2021-2023
STRATEGIC PLAN
FY21 PERFORMANCE PLAN

DAU

Next
Empowering the Workforce
Today and for Their Future
MISSION

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

DAU strives to enable the Defense Acquisition Workforce to achieve better acquisition outcomes, now and in the future. Additionally, the DAU mission statement is consistent with the original charter of 1992, “educate and train professionals for effective service in the Defense acquisition system; to achieve more efficient and effective use of available acquisition resources by coordinating DoD acquisition education and training programs and tailoring them to support the careers of personnel in acquisition positions; and to develop education, training, research, and publication capabilities in the area of acquisition.”

Our mission statement reflects that DAU now serves an ever more inclusive acquisition community and that we use an innovative learning strategy to meet our customers’ needs in the classroom, online, and on the job. DAU is the one institution that touches members of the workforce throughout all stages of their professional careers, ensuring they have the skills and tools needed to be successful in support of our warfighters.

VISION

An accomplished and adaptive workforce, giving the warfighter a decisive edge.

DAU’s vision statement sets our standard for today and the future.

“Accomplished” means certified and experienced, but also much more than that. It’s about achievement and outcomes, and expertise beyond written requirements. It means hitting a moving target, where new knowledge and new skills are constantly needed, actively sought and quickly obtained. Accomplished yesterday does not mean accomplished today. We have to help the workforce in all phases of their career, and every day, if they are going to hit the mark of improving acquisition outcomes for the benefit of the warfighter.

“Adaptive” may be the most crucial workforce characteristic in the coming years. The predictable adversary, stable requirements and robust defense-oriented industrial base of yesteryear are gone. They’ve been replaced by more agile potential and current foes, tightening observe, orient, decide, and act (OODA) loops, and an industrial base that must include firms that currently aren’t interested in defense work. The workforce will have to adapt—and continue adapting—what they know, how they apply what they know, and how they make a changing acquisition system work to ensure the best acquisition outcome. DAU itself is going to have to be more adaptive than it’s ever been.

“A decisive edge” is the point of the entire enterprise, and it must always be at the front of everyone’s mind. Everybody can and must contribute to improving acquisition outcomes so that we maintain our warfighters’ current advantages and create new ones. Just like the NASA janitor who said that his job was putting a man on the moon, it must be all of our jobs to create this decisive edge.
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DAUNext

The National Defense Strategy clearly describes a world in which threats are growing while our military advantage is eroding, and where the environment is increasingly complex and dynamic. This has brought about a mandate for urgent change. As a result, we must quickly deliver solutions that meet our customers’ needs every day, in whatever form and place are most powerful. This is the essence of DAUNext—to make learning frictionless, connect the acquisition community across a dynamic network, and provide world-class content, all to empower the workforce today and for their future.

We are transforming from a learning organization with a website on the side to a platform that connects defense acquisition members to the resources they need. DAU will be the online learning platform that acquisition professionals look to first. To do that, we need to have a high-quality, low-friction user experience. Key elements of the transformation include:

- **INVESTING** in transforming to a more robust and modern online learning platform.
- **REORGANIZING** to optimize DAU to be more effective and efficient.
- **CHANGING** to centralized learning asset requirements and de-centralized asset development to create, maintain, and deliver timely, valued online or instructor-led learning support to our customers.
- **EXPANDING** our online offerings and being very deliberate about when we use the classroom so we can reduce our footprint and the cost of delivering training.
- **SUPPORTING** the reinvention of the DAWIA certification structure with leaner core training along with the use of credentials for tailored skills development tied to job functions or roles.

As we join with each other on this journey, we must consider our entire enterprise and how these changes will place demands on people, processes, and technology. This consistent enterprise-wide
perspective will keep us focused on the right things. We also must deliberately collect the right data with an in-depth understanding of the numbers to ensure that all our decisions are data-driven decisions. And we must always consider the future of the work we will do. To serve the acquisition workforce requires we abandon all preconceived notions of what it means to be the steward of knowledge for the acquisition community. To be value added in this future, demands a decisive and deliberate shift from merely pushing “information” to providing a holistic learning platform that our customers can leverage through new engagement techniques and provide learning at the point of need. Finally, throughout this journey, DAU will be an influencer of acquisition policy. No longer will we sit by passively waiting for changes to flow down so we can update our curriculum. We will be out in front, iterating, prototyping, and experimenting. Together with Congress, OSD (A&S), and the acquisition workforce we will help craft legislation and policy that improves our acquisition system and rapidly delivers warfighting capabilities.

James P. Woolsey
President

Frank L. Kelley
Acting President
DAU can be proud of its history. We have become a world-class internationally acclaimed learning institution. Over the years, we have improved the professionalism of the Defense Acquisition Workforce and helped them achieve better acquisition outcomes, resulting in an accomplished and adaptive workforce, giving our Nation’s warfighters a decisive edge. **But the time has come to fundamentally change the way we deliver training to the workforce.**

DAWIA, the foundation upon which DAU was built, dates to the 1985 Packard Commission, and was enacted in 1991. We were built when the workforce was considered inadequately and inconsistently trained.

A lot has changed in our world since 1991.

*The Defense environment has changed.* When DAU opened its doors, the long, but relatively stable Cold War was ended. With the demise of the Soviet Union, we had no near-peer competitors. Now, the National Defense Strategy plainly states that all of this has changed. Determined and rapidly evolving near-peer competitors and diverse, dynamic asymmetric threats are rising. Fast changing technology, available to all, is being developed in a diverse international industrial base.

*The way the Department structures workforce development has changed.* Much like the acquisition system itself, the DoD workforce management framework grew to include excessive requirements and became too rigid to respond to diverse and changing demands on the workforce. The Department has long worked under a system where within each career field, everything was required for everybody, whether it was relevant to their work, or not. In the past, to make the old structure work, more and more career fields and career paths were added. Still, too much of DAU’s training was delivered to the wrong people, at the wrong time. “Back to Basics”—the solution the Department has developed—streamlines required training to a minimum core, and then empowers the workforce to tailor their own training and development to meet their needs—making much of the training we have historically offered optional.

**Personnel development is one of the most important functions of our senior leaders. The National Defense Strategy (NDS) requires increased performance in the Department’s acquisition system. To support the NDS, it is imperative that we pivot from the past broad workforce focus and get “Back-to-Basics” (BtB) by streamlining our functional area framework and prioritizing limited training resources for the Defense Acquisition Workforce (AWF) who develop, acquire, and sustain operational capability.**

*MS. ELLEN LORD*  
Undersecretary of Defense for Acquisition and Sustainment
The learning environment has changed. Cellphones were not prolific in 1990, let alone smartphones. We lived in a world where information was hard to create and harder to find. In today’s world, information is cheap, plentiful and literally at our fingertips. People were used to being told what they should learn and when they should learn it; the learning was pushed to them. Now, people want to control their own learning destinies. They demand pull learning, so they get what they need, right now.

It shouldn’t surprise us that we must change, too, and our customers and stakeholders are confirming this. We hear:

- “What you are teaching is not relevant.”
- “What you are teaching is not helping me do my work today.”
- “The instructor was great, but I’ll never use what she taught.”
- “DAU is too slow.”
- “DAU doesn’t respond fast enough to the needs of people or the workforce.”
- “There are too many hours of required training.”

The DAUNext transformation will flow from these changes. To succeed in a world where most training is optional, and where training needs are diverse and quickly changing, we must focus on three outcomes for DAUNext: Learning must be frictionless, content must be world class, and we must build and rely upon a vast and dynamic network. This is DAU, not as a schoolhouse, but as a 21st century learning platform that meets the needs of the modern workforce.
- **FRICTIONLESS LEARNING.** We will be asking an increasingly stressed and busy workforce to choose DAU to help them succeed, so we must make it as easy as possible to find and use our learning assets. In DAUNext, our customers may sometimes be looking for specific training, like a credential, to support them in their current jobs. Sometimes they will run across it by accident; they find things they didn’t know they were looking for. And the learning is personalized just for them. They can learn in the workflow, where learning is part of their work, while it helps them do their work. In a world where 30 seconds sometimes seems an eternity, we have to make learning available naturally and easily, right now.

- **WORLD-CLASS CONTENT.** We must change our definition of quality. It is no longer enough to be correct. The policy that our learners must comply with should not be the center of our learning content. Our content must build critical thinking skills and confidence in each learner’s ability to decide and act in order to drive performance excellence. If we want busy people to choose our learning, we must offer quality experiences that are personalized, relevant, this-minute current, and informed by the best experts in the world. To realize this, we must form design partnerships between our content experts and our learning specialists that empower us to rethink and re-envision our learning assets. By implementing the latest tools and technologies we can balance learning science with high quality modern design and delivery so that we can exceed our learners’ expectations.

- **DYNAMIC NETWORK.** The network is going to be important to us as we transform. You can already see that happening. We are connecting people who have the knowledge with the people who need the knowledge. Think about that as our job. We also have scale with our network. It’s a huge advantage to us in terms of reaching the workforce, and it’s a big advantage to us competitively. Nobody else has that. It’s important that we think about ourselves as the world’s largest acquisition network. We can reach everyone, and everyone knows that we are the way for them to reach everyone. In the future, imagine that our competitors give up on being our competition and instead want to hitch a ride on the DAU network.
One thing that remains constant in all of this change is DAU’s alignment with our leaders’ priorities—from the National Defense Strategy (NDS) to the goals of our immediate leadership, the Undersecretary of Defense for Acquisition and Sustainment. In 2020, the Defense-Wide Review (DWR) focused on improving the alignment of time, money, and people to NDS priorities. The impacted programs were not wasteful nor mismanaged, they were simply not supporting NDS priorities. But, this review presented DAU with a budget challenge. Rather than respond by creating a smaller and less effective version of the current DAU, we choose to meet this challenge by accelerating the transformation we had already begun with DAU Next—transforming DAU into a learning platform that efficiently provides acquisition professionals the assistance and learning they need, when and where they need it—empowering the workforce today and for their future.

THE POWER OF OUR PLATFORM

- Rapid and relevant search results
- Personalized experience
- Learning while working
- Accidental learning
- “While on DAU, I stumbled upon...”

- Connected to everyone
- Best, brightest and newest are always available
- Learning at scale
- The way people find out about...everything
- “DAU had this woman who told me about...”

- Core and job-focused training through live/virtual learning events
- On-demand learning
- Credentials
- Job support tools
- Tailored workshops
- Organizational assistance
WE ARE COMMITTED TO MEETING CUSTOMER NEEDS

DAU Next’s new organizational structure provides for innovative learning solution development and support, and responsive delivery through our regional campuses, the Defense Systems Management College (DSMC), and the College of Contract Management (CCM). This ensures we deliver the learning solutions our customers need now and in the future. We are committed to working collaboratively with our senior leadership, faculty and staff, stakeholders and partners, and most importantly, our customers, to turn this Strategic Plan into a reality and ensure that we meet customer needs for developing accomplished and adaptive acquisition professionals who can give the warfighter the decisive edge. In doing so, we also are committed to honoring our values of excellence, trust, teamwork, service, ever forward, and people matter.
WE STAND BY OUR VALUES

Excellence
We commit to the highest standards of competence and professionalism, to be the provider of choice for acquisition-based knowledge, lifelong learning and professional growth.

Trust
We inspire confidence in teammates and customers to perform at their best by demanding integrity and accountability.

Teamwork
We foster collaborative and cooperative efforts to achieve common goals.

Service
We listen to our customers to understand and directly fulfill their needs in improving acquisition outcomes.

Ever Forward
We commit to evolve and develop ourselves, our organization and those around us, using every challenge as an opportunity to innovate, adapt and improve.

People Matter
We value all people, providing opportunities to serve and contribute in a balanced and respectful environment that supports the acquisition community.

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OUR GOALS

We have developed the FY21-23 Strategic Plan and FY21 Performance Plan to guide our efforts toward becoming DAU Next. When we accomplish the goals in this plan, DAU Next will be a reality and the Defense Acquisition Workforce will be learning frictionlessly, receiving world class content, and connecting across a dynamic network.

STRATEGIC GOALS

GOAL 1 | CUSTOMER AND STAKEHOLDER FOCUS:
Rapidly create learning solutions focused on stakeholder and customer needs.

GOAL 2 | LEARNING PLATFORM TRANSFORMATION AND ENTERPRISE TECHNOLOGIES:
Create an adaptive and engaging user-driven experience.

GOAL 3 | EXPERT WORKFORCE:
Cultivate an expert DAU workforce that supports the user-driven experience.

GOAL 4 | MODERN INFRASTRUCTURE AND RESPONSIVE BUSINESS PROCESSES:
Create a modern learning support infrastructure and responsive business processes and operations to enable the DAU transformation.
STRATEGIC GOAL 1
CUSTOMER AND STAKEHOLDER FOCUS

RAPIDLY CREATE LEARNING SOLUTIONS FOCUSED ON CUSTOMER AND STAKEHOLDER NEEDS

Objectives:

1.1 Support OSD Back-to-Basics (BtB) 21st Century Acquisition Workforce (AWF) talent management framework.

1.2 Exhibit customer and stakeholder focus by engaging in customer information gathering, sharing of customer needs, and prioritizing our response based on data-informed decisions.

1.3 Modernize learning assets by redesigning curriculum to employ learning technology and advanced methods to engage learners and enhance job performance skills.

1.4 Implement effective and efficient learning asset development process to improve asset quality, increase speed of learning asset delivery, reduce costs, and increase scale/throughput.

WORLD-CLASS CONTENT
User-Centered Learning Asset Development

A process that paves the pathway to an improved user experience.

Initiate
Requirement determined, analyzed, and prioritized for submission to exchange where it will be bid on for development.

Plan
Ensure major milestones are determined, team formed, and meetings scheduled.

Design
Existing assets analyzed and design document created to serve as the blueprint for development effort.

Develop
Visual design created over rapid cycles. Design continually tested to ensure compliance with requirements.

Deploy
Final deliverables completed and the product is tested in student pilot. Product enters sustainment.
STRATEGIC GOAL 2
LEARNING PLATFORM TRANSFORMATION AND ENTERPRISE TECHNOLOGIES
CREATE AN ADAPTIVE AND ENGAGING USER-DRIVEN EXPERIENCE

Objectives:

2.1 Transform DAU into a personalized multi-use learning and performance platform with an engaging, user-driven experience.

2.2 Impactful rapid prototyping and experimentation—improve the user experience by involving customers in cutting edge prototyping to select the best new capabilities for the DAU platform.

FRICIONLESS LEARNING AND DYNAMIC NETWORK
Imagining Future Users' Experiences

Where we used to be a conduit down to a learner in a classroom or an asynchronous course, we are now going to be a network that connects many people to many people. A network that delivers world-class content that people might not have seen and exposes them to it in a frictionless way.

Imagine an acquisition team has been told they are transitioning to an Agile Project Management framework. Sally Forth, one of the team members has heard of Agile but didn't think it was used much in DoD. Interested in learning more, she goes to DAU.edu, her trusted source for DoD acquisition knowledge and learning.

At the site’s prompt:

“Sally, what do you want to learn today?”

She types in “agile.”

The site quickly responds with highly relevant results logically organized and pleasingly displayed by content type and duration. She sees several good options – she can watch a 10-minute video, read a 2-minute ACQuipedia article, sign up for a 12 CLP credential on Agile or take a short assessment of her Agile knowledge and have learning resources curated for her. She also sees a “Recommended for You” area, indicating that because she liked these videos, the site recommends two other videos on Agile.

As she glances through the results, she sees that one of her colleagues, Oliver, has recommended the video and two of her teammates, Oliver and Shari, have the digital badge for the Agile credential. She decides to start with the video and will then reach out to Oliver and Shari about what they think of the credential.

She watches the video using her earbuds and the DAU App on her cell phone, while waiting for an appointment at her dentist’s office that morning. The video is an engaging and interactive experience, allowing her to role play to get some practice, and to gauge her understanding with a quick assessment at the end. When finished she is prompted:

“Would you recommend this video to a colleague?”

Sally enthusiastically clicks the thumbs up and is once again given a list to “Learn More” about Agile.

As she returns to her desk, her coworker Shari’s IM pops on her screen “The micro-credential content was great! It’s given me confidence that I can perform better as we transition to Agile methods.” Sally decides to begin completing the content for the credential and also notices there is a relevant podcast on the “Learn More” list. She clicks the “Add to My Playlist” button so she can listen to the podcast on her cell phone tonight during her long commute home. The credential is on the “Learn More” list as well so she simply clicks on the word “Enroll” right from the results page and is taken directly into the first learning asset for the credential pathway.

“Hello Sally. By enrolling in this credential, you’ve taken the first step toward learning more about Agile methods. Welcome to the Agile Credential. The learning pathway for this credential consists of 4 assets: 1) Agile 101 Intro Video, 2) Agile 101 Foundations 3) Agile 101 Practical and 4) Applying Agile Methods – An Assessment.”

“We see you have already taken one of the learning assets in the pathway, “Agile 101 Video Intro”; would you like to watch that again or skip ahead to the “Agile 101 Foundations” learning module?”

Feeling comfortable with the video content she just watched, Sally clicks on the Agile 101 Foundations learning module. The material is presented clearly, with great examples and opportunities for her to practice to assess how well she is learning the content. She likes that she can go back and change her answers to scenario questions to see how her choices impact the project results in the module. As she finishes the module, she feels she more clearly understands and can apply an Agile methodology. She appreciated how the ability to practice her new thinking and decision-making skills in the safe environment of a simulation helped build her confidence. When finished, she is once again prompted,

“Would you recommend this course to a colleague?”

When she responds thumbs up, she is asked “What did you like best about the course?” She quickly types in how much she appreciated the practice opportunities within the simulations.
STRATEGIC GOAL 3
EXPERT WORKFORCE

CULTIVATE AN EXPERT DAU WORKFORCE THAT SUPPORTS THE USER-DRIVEN EXPERIENCE

Objectives:

3.1 Human Capital Strategy—Scope the future DAU workforce using the appropriate mix of buy, borrow, build, balance, and bounce required to support a transformed learning delivery environment.

3.2 Workforce Development and Culture—Support hiring and workforce development by defining the “Future of Work” competencies needed for each workforce segment, shaping how we attract, develop, and retain them.

3.3 Human Capital Tools and Processes—Build a holistic internal digital platform and processes to support the recruitment, onboarding, performance, and succession planning for the DAU workforce.

3.4 Support professional development of 4th Estate customers to achieve current and future acquisition requirements.
Embracing the Future of Work

Goal 3 focuses on building the right DAU workforce mix with complementary knowledge, skills and abilities across all occupations, to support a transformational learning environment, with a laser focus on the USER DRIVEN EXPERIENCE.

The DAU transformation necessitates a shift in the workforce mix required of the new platform, and a shift in the competencies required of each DAU workforce member. Skill sets can no longer be bifurcated into one specialty (acquisition function or technical function), but each must be a combination of a deep expertise in one, along with a wide body of competencies for the “Future of Work.” Development of our internal DAU workforce will require learning assets and tools that are on-demand, relevant, up-to-date, intuitive, digestible, and help solve the daily challenges our DAU workforce faces as they support the external user-driven experience. We will deliver learning on-demand whenever possible, instructor-led when needed, and peer/mentors are always at-the-ready to answer questions, act as thought partners, and provide assistance. Our future DAU workforce members will be hybridized with strong “T” shaped skillsets… all are a deep “I” subject matter expert in their functional/technical area, and the TOP of the “T” is a breadth in other Future of Work competencies.
STRATEGIC GOAL 4
MODERN INFRASTRUCTURE AND RESPONSIVE BUSINESS PROCESSES

CREATE A MODERN LEARNING INFRASTRUCTURE AND RESPONSIVE BUSINESS PROCESSES AND OPERATIONS TO ENABLE THE DAU TRANSFORMATION

Objectives:

4.1 Provide effective and efficient facilities and equipment that support the future of work and learning.

4.2 Enhance enterprise-wide internal support services to improve the speed and agility of faculty and staff in responding to customer needs.

4.3 Provide enterprise-wide business systems and management processes to support data-driven operational decisions.

4.4 Demonstrate the credibility and value of DAU training and learning assets through external assessment.

4.5 Strategically communicate USD(A&S) acquisition initiatives and DAU products and services to the Defense Acquisition Workforce.

THE FOUNDATION FOR THE DAU TRANSFORMATION
Building a Foundation for the DAU Transformation

To create modern learning support facilities and optimized business processes and operations to enable the DAU transformation, we must reimagine our future infrastructure within a future DAU. We are transforming from primarily classroom facilities to a more virtual capability that frictionlessly connects defense acquisition members to the resources they need. DAU must support the defense acquisition workforce through easy access and delivery of relevant and effective learning solutions, helping our customers solve today’s problems and reach tomorrow’s goals. To enable this, we need to re-think and re-design our infrastructure, facilities, and business systems, and embark on an enterprise-wide effort to improve business intelligence and evaluation capabilities. A business transformation will also enhance the services and support we provide to our customers, and will not only improve our content, but also speed up delivery and drive down costs. Key elements include:

- Optimizing DAU to be more effective and efficient by driving down infrastructure costs;
- Re-designing the physical facilities to enable new business processes and meet faculty and staff needs whether in an office or working virtually;
- Supporting and enabling decentralized learning asset development and delivery;
- Building the infrastructure to promote rapid experimentation and deployment of emerging best practices and technologies; and
- Deploying and using a world class evaluation suite and business intelligence solution set.
DAUNext WAS ACCELERATED!

The Black Swan - A black swan is an unpredictable event that is beyond what is normally expected of a situation and has potentially severe consequences. Black swan events are characterized by their extreme rarity, their severe impact, and the widespread insistence they were obvious in hindsight.

The COVID-19 pandemic has had a huge impact on our world, imposing new limitations on movement and in person engagement. It accelerated DAU’s planned transformation to DAU Next.

The pandemic opened new opportunities and provided justification for acceleration in adopting new tools and technologies to help DAU provide a more learner centric experience. To continue providing training to the acquisition workforce, DAU immediately pivoted from traditional classroom courses being taught in-person to Virtual Instructor-Led Training (VILT). We engaged high performing teams of ISDs, faculty support personnel and IT to rapidly work with instructors to transition to online synchronous formats.

Everyone at DAU is now teleworking and teaming virtually with great success. This disruption allowed DAU to shift more quickly to distributed and virtual environment for continuity of operations and save money with reduced overhead and costs associated with physical facilities and travel.

DAU Next creates a totally new environment at DAU. To be successful in this new environment, DAU faculty and staff are adopting collaborative, adaptive, and responsive behaviors. They are working jointly with others, fostering creativity; building cohesion, focusing on collective strengths; and accomplishing common goals together. They also are understanding alternative ways to deliver learning, easily changing approaches, and are flexible in the outcome.
THE ONLINE LEARNING PHOENIX MOMENT

Looking back, we know that unexpected impactful events power widespread transformation. Big crises of all kinds accelerate innovation. There are many indicators that the Coronavirus Crisis will transform numerous aspects of life, including the 1000-year-old higher education system worldwide.

In this moment in history, the pandemic is imposing remote learning, teaching and assessment. This extraordinary and sudden need for transition to isolation from the campus offers us a growth chance for educational provision.

PROFESSOR GILLY SALMON
Academic Director of OES and member of Online Educa Berlin’s (OEB’s) Global Council
OEB Insights, April 2020
DAU STRATEGIC PLANNING PROCESS

Our strategic planning process is performance-based and 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, objectives, measures, and outcomes. It covers 3 years but is updated annually as a living document.

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

- **Performance Assessment**, which shows the actual versus planned accomplishments for the year and is tracked in the DAU Performance Dashboard.

- **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 measures, updates, and validates our strategic goals and objectives. Throughout the year, DAU faculty and staff scan the environment examining 1) changes in DoD warfighting and acquisition environment; 2) results from listening to our customers and stakeholders; 3) advances in learning and development approaches; 4) major shifts in technology, market, competition, or regulatory environment; and 5) 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.

DAU develops separate performance tasks to be accomplished during the year, which are defined in the DAU Performance Plan. Performance targets with specific outcomes/output measures and indicators of success are embedded within each task. A reporting activity (RA), office of primary responsibility (OPR), and an office of corollary (OCR) responsibility is assigned for each task.

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, 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 periodic organizational performance reviews for all annual performance tasks as well as any 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. Long-term goal performance and current year task performance are documented during an annual review. 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, the accomplishment of performance plan tasks, and ultimately, the goals of the organization. Individual objectives are aligned with the Strategic Plan and Performance Plan. In the end, employee rewards are tied to specific contributions toward accomplishing DAU’s goals.

Our strategic planning process is DAU’s engine for change. The entire process is a deliberate, planned, measured, iterative, and integrated cycle that continuously moves DAU toward its organizational goals and vision for the workforce.
DAU has been engaged in a massive multiyear strategic planning effort to take a closer look at what we do, how we do it, and what changes are necessary to ensure success for the Defense Acquisition Workforce in the future. We used the Michael Treacy and Fred Wiersema value discipline model of product leadership, operational excellence, and customer intimacy. The leadership team decided on customer intimacy as the value discipline that DAU would focus its future efforts.

Comprising experts and leaders across the university, we stood up transformation/strategic planning teams to provide inputs and update our DAU Next: DAU 2021–2023 Strategic Plan. These teams delivered key components and strategies necessary for our transformation. Additionally, leaders across our enterprise provided in-depth recommendations to bring about success. Representatives from DAU’s five regions and two colleges participated on several key initiatives in regard to the DAU Transformation Project: artificial intelligence and adaptive learning, Acquisition Workforce governance, workforce certifications, and finally the DAU re-organization teams. Finally, a team was formed for each goal to integrate the initiatives from the DAU Transformation Project into the Strategic Plan.
PERFORMANCE PLANNING PROCESS

The DAU Performance Plan tasks support the DAU Strategic Plan and its goals, which are aligned with the president’s and Congress’ acquisition reform and workforce initiatives; our DoD senior leadership planning guidance and priorities; and the USD(A&S) priorities.

Each task in the performance plan is incorporated into the DAU Performance Dashboard and updated monthly by the assigned Reporting Activity (RA) with input from the Office of Primary Responsibility (OPR) and Office of Corollary Responsibility (OCR).

The main page consists of:

- Specific tasks to be accomplished in the current fiscal year
- Assigned RA / OPR / OCR for each performance task
- Current status in accordance with performance targets
  - Green (on track)
  - Yellow (at risk)
  - Red (will not be completed as planned)
Key Terms & Performance Task Definitions

**STRATEGIC GOALS.** These are the long-term goals contained in the Strategic Plan. By accomplishing these goals, DAU will realize its vision.

**STRATEGIC MEASURES.** These are our broad measures aligned to each goal that serve as multiyear indicators of DAU’s strategic goals accomplishments.

**DAU PERFORMANCE DASHBOARD.** A online SharePoint based application used to provide status on execution of the annual DAU Organizational Performance Plan. The Dashboard uses a business performance management approach by focusing on goals, objectives, and performance tasks.

**OBJECTIVES.** Objectives are specific activities to be implemented during the Strategic Plan period. These objectives are aligned with the goals. Accomplishing these objectives will support achievement of the long-term goal.

**PERFORMANCE TASKS.** Performance tasks are how we measure progress regarding completion of each objective. They can be measured as a percentage of improvement from a previously agreed-to baseline or standard. They also can be measured based on previous performance showing continuous improvement in regard to efficiency, effectiveness, and optimization using qualitative, quantitative, compound, or multiple metrics.

**OFFICE OF COROLLARY RESPONSIBILITY (OCR).** Organization, department, or individual responsible for assisting the office of primary responsibility in accomplishing a task.

**OFFICE OF PRIMARY RESPONSIBILITY (OPR).** Organization, department, or individual responsible for achieving the planned results of the tasks. The OPR may obtain matrix support by designating an OCR or by using an IPT approach to accomplish the task.

**REPORTING ACTIVITY (RA).** Organization, department, or individual responsible for updating the Performance Dashboard on a monthly basis.
APPENDIX B
ENVIRONMENTAL SCAN
PANDEMIC IMPACT

In 2020 the world, our nation, the Department of Defense, and DAU had to respond to an unprecedented crisis – the Coronavirus Disease. The Department of Defense continued to take aggressive action to surge personnel, capabilities, and equipment to support the United States’ response to the COVID-19 pandemic.

The pandemic brought about a shutdown of all DAU facilities forcing telework from home for most of DAU faculty and staff. This caused us to accelerate our planned transformation to DAU Next! We rapidly jumped-started a massive change from classroom to Virtual Instructor-Led Training across our all our curricula.

“The learning industry is being disrupted like never before. As we navigate through the complexity and uncertainty, it is also an opportunity to reimagine ideal forms of workplace learning. Using intentional design and delivery to create social, effective and immersive learning solutions will lead to resilient learning solutions. They will be effective in crises but also in the good times.”

Gloria Tam is the associate dean of corporate and lifelong learning at Minerva Project. Previously, she was the executive director at Yale School of Management Center for Customer Insights and head of onboard learning at McKinsey & Co. CLO Magazine, 20 Mar 2020

USING HIGHER ED AS AN EXAMPLE

“Our emergency responses have included reproducing what happens on campus, mainly through synchronous conferencing, virtual classrooms and using existing resources. For the next few months however, we need to build up capability and capacity by moving to designing and building for online learning, teaching, feedback and assessment. Universities that already have significant online programs can repurpose these for campus-based students. Universities with little online provision can prioritize for courses expecting large numbers and/or international students, deploying outside …Second, during September to December 2020, high quality online courses can be designed and built to provide flexibility and choice with quality for students during 2021, and most of all, to ensure future resilience, whatever the bumpy road to the new normal.” (Salmon, 2020)
LEARNING AND DEVELOPMENT TRENDS

BENCHMARKING BEST PRACTICES AND ACTIVITIES

DAU’s benchmarking activities are a key part of our strategic planning process’s environmental scan. Benchmarking will become more and more important to stay competitive and acquire best practices and emerging technologies. It can be defined as a measurement of the quality of an organization’s policies, products, programs, strategies, etc., and their comparison with standard measurements, or similar measurements of its peers. The objectives of benchmarking are (1) to determine what and where improvements are called for, (2) to analyze how other organizations achieve their high performance levels, and (3) to use this information to improve performance.

However, benchmarking also includes many broader actionable activities: participating in learning and development conferences, award competitions (preparing, submitting and judging), market research, formal accreditation programs, and sharing best practices with others. Akin to other industries, the learning and development industry is undergoing a shift due to the ever-increasing pace of doing business, the continuous emergence of new technologies, and the rapidly changing needs of the learners all of which drive several key overarching trends which drive the process and technology changes to deliver personalized learning at the point of need. Through these activities we have identified and confirmed significant and impactful trends in the future.

DAU’s TEDxDAU program has become a key part in our benchmarking efforts, and has had a major impact on our strategic shift. Forums like this bring together government, academia and the private sector in pursuit of common goals for national security. After a successful launch in 2019, TEDxDAU has become such a platform and a catalyst in inspiring, engaging, and empowering the Department of Defense (DoD) acquisition workforce. A strong supporter of TEDxDAU, Under Secretary of Defense for Acquisition and Sustainment Ellen Lord said that TEDxDAU “is a great example of adult learning.” TEDxDAU provides the platform to learn and to exchange ideas and best practices worth spreading across the DoD, federal government, industry, and academia to accelerate innovation and solve our biggest problems—giving our warfighters the decisive edge.

The following are emerging L&D trends in Learner Centricity, Digital Transformative Environments and Tools, and Innovative Designs and Delivery.
LEARNER CENTRICITY

Adaptive Learning: “Personalized learning paths cater to specific performance gaps and experience levels. There are a multitude of ways people can absorb and assimilate the information they need. These personalized online training paths may involve clickable eLearning course maps, individual training contracts, and course catalogs that allow employees to pick-and-choose. Adaptive Learning means: Better Outcomes; Non-linear learning; Learner-centric; Adapts to learner’s needs and abilities; Addresses specifically what learner does not know; Brings every learner to mastery of stated objectives; Learners Take Ownership of their learning; Achieve Mastery at Own Pace, and Personalized by content, interest, or career.” (Lewis, 2018)

Focus on Millennial: This recognizes that a learning provider has just seconds to get the attention of a millennial workforce with self-directed, fast training on topic immediately applicable to the job. Learning solutions responsive to this generation of learners include immersive environments, reconfigurable classrooms, micro-videos, integrated curricula cross modalities, and tools/phone apps specifically for learning.

Increased Need For Soft Skills: To remain competitive in the future, more soft skills will be needed. As organizations become more global, digital, and diverse, it will become even more critical to emphasize collaboration, communication, decision-making, negotiation, critical thinking and other soft skills.

Online Coaching/Mentoring: Mentorship and coaching programs are also moving to online platforms. Mentoring benefits both mentees as well as their mentors. Mentees can learn from the insights of more experienced employees, while online mentors improve knowledge retention and reinforce key skills as they put their knowledge base into practice.

Social & Collaborative Learning: Included in their enterprise learning strategies, organizations will offer exponentially increasing communicative and collaborative learning opportunities with interactive and engaging social learning activities such as Social media groups, online discussions, blogs, and video sharing platforms.

DIGITAL TRANSFORMATIVE ENVIRONMENTS AND TOOLS

Digital Transformation: According to Brandon Hall Group’s HCM Outlook 2018, “Digital transformation is... using technology to enhance, facilitate, measure and analyze learning in ways never before possible. Digitization will provide learners access to learning wherever they want,
whenever they want, thanks to the cloud and mobile devices. Learners will be more connected to experts and one another than ever before due to rapid advances in collaboration software. Additionally, virtual classrooms will connect people from across the globe as though they are in the same room. All learning will be tracked, measured and analyzed. Even spontaneous learning will be measured against behavior and performance improvement.” (Brandon Hall Group, 2018)

**Virtual Reality/Augmented Reality:** “Virtual reality, augmented reality are opening doors to entirely new learning experiences. Brandon Hall Group’s research has found that interest and use is growing among “high-consequence” industries that face heavy regulatory and compliance requirements. Interest in using game-based technology and simulations has increased significantly among these companies, as more than 30% identify these tools as a top learning priority for the next 12-24 months. This is a 66% increase from 2016. VR can allow training to occur within a safe, virtual environment, preparing employees for real-world scenarios far better than any classroom; 40% of high-consequence companies say they are prepared to address or take action on it. There is also an increase in the use of augmented reality, in which data and information is layered over a visual of the real world. For example, an employee can look at a piece of machinery through a phone’s camera, and information about each of the parts, systems and switches can be added over it.” (Brandon Hall Group, 2018)

**Artificial Intelligence (AI):** In life and work, Artificial intelligence is already replacing key actions and decisions we perform. In learning and development, it is most commonly used as a recommendation engine, but is expected to evolve and grow in use in L&D as it has become ubiquitous in our life, work, and play.

**Data Analytics:** The amount of data available will only increase over time and will continue to become more important. As a result, most organizations will continue to invest in sophisticated reporting and analytics tools. Many learning organizations unable to internally staff and resource the needed statistical expertise will increasingly turn to outside help or seek simple to use tools that can provide the analyses and reporting.
INNOVATIVE DESIGN AND DELIVERY

Content Curation: L&D trends are moving towards building a learning library that covers relevant topics, which are easily accessible for timely training. Bob Mosher, Chief Learning Evangelist at APPLY Synergies, notes that “collecting information is one thing; distributing it in a meaningful way and easily assessable way is another. We will see a deeper focus on the aggregation of content, both learning and support, in a more powerful way.” (Mosher, 2017)

Enterprise Learning Platforms: New learning platforms will have more features and flexibility to support extended enterprise uses and external content sources. They will provide learners the tools to access, manage, and create their own learning experience. Using social learning they can recommend learning to others, follow peers and other internal experts, rate and review content, and create and share personal learning paths. They can also search and discover learning content, paths, experts and recommendations from others. And, do this all from their mobile device.

Learning Experience Platforms: In a 2019 report, Brandon Hall Group explains the change the LXP brought into the learning technology marketplace: “The Learning Experience Platform transforms learning from an event-based, single-point-of-reference approach to an immersive environment where depth and retention of learning is significantly increased.” (Brandon Hall, 2019)

- Josh Bersin likened this technology to the Netflix of learning and development. Just like Netflix revolutionized content consumption by creating an aggregated portal for on-demand content, driven by AI-led recommendations, a Learning Experience Platform tries to recreate similar levels of engagement and interactivity. (Josh Bersin, 2017)

- LMS vs LXP. Learning Management System (LMS) is a common industry term. It’s what most people think of when they think of a training platform. The traditional approach, an LMS is the software where you house, deliver, and track your training content. Learning Experience Platform (LXP or LEP) is a newer term by comparison. It’s a platform where content is both curated and aggregated for personalized learner experience. (Nikki Madures, 2019)

- XAPI. The x in xAPI is short for “experience,” and implies that these activity providers are not just limited to traditional AICC- and SCORM-based e-learning. With xAPI you can track classroom activities, usage of performance support tools, participation in online communities, mentoring discussions, performance assessment, and actual business results. The goal is to create a full picture of an individual’s learning experience and how that relates to her performance. (Megan Torrance, 2016)

Learning Accessible on Demand: L&D priorities are making a shift to easy-to-digest micro learning content that is accessible on-demand. With a more technologically-driven and agile design, maximizing blended learning also allows L&D practitioners to offer effective and relevant delivery methods for their learners.

Micro-learning: Refers to bite-sized courses that can be consumed in a short period of time with the content being rich in substance. With the utilization of micro-learning, employees will complete additional learning and development at their point of need without interrupting their daily schedule and integrating these learning solutions as a natural part of their workflow.
Mobile Friendly Resources: Will become the standard in the industry. Agile/ responsive learning solution designs will allow organizations to develop and deploy online training courses that are accessible anytime, anywhere, and on any device. All learners will receive the same quality and benefits regardless of device.

Gamification/Serious Games: Gamification and serious games triggering motivation and emotional connection are becoming more prevalent within corporate learning strategies and blended learning solutions. On-line games give learners the opportunity to learn without realizing it - competing with peers and receiving awards/badges while absorbing the key takeaways.

Training Webinars: An increasing number of organizations will leverage webinars as blended solutions with featuring guest speakers, games, online discussions, live events, recorded for future use, and combined with social collaborative tools.

Instructors as Coaches/tutors: In the class room, roles will shift from facilitator to coaches or tutors, with greater emphasis on their ability to personalize the learning experience for each learner. With the current pace of tech evolution, as desirable skills change, globalization transforms our reach, and business needs and priorities shift, L&D professionals must also adapt.

Performance Support: Performance Support will become even more important and prevalent as learning and development organizations expand beyond the classroom and web-based courses into the workflow on the job. As L&D’s measures of success become aligned and focused on performance on the job and business success, more performance support tools (embedded within the workflow) will be demanded in addition to training. This will drive more “blended solutions” and integrated content throughout all learning solutions to meet workflow needs on the job. Technology will accelerate this capability.

References:
MISSION SUCCESS

DAU has repeatedly demonstrated and been recognized for its success in providing a global learning environment.

2020
- Chief Learning Officer Learning Elite Winners Circle (2017–2020)

2019
- Qlik Award
- Chief Learning Officer Learning Elite Winners Circle
- Government Innovation Award for Data Platform
- Brandon Hall Excellence Awards—Best Advance in Learning Technology Implementation
- APEX Award for Excellence

2018
- Chief Learning Officer Learning Elite Winners Circle

2017
- Brandon Hall Group Excellence in Learning—Best Corporate University Strategy (2016)
- Corporate University Best-in-Class (CUBIC) Leader of the Year

2016
- Chief Learning Officer Learning in Practice Awards (Business Partnership, Trailblazer, and Innovation)

2014
- Earned reaffirmation of accreditation with commendations in three areas
- Best Overall Corporate University—Corporate University Best-in-Class (2006, 2002)
- Annual Awards for Publication Excellence (Award of Excellence for AT&L Magazine) (2010, 2009)
- Enterprise Learning! Excellence in Practice for Army / DAU Senior Service College Fellowship
- Federal Government Distance Learning Association (FGDLA) Eagle Award (2012)
- Brandon Hall Award for Measurement

2013
- Global Council of Corporate Universities Gold Award for Best Overall Corporate University
- Chief Learning Officer Editor’s Choice Award for Learning Impact on Business
- International Coach Federation Prism Award

2012
- Chief Learning Officer Learning in Practice Gold Award for Learning Strategy

2010
- Brandon Hall Research Excellence in Learning Award for Best Use of Virtual Worlds for Learning

2009
- Chief Learning Officer Vanguard Award
- Chief Learning Officer Learning Team Award
- Silver Inkwell Award for Government Communications

2008
- Earned reaffirmation of accreditation with commendations in three areas

2007
- Computerworld 21st Century Achievement Award

2006
- Best Mature Corporate University—Corporate University Best-in-Class
- Best Virtual Corporate University—Corporate University Best-in-Class (2002)
- Corporate University Leader of the Year—Corporate University Best-in-Class (2002)

2004
- Ranked No. 1 Corporate University in America—American Society of Training and Development (2003)
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