# DAU
Defense Acquisition University

# Foundation for the Future

## 2013 - 2015 Strategic Plan

## FY13 Organizational Performance Plan

## Vision

Enabling the Defense Acquisition Workforce to achieve better acquisition outcomes

## Mission

Provide a global learning environment to develop qualified acquisition, requirements, and contingency professionals who deliver and sustain effective and affordable warfighting capabilities.

DAU was critical to ensuring the success of the Better Buying Power initiative by training the Defense Acquisition Workforce on its content. We updated our curriculum, engaged with acquisition organizations in mission assistance activities, and provided rapid deployment training to ensure the Defense Acquisition Workforce fully understood how to apply the Better Buying Power initiatives on the job.

However, the idea of Better Buying Power was to implement a philosophy of continuous improvement. DoD carefully watched and evaluated the implementation and results of the 23 original initiatives. There were many successes, some initiatives that didn't pay off as hoped, and a few USD(AT&L) leadership decided could probably be dropped. As a result of their evaluation, DoD released Better Buying Power 2.0 in November of 2012, which contained seven categories and 36 initiatives.

Changes included the following:

- Target affordability and control cost growth was split into two goals: achieve affordable programs and control costs throughout the product lifecycle.

- Incentivize productivity and innovation in industry was expanded to include government as well.

- A goal to improve the professionalism of the acquisition workforce was added. Part of this goal will include establishing stronger professional qualification requirements for all acquisition specialties.

Better Buying Power applies to everything the Department buys from major systems to commercial products to services of all types. DoD expects the workforce to apply the principles and guidelines in Better Buying Power 2.0 thoughtfully and professionally—where it makes sense—not as rigid rules that apply in all cases. DAU will continue to ensure that the Defense Acquisition Workforce understands these critical initiatives and is equipped to successfully implement them.

"Improving acquisition would be important in any budget environment, but since Better Buying Power 1.0, it's gotten even more important …. Every dollar not wasted is a dollar that can be invested in new capability."

—Hon. Ashton B. Carter
Deputy Secretary of Defense

## Better Buying Power 2.0

- Achieve Affordable Programs

- Control Costs Throughout the Product Life Cycle

- Incentivize Productivity and Innovation in Industry and Government

- Eliminate Unproductive Processes and Bureaucracy Promote Effective Competition

- Improve Tradecraft in Acquisition of Services

- Improve the Professionalism of the Total Acquisition Workforce

# Strategic Alignment
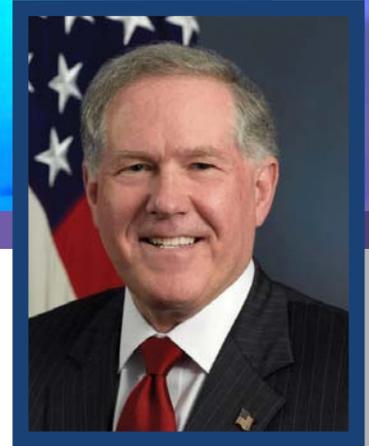
DAU's Strategic Plan is aligned with the goals of the:

- **Nation**, as established in the President's Memorandum on Government Contracting, the Weapon Systems Acquisition Reform Act of 2009, National Security Strategy, and the Digital Government Strategy

- **Department of Defense**, as set forth in the National Defense Strategy, Quadrennial Defense Review, DoD's Strategic Management Plan, DoD Comprehensive Review, and SECDEF's efficiencies initiatives

- **USD(AT&L)**, as stated in Congressional testimony, Better Buying Power initiatives, AT&L priorities, and the Acquisition Workforce Strategic Plan

USD(AT&L) Frank Kendall has stated that the need for Better Buying Power, realized through affordable and well-executed programs and improved efficiency in all that we do, is even greater in the budget environment we are now experiencing. His priorities as USD(AT&L) are tightly aligned with the principles Secretary Panetta has expressed—maintain the best military in the world, avoid a hollow force, take a balanced approach to achieving efficiencies, and keep faith with our men and women in uniform.

"I will work to increase the capability of the workforce. As budget reality reduces the capacity to increase the size of the workforce, I will turn greater attention to the capability within the workforce. The most important legacy we can leave behind is a stronger workforce—a more capable workforce than the one we inherited."

—Hon. Frank Kendall
Under Secretary of Defense
for Acquisition, Technology
and Logistics

## USD(AT&L) Priorities

1. Support forces engaged in Overseas Contingency Operations
2. Achieve affordable programs
3. Improve efficiency
4. Strengthen the industrial base
5. Strengthen our acquisition workforce
6. Protect the future

## USD(AT&L) Objectives

1. Institute a system to measure the productivity and performance of the acquisition system on a program basis
2. Institute a system to measure the productivity and performance of acquisition institutions
3. Elevate the status, prestige, and professional standards of acquisition personnel focusing on key leaders
4. Increase the cost consciousness and cost-related performance of the total DoD AT&L workforce
5. Institute a process for defining the affordability of MDAPs to include sustainment
6. Establish an internal ability to evaluate the impact of acquisition decisions on the industrial base
7. Strengthen proactive service contracting management at the major functional level
8. Achieve small business goals
9. Strengthen ties to the requirements community

Mr. Kendall's objectives, particularly Objective #3, will focus DAU's efforts over the coming year. Our Strategic Plan is geared toward elevating the status, prestige, and professional standards of acquisition personnel to ensure the workforce is able to meet USD(AT&L) priorities and objectives.

DAU's Strategic Plan flows down to our annual Organizational Performance Plan. To achieve objectives in that plan, each DAU team member must ensure that his or her individual objectives, as reflected in his or her Faculty Contribution Assessment Plan (FCAP) and Acq Demo development plan, support the tasks and targets of our annual Organizational Performance Plan.

"Critical to all of the Better Buying Power initiatives is the education and training of our workforce, which DAU is addressing through rapid deployment training, mission assistance, and curriculum updates."

—Hon. Katrina McFarland
Assistant Secretary of Defense
for Acquisition

Our strategic planning process does not stop with the publishing of the Strategic Plan. It is an end-to-end planning process that encompasses performance measurement, budgeting, and contribution-based employee evaluation systems. It includes the following products:

- **Strategic Plan**, which contains the mission, vision, goals, measures, and objectives. It covers three years but is updated annually as a living document.

- **Organizational Performance Plan**, which has measurable performance tasks for the current year in support of each strategic goal.

- **Organizational Performance Assessment**, which shows the actual versus planned accomplishments for the year as well as progress on long-term measures for each goal of the Strategic Plan.

- **Annual Report**, which provides DAU's customers and stakeholders with our achievements for the preceding year.

- **Performance-based individual contribution plans**, which are used for both our faculty and staff.

Each year, DAU reviews, updates, and validates our strategic goals and measures, and our objectives. The Planning, Policy, and Leadership Support group is responsible for leading this effort. They engage the participation of faculty and staff from across the University in this review. The review process begins with an analysis of organizational strengths, weaknesses, opportunities, and threats (SWOT). (The results of the SWOT are shown on page 18.) This is based on an environmental scan which identifies: 1) changes in DoD warfighting and acquisition environment; 2) advances in learning and development approaches; 3) major shifts in technology, market, competition, or regulatory environment; and 4) long-term organizational sustainability. Areas for improvement/focus are determined through leadership reviews of mission/operational performance, customer satisfaction ratings, stakeholder inputs, climate survey results, and annual performance plan task accomplishments. Updates to the Strategic Plan are presented to the Strategic Planning Council (SPC) (membership consists of DAU's senior leadership team) and reviewed by our Board of Visitors prior to final approval by the SPC.
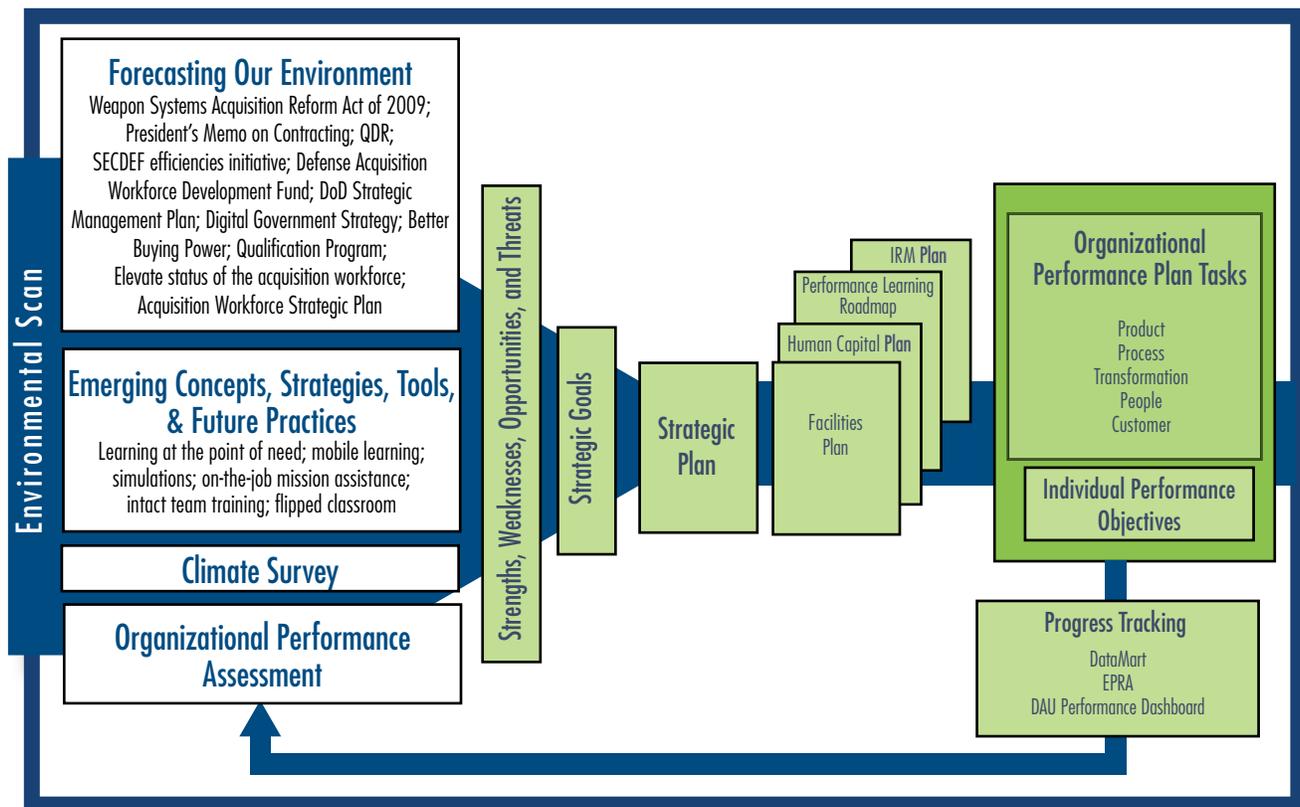
In alignment with the strategic goals, separate performance tasks to be accomplished during the year are defined in the DAU Organizational Performance Plan. These tasks are projects headed by a project manager. Performance targets with specific outcomes/output measures and indicators of success are embedded within each task, and define progress toward achieving the objectives.

Our progress toward meeting our strategic goals and fulfilling our mission is measured and reported regularly. DAU has adopted an online enterprise-wide performance measurement tool, the DAU Performance Dashboard (https://clo.dau.mil), which we use to set baselines, manage tasks, and analyze results. This dashboard, available to all managers, tracks progress of the performance tasks that support each strategic goal. DAU conducts a tri-annual Enterprise Performance Review

and Analysis (EPRA) to review progress for all annual performance tasks as well as long-term measures for the strategic goals. This enables management to make resource allocation decisions in the context of past results and allocate or reallocate resources as appropriate. All of our decisions are data-driven. Progress toward achieving each strategic goal is also assessed using a select number of key long-term measures. Long-term goal performance and current year task performance are documented in our annual Organizational Performance Assessment. Results are reviewed and incorporated as necessary into the next update of the Strategic Plan.

DAU's contribution-based employee evaluation systems ensure that each employee is focused on contributing to the execution of our mission and the accomplishment of the performance tasks, and ultimately, focusing on the goals of the organization. Individual objectives are set based on the Strategic Plan and Organizational Performance Plan. In the end, employee rewards are tied to specific contributions toward accomplishing DAU's performance goals.

The entire process is a deliberate, planned, measured, iterative, and integrated cycle that continuously moves DAU toward its organizational goals and vision.

## Environmental Scan

### Forecasting Our Environment
Weapon Systems Acquisition Reform Act of 2009; President's Memo on Contracting; QDR; SECDEF efficiencies initiative; Defense Acquisition Workforce Development Fund; DoD Strategic Management Plan; Digital Government Strategy; Better Buying Power; Qualification Program; Elevate status of the acquisition workforce; Acquisition Workforce Strategic Plan

### Emerging Concepts, Strategies, Tools, & Future Practices
Learning at the point of need; mobile learning; simulations; on-the-job mission assistance; intact team training; flipped classroom

### Climate Survey

### Organizational Performance Assessment

**Strengths, Weaknesses, Opportunities, and Threats**

**Strategic Goals**

**Strategic Plan**

IRM Plan
Performance Learning Roadmap
Human Capital Plan
Facilities Plan

### Organizational Performance Plan Tasks
Product
Process
Transformation
People
Customer

### Individual Performance Objectives

### Progress Tracking
DataMart
EPRA
DAU Performance Dashboard

## Strengths

- Caliber of faculty and staff
- Innovative use of technology
- International recognition as a learning sector leader
- Integrated learning assets that encompass the acquisition body of knowledge
- OSD support; alignment with key stakeholders
- Co-location with major customer base

## Weaknesses

- Speed of curricula development
- Capacity and speed of IT infrastructure
- Staff recognition
- Unresponsive external contracting support
- Disconnect between functional leader demands and DAU resources to simultaneously support increased throughput, curriculum reengineering, and new product development requirements
- Technology driving requirements

## Opportunities

- Better Buying Power Initiatives
- MDAP/MAIS engagement
- Applied research
- New acquisition process for information technology
- Space acquisition
- Support of key stakeholders
- Rapid acquisition
- Services acquisition
- Workforce qualification
- On-the-job training
- Intact team training

## Threats

- Complacency because of national recognition
- Stakeholder perceptions
- Balancing DoD IT security with the need to reach the workforce
- Speed of technology advancement
- Impact of DoD budget constraints
- Political uncertainty
- Competition from other training organizations
- Perception that training does not improve program outcomes

# Strategic Planning Integrated Product Team (IPT)

The Planning, Policy, and Leadership Support (PPLS) Group established an Integrated Product Team (IPT) comprised of senior managers with each manager assigned to a goal. We then recruited faculty and staff volunteers from all regions and headquarters to serve on Goal Teams. These teams reviewed the goal and strategic measures, created objectives with 3-year milestones, and developed performance tasks with measurable targets for FY13. The participation of faculty and staff in this process provides DAU with valuable operational perspective and gives them a better understanding and ownership of the plan they will have to execute.



**Goal 1:** Joanne Schoonover (DSMC), lead, Rebecca Clark, Diane Cunha, Pamela Gouldsberry, Scott Ilg, Jim McCullough, Sterling Mullis, and Vishnu Nevrekar

**Goal 2:** Gary Byrum (South), lead, Tim Hamm, Judith Bayliss, Charles Cameron, Mark Camporini, Diane Cunha, Karon Curry, Tim Hamm, and Lisa Salazar

**Goal 3:** Tom Vandenberg (Mid-Atlantic), lead, Lois Harper, John Higbee, Rich Hoeferkamp, CAPT Ralph Lee, USN, Mark Lumb, Joe Vinenciano, and Roy Wood

**Goal 4:** Marty Sherman (West), lead, Jim Childress, Dick David, Dave Fowler, Meg Hogan, and Syl Hubbard

**Goal 5:** Rob Tremaine (West), lead, Kelley Berta, Lisa Johnson, Duane Mallicoat, Janet Vincent, and Andy Zaleski

## Enabling the Defense Acquisition Workforce to achieve better acquisition outcomes.

The Defense Acquisition Workforce represents DoD USD(AT&L)'s human capital—a highly valued asset critical to DoD's success in serving the nation. Maintaining the right mix of technical knowledge, as well as general business skills, is vital to achieving the acquisition mission. As USD(AT&L), Frank Kendall said, "I will continue to work to increase the capability of the workforce. As budget reality reduces the capacity to increase the size of the workforce, I will turn greater attention to the capability within the workforce, particularly the development of key acquisition leaders in program management, engineering, contracting, and product support. This includes increased skills and leadership training."

Our vision, "Enabling the Defense Acquisition Workforce to achieve better acquisition outcomes," is clear about what we must accomplish for success. We will measure our progress by improvements in acquisition outcomes.

The DAU mission of providing a global learning environment to develop qualified acquisition, requirements, and contingency professionals focuses on delivering learning assets that increase skills, develop key leaders, and ensure a more capable Defense Acquisition Workforce. The mission is an extension of our previous mission and now includes providing those same learning assets to members of the nonstatutory acquisition workforce such as requirers, contracting officer representatives, and buyers of services. In addition, we are tasked with developing a construct to provide on-the-job training to the workforce and a means to qualify workforce members through a demonstrated performance of the skills needed to do their job.

The implications of this additional training requirement, conducting on-the-job training, and strengthening certification qualification program will impact DAU's strategic planning over the next several years.

Additionally, the President, Congress, and DoD senior leadership continue to be actively involved in shaping initiatives on government contracting, weapon systems acquisition reform, and the capability and capacity of the Defense Acquisition Workforce. DAU is called upon to play a critical role in implementing these initiatives. This includes an integrated portfolio of all workforce training initiatives and supporting infrastructure that spans the full spectrum of our products and services. Examples are:

- Including Better Buying Power 2.0 initiative content in all learning assets
- Modifying curriculum to reflect cost consciousness
- Meeting requirements of 2013 NDAA Section 1622
- Operationalizing the College of Contract Management
- Delivering Services Acquisition Workshops (SAWs) and developing new learning assets within the Services Acquisition Mall (SAM)
- Training for support services contracting, contingency contracting, contracting officer's representatives, requirements personnel, newly hired contract specialists, pricing personnel, rapid acquisition, international acquisition, and information technology
- Deploying an integrated learning environment
- Training for auditing, Inspector General, and comptroller communities
- Expanding training in program management, systems engineering and technical management, logistics, and cost estimating
- Developing learning assets for other high-impact and emerging acquisition needs

**Provide a global learning environment to develop qualified acquisition, requirements, and contingency professionals who deliver, and sustain effective and affordable warfighting capabilities.**

These initiatives will significantly contribute to the Department's efforts to elevate the status, prestige, and professional standards of acquisition personnel and drive realization of DAU's mission and vision.

While achieving its vision and executing its mission, DAU must also face several strategic challenges. These challenges cross several goals.

First, DAU must demonstrate our value to the USD(AT&L) leadership team by aligning with their priorities, especially the Better Buying Power initiative, and proving our ability to deliver results. They depend on us to integrate new policy into curriculum and to rapidly train the workforce on emerging changes in acquisition. Second, we must remain competitive with other leading corporate universities through innovations in classroom technology, simulations, and informal learning techniques. Third, DAU must continue engagement with MDAPs and MAISs, as well as acquisition field organizations to enhance acquisition outcomes. Fourth, DAU must implement on-the-job-training to our current training assets and qualify workforce members through a demonstrated performance of the skills needed to do their job. And, fifth, we must effectively manage resources in an era of constrained budget so that we can still deliver our primary products and services to develop a qualified workforce and impact acquisition outcomes. As we work to meet these strategic challenges, we are laying the foundation for the future of DAU where we develop qualified acquisition, requirements, and contingency professionals.

## Strategic Challenges

- Demonstrate our value to the USD(AT&L) leadership team
- Remain competitive with other leading corporate universities
- Engage with MDAPs, MAISs, and acquisition field organizations
- Implement on-the-job-training and qualify workforce members through demonstrated performance
- Effectively manage resources in an era of constrained budget

# Strategic Goals & Measures

## Goal 1 - Mission

Provide an integrated, interactive learning environment that develops qualified acquisition, requirements, and contingency professionals, enabling workforce members, teams, and organizations to improve acquisition outcomes.

Our "customer-centric" approach to our mission focuses all our efforts and resources on customer needs and stakeholder requirements.

## Objectives:

1. Align curriculum with emerging acquisition focus areas
2. Expand mission assistance to enhance acquisition outcomes
3. Provide student throughput sufficient to increase the number of Defense Acquisition Workforce members who have met their training requirements for certification
4. Leverage the most effective technology, tools, and techniques to enhance and integrate delivery and management of learning assets
5. Implement a knowledge management model that provides usable knowledge to acquirers in the context of their duties and professional development

## Strategic Measures:

- Provide capacity for more than 225,000 students per year
- Provide at least 4.0 million hours of informal learning to the defense acquisition community
- Increase percentage of Level II and Level III workforce members that have fulfilled the training component of their certification requirement
- Maintain average annual teaching hours greater than 600 per faculty member with an aggregate prep-to-teaching ratio of less than 0.5 to 1.0 (excluding learning support and executive faculty)
- Achieve a minimum of 24 registered students per applicable classroom course offering at least 85 percent of the time each year

| Objective | FY13 | FY14 | FY15 |
|---|---|---|---|
| **Align curriculum with emerging acquisition focus areas** | | | |
| • Cost consciousness and affordability | Develop roadmap for inclusion of business case analysis and performance based sustainment into curriculum | Complete revisions to PM and SPRDE resident courses | |
| • Business Acumen | Deploy Managing Industry (ACQ 315) | | Revise ACQ 315 as needed |
| | Review PM core curriculum and other learning assets for business acumen competencies | Revise PM curriculum and other learning assets to incorporate business acumen competencies | |
| | | Review all functional learning assets to incorporate business acumen competencies across functional areas | |
| | | Develop revision plan and begin revisions | Complete revisions to functional learning assets |
| • Information Technology | Identify improvements to curriculum support of DoD IT Acquisition and Program Management Strategic Workforce Plan | Develop and implement 50 percent of curriculum improvements | Develop and implement remaining 50 percent of curriculum improvements |
| | | | Identify and complete DoDI 5000.02 changes in PM and IT curriculum |
| • Services Acquisition | Enhance ARRT to include Performance Assessment Tool (PAT), Technical Evaluation Factor Guide (TEP), Independent Government Cost Estimating (IGCE) tool | Complete pilot testing of PAT | Deploy PAT |
| | | Field test and deploy TEP builder | |
| | | Pilot IGCE tool | Deploy IGCE tool |
| | Revise and deploy Mission-focused Services Acquisition (ACQ 265) | Develop training for PMs of services acquisitions | Deploy new Services Acquisition course for PMs |
| **Expand mission assistance to enhance acquisition outcomes** | Identify new mission assistance consulting and targeted training packages | Institutionalize approach to identifying new mission assistance efforts | |
| | Deploy initial output of program information data mining for use by regions and colleges | Expand output of program information data mining for use by DAU regions and colleges | |
| | Identify new partners in defense agencies, acquisition groups, acquisition partners, and services acquisition, and begin dialog with these potential customers to determine how we can help them improve their acquisition outcomes | Develop partnership with new customers, identify training needs, and deliver appropriate support | Develop partnership with new customers, identify training needs, and deliver appropriate support |
| | | | Evaluate effectiveness of mission assistance support; revise as appropriate |
| **Provide student throughput sufficient to increase the number of Defense Acquisition Workforce members who have met their training requirements for certification** | Increase classroom seats offered to 56,000 | Increase classroom seats offered to 57,000 | Increase classroom seats offered to 58,000 |
| **Leverage the most effective technology, tools, and techniques to enhance and integrate delivery and management of learning assets** | Implement formal CLM health indicator process | Validate effectiveness of process and refine | Complete report of findings |
| | Work with Stakeholders to prioritize CL module development priorities | | |
| | Begin conversion of CL modules into Composica with priority on those required for certification | Convert 25 percent of CL modules into Composica | Convert 25 percent of CL modules into Composica |
| | Conduct ISD observations in 200-level and 300-level courses | Implement curriculum design improvements based on observations | Conduct ISD observations in 300-level and 400-level courses |
| **Implement a knowledge management model that provides usable knowledge to acquirers in context of their duties and professional development** | Identify core "usable knowledge" requirements of KM users and develop contextual filters that configure data into pertinent-to-need information | Establish a DAU knowledge management architecture and begin transition of all DAU knowledge assets to that architecture | |
| | Develop more engaged role for DAU faculty and staff in support of knowledge generation and management | Faculty/Staff engaged as knowledge generators and managers | |

We leverage best practices and learning technologies and we optimize resources to provide our customers with skills they need to succeed.

## Objectives:

1. Deploy an Integrated Learning Environment, including a Student Information System, to provide integrated life cycle management of AT&L workforce training data

2. Develop and enforce facilities/equipment standards for DAU locations and customer locations where DAU conducts classes

3. Upgrade and improve business systems to remain compliant with DoD standards and best practices

4. Implement IT consolidation and efficiency measures

5. Improve mobile access and collaborative capability of DAU network environment

6. Implement Facilities Master Plan

7. Comply with DoD IT security mandates

## Strategic Measures:

- Maintain annual cost per hour of learning and development at less than $20
- Maintain ratio of 80/20 for course offerings held at DAU locations vs courses held at customer locations

| Objective | FY13 | FY14 | FY15 |
|---|---|---|---|
| Deploy an Integrated Learning Environment, including a Student Information System, to provide integrated cycle management of AT&L workforce training data | Deploy Composica and enterprise content management system<br><br>Develop content delivery system transition strategy to best of breed solution<br><br>Transition to Student Information System (SIS) for the FY14 schedule and registration | Integrate Composica with content management system<br><br>Achieve content delivery system IOC<br><br>Deploy event registration functionality<br><br>Evolve SIS functionality to assist the DAW in better managing their acquisition careers by including work experience and education (field of study) and building out the degree audit capability | Apply enterprise search capabilities to all components of learning asset management environment<br><br>Achieve content delivery system FOC<br><br>Deploy competencies and DAWIA Certification application functionality<br><br>Integrate with LMS |
| Develop and enforce facilities/ equipment standards for DAU locations and customer locations where DAU conducts classes | Establish enterprise lifecycle plan for DAU classroom and develop replacement plan for DAU classrooms<br><br>Determine resources provided at on-site course locations | Execute replacement plan<br><br>With the DACMs, develop on-site standard and compliance plan and implement standards at all on-site locations | Monitor and replace per plan |
| Upgrade and improve business systems to remain compliant with DoD standards and best practices | Deploy Audit Readiness Wave 1 (Appropriations Received)<br><br>Complete all recommended actions from the FY12 DoD IG assessment of DAU business processes | Deploy Audit Readiness Wave 2 (Assertion on Statement of Budgetary Resources)<br><br>Deploy DAI Time and Labor System | Deploy Audit Readiness Wave 4 (Full Financial Statement audit)<br><br>Deploy Oracle Financials module |
| Implement IT consolidation and efficiency measures | | | |
| • Server Room Modernization | Build out new Data Center "East" at Fort Belvoir and upgrade Data Center "West" | Collapse regional services into East and West Data Centers; decommission server hardware at regional locations | |
| • Enterprise Architecture | Deploy MEGA Enterprise Architecture | Evolve MEGA Enterprise Architecture | |
| • Cloud Computing | Continue to build out DAU private cloud<br><br>Determine which assets should be hosted on public cloud | Collapse all DAU services into private cloud and public cloud mix<br><br>Conduct government/private market survey to determine future cloud strategy | Implement future cloud strategy |
| • Thin Client | Implement Thin Client solutions in 10 classrooms | Implement Thin Client solutions in 50 percent classrooms | Implement Thin Client solutions in remaining classrooms |
| • Copy and Print Management | Implement print monitoring solution and achieve a 10 percent reduction in printing over FY12 baseline | Achieve a 20 percent reduction in printing over FY12 baseline | |
| Improve mobile access and collaborative capability of DAU network environment | Update mobile portal to include mobile iCatalog<br><br>Identify and deploy new mobile device platform for DAU users<br><br>Identify/deploy a replacement for remote access to DAU servers for faculty and staff<br><br>Build private MPLS infrastructure | Deploy enhancements to mobile portal<br><br>Integrate voice and video applications across the enterprise | |
| Implement Facilities Master Plan | Relieve Fort Belvoir congestion with occupation of Buildings 270 and Building 247<br><br>Execute building modernization/ sustainment efforts in Fort Belvoir Quad<br><br>Prepare MILCON documentation for DAU South<br><br>Determine best solution for DAU Midwest campus | Relieve Fort Belvoir congestion with move into Building 231 and addition of Building 247<br><br>Re-negotiate DAU Midwest lease or move into new space | |
| Comply with DoD IT Security Mandates | Achieve DIACAP of 50 percent of systems | Achieve DIACAP of remaining systems | |

We will significantly impact DoD's drive to make every dollar count by promoting mission assistance, communities of practice, and rapid-deployment training on emerging initiatives; and by conducting relevant research.

## Objectives:

1. Improve the professionalism of the Defense Acquisition Workforce
2. Operationalize the College of Contract Management
3. Strengthen skills of other personnel involved in the acquisition process
4. Develop learning assets in support of new USD(AT&L) policy

## Strategic Measures:

- Complete 100 percent of congressionally mandated targets
- Publish five research papers per year on topics of interest to Congress and USD(AT&L)
- Complete 80 percent of DAU performance tasks
- Support development of at least 20 courses for the College of Contract Management

| Objective | FY13 | FY14 | FY15 |
|---|---|---|---|
| Improve the professionalism of the Defense Acquisition Workforce | Complete initial Qualification pilots and provide feedback to USD(AT&L) | Deploy workforce qualification concept | |
| | Support creation of a workforce re-certification framework and implementation plan to comply with the FY11 NDAA | Implement workforce re-certification framework | |
| | Study team training concept | Develop/implement training for formal teams (e.g., program offices) and informal teams (e.g., source selection teams) | |
| | Develop training on the real-world acquisition environment | | |
| | Develop a course on contracting requirements under the Small Business Act | | |
| Operationalize the College of Contract Management | Review course construct for instructional systems design soundness | Institute modified training programs for DCMA based on projected demand | |
| | Hire faculty and staff | | |
| | Complete the job/task/gap analyses in support of at least 6 sub-functional workforce areas with DCMA | | |
| Strengthen skills of other personnel involved in the acquisition process | Assess state of the non-statutory workforce and determine appropriate training, support, and resourcing strategy | Implement training, support, and resourcing strategy | |
| Develop learning assets in support of new USD(AT&L) policy | Deploy learning assets to support USD(AT&L) Directive Type memorandum on AT&L priorities and Better Buying Power initiative | | |
| | Conduct research symposium/roundtable and publish papers focusing on AT&L priorities | | |

To accomplish our goals, we must invest in human capital and professional growth that leads to value-added contributions to meet the needs of the Defense Acquisition Workforce.

## Objectives:

1. Institutionalize succession planning and management to ensure continuity of qualified leadership
2. Ensure employee growth and development to enhance job satisfaction and performance
3. Optimize use of the Talent Management System to support human capital planning
4. Implement Excellence in Teaching initiative to ensure DAU students receive highly effective instruction
5. Enhance organizational performance

## Strategic Measures:

- Conduct climate survey at least every 3 years and achieve an aggregate mean score of 65 or above
- Maintain average hiring cycle time of 80 days from Human Resource Management Council approval to job offer
- Maintain a budget for professional development at a minimum of 2 percent of unloaded salary per year

| Objective | FY13 | FY14 | FY15 |
|---|---|---|---|
| Institutionalize succession planning and management to ensure continuity of qualified leadership | Identify viable candidates for each critical leadership position<br><br>Establish Senior Leadership Development Program (SLDP) | Identify and select high-potential individuals from the Regions/Business Units (i.e., MLM, LCIC Center Directors, GLTC Directors, etc., and new managers and individual contributors/informal leaders) for the senior level manager positions<br><br>Establish development plan for each critical leadership position | Evaluate succession plan on content and effectiveness of supporting leadership development programs; and impact on participant progress and promotion rates<br><br>Integrate leadership development plans for critical leadership positions into Individual Development plans |
| Ensure employee growth and development to enhance job satisfaction and performance | Establish a Supervisory Development Program that includes training for new supervisors and the ongoing development of supervisors<br><br>Develop mentoring program | New supervisors complete initial training / Existing supervisors complete initial training / Supervisors complete ongoing development | |
| Optimize use of the Talent Management System to support human capital planning | Complete population of faculty knowledge inventories<br><br>Develop standardized reports on demographics and qualifications of DAU faculty<br><br>Open employee profile for emerging leader program | Continue to expand use / Conduct gap analysis to support human capital planning / Open employee profile for staff on a voluntary basis | |
| Implement Excellence in Teaching initiative to ensure DAU students receive highly effective instruction | Establish requirements for classroom facilitations skills refresher course for experienced instructors<br><br>Review and implement approved changes to FPD-100<br><br>Review FPD-206 and FPD-207 courses and determine viability of existing materials | Conduct instructor and student pilots for classroom facilitations skills course<br><br>Redesign FPD-108<br><br>Review and implement CM approved changes to FPD-309 and FPD-311 | Conduct multiple offerings of classroom facilitations skills course<br><br>Review and implement approved changes to FPD-300 and FPD-203<br><br>Review and implement CM approved changes to FPD-150, FPD-151, and FPD-310 |
| | DAU faculty complete FPDs 106, 107, 200, and 203 in accordance with the annual Learning and Development Guidance / Department Chairs observe each faculty member in the classroom and provide formal feedback at least once per fiscal year / Convene FPD Guidance Council and report to CoS annually | | |
| | Conduct Distinguished Teacher program | Revise program based on lessons learned from the pilot and implement across DAU. | |
| Enhance organizational performance | Identify changes to the structure/format of the Climate Survey | Conduct Climate Survey, analyze results, and determine improvement strategies | Implement improvement strategies |

# Goal 5 - Customers

**Proactively engage our customers and stakeholders to understand their mission requirements and develop responsive solutions to enhance performance.**

Customer relationship management is how we deliberately plan to interact with our external and internal customers and stakeholders to promote a great DAU experience. Our internal customers are our faculty and staff. Our external customers and stakeholders include Congress, DoD AT&L senior leadership, component acquisition organizations, and the Defense Acquisition Workforce and community.

## Objectives:

1. Update Customer Relationship Management (CRM) Program
2. Implement comprehensive Learning Analytics program to document impact of DAU learning assets on the workforce and acquisition outcomes
3. Support the Defense Acquisition Workforce's education requirement for certification
4. Provide high-quality and responsive customer service
5. Maintain DAU's national reputation as a premier corporate university

## Strategic Measures:

- Visit 80 percent of MDAP/MAIS customers
- Achieve an aggregate customer satisfaction for Kirkpatrick Level I surveys of courses greater than 5.6 on the 7-point Likert scale

| Objective | FY13 | FY14 | FY15 |
|---|---|---|---|
| Update Customer Relationship Management Program | Update CRM program with greater emphasis on outreach | Deploy CRM Program | Revise CRM program as needed |
| | Develop "tailorable" DAU story that provides information about all major learning and present this information at "all hands" meetings of major customer organizations | Integrate DAU story across appropriate courseware | |
| | Develop DAU line card and basic package for communicating with customers | | |
| Implement comprehensive Learning Analytics program to document impact of DAU learning assets on the workforce and acquisition outcomes | Analyze results of FY13 study and draft plan for implementation of findings | | |
| | Develop integrated Kirkpatrick Level IV evaluation for courses, mission assistance, and knowledge sharing | Implement Kirkpatrick Level IV evaluation of one Level III course in each functional area | Assess results and develop plan for wider implementation |
| | | | Conduct initial studies on targeted executive courses and solicit responses from 100 percent of target audience |
| Support the Defense Acquisition Workforce's education requirement for certification | Provide outreach about the academic benefits gained from Strategic Partnerships to the Defense Acquisition Workforce | | |
| | Analyze effectiveness of the DAU Equivalency Program and re-establish a mechanism to obtain ACE recognition of DAU courses | Implement recommended changes to Equivalency Program | Reevaluate courses to ensure maximum ACE recognition |
| Provide high-quality and responsive customer service | Evaluate implementation effectiveness of VOIP and Numara software | Conduct comparative analyses of help desk services that enhance customer response times and customer satisfaction | |
| | Conduct annual review of tracking tools and customer feedback applications and implement where appropriate | Conduct annual review of tracking tools and customer feedback applications and implement where appropriate | Conduct annual review of tracking tools and customer feedback applications and implement where appropriate |
| | Integrate SIS Services into the Help Desk | Improve business processes to reduce service support cost without reducing customer satisfaction | |
| | Integrate Service Support processes for facilities and maintenance management | | |
| | Achieve Enterprise Search solution IOC | Integrate Enterprise Search solution with video library and redesigned Knowledge Management system | |
| Maintain DAU's national reputation as a premier corporate university | Conduct corporate-wide Accreditation self-assessment | Host COE Accreditation Site Visit and meet or exceed all COE standards and criteria | Maintain currency in accreditation status |