked at that?

12 DR. EUBANKS: I'm familiar with some
13 of the resources, but maybe not all of them. So,
14 thank you for pointing that out. I'll have to do
15 some more research.

16 DR. ALIOTO: Yes.

17 CHAIRMAN KEISER: Mary Ellen?

18 DR. ALIOTO: I wasn't sure if they
19 were on the Committee.

20 DR. PETRISKO: Thank you. First I
21 want to thank you, David, and I want to volunteer
22 also to go on the group.

1 I want to be clear on what -- I don't
2 know how to even ask this. What's our authority
3 with doing these kinds of reports and
4 recommendations that would be going out so that
5 institutions could see what our thinking is and
6 what our expectations are, what our understanding
7 is of what student achievement is?

8 What status does it have? What
9 authority does it have?

10 CHAIRMAN KEISER: Mary Ellen, and
11 again, Herman, you can correct me or, George, the
12 purpose of these is to provide advisory
13 information to the Secretary.

14 Prior to this last reauthorization, we
15 did not have that kind of ability to do it. But
16 since the last reauthorization we have involved
17 ourselves in a number of different areas.

18 And this is one that is appropriate,
19 where we would send a report like Rick will do
20 and that will go to the Secretary for just advice
21 and counsel, not necessarily for any regulatory
22 authority.

1 DR. PETRISKO: Although it could
2 result in that if there were things presented,
3 where the Secretary would say that actually is
4 really good, we should be more explicit or change
5 these things so that we're giving good guidance
6 as to what our requirements are for agencies.

7 CHAIRMAN KEISER: Right, or she would
8 then maybe set up a negotiated rulemaking,
9 because I think that's what would follow next.
10 But we certainly could raise the questions. She
11 doesn't have to take the advice, or she can.

12 DR. PETRISKO: Great. Well, again --

13 CHAIRMAN KEISER: Any other comments?

14 DR. PETRISKO: -- I would be happy to
15 be on a group. Thank you.

16 CHAIRMAN KEISER: Great, thank you. I
17 think we're finished, almost. Two things I want
18 to say.

19 First, remember during our training we
20 went through an issue in the media training. And
21 we are not able to speak on behalf of NACIQI. If
22 you get a media contact, please refer it to

1 George who will refer to the Department's PR
2 people.

3 If, at any time you don't refer
4 yourself in terms of speaking for NACIQI or even
5 as a member of NACIQI, that doesn't mean you
6 can't speak on your own personal issues. But if
7 you are going to comment on any action we've
8 taken please refer -- from the press, please
9 refer that to George and he will then send it to
10 the appropriate people to respond.

11 Any questions on that? George,
12 anything you want to comment on that?

13 DR. SMITH: Yes. Just if we get
14 anything -- if you get anything media related,
15 clearly, just refer them to me and I'll refer
16 them to the appropriate people in our press
17 office.

18 I've gotten some communication from
19 our committee management officer who is under the
20 impression that it might be a good idea just to
21 go ahead and vote on a subcommittee to make it a
22 part of the record, rather than just forming it,

1 you know, generally.

2 CHAIRMAN KEISER: Okay. We've not
3 done that before, but we certainly can. If you
4 would like that subcommittee, go ahead and vote.

5 DR. SMITH: Yes.

6 DR. FRENCH: Mr. Chairman, I move that
7 we create the -- this is George French. I move
8 that we create the subcommittee as recommended.

9 CHAIRMAN KEISER: Great. And that's a
10 motion. Is there a second?

11 DR. PETRISKO: I'll second it.

12 CHAIRMAN KEISER: Okay. I think Mary
13 Ellen or Jill, but Mary Ellen. Any other
14 discussion? Go ahead and vote. Ralph, go ahead
15 and vote -- or, you have discussion?

16 MR. WOLFF: Just one question. I just
17 would appreciate that a charge to the Committee -
18 - subcommittee be developed and circulated just
19 so we, and following up on Mary Ellen's question,
20 just so what the charge is and what the scope is
21 and it would be very helpful.

22 If I could, I will join the committee.

1 But I'll write to David directly. Thank you.

2 CHAIRMAN KEISER: Okay. David did do
3 a very well thought out paper, that should be the
4 basis of the subcommittee's charge. Okay.

5 Okay. Do you have enough, George, on
6 the votes? It looks unanimous. Anne hasn't voted.

7 DR. SMITH: Okay, let's see, 13, 15,
8 16. It's unanimous. So, it is unanimous.

9 CHAIRMAN KEISER: Again, I want to
10 thank everybody for being so cooperative. This
11 has been an interesting experience working with
12 Webex.

13 I thank the Webex people for helping
14 us and, George and Herman, thank you so much for
15 your staff and the work that they do. And I
16 would entertain a motion to adjourn.

17 DR. FRENCH: So moved.

18 CHAIRMAN KEISER: Okay. I think
19 that's unanimous. I'm ready. Thanks. Bye, bye,
20 everybody. Thank you.

21 (Whereupon, the above-entitled matter
22 went off the record at 11:38 a.m.)

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